



SAINTS PETER AND PAUL
CATHOLIC HIGH SCHOOL



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Year 9

Options information

2022

KEY DATES

27th January	Year 9 Extended Options assembly
2nd February	Year 9 Introduction to Progress Leader Mr Mullarkey and Options Information Evening for Parents
Week Commencing 14th February	Year 9 Individual Options Interviews with Parents
Week commencing 4th March	Final choices made in school with Progress Tutor
July	Confirmation of choices

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CORE GCSE CURRICULUM

English

English Literature

Mathematics

Physical Education and Personal Development

Religious Education

Science (Double Award)

OPTIONS

Students will take three option subjects

OPTION 1 - GCSE

All students must choose either

Geography, History or French

OPTION 2 and 3

Students will choose two options from the list below

Animal Care

Business Studies

Art and Design

Construction

Food and Catering

DT

Creative iMedia

French –
if not chosen in Option 1

Performing Arts -Dance

Music

Health and Social Care

Performing Arts - Drama

Spanish

Sport

Triple Science

VOLUNTARY OPTION 4

INTRODUCTION

Dear Parents /students

At Saints Peter and Paul Catholic College we are dedicated to ensuring all students achieve a well balanced education that ensures they are as well prepared as they can be for the next stage of their education and make a positive contribution to society. This options information booklet is here to help you get a better understanding of what each subject entails and the process for choosing options. Some subjects are compulsory which are called core subjects but there is a certain degree of choice where the others are concerned. Selecting which subjects to study at GCSE is a very important decision as it will affect students' progress over the next two years, their choice of subjects at college, and employment prospects in the future. Student will study a minimum of 7 GCSE subjects and then have two further options which could be either GCSE or vocational.

THE ENGLISH BACCALAUREATE (EBacc)

Some students will choose the English Baccalaureate which is a particular group of subjects that are usually looked on favourably by certain universities. Having a mix of GCSE subjects steered towards the EBacc will help to keep more options open in the future. The English Baccalaureate requires success at a minimum of a grade '5' in courses in English Language, English Literature, Mathematics, Science, a Modern Foreign Language and a Humanities subject -History or Geography.

A language will be an advantage for most careers in the future and the top universities are only interested in students who study one. This is one of the reasons why we encourage students at Saints Peter and Paul to study a language

Pre-16 Qualifications and University Entrance

The following information is taken from a leaflet issued by the Russell Group, which provides guidance to students about how their GCSE subjects can affect their course choices at some universities:

Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) top grades.

GCSE English is very often required at Grade 5 at least. At many universities this is a universal entry requirement for any course. Mathematics is only slightly less commonly asked for.

Occasionally a university will require a foreign language for entry to any course, for example, University College London introduced such a requirement in 2012.

The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It's important to check university websites detailed requirements before applying.

To study any degree at university you must have secured a grade 5 in both English and maths. Applicants to study Medicine are required to have very good GCSE results in maths, science and English.

Increasing numbers of universities require applicants to have a GCSE in a modern or classical language at grade 5 or above to be considered for any course.

For a Business degree, a grade 5/6 in GCSE maths is required.

A grade 5 or 6 in maths and science is often required for a degree in Psychology.

SUPPORT

This booklet is part of a process to help students make sensible and considered decisions. These choices are important and students should make the most of the opportunities available to them in the next few weeks to ensure they make the right decisions. Your child's progress tutors and subject teachers will be offering key advice, information and guidance in lessons and form time. In addition to the information you will receive, there will be an opportunity for students to have a one to one interview with a member of our senior team.

REMEMBER

Choose the subjects you like, not the teacher you like. You may not have the same teacher next year. Do not choose subjects just because your friends choose them. If you require any further information and/or are unable to attend the Options Information Evening, then you are welcome to contact myself or Mr Mullarkey at the College.

CORE GCSE SUBJECTS

Students will study 6 CORE GCSE qualifications

ENGLISH LANGUAGE

COURSE OVERVIEW

Explorations in Creative Reading and Writing
Writer's Viewpoints and Perspectives

ASSESSMENT

Paper 1 - Explorations in Creative Reading and Writing 1 hr 45 mins
Paper 2 - Writer's Viewpoints and Perspectives 1 hr 45 mins

ENGLISH LITERATURE

COURSE OVERVIEW

Romeo and Juliet by William Shakespeare
A Christmas Carol by Charles Dickens

An Inspector Calls by J B Priestley
Poetry from an anthology
Unseen poetry

ASSESSMENT

Paper 1 - Shakespeare and the 19th century novel 40% of GCSE 1hr 45 mins
Paper 2 - Modern Texts and Poetry 60% of GCSE 2 hrs 15 mins

RELIGIOUS EDUCATION

COURSE OVERVIEW

As students continue their learning journey in RE, they will develop their understanding of religious and non-religious beliefs regarding key issues in society. They will be provided with the opportunity to consider and question some of the most thought-provoking and controversial aspects of human behaviour, human existence and will explore how religion has shaped opinion, action and understanding of the world, both in the past and in the present day.

Students will sit two papers at the end of Year Eleven.

Paper One, students will develop an understanding of the beliefs and concepts of Catholic Christianity and their impact on society. They will study the trinity, the person and work of Jesus, the creation and nature of humanity, ideas about life after death, the problem of evil, the sacraments, worship, and vocation. They will also learn to evaluate the concepts and arguments for God through the study of philosophy including the nature of God, arguments for the existence of God, and challenges to the existence of God.

CORE GCSE SUBJECTS

RELIGIOUS EDUCATION continued

Paper two consists of the study of a different religion and two additional themes offering different perspectives on faith. Students will develop their understanding of the beliefs and practices of Judaism including the nature of God, God's covenants and promises made with the Jews, the nature of humanity, life after death and the problem of evil. In addition, students will study Human Rights and Religion, Peace and Conflict. They will be able to make comparisons between Christian views, people of other faiths and people without any religious preference, in order to gain a better understanding of the choices people make throughout their lives and the reasons for these choices.

ASSESSMENT

Paper 1 - Catholic Christianity - 1hr 45 mins

Paper 2 - Perspectives on Faith - 1hr 45 mins

MATHEMATICS

Course Overview	Topics
NUMBER	Fractions, Decimals, Percentages Primes, Highest Common Factor (HCF), Lowest Common Multiple (LCM), Estimation and more
ALGEBRA	Sequences, Inequalities, Graphs Equations and more
GEOMETRY and MEASURE	Transformations, Volume, Surface, Trigonometry, Vectors, Angles and more
STATISTICS	Pie charts, Sample space diagrams, Averages, Box plots and more
RATIO and PROPORTION	Share in a ratio, Calculate best buys, Recipes, Currency exchange And more

ASSESSMENT

2 Tiers, Foundation 5 - 1, Higher 9 – 4 (grade 3 possible)

3 exam papers:

Paper 1 - non-calculator 1hr 30 mins

Paper 2 - calculator 1hr 30 mins

Paper 3 - calculator 1hr 30 mins

CORE GCSE SUBJECTS

Students will study 6 CORE GCSE qualifications

SCIENCE

COMBINED SCIENCE

Students will complete a Double Award in Science covering all three of the science disciplines, Biology, Chemistry, and Physics, and is equivalent to two GCSEs.

COURSE OVERVIEW

Through the scientific disciplines of Biology, Chemistry and Physics, students will develop their scientific knowledge, skills and understanding about science in our everyday life and will be encouraged to ask questions and seek answers as scientists of the future.

ASSESSMENT

Students completing the Double Award will sit exams at either Foundation or Higher tier at the end of Year 11; two Biology, two Chemistry and two Physics, each 1 hour 15 mins long. Each will assess different topics. A Double Award in Science will have a 17 point grading scale, 9-9, 9-8 through to 2-1, 1-1.

Exams will contain a mixture of multiple choice, structured, closed, short answer and open response questions.

There is no coursework or controlled assessment. Students will need to complete a number of required practical activities throughout the course, and details of these will be assessed in exams.

The double award in science gives students the opportunity to continue with A Level Biology / Chemistry / Physics if they wish to do so.

CORE GCSE SUBJECTS

THE FOLLOWING SUBJECTS ARE COMPULSORY FOR ALL STUDENTS AS PART OF THE SCHOOL'S COMMITMENT TO STUDENTS' PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT. THESE ARE NOT FORMALLY EXAMINED.

CORE PE

Students who do not opt to take PE as one of their options will still take part in a Core PE programme. The course is practical based and has a heavy emphasis on living a healthy, active lifestyle. The course will offer various opportunities for students to develop their sporting ability in a wide variety of sports through their chosen pathway. Throughout Core PE, students will improve their knowledge and understanding of tactics, strategies and their ability to analyse and evaluate sports performance effectively. Alongside this, students will develop their leadership abilities and may be given the opportunity to organise sports events in college or the community. They will develop their ability to officiate and develop knowledge of key health and safety processes. The aim is to provide students will lifelong transferable skills that will help them in all walks of life. All students will still need a full PE kit for this course.

Pathway	Examples of Activities
<u>Pathway 1</u> Fitness	TABATA, yoga, circuits, aerobics, LBT, couch to 5K, trampolining
<u>Pathway 2</u> Competitive Games	football, rugby, tennis, basketball, handball, cricket, netball, rounders
<u>Pathway 3</u> Alternative games	dodgeball, table tennis, badminton, tennis, netball, basketball, volleyball

At the beginning of Year 10, all students will choose a pathway from below

ASSESSMENT

Students are assessed through:
Character and Mind Set
Practical Decision Making
Analysis of Performance
Fitness and Lifestyle choices

CORE SUBJECTS

PERSONAL DEVELOPMENT

COURSE OVERVIEW

Personal development is an important and necessary part of all students' education. Personal development equips students' with a sound understanding of risk and will develop their knowledge and skills necessary to make safe and informed decisions now and later on in life. It helps develop students understanding of their roles and responsibilities as individuals and as citizens. Across both key stages students gain practical knowledge and skills to help them to live healthily and to deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. We aim for all of our students to become informed, thoughtful, responsible and active citizens who are aware of their duties and rights in school, the local community and the wider world.

The subject content within our curriculum is fully compliant with the statutory content outlined in the Key Stage 3 and 4 Framework for Relationships Sex and Health Education as well as the National Curriculum Programme of Study for Citizenship at Key Stage 3 and 4 and is underpinned by the guidance of the PSHE Association.

Personal development encompasses many different areas of study, including:

- Social and emotional wellbeing
- Careers information, advice and guidance
- Study skills
- Drug education
- Finances
- Sex and relationships
- Importance of physical activity and diet for a healthy lifestyle
- Emerging local, national and international issues
- Spiritual development and morals
- Living in the Wider World (developing skills such as resilience, self-esteem, risk-management, team working and critical thinking)

OPTION 1

GEOGRAPHY GCSE

COURSE OVERVIEW

This two year course will allow you to explore the wonders of physical and human geography through a variety of exciting, inspiring and challenging techniques that are totally relevant in the modern day. Transferable skills such as communication, ICT, interpersonal skills, literacy, numeracy, problem solving skills and entrepreneurial skills will prepare you for your future no matter what path it takes. These concepts and skills will be tested in the field in national and international locations such as the Peak District, Italy, Iceland and London. Students will study a range of physical, human and environmental geography. The geographical content will have case studies on a national and international scale.

SUBJECT CONTENT

Living with the physical environment

Section A: The challenge of natural hazards

Section B: The living world

Section C: Physical landscapes in the UK

Challenges in the human environment

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

Geographical applications

3.3.1 Section A: Issue evaluation

3.3.2 Section B: Fieldwork

ASSESSMENT

Three exam papers both sat at the end of Year 11. One paper will focus on the physical elements of the geography studied and the other the human geography. There will be one issue evaluation paper that will combine geographical skills and content applied in a decision making exercise

Useful for ...

Tourism, Geology,
Town Planning,
Conservation,
Teaching, Landscape,
Architect, Armed
Forces.

OPTION 1

HISTORY GCSE

COURSE OVERVIEW

History gives us the opportunity to learn from the past, and understand the many reasons people behave as they do. GCSE history will allow you to study History in a variety of ways - in depth, through time, in a local context and from different cultural perspectives. The course will help you appreciate the diversity of the societies studied, and the experiences of the people in these societies. You will develop skills ranging from source analysis, understanding cause and consequence, exploring historical concepts and forming a judgement. It will both build on the skills you have developed at KS3 and prepare you for the KS5 course of study.

SUBJECT CONTENT

Germany 1890-1945 - You will learn about the experiences of Germans under the Nazis

Conflict and tension, 1918–1939 - You will learn about the origins and outbreak of WW2

Medicine Through Time - You will learn about the development of medicine over the last 1000 years

Elizabethan England - You will learn about life in Elizabethan times

ASSESSMENT

Two exams at the end of Year 11

Examination 100%

Germany 1919 - 1945 (25%)

Conflict and tension, 1918 - 1939 (25%)

Medicine Through the Time (25%)

Elizabethan England (25%)

Useful for ...

Law, media, journalism, management, civil service, or any vocation where communication skills are important.

OPTION 1

FRENCH GCSE

COURSE OVERVIEW

Learning a language is a skill for life that students find enjoyable and rewarding. During the GCSE course, students develop the vital skills to understand, communicate and interact effectively across three distinct themes relating to their own experiences and those of other people, including people in countries and communities where French is spoken.

The three main themes for study are:-

Identity and Culture: Me, My Family and Friends

Local, National, International and Global Areas: Hometown Neighbourhood & Region, Social Issues, Global Issues, Travel and Tourism

Current and Future Study and Employment: My Studies, Life at School, Education Post 16, Career Choices and Ambitions

ASSESSMENT

The GCSE consists of equal assessment of the four skills, 25% each for Listening, Speaking, Reading and Writing. Candidates may be entered for either Foundation or Higher Tier. All exams are taken at the end of Year 11.

Please note: French can only be taken by those students who have studied the language in Key Stage 3.

Useful for ...

Hotel, leisure industry, tour operators, banking, travel, journalism, law, education, civil service

OPTION 2 and 3

ANIMAL CARE

COURSE OVERVIEW

Pearson BTEC Tech Award Level 1/2 in Animal Care

Unit 1: Animal Handling

Safe animal handling is a daily activity when dealing with animals. Learners will develop their knowledge of many different techniques used to handle and restrain animals in a commercial setting while also maintaining the animals' welfare and safety. Knowing how an animal would normally behave enables an animal's keeper to identify abnormal behaviour, which may indicate that something is wrong. For example, if you observed an animal displaying signs of aggression, you would be able to judge if it was suitable for handling at that time. It is also important that you work safely and effectively with a variety of animals. Being familiar with the hazards and risks associated with handling animals is crucial to any job in the industry. In this component learners will understand the reasons why it is necessary to catch, handle, restrain and release animals appropriately, such as for health inspections, grooming or training.

Unit 2: Animal Housing & Accommodation

Learners will develop their understanding of the accommodation and housing requirements of animals. Choosing the right kind of animal accommodation and preparing, checking and cleaning it is an essential part of looking after animals. In this component, learners will explore how to select and prepare animal accommodation to meet different animals' needs. Learners will gain an essential understanding of the purpose and characteristics of animal bedding and materials, and how choosing these correctly can improve an animal's welfare. In this component, learners will develop practical skills by preparing animal accommodation for use, checking the accommodation and cleaning it out effectively. These are essential skills for anyone planning to work with animals.

Unit 3: Animal Health & Welfare

Learners will develop knowledge and understanding of all aspects of animal health and welfare. The component also gives an understanding of how animals are used in society and how they are protected by legislation. Learners will begin to understand the characteristics of good health, from knowing the visible signs to look out for in an animal to understanding if ill health is present despite a lack of physical signs. The component also covers common diseases and disorders so learners are able to identify diseases and understand how to treat them for a range of animal species.

ASSESSMENT

Unit 1: Internal, externally moderated, completed in Y10

Unit 2: Internal, externally moderated, completed in Y10

Unit 3: External Synoptic Exam, completed in Y11

Useful for ...

Some potential career pathways include: Zookeeper, Animal technician, Veterinary technician, RSPCA inspector, Animal charity, Dog groomer, Animal trainer, Dog walker

OPTION 2 and 3

ART AND DESIGN

COURSE OVERVIEW

Students will look at the work of other artists, making connections with their own work as they develop new skills in a range of media.

You will be asked to work in a range of art areas including drawing, painting, collage, printing, textiles 3D and mixed media.

You will produce between two or three projects. Each project is based on a different theme. Projects will initially be set by your art teacher but students are strongly encouraged to work towards developing their own personalised themes, developing their creativity and personal interests.

Coursework counts for 60% of the overall grade and includes; researching and responding to artists, researching creative images and other sources of inspiration, sketching in a range of styles, experimenting with a variety of media, developing and refining ideas and producing final pieces of work that realises your intentions. Exam counts for 40%. Preparation time is supported and developed in class, leading up to the exam.

The course has been developed to:

- build independence, creativity, curiosity & decision making skills.
- encourage personal development through practical participation, in a range of art and design disciplines.
- give learners a wider understanding and appreciation of art and design, through a broad and balanced introduction to core skills.
- provide knowledge and skills necessary for further education in creative subjects or a career in the creative industries.

Useful for ...

Graphic design, Animation, Car design, Photography, Illustration, 3D design.

OPTION 2 and 3

BUSINESS STUDIES

COURSE OVERVIEW

Whatever job you decide to do in the future, one thing is for sure, you will be working in a business of some description. This is an innovative subject area designed to help students gain an understanding of the business world.

Business Studies will prepare students for the world of work and develop essential skills to help them be successful in whatever career they choose to follow. Business Studies covers five main functional areas of organisations. These include Marketing, Accounting/Finance, Economics/External Influences, Human Resource Management and Operations Management/Production. The course investigates these areas in detail to develop students understanding of the business environment.

To study Business Studies within this thriving department, students do not need to have studied the subject before, but they should look to have a curiosity in the business world around them, and be interested in why businesses are set up and what makes someone an outstanding entrepreneur.

Business Studies at Saints Peter and Paul is primarily delivered through a GCSE route where students are assessed via two exams, however, we also where appropriate have the ability to tailor the course to students strengths whereby some students have preferred studying a vocational route, leading to students that are hugely engaged and enthralled in their learning – which over the years has culminated in students gaining fantastic levels of attainment and progress.

General Topics of Study Include:

- How to set up a business
- The external environment
- Human resources
- Operations management and production
- Marketing
- Finance and accounting

Throughout your study you will use a variety of methods to research businesses in order to analysis and evaluate their performance. These methods include writing letters, utilising online resources, surveys, observations and interviews to name just a few.

Useful for ...

- Careers in
- Accounting
- Marketing
- Finance
- Project Management
- Banking
- Human Resources
- Customer Service
- Entrepreneurship

OPTION 2 and 3

CONSTRUCTION

COURSE OVERVIEW

The aim of this course is to:

- Inspire and enthuse students to consider a career in the construction sector.
- Give students the opportunity to gain a broad knowledge and understanding of, and develop skills in, the construction industry.
- Support progression to a more specialised Level 3 vocational or academic construction course or an apprenticeship
- Give students the potential opportunity, in due course, to enter employment within a wide range of job roles across the construction industry.

Students will use a range of tools, equipment and materials. You can select from a range of areas in construction for example; plumbing, joinery, electrics, tiling, painting and decorating. You will understand how to be safe on a construction site. You will be able to plan a construction project; knowing how to calculate resources, work out the correct sequence and understand the various job roles and responsibilities required in the construction industry.

COURSE STRUCTURE

2 units students will study:

- Unit 1: Exploring the construction sector, learning about different types of buildings and structures, the different materials used in construction, sustainability, trades, employment & careers and health & safety.
- Unit 3: Planning and making a construction project, identifying and calculating materials, demonstrating construction techniques

ASSESSMENT

- Onscreen exam about the building industry and environment. (Externally assessed. 1 hour 30 mins worth 40% of the qualification)
- Practical assignments focussing on different trade areas, generated from real life scenarios, supported by a written portfolio. (Internally assessed, externally moderated. Worth 60% of the qualification)

Useful for ...

Architect, Project Manager, Building Inspector, Carpenter, Civil Engineer, Construction Engineer, Construction Manager, Equipment Operator, Joiner, Painter & decorator, Planning officer, Plumber, Project Manager, Roofer, Quantity Surveyor, Electrician.

OPTION 2 and 3

DESIGN TECHNOLOGY

COURSE OVERVIEW

GCSE Design and Technology is an exciting course that will invite students to work with a range of multimedia materials, such as Fashion & Textiles, Graphic Design and Product Design (woods, metals, polymers, electronics, CAD/CAM, etc). This subject encourages students to become creative problem solvers and gives them the opportunity to develop their own design proposals, making products and systems using a range of tools and equipment.

Students will explore the work of current and past designers to inform their design decisions, preparing them to become independent, confident and innovative designers themselves.

Students will combine their practical skills and technical subject knowledge to produce a high-quality design portfolio and a 3D solution.

COURSE STRUCTURE

The course is based on three principles that are assessed.

Core technical principles

Specialist technical principles

Designing and making principles

ASSESSMENT

Exam Paper 1

Core technical principles

Specialist technical principles

Designing and making principles

How it's assessed

Written exam: 2 hours

100 marks

50% of GCSE

Non-exam assessment (NEA)

Practical application of:

Core technical principles

Specialist technical principles

Designing and making principles

How it's assessed

Non-exam assessment (NEA): 30–35 hours approx.

100 marks

50% of GCSE

Useful for ...

Quality Controller

Product testing

Technologists

Fabric Technologist

Materials Testing

Technologist

Product Development

Technologist

Design based careers

Game Design

Architect

Engineering

Car Design

Sports wear &

equipment

Interior Design

Sales & retail

Buyer

Visual merchandiser

OPTION 2 and 3

FOOD AND CATERING

COURSE OVERVIEW

This is a creative and innovative course which focuses on nurturing the students' understanding of nutrition and health as well as teaching and developing skills and techniques in practical food preparation and business production. The course explores the principles of food science and nutrition as well as the understanding of local and global hospitality and catering food production. In addition, this qualification supports students to develop the essential employability skills that are valued by employers, apprenticeships and other further education courses.

What you will study

Business and Hospitality and Catering operations

Food related hygiene and safety

Nutrition and diets

Sciences within food groups

Menu planning and audience needs

Food production and sustainability

Practical food production and preparation skills

You will learn all about food and the hospitality and catering industry, and will use this knowledge to plan, prepare and then cook and showcase dishes to reflect these skills as a part of the main exam content.

Students who are interested in this course will demonstrate:

- A keen interest in food and cooking
- An interest in diets, nutrition and health
- An interest in the wider Hospitality and Catering Industry
- Good ICT and Literacy skills

Useful for ...

Careers such as Restaurateur, Chef, Catering manager, Sports nutrition, Food analysis, Teaching, Environmental Health

OPTION 2 and 3

(If not chosen in option 1)

FRENCH GCSE

COURSE OVERVIEW

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The three main themes for study are:-

1. Identity and Culture: Me, My Family and Friends
2. Local, National, International and Global Areas: Hometown, Neighbourhood & Region, Social Issues, Global Issues, Travel and Tourism
3. Current and Future Study and Employment: My Studies, Life at School, Education Post 16, Career Choices and Ambitions

ASSESSMENT

The GCSE consists of equal assessment of the four skills, 25% each for Listening, Speaking, Reading and Writing. Candidates may be entered for either Foundation or Higher Tier. All exams are taken at the end of Year 11.

Please note: French can only be taken by those students who have studied the language in Key Stage 3.

Useful for ...

Hoteliers, Leisure industry,
Tour Operators,
Banking, Travel,
Journalism, Law,
Education, Civil service

OPTION 2 and 3

CREATIVE/iMEDIA

COURSE OVERVIEW

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Creative iMedia will help students to develop an understanding of media codes and convention for producing digital media products. It will raise students' confidence in creating characters and comics, digital games, visual imaging, digital graphics, interactive digital media, and animation with audio products.

The qualification's hands-on approach has strong relevance to the way students use technology required in creative media. Providing students with knowledge and understanding in a number of key areas, as they design, plan, create and review interactive digital media products appropriately to meet client and target audience requirements.

The qualification structure, including the range of units available, allows students the freedom to explore the areas of creative media that interest them, enhancing their learning, practical skills and building their knowledge.

What you will study:

You will learn the digital skills needed for 99% of jobs.

You will learn how to produce media productions

You will learn how to create and manipulate digital graphics

You will learn how to create concepts for new computer games, websites & multimedia products

You will learn the functions of specialist software programs

Students who are interested in this course will demonstrate:

You will need to be hard working.

You will need to be creative and imaginative.

You will need to be able to solve practical IT problems.

You will need to be resilient.

You will need to be good at English.

If you like creating things on the computer, then Creative iMedia is the course you might choose.

Students must achieve three units: one externally assessed mandatory unit and two non-exam assessment (NEA) units which include the second mandatory unit and one optional unit

Useful for ...

Careers such as Website design, Games designer, Games programmer, Graphic designer, Software engineer

OPTION 2 and 3

MUSIC

COURSE OVERVIEW

The course covers three units of work:

Instrumental Study 204ta (Internal Option, Year 10)

This unit aims to enhance the learner's capacity to understand how to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through objective and reflective self-assessment. **Unit content:** Skills for instrument maintenance, health and safety, instrumental skills, organisational and analytical skills.

Musical Knowledge 201ta (Internal Core, Year 10)

The aim of this unit is to build the learner's musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry & theoretical language whilst drawing upon knowledge learned within this unit. **Unit content:** Listening skills, analytical skills, research skills, communication skills, IT skills.

Live Music Performance 202ta (External Core, Year 11)

Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry.

Unit Content: Skills for rehearsal, skills for performance, vocal/instrumental skills, health and safety, communication skills, analytical skills, organisational skills.

ASSESSMENT:

Students complete a brief for each unit of work. The brief outlines tasks linking to the unit that must be completed in line with the grading and assessment criteria from RSL.

Instrumental Study – care and maintenance of your instrument, practice plans and targets final review recording.

Musical Knowledge – comparison of two contrasting genre of music, key track review.

Live Performance – The preparation and completion of a live performance.

Useful for ...

Performer, Composer, Sound engineer, Radio DJ, Music technician, Journalist, Music therapist, Peripatetic tutor, Teacher, Choral director, Conductor,

OPTION 2 and 3

PERFORMING ARTS

DANCE

COURSE OVERVIEW

All students take an externally assessed core unit (Live Performance), which requires them to work to a brief. In addition, they take 1 optional unit that could develop their dance skills and/or related contextual, historical or theoretical understanding. The optional unit is decided at the start of Year 10, depending on the specific abilities of the cohort.

ASSESSMENT

Externally Assessed core Unit 50

Internally Assessed optional Unit 50%

UNITS

CORE UNIT 201E Live Performance

The aim of this unit is to give students the opportunity to explore all the skills required for a live performance: planning, rehearsing and performance, reflection required post-performance to ensure continual development as performers. By undergoing the process of preparing for a live performance based on a brief set by the exam board, students will have the opportunity to experience the variety of activities and skills required to bring a performance together.

OPTIONAL UNITS

222 Dance Composition

This unit is to develop the student's skills in dance composition and choreography and to apply these to the process of creating, rehearsing and bringing to performance dance works.

227 Dance Technique & Performance

This unit aims to develop students' skills in a selected dance style and improve their ability to reproduce and perform technical movements and develop and perform a style specific sequence.

229 Ensemble Dance Performance

This unit aims to introduce and develop students' skills in a selected dance style and improve their ability to reproduce and perform technical movements within a group and to develop and perform a style specific sequence.

230 Global Dance Styles

The aim of the unit is to introduce the student to the background, culture and the dance requirements of a global dance style as well as the ritual and meaning behind this.

OPTION 2 and 3

DRAMA

COURSE OVERVIEW

If students wish to study a subject that is both practical and creative, they will enjoy this course. In today's technological world, the key skills and personal development that any student requires is so often overlooked.

By studying Drama students will:

- Build their confidence and self-esteem
- Develop their negotiation skills and the ability to work creatively as part of a team
- Improve their communication, presentation and public speaking skills
- Develop a range of practical, creative and performance skills
- Become independent learners and critical thinkers with enquiring minds

ASSESSMENT

Year 10 Internally Assessed Unit 50%

Year 11 Externally Assessed Unit 50%

INTERNAL UNIT - 212 Performing Text

This unit takes place in Year 10 and is internally assessed. Students will explore a range of texts and learn more about theatre history and stagecraft. Students will study two different plays and prepare two extracts for performance. They will be assessed on their understanding of each play and how they use their acting skills to interpret and perform a role. Assessments will be marked and moderated internally and include written and practical tasks.

EXTERNAL UNIT - 201E Live Performance

This unit takes place in Year 11 and is externally examined in the Spring Term. Students will use a brief provided by RSL to create their own live performance for an audience. They will explore all the skills required for a live performance and assessments will include written and practical tasks. These range from planning, rehearsing and the performance itself to the reflection and evaluation of their progress and development.

Useful for ...

Leisure industry,
Entertainment industry,
West End performer,
Theatrical Company
work, Fitness instructor,
Marketing Finance and
Theatre production,
Choreographer.

OPTION 2 and 3

HEALTH AND SOCIAL CARE

COURSE OVERVIEW

OCR Cambridge Nationals Health and Social Care Level 1/2 (GCSE)

Unit R033: *Supporting individuals through life events*

This unit is assessed by a Set Assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: life stages, impacts of life events and sources of support.

Unit R034: *Creative and therapeutic activities*

This unit is assessed by a Set Assignment. In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities, and you will plan and deliver a creative activity to a group or individual. Topics include therapies and their benefits, creative activities and their benefits, plan a creative activity for individuals or groups in a health or social care setting, deliver a creative activity and evaluate your own performance.

Unit R032: *Principles of care in health and social care settings*

This unit is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: the rights of service users in health and social care settings, person-centred values, effective communication in health and social care settings, protecting service users and service providers in health and social care settings.

ASSESSMENT

Unit R033: [Internal, externally moderated, completed in Y10](#)

Unit R034: [Internal, externally moderated, completed in Y10](#)

Unit R032: External Synoptic Exam, completed in Y11

Useful for ...

Some potential career pathways include: Care assistant, Nurse, Midwife, Teacher, Paramedic, Social worker, Youth worker, Psychologist, Police officer, Counsellor, Early years education

OPTION 2 and 3

SPANISH GCSE COURSE OVERVIEW

Learning a language is a skill for life that students find enjoyable and rewarding. During the GCSE course, students develop the vital skills to understand, communicate and interact effectively across three distinct themes relating to their own experiences, and those of other people, including people in countries and communities where Spanish is spoken.

The three main themes for study are:-

- Identify and culture: Me, My Family and Friends
- Local, National, International and Global Areas: Hometown, Neighbourhood and Region, Social Issues, Global Issues, Travel and Tourism
- Current and Future Study and Employment: My Studies, Life at School, Education Post 16, Career Choices and Ambitions

ASSESSMENT

The GCSE consists of equal assessment of the four skills, 25% each for Listening, Speaking, Reading and Writing. Candidates may be entered for either Foundation or Higher tier. All exams are taken at the end of Year 11.

PLEASE NOTE: YOU NEED TO HAVE STUDIED SPANISH IN YEAR 9 IN ORDER TO BE ELIGIBLE TO TAKE SPANISH AS A GCSE.

ADDITIONAL REQUIREMENTS

Pupils who are interested in studying Spanish for GCSE are strongly urged to attend the Spanish extra-curricular club after school once a week.

Useful for ...

Hotel, Leisure industry,
Tour operators, Law,
Banking, Travel,
Journalism, Education,
Civil service.

OPTION 2 and 3

SPORT

COURSE OVERVIEW

OCR Cambridge Nationals Sport Studies Level 1/2 Certificate (GCSE)

Unit R185: *Performance and leadership in sports activities*

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations. Topics include: key components of performance, applying practice methods to support improvement in a sporting activity, organising and planning a sports activity session, leading a sports activity session, reviewing your own performance in planning and leading a sports activity session.

Unit R187: *Increasing awareness of Outdoor and Adventurous Activities*

Topics include: provision for different types of outdoor and adventurous activities in the UK, equipment, clothing and safety aspects of participating in outdoor and adventurous activities, plan for and be able to participate in an outdoor and adventurous activity, evaluate participation in an outdoor and adventurous activity.

Unit R184: *Contemporary Issues in Sport*

By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport. Topics include: issues which affect participation in sport. the role of sport in promoting values, the implications of hosting a major sporting event for a city or country, the role National Governing Bodies (NGBs) play in the development of their sport and the use of technology in sport.

ASSESSMENT

Unit R185 Assessment Type: Internal, externally moderated, completed in Y10

Unit R187 Assessment Type: Internal, externally moderated, completed in Y10

Unit R184 Assessment Type: External Synoptic Exam, completed in Y11

Useful for ...

Some potential career pathways include: PE Teacher, Sports Therapist, Physiotherapist, Nurse, Doctor, Professional Athlete, Sports Coach, Nutritionist, Sports Analyst, Team

OPTION 2 and 3

TRIPLE SCIENCE COURSE OVERVIEW

Due to the demanding nature of this course, you will need the approval of your current science teacher to choose this option.

You will study 3 science GCSEs: **Biology, Chemistry and Physics**.

The grades are awarded independently of each other.

Triple science allows you to gain three separate GCSEs in science and you will study each discipline (biology, chemistry and physics) in more detail.

The overall content is similar to Combined science, but you will cover the following topics in **much greater detail**:

Biology—Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, Inheritance, variation and evolution & Ecology

Chemistry—Atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; energy changes, the rate and extent of chemical change; organic chemistry; chemical analysis, chemistry of the atmosphere; and using resources

Physics—Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter and atomic structure

ASSESSMENT

There are six exam papers altogether, two for each qualification: two biology, two chemistry and two physics. All of the papers are 1 hour 45 minutes with foundation and higher tiers. Each paper has 100 marks and the papers are equally weighted, so each is worth 50% of the qualification. Exams will contain a mixture of multiple choice, structured, closed, short answer and open response questions.

Students will need to complete a number of required practical activities throughout the course, and details of these will be assessed in exams.

Useful for ...

Medicine
Dentistry
Veterinary Science
Pharmacy
Midwife
Psychologist
Pilot
Lab technician
Civil engineer
Russell Group University
Oxbridge
At degree level:-
Biology
Physics
Chemistry

VOLUNTARY OPTION 4

KS4 Independent Study Programme

COURSE OVERVIEW

We are pleased to announce that, new for this year, we have an exciting opportunity for students wishing to extend their learning experience further during their key stage 4 studies. We are able to offer students the chance to study an additional subject in addition to their options choices. This is a great opportunity for students who wish to broaden their CV in preparation for college/university or pursue a subject they have a particular interest in. Students will benefit from widening their subject knowledge, developing their ability to study independently and may also gain an additional qualification by the end of Year 11. An additional qualification will also be looked on favourably by prestigious universities and in certain competitive careers.

What subjects do we offer?

Psychology

Further Maths or Statistics

Accounting

French

Spanish

AQA Higher Project Qualification

How will I study?

Students will be expected to study this subject independently outside of lesson time. They will however, be allocated a subject specialist mentor and will have regular mentor sessions to support their chosen study programme. If students demonstrate a sustained commitment to the programme, they will be entered for the exams in Year 11 and therefore have the opportunity of gaining an additional qualification

Is this for me?

This opportunity would suit students aspiring to attend a prestigious university or those wishing to progress to a competitive career such as medicine, law, science, engineering and computer science. Students will need to be able to study independently in addition to the homework allocated by other subjects. Students need to be able to commit to approximately 2 hours a week of study time outside of lessons.

If you have any further questions, please contact Mrs McComas

CONTACT INFORMATION

SUBJECT AREA	CONTACT
Progress Leader	Mr Mullarkey
Animal Care	Miss Caton
Art	Mrs Clayton
Business Studies	Mr Williams
Creative iMedia	Mr Parr
Construction / Design Technology	Mr Greenwood
English	Mrs C Kirby
Food and Catering	Mr Bayliss
French	Mr Farrell
Geography	Mrs Robertson
Health and Social Care	Miss Caton
History	Mrs Hallam
Mathematics	Mr Lynch
Music	Mrs Saunders
Performing Arts Dance	Miss George
Performing Arts Drama	Mrs McGarry
Physical Education	Miss Caton
Religious Education	Miss Reece
Science	Mr Hardeley
Spanish	Mr Farrell



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