



St. Ursula's Convent School
KS4 Curriculum and Options
Booklet 2020

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**Core subjects are compulsory subjects. Pupils must choose a language and will follow an appropriate science pathway, either Combined: Trilogy or separate sciences (Biology, Physics, and Chemistry).*

Core Curriculum at St Ursula's

Pupils at Key Stage 4 must follow a compulsory core curriculum, which consists of the following subjects:

English Language and English Literature

English is essential for developing literacy skills, which underpin life and work and deepen appreciation of literature. Pupils will receive two GCSE grades as these are seen as separate subjects.

Mathematics

Maths is essential for developing numeracy skills needed for life and work. Maths also develops problem solving skills and logic as well which are important in lots of areas of life.

Science

Pupils are prepared for the most appropriate route in either separate sciences (Biology, Chemistry and Physics - each science counting as a separate GCSE) or Combined Sciences (now called Trilogy, counting as two GCSE). Science opens up many pathways in careers and education.

Religious Studies

As a Catholic school our faith life journey is essential to personal development and growth towards Christ. The GCSE course engages our young women in thinking about ethical issues and deepens their knowledge and understanding of the Catholic Christian faith and traditions. The new specification for GCSE also requires students to encounter another world faith. In the case of our school, it will focus on Judaism.

Modern Foreign Languages: French or Spanish

Studying a language can improve analytic and interpretive capacities. It also opens up new opportunities and gives pupils perspectives that they might never have encountered otherwise. Studying a language allows pupils to experience and enjoy global communities, different cultures, and ways of life.

Core Physical Education

Pupils are expected to adopt healthy minds and lifestyles. PE provides pupils with an opportunity to exercise their minds as well as their bodies and experience the benefits of sport in addition to developing team-building skills. This is a non-examination course which will not lead to a GCSE qualification.

The English Baccalaureate

The Government believes that schools should offer pupils a broad range of academic subjects to age 16 and the English Baccalaureate (EBacc) promotes that aspiration. The EBacc is not a qualification in itself; the measure recognises where pupils have secured a Grade 5 or better in the stipulated academic subjects.

What subjects and qualifications will count towards the English Baccalaureate?

The English Baccalaureate covers achievement in English (Language or Literature), Mathematics, Sciences (including Computer Science), a language and a humanities subject. Full GCSEs at grades 5-9 and Double Award GCSEs at grades 5-9 will count towards its achievement

PSHE/Careers/Enrichment (non-examination)

There is an on-going programme of careers education for KS4 and a PSHE programme which ensures that the other aspects of health, development and skills are also provided for. This provision also includes the Enrichment Days. These provide valuable opportunities for the development of wider skills and personal development, contributing to pupil wellbeing, which underpins a pupil's academic and spiritual life.

GCSEs and Progress Measures

All GCSEs are now linear, meaning that pupils are no longer able to re-sit exams. All pupils will normally have to sit their final exams in the summer of Year 11.

The grading criterion for GCSEs is now Grades 9-1; with 1 being the lowest and 9 being the highest grade awarded. Grade 9 is equivalent to an A**, 8 is an A* and 7 an A; a Grade 6 is similar to an old Grade B. Grade 5 is considered a strong pass and Grade 4 a standard pass.

The school's performance is judged on the following:

- Progress across 8 subjects*
- Attainment across 8 subjects*
- The percentage of pupils achieving a grade 5 (C) or better in both GCSE English and Maths
- The English Baccalaureate (EBacc)

**Subjects included in Progress 8 and Attainment 8 are: English and Maths (both of which have a double weighting), 3 Ebacc subjects and 3 other subjects, which may include GCSEs and vocational qualifications approved by the Department for Education.*

Option Choices at St Ursula's 2020

Pupils will have 3 Option Choices. At St Ursula's, we aim to provide a balanced curriculum and pride ourselves on not limiting pupil subject choices by blocking subjects against each other. We also value the Arts and practical subjects in the curriculum.

When making their subject choices, pupils should take the following factors into consideration:

- Which subjects they are willing to work hard in
- Which subjects they enjoy
- Which subjects they are good at
- Possible careers they are interested in or courses they want to do (by finding out what the course entry requirements are at 6th form/college/apprenticeships).
- What skills they want to develop for employment

Pupils should not base their choices on what their friends are doing, whether they like a particular teacher or because they couldn't think of anything and ended up making an uninformed decision.

WILL STUDENTS GET THEIR FIRST CHOICES?

We will work towards pupils getting their first choices and have been very successful with this in the past. However, there are three main reasons why some pupils may not get their first choice:-

1. The courses chosen are not appropriate for that individual and our professional advice is that it would not provide them with outcomes or options for the future that they themselves would like.
2. Some courses have limits on the number of pupils that can be enrolled. We will then have to close those classes once the limits have been reached
3. Subjects may not run due to low numbers of pupils choosing them for their options.

In all cases, a conversation will be had with the pupil in the first instance (and with parent/carer where necessary). The likely outcome is that the reserve choice which the pupil has put down on their original form will take its place.

FILLING IN THE OPTIONS FORM

Once the form is filled in and **signed by the parent/carer**, please return to the main Admin Office. Please ensure you meet the deadline given. **You keep the PARENT/CARER copy at home for your reference.**

Follow the instructions on the form carefully and then do a final check:

Final Check List:

- Check your child's name is on the form, written clearly and as it appears on school registers.
- Check they have made 3 choices for Options.
- Check that they have included TWO backup choices on the form.
- Check that you (the parent / carer) have written in capitals your name and signed and dated the form.
- Check that your child has signed the form. (Keep the parent / carer copy with this booklet).

The form must be returned to the MAIN ADMIN office. The receipt of your child's form will be timed and dated.

You will hear sometime after Easter regarding choices.



ART

Level of Qualification

Summer series 2022. An Art & Design (Fine Art) GCSE certificate graded from 9-1.

Specification Code: 8202

Examination Board

AQA

Course Aims

The course is suitable for students with a strong interest in the visual arts. The syllabus has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the artistic skills to explore, create, and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation, and presentation of their ideas in a portfolio and by responding to an externally set assignment. Pupils should be prepared to take risks with their work, experimenting with new and unusual media, and embrace and appreciate work from other times and cultures.

Course Content

Component 1 – Portfolio

Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

- A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
- A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; independent study.

The work submitted for this component will be marked as a whole. Students should carefully select, organise, and present their portfolio, ensuring that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation.

Component 2: Externally set assignment

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the ten hours of supervised time.

Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as: drawing, painting, sculpture, photography, printmaking, and mixed media. They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Students must develop and apply their knowledge, understanding, and skills in their projects within the context of fine art practice and their selected area(s) of study.

Knowledge and understanding

The way sources inspire the development of ideas relevant to fine art, including:

- How sources relate to individual, social, historical, environmental, cultural, ethical, and/or issue based contexts.
- How ideas, themes, forms, feelings and concerns can inspire personally determined responses. The ways in which meanings, ideas and intentions relevant to fine art can be communicated in various media.

Skills

Within the context of fine art, students must demonstrate the ability to use fine art techniques and processes, appropriate to students' personal intentions.

Students are expected to take the initiative and work independently. A great deal of their artwork must be completed outside the classroom. They should spend two hours a week on their homework and are given the opportunity to attend 'after school art club' two evenings a week. It is essential that individuals appreciate this and are prepared to put in the extra hours.

Homework must display an enquiring mind, an eagerness to explore, and excellent observational drawing skills.

Method of Assessment

Component 1 - Portfolio	Component 2 - Externally Set Assignment
<p><u>What's assessed:</u> A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p>	<p><u>What's assessed:</u> Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p>
<p><u>How it's assessed:</u></p> <ul style="list-style-type: none"> • Project completed over 4 terms • 96 marks • 60% of GCSE 	<p><u>How it's assessed:</u></p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised exam time • 96 marks • 40% of GCSE

Assessment is based on a response to four assessment objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Controlled Assessment:

Candidates' work for their portfolio should be carried out under informal supervision to eliminate plagiarism and to ensure that their contribution can be recorded accurately. Research to help develop ideas may be completed with limited supervision. For their ten hour personal outcome for the Externally Set Task, students must work under exam conditions and produce their own unaided work.

Percentage of Exam and Coursework Portfolio

Component 1 - Portfolio will make up 60% of the total GCSE mark

Component 2 - Externally Set Assignment will make up 40% of the total GCSE mark.

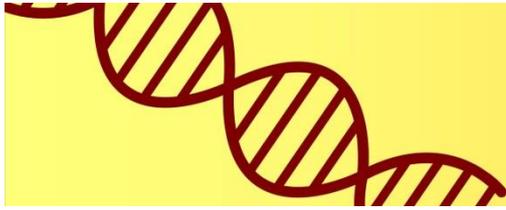
Associated Careers/Progression

This course provides a foundation for students considering a career in the creative arts. The advised pathway would be to apply for a foundation course at Art College after A levels and then move on to a degree course in a chosen specialism.

Employment opportunities are vast and include illustration, graphic design, advertising, computer animation, publishing, interior design, film production, theatre design and make up, architecture, ceramics, glass and metal design, printing, and teaching.

Literacy / Numeracy Demands

Written analysis and annotation of both pupils' own work and the work of others is required for the course. Descriptive language and expression of opinion both verbally and written are essential. Numeracy skills, such as scaling up work, will be used and further numeracy skills would be dependent on the themes of art being studied.



BIOLOGY

Level of Qualification

Summer Series 2022. Biology GCSE certificate graded 1-9

Specification code:

- Foundation Tier 8461F
- Higher Tier 8461H

Examination Board

AQA

Course Aims

GCSE Biology gives students the chance to gain a good understanding of human biology, organisms, evolution and the environment. The course helps put Biology in the context of students' everyday lives and can help them understand how Science can be used to explain the world in which they live and the impact humans have.

Course Content

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Method of Assessment

Paper 1

What's assessed

Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.

How it's assessed

Written exam: 1 hour 45 minutes

Foundation and Higher Tier

100 marks

50% of GCSE

Questions

Multiple choice, structured, closed short answer and open response.

Paper 2

What's assessed

Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

How it's assessed

Written exam: 1 hour 45 minutes

Foundation and Higher Tier

100 marks - 50% of GCSE

Questions

Multiple choice, structured, closed short answer and open response.

Controlled Assessment

No Controlled Assessment Unit.

However, students will have to take part in 8 practical experiments during the course and the content of these will contribute to 15% of the total exam content.

Percentage of Exam and Coursework Portfolio

100% Terminal Exam

Tiers of Entry

Higher Tier and Foundation Tier

Associated Careers/Progression

Education: A Levels, BTEC Level 3, Vocational Course, University BSc degrees.

Careers: Medicine, microbiologist, environmentalist, marine biologist, nature conservation officer, pharmacologist, forensic science, clinical biochemistry, research scientist, teacher, and thousands more. It is estimated that 60% of jobs have a STEM link.

Literacy / Numeracy Demands

A minimum of 10% of exam marks will be using maths skills. There is no formal assessment of quality of written communication, however, students are expected to be able to use the language of science to reflect on working scientifically and must identify key command words in exam questions to gain maximum marks. Students must be aware that some scientific words have everyday meanings as well as scientific meanings and it is vital to distinguish between the two. Many scientific words have been developed systematically and knowing this can help pupils to spot patterns and so develop their scientific understanding.



CHEMISTRY

Level of Qualification

Summer series 2022: Chemistry GCSE certificate graded 9-1

Specification code:

- Foundation Tier 8462F
- Higher Tier 8462H

Examination Board

AQA

Course Aims

GCSE Chemistry gives students the opportunity to gain a good understanding of:

- The nature of substances and how they react together.
- How Chemistry is used in business and industry.
- How our use of raw materials in fuels and manufacturing can affect the global and local environment.

The fundamental ideas in Chemistry will put building blocks in place enabling students to develop an understanding of topics such as chemical structures and their properties, chemical reactions, and how to analyse substances. Many of the materials considered are substances that students will come across in their daily lives, and this helps put their learning in context.

Course Content

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Method of Assessment

Paper 1:

What's assessed

Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Paper 1:

How it's assessed

Written exam: 1 hour 45 minutes

Foundation and Higher Tier

100 marks

50% of GCSE

Questions

Multiple choice, structured, closed short answer and open response.

Paper 2

What's assessed

Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

How it's assessed

Written exam: 1 hour 45 minutes

Foundation and Higher Tier

100 marks

50% of GCSE

Questions

Multiple choice, structured, closed short answer and open response.

Controlled Assessment

No Controlled Assessment Unit.

However, students will have to take part in 8 practical experiments during the course and the content of these will contribute to 15% of the total exam content.

Percentage of Exam and Coursework Portfolio

100% Terminal Exam

Tiers of Entry

Higher Tier and Foundation Tier

Associated Careers/Progression

Education: A Levels, BTEC Level 3, Vocational Course, University BSc degrees.

Careers: Medicine, chef, radiologist, nurse, chemical engineer, designer, materials design, cancer researcher, analytical chemist, healthcare scientist, clinical biochemistry, forensic scientist, pharmacologist, toxicologist, teacher and thousands more. It is estimated that 60% of jobs have a STEM link.

Literacy / Numeracy Demands

A minimum of 20% of exam marks will be using maths skills. There is no assessment of quality of written communication, however, students are expected to be able to use the language of science to reflect on working scientifically and must identify key command words in exam questions to gain maximum marks. Students must be aware that some scientific words have everyday meanings as well as scientific meanings and it is vital to distinguish between the two. Many scientific words have been developed systematically and knowing this can help pupils to spot patterns and so develop their scientific understanding.



COMPUTER SCIENCE

Level of Qualification

Summer series 2022. Computer Science GCSE certificate graded **9-1**

Specification code: J277

Examination Board

OCR

Course Aims

The Computer Science qualification will, above all else, be relevant to the modern and changing world of computer technology. 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 will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

Course Content

Component 1 – Computer Systems

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

Component 2 – Computational Thinking, Algorithms and Programming:

This component is focused on the core theory of computer science and the application of computer science principles.

Component 3 – Programming Project (non-exam)

This component is where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

Method of Assessment

The assessment consists of two written examinations and a programming project.

		Marks	Duration	Weighting
Component 1	Computer Systems Systems architecture Memory Storage Wired and wireless networks Network topologies, protocols, and layers Network security System software Ethical, social, legal, cultural, and environmental concerns	80	1.5 hrs	Both papers will contribute towards 100% of the total GCSE
Component 2	Computational Thinking, Algorithms, and Programming Translators and facilities of languages Algorithms High- and low-level programming Computational logic Data representation	80	1.5 hrs	
Component 3	Programming Project Programming techniques Design Development Effectiveness and efficiency Technical understanding Testing, evaluation, and conclusion	40	Approx. 20 hours	

Percentage of Exam and Coursework Portfolio

Following a consultation at the end of 2017, Ofqual confirmed non-exam assessment tasks will not count towards the grades of all new GCSE (9-1) Computer Science qualifications. This applies with immediate effect. Results will be issued in 2018 and onwards based on students' performance in summer exams alone. Students are still required to complete one 'Programming' task as part of the course but a number of the rules no longer apply. Further information will be given to students in due course.

Associated Careers/Progression

These skills will be the best preparation for learners who want to go on to study Computer Science at A Level and beyond. The qualification will also provide a good grounding for other subject areas that require advanced analytical skills.

Literacy / Numeracy Demands

Computer science requires students to demonstrate very high levels of logical thinking to solve complex computational problems.

20% of the proposed exam papers will include marks for literacy and use of technical language.

Design Technology



PRODUCT DESIGN

Level of Qualification

Summer series 2022. GCSE graded from 9-1. Specification code: 8552

Examination Board

AQA

Course Aims

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

This qualification is linear, which means the students will sit all their exams and submit all their non-exam assessment at the end of the course.

Please note: students can specialise in either Product Design or Textiles, but must study some elements from across Design Technology.

Course Content

1. Core technical principles
2. Specialist technical principles, **students to select one of the following specialisms.**
 - Product Design
 - Textiles
3. Designing and making principles

Method of Assessment

Written Examination– 2 hours – 100 marks – 50% of the GCSE. The paper is divided into three key sections:

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing range of materials e.g.: Metals, woods, polymers and fabrics.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles. This will be based on your chosen specification e.g.: Textiles or Product Design.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions including a 12 mark design question. This will be based on your chosen specification e.g.: Textiles or Product Design.

It is important to point out that the written exam will include questions from all areas of technology and not just your chosen specialism. This will mean answering questions based on Product Design, Textiles, Resistant Materials, Graphics and Electronics.

Non-examination assessment (NEA)

Approximately 30 – 35 hours –100 marks – 50% of GCSE. Design challenges to be released annually by AQA on 1st June in the year prior to the submission of the NEA.

- Students will respond to a chosen 'Substantial design and make task' set by the examination board.
- Assessment Criteria for the NEA will be focused on the following:
- Investigating(research)
- Designing
- Making
- Analysing and Evaluating

Students will produce a working prototype and a portfolio of evidence (max 20 pages).

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Associated Careers/Progression

The skills developed in the course naturally lead onto the 'A' Level Design and Technology. There are opportunities from Product Design to embark on a diverse array of Post 16 studies and careers: these include engineering, architecture, fashion, biomedical, video gaming platforms, product /industrial design, graphic design, illustration, advertising and interior design.

When specialising in Textiles Technology, students can progress onto university and can gain qualifications to pursue a wide range of exciting career paths focusing on design in textiles, fashion or interior products; merchandising and buying; journalism; advertising and marketing within the manufacturing industry.

Literacy / Numeracy Demands

Pupils will develop literacy skills through written communication. This will take the form of annotations for design work, extended writing task and exam questions. Numeracy forms an important part of the course with pupils needing to measure materials, calculate quantities for manufacture and proportions for their products.



DRAMA

Level of Qualification

Summer series 2022. Drama GCSE certificate graded **9-1**.

Specification code: C690QS

Examination Board

WJEC/ Eduqas

Course Aims

- Apply knowledge and understanding when making, performing and responding to drama.
- Explore performance texts, understanding their social, cultural and historical context, including the theatrical conventions of the period in which they were created.
- Develop a range of theatrical skills and apply them to create performances.
- Work collaboratively to generate, develop and communicate ideas.
- Develop as creative, effective, independent and reflective learners, able to make informed choices in process and performance.
- Contribute as an individual to a theatrical performance.
- Reflect on and evaluate your own work and that of others.
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- Adopt safe working practices.

Course Content

There are three components:

Component 1: Devising Theatre

- Learners will be assessed on either acting or design.
- Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.

Learners must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2: Performing from a Text

- Learners will be assessed on either acting or design.
- Learners study two extracts from the same performance text chosen by the centre.
- Learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre

- Section A: Set Text A: a series of questions on one set text
- Section B: Live Theatre Review: One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

The core skills developed in this qualification are:

- The ability to recognise and understand the roles and responsibilities of performer, designer, and director.
- The study and exploration of texts and extracts must include the relevant social, historical, and cultural contexts.
- The ability to analyse and evaluate their own work and the work of others.
- The ability to understand how performance texts can be interpreted and performed.

Assessment Method

- Component 1 - Non-exam assessment: internally assessed, externally moderated. 40% of qualification.
- Component 2 – Non-exam assessment: externally assessed by a visiting examiner. 20% of qualification.
- Component 3 – Written examination: 1 hour 30 minutes. 40% of qualification.

Associated Careers/Progression

THEATRE RELATED CAREERS including: theatre director, actor, stage designer.

TELEVISION RELATED CAREERS including: performers, presenters, producers, teacher, television, management careers, law, social services, psychology, and all people related professions.

In addition to this, many employers now understand the importance of drama as a subject that develops confidence, teaches critical thinking, active problem solving, and 'thinking outside of the box'.

Literacy / Numeracy Demands

You will be expected to be able to visualise and analyse how to create a piece of theatre from either a stimulus or a play script. You will also need to have excellent spatial awareness and problem solving skills, both on your own and with a group of other people.

ENGLISH LANGUAGE

Level of Qualification

Summer series 2022. English Language GCSE graded from **9-1**

Specification code: 8700

This specification **must** be taken alongside GCSE English Literature

Examination Board

AQA

Course Aims

Students will be taught to:

- read a wide range of texts, fluently and with good understanding.
- read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- write effectively and coherently using Standard English appropriately.
- use grammar correctly, punctuate and spell accurately.
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language, and use spoken Standard English effectively.

Course Content

1. Explorations in creative reading and writing
2. Writers' viewpoints and perspectives
3. Non-exam assessment

Students must complete all three assessments.

Content detail:

- The assessment of Reading and Writing must be by 100% examination – therefore the only controlled assessment will be for Spoken Language.
- 3 ½ hours of examinations.
- Students must study 19th, 20th, and 21st century texts.
- Texts must cover a range of genres and types.
- Texts must be high-quality and challenging.
- Texts must include literature and extended literary non-fiction.
- Students must compare texts.
- Spoken Language (formerly Speaking and Listening) remains part of the Assessment Objectives for GCSE English Language. It will still be required but will be reported separately as an endorsement and given a 0% weighting towards the actual GCSE grade.
- 50% of the total marks must be for Reading; 50% of the total marks must be for Writing.
- Please also note that 20% of the total GCSE marks will be allocated to 'use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation'.

Assessment Method

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading: one literature fiction text

Section B: Writing: descriptive or narrative writing

Assessed

Written exam: 1 hour 45 minutes (80 marks), 50% of the GCSE

Questions

Reading: (40 marks) (25% of the GCSE) – one single text

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

Writing: (40 marks) (25% of the GCSE)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading: one non-fiction text and one literary non-fiction text

Section B: Writing: writing to present a viewpoint

Assessed

Written exam: 1 hour 45 minutes, (80 marks), 50% of the GCSE

Questions

Reading: (40 marks) (25% of the GCSE) – two linked texts

1 short form question (1 x 4 marks)

2 longer form questions (1 x 8, 1 x 12 marks)

1 extended question (1 x 16 marks)

Writing: (40 marks) (25% of the GCSE)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Assessment: Spoken Language

Presenting

Responding to questions and feedback

Use of Standard English

Assessed: teacher sets this throughout the course and the work is marked by teacher

This assessment is a separate endorsement (0% weighting of GCSE)

Controlled Assessment

English Language GCSE will have terminal assessment with no controlled assessment.

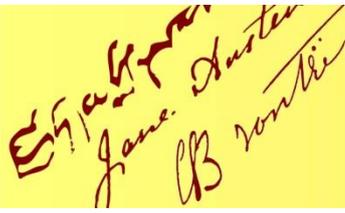
External Examination will make 100% of the total GCSE mark. Students will be awarded a grade from 9-1, with 9 being the best grade. Students will get a U where performance is below the minimum required to pass the GCSE.

Tiers of Entry

There is one level of entry for the AQA English Language exam. (Higher and foundation entries are no longer offered.) This means that specifications and question papers cover the full range of abilities.

Associated Careers/Progression

Almost all jobs, careers and university courses will require you to have an English Language GCSE, but the following careers would enable you to make further use of your English Language: journalism and the media in general, the law, administration, teaching, lecturing and many jobs in the public sector where written and verbal communication needs to be excellent.



ENGLISH LITERATURE

Level of Qualification

Summer series 2022. English Literature GCSE graded from **9-1**.

Specification code: 8702

This specification is taken alongside GCSE English Language.

Examination Board

AQA

Course Aims

This specification allows candidates to experience a range of Literature with a wide variety of appeal drawn from contemporary and modern texts, texts from across the globe, and texts which have had a significant influence on our English (Welsh or Irish) literary and cultural heritage.

Course Content

The exam is based on a skills-based approach to the study of Literature. This enables candidates to make 'fresh' and individual responses to each element of assessment.

Candidates will learn how to approach the study of Literature and how to make engaged personal responses to texts.

The English Literature GCSE will encourage students to read a wide range of classic literature fluently with the assessment of:

- A 19th century novel.
- A Shakespeare play.
- A selection of poetry since 1789 including representative Romantic poems.
- British fiction or drama from 1914 onwards.
- There will be increased assessment of unseen texts.
- The quality of writing in the response to texts will be assessed.

Assessment Method

All assessments are closed book: any stimulus materials required will be provided as part of the assessment. All assessments are **compulsory**.

Paper 1: Shakespeare and the 19th-century novel

What's assessed

Shakespeare plays

The 19th-century novel

How it's assessed

Written exam: 1 hour 45 minutes, (64 marks), 40% of the GCSE

Questions

Paper 1: Shakespeare and the 19th-century novel

Section A: Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

Modern prose or drama texts

The poetry anthology

Unseen poetry

How it's assessed

Written exam: 2 hour 15 minutes, (96 marks), 60% of the GCSE

Questions

Section A: Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B: Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C: Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Controlled Assessment

English Literature GCSE will have terminal assessment with no controlled assessment.

External Examination will make 100% of the total GCSE mark.

Students will be awarded a grade from 9-1, with 9 being the best grade. Students will get a U where performance is below the minimum required to pass the GCSE.

Tiers of Entry

There is one level of entry for AQA English Language exam. (Higher and foundation entries are no longer offered.) This means that specifications and question papers cover the full range of abilities.

Associated Careers/Progression

The following careers would enable you to make further use of English Literature: Journalism and the Media in general, the Law, Administration, Teaching and Lecturing and many jobs in the public sector where written and verbal communication needs to be excellent.



FOOD PREPARATION AND NUTRITION

Level of Qualification

Summer series 2022. Food Preparation and Nutrition GCSE graded from **9-1**

Specification code: 8585

Examination Board

AQA

Course Aims

The GCSE course in food preparation and nutrition will equip students with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply the principles of food science, nutrition and healthy eating.

Course Content

The course will focus on key food preparation skills – these will be introduced through practical work whilst covering the five topics.

1. Food, nutrition, and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

As well as this, students will be able to develop vital life skills so that they can feed themselves and others affordably and nutritiously.

Method of Assessment

1 x Written exam 50% of GCSE: 1 hour 45 minutes

2 x Non Exam Assessments : 50% of GCSE

The non-exam Assessments are split between two different tasks, both of which are to be completed in Year 11.

Task 1: Food investigation

This scientific investigation will show the understanding of the working characteristics, functional, and chemical properties of ingredients.

Task 2: Food preparation assessment

The second task is to show knowledge, skills, and understanding in relation to the planning, preparation, cooking, and presentation of food, and application of nutrition related to the chosen task. Students will prepare, cook, and present a final menu of three courses

Associated Careers/Progression

Upon completion of this GCSE course in Food Preparation and Nutrition pupils can progress to a Sixth Form College or School to study food related courses. This provides a pathway to University where there is a wide variety of food related degree courses. Alternatively, pupils can study Catering at a college, which will lead to a range of diverse careers in the hospitality and food industry. Many of the functional skills are directly transferable to other disciplines and employers are keen to take on people who have taken such courses.

With a large amount of content focused on health and nutrition, diet related illnesses and understanding of how food affects the body this course would form a good basis for any health, care, medical related career.

Literacy / Numeracy Demands

Literacy: Analytical report writing in the non-controlled assessment. Students will be required to answer extended writing questions in the exam.

Numeracy: Thorough accuracy in weighing and measuring. Also, conversion of units and being able to accurately increase / decrease amounts of ingredients required for recipes.

Costing of recipes and nutritional analysis.

Analysis of numerical data from food science investigations.



FRENCH

Level of Qualification

Summer series 2022. French GCSE certificate graded 1-9. Specification code: 8658

Examination Board

AQA

Course Aims

A language GCSE has four components: listening, speaking, reading and writing. The two-year course focuses on revision of previously learned language, and provides extension with more vocabulary and grammatical structures, enabling the student by the end of the course to be able to express themselves in a variety of situations, contexts and tenses.

Course Content

GCSE French helps students develop their French language skills in a variety of contexts and nurture a broad understanding of the culture of countries and communities where French is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

The course covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Students are required to develop their ability to write and speak in French and to understand French when it is written down or spoken.

For all units students will be expected as they progress linguistically to:

- Cope with a greater degree of unpredictability.
- Deal with a widening range of potential problems.
- Understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language.
- Understand issues and opinions.
- Discuss issues and give opinions.
- Give full descriptions and accounts.

Method of Assessment

All final assessment - 25% assessment per skill – Listening, Speaking, Reading, and Writing. Answers must be provided in English and in the target language.

Paper 1: Listening 25% of GCSE

What's assessed

Understanding and responding to different types of spoken language

How it's assessed

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally

Paper 2: Speaking 25% of GCSE

What's assessed

Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading 25% of GCSE

What's assessed

Understanding and responding to different types of written language

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally
- Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing 25% of GCSE

What's assessed

Communicating effectively in writing for a variety of purposes

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into French (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into French (minimum 50 words) – 12 marks

Controlled Assessment

The French GCSE has terminal assessment with no controlled assessment. External Examination will make 100% of the total GCSE mark. Students will be awarded a grade from 1 to 9, with 9 being the highest grade.

Tiers of Entry

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.

Associated Careers/Progression

In order to gain the English Baccalaureate qualification, students will need to have a GCSE qualification in a modern foreign language. Some universities (such as Russell Group – Bristol, Oxford, Cambridge, King’s College London, Nottingham, Southampton) are now asking that students have at least one language before they can take up a place on a course.

Languages broaden horizons and increase multi-cultural understanding. Many linguists go on to study and work abroad.

Being able to speak another language will really make you stand out in the job market and not just in the fields of teaching, translating and interpreting. Students can also use their language skills in government, sales and marketing, law, manufacturing and travel and tourism. Many international firms will favour those who have a language no matter whether the firm is involved in (commerce, accountancy or law etc.) and using a language at work could raise your salary by up to 20%.

Literacy / Numeracy Demands

Students will need to be able to write accurately and creatively in the language. In addition, students will need to be able to understand and translate a range of texts, including short literary texts, into the target language and into English. Students will need to be able to understand instructions in the target language when seen and heard.

Additional Information

If a pupil speaks another language at home, there is a possibility that she could sit a GCSE in her native tongue at St Ursula's. (This is dependent upon an exam board offering the language as a GCSE.) In the past, pupils have been very successful in GCSEs in languages including Polish, Russian, Italian, German, Portuguese and Mandarin Chinese.

Pupils need to be able to read and write in their language, as well as speak it fluently. They will be supported by the Head of MFL in the practical preparation for the exam and will have the opportunity to sit a mock exam or PPE (Pre-Public Examination). For some languages, the school can provide a speaker to conduct the speaking exams, but parents should be prepared to arrange a non-relative to help with this part of the exam. If you are interested in your daughter taking a GCSE in a language other than French or Spanish please contact the Head of MFL.



GEOGRAPHY

Level of Qualification

Summer series 2022. Geography GCSE graded from **9-1**. Specification code: 8035

Examination Board

AQA

Course Aims

This specification aims to be exciting and relevant, placing its study of geography in a balanced framework of physical and human themes and investigating the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power, and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values, and attitudes.

Course Content

Paper 1: Living with the physical environment

3.1.1. Section A: Natural Hazards. This includes Natural Hazards, Tectonic Hazards (earthquakes, volcanoes, tsunamis), Tropical Storms, Extreme Weather in the UK, and Climate Change.

3.1.2. Section B: The Living World. This includes Ecosystems, Tropical Rainforests and Cold Environments

3.1.3. Section C: Physical landscapes in the UK. This covers the UK physical landscapes, Coastal landscapes in the UK, and River landscapes in the UK.

Paper 2: Challenges in the human environment

3.2.1. Section A: Urban issues and challenges.

3.2.2. Section B: The changing economic world.

3.2.3. Section C: The challenge of resource management. This includes Resource management and one from Food, Water or Energy.

Paper 3: Geographical applications

3.3.1. Section A: Issue evaluation

3.3.2. Section B: Fieldwork – students are required to undertake two fieldwork activities in contrasting environments. This will help develop understanding of issues relating to both physical and human geography. The knowledge, skills and data gained through these trips will be tested as part of the Paper 3 written exam.

Method of Assessment

Paper 1: Living with the physical environment

Written exam: 1 hour 30 minutes

Total: 88 marks (including 3 for spelling, punctuation and grammar)

35% of GCSE

Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes

Total: 88 marks (including 3 for spelling, punctuation and grammar)

35% of GCSE

Paper 3: Geographical applications

Written exam: 1 hour 15 minutes

Total: 76 marks (including 3 for spelling, punctuation and grammar)

30% of GCSE

Controlled Assessment & Tiers

There are no controlled assessments. There is one level of exam available so all pupils sit the same exams. This qualification is linear, meaning that students will sit all their exams at the end of the course.

Associated Careers/Progression

Choosing geography at school can open the doors to a university degree, either specifically in Geography or by combining Geography with other A Levels to gain a place on a degree programme in another subject. An A Level in Geography is recognised for being academically 'robust' and, most importantly, it also helps young people into the world of work.

We know this is true because so many employers prize the knowledge and skills that studying Geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies, communication skills, and much more.

You will find geographers working in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities or retail. Studying Geography can help young people achieve careers that are professionally and financially rewarding and also enjoyable. Geographers are often employed for their wide range of literacy and numeracy skills and because they understand the 'big picture' of a situation, not just one view point or from one aspect. Geography means 'writing about the world'. This shows what a diverse and interesting subject it really is.

Literacy / Numeracy Demands

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

Graphical skills to:

- Select and construct appropriate graphs and charts to present data, using appropriate scales. This may include line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids.
- Suggest an appropriate form of graphical representation for the data provided.
- Complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols, and flow lines.

- Plot information on graphs when axes and scales are provided.
- Interpret and extract information from different types of graphs and charts.
- Interpret population pyramids, choropleth maps and flow-line maps.

Numerical skills to:

- Demonstrate an understanding of number, area and scales and the quantitative relationships between units.
- Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size, procedures, control groups, and reliability.
- Understand and correctly use proportion and ratio, magnitude, and frequency.
- Draw informed conclusions from numerical data.

Statistical skills to:

- Use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode, and modal class).
- Calculate percentage increase or decrease and understand the use of percentiles.
- Describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends.
- Be able to identify weaknesses in selective statistical presentation of data.

Use of qualitative and quantitative data

Geographers use qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse, and evaluate geographical information.

Examples of types of data:

- Maps.
- Fieldwork data.
- Geo-spatial data presented in a geographical information system (GIS) framework.
- Satellite imagery.
- Written and digital sources.
- Visual and graphical sources.
- Numerical and statistical information.

Literacy

Students are required to formulate enquiry and argument and demonstrate the ability to:

- Identify questions and sequences of enquiry.
- Write descriptively, analytically and critically.
- Communicate their ideas effectively.
- Develop an extended written argument.
- Draw well-evidenced and informed conclusions about geographical questions and issues.

Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences.



HISTORY

Level of Qualification

Summer series 2022. GCSE graded from **9-1**. Specification code: 8145

Examination Board

AQA

Course Aims

This specification allows a substantial study of History; its structure ensures the study of the subject across three eras, three time scales and three geographical contexts. It offers a secure and broad study of History and the development of many skills and disciplines in its interpretation and evaluation.

Course Content

Both exams have detailed written questions to be answered, either in the format of source or essay style questions. The course requires a lot of independent reading and understanding of complex ideas, with the use of high level historical terminology needed to gain a good grade.

Units to be studied

- Political changes over time.
- Germany 1890-1945.
- International relations 1919-39 (Why did World War II happen?).
- The Norman Conquest and settlement/Norman architecture (including a site study of a Norman building).

Method of Assessment

Two exams at the end of Year 11

Paper 1: Understanding the modern world

What's assessed

In Section A there is a choice of **four** period studies, each with a focus on two key developments in a country's history over at least a 50 year period.

In Section B there is a choice of **five** wider world depth studies. These focus on international conflict and tension.

How it's assessed

- Written exam: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation, and grammar.)
- 50% of GCSE

Questions

- Section A – six compulsory questions (40 marks)
- Section B - four compulsory questions (40 marks)

Paper 2: Shaping the nation

What's assessed

In Section A there is a choice of **three** thematic studies, which look at key developments in Britain over a long period.

In Section B there is a choice of **four** British depth studies incorporating the study of a specific historic environment.

How it's assessed

- Written exam: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation, and grammar.)
- 50% of GCSE

Questions

- Section A – four compulsory questions (40 marks)
- Section B - four compulsory questions (40 marks)

Controlled Assessment

There is no controlled assessment in this specification.

Percentage of Exam and Coursework Portfolio

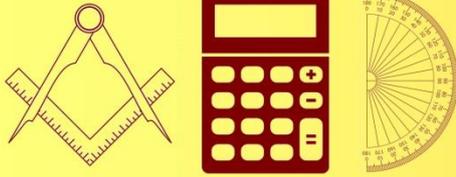
The course is entirely assessed (100%) on the final examinations.

Associated Careers/Progression

Teaching, Law, academic studies, the civil service, journalism, business, and economics are all careers or studies that link directly to History, as well as many others.

Literacy / Numeracy Demands

The nature of the course requires in depth reading and note taking. Students need to give opinions, use sources, evaluate, compare, analyse and have a comprehensive knowledge of chronology. As well as this, students have to be independent in their research, making links between historical periods and cause and consequence.



MATHEMATICS

Level of Qualification

Summer series 2022. GCSE graded **from 9 to 1** which is split between the Foundation and Higher tiers.

Examination Board

Edexcel

Course Aims and Content

This course offers an in-depth study of the following five topics: Number, Algebra, Shape, Space & Measure, Data Handling and Probability. There will be a continued focus on using and applying Mathematics to real-life everyday situations and an increased emphasis on problem-solving questions in unfamiliar circumstances in the Higher tier. The volume of subject content has significantly increased and the demand of that content has increased too at both Foundation and Higher tiers.

The Foundation tier has been significantly increased in difficulty from its previous level and will now include a number of topics that were previously only included in the Higher tier e.g. trigonometry, linear simultaneous equations, and basic surds.

The course is designed to provide students with the skills and confidence to apply Mathematics to real-life situations. The course will develop students' problem-solving skills, particularly in unfamiliar situations. There will also be an increased emphasis on mathematical reasoning. In the Higher tier, in particular, some questions will involve more than one topic that will require a variety of skills to answer it. Students will be taught to break these questions down into smaller sections that will involve planning of the method needed to solve the problem which will involve two or more different techniques.

Students are provided with far fewer formulae than in past specifications, so students will be expected to memorise them.

The course also develops logical thought and allows development of the skill of being able to solve a problem using a clear, planned sequence of logical steps.

Method of Assessment

The GCSE will be examined at the end of the course over three externally-examined papers: one non-calculator paper and two calculator papers each of 1 hour 30 minutes duration and each worth 80 marks. The teaching of this new GCSE course began at the start of Year 9. The new GCSE exam will be sat at the end of Year 11 only.

Controlled Assessment

There is no Controlled Assessment element in the Mathematics GCSE. External Examination will make up 100 % of the total GCSE mark.

Tiers of Entry

There are two tiers of entry:

- Higher tier: Grades 4 – 9. (Note: Grade 7 is equivalent to an old grade A, and Grade 8 an A*)
- Foundation tier: Grades 1 – 5. (Note: Grade 5 is equivalent to an old grade C/B)

It is expected that only one set will sit the Foundation Tier. Even with its increased level of content and difficulty, it will still provide more straight-forward questions than the Higher tier. However, it is expected that the vast majority of students will sit the Higher tier papers.

Associated Careers/Progression

Nearly all jobs and careers and all university courses will require a Grade 5 at Mathematics GCSE.

To study Mathematics at A-level, it will be necessary to have obtained at least a Grade 6 at GCSE and most Schools / Colleges will insist on a Grade 7 or higher. It is expected that students who wish to study Further Mathematics at A-level will need to have at least a Grade 8 in their Mathematics GCSE.

Most employers/careers would value Mathematics GCSE and, even more so, A-level Mathematics, which has been the most popular A-level subject in the country for the last two years.

The following University degrees will require at least one Mathematics A-level: Mathematics, Physics, Engineering, Economics, and Accountancy. There are many careers that would value GCSE or A-level Mathematics including: Engineering, accountancy, banking, ICT, and teaching.

Literacy Demands

In the new Maths GCSE there is now an increased emphasis on problem-solving and mathematical reasoning. Problem-solving entails breaking down a “real-life” question into smaller parts and planning how to answer the question by being aware of the meaning of key words in the question which enables the student to solve the problem in a logical order.

Mathematical reasoning questions might ask how your answer might be affected by other circumstances. In the Higher tier, a question might ask you to explain why a result is true for all integers without using examples (generally by using algebra). This type of question would entail using higher order thinking skills to generalise a result which is true for all integers rather than just using a specific numerical example.



MUSIC

Level of Qualification

Summer series 2022. Music GCSE certificate graded **9-1**.

Specification code: 8271

Examination Board

AQA

Course Aims

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. This qualification offers pupils the chance to study a wide range of musical genres, with opportunities for practical learning. Bringing theory, listening, performance and composition to life and linking to the world around us.

The course develops and applies musical knowledge, understanding and skills ensuring pupils form a personal and meaningful relationship with music. Pupils are encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.

Pupils will develop their performance and composition skills and learn to appreciate different types of music and their diverse musical heritage.

Course Content

Components:

- Understanding Music
- Performing Music
- Composing Music

Areas of Study:

- Western classical tradition 1650-1910
- Popular music (Broadway, Rock, Film and Pop)
- Traditional music (Blues, Fusion, Contemporary Latin, Contemporary Folk)
- Western classical tradition since 1910

Method

Component 1: Understanding Music - 40% of the qualification. 96 marks.

This Component assesses Listening and Contextual understanding. This is assessed in an exam paper with listening exercise and written questions using excerpts of music.

Section A: Listening – unfamiliar pieces (28 marks)

Section B: Study pieces (28 marks)

Component 2: Performing Music - 30% of the qualification. 72 marks.

This Component assesses Music performance.

Performance 1: Solo performance (36 marks)

Performance 2: Ensemble Performance (36 marks)

A minimum of four minutes or performance in total is required, of which a minimum of one minute must be the ensemble performance.

Component 3: Composing Music - 30% of the qualification. 72 marks.

This Component assesses Composition of music.

Composition 1: Composition to a brief (36 marks)

Composition 2: Free composition (36 marks)

A minimum of three minutes of music in total is required.

Non-exam assessment

Components 3 and 4 are non-exam assessment (NEA) and will be internally marked by teachers and externally moderated by AQA.

Percentage of Exam and Coursework Portfolio

Controlled Assessment makes up 60% of the total GCSE mark.

External Examination makes up 40% of the total GCSE mark.

Associated Careers/Progression

Progression from the GCSE in Music can lead to studying:

A and AS Level in Music

A and AS Level in Music Technology

BTEC Level 3 Nationals

14-19 Diploma in Creative Media (Level 3)

Increasingly, Further and Higher Education establishments seek to attract students with extra-curricular skills that will enhance their learning communities. Musicians are recognised for their dedication, commitment, and talent. Music is a universal language and GCSE musicians develop many life skills, including critical and creative thinking, aesthetic sensitivity, and emotional and cultural development.

GCSE Music can also lead to many careers in the Music and Performing Arts industry including: sound technician, composer, singer, event manager, actor, agent, conductor, teacher, publisher, dancer, choreographer, video, director, musician, distributor, lawyer, music journalist, publisher, producer, press officer, editor, and many more.

Literacy / Numeracy Demands

The Understanding Music Component exam paper involves a high level of literacy. There is a lot of advanced and foreign vocabulary in Music GCSE. There will be an extensive glossary of terms that pupils will be expected to learn. Numeracy demands are limited.



PHYSICAL EDUCATION

Level of Qualification

Summer Series 2022. AQA GCSE certificate graded 9-1. Specification code: 8582

Examination Board

AQA

Course Aims

GCSE Physical Education equips students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport, using this knowledge to improve their performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution which physical activity and sport make to health, fitness and well-being.
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

Course Content

Theory

GCSE Physical Education requires students to study the following elements of theory:

- 1) Applied anatomy and physiology
- 2) Movement analysis
- 3) Physical training
- 4) Use of data
- 5) Sport psychology
- 6) Socio-cultural influences
- 7) Health, fitness, and well-being

Practical

The pupils on this course will be required to take part practically in 4 different sports. Currently these sports are:

- Basketball / Netball (Team)
- Athletics (Individual)
- Dance (Team or individual)
- Trampolining (Individual)
- ***Pupils will be required to perform all sports practically. They will be assessed in their best 3 performing sports: 1 team sport, 1 individual and a choice of one other.***
- ***Pupils will be required to attend at least 1 afterschool sports clubs a week - this is compulsory.***

Method of Assessment

Pupils will be assessed on their knowledge of theory via two exams at the end of year 11 (Paper 1 and Paper 2). Each exam will last 1 hour and 15 minutes. This will make up 60% of their final mark. Pupils will also be assessed practically in their chosen sports. They will be graded by their PE teachers, then go through an external moderation process at the end of Year 11. This is worth 40% of their final mark.

Paper 1: The human body and movement in physical activity in sport

What's assessed

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- Answer all questions
- A mixture of multiple choice/objective test questions, short answer questions, and extended answer questions.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What's assessed

- Sports psychology
- Socio-cultural influences
- Health, fitness, and well-being
- Use of data

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- Answer all questions
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Non-Examination Assessment

Non-exam assessment: Practical performance in physical activity and sport

What's assessed

- 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) **30%**
- Analysis and evaluation of performance to bring about improvement in one activity. **10%**

How it's assessed

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

Questions

- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Associated Careers/Progression

- Teaching
- Coaching
- Sports Psychology
- Medicine (Doctor/Nurse)
- Physiotherapy
- Police officer
- Nutrition
- Fitness training
- Massage
- Sports therapy

Literacy / Numeracy Demands

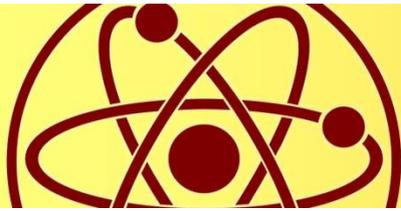
Pupils will be expected to have excellent written, verbal and comprehension skills in order to cope with the demands of the examinations, which account for 60% of the final mark. Pupils will require good knowledge of numeracy and mathematical strategies in order to apply data and analyse it.

Additional Information

ALL PUPILS WILL BE EXPECTED TO BUY THEIR OWN COPY OF THE TEXTBOOK: AQA GCSE PE 1-9, ROSS HOWITT AND MIKE MURRAY, Hodder education. From £13.99.

Pupils will be required to attend at least 1 afterschool sports clubs a week-this is compulsory, due to the fact they will only receive 1 x 50 min practical lesson a week for GCSE PE.

Pupils will receive 2 x 50 mins Theory lessons a week due to the course now being 70% theoretical.



PHYSICS

Level of Qualification

Summer series 2022: GCSE graded 9-1

Specification code:

- Foundation Tier 8463F
- Higher Tier 8463H

Examination Board

AQA

Course Aims

GCSE Physics encourages students to gain knowledge and practical experience about the underlying principles of how things work – from electrical circuits via X-ray machines to fairground rides.

Course Content

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics

Method of Assessment

Paper 1:

What's assessed

- Energy
- Electricity
- Particle model of matter
- Atomic structure

How it's assessed

Written exam: 1 hour 45 minutes

Foundation and Higher Tier

100 marks

50% of GCSE

Questions

Multiple choice, structured, closed short answer and open response questions.

Paper 2:

What's assessed

- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

How it's assessed

Written exam: 1 hour 45 minutes

Foundation and Higher Tier

100 marks

50% of GCSE

Questions

Multiple choice, structured, closed short answer and open response questions.

Controlled Assessment

No Controlled Assessment Unit.

However, students will have to take part in 8 practical experiments during the course and the content of these will contribute to 15% of the total exam content.

Percentage of Exam and Coursework Portfolio

100% terminal Exam

Tiers of Entry

Higher Tier and Foundation Tier

Associated Careers/Progression

Education: A Levels, BTEC Level 3, Vocational Course, University BSc degrees.

Careers: Medicine, architecture, astronomy, geophysicist, metallurgist, chef, nuclear physicist, product designer, construction apprentice, civil engineer, researcher, teacher and thousands more. It is estimated that 60% of jobs have a STEM link.

Literacy / Numeracy Demands

The numeracy demands for the subject are high. A minimum of 30% of exam marks will be using maths skills. There is no assessment of quality of written communication; however, students are expected to be able to use the language of science to reflect on working scientifically and must identify key command words in exam questions to gain maximum marks. Students must be aware that some scientific words have everyday meanings as well as scientific meanings and it is vital to distinguish between the two. Many scientific words have been developed systematically and knowing this can help pupils to spot patterns and so develop their scientific understanding.



RELIGIOUS STUDIES

Level of Qualification

Summer series 2022. GCSE Religious Studies Grade 9-1

Specification Code 8063

Examination Board

AQA Specification B

Course Aims

The GCSE enables you to focus in depth on the Catholic faith, by looking at: beliefs, teachings, practices, sources of authority, and forms of expression within Catholic Christianity. Students will broaden their understanding of religion by studying the beliefs and practices of another major world faith - Judaism.

The GCSE also provides the opportunity to study contemporary ethical issues through Catholic and other religious and non-religious perspectives.

Course Content

Component 1: Catholic beliefs, teachings, practices, sources of authority and forms of expression in relation to six topics:

- Creation.
- Incarnation.
- The Triune God.
- Redemption.
- Church.
- Eschatology.

Component 2: Perspectives on Faith

One religion, chosen from either Islam or Judaism, and two religious, philosophical and ethical studies themes chosen from:

Theme A: Religion, family and relationships

Theme B: Religion, peace and conflict

Theme C: Religion, human rights and social justice.

Assessment Method

Component 1

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, grammar and specialist terminology)
- 50% of GCSE

Component 2

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, grammar, and specialist terminology)
- 50% of GCSE

Controlled Assessment

Not applicable. This course is assessed via 100% terminal examination.

Associated Careers/Progression

A Religious Studies GCSE is a valuable basic qualification for careers in a wide area. It can be especially useful in a career where dealing with people is important, for example – the police force, medicine, health workers, social workers, teachers, and community and youth work.

Religious Studies is useful for careers such as management and jobs within the legal profession as it develops analytical and evaluative skills. Many big companies also find a background which includes the study of ethics attractive in potential employees.

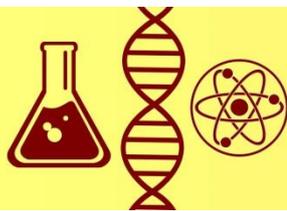
Religious Studies is also regarded highly by Further Education providers such as colleges and universities.

Literacy / Numeracy Demands

An additional five marks will be awarded in both components in respect of spelling, punctuation and grammar (SPaG). This will be awarded in respect of performance in the 12 mark extended writing questions.

High performance would include:

- Learners spell and punctuate with consistent accuracy.
- Learners use rules of grammar with effective control of meaning overall.
- Learners use a wide range of specialist terms as appropriate.



SCIENCE COMBINED: TRILOGY

Level of Qualification

Summer series 2022: Combined Science GCSE certificate graded 9-1.

- As this is worth **two GCSEs**, the qualification will be graded on a 17-point scale: 1–1 to 9–9 – where 9–9 is the best grade.
- A student taking Foundation Tier assessments will be awarded a grade within the range of 1–1 to 5–5.
- A student taking Higher Tier assessments will be awarded a grade within the range of 4–4 to 9–9.

Specification code:

Foundation Tier 8464F

Higher Tier 8464H

Examination Board

AQA

Course Aims

Science has something to offer every student. Science is a set of ideas about the material world. Combined Science Trilogy includes all the parts of what good science is at GCSE level: whether it be investigating, observing, experimenting or testing out ideas and thinking about them. The way scientific ideas flow through the syllabus will support and build a deep understanding of science and help students to be scientifically literate about the world and choices around them.

Course Content

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation, and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure

Method of Assessment

There are six papers: two Biology, two Chemistry, and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology Paper 1

What's assessed

Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

How it's assessed

Written exam: 1 hour 15 minutes

Foundation and Higher Tier

70 marks

16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response questions.

Biology Paper 2

What's assessed

Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution and Ecology.

How it's assessed

Written exam: 1 hour 15 minutes

Foundation and Higher Tier

70 marks

16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response questions.

Chemistry Paper 1

What's assessed

Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy changes.

How it's assessed

Written exam: 1 hour 15 minutes

Foundation and Higher Tier

70 marks

16.7% of GCSE

Chemistry Paper 1

Questions

Multiple choice, structured, closed short answer, and open response questions.

Chemistry Paper 2

What's assessed

Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.

How it's assessed

Written exam: 1 hour 15 minutes

Foundation and Higher Tier

70 marks

16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response questions.

Physics Paper 1

What's assessed

Energy

Electricity

Particle model of matter

Atomic structure

How it's assessed

Written exam: 1 hour 15 minutes

Foundation and Higher Tier

70 marks

16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response questions.

Physics Paper 2

What's assessed

Forces

Waves

Magnetism and electromagnetism

How it's assessed

Written exam: 1 hour 15 minutes

Foundation and Higher Tier

70 marks

16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response questions.

Controlled Assessment

There is no Controlled Assessment Unit. However, students will have to take part in 16 practical experiments during the course and the content of these will contribute to 15% of the total exam content.

Percentage of Exam and Coursework Portfolio

100% Terminal Exam

Tiers of Entry

Higher Tier and Foundation Tier

Associated Careers/Progression

Education: A Levels, BTEC Level 3, Vocational Course, University BSc degrees.

Careers: Medicine, research, astronomy, chef, nuclear physicist, construction apprentice, cancer researcher and thousands more. It is estimated that 60% of jobs have a STEM link.

Literacy / Numeracy Demands

Numeracy demands are high. A minimum of 10% of exam marks will be using maths skills in Biology units; 20% in Chemistry units; and 30% in Physics units. There is no assessment of quality of written communication; however, students are expected to be able to use the language of science to reflect on working scientifically and must identify key command words in exam questions to gain maximum marks. Students must be aware that some scientific words have everyday meanings as well as scientific meanings and it is vital to distinguish between the two. Many scientific words have been developed systematically and knowing this can help pupils to spot patterns and so develop their scientific understanding.



SPANISH

Level of Qualification

Summer series 2022. Spanish GCSE certificate graded 9-1. Specification code: 8698

Examination Board

AQA

Course Aims

A language GCSE has four components: listening, speaking, reading and writing. The two-year course focuses on revision of previously learned language, and extension with more vocabulary and grammatical structures, enabling the student by the end of the course to be able to express themselves in a variety of situations, contexts and tenses.

Course Content

GCSE Spanish helps students develop their Spanish language skills in a variety of contexts and nurture a broad understanding of the culture of countries and communities where Spanish is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

The course covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

Students are required to develop their ability to write and speak in Spanish and to understand Spanish when it is written down or spoken.

For all units, students will be expected as they progress linguistically to:

- Cope with a greater degree of unpredictability
- Deal with a widening range of potential problems
- Understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language
- Understand issues and opinions
- Discuss issues and give opinions
- Give full descriptions and accounts

Method of Assessment

All final assessment - 25% assessment per skill – Listening, Speaking, Reading and Writing. Answers will be required in both English and in the target language.

Paper 1: Listening

What's assessed

Understanding and responding to different types of spoken language

How it's assessed

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally

Paper 2: Speaking

What's assessed

Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

What's assessed

Understanding and responding to different types of written language

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally
- Section C – translation from Spanish into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing

What's assessed

Communicating effectively in writing for a variety of purposes

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

Controlled Assessment

The Spanish GCSE will have terminal assessment with no controlled assessment. External examinations will make 100% of the total GCSE mark.

Tiers of Entry

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.

Associated Careers/Progression

In order to gain the English Baccalaureate qualification, students will need to have a GCSE qualification in a modern foreign language. Some universities (such as Russell Group – Bristol, Oxford, Cambridge, King’s College London, Nottingham and Southampton) are now asking that students have at least one language before they can take up a place on a course.

Languages broaden horizons and increase multi-cultural understanding. Many linguists go on to study and work abroad.

Being able to speak another language will really make you stand out in the job market, not just in the fields of teaching, translating and interpreting; you could also use your language skills in government, sales and marketing, law, manufacturing and travel and tourism. Many international firms will favour those who have a language, no matter whether the firm is involved in (commerce, accountancy or law etc.) and using a language at work could raise your salary by up to 20%.

Literacy / Numeracy Demands

Students will need to be able to write accurately and creatively in the Spanish. In addition, students will need to be able to understand and translate a range of texts, including short literary texts, into the target language and into English. Students will need to be able to understand instructions in the target language when seen and heard.

Additional Information

If a pupil speaks another language at home, there is a possibility that she could sit a GCSE in her native tongue at St Ursula's. (This is dependent upon an exam board offering the language as a GCSE.) In the past, pupils have been very successful in GCSEs in languages including Polish, Russian, Italian, German, Portuguese and Mandarin Chinese.

Pupils need to be able to read and write in their language, as well as speak it fluently. They will be supported by the Head of MFL in the practical preparation for the exam and will have the opportunity to sit a mock exam or PPE (Pre-Public Examination). For some languages, the school can provide a speaker to conduct the speaking exams, but parents should be prepared to arrange a non-relative to help with this part of the exam. If you are interested in your daughter taking a GCSE in a language other than French or Spanish please contact the Head of MFL.

Additional Option Choices

At St Ursula's we are considering expanding the Option Choices available for our pupils. In the first week back after Half Term we will conduct a dry run to see which of the following subjects would prove the most popular with our cohort:

Business

Business is an up-to-date and engaging qualification that is relevant to the world of business today. This qualification equips learners with the skills and confidence to explore how different business situations affect decision-making. Pupils will learn to understand business concepts and terminology and develop as enterprising individuals with the ability to think commercially and creatively. Pupils will be encouraged to use an enquiring and critical approach to make informed judgements.

Typical course content includes: Business activity, Marketing, People and Human Resources, Operations, Finance, Influences on business.

Health and Social Care

A qualification in Health and Social Care introduces pupils to the specialist knowledge and skills needed to work in various care settings. Underpinning the qualification is a focus on core values and communicating with individuals so as to maintain their dignity and sense of being valued. This subject equips learners with a broad understanding of this area so they can make informed decisions about their career opportunities in this field.

Typical course content includes: Individuals in care settings, communication, early years settings, body systems and disorders, understanding life stages, planning for employment in health and social care, children and young people's workforce, healthy lifestyles and promotion campaigns, basic first aid.

Psychology

Psychology is the scientific study of the mind and human behaviour. Psychologists observe and conduct experiments to find out more about the way people act and interact. This qualification offers an introduction to the fundamentals of Psychology developing critical analysis, independent thinking, research skills and data handling.

Typical course content includes: Memory, Perception, Development, Research methods, Social influence, Language, thought and communication, Brain and neuropsychology, Psychological problems.