St Thomas More
Catholic High School

Year 9
Curriculum Choice Booklet

Course Information

January 2024

Introduction

The purpose of this booklet is to inform you about all of the courses you may be starting in September.
Subjects such as Religious Education, English Language, English Literature, Mathematics and Science and are taken by all students. There will, however, be other courses for you to choose from. This will allow you to take other subjects which you are good at or which particularly interest you. In most cases, the courses you take will lead to public examinations after two years. The booklet also explains how you will be assessed for these examinations in each subject.

Read all of this booklet carefully and discuss the information at home so that your parents or carers, as well as your Form Tutor, can help you to decide on the best combination of subjects.

Choice of Subjects Form

Your child's form tutor will issue them with the Choice of Subjects Form, which you will need to use to make your selection. Please return this to their form tutor by Thursday 29th February 2024.

THE MAJORITY OF STUDENTS **MUST** CHOOSE A BROAD AND BALANCED CURRICULUM INCLUDING AT LEAST ONE **HUMANITIES** AND AT LEAST ONE **LANGUAGE** SUBJECT.

DO:	Do not:
• Ask yourself in which subjects am I most interested. • Think about which subjects you achieve the best results. • Consider if certain subjects are required for a particular career.	• Choose a subject just because you like the teacher. You may not get them next year. • Choose a subject because your friends are doing so. They could well be in different teaching groups. • Reject a subject because it is new to you. Find out about it. It may be important to you.

Choice of subject form to be returned by **Thursday 29th February 2024**.

KS4 and Beyond

- "By far the most important factor employers consider when recruiting school and college leavers is their attitude to work (86%), followed by their aptitude for work (63%) and general academic ability (43%)."
- This doesn't mean your qualifications aren't important! It means that employers take it for granted you already have them. So, what more do you have to offer when you are looking for a job, an apprenticeship or even a work experience placement?

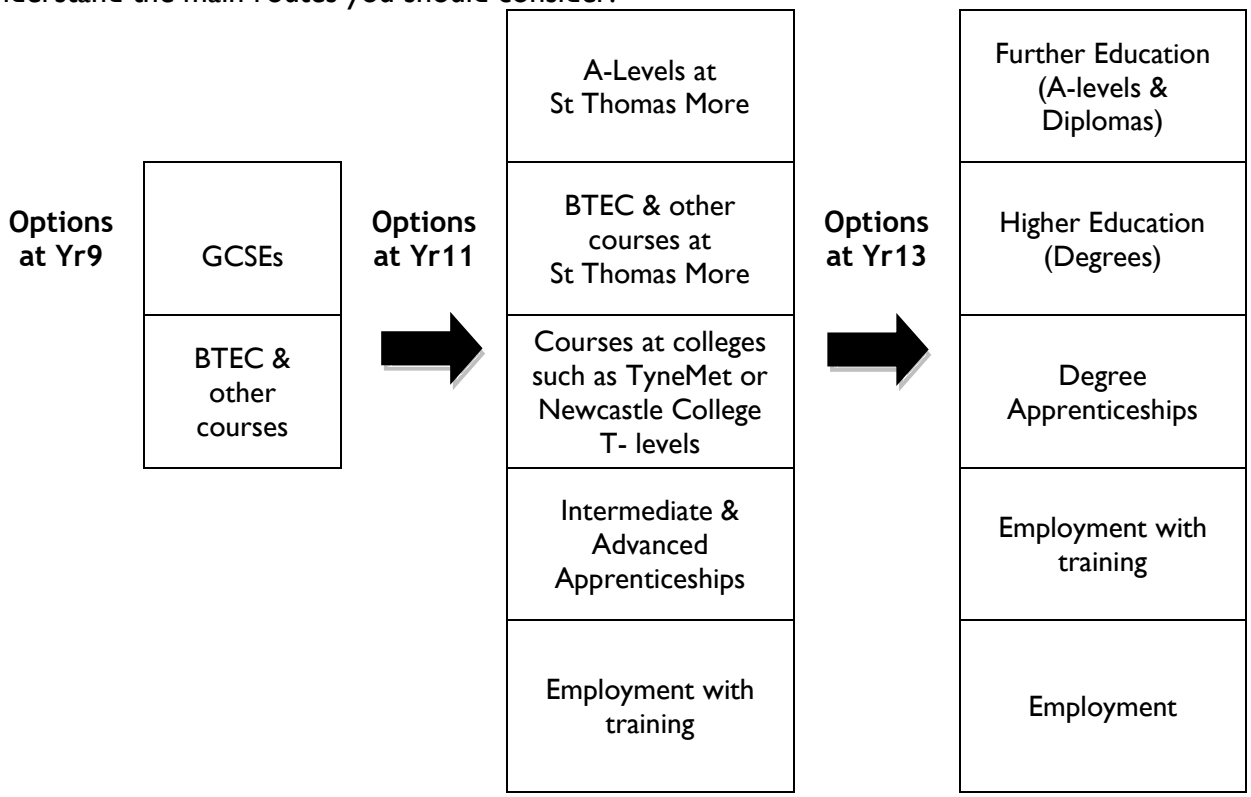
Where can I start?

- Many of us don't know what we wish to do when we are twelve or thirteen. This is perfectly 'normal', although a few of us may have very clear ideas.
- As a starting point watch this short video which explains how to make informed decisions about your options:
- https://www.youtube.com/watch?v=d_ssJV_XfjQ (A great video to watch with your child introducing the process of selecting an subject)
- There are also lots of useful websites to help you explore your initial career ideas, here are some of our favourites:
- https://www.pearson.com/uk/learners/secondary-students-and-parents/career-choices.html
- https://www.startprofile.com/
- https://icould.com/
- https://www.ucas.com/careers-quiz
- https://nationalcareers.service.gov.uk/skills-assessment

A quick guide to four "Areas of Opportunity" in the North East

- To understand what opportunities there are within the North East Labour Market here is a video https://www.youtube.com/watch?v=4RqQGbuK0OU covering our key sectors of:
  - Health and Life Sciences (e.g. medical research, genetics, effects of ageing)
  - Manufacturing (e.g. producing cars, battery technology, pharmaceuticals)
  - Digital and Software (e.g. computer games, cloud technology, cybersecurity, robots)
  - Energy (e.g. offshore and onshore wind turbines, solar, biomass, subsea technology)

You are choosing which subjects you want to take after Year 9 but you should also be starting to think about what you are going to do after Year 11. Young people must remain in education, training or employment with training until the age of 18. The diagram below will help you to understand the main routes you should consider.



YOU MAY FIND THE FOLLOWING WEBSITES HELPFUL:

https://nationalcareersservice.direct.gov.uk/home

The National Careers Service provides information, advice and guidance to help you make decisions on learning, training and work opportunities. It is currently being redesigned but it is still worth taking a look.

http://www.mycareerspringboard.org/login

An impartial careers information package, you create an online account that helps you navigate your choices and careers pathway. You get a personalised noticeboard and you can do 'personality tests' that matches careers which might best suit your interests and traits.

http://www.ucas.com/progress

This website includes information about courses at university, but also has some information about apprenticeships.

http://icould.com/

This website has lots of videos you can explore by employment sector or life theme. You have used this in the Careers Unit you did in your PSE lesson.

https://successatschool.org/

This website has a useful careers page, looking at roles in different sectors of the economy.

SUBJECTS TAKEN BY ALL STUDENTS
Religious Education
English Language
English Literature
Mathematics
Science
Personal, Social, Health, Citizenship and Economic Education (PSHCE)
Physical Education

- The rest of this booklet outlines the subjects that you can study in Years 10 and 11.
- Some subjects offer more than one course. Speak to your teacher to find out which one is best for you.
- Some subjects also have entry requirements so please check.
- If you have any questions speak to your Form Tutor, your Head of Year.

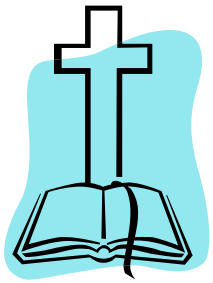
▲ THE MAJORITY OF STUDENTS **MUST** CHOOSE AT LEAST ONE **HUMANITIES** SUBJECT AND AT LEAST ONE **LANGUAGE** AND SUBJECT		✓
Humanities	Geography GCSE	
	History GCSE	
Languages	French GCSE	
	German GCSE	
OPTION CHOICE SUBJECTS: For most you will tick one of the subjects below		✓
Art Design & Technology (* You may only choose ONE of these. See your Technology or Art teachers for more information)	Art & Design GCSE *	
	Graphic Communication GCSE *	
	Resistant Materials - 3D Design GCSE *	
	Food Preparation and Nutrition GCSE	
	Electronic Products GCSE	
Business Studies (See your IT teacher for more information)	Business Studies GCSE	
	Enterprise & Marketing (Equivalent to one GCSE)	
Health and Social Care	Cambridge National (Equivalent to one GCSE)	
IT (See your IT teacher for more information)	Computer Science GCSE	
	BTEC – Digital Information Technology (Equivalent to one GCSE)	
Music (See your Music teacher for more information)	Music GCSE	
	BTEC Music (Equivalent to one GCSE)	
Performing Arts (Dance)	BTEC TECH PA Dance (Equivalent to one GCSE)	
Physical Education (See your PE teacher for more information)	Physical Education GCSE	
	Cambridge National in Sport Science (Equivalent to one GCSE)	

△ It is possible when you pick your three subjects to pick more than one Humanity or Language.

Examples: **German** and **French** then **History** or **Geography**

or **Geography** and **History** and then **German** or **French**

Religious Education



Qualification: GCSE (Eduqas)

Total Hours: Five hours per fortnight

OUTLINE OF THE COURSE

Year 10
Judaism Beliefs and Teachings
Judaism Practices
Foundational Catholic Theology: Origins and Meaning
Foundational Catholic Theology: Good and Evil

Year 11
Foundational Catholic Theology: Life After Death
Foundational Catholic Theology: Sin and Forgiveness

METHOD OF ASSESSMENT

In-school Assessment:
Variety of planned assignments built in to each unit
- Practice examination questions
- End of module tests, based on GCSE papers

Final Assessment:
Examination 100%
Three papers taken at the end of Year 11

WHAT COULD THIS LEAD ONTO?

The material covered throughout the GCSE Religious Education course certainly provides students considering AS and A2 Philosophy and Ethics with a sound basis in particular areas such as medical ethics.

The content covered also develops student's social, moral, spiritual and cultural awareness and aims to improve skills which will be valued in any area of study.

English Language & English Literature

Qualifications: GCSE (AQA) in English Language
GCSE (AQA) in English Literature

Total Hours: Four lessons per week in Year 10
Five lessons per week in Year 11

OUTLINE OF THE COURSE

Although these subjects are likely to be taught by the same teacher, the requirements for each subject are distinct and are outlined separately here.

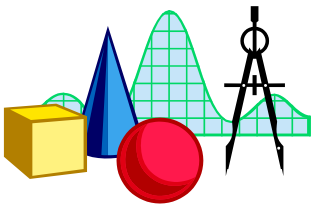
English Language
Two examinations each worth 50% (to be taken in May/June of Year 11).
Two examinations each worth 50% (to be taken in May/June of Year 11). The course aims to develop students' skills in speaking and listening, reading and writing. We study how writers use language and the effects on their intended readers. In their reading, students must study a range of texts from the 1800s to the present day. Students will produce a variety of written work including narrative and descriptive writing, as well as viewpoint writing. Students have to speak and listen appropriately on their own, in pairs and in larger groups. They will also be required to complete a Spoken Language assessment where they deliver a speech on a topic of their choice to the class.

English Literature
Two examinations: one worth 40% and the other 60% (to be taken in May/June of Year 11).
Students will develop their skills, in reading, exploring and discussing literature texts from a range of genres and time periods. Work will be based on the close reading and discussion of these texts in class and at home. Students will have to show in their writing, their knowledge and understanding of these texts considering authorial intent and context and be able to discuss them using appropriate quotations. Texts to be studied include: a play by Shakespeare; a 19th century novel; a modern novel or play; and assorted poetry.

WHAT COULD THIS LEAD ONTO?

Students have the opportunity to take English Literature and English Language at A-level after they successfully complete their GCSEs. Both A Levels facilitate entry into university and combined with STEM subjects can demonstrate a breadth of knowledge and skills. In addition to this, strong GCSE results in English Language and English Literature are important when applying for any Post-16 course. English qualifications are also very important for Level 2 courses or apprenticeships. University courses also ask for strong English GCSE results; even if the courses are not English based.
Any student who does not achieve a grade 4 or above at the end of Year 11 will need to continue to study English Language GCSE in Sixth Form or College.

Mathematics



Qualification: GCSE (AQA)

Total Hours: Four or five lessons per week depending upon the group

OUTLINE OF THE COURSE

Students are already studying for their GCSE. They will look at the topics of Number, Algebra, Ratio and Proportion and Rates of Change, Geometry and Measures, Probability and Statistics.

Lessons may include:

- whole class teaching and discussion
- individual and small group work
- practical activities
- investigational work

There will also be opportunities to make use of IT to enhance work.

METHOD OF ASSESSMENT

Students will be assessed at the end of the course by completing three papers, a non-calculator paper and two calculator papers.

Controlled assessment is not a requirement for Mathematics.

Examination entry will be either at Foundation or Higher level, depending upon the recommendation of the teachers following discussions with the students.

FURTHER INFORMATION.

A grade 6 or above from the Higher level course leads naturally on to the A-level Mathematics courses. Students achieving grade 5 or above are also able to study Core Maths (level 3 - equivalent to an AS qualification) in Year 12.
Many university courses now require students to have achieved a grade 6 or above even when the course is not mathematically based.
Any student who does not achieve a grade 4 or above at the end of Year 11 will need to continue to study Mathematics GCSE in Sixth Form or College.

Science GCSE

Qualifications: GCSE (Pearson Edexcel)

Total Hours: Five or six lessons per week

There are two different Science pathways offered by the Science department. Students are guided onto the appropriate course after results of tests completed throughout Year 9 have been analysed by Science staff.

SEPARATE SCIENCES PATHWAY (9-1) – Three separate GCSEs awarded

Students following this pathway have 12 lessons of Science per fortnight in both years (two of which are period 6 lessons), which equates to four lessons per Science subject per fortnight. The extra lessons reflect the additional content covered in Separate Science.

COMBINED SCIENCE PATHWAY (9-1) – Two GCSE grades awarded

Students will still be taught Biology, Chemistry and Physics for GCSE.
Students following this pathway have 9 content lessons of Science per fortnight in both years, which equates to three lessons per Science subject per fortnight. In Y10, students have one additional Science skills lesson per fortnight.

METHODS OF ASSESSMENT

Irrespective of the pathway they follow, all students will sit six exams at the end of Year 11 (two in Biology, two in Chemistry and two in Physics).
There is no longer controlled assessment of practical skills for GCSE Science, but all students will carry out a number of compulsory core practical experiments.

The GCSE grades for Separate Sciences are not linked, so students can achieve a different grade in each of the three subjects. For Combined Science the grades are linked and students gain an overall grade from 9-9 to 1-1.

WHAT COULD THIS LEAD ONTO?

Scientific understanding is changing our lives and is vital to the world's future prosperity. Science is a core subject at GCSE as not only does it develop understanding of the material world but also allows for growth of observation, practical work and enquiry skills. It provides a context for development of problem-solving and critical evaluation of claims based on evidence.
Students who have been successful (grade 6) in either Separate Science or Combined Science GCSE, could go on to study A-level Biology, Chemistry and Physics.

Personal, Social, Health, Citizenship And Economic Education

✓

Total Hours: One lesson per week

OUTLINE OF THE COURSE

PSCHE education is a planned, developmental programme through which our young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

It helps to safeguard students, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.
PSCHE set programme of study, includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

In Key Stage 4, students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSCHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.
The key concepts developed are:

- Identity
- Resilience
- Managing Change
- Power (within social contexts such as peer-pressure)
- Rights, Responsibility and Consent
- Diversity and Equality
- Risk management
- Health (mental, physical and emotional) and balanced lifestyles
- Relationships (including; friendships, romantic, familial)
- Career (including academic choices, enterprise and economic understanding)

It further develops and rehearses:

- Intrapersonal skills required for self-management
- Interpersonal skills required for positive relationships
- Enquiry skills

METHOD OF ASSESSMENT

There are no formal assessments during the course, although progress is monitored by Form Tutors as part of the individual action planning process.

Physical Education (Core)

Total Hours: Two practical sessions per week in Year 10
One practical session per week in Year 11

OUTLINE OF THE COURSE

Students will follow National Curriculum guidelines and participate in a variety of games and athletics which include: football, netball, hockey, badminton, tennis, rounders, basketball plus athletics, aerobics, trampolining, fitness work and dance.

All lessons are practically based. It is a national requirement that all students participate regularly, with the correct kit and with a positive attitude, adherence to rules and safety procedures.

Students will also be expected to practice their coaching and umpiring skills.

METHOD OF ASSESSMENT

Assessment is based on National Curriculum objectives with regard to:

Personal Performance
Working with Others
Safety
Organisational Skills
Evaluating their own and others' work

Assessment is continuous throughout the Key Stage.

THE NEXT SECTION GIVES INFORMATION ABOUT THE OPTIONAL SUBJECTS THAT STUDENTS CAN STUDY AT KS4.

THE MAJORITY OF STUDENTS **MUST** CHOOSE A BROAD AND BALANCED CURRICULUM INCLUDING AT LEAST ONE **HUMANITIES** AND AT LEAST ONE **LANGUAGE** SUBJECT.

Geography

Qualification: GCSE (AQA)

Total Hours: Two lessons per week

OUTLINE OF THE COURSE

Do you enjoy studying through investigation rather than just listening and reading?
Do you want to understand how the world around you works?
Do you enjoy discussing current affairs and issues?
Do you enjoy practical work outdoors?
Do you like to research different points of view and make up your own mind?
Then Geography is the best GCSE choice for you!
Through this course, you will travel the world from your classroom, exploring case studies in the UK and around the globe, from the cities of Brazil to earthquakes in the Himalayas. You will study climate change, poverty and deprivation, global power shifts, natural hazards and landscape creation, and you will be encouraged to understand your role in all of it.

METHOD OF ASSESSMENT

You will have 3 exams at the end of Year 11:

Paper 1: Living with the Physical Environment (1hr 30mins – 35% of course)

- Living World (ecosystems, tropical rainforests and cold environments)
- Challenge of Natural Hazards (earthquakes, volcanoes, tropical storms and climate change)
- Physical Landscapes in the UK (rivers and glaciers)

Paper 2: Challenges in the Human Environment (1hr 30mins – 35% of course)

- Urban Issues and Challenges (population, urbanisation and sustainability)
- The Changing Economic World (changing economy and quality of life in the UK & Nigeria)
- The Challenge of Resource Management (demand for food, water and energy)

Paper 3: Geographical Applications (1hr 15mins – 30% of course)

- Issue Evaluation of a current topic in world Geography
- Fieldwork, based on physical and human fieldtrips we will undertake through the course (Cobalt Business Park and Holywell Dene)

WHAT COULD THIS LEAD ONTO?

Geography is considered the 'must-have' A-level for so many students (recent Guardian article). Geographers study world issues that are relevant and essential to everyone. They also develop skills working across the physical and social sciences. Geographers are uniquely employable, consistently having higher graduate employment rates than the average. Are you interested in the way the world works? Choose a life. Choose a job. Choose a career. Choose Geography!

History

Qualification: GCSE (AQA)

Total Hours: Two lessons per week

OUTLINE OF THE COURSE

Year 10 (Paper One)

The Breakdown In Relations That Led To The Cold War

- The Atom Bomb: Ended One War But Started Another
- Nuclear Arms Race: Mistrust, Suspicion and Rivalry
- Berlin Blockade And Airlift: The Saving of West Berlin

The World Holds Its Breath, Events That Nearly Sparked Nuclear War

- U2 Crisis: The Era of Spies and Cover Ups
- The Berlin Wall: A City Divided
- The Cuban Missile Crisis: Thirteen Days of Tension

The Roaring Twenties

- Money, Money, Money: Cars, Films and Dance Clubs
- You Never Had It So Good?: Gangsters, Violence and the KKK

The Depression And The New Deal And Post War America

- Shanty Towns, Hobos and Shoeshine Boys: Government Failures
- Roosevelt To The Rescue: Americans Offered A New Deal
- Rock and Roll, Civil Rights and Equality For Women

Year 11 (Paper Two)

Health and the People

- Medicine Stands Still: Quacks & Barber-Surgeons
- The Beginnings of Change: Challenges to the Old Ideas
- A Revolution in Medicine: Vaccination, Anaesthetics, Germs
- Modern Medicine: The Effects of War and Technology

Elizabethan England

- The Elizabethan Era: Fashion, Theatre, Voyages of Discovery
- Problems and Challenges: Catholic Plots and Conflict With Spain
- A study of an Elizabethan site

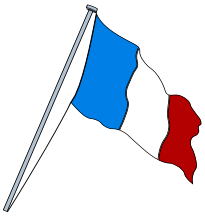
METHOD OF ASSESSMENT

Two examination papers both worth 50% at the end of Year 11.

WHAT COULD THIS LEAD ONTO?

A good grade in GCSE History will equip you well for A-level studies. High level evaluation and the ability to condense lots of information, as well as being able to produce an argument, are transferable skills that will be of use in a variety of other subjects. These are skills that are valued by both employers and universities; indeed History is one of the subjects described by the top universities as a facilitating subject: meaning, the study of it will provide a wide range of options at university.

FRENCH



Qualification: GCSE (AQA)

Total Hours: Two lessons per week

OUTLINE OF THE COURSE

This course will build upon the knowledge of topics and grammar studied at KS3.
GCSE French will develop your proficiency in the four linguistic skills of listening, reading, speaking and writing, enabling you to understand and communicate effectively in the target language. The GCSE course will cover the following themes:

- Theme 1 : People and Lifestyle
- Theme 2 : Popular culture
- Theme 3 : Communication and the world around us

METHOD OF ASSESSMENT

Students will be assessed at the end of the course in listening, reading, speaking and writing skills. Each skill area is worth 25% of the final grade. Examination entry will be either at Foundation or Higher level, depending upon teacher recommendation and after discussions with the individual students.

WHAT COULD THIS LEAD ONTO?

We are living in a multicultural, global society and having a GCSE language will open many doors to your future prospects, both professionally and personally and will enable you to progress to further study or employment. Having a GCSE language is looked upon favourably when applying to college, university or for a job. You can also combine a Languages' degree with another subject such as Business, Law, Medicine, Marketing or Tourism. In addition, languages provide endless career opportunities in areas such as journalism, engineering, media, sales, charity work and tourism. Languages are highly valued by employers because they teach you transferable skills, which include communication skills, interpersonal skills, intercultural understanding, working independently, teamwork, problem-solving, and skills of analysis. Learning a language is a skill for life.

German

Qualification: GCSE (AQA)

Total Hours: Two lessons per week

OUTLINE OF THE COURSE

This course will build upon the knowledge of topics and grammar studied at KS3. GCSE German will develop your proficiency in the four linguistic skills of listening, reading, speaking and writing, enabling you to understand and communicate effectively in the target language. The GCSE course will cover the following themes:

- Theme 1 : People and Lifestyle
- Theme 2 : Popular culture
- Theme 3 : Communication and the world around us

METHOD OF ASSESSMENT

Students will be assessed at the end of the course in listening, reading, speaking and writing skills. Each skill area is worth 25% of the final grade. Examination entry will be either at Foundation or Higher level, depending upon teacher recommendation and after discussions with the individual students.

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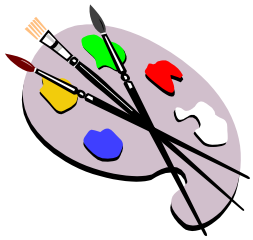
Art & Design



Qualification: GCSE (AQA)

Total Hours: Two lessons per week
The department is also available during lunchtimes and after school.

OUTLINE OF THE COURSE

The course offers the opportunity to study a broad range of areas of Fine Art including: painting, drawing, mixed media, collage, sculpture, installation, printmaking, lens-based and new media: animation and photography.
Each student is required to create a portfolio from a range of different, individual art activities and must include more than one, complete project. The course encourages students to experiment with a variety of experiences exploring a range of fine art media, techniques and processes, including both traditional and new technologies.

Portfolio of Work
The projects allow students to produce specific or more open outcomes. Students are encouraged to develop their own special interests and skills in areas they enjoy. Experimentation with materials and media is encouraged and students are free to develop their ideas independently.

Externally-set Task
The Externally-set Task is addressed in the second year of the course and offers unlimited preparation time, culminating in a 10 hour, supervised examination.

METHOD OF ASSESSMENT

The course is assessed as **60%** coursework and **40%** externally set task. At the end of the course, each student's work is displayed in a final exhibition. A mark is given, initially by the teaching staff, which is then verified by an external moderator.

WHAT COULD THIS LEAD ONTO?

Success in this course will enable students to follow A-level in Years 12 and 13. Many Art and Design based courses at university require an advanced level in this subject to follow a degree course. Career paths from here can include Interior Design, Design for Industry, Multi Media Design, Furniture and Product Design, Fashion, Textiles, Graphics, Architecture, Gallery and Museum work, Teaching, Community Arts, Theatre Crafts, Film Industry, Animation and Illustration.

Design & Technology: Graphic Communication

Qualification: GCSE (AQA)

Total Hours: Two lessons per week

OUTLINE OF THE COURSE

The course offers the opportunity to study a broad range of areas within Graphic Communication including: communication graphics, advertising and branding, package design, typography and signage.
Each student is required to create a portfolio of work incorporating skills and knowledge from a range of skill areas and must include more than one, complete project. The course encourages students to experiment within graphic communication and look at their effective use of; media, materials, techniques, processes and technologies.

Portfolio of Work
The projects allow students to respond to a specific need, brief or starting point, taking account of established requirements, constraints and parameters set by a client. Students are encouraged to develop their own special interests and skills in areas they enjoy and will be expected to carry out independent study into any area that they wish.

Externally-set Task
The Externally-set Task is addressed in the second year of the course and offers unlimited preparation time, culminating in a 10 hour, supervised examination.

METHOD OF ASSESSMENT

The course is assessed as **60%** coursework and **40%** externally set task. At the end of the course a mark is given, initially by the teaching staff, which is then verified by an external moderator.

WHAT COULD THIS LEAD ONTO?

Success in this course will enable students to follow A-level in Years 12 and 13. Many Design based courses at university require an advanced level in this subject to follow a degree course. Career paths from here can include Interior Design, Design for Industry, Multi Media Design, Furniture and Product Design, Fashion, Textiles, Graphics, Architecture, Gallery and Museum work, Teaching, Film Industry, Animation and Illustration.

Design & Technology: Resistant materials (Three - dimensional Design)

Qualification: GCSE (AQA)

Total Hours: Two lessons per week

OUTLINE OF THE COURSE

The course offers the opportunity to study a broad range of areas within 3D design including: product design and furniture design.
Each student is required to create a portfolio of work incorporating skills and knowledge from a range of skill areas and must include more than one, complete project. The course encourages students to experiment within 3D design and look at their effective use of; model making, constructing, surface treatment, assembling and modelling within the media of wood and recycled / upscaled materials.

Portfolio of Work
The projects allow students to respond to a specific need, brief or starting point, taking account of established requirements, constraints and parameters set by a client. Students are encouraged to develop their own special interests and skills in areas they enjoy and will be expected to carry out independent study into any area that they wish.

Externally-set Task
The Externally-set Task is addressed in the second year of the course and offers unlimited preparation time, culminating in a 10 hour, supervised examination.

METHOD OF ASSESSMENT

The course is assessed as **60%** coursework and **40%** externally set task. At the end of the course a mark is given, initially by the teaching staff, which is then verified by an external moderator.

WHAT COULD THIS LEAD ONTO?

Success in this course will enable students to follow A-level in Years 12 and 13. Many Design based courses at university require an advanced level in this subject to follow a degree course. Career paths from here can include Interior Design, Design for Industry, Multi Media Design, Furniture and Product Design, Fashion, Graphics, Architecture, Gallery and Museum work, Teaching.

Design & Technology: Food Preparation and Nutrition

Qualification: GCSE (EDUQAS)

Total Hours: Two lessons per week

OUTLINE OF THE COURSE

Candidates will study areas within the context of food products.

- Nutrients, main food groups and healthy eating
- The impact on the environment
- Large-scale manufacturing
- Special diets
- Food issues e.g. Genetically Modified foods
- Hygiene and safety
- Properties and functions of ingredients
- Preservation
- Cooking methods
- Sustainability of foods and packaging
- Recipe engineering

The course is concerned with the production of 'quality food products' and will include:

- practical food production
- class and group discussions
- design and make assignments
- focused practical tasks
- food tasting and testing experimental work
- use of ICT

In a typical week, the first lesson will focus upon the exam theory and the second lesson will be practically based and focus upon practical skill development.

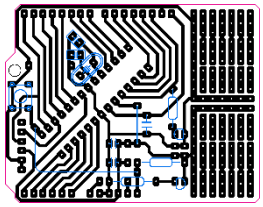
METHOD OF ASSESSMENT

Written examination: 1hr 45 minutes. **50%** of the qualification. (100 marks)
Two Coursework assessments (15% and 35%) Total **50%** of qualification. (100 marks)

WHAT COULD THIS LEAD ONTO?

Students who follow this course may wish to continue post-16 in Food & Nutrition Level 3. There are many career opportunities which exist within the food industry and a number of degree courses with strong Food & Nutrition links. Students who are considering a career which involves the Food industry, Science, Nutrition, Catering or Sport Studies have found this course enhances their other subjects.

Design & Technology: Electronic Products



Qualification: GCSE (AQA)

Total Hours: Two lessons per week

*In order to succeed at this subject students should have a minimum expected grade of at least a **grade 5** in Mathematics.*

OUTLINE OF THE COURSE

The course is designed to give you a broad knowledge and understanding of all areas of Design Technology with a specific focus on Electronic systems, programmable components and mechanical devices.

Year 10 will consist of both theory and practical lessons covering all areas of technology.

Year 11 will focus on the coursework element of the course which consists of a design and make task set by the exam board.

METHOD OF ASSESSMENT

The coursework project will make up **50%** of the final exam grade. An examination at the end of Year 11 will contribute the other **50%.**

WHAT COULD THIS LEAD ONTO?

There is not an Electronics course currently running at post-16 at St Thomas More.
This type of course would put you in a good position if you wanted to pursue a career in engineering and compliments Physics and Mathematics A-levels.

Business Studies (GCSE)

Qualification: GCSE (OCR)

Total Hours: Two lessons per week

OUTLINE OF THE COURSE

The course is split into seven main topic areas:

1 **Business Activity:**
Could I run a business? Why do we need business? This is an introduction to the basic ideas in running a business.

2 **Marketing:**
Here we examine the many different forms of marketing and market research. We investigate the power of market research to inform business when formulating a marketing campaign.

3 **People in Business:**
We investigate the recruitment process which goes from job advertising to training. We investigate communication in business and the impact of technology, induction courses and how employees are motivated at work. We also look at the role of HR and employment law.

4 **Operations:**
How do businesses decide on a supplier? Why do businesses use different production methods? What impact does the location of business have on its success? These are just some of the questions in a section which looks at Production Processes, Consumer Law and working with Suppliers.

5 **Finance:**
How do you get the money to start a business? What is the difference between Cash Flow and Profit? We learn how important cash flow is to a business and the uses of 'Break Even Analysis'.

6 **Influences on Business:**
Does business care about pollution and environment? Who cares about taxes? Business operates in a changing world. We investigate how pressure groups, the environment, Government and consumers can influence the way in which a business works.

7 **Interdependent nature of business:**
How do these different functions within a business work together? Why Finance need to know what Operations are doing? In this unit we use our knowledge from the rest of the syllabus and make the connections between the functions and how this can help decision making within a Business.

METHOD OF ASSESSMENT

Assessment is through two equally weighted examinations.

WHAT COULD THIS LEAD ONTO?

There are two courses at post-16;

- A-level Business which is assessed by examination.
- BTEC in Business Studies which is the equivalent of two A-levels and is assessed through coursework, examination and controlled assessment.

Studying Business can lead to many career paths including:
Actuarial analyst, Arbitrator, Business Adviser, Business Analyst, Business Development Manager, Chartered Management Accountant, Corporate Investment Banker, Data Analyst and Marketing Manager.

ENTERPRISE & MARKETING

Qualification: Cambridge National Level 2 (Equivalent to 1 GCSE)

Total Hours: Two lessons per week

OUTLINE OF THE COURSE

The Cambridge National in Enterprise and Marketing encourages students to develop the practical skills and applied knowledge they'll need in the business and enterprise sector. Students put their learning into practice and develop valuable transferable skills, beneficial if they're considering starting up their own enterprise/business.

Unit R067: Enterprise and Marketing Concepts. This is assessed by an exam (40%). In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business.

Topics include:

- Characteristics, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable?
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise

Unit R068: Design a Business Proposal - This is assessed by a set assignment (30%). In this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

Topics include: o Market research

- How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal

Unit R069: Market and Pitch a Business Proposal - This is assessed by a set assignment (30%). In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using self-assessment and feedback gathered.

Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign and professional pitch

METHOD OF ASSESSMENT

This is a vocational qualification which is the equivalent to 1 GCSE (1-9). It is recognised by employers and higher education institutes. Students will complete one written examination worth 40% (1 hour 15 mins). They will also complete two assessments in the form of centre assessed tasks.

WHAT COULD THIS LEAD ONTO?

At post 16 completing this course could lead to: A-level Business Studies An Apprenticeship in area such as Business Admin, Marketing, Finance (Level 2 or 3) BTEC Business T Level in Digital Business Services (Level 3) Studying Business can lead to many career paths including: Actual Analyst, Arbitrator, Business Adviser, Business Development Manager, HR, Data, Accountant, Marketing Manager and many more.

Health & Social Care

Qualification: Cambridge National Level 2 Health & Social Care

Total Hours: Two lessons per week (Equivalent to 1 GCSE)

OUTLINE OF THE COURSE

The Cambridge National Level 2 Certificate in Health and Social Care has been developed to provide candidates with an introduction to the skills, knowledge and understanding required to prepare for work in the health, social care and early years sector. It has been designed so candidates recognise the settings, job roles, principles and values involved.
The course involves the completion of 3 units of work:

Unit 1: Principles of care in health and social care settings
Unit 2: Supporting individuals through life events
Unit 3: Health promotion campaigns

METHOD OF ASSESSMENT

The course accredits candidates' abilities to carry out a range of tasks in a modern, practical way that is relevant to the workplace. It is the equivalent of one GCSE but has a more vocational emphasis.

Students will be encouraged to become independent workers taking responsibility, with guidance, for the completion of the necessary coursework. The course will involve group discussions, visiting speakers, practical work and investigations. It will also involve the use of ICT in research and the production of coursework assignments.

WHAT COULD THIS LEAD ONTO?

Students who do very well at this level may wish to continue their studies on an advanced level Health & Social Care course. Students who have completed these courses in previous years have obtained jobs within a wide variety of Health, Social Care and Early Years settings and many have gone on to study at University.

Computer Science (GCSE)

Qualification : Computing (OCR)

Total Hours: Two lessons per week

Please note that students who opt for Computing should be in set 1-3 for Maths and applications will be reviewed by the Head of Faculty to assess suitability for the course.

OUTLINE OF THE COURSE

This is an exciting course where you will develop your practical coding skills to be able to write real world useable applications. By studying this course students will cover these 2 key areas:

- Component 01 – Computer Systems. This element introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.
- Component 02 – Computational Thinking, Algorithms and Programming. Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project.

During the course students use OCR Programming Project tasks to develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. Students then code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan. Finally they will evaluate the success of their solution and reflect on potential developments for the future.

METHOD OF ASSESSMENT

Student will be assessed via 2 course elements:

Component 1 – Examination: 50% - 1hr 30mins
Component 2 – Examination: 50% - 1hr 30mins

WHAT COULD THIS LEAD ONTO?

Students can use their qualification to:

- Gain employment in Project Management, App/Games Development, Systems Engineer, Digital Marketing, Artificial Intelligence, Finance and Communication.
- Progress onto AS and A2 Computing
- Progress onto Level 3 BTEC IT/Computing
- Careers/Degrees in Computing, Engineering or Mathematics

BTEC – Digital Information Technology

Qualification: BTEC (Pearson)

Total Hours: Two lessons per week (Equivalent to 1 GCSE)

OUTLINE OF THE COURSE

This qualification is for students who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying project planning, data management, data interpretation, data presentation and data protection. The Digital sector in the UK advertised 90,000 jobs per week during 2020. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK Tech industry as a whole employs over 2.93 million people and has seen 40% growth between 2017-2019. Skills developed through this qualification prepares students with essential and transferable employability skills.

COURSE CONTENT

Component 1:

You will develop an understanding of what makes an effective user interface and how to effectively manage a project. You will use this understanding to plan, design and create a user interface.

Component 2:

You will understand the characteristics of data and information and how they help organisations in decision making. You will use data manipulation methods to create a dashboard to present and draw conclusions from information.

ASSESSMENT

Students will be assessed via 3 course elements:

- Component 1 – Internal Assessment 30% of final grade
- Component 2 – Internal Assessment 30% of final grade
- Component 3 – External Examination 40% of final grade (1hour 30mins)

WHAT COULD THIS LEAD ONTO?

Student 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 IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.
- Gain Employment in Project Management, App/Games Development, Systems Engineer, Digital Marketing, Artificial Intelligence, Finance and Communication.

Music GCSE

Qualification: GSCE (EDUQAS)

Total Hours: Two lessons per week

Students will be advised by the relevant staff as to their suitability for this course, and auditions may be held.

OUTLINE OF THE COURSE

The Eduqas music specification encourages an integrated approach to the three distinct disciplines of performing, composing and appraising in music through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. Students taking this course should have a basic knowledge of music theory and, ideally, will need to play at a grade 3 level of vocal/instrumental performance during the second year of the course.

METHOD OF ASSESSMENT

Component 1: Performing Music 30%
A minimum of two pieces are required, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice. A recommended minimum level of performance at the end of the course is Grade III or higher on your chosen instrument.

Component 2: Composing Music 30%
Two compositions are required, one of which must be in response to a brief. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Component 3: Appraising, Written examination: 40%
Area of study 1: Musical Forms and Devices
Area of study 2: Music for Ensemble
Area of study 3: Film Music
Area of study 4: Popular Music

WHAT COULD THIS LEAD ONTO?

After successful completion of this course you are ideally positioned to continue with a post-16 course in AS or A-level music. The musical skills and knowledge you will develop in GCSE Music may lead to different careers in music such as Music Education, Performance and Composition.

BTEC Music

Qualification: Pearson BTEC Level 1/Level 2 Tech Award in Music Practice (Equivalent to 1 GCSE)

Total Hours: Two lessons per week

OUTLINE OF THE COURSE

The BTEC Tech Award in Music Practice is a specialist music industry vocational qualification with a practical focus. The aim of this qualification is to provide you with the knowledge and range of skills needed to become a successful music performer and producer. The course is equivalent to GCSE and fully accredited by OfQual and DfES.

What will I learn?

- You will develop knowledge and understanding of styles and genres of music.
- Explore techniques used to create music products.
- Explore professional and commercial skills for the music industry.
- Apply and develop individual musical skills and techniques.
- Perform stylistically accurate cover versions.
- Create original music using existing stylistic frameworks and traits.

METHOD OF ASSESSMENT

This course is 100% coursework. Component 3 takes the form of a timed assessment under controlled conditions based on an assignment set and marked by Pearson.

- COMPONENT 1 – EXPLORING MUSIC PRODUCTS AND STYLES 30% (internally assessed)
- COMPONENT 2 – MUSIC SKILLS DEVELOPMENT 30% (internally assessed)
- COMPONENT 3 – RESPONDING TO A COMMERCIAL MUSIC BRIEF 40% (externally assessed)

Music is both a highly academic and highly creative subject. It is recommended that you take formal instrumental lessons with a qualified teacher on your instrument or voice. You should be passionate about learning an instrument or singing, and open to writing your own music and performing in front of others. You will be expected to attend extra curricular music activities too.

WHAT COULD THIS LEAD ONTO?

The BTEC Music Qualification allows you to progress to, Level 3 RSL and BTEC courses, A-level Music and Music Technology courses, and also Higher Education courses such as degrees in Music, Popular Music, Music Technology and Music Business. It could lead to a career in Performance, Recording, Music Production, Music Business, Band Management, Music Journalism, Music Therapy, Teaching and many more careers.

BTEC Tech Performing Arts (Dance)

Qualification: BTEC Tech Level 1 /Level 2
(Performing Arts- Dance)
(Pearson Edexcel)
(Equivalent to 1 GCSE)

Total Hours: Two lessons per week

Students will be advised by the relevant staff as to their suitability for this course, and auditions will be held.

OUTLINE OF THE COURSE

This BTEC Tech award is designed to give learners the opportunity to build skills that show an aptitude for further learning, both in this sector and more widely. Students will reproduce repertoire and respond to stimuli as well as show commitment to rehearsal and take part in performances, showing personal management and communication skills.

The course is made up of 3 components:

Component 1 – Exploring the Performing Arts Examine professional practitioners' performance work. Explore the interrelationships between integral features of existing performance material.

Component 2 – Developing skills and techniques in the Performing Arts Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance. Review own development and contribution to the performance.

Component 3 – Responding to a brief Learners are given the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a given brief and stimulus.

METHOD OF ASSESSMENT

Components 1 and 2 **are in response to a theme set through a PSA (Pearson Set Assignment),** these make up 60% of the final grade.

Component 1 is assessed purely on theory work.
Component 2 is a combination of theory and practical work.
Component 3 is set and marked externally by Pearson and makes up the remaining 40% of the final grade, and is also a combination of theory and practical work

WHAT COULD THIS LEAD ONTO?

After completing a course such as this you could continue onto Level 3 RSL Creative and Performing Arts (Dance) course at Sixth Form, which is equivalent of 1.5 A-levels.

Physical Education and Games

Qualification: GCSE (Pearson Edexcel)

Total Hours: Two lessons per week.
(Both are theory based)

OUTLINE OF THE COURSE

This course consists of assessment of practical performance, performance data analysis and application of theoretical principles

METHOD OF ASSESSMENT

Practical (30%)
During the course students will need to show participation in a number of practical activities and the final assessment will be made up of marks from their three strongest areas as a performer only. These activities which are assessed must be one team activity, one individual activity and a free choice from the exam board's practical activity list. Practical lessons will also include the planning, and preparation for the **Personal Exercise Programme (10%)**

Practical activities can cover those sports experienced at Key Stage 3 and students are expected to have a good level of ability in three sports, and participate in either extra curricular clubs or out of school activities. (Those students taking part in additional activities out of school can be assessed by their coach as well as their GCSE PE Teacher) An assessment by an outside coach is increasingly necessary to meet standards set by the Board. If this is the case there must also be high quality supporting video footage. The course begins with two theory lessons a week with practical work done after school at clubs or with visiting coaches – a commitment to this is essential.

Theory (60%) Students will study the following areas:
Fitness & Body Systems Anatomy & Physiology, Movement Analysis, Physical Training, Use of data
Health & Performance Health & Fitness, Sport Psychology, Socio-Cultural, Use of data.

Theoretical content will be assessed through 2 written examinations in Year 11.

WHAT COULD THIS LEAD ONTO?

Students who successfully complete the course can then look forward to the many post-16 courses available. The Physical Education department run A-level PE and the BTEC National Sports award. To go on to study A-level, PE students need to have performed at grade 7 or above in the GCSE Theory Paper. Sixth Form Enrichment activities such as Leadership also provide strong links to additional sporting and coaching experiences. Whilst after KS5 there are a number of university degrees available to students who study one of the post-16 courses.

CAMBRIDGE NATIONAL IN SPORTS SCIENCE

Qualification: Cambridge National Level 2 (Equivalent to 1 GCSE)

Total Hours: Two lessons per week

OUTLINE OF THE COURSE

The Cambridge National Level 2 in Sports Science will encourage students to think for themselves about the scientific world of sport, while putting those theories and concepts into practice in both theoretical and practical sport situations.

As part of this course you will cover the following 3 units.

Unit 1 Reducing the risk of sports injuries and dealing with common medical conditions.
Unit 2 Applying the principles of training, fitness and how it affects skill performance.
Unit 3 The body's response to physical activity and how technology informs this,
OR
Nutrition and sports performance.

Students should actively participate in PE lessons and attend extra curricular clubs

METHOD OF ASSESSMENT

This qualification is the equivalent to one GCSE but has a vocational focus. The course is made up of one exam unit and two internally assessed units in which students complete coursework which is moderated by the exam board.

WHAT COULD THIS LEAD ONTO?

The qualification allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and help them prepare for future employment.

Students who successfully complete this course can then look towards the many post - 16 courses available. The PE department deliver an appropriate course in Sixth Form in which students can continue their studies in this area.