



# ALL SAINTS'

CATHOLIC VOLUNTARY ACADEMY

## Year 8 into Year 9 Options Book



**Opportunity . Achievement . Success**



[www.allsaints.notts.sch.uk](http://www.allsaints.notts.sch.uk)

# 2023 - 2024

# Introduction

Dear Parents/Carers

Welcome to the option process for 2023. This booklet is part of the support available to help your child choose the best learning pathway for them from the beginning of Year 9 through Years 10 and 11 and beyond.

As well as excellent exam results, employers want young people who can solve problems, work in a team, think creatively and apply the knowledge they have acquired. They are also interested in people who show independence, manage their time, be flexible and who can lead others.

It is therefore important that students consider the types of skills they want to develop and the way in which they can best learn rather than just making choices about the subjects they like.

At All Saints' the Key Stage 4 Curriculum consists of the Core Subjects which everyone studies.

These are English language and Literature, Mathematics, Religious Studies, Science, Physical Education and PSHE which contains modules on Careers Education and Citizenship.

In addition to these, students will choose a number of subjects to study. Students have different learning pathway and by choosing the right subjects for their learning profile, they are more likely to enjoy their studies and to be successful.

The learning pathways lead to exam routes, which are arrived at using the students' combination of KS2 test scores, attitude to learning and current attainment and progress.

Students will be given the opportunity to discuss their options with their subject teachers and should be given the opportunity to speak to parents or guardians about such important decisions.

The timeline given later in this booklet provides an overview of the whole option process and further details about the different courses are included for reference.

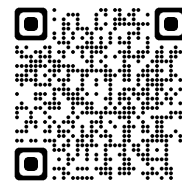
Whatever choice students do make, we will ensure that the curriculum provided will enable them to:

- Plan their progression through school and prepare themselves for lifelong learning
- Take a lead in their own learning and motivate themselves
- Develop spiritually, morally, emotionally, academically and physically
- Think creatively and solve problems
- Communicate effectively in different situations
- Have respect for themselves and have tolerance of others
- Understand the world they live in and the richness it provides
- Maintain a healthy lifestyle and develop their physical skills
- Become an active citizen and valuable member of the community

# Introduction

Details of each subject are also available on the school website:

<https://www.allsaints.notts.sch.uk/teaching-learning/options-information/> →



Building from last year's process, we are confident that the proposed option blocks will give the maximum satisfaction and success to the majority of students.

**However, we must say that although we try very hard to make sure students get the subjects they choose, this is not always possible.**

Some subjects may not run if too few people want to do them. If too many people want to do a subject, we may not have enough staff to let everybody take it. For this reason, students will be asked to identify multiple choices within each subject block. The option blocks need to work within the whole school timetable, where commitments have already been made to enable students in Year 9 to 13 to study specific subjects.

School will select subject choices for some students. Further choices are allocated based on prior attainment and current progress in the core subjects of English and Maths and also MFL and humanities. **Unless there is a medical reason put forward, we will not change the student's allocated options.** This is a critical piece of information as each year parents/guardians contact the school requesting option changes because a student has not been allocated their first choice in each option block or because they have changed their mind. With nearly 200 students in the year group, it is not logistically possible to make alterations and the school will not change the allocated options.

This information will be processed and students will be informed about which of their selected subjects they have been allocated. If there are difficulties with any particular courses or selection, we will contact you directly for further discussion and planning. If students do not select preferences within each block, it will be assumed that they are equally happy to study any of the subjects if they do not get allocated their first choice. If you need any further help during the process, please contact school and you will be directed to the most appropriate member of staff.

A handwritten signature in black ink, appearing to read 'L. Johnson'.

Mrs L Johnson

Deputy Headteacher

# Who can help you

If you have any questions at any time during the process there are identified staff who you can refer to. Parents can contact the relevant staff at the school by email at [admin@allsaints.notts.sch.uk](mailto:admin@allsaints.notts.sch.uk) or by telephone on 01623 474700

Who	Where	What
Curriculum Leaders	Specific options queries	
Subject Teachers	Course content, structure, entry requirements, progression routes	
Form Tutors	Making choices and knowing your strengths	
Year Progress Leader	Office in the PA Block	Making choices and general information
Mrs Bamford (Head of Learning Support)	Office in X2	Specific alternative options queries
Mrs Kilday (Assistant Headteacher)	Office in PA block	General information/ Careers Advice/ Off-sit placements.
Mrs Johnson (Deputy Headteacher)	Office in the main block corridor.	General information/ Options allocation.



# Timeline for Options

Date	Process
<b>January 2023</b>	SLT/Subject Leaders discuss and plan the subjects which may be available for different students.
<b>January 2023</b>	An assembly where students begin thinking about the next stage of their education.
<b>Wednesday 8 February 2023</b>	<b>Guidance evening for parents. Virtual meeting for all parents/ guardians via Microsoft Teams.</b> Presentations about the process
<b>Wednesday 8 February 2023</b>	Option booklet and routes given to students with time for students to speak to subject representatives and advisers to gather information about courses and progression routes. Students will have this advice in school. Parents who wish to discuss options will need to contact school via phone or Microsoft Teams.
<b>February 2023</b>	Completed forms submitted to the school office by <b>Monday 27 February 2023</b>
<b>March– April 2023</b>	Additional guidance provided where necessary. Subject Leaders check whether students have made appropriate choices.
<b>April - May 2023</b>	Further guidance and individual interviews with students where necessary e.g. where a subject does not run because numbers do not make it viable. Consultation in the event of any difficulties with allocated choices.
<b>July 2023</b>	Subject offers made to students.
<b>Mid July 2023</b>	Final adjustments completed and all students' choices confirmed.

# Completing the Options Form

All students will be given a personalised form with their options on.

Students need to rank the subjects in each block with the required numbers (1-4, 1-2)

Below is an example of a completed form.

Option Block 1					
Choose 4 from the following and rank in order of preference from 1 to 4 (1 being most preferred, 4 being least preferred). Leave blank the subjects you do not wish to take.					
GCSE Business Studies	GCSE Drama	BTEC Health and Social Care	GCSE Product Design (Resistant Materials)	GCSE Textiles	GCSE Art
1		3	2		4

Option Block 2						
Choose 4 from the following and rank in order of preference from 1 to 4 (1 being most preferred, 4 being least preferred). Leave blank the subjects you do not wish to take.						
GCSE Art	GCSE Business Studies	CAMBRIDGE NATIONAL CERTIFICATE Creative iMedia (Level 2)	GCSE Computing	GCSE/BTEC Physical Education	GCSE Food and Nutrition	GCSE/BTEC Music
	2	3	1		4	

Humanities (rank in order of preference from 1 to 2)	
GCSE Geography	GCSE History
2	1

Languages (rank in order of preference from 1 to 2)	
GCSE French	GCSE German
2	1



# GCSE & EQUIVALENT COURSES

# GCSE Art And Design

## Outline of the course

The GCSE Art and Design course is suitable for students who wish to develop their interest and enthusiasm for Art, Craft and Design. This course encourages students to develop their creative and imaginative powers, practical skills, expressive ideas, experimental capabilities and knowledge of Art, Craft and Design. Looking at a range of contemporary and historical art.

Students follow the Unendorsed Art and Design course. This course encourages students to express their creativity in a variety of different materials, processes styles and techniques, in two and/or three dimensions including some elements of ICT.

Work on this course can cover painting and drawing, three dimensional design, print, mixed media, installation, photography and sculpture.

The coursework theme is "Natural forms".

## Assessment

Students respond to four assessment objectives which are all equally weighted: Observational work, Artist research, Idea development, their final piece relates to their prep/sketchbook work.

The qualification is divided into; Coursework which makes up 60% of the final GCSE mark, and the externally set examination which is 40% of the final grade. Prior to the final examination students are given preparatory time, followed by the ten hour controlled practical exam. Students are required to respond to a theme given by the exam board.

All coursework is continually assessed throughout the year and feedback is given to pupils so that they may improve on and refine their work.



## Why study Art?

The course aims to develop pupils' creative and imaginative powers and their practical skills for communicating and expressing ideas, feelings and meanings in Art, Craft and Design. Pupils will be able to build up a portfolio of work which demonstrates their investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.

A GCSE Art grade 6 or above is needed to go on to study Art 'A Level' at All Saints'. The Art department strives to inspire and motivate our students by encouraging them to participate in workshops/activities and gallery exhibitions/visits.

During the course students have the opportunity to take part in these organised activities in order to broaden their knowledge and understanding and inspire new contemporary ways of working.



For more information about this subject and the course, please contact:  
Miss M Merrington



# GCSE Business

## Outline of the course

The GCSE Business course introduces students to the world of small businesses and will look at what makes someone a successful business person. It also allows students to find out how to develop an idea and spot an opportunity, and turn that into a successful business.

### Students will cover 10 key units

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business
- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions



## Assessment

Two written exam papers  
1 - Investing small business  
2 - Building a business

Each exam is 1 hour 30 minutes long.



## Why study GCSE Business?

GCSE Business has been designed to develop knowledge and understanding of the business sector. It is important to understand how to make a business effective,



manage money and see how the world around us affects small businesses and all the people involved. Pupils will also learn more about how small businesses are developed and discover how businesses promote themselves, keep their customers happy and manage both their finances and the people who work for them.

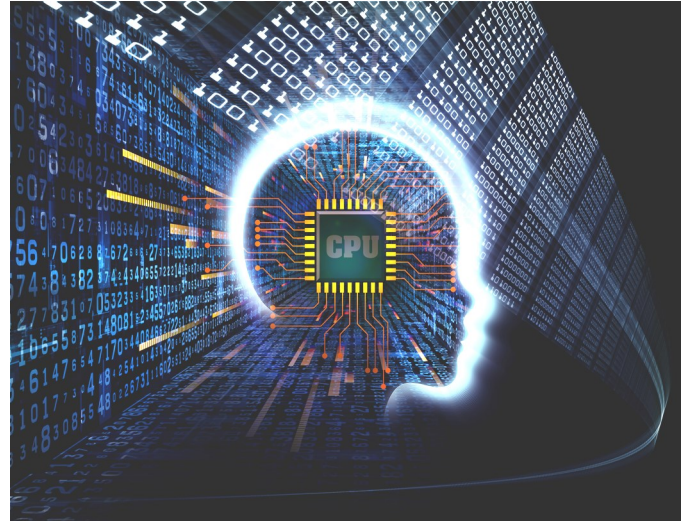
For more information about this subject and the course, please contact:  
Mrs H Kempin

# GCSE Computer Science

## Outline of the course

Taking Computer Science GCSE is your first step into the world of computer science and programming. It is an ideal course for those who want to learn about computer systems and how they work. This course is suitable for those with a high ability in Mathematics - an absolute minimum level 5 is required.

You must also be extremely keen on ICT and curious about how technology works. There is a strong component of programming; therefore a precise and logical mind is a necessity.



## Assessment

GCSE Computer Science is assessed in three ways:

**Written examination:** Computer systems - 1 hour and 30 minutes 50% of the qualification

**Written examination:** Computational thinking, algorithms and programming  
1 hour and 30 minutes  
50% of the qualification

**Practical Programming:** Students will be given the opportunity to undertake programming tasks to a specification during their course of study.

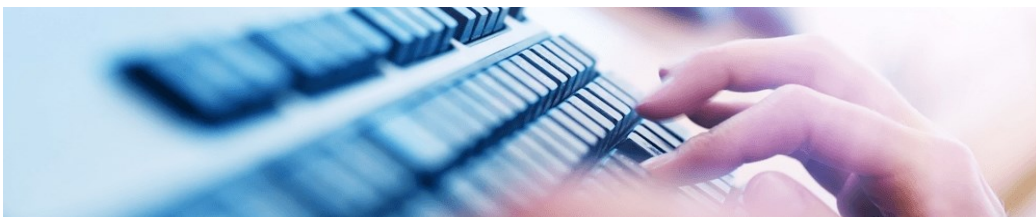


## Why study GCSE Computer Science?

As the world becomes more reliant on computers, programming skills are sought after by employers.

This challenging and technical GCSE is an excellent choice for hard working students who have ambition for further study of computer science at college and/or university, or those who aim to have a future career in the IT industry.

Student Quote: *"Computer science is a really difficult subject but it is great if you are really into programming. It is really tough learning how to write programs but I get a big sense of achievement when I see an application working."*



For more information about this subject and the course, please contact:  
Mr M Walton or Mrs C Hunt

# Creative iMedia

## Outline of the course

This qualification will suit those students who have an interest in developing their ICT skills. Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. Cambridge Nationals in Creative iMedia provide students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education. The course will also provide you with an essential foundation for any further courses including courses specific to the use of computers and new technology such as A-level and vocational courses.

## Assessment

The creative iMedia course is based around the media industry, it's more course work based than an academic GCSE but does have one exam. There are two pieces of course work that need to be completed and the marks count towards the final grade.

Unit R093 Creative iMedia in the media industry: The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. However, there are common aspects to all media products.

Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. Products also make use of similar media codes to convey meaning, create impact and engage audiences. In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

Unit R094: Visual identity and digital graphics: Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process. In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Unit R097: Interactive digital media: Interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence. In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.



## Why study ICT

ICT skills are necessary for success in many areas and are among the basic skills required by employers. Cambridge Nationals in Creative iMedia are media-sector focused, including film, television, web development, gaming and animation, and have IT at their heart. As a worker of the future, the ability to analyse and design systems that are used in the workplace, the ability to see relationships and the broader perspective, to develop your project management skills and understand the need for team management will all be important and marketable skills.

For more information about this subject and the course, please contact: Mr M Walton or Mrs C Hunt.

# GCSE Food Preparation and Nutrition

## Outline of the course

How does food affect our lifestyles?  
How food affects our bodies? How should our diet change through our life? How ingredients work together in food?

Learn how to use a range of modern tools and equipment that gives you the skills to progress beyond GCSE.

What other issues influence the food we eat?

These and other questions will be answered in this new GCSE Food Preparation and Nutrition course that aims to promote the careful and thoughtful use of Food to adapt and create products that meet our needs. This course provides an innovative and creative qualification re-warding both flair and imagination.

Candidates have the opportunity to work with design concepts and materials in ways which recognise the need for wise choices being made in terms of; future work related learning, the environment and the whole social fabric of modern life.



## Assessment:

The qualification is worth a full GCSE ranging from 1 to 9 and is divided into:

Unit 1 - Written Paper worth 50% of the GCSE covering five key topics Food, nutrition and health, Food science, Food safety, Food choice, Food provenance.

Unit 2 - Non examination assessment (NEA).

NEA 1 worth 15% is a food science experiment.

NEA2 worth 35% is a food preparation assessment that includes a three hour practical exam.

## Why study Food Preparation and Nutrition?

This very exhilarating GCSE specification will encourage all candidates to be inspired, motivated and challenged by following a modern, broad, coherent, satisfying and worthwhile course of study, and to gain an insight into related post GCSE sectors, such as nutrition, catering, food developer and manufacturing. It will prepare candidates to make informed decisions about further learning opportunities and career choices.

For example, careers in Food Technologies, Food Science, Dietician, Nutritionist, Food Microbiologist, Environmental Health, Industrial Food Science, Food Manufacture Management, Food-Based Product Design, Chef and Hospitality.



For more information about this subject and the course, please contact:  
Miss Coupe, Mrs Gascoyne or Mrs Liversedge

# GCSE Geography

## Outline of the course

Board: EDUQAS GEOGRAPHY B

Geography GCSE is a current and up-to-date course which investigates many of the most important issues facing the world today:

- How can we make our lifestyles more sustainable?
- Is climate change affecting weather patterns and flooding?
- Why are some people predicting large scale movements of people from some parts of the world?
- Are natural hazards becoming more common and affecting more people?
- How can we use new technologies like GIS (Geographical Information Systems) to help predict and map hazards or environmental issues?
- How can the spread of global companies affect people around the world?
- How do we balance environmental concerns against the need for economic development?



## Assessment

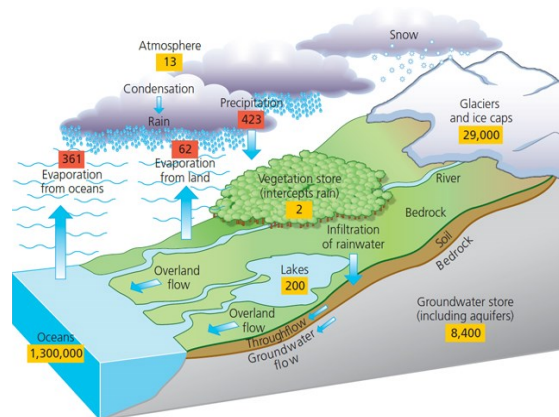
All students sit the same exam papers, which will cover grades 9-1.

**Component 1 (40%)** This exam paper includes questions about physical, human and environmental Geography.

**Component 2 (30%)** This exam paper is a Problem Solving Exercise.

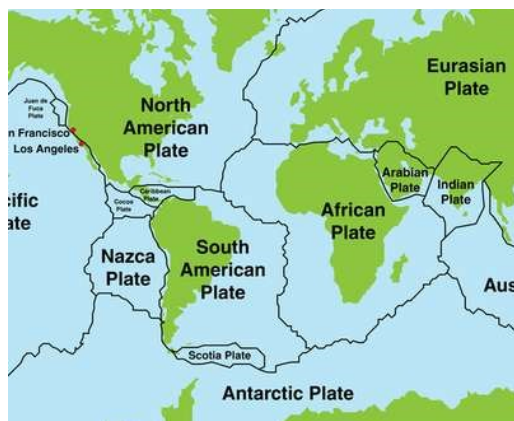
**Component 3 (30%)** This exam paper includes questions about fieldwork.

**Students are required to take part in two days fieldwork during the GCSE course.**



## Why study Geography?

Geography is a wide ranging subject that will help you become more aware of the world around you. It includes interesting content and a large number of skills that are valuable for many future courses or jobs. Many employers value the ability of geographers to analyse a wide range of materials including graphs, diagrams, written text, photographs and maps and then explain the key points shown by the data. Geography links well with both science and arts subjects, as it contains both physical and human elements and students can go on to a variety of jobs or 'A' level studies, some of which use Geography directly, like conservation, river management or teaching, and some of which use the skills developed through Geography, like banking, civil service or armed forces.



For more information about this subject and the course, please contact:  
Mrs J Spiby or your geography teacher.

# GCSE History

## Outline of the course

**You will study four topics**

### **THE HISTORY OF MEDICINE 1250-Present day**

This aspect of the course traces a single development over a long period of time, a fascinating study of the way in which people have dealt with injury and disease across the centuries. There is also an in depth focus on the developments in medicine and trench warfare in World War One.

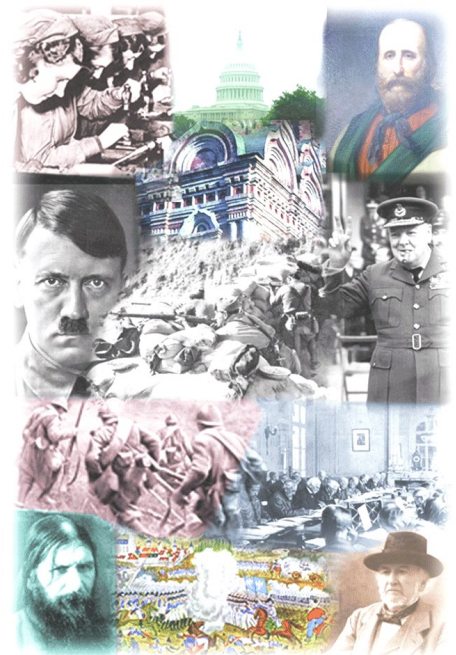
### **EARLY ELIZABETHAN ENGLAND 1558-88**

This study looks at society, government, political rivalries and exploration.

### **SUPERPOWER RELATIONS AND THE COLD WAY 1941-91**

This aspect of the course covers the origins, crises and end of the Cold War on a global scale.

**WEIMAR & NAZI GERMANY 1918-39** This depth study investigates the effects of World War I upon Germany; the coming to power of Adolf Hitler and life in Germany under Nazi rule.



## Assessment

100% of the final GCSE grade is based on 3 examination papers.

Paper 1 - The History of Medicine (30%)

Paper 2 - Early Elizabethan England and the American West (40%)

Paper 3 - Weimar and Nazi Germany (30%)



Each paper requires you to recall specific events, use historical skills and compare features of different time periods to achieve highly. Extended writing is key to doing well, command words such as 'explain', 'significance', 'importance', 'analyse' and 'how far' feature heavily.



## Why study History?

History is a well established, popular option. A key feature of the course are the variety of topics studied of the course build upon your Year 8 studies. The course involves the development of useful skills such as analysis, evaluation and interpretation which are valued by employers and demonstrate well a student's ability. If you have found History interesting in the first two years of study, you will certainly find GCSE History an enjoyable and challenging option.

For more information about this subject and the course, please contact:  
Mrs O Varney or your history teacher.

# GCSE Modern Foreign Languages

## FRENCH & GERMAN

### Outline of the course

The GCSE course follows on logically from KS3 and is divided into the four skills of Listening, Speaking, Reading and Writing. It is based around four main topic areas:

- 1 Lifestyle (Health and Relationships)
- 2 Leisure (Free time and holidays)
- 3 Home and Environment
- 4 Work and education



### Assessment

The four skills of Reading, Listening, Writing and Speaking are examined at Foundation and Higher Level and are all worth 25% each.



Reading, Listening and Writing are examinations at the end of the course. Speaking will also be an exam at the end of the course, sat with the teacher and will consist of role play and conversation. Regular practice, vocabulary learning and testing is therefore important throughout the course in all four skills.

### Why study French or German?

#### Did you know ... ?

- ✦ 75% of the world's population does not speak English at all.
- ✦ Learning a language improves your communication skills - in English as well.
- ✦ 70% of British businesses are involved in some form of international activity.
- ✦ Knowledge of another language adds an average £3000 to your annual salary
- ✦ Speaking more than one language gives access to a whole new world.
- ✦ Languages expand your career choice.



For more information about this subject and the course, please contact:  
Mrs B Dennis or your French or German teacher

# GCSE Performing Arts - Drama

## Outline of the course

Drama is an exciting, creative and challenging course; it aims to develop your skills as a performer and to understand the process leading to performance. You will use imagination, creativity and sensitivity and be able to develop skills of analysis in the study of performance texts, genres and performance activities. You will devise original pieces of work and perform existing repertoire.

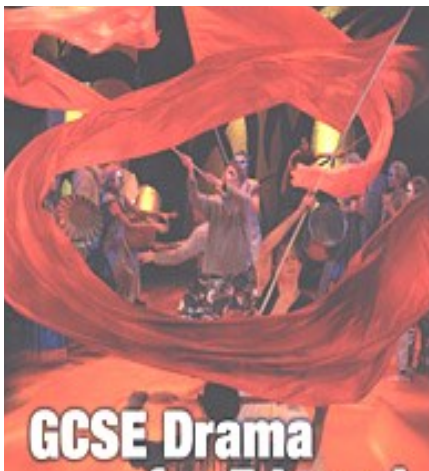
The course is divided into three components which you will study over the course:

1. Understanding drama 2. Devising drama 3. Texts in practice

## Assessment

### Unit 1 – Understanding Drama – 80 marks worth 40% of final GCSE mark

This is the final written paper of 1 hour 45 minutes that you will undertake in year 11. Here you will complete 3 sections – A,B,C. Section A is multiple choice on staging types, roles and responsibilities in the theatre and stage positions, section B is typically on Blood Brothers and section C is a theatre review based on a performance you have seen during the course.



### Unit 2 – Devising Drama - 80 marks worth 40% of final GCSE mark

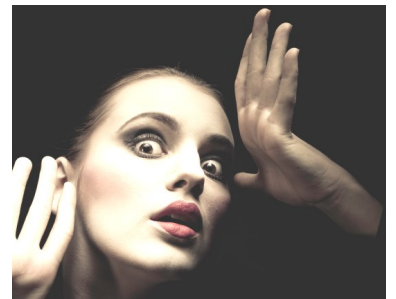
Here you will work in a small group to create your own performance based on a topic. You will rehearse with your group and perform to the rest of the class (20 marks). You will create an accompanying Drama log which forms your coursework for this course and is worth 60 marks. Here you will talk through how you chose your initial idea and how you developed this to the rehearsal stage then to final performance. You will evaluate your final performance and analyse whether or not it was successful.

### Unit 3 – Texts in Practice - 40 marks worth 20% of final GCSE mark

You will work either on your own to perform a monologue, as a pair to perform a duologue or as a small group. You will perform 2 extracts from one text to an examiner. You will need to know these extracts off by heart as no prompts or scripts are allowed.

### Theatre trips

Theatre trips are a necessary part of the course not only to enable you to complete the written paper in year 11 on the theatre review section but also to enhance your own understanding of acting skills and stage craft. The department will organize a number of trips throughout the duration of the course and it is vital you attend at least two of these in addition to a performance of the set text (usually Blood Brothers).



## Why study Drama?

If you have a love for performance and the desire to take part in creative processes then drama could be the subject for you. If you feel you strive for excellence in all aspects of your work then please apply for this subject. Students studying drama enjoy the support of an active, enthusiastic and committed team of teachers; we expect the same from our students. This course requires enthusiasm, dedication and hard work. **This course is not suitable for students who do not wish to perform in front of an audience on a regular basis.**

For more information about this subject and the course, please contact:  
Miss Bentley or Mrs Novell.



# GCSE Performing Arts - Music

*“Music gives soul to the universe, wings to the mind, flight to the imagination and life to everything”* Plato.

Music at KS4 is an exciting and popular option to take. Students will utilise all of the performance and composition skills they have learned at KS3.

## Outline of the course

Music by its very nature can excite and absorb us, whether we are composing, performing or listening. GCSE Music consists of three key areas; these are composing, performing and listening.



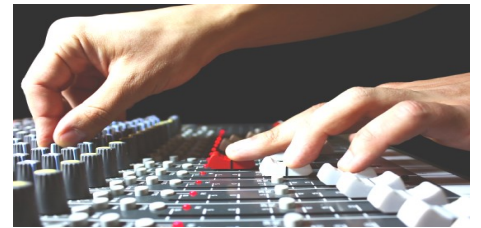
During their studies, students will listen to and learn about lots of different styles of music such as Film music, Pop Music, Baroque, Classical and Romantic Music and music from the Musicals. In addition to this, students will produce two computer based compositions from differing areas of study and perform at least two pieces of music, one solo and one ensemble.

Students must be committed to becoming an established musician (grade 3 standard) by the time performances are recorded in Year 11. This can be on any instrument of your choice including voice.

## Assessment

### **Performance — Component 1 - 30%**

- Students must record 1 solo and 1 ensemble (1 minute), they can then record in either format over 4 minutes
- Performances must be completed in year 2
- Performances must be to grade 3 standard (Including voice)



### **Composition — Component 2- 30%**

- Candidates complete 2 compositions
- 1 set to a brief set by the board that relates to the 4 areas of study
- 1 free composition
- Both pieces must be 3 minutes in length
- Compositions can be completed in Year 1 or 2

### **Appraising — Component 3 - 40%**

- Applying the Elements of Music to a variety of different styles of music
- 1 hour 15 minute exam.

## Why study Music?

- Practical based: you make music.
- Builds confidence and transferable skills.
- Working in a group and on your own.
- Learn specific instrument skills.
- Compose new exciting music.
- Use your imagination and creativity.



For more information about this subject and the course, please contact: Mr M Willson

# Examination PE - GCSE PE

In Year 9, all students will begin "Examination PE" and cover fundamental theoretical concepts crucial to both the GCSE and BTEC pathway. A decision about which route each student will take into Year 10 and 11 will be made during Term 2 of Year 9 by the school and this will be based on each student's progress in the theoretical and practical components.

## Outline of the GCSE course

Our GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being. The content of OCR's GCSE in Physical Education is divided into three components. Each component is further sub divided into topic areas and the detailed content associated with those topics.

### Component 01 (30%): Physical factors affecting performance

Topic areas: Muscular, skeletal and cardio-respiratory systems; Movement analysis; Planes, axis and levers, Optimising Physical training.

### Component 02 (30%): Socio-cultural issues and sports psychology

Health, fitness and well-being; Classification of skills and goal setting; Ethical and socio-cultural issues in sport, such as using performance enhancing drugs and the influence of commercialisation.

**Component 03 (40%):** Performance in physical education (NEA)- Performance of three activities taken from the two approved lists\*. Furthermore, students will complete one piece of course work, Analysing and Evaluating Performance (AEP), contributing to 10% of the NEA.

\* Students taking part in activity outside of school, such as skiing, can be assessed in this, they need to obtain the criteria from a member of PE and provide DVD evidence.

Team activities			Individual activities		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccea	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

## Assessment

1. Theoretical Section: 60% of total grade / 2 papers.

Physical factors affecting performance / 60 MARKS / 1 HOUR LONG

Socio-cultural issues and sports psychology / 60 MARKS / 1 HOUR LONG

2. Non-exam assessment (NEA): Practical performance in physical activity & sport - 40% of overall grade/80 MARKS.

For further information on the sports that can be assessed, please visit <https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf>

## Why study GCSE PE?

If you enjoy and are good at participating in a range of practical sports, but are also interested in learning more about PE and sport, such as knowing how the body systems change when playing sport, the delivery of sport from school to international level and how the media promote sport, then GCSE is for you. You will be expected to complete homework and progress tests on time and actively participate in theory lessons. Within practical activities you are expected to always bring your PE kit and perform with maximum effort. This is a great course, but you only get out what you put in. Specification at a glance:



For more information about this subject and the course, please contact:  
Miss D Humphreys or your PE teacher.

# Examination PE - BTEC PE

In Year 9, all students will begin “Examination PE” and cover fundamental theoretical concepts crucial to both the GCSE and BTEC pathway. A decision about which route each student will take into Year 10 and 11 will be made during Term 2 of Year 9 by the school and this will be based on each student’s progress in the theoretical and practical components.

## Outline of the course

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for students who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Students will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners’ experience and understanding of the varied progression options available to them.



## Assessment

The three components in the qualification give students the opportunity to develop broad knowledge and understanding of the sport sector, and specialist skills such as analysis, leadership, and teaching and communication at Levels 1 and 2.

Pearson BTEC Level 1/Level 2 Tech Award in Sport				
Component number	Component title	GLH	Level	How assessed
1	Preparing Participants to Take Part in Sport and Physical Activity	36	1/2	Internal
2	Taking Part and Improving Other Participants Sporting Performance	36	1/2	Internal
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	48	1/2	External Synoptic

## Why study BTEC PE?

Study of the qualification as part of Key Stage 4 learning will help students to make more informed choices for further learning, either generally or in this sector. Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to: A Levels as preparation for entry to higher education in a range of subjects  
Study of a vocational qualification at Level 3, such as a BTEC National in Sport, BTEC National in Sport and Exercise Science, which prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

For more information about this subject and the course, please contact:  
Miss D Humphries or a member of the PE Department

# GCSE Technology - Resistant Materials

## Outline of the course

- From the; International Space Station, Contemporary Fashion Design, to the Olympic Stadium, how do we use materials technology in the design and construction of modern products?
- How do designers incorporate both smart and modern materials into brand new products?
- How do designers and materials specialists use ICT to manufacture a new product?
- Can I use a range of modern tools and equipment that will give me the skills to progress **beyond GCSE?**

These and other questions will be answered in this fantastic vocationally based GCSE Design and Technology course, which aims to promote the selective and thoughtful use of contemporary design and manufacture to produce modern products. This course provides a ground-breaking and innovative qualification rewarding talent, flair and imagination and reflects both the contemporary use of materials and how industry uses the innovative and creative use of both resistant and compliant materials to make products. Modern-day use of Information and Communication Technologies to aid research and design is an integral part of the course, as well as computer-aided -design and manufacture.

- Students partake in design and making tasks within Y9 which will develop the skills they need in order to succeed in this qualification- projects include making a moonlight and a desk tidy as well as graphics project in Y9. Within Y9 students will be learning CAD programmes and utilising CAD CAM within the department.
- Within Y10 students will complete a design project of their choice and have the freedom to explore design problems and produce creative solutions utilising and developing their making skills.
- Within Y11 students will produce a NEA body of work where they are given a design brief and can showcase their talent and creativity producing a product that will satisfy the design problem. This is 50% of the exam.

## Assessment:

**The qualification is worth a full GCSE ranging from 9 to 1 and is divided into:**  
**Unit 1 - Written Paper - "The theory stuff" (50%) and**  
**Unit 2 - Designing and Making in Resistant Materials (50%)**

## Why study GCSE Design and Technology?

This very exciting GCSE specification in design and technology, with an emphasis on Materials Technology and Technical Manufacturing Principles will encourage all candidates to be stimulated encouraged and challenged by following a modern, broad, logical, satisfying and worthwhile course of study, and to gain an insight into related post GCSE sectors, such as design, manufacturing, technology and engineering. It will prepare candidates to make informed decisions about further learning opportunities and career choices. **For example, careers in Civil Engineering, Mechanical Engineering, Product Design, Design Engineering, Construction and Design Technologies, Materials Engineering, Graphic Design, Product Design, Industrial Design and Technology and Computer Aided Design, Creative and Media careers.**



For more information about this subject and the course, please contact:  
Miss C Coupe.

# GCSE Technology - Fashion and Textiles

Ever dreamt of being a fashion designer, buyer, blogger, trend forecaster, fashion merchandiser, fashion illustrator or a design journalist? Then the GCSE in Design and Technology- Textiles is the perfect starting point for your career.

\*From the; International Space Station, Contemporary Fashion Design to the Olympics, how do we use textiles materials technology in the design and construction of modern products?

\* How do designers incorporate both smart and modern materials into products?

\* How do designers and materials specialists use ICT to design and manufacture new products?

\*Can I use a range of modern tools and equipment that will give me the skills to progress beyond GCSE?

## GCSE TEXTILES TECHNOLOGY



These and other questions will be answered in this creative, innovative and inspirational GCSE Design and Technology course, which aims to promote the selective and thoughtful use of contemporary design and manufacture to produce modern products. This course provides a ground-breaking and innovative qualification rewarding talent, flair and imagination and reflects both the contemporary use of materials and how industry uses the innovative and creative use of both Textiles and compliant materials to make products. Modern-day use of Information and Communication Technologies to aid research and design is an integral part of the course, as well as computer-aided-design and manufacture. CAD - CAM is utilised in this course in design, laser cutting, 3D printing and dye sublimation printing.

### Outline of the course

\* Students partake in design and making tasks within Y9 which will develop the skills they need in order to succeed in this qualification- projects include making a bag, hoodie and shorts and learning CAD programmes utilising the CAD CAM within the department.

\* Within Y10 students will complete a design project of their choice and have the freedom to explore design problems and produce creative solutions utilising and developing their making skills.

\* Within Y11 students will produce a NEA body of work where they are given a design brief and can showcase their talent and creativity producing a product that will satisfy the design problem. This is 50% of the exam.

### Assessment:

**The qualification is worth a full GCSE ranging from 9 to 1 and is divided into:**

**Unit 1 - Written Paper - "theory" (50%) and**

**Unit 2 - NEA Designing and Making in Textiles (50%)**

### Why study GCSE Design and Technology?

This very exciting GCSE specification in Design and Technology, with an emphasis on materials technology and technical manufacturing principles which will encourage all candidates to be stimulated encouraged and challenged by following a modern, broad, logical, satisfying and worthwhile course of study. It enables them to gain insight into related post GCSE sectors, such as fashion design, graphic design, manufacturing, technology and engineering. It will prepare candidates to make informed decisions about further learning opportunities and career choices.



For more information about this subject and the course, please contact:  
Miss C Coupe.



# Notes



# ALL SAINTS'

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**Through Catholic values and principles,  
everyone will achieve their full potential  
spiritually, academically, socially, morally  
and physically.**