

The Holy Cross School

Key Stage 4

Guided Curriculum

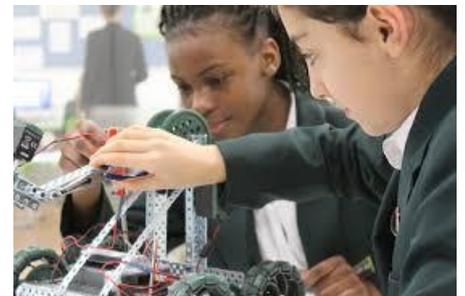
2019 - 2021

'With God all things are possible'

Matthew 16:26



Year 9 Choices 2019



Introduction

Your Future - Your Choice

Introduction

At The Holy Cross School, we are delighted to be able to help you learn and gain new skills that will get you ready for your life and career ahead. This booklet provides an introduction to the GCSE subjects available and aims to inform the GCSE choices that you make. Please take the time to read it and familiarise yourself with the subjects.

As you start Year 10 and your GCSEs next year there are a number of pre-chosen subjects – the ‘guided curriculum’ – as well as a few choices you will make. These choices will shape the studies and career options available to you later on, so it is important you think through your decisions carefully and discuss them with your parent(s)/carer(s).

What GCSEs do I have to take?

Pages 7 to 12 outline the core subjects of English Literature, English Language, Mathematics, Science (Combined or Separate) and Religious Education. Everyone at Holy Cross takes these subjects.

What GCSE Options do I have?

Pages 13 to 29 of this document outline your GCSE options and choices. You must make four choices in order preference, of which you will be allocated three. You will need to take at least one (or more) of the following GCSEs: History, Geography, French, Spanish or a Home Language (studied outside school). You can then choose two further GCSE options from the following list (students who take a Home Language can choose three): History, Geography, French, Spanish, Computer Science, Art (Fine Art), Drama (subject to audition), Health and Social Care, Hospitality, Food and Catering, Music, Physical Education, Performing Arts (Dance) and Electronics (taught after school).

What help is available to make my choices?

You and your parent(s)/carer(s) are invited to attend the Options Open Evening where you can explore the subjects which interest you in more detail. At Parents’ Evenings you can discuss, with your subject teachers, your options and suitability for your preferred GCSE choices.

There are a number of sources of help and advice available to you at school, in particular your form tutor, Mrs Capaldi (Head of Year 9) and Mrs Young (Careers Advisor). We would be delighted to discuss your choices with you.

How do I make my choices?

At the Curriculum Choices Information Evening on Tuesday 5th February, your parents/carers will receive a letter with their unique log on details and password which will allow you to access our Choices online form which guides you through the process step by step. This needs to be completed by Friday 22nd March. All GCSE choices will be confirmed during the second half of the Summer term.

Guidance for the Key Stage 4 Curriculum

Our aim is to ensure that you have curriculum entitlement that:

- Provides the rigorous academic education you need to succeed
- Meets your personalised learning needs
- Prepares you for Sixth Form or College, Apprenticeships, the world of work and adult life
- Reflects (as much as possible) your interests and aspirations

You will all study a common core of subjects. These are:

- **Religious Studies**
- **English**
- **Mathematics**
- **Science**
- **Citizenship/PSHE (non examination)**
- **Physical Education (non examination)**

GCSEs

GCSEs were reformed in 2017 and a result of this was that the volume of content in all subjects increased. In addition, GCSEs have become more academically rigorous with a final examination at the end of Year 11. A new grading system has been introduced, replacing the A* - U system with a new 9 – 1 scale.

Mathematics and English

In order to prepare students as best as possible the Mathematics and English curriculums have changed to include more detail, therefore extra teaching time has been allocated for these subjects.

English Baccalaureate

The 'English Baccalaureate' (EBacc) is a measure of achievement in core academic subjects. The school recognises the importance of the EBacc and the collection of subjects that keep students' options open. The EBacc is awarded to any student who secures good GCSE passes in all of the following: English, Mathematics, Two Science GCSEs, a Foreign Language, and Geography or History. We do not want students to be disadvantaged in the future so all students must take at least one of the following subjects: Geography, History, French or Spanish.

Modern Foreign Language

We encourage students to consider taking a language partly due to increased globalisation and multinational workforces, but also to learn about other cultures. Taking a language option will not limit your choices later in your education and may open up international work or a global career for you. If you are fluent in one of the accredited EBacc modern languages we would encourage you to take it at GCSE, in addition to a second language.

Technical Awards

Technical Awards are practical, vocationally relevant qualifications that 14 to 16 year olds can take alongside their GCSEs. Each Technical Award is equivalent to one GCSE. Technical Awards are rigorous qualifications that offer a strong foundation of core knowledge and practical skills while making sure that more practically minded learners are really able to shine.

Guidance for the Key Stage 4 Curriculum

Choose a subject for which you know you have some skill and ability.

- Appeal** Make sure you know what the subjects are about before you choose them, even though they may sound interesting.
- Information** Discuss the subjects with your teachers to ensure you are familiar with the specification. Names of all Heads of Departments may be found on the school website.
- Future** You may have some idea of what you want to do later in life: make sure you choose relevant subjects to help you achieve your aims. Information on courses offered in the Sixth Form may be found on the school website.
- Balance** You need a balanced curriculum - a selection of subjects that will ensure good prospects for the future.

Read and action the checklist below before making any decisions:

	Plan – Do - Act	✓
<u>1</u>	Think carefully and consider all subjects	
<u>2</u>	Be independent. You know your own interests, strengths and weaknesses	
<u>3</u>	Be honest. If you know you are not really interested in something, do not choose it	
<u>4</u>	Be realistic about your own abilities	
<u>5</u>	Ask your teacher’s advice if you are unsure of your ability in a particular subject	
<u>6</u>	Speak with your parents/carers about your preferred choices.	
<u>7</u>	Find out what is involved in each subject in terms of: <ul style="list-style-type: none"> • Practical work • Amount of written coursework • Number of projects • Examinations • Amount and type of continuous assessment 	
<u>8</u>	Find out whether or not the subject requires you to be very good at: <ul style="list-style-type: none"> • Number work • Graph work • Essay writing or any other skill 	

Remember - Years 10 and 11 are points on your journey and not the end. There are a huge number of subjects and courses on offer after GCSE/Post 16, so that the decisions that you may or may not make now, while important in their own right, do not mean that you are somehow ‘locked’ into any path in the future.

Independent advice and guidance



When you are making your choices, it is important to make an informed decision that takes into account the subjects you are good at and any subjects you may need for a future career. You do not need to know which career you are going to take up in the future, just make sure that you have a balanced choice.

If you do have a career in mind you should check that your choices are right for the career you are considering.

You can do this by visiting <https://kudos.cascaid.co.uk/#/> where you will be able to access Kudos, which offers a wealth of information on possible careers and subject choices. You will receive your individual log-on details during your group session with the school's Careers Adviser. During this session you will have the opportunity to ask any career related questions you may have and also arranged a one-to-one session. This information, advice and guidance is available throughout your time at The Holy Cross School.

Remember that your future may take a very different path from other members of your family. Work today is about acquiring skills that will take you into different career areas.

Throughout Years 10 and 11 you will work on building up a picture of yourself; what it is that you are good at; which activities you enjoy the most; which skills and qualities best describe you; what your hopes are for the future. You will do Careers Education Modules as part of your PSHE Course.

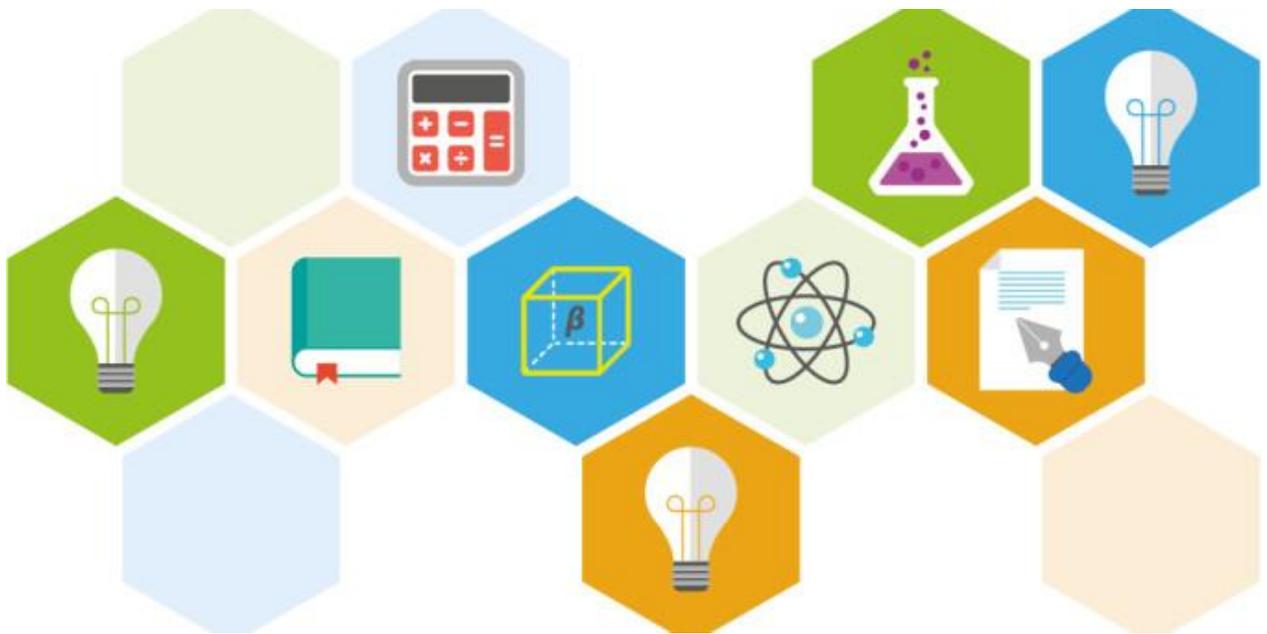
What happens next?

The school is very keen to provide a wide curricular choice both in academic and applied subjects. Students must choose four subjects from which they will be allocated three. The school will endeavour to offer the student's first three choices, but a fourth subject choice is essential.

- You and your parent(s)/carer(s) are invited to attend the Options Open Evening where you can explore the subjects you are most interested in more fully.
- At Parents' Evening you can discuss, with your subject teachers, your options and suitability for your preferred GCSE choices.
- At the Curriculum Choices Information Evening on Tuesday 5th February, your parents/carers will receive a letter with their unique log on details and password which will allow you to access our Choices online form which guides you through the process step by step. This needs to be completed by Friday 22nd March. All GCSE choices will be confirmed during the second half of the Summer term. If you have any questions or issues please see Mrs Capaldi.
- All GCSE choices will be confirmed during the second half of the Summer term.

Core Subjects

All students follow courses in these subjects.



GCSE Religious Studies

Qualification: GCSE

Board: AQA

Specification: <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-b-4055>

Tiers: None

Assessment: Exam only

All exams are taken at the end of Year 11.

Content: Three units

- Catholic Christianity – beliefs, teachings, practices, sources of authority and forms of expression 50%
- The study of a world religion – beliefs, teachings and practices 25%
- Religious, philosophical and ethical studies 25%

No coursework or Controlled Assessment.

The content of the course is very broad and develops many important key skills such as critical thinking, written communication, debate and effective revision techniques. You will be expected to discuss and debate ethical issues of concern in society today, have a detailed understanding of Catholic Christianity, as well as studying the beliefs, teachings and practices of another world religion while dealing with and discussing some of the ultimate questions in life. Religious Studies requires you to demonstrate awareness and appreciation of a variety of points of view and this is essential in the world today.

Catholic Christianity: This will involve a detailed study of the beliefs, practices, teachings, sources of authority and forms of expression in relation to certain topics. These topics will vary from the study of creation to the sources of authority used within the Catholic Church.

The study of a world religion: this will focus on the beliefs, teachings and practices of Judaism. The main topics will look at the key beliefs, sources of authority, how they practice their faith and their duties and festivals.

Religious, philosophical and ethical studies: they will consider different religious, philosophical and ethical arguments and their impact and influence in the modern world.

English Language and English Literature

Qualification: GCSE

Board: AQA

Specification:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>

English Language and English Literature will count as two separate qualifications and will be taught across four one-hour lessons per week.

As part of the students' English Language qualification, they will study fiction and non-fiction texts which will develop their comprehension and analytical skills. They will also have the chance to be creative and produce descriptive or narrative pieces of writing, as well as the opportunity to present their viewpoint in the written form.

For their English Literature qualification, students will study one Shakespeare play, a 19th-century novel, a modern prose or drama text and poetry.

Assessment: All students will be assessed via examinations at the end of Year 11. These exams will not be tiered.

English Language

Paper 1: Explorations in Creative Reading and Writing

1 hour 45 minutes written exam worth 80 marks

The paper is worth 50% of GCSE English Language

Paper 2: Writers' Viewpoints and Perspectives

1 hour 45 minutes written exam worth 80 marks. The paper is worth 50% of GCSE English Language

Texts in both papers will be unseen.

Non-examined assessment: Spoken Language

Students will deliver a prepared presentation that is teacher assessed. They will be awarded Pass/Merit/Distinction and this will not contribute to their final GCSE grade but is a compulsory element of the course.

English Literature

Paper 1: Shakespeare and the 19th-century Novel

1 hour 45 minutes written exam worth 64 marks. The paper is worth 40% of students' English Literature qualification.

Paper 2: Modern Texts and Poetry

2 hour 15 minutes written exam worth 96 marks. The paper is worth 60% of students' English Literature qualification.

Mathematics

Qualification: GCSE

Exam board: Either Edexcel or AQA

Specification:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

<http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>

Tiers: Higher and Foundation

Assessment:

- Exams are taken in the summer term of Year 11
- These will comprise 3 papers each of 1 hour 30 minutes duration that each contribute one third of the total marks.
- Each paper will assess understanding across the full syllabus. The first paper in each tier is non-calculator.
- There is no coursework component.
- Will be taught across four one-hour lessons per week.

All students will study topics in the following areas Number, Algebra, Ratio and Proportion, Geometry, Probability and Statistics. They will be expected to be able to apply standard mathematical techniques accurately, be able to communicate and reason mathematically, and be able to apply mathematics to non-mathematical contexts.

Students for Mathematics will either site the Higher Tier covering grades 4 - 9 or the Foundation Tier covering grades 1 – 5.

Science pathways

The Separate Sciences (Triple Science)

Qualification: Three GCSEs -Biology, Chemistry and Physics.

Board: Edexcel

Specification:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/Edexcel_GCSE_L1-L2_Biology.pdf

https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/Edexcel_GCSE_L1-L2_Chemistry.pdf

https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/Edexcel_GCSE_L1-L2_Physics.pdf

GCSEs in Biology, Chemistry and Physics

This choice is for students who have a genuine passion for Science and are interested in studying Science in greater depth. It leads on to Science A Levels and is a progression route for students choosing degrees in a wide variety of Science based careers such as medicine, veterinary science, forensics, engineering and research.

You will cover all of the material from Combined Science, plus extension topics in each Science subject.

Assessment:

- **External assessment (100%) examinations for each Separate Science subject, Biology, Chemistry and Physics, will take place in June 2021.**
- **There will be 6 exams, 2 each for Biology, Chemistry and Physics.**

You will be advised by your Science teacher which pathway is most suitable for you.

Science pathways

GCSE Combined Science

Qualification: Two GCSEs in Science

Exam Board: Edexcel

Specification:

http://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/Edexcel_GCSE_L1-L2_Combined_Science.pdf

Tiers: Foundation and Higher

Assessment:

- **Year 11:**
 - **External assessment (100%) all components of Combined Science will be examined in June 2021.**
 - **There will be 6 exams, 2 each for Biology, Chemistry and Physics. Exams will last for 1 hour and 10 minutes**

GCSE Science provides knowledge and understanding of Science that is relevant to everyday life. The course aims to develop student's questioning, analytical and evaluating skills alongside core practical skills.

GCSE Additional Science is taught in Year 11 and builds on the knowledge and understanding that students have gained from GCSE Science. This course allows progression onto A Level Biology, Chemistry and Physics and into higher education. This course is suitable for students who are interested in studying Science at A Level and who are considering a career in Science, for example as a doctor, vet, researcher or forensic scientist.

You will be advised by your science teacher which pathway is most suitable for you.

Key Stage 4 Curriculum 2019-2021

All students are expected to take at least one EBacc subject. Choose one from this list:

- History
- Geography
- French
- Spanish
- Home Language (to be studied outside of lesson time)

Students can then choose two further Options from the following list (students who take a Home Language from above can choose three subjects from below):

- History
- Geography
- French
- Spanish
- Computer Science
- Art (Fine Art)
- Drama (subject to audition)
- Health and Social Care
- Hospitality, Food and Catering
- Music
- PE
- Performing Arts (Dance)
- Electronics (taught after school and a fourth option)

We are not placing any further mandatory requirements on option selection for September 2019, but please note in order to complete the EBacc a student must take both History or Geography and a Modern Foreign Language.

You must also indicate a reserve choice in case your combination of subjects is not possible.

The school will review the viability of offering a subject if fewer than 15 students opt for that choice.

Subjects for the English Baccalaureate

Select either
French or Spanish
and
Geography or History



French

Exam Board: AQA

Specification code: aqa.org.uk/subjects/languages/gcse/french-8658

Studying a modern language up to GCSE level is an important element of becoming a global citizen.

The change to the old French specification means that students will sit all their exams at the end of the course and can only either do Foundation or Higher Papers. All students who started French at KS3 will be eligible to study for GCSE French as well as those students who speak French at home.

Subject content:

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Assessments:

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening

Understanding and responding to different types of spoken language - Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier), which equates to 40 marks (Foundation Tier), 50 marks (Higher Tier), 25% of GCSE

Paper 2: Speaking

Communicating and interacting effectively in speech for a variety of purposes – Non-exam assessment: 7–9 minutes (Foundation Tier) + preparation time, 10–12 minutes (Higher Tier) + preparation time, which equates to 60 marks (for each of Foundation Tier and Higher Tier)

Paper 3: Reading

Understanding and responding to different types of written language - Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier), which equates to 60 marks (for each of Foundation Tier and Higher Tier), 25% of GCSE

Paper 4: Writing

Communicating effectively in writing for a variety of purposes - Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier), which equates to 50 marks at Foundation Tier and 60 marks at Higher Tier, 25% of GCSE

Why study GCSE French?

Speaking English alone is not enough in a multilingual world. Add French to your CV to improve your employability and to operate successfully globally. There are 200 million speakers over 5 continents. It is the most widely learned language after English. Do you want to cross the Channel, emigrate to Québec, work on projects with Africa, become a diplomat or stay in the UK working for French or international companies, law or accountancy firms or banks? International organisations where French is an official language include: The United Nations, International Criminal Court, Organisation of Islamic Co-operation, OECD, African Union, Council of Europe, European Union, NATO, International Olympic Committee. Companies are looking for graduates with French language skills: Consulting, Finance and in wider industrial sectors.

Spanish

Exam Board: AQA

Specification code: <http://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF>

Studying a modern language up to GCSE level is an important element of becoming a global citizen.

The change to the old Spanish specification means that students will sit all their exams at the end of the course and can only either do Foundation or Higher Papers. All students who started Spanish at KS3 will be eligible to study for GCSE Spanish as well as those students who speak Spanish at home.

Subject content:

Students study all of the following themes on which the assessments are based.

Theme 1: **Identity and culture**

Theme 2: **Local, national, international and global areas of interest**

Theme 3: **Current and future study and employment**

Assessments:

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening

Understanding and responding to different types of spoken language - Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier), which equates to 40 marks (Foundation Tier), 50 marks (Higher Tier), 25% of GCSE

Paper 2: Speaking

Communicating and interacting effectively in speech for a variety of purposes - Non-exam assessment: 7–9 minutes (Foundation Tier) + preparation time, 10–12 minutes (Higher Tier) + preparation time, which equates to 60 marks (for each of Foundation Tier and Higher Tier), 25% of GCSE

Paper 3: Reading

Understanding and responding to different types of written language - Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier), which equates to 60 marks (for each of Foundation Tier and Higher Tier), 25% of GCSE

Paper 4: Writing

Communicating effectively in writing for a variety of purposes - Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier), which equates to 50 marks at Foundation Tier and 60 marks at Higher Tier, 25% of GCSE

Why study GCSE Spanish?

Spanish is one of the most widely spoken languages in the world with 440 million native speakers (compared to 360 million native English speakers)! Not only can you use your Spanish in Spain, but it will open doors for you in much of Latin America (Mexico, Peru, Chile, Columbia, Venezuela, Argentina to name but a few) and Spanish is integrated into many aspects of American life and institutions. With an ever increasing presence in the global market, emerging economies in the Americas mean that the chance of work and business opportunities from Spanish knowledge (whether working directly for or dealing with such companies) is increasing. The vast range of countries that speak Spanish makes an understanding of the language very useful for those who want to travel and experience such countries. Knowing the local language can greatly enhance one's experience, allowing them a greater understanding and appreciation of culture, history and the physical environment.

Geography

Board: AQA

Specification: 8035

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

Assessment: The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

This is a linear course and all assessment is done at the end of the two years.

Paper 1: Living with the physical environment

35% of the GCSE questions

Written exam: 1 hour 30 minutes • 88 marks

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK
- Geographical skills

Paper 3: Geographical applications

30% of GCSE

Written exam: 1 hour 15 minutes • 76 marks

- Issue evaluation
- Fieldwork
- Geographical skills

Pre-release resources booklet made available 12 weeks before Paper 3 exam

Paper 2: Challenges in the human environment

35% of the GCSE questions

Written exam: 1 hour 30 minutes • 88 marks

- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Geographical Skills

Fieldwork and skills:

Students must undertake two geographical enquiries over the GCSE course, which must include data collection during fieldwork activities.

This fieldwork must take place outside of the classroom and the school grounds on at least two occasions.

Field trips will therefore be a compulsory element of the GCSE Geography course

Why Study GCSE Geography?

Geography is not only interesting but also very relevant to help young people make sense of a complex and dynamically changing world. It is about how the world was formed, how it is changing and how we impact on it.

Studying this subject will help you to develop a range of important skills, for example, developing an argument, mapping and numeracy, communication through presentation and interpretation skills. Many of these are transferable which means the skills you use in your studies will make you of potential interest to a wide range of employers.

The close link between the subject and the world around us makes for a long and varied list of related careers for example working with development or aid agencies, environmental work, using Geographical Information Systems, working for the census office and in tourism and recreation. Statistics show that compared with other subjects, geographers are among the most employable.

History

Exam Board: AQA

Tiers: None – All students sit the same papers

Specification: <http://www.aqa.org.uk/subjects/history/gcse/history-8145>

The GCSE History content comprises the following elements:

1. Thematic study: **Medicine Through Time** - Britain: Health and the people: c1000 to the present day
2. Period Study: **The American West** - America, 1840–1895
3. Wider World Depth Study: Conflict and tension, 1894–1918 – the **Causes of the First World War**
4. British Depth Study: **Elizabethan England**, c1568–1603

Assessments: 2 x written exams: 1 hour 45 minutes each. Each exam: 84 marks

Why study GCSE History?

Howdy partners, have you got the 'guts' to take a look?

We believe in the importance of not just learning history, but learning from history. Understanding past events and people and their significance gives students a better insight into the world around them.

The study of History is a window into the past that provides understanding of the present. The GCSE History course builds on the work completed in Years 7, 8 and 9. The topics studied provide an excellent basis for understanding the world in which we live. The course covers a wide range of different types of history, some of which you may be surprised to see.

There are also trips and visitors! In previous years we have been to Hampton Court, the Old Operating Theatre & Herb Garret, the medical exhibits at the Science Museum, to examine skeletons at the Museum of London, The American Museum in Bath and to a GCSE revision conference. We have also heard from an inventor of medical devices!

Apart from being interesting, History is very useful.

History is not just about the past. Read a newspaper, turn on the TV or go online. History is all around you. History is a well-respected subject. It helps develop a range of important skills such as putting forward a point of view, clear communication, and interpretation, which are useful when applying for college, university and jobs. History GCSE is a useful, and often necessary, subject. Historians gain access to a wide range of degree courses and they are very employable. History can help you in many careers. Here are just a few : Journalism, Law, Teaching, TV & Radio, Accountancy, Marketing, Medicine, Police, Museum work, Conservation, Tourism....anything and everything, you name it, the list is endless.....

Go on, give History a go!

Additional GCSE and BTEC Subjects Information



Art - Fine Art

Qualification: GCSE Fine Art

Board: AQA

Specification: <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Tiers: None

Exams:

The exam is a project (Unit 2) that is set by the exam board and is worth 40% of the course. This involves approximately 10 weeks of preparation time followed by a 10 hour sustained focus examination in which candidates are expected to develop their own unaided work informed by their preparatory studies. The exam takes place in Year 11.

Coursework/Controlled Assessment:

Students produce a portfolio of work (Unit 1) based on two exciting and stimulating project briefs set by the department. The coursework is worth 60% of the course and is produced mainly in lesson time under low level Controlled Assessment conditions and for homework.

Requirements:

To study this course, students need to have an interest in Art and Design, creativity and commitment.

Fine art may be defined as work which is produced as an outcome of students' personal experiences, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief.

Work produced for this qualification will demonstrate the use of formal elements and creative skills, and give form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the language of the subject sensitively and thoughtfully to support their intentions.

In the context of this specification, disciplines will include painting and drawing, printmaking, photography, sculpture and alternative media.

On the course students explore a range of artists, designers and craftspeople from the past and from more recent times in order to gain insight into skills and working practices.

This course prepares students for progression to A Level Art and Design courses and creative career pathways.

Computer Science

Qualification: GCSE

Exam board: AQA

Tiers: One tier

Assessment: 9 – 1

Specification link <https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520>

The Computer Science qualification is relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. The Computer Science qualification values computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Subject content

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development
9. Programming project

Assessment

Paper 1: Computational Thinking and Problem Solving

Written exam: 1 hour 30 minutes with questions from topics 1-4 above - 80 marks and 50% of GCSE

Paper 2: Computing Fundamentals

Written exam: 1 hour 30 minutes with questions from subject content 3–7 above - 80 marks and 50% of GCSE

Computing Project (compulsory element which is set by the exam board)

The programming project develops a student's ability to use the knowledge and skills gained through the course to solve a problem. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in Section 8 of the subject content. The skills developed can be applied to exam questions on computational thinking.

What is produced?

A computer program to solve the programming project

Written report: totalling 20 hours of timetabled work

Design and Technology: Hospitality, Food and Catering

Qualification: Level 1/2 Vocational Award in Hospitality and Catering

Specification: <http://www.eduqas.co.uk/qualifications/hospitality-and-catering/>

Assessment: Level 1/2 award is equivalent to a full GCSE.

- **One practical assessment and coursework chosen from of Edquas set tasks. Internally assessed using Edquas set criteria and externally moderated. 60% of final grade in medium control conditions.**
- **Hospitality and Catering written paper exam carried out in the May/June of Year 11**

The Edquas Level 1/2 Vocational Award in Hospitality and Catering has been designed to support those who want to learn about this vocational sector and the potential it can offer them for careers or further study. Students who wish to study this subject must have a passion for cooking and wish to further their skills learnt from KS3.

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

Our students have been very successful following the previous Hospitality and Catering courses, with all achieving a level 4/C and above. Students will be awarded a Pass, Merit or Distinction grade at the end of the course in line with the new grading structure.

Following a course in the award in Hospitality and Catering should encourage learners to:

- Be inspired to learn about the catering and hospitality sectors
- Make informed decision about further learning opportunities and career choices.

Students will be able to demonstrate knowledge and understanding of:

- The industry; accommodation, food and beverage service, front and back of house.
- The types of products and services provided.
- A range of customer groups.
- The range of equipment used in the hospitality and catering industry.
- A large range of practical skills.

Students start the course learning the basics in catering skills, moving onto more complex cooking. Skills learnt from this contribute to their practical assessments that are carried out throughout the year in Years 10 and 11. Theory and practical lessons are carried out on a weekly basis. Students will need to be prepared to carry out more than one practical in a week.

Drama

Award: GCSE

Exam Board: Edexcel

Specification: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

Assessment: Assessed through a combination of written and practical work with three assessments.

Students are to study one complete and substantial performance text and two key extracts from a second contrasting performance text during the course. The texts must be studied practically to gain further understanding of Drama.

Students are to participate in a minimum of two performances as either a performer or a designer, one devised and one from a performance text.

Component 1: Practical and Written Coursework 40% of the qualification – 60 marks

Internally assessed and externally moderated.

There are two parts to the assessment:

1. A portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks). Typed evidence 1500-2000 words or verbal evidence 8-10 minute presentation or a combination of both.

2. A practical devised performance or a design realisation (costume/set/sound/lighting) (15 marks)

Component 2: Performance 20% of the qualification - 48 marks (24 marks for each extract)

Students will either perform in and / or design for two key extracts from a performance text allowed by the exam board which is contrasting to Component 3.

This is externally assessed by a visiting examiner.

Component 3: Theatre Makers in Practice. Written examination: 1 hour 30 minutes 40% of the qualification – 60 marks

Practical exploration and study of one complete performance text and to watch a live theatre performance as students need to write about and evaluate this in the written examination.

Assessment Overview:

Section A: Bringing Texts to Life - 45 marks

This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text studied.

Performance texts are not allowed in the examination as the extracts will be provided.

Section B: Live Theatre Evaluation - 15 marks

This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

An audition of a 1 minute monologue will be required for students opting to take GCSE Drama

Health and Social Care

Qualification: BTEC Technical Award

Examination Board: Edexcel

Specification: <http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification>

This course offers a good balance of coursework and examined assessment.

Component 1

Human Lifespan Development

- **Internally assessed assignments**
- **30% of the total course**

Students explore how individuals develop physically, emotionally, socially and intellectually over time

They investigate how various factors, events and choices impact individuals' growth and development

There is an opportunity to discover how people adapt to life events and cope with making changes

Component 2

Health and Social Care Services and Values

- **Internally assessed assignments**
- **30% of the total course**

Students develop their knowledge and understanding of how the Health and Social Care sector works and the care values that lie at the core of it.

Component 3

Health and Wellbeing

- **Externally assessed task**
- **40% of the total course**

Students correlate what they have learned and apply their knowledge to a real-life scenario

The assessment requires the student to create a health and wellbeing improvement plan for an individual, based on a brief. This course helps you to understand the different ways individuals grow and develop throughout their lives. You will investigate factors that can affect human growth and development, as well as self-concept. The course explores the importance of relationships during each life stage from birth to later adulthood.

You will develop a wider understanding of the services and professionals working in the health, social care and early years sectors. The course combines practical activities with theory, as well as visits and guest speakers who will share their knowledge and experiences and give an insight to their role and responsibilities.

Are you interested in any of the following careers?

Nursing, Speech and Language Therapy, Social Work, Occupational Therapy, Children's Nursing, working with people with Learning Disabilities or Mental Health issues, Midwifery, Paramedics, Health Care Assistants, Teaching or Physiotherapy.

If so Health and Social Care may be for you!

Performing Arts (Dance)

Course Name: BTEC Level 2 Tech Award in Performing Arts (Dance)

Qualification: BTEC Tech Award

Examination Board: Edexcel

Specification: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>

This course offers a good balance of coursework examined by the teacher and one piece of work externally assessed.

Components:

▶ **Component 1: Exploring the Performing Arts (Internally assessed)**

This unit gives you a broad understanding of performance work and influences, looking at how practitioners create their work and the process they take from creation, developments and performance. You will present a written report to show your findings from your research.

▶ **Component 2: Developing Skills and Techniques in the Performing Arts (Internally assessed)**

This unit assesses your ability as a dancer and your technical and interpretive skills. You will explore a chosen style of dance and participate in regular technique and creative classes in this style. This unit also requires you to study an already existing piece of work in the chosen dance style to replicate.

▶ **Component 3: Performing to a Brief (Externally assessed)**

The exam board will provide you with a stimulus on which you must choreograph a group performance lasting between 10-15 minutes. Your performance must respond appropriately to the given stimulus and communicate your ideas clearly to a target audience of your choice. Finally you will evaluate your creative process which will be completed in controlled assessment conditions.

Requirements: As this is primarily a practical course, students need to have previous dance experience, a love of dance, enjoy doing active performance work and be happy working in different group settings. However, there is a significant amount of written assessment work and so a good level of English is also important for this course.

The course develops fantastic transferable skills including leadership, self-discipline, commitment, problem solving, responsibility, high standards and teamwork which will set you up for many career paths, not just those in performing arts.

You will attend trips to watch live performances of dance and have professional performers lead workshops in school to further develop your learning.

Music

Qualification: GCSE

Board: OCR

Specification: <http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/>

Tiers: None

Assessment:

The assessment consists of three mandatory components. Two performance and composition components and a listening and appraisal written exam.

Component 1: Prepare and record One Solo Performance (on any instrument and any genre) and One Solo Composition on chosen Instrument. This is assessed internally and externally moderated (30%).

Component 2: Prepare and record One Ensemble Performance (on any instrument and any genre) and One Board Set Composition. This is assessed internally and externally moderated (30%).

Component 3: A Listening exam (1 hour and 30 minutes) assessing listening, appraising and notation skills on the content of the areas of study. This is assessed externally (40%) This tests students' knowledge and understanding of music and their ability to listen to and appraise music through a written examination.

Areas of Study:

- The Concerto through time
- Rhythms of the world
- Film music
- Conventions of pop

Through investigation and in-depth study of a variety of music in the areas of study, students will further develop their knowledge and understanding. They will develop a technical vocabulary enabling them to discuss musical features with precision and depth.

Requirements:

There are no requirements that a student must have achieved a certain level / standard to be able to undertake this course. However, the recommendations below will benefit the student and provide the opportunity to gain a higher mark.

- Be able to sing/ play an Instrument supported by regular lessons
- Have a strong interest in performing and composing
- Have a good grasp of music theory (at least Grade 2 standard)

Summary:

The course hopes to encourage students to be inspired, moved and changed by following a broad, coherent and worthwhile course of study and to develop broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation. The course will prepare students to make informed decisions about further learning opportunities and career choices.

Physical Education

Course Name: Physical Education – Full Course

Award: GCSE

Exam Board: AQA

Specification: <http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

Tiers: There are no tiers in GCSE Physical Education

Assessments

Practical performance in a physical activity or sport	Paper 1: The human body and movement in physical activity and sport.	Paper 2: Socio-cultural influences and wellbeing in physical activity and sport.
What is assessed? <ul style="list-style-type: none"> Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity. 	What is assessed? <ul style="list-style-type: none"> Applied anatomy and physiology Movement Analysis Physical Training Use of data 	What is assessed? <ul style="list-style-type: none"> Sports Psychology Socio-cultural influences Health fitness and well being Use of data
Assessed by teachers Moderated by AQA 40% of GCSE	Written exam: 1 hour 15minutes 30% of GCSE	Written exam: 1 hour 15minutes 30% of GCSE

Requirements:

- Because of the large practical weighting, there needs to be evidence of sports club attendance at least twice per week throughout Year 9. (This can be either in school or through extra-curricular clubs).
- Ability to perform to a high level in at least three sports – with at least one being performed regularly at club level outside of school
- The motivation and dedication to improve performance and work hard to achieve good results
- A commitment to working hard on the theory aspect of the course
- A willingness to represent the school in sports fixtures and to be an ambassador for the subject in the school

GCSE Physical Education is a demanding subject. Students need to recognise the emphasis on the practical side of the course, as well as the theory, which is required throughout the course and for the written elements. Physical Education is a rewarding subject that can lead students on an exciting career path.

Course Name: Electronics – Full Course

Award: GCSE

Exam Board: WJEC

Specification: <https://www.eduqas.co.uk/qualifications/electronics/gcse/>

Electronics is an increasingly vital part of our lives; the principles being directly applicable across a wide spectrum of technologies. Taking this subject as an option will mark out any student as one who can apply themselves to any technical task, whether as a technician, a designer or a manager.

Component 1: Discovering Electronics. Written examination: 90 minutes: 40% of qualification

A mix of short answer, structured and extended writing questions, with some set in a practical context.

1. Electronic systems and sub-systems. Sensors for light, sound, temperature, movement, pressure.
2. Circuit concepts. Outputs for driving motors, lamps, sounders, actuators.
3. Resistive components in circuits
4. Switching circuits, using transistors
5. Applications of diodes
6. Combinational logic systems

Component 2: Application of Electronics. Written examination: 90 minutes: 40% of qualification

A mix of short answer, structured and extended writing questions, with some set in a practical context.

1. Operational amplifiers, a look at audio and radio circuits.
2. Timing circuits
3. Sequential systems
4. Interfacing digital to analogue circuits, the real world.
5. Control circuits using programmable microcontrollers.

Practical work is carried out on a computerised circuit simulator, where components can be easily manipulated and measurements are taken during simulation. The simulator is available for home use.

Component 3: Extended system design and realisation task. Non-exam assessment: 20% of qualification

An extended system design and realisation task to assess electronics skills.

A systematic, engineering approach is used to:

- analyse the task requirement and derive a design specification
- develop and test a range of sub-systems
- develop, realise and test a final physical system
- evaluate the final system against the design specification and suggest improvements.

Studying this GCSE in Electronics enables learners to:

- Develop scientific knowledge and conceptual understanding of the behaviour of analogue and digital electrical/electronic circuits including a wide range of electronic components
- Develop an understanding of the nature, processes and methods of electronics as an engineering discipline to help them answer questions about practical circuits
- Be aware of new and emerging technologies
- Develop and learn how to apply observational, practical, problem solving and evaluative skills in the identification of needs in the world around them and to propose and test electronic solutions

Key Stage 4 Curriculum 2019-2021

- You may choose **three** subjects and a reserve choice from the following list. We will endeavour to give you your first three choices.

- You **must** choose either **Geography** or **History** or **French** or **Spanish** as your **first choice**:
 - Fine Art
 - Drama
 - Geography
 - Health and Social Care
 - History
 - Hospitality, Food and Catering
 - Computer Science
 - Music
 - PE
 - Performing Arts
 - Spanish
 - French
 - Electronics (taught after school and a fourth option)

(Note: We are not placing any further mandatory requirements on option selection for September 2019, but if *you* wish to complete the EBacc you must take both History or Geography and a Modern Foreign Language.)

The school will review the viability of offering a subject if fewer than 15 students opt for that choice.

"You aspire to great things? Start with little ones."

St Augustine



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