



# St Michael's Catholic School

## Key Stage 4

# GCSE Options Information Evening 2025



Dear Parents and Careers,

It is a pleasure to write this to you regarding your child's Year 9 GCSE Options. Year 9 is an integral time in a young person's education as they have the opportunity to choose their GCSE Options that they will study in Year 10 and 11. Our aim throughout this process is for your child to feel supported and informed about the choices they make, and to ensure that those choices are the 'right' ones for their individual needs.

If your child already has a career in mind they may want to think about specific courses which will help them achieve these goals. However, for those who are uncertain as to what path they would like to pursue, it is important for them to explore a range of subjects and choose options that they will enjoy. Engagement in a subject is directly linked to achievement and long-term success.

Throughout the next four weeks, your child will have the opportunity to see presentations from subject leaders on the different courses available to them at GCSE. They will attend assemblies outlining the options process at St Michael's Catholic School. We will be hosting a taster day for our Year 9 students to experience what some of the subjects are like at GCSE. Finally, parents will be invited to attend a presentation on the options process and speak to Heads of Department. We are dedicated to ensuring that both students and families are well-informed to ensure that they make thoughtful and educated decisions.

On the following pages you will see the variety of option subjects on offer in Key Stage 4. All students will choose either History or Geography (or you can do both, if you like), and two further option subjects. In some instances, the GCSE courses will include non-examination assessments. This work may involve advance preparation in class and at home. Longer pieces of non-examination assessment are part of most practical subjects. Therefore, your child may wish to carefully consider pursuing more than one practical subject as the workload within these courses can be more demanding.

It is beneficial for your child to consider variety within their option choices and select subjects that are balanced; it is important for your child to consider their talents and interests. Remember that they have many strengths and skills, therefore be mindful of those areas that they naturally succeed in. We have a broad range of subjects available to them, some of which they would not have studied before. Please ensure that your child explores these newer subjects in depth to ensure that they are acutely aware of what those subjects entail in terms of knowledge and skills. This is an exciting time for your child to broaden their education and support them in becoming lifelong learners.

### **What is a GCSE?**

GCSE stands for General Certificate in Secondary Education. It is a qualification that is recognised by Sixth Forms, Colleges, Universities and Employers. The qualification involves studying the theory of a subject, combined with some investigative work, and application. There are some GCSEs that include a practical component in addition to the theoretical.

### **What is a BTEC and Cambridge National?**

BTEC (Business and Technology Education Council) and Cambridge National subjects are a GCSE equivalent – they are just as valid as GCSEs. BTEC and Cambridge National courses tend to focus more on industry practice and practical applications of knowledge, and whilst they do include examined content, they are assessed and designed slightly differently. Students will be awarded either a Pass, Merit, Distinction, or Distinction Star.

The GCSE Equivalent grades are outlined below (with the old, approximate letter-based grades too for your reference):

<b>GCSE Grade</b>	1 (G)	2 (F)	3 (E)	4 (D)	5 (C)	6 (B)	7 (A)	8 (A*)	9 (^10%)
<b>BTEC Grade</b>	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass (4 - 5.5)	Level 2 Merit (5.5 - 7)	Level 2 Distinction (7 - 8.5)		Level 2 D* (8.5)	

*The table is designed to demonstrate the correlation between GCSE and BTEC grades. For example, a level 2 merit is worth 5.5 in GCSE grades.*

While GCSEs, BTECs and Cambridge Nationals are all valuable qualifications, they differ in terms of their structure, subject range, assessment methods, grading systems, and focus. GCSEs offer a broad academic foundation, while BTECs provide vocational skills and knowledge tailored to specific industries or career paths. Ultimately, the choice between GCSEs and BTECs depends on the student's academic strengths, career aspirations, and educational goals.

### **English Baccalaureate (EBacc)**

The UK government has also directed schools to encourage more pupils to take the EBacc group of subjects. As more schools and more pupils sit these subjects, it would be remiss of us not to enable our pupils to compete on an even playing field for college places, jobs and university places. Therefore, we do encourage pupils to study a language if they wish to achieve the EBacc.

Students are considered to have achieved the English Baccalaureate if they gain GCSE passes in Maths; English language (not English literature, but they need a grade); Combined Science or Triple Science or Computer Science (also counted as a science); plus, either History or Geography; and a modern foreign language. The EBacc is not a separate qualification, but an indication of which group of GCSEs have been studied.

Good luck choosing your options – remember that we are here to support you so that you are happy, feel loved, and perform brilliantly well in your exams in Year 11!

Mr S Ralph

Assistant Headteacher

## Year 9 Options Blocks 2025 - 2026

We have analysed each Year 9 student's current data\* in order to place each student on an Options Choice Pathway that is most suitable to them.

All students will be required to choose:

- 1 subject from each Option Block to study
- AND an additional reserve subject in Block B and Block C. This is done as a precautionary measure; however, we will try our utmost to prioritise each student's first choice.

\*Data considered – Assessment point data, GL Assessments they sat in June; their current Reading Ages; and engagement within their French lessons to.

- **Pathway 1 Students:** Students will need to choose either History or Geography, French, and one other option subject.
- **Pathway 2 Students:** Students will need to choose either History or Geography, and two other options subjects.
- **Pathway 3 Students:** Students will receive additional Maths and English and then choose two other options subjects.

Please note that if a child would like to study both History and Geography, they can do so in Block A and Block B.

<b>Block A</b>		<b>Block B</b>		<b>Block C</b>	
<b>Subject</b>	<b>Selection</b>	<b>Subject</b>	<b>Selection</b>	<b>Subject</b>	<b>Selection</b>
GCSE History		GCSE History		GCSE French	
GCSE Geography		GCSE Geography		GCSE Art	
GCSE French		GCSE Computer Science		GCSE 3D Design and Technology	
Addition Maths and English		Cambridge National Information Technology		GCSE Music	
		GCSE Business		GCSE Drama	
		BTEC Enterprise		GCSE Media Studies	
		GCSE Sociology		GCSE PE	
		BTEC Health and Social Care		BTEC Sport	
		BTEC Travel and Tourism		GCSE Food and Nutrition	
				GCSE Business	

<b>SUBJECTS</b>	<b>Page</b>
<b>CORE SUBJECTS</b>	
GCSE English Language	1
GCSE English Literature	2
GCSE Mathematics	3
GCSE RE	4-5
Science (Combined Trilogy Science and Triple Science)	6-7
Physical Education- Core (Non- Examined) GCSE	8
<b>OPTIONS SUBJECTS</b>	
GCSE Art	10
GCSE Business	11
GCSE Computer Science	12
GCSE Drama	13
GCSE 3D Design (Tech)	14
Enterprise (BTEC)	15
GCSE Food Preparation and Nutrition	16
GCSE French	17
GCSE Geography	18
Health and Social Care (BTEC)	19-20
GCSE History	21
Information Technology (Cambridge National)	22-23
GCSE Media	24-25
GCSE Music	26
GCSE Physical Education	27-28
Sports (BTEC)	29-30
GCSE Sociology	31
Travel and Tourism (BTEC)	32



# Core Subjects



ACHIEVING IN FAITH, WITH LOVE, AS A COMMUNITY

## GCSE English Language

**Exam Board:** AQA

**Website:** <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

### Course Overview:

The English Language course will allow students to develop skills in creative reading and writing and explore writers' viewpoints and perspectives. English will build on the basic literacy skills and English studies of previous key stages. To progress in this subject, you will need to read widely and make strong inference based on language and structure. Students will also be required to write purposefully using a specific genre.

### Assessments:

There are two written examinations which are externally assessed. All texts in the examination will be unseen.

<b>Paper 1: Explorations in creative reading and writing</b>	<b>Paper 2: Writers' viewpoints and perspectives</b>
<b>What is assessed?</b>	<b>What is assessed?</b>
<u>Section A: Reading</u> <ul style="list-style-type: none"> <li>One literature fiction text (20<sup>th</sup> Century)</li> </ul> <u>Section B: Writing</u> <ul style="list-style-type: none"> <li>Descriptive or narrative writing</li> </ul>	<u>Section A: Reading</u> <ul style="list-style-type: none"> <li>One 21<sup>st</sup> century non-fiction text and one 19<sup>th</sup> century literary non-fiction text</li> </ul> <u>Section B: Writing</u> <ul style="list-style-type: none"> <li>Writing to present a viewpoint</li> </ul>
<b>Written exam:</b>	<b>Written exam:</b>
<ul style="list-style-type: none"> <li>1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul>	<ul style="list-style-type: none"> <li>1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul>

**NOTE: The Spoken Language endorsement will be reported on as part of the qualification, but it will not form part of the final mark and grade.**

### Careers links:

- Digital copywriter
- Editorial assistant
- English as a foreign language teacher
- Magazine or newspaper journalist
- Publishing copy-editor/proof-reader
- Writer

**Staff Contact:** Miss P Strachan, [pstrachan@stmichaelscs.org](mailto:pstrachan@stmichaelscs.org)

## GCSE English Literature

<b>Level:</b> GCSE English Literature
<b>Exam Board:</b> AQA
<b>Website:</b> <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>

### Course Overview:

English Literature builds on the understanding of the chronology of English Literature, genres and basic literacy skills of previous key stages. To progress in this subject, you will need to study a wide range of texts and develop your critical approach to characterisation, key theme, settings and narrative structures, and contextual influences.

### Assessments:

There are two written examinations which are externally assessed. All assessments are closed books and any stimulus materials required will be provided as part of the assessment.

Paper 1: Shakespeare and the 19th Century novel	Paper 2: modern texts and poetry
<b>What is assessed?</b> <ul style="list-style-type: none"> <li>• Shakespeare</li> <li>• The 19<sup>th</sup> Century novel</li> </ul>	<b>What is assessed?</b> <ul style="list-style-type: none"> <li>• Modern texts (prose and drama)</li> <li>• Poetry (from chosen anthology cluster)</li> <li>• Unseen poetry</li> </ul>
<b>Written exam:</b> <ul style="list-style-type: none"> <li>• 1 hour 45 minutes</li> <li>• 64 marks</li> <li>• 40% of GCSE</li> </ul>	<b>Written exam:</b> <ul style="list-style-type: none"> <li>• 2 hours 15 minutes</li> <li>• 96 marks</li> <li>• 60% of GCSE</li> </ul>

### Careers links:

- Academic librarian
- Advertising copywriter
- Archivist
- Arts administrator
- Education consultant
- Information officer
- Marketing executive
- Media researcher
- PPC specialist
- Public relations officer
- Social media manager

**Staff Contact:** Miss P Strachan, [pstrachan@stmichaelscs.org](mailto:pstrachan@stmichaelscs.org)



## GCSE Mathematics

<b>Level:</b> GCSE
<b>Exam Board:</b> Edexcel
<b>Website:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a>

### Course Overview:

Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Mathematics is also a creative subject that has beauty and power.

### Mathematics Foundation/ Higher

Content on Examination in all 3 papers	Papers/Marks/ Timings
1. Number 2. Algebra 3. Ratio, proportion, and rates of change 4. Geometry and measures 5. Probability 6. Statistics	<p><b>Paper 1 non-calculator</b>            Worth 33.33% of overall grade            Total 80 marks            Time: 1 hour 30 mins</p> <p><b>Paper 2 Calculator</b>            Worth 33.33% of overall grade            Total 80 marks            Time: 1 hour 30 mins</p> <p><b>Paper 3 Calculator</b>            Worth 33.33% of overall grade            Total 80 marks            Time: 1 hour 30 mins</p>

### Why study Maths?

Mathematics is a gateway subject to many high-flying careers starting with a plethora of university courses in the STEM subjects as well as Architecture, Psychology, Sociology, Geography and Medicine. At SMCS we offer both A-level Mathematics and the Level 3 Certificate in Core Mathematics. These are taught in small classes, with a focus on development and application of skills alongside independent learning.

Progression to A-level requires a Grade 7 in Mathematics, while the Level 3 Certificate in Core Mathematics is open to students with a Grade 5 or above. Similarly, many A-level courses and jobs require a Grade 5 or above to access more advanced learning.

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## GCSE Religious Studies

<b>Level:</b> GCSE
<b>Exam Board:</b> Edexcel
<b>Website:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies-a-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies-a-2016.html</a>

### Course Overview:

This is a far reaching and interesting course, which studies (but is not limited to):

Beliefs and Teachings, Practices, Sources of Wisdom and Authority, Forms of Expression and Ways of Life, Arguments for the Existence of God; Religious Teachings on Relationships and Families in the 21<sup>st</sup> Century; Judaism Practices; and Judaism Beliefs; Teachings.

### Assessments:

<b>Paper 1: 1A Catholic Christianity</b>	<b>Paper 2: 2F Judaism</b>	<b>Paper 3: 3A Catholic Christianity</b>
<b>What is assessed?</b> <ul style="list-style-type: none"> <li>Catholic Christianity: Practices and Beliefs 50%</li> </ul>	<b>What is assessed?</b> <ul style="list-style-type: none"> <li>Judaism 25%</li> </ul>	<b>What is assessed?</b> <ul style="list-style-type: none"> <li>Catholic Christianity</li> <li>Philosophy and Ethics 25%</li> </ul>
<p>Written exam:</p> <p>AO1 Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>beliefs, practices and sources of authority</li> <li>influence on individuals, communities and societies</li> <li>similarities and differences within and/or between religions and beliefs.</li> </ul> <p>AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>		

### Why study Religious Education?

Studying religious education, amongst other things helps with:

- Respecting others and gaining a broader understanding of views and beliefs
- Improving knowledge of global affairs
- Developing a stronger sense of wellbeing, ethical standards, and personal happiness
- Avoiding extremism and religious discrimination
- Contributing to and building a more cohesive community
- Understanding different cultures, developing moral values, promoting peace and tolerance, and providing a sense of identity and belonging
- Guiding moral behaviors, defining values and traditions, and impacting personal well-being.

**Careers links:**

Religious Education is a course which is looked upon favourably by Russell Group universities, not just because of its' content, but also the related transferrable skills associated with the course. Below are some examples of careers where the skill and knowledge taught in RE are useful:

Chaplin, Higher education lecturer, Primary school teacher, Secondary school teacher, Advice worker, Archivist, Charity officer, Civil Service administrator, Youth worker, Community development worker, Diplomatic service officer, Equality, diversity and inclusion officer, international aid/ development worker, Mediator, Newspaper journalist, Policy officer, Politician's assistant, Solicitor

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## Combined Trilogy Science

**Level:** GCSE Combined Science (Trilogy)

**Exam Board:** AQA

**Website:** <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

### Course Overview:

<u>Combined Biology</u>	<u>Combined Chemistry</u>	<u>Combined Physics</u>
<p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> </ul>	<p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure, and the properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul>	<p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism and electromagnets</li> </ul>
<p><b>Assessments:</b></p> <p>There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 15 mins each and are each 16.7% of the Combined Sciences GCSE's. Questions consist of multiple choice, structured, closed short answer, and open response. The GCSE combined science course is classes as two GCSEs.</p>		

### Why study Science?

Studying science is essential because it helps us understand the natural world, solve complex problems, and improve our quality of life. It fosters critical thinking and innovation, enabling us to develop technologies, address global challenges like climate change and health crises, and explore the universe. Science equips individuals with knowledge to make informed decisions and contributes to the advancement of society through discoveries that shape our future.

### Careers links:

Science is a key component to many, many careers. Some examples of careers which require a deep knowledge of Science include: Geoscientist, Industrial Health & Safety Engineer, Meteorologist, Soil and Water Conservationist, Soil Scientist Surveyor, Astronomer, Aviation Inspector, Chemical Technician, Chemist, Forensic Science, Technician, Nuclear Monitoring Technician, Physicist, Pilot, Power Plant Operator are just some examples of careers that require significant scientific knowledge.

**Note:** Students in sets 3 – 6 will be pursue the Combined Science Trilogy course for their GCSE.

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## Triple Science

**Level:** GCSE Biology, Chemistry and Physics

**Exam Board:** AQA

**Websites:**

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

**Course Overview:**

<u>GCSE Biology</u>	<u>GCSE Chemistry</u>	<u>GCSE Physics</u>
<p><b>What is being assessed?</b></p> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> </ul>	<p><b>What is being assessed?</b></p> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure, and the properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul>	<p><b>What is being assessed?</b></p> <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Energy</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism and electromagnets</li> </ul>
<p><b>Assessments:</b> There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 45 mins and cover 50% of the course.</p>		

***Please note that whilst the topics covered in both combined science and triple are the same. In the triple science course, additional content is taught that extends the depth and breadth of the topic. An example is studying the eye and brain within the homeostasis and response topic.***

**Careers links:**

Science is a key component to many, many careers. Some examples of careers which require a deep knowledge of Science, with examples of these highlighted in the above Science.

**Note:** Students in sets 1 and 2 will be automatically entered into Triple Science for their GCSE.

**Staff Contact:** Miss N Anpalagan, [nanpalagan@stmichaelscs.org](mailto:nanpalagan@stmichaelscs.org)

## Core PE (Physical Education)

**Level:** Non- Examined Core PE

### Course Overview:

The aim of Physical Education is to promote lifelong physical activity and an understanding of how to live a healthy lifestyle, alongside enjoyment, engagement and active participation.

Students will develop life skills of hard work, determination, integrity, empathy and positivity.

### There are three pathways:

<u>Performance</u>	<u>Prosper</u>	<u>Participation</u>
<p>The aim of the course is to develop the pupil's performance level sport and playing competitively for clubs.</p> <p><b>Sports studied:</b></p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Basketball</li> <li>• Badminton</li> <li>• Netball</li> <li>• Table tennis</li> <li>• Rugby</li> <li>• Striking and fielding</li> </ul>	<p>The aim of the course is to improve sporting performance and be encouraged to play for clubs out of school.</p> <p><b>Sports studied:</b></p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Badminton</li> <li>• Handball</li> <li>• Aerobics</li> <li>• Table tennis</li> <li>• Ultimate frisbee</li> <li>• OAA</li> </ul>	<p>The aim of the course is to participate in a broad range of sports and establish a lifelong interest in a sport of their choice.</p> <p><b>Sports studied:</b></p> <ul style="list-style-type: none"> <li>• Crazy catch</li> <li>• Dodgeball</li> <li>• Aerobics</li> <li>• Fitness</li> <li>• Table tennis</li> <li>• Badminton</li> <li>• Basketball</li> <li>• OAA</li> <li>• rounders</li> </ul>

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# Options Subjects



## GCSE Art

<b>Level:</b> GCSE
<b>Exam Board:</b> Edexcel
<b>Website:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html</a>

### Course Overview:

GCSE Art and Design allows students to creatively and independently expand upon a range of processes and techniques learnt at Key Stage 3. Students develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. Students begin with a focus on texture and surfaces exploring their creative problem-solving skills. The introduction of contextual studies then supports students to begin their own investigation and development of ideas leading to final outcomes. During Year 11 students complete an extended project based on a visit to Kew Gardens before starting their externally set Exam unit in January. Students develop skills in painting, textiles, print making, mixed media and 3D work. Students who wish to take this subject will not be able to choose 3D Design (Tech) as they are on the same Specification Coding.

### Assessments:

There are two externally assessed Components; these are outlined below:

Component 1: Portfolio	Component 2: Externally Set Assignment
<p><b>What is assessed?</b></p> <p>60% of GCSE</p> <ul style="list-style-type: none"> <li>Students produce sketchbook work and a series of larger final pieces exploring a range of themes covering the 4 assessment objectives. This must include one sustained project evidencing the journey from initial engagement to the realisation of intentions plus a selection of further work.</li> </ul>	<p><b>What is assessed?</b></p> <p>40% of GCSE</p> <ul style="list-style-type: none"> <li>Students respond to their chosen starting point from an externally set paper relating to their subject title. The final outcome is realised during a 10-hour exam completed over 2 days under exam conditions.</li> </ul>

### Careers links:

A Level Art and Design leading on to a Foundation Course. A wide range of art related courses at degree level including Graphic Design, Photography and Architecture. Art related careers include Interior Design, Furniture Design or becoming a freelance artist, designer or illustrator.

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## GCSE Business

<b>Level:</b> GCSE
<b>Exam Board:</b> Edexcel
<b>Website:</b> <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf</a>

### Course Overview:

Business is a fantastic course that is designed to engage students and motivate them to reach for the stars. Studying GCSE Business Studies will provide students with an introduction to the world of business and commerce along with essential life skills and introduce a range of potential career opportunities. The course also includes information about Economics, Politics, Legislation and the Environment. Students will be required to undertake many investigations into real world business that will help them to understand how theory fits in context to the real world.

### Assessments:

<b>Theme 1 Investigating Small Business: 50% (Paper code: 1BS0/01)</b>	<b>Theme 2: Building a Business: 50% (Paper code: 1BS0/02)</b>
<p><b>What is assessed?</b></p> <p>Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.</p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour and 45 minutes</li> <li>• 50% of the qualification</li> <li>• 90 marks</li> </ul> <p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• The paper is divided into three sections:</li> <li>• Section A: 35 marks</li> <li>• Section B: 30 marks</li> <li>• Section C: 25 marks</li> </ul>	<p><b>What is assessed?</b></p> <p>Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.</p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour and 45 minutes</li> <li>• 50% of the qualification</li> <li>• 90 marks</li> </ul> <p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• The paper is divided into three sections:</li> <li>• Section A: 35 marks</li> <li>• Section B: 30 marks</li> <li>• Section C: 25 marks</li> </ul>

### Careers links:

This qualification can lead onto further Level 3 vocational courses or A Levels. Business qualifications can lead on to careers in most fields and provide the basis for understanding different departments within an organisation. Possible careers stemming from this subject include Banking, Administration, Finance, Sales, Marketing, along with a range of other options.

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## GCSE Computer Science

<b>Level:</b> GCSE
<b>Exam Board:</b> OCR
<b>Website:</b> <a href="https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/">https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/</a>

### Course Overview:

GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

### There are two components (topics) overall:

- **Component 1: Computer systems:** Learners will study how the components that make up digital systems, and how they communicate with one another and with other systems. Along with this, learners will study the impacts of digital technology to the individual and to wider society
- **Component 2: Computational thinking, algorithms and programming:** Learners will analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs in a variety of high-level languages.

### Assessments:

Component 1: Computer systems (J277/01)	Component 2: Computational thinking, algorithms and programming (J277/02)
<p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• Written paper: 1 hour and 30 minutes</li> <li>• 50% of total GCSE</li> <li>• 80 marks</li> <li>• This is a non-calculator paper.</li> <li>• All questions are mandatory.</li> </ul> <p>The paper consists of multiple choice, questions, short response questions and extended response questions.</p>	<p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• Written paper: 1 hour and 30 minutes</li> <li>• 50% of total GCSE</li> <li>• 80 marks</li> <li>• This is a non-calculator paper.</li> </ul> <p>The paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory.</p> <p>In Section B, questions assessing students' ability to write or refine algorithms must be answered using <b>either</b> the OCR Exam Reference Language <b>or</b> high-level programming language they are familiar with.</p>

### Careers links:

There are several careers where Computer Science is important, such as: App developer, computer games developer, cyber intelligence officer, forensic computer analyst, robotics engineer, software developer, web designer.

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## GCSE Drama

<b>Level:</b> GCSE Drama
<b>Exam Board:</b> Eduqas
<b>Website:</b> <a href="http://eduqas.co.uk">GCSE Drama (eduqas.co.uk)</a>

### Course Overview:

GCSE Drama enables students to develop a wide range of skills, gain confidence and to work within a team as performers and designers. Students will have the opportunity learn a range of transferable skills and practice applying these to new situations. These include analytical, problem-solving, organisation and time management skills. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Through studying drama, you will be equipped with the skills to succeed in your next steps.

- Two practical performances
- Opportunities to **act or design** depending on the learner's interests and abilities.
- Study of a **set text** which is explored practically but assessed in written exam
- Open book written exam - play text allowed but not notes

### Assessments:

<b>Component 1: Devised Practical Performance</b>	Students will work in small groups to create their own piece of original theatre in response to a given stimulus. Students will need to create, develop, rehearse and perform their work. Students will complete three reflective logs about the process and a written evaluation in exam conditions.	Practical: 40%
<b>Component 2: Performing from a text</b>	Students will work in small groups to perform two scenes from a professional play, this will be marked by a visiting examiner.	Practical: 20%
<b>Component 3: Written Exam with a 'Live Theatre Review'</b>	Students will complete a 1 hour 30-minute written exam. Section A will include a range of questions about a set text they have studied, Section B will require them to answer one question about a live theatre performance they have watched.	Written Examination: 40%  1 hour 30 minutes

**Next steps - Preparing for your Future:** The possibilities are endless! Drama will enable students to demonstrate many skills which employers, colleges and universities will be looking for. A number of students forge successful careers as Actors, Directors, Lighting or Sound Designers, Costume, Hair and Make-Up Designers or Stage Designers. Others go on to various Universities to read a diverse range of subjects and work within an extremely broad range of careers including teaching, law, publishing, politics, translation, science, occupational therapy, journalism. Drama teaches valuable life skills in communication, creativity, resilience and empathy.

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## GCSE 3D Design (Tech)

<b>Level:</b> GCSE
<b>Exam Board:</b> Edexcel
<b>Website:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html</a>

### Course Overview:

GCSE 3D Design requires a creative and focused mind that enjoys identifying and solving problems. Students will engage in a range of projects including architecture and lighting design. 25% of the course is geared towards looking at other designers and analysis so a willingness to engage with the written side of the subject is essential.

**Students who wish to take this subject will not be able to choose Art as they are on the same Specification Coding.**

### Skills taught include:

- Isometric, oblique and perspective drawing.
- 3D modelling using Google Sketch Up.
- Photography and photo editing using Adobe Creative Suite
- Modelling in a range of resistant materials including ply, acrylic and foam board

### Assessments:

Component 1: Portfolio	Component 2: Externally Set Assignment
<p><b>What is assessed?</b></p> <p>60% of GCSE</p> <ul style="list-style-type: none"> <li>• Students produce sketchbook work as well as 3D models exploring a range of themes covering the 4 assessment objectives. This must include one sustained project evidencing the journey from initial engagement to the realisation of intentions plus a selection of further work.</li> </ul>	<p><b>What is assessed?</b></p> <p>40% of GCSE</p> <ul style="list-style-type: none"> <li>• Students respond to their chosen starting point from an externally set paper relating to their subject title. The final outcome is realised during a 10-hour exam completed over 2 days under exam conditions.</li> </ul>

### Careers links:

An A Level in 3D Design can lead to a range of university courses in Graphic design, set designing, engineering and Architecture. Careers can include areas within Production design for Film, TV and theatre, game designing, and advertisements.

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## ENTERPRISE (BTEC)

<b>Level:</b> Level 2 BTEC Tech Award
<b>Exam Board:</b> Pearson Edexcel
<b>Website:</b> <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html</a>

### Course Overview:

You will learn about the ideas, mindsets and successes of enterprises and entrepreneurs. You will learn about planning, finance, including cash flows, and how to take a product to market. You will develop an idea for a small enterprise of your own and plan how best to set it up and fund it. You will work with others in order to run a small enterprise, using your knowledge and building your entrepreneurial skills. During the course you will also develop important skills that are useful in any industry, such as problem solving, decision making, innovation, project management, team working and communication.

### There are three components (topics) overall:

- **Component 1: Exploring Enterprises:** Learners will examine different local enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.
- **Component 2: Planning and Presenting a Micro-Enterprise Idea:** Learners will individually select an idea for a micro-enterprise activity to plan and present. They will individually present their business plan for their idea to an audience and then use the feedback to review their plan and presentation.
- **Component 3: Marketing and Finance for Enterprise:** Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

### Assessments:

There are two units of internally assessed assignments and one external assessed synoptic task for the BTEC Level 2 Tech Award in Enterprise. These are outlined below:

- Component 1: Exploring Enterprises – Internally assessed assignment (30%)
- Component 2: Planning and Presenting a Micro-Enterprise Idea – Internally assessed assignment (30%)
- Component 3: Marketing and Finance for Enterprise – Externally assessed synoptic task (40%)

### Careers links:

Business Finance, Marketing, International Business, Business Management. Past students have included students working in International Marketing for Advertising Agencies, Business Law, Architecture, Accounting, Human Resource Management, Account Handlers, Product Development Managers, Teachers. As well as following an apprenticeship programmes within Banking and for Multinational companies.

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## GCSE Food Preparation and Nutrition

<b>Level:</b> GCSE
<b>Exam Board:</b> AQA
<b>Website:</b> <a href="https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585">https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585</a>

### Course Overview:

GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Most of the course is delivered through preparation and making activities. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation. Topics included are food nutrition and health, food science, food safety, food choice and food provenance

### Assessments:

There are two externally assessed Components; these are outlined below:

Component 1: Written Exam	Component 2: Non-Exam Assessment (NEA)
<ul style="list-style-type: none"> <li>• 100 marks</li> <li>• 1 Hour 45 Minutes</li> <li>• 50% of GCSE</li> <li>• Multiple choice questions (20 marks)</li> <li>• Five questions each with a number of sub questions (80 marks)</li> </ul>	<p>50% of GCSE</p> <p><b>Task 1: Food investigation (30 marks)</b> Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.</p> <p><b>Task 2: Food preparation assessment (70 marks)</b> Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p>

### Careers links:

A GCSE in Food Preparation and Nutrition can lead to a range of higher education courses and apprenticeships in food as well as a range of careers within the catering industry.

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## GCSE French

<b>Level:</b> GCSE and A-level
<b>Exam Board:</b> AQA
<b>Website:</b> <a href="#">AQA</a>   <a href="#">Languages</a>   <a href="#">GCSE</a>   <a href="#">French</a>

### Course Overview:

GCSE French equips students with the skills necessary to effectively communicate in French in personal and professional contexts. The course's aim is to develop our students' fluency within the French language by enhancing their reading, writing, listening and speaking skills. In addition to mastering linguistic competencies, GCSE French encourages students to have a greater understanding and appreciation of the culture in countries and communities where French is spoken.

Throughout the course we focus on three major themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

### Assessments:

<b>Paper 1: Listening (25% of GCSE)</b>	<b>Paper 2: Speaking (25% of GCSE)</b>	<b>Paper 3: Reading (25% of GCSE)</b>	<b>Paper 4: Writing (25% of GCSE)</b>
Understanding and responding to different types of spoken language	Communicating and interacting in speech effectively for a variety of purposes	Understanding and responding to different types of written language	Communicating effectively in writing for a variety of purposes
<b>40 marks (Foundation Tier), 50 marks (Higher Tier)</b>	<b>60 marks (for each Foundation Tier and Higher Tier)</b>	<b>60 marks (for each Foundation Tier and Higher Tier)</b>	<b>50 marks (Foundation Tier), 60 marks (Higher Tier)</b>
Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)	Foundation Tier – 7 – 9 minutes + preparation time	Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)	Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

**Careers links:** Professionals who communicate in a foreign language are in high demand in today's job market. In our globalised world, many businesses are operating internationally or are looking to expand into foreign markets.

Students who learn a second language will:

- have increased career opportunities in companies with international partnerships
- be higher paid (on average 10 – 15% more) because they are bringing unique soft skills such as building relationships with international partners
- be considered for higher-level positions which may often involve international travel

Foreign languages are useful in ALL employment sectors but are particularly sought-after in **finance, technology, healthcare, tourism, engineering, customer service, education, translation/interpretation, gastronomy and the arts.**

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## GCSE Geography

<b>Level:</b> GCSE
<b>Exam Board:</b> AQA
<b>Website:</b> <a href="#">AQA   Geography   GCSE   Geography</a>

### Course Overview:

#### Geography at GCSE is 'broadly' separated into two key areas:

- Physical Geography – focused on topics such as tectonic hazards, weather hazards, climate change, ecosystems, rainforests, deserts (both hot & cold), the UK landscape, coasts & rivers and glaciers.
- Human Geography - focused on topics such as urban issues, the changing economic world (such as the development gap & growth of LICs & NEEs) and resource management (food, water & energy)

Students will also complete fieldwork which will be applied during a paper focused on Geographical skills – such as data collection and analysis of geographical data (maps, tables, graphs etc).

### Assessments:

<b>Paper 1:</b> Living with the physical environment	<b>Paper 2:</b> Challenges in the human environment	<b>Paper 3:</b> Geographical applications
<b>What's assessed</b> <ul style="list-style-type: none"> <li>• The challenge of natural hazards</li> <li>• The living world.</li> <li>• Physical landscapes in the UK.</li> <li>• Geographical skills</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Urban issues and challenges</li> <li>• The changing economic world</li> <li>• The challenge of resource management</li> <li>• Geographical skills</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Issue evaluation</li> <li>• Fieldwork</li> <li>• Geographical skills</li> </ul>
<b>Written exam:</b> <ul style="list-style-type: none"> <li>• 1 hour 30 minutes</li> <li>• 88 marks (Inc. 3 for Spag*)</li> <li>• 35% of the GCSE</li> </ul>	<b>Written exam:</b> <ul style="list-style-type: none"> <li>• 1 hour 30 minutes</li> <li>• 88 marks (Inc. 3 for Spag*)</li> <li>• 35% of the GCSE</li> </ul>	<b>Written exam:</b> <ul style="list-style-type: none"> <li>• 1 hour 30 minutes</li> <li>• 76 marks (Inc. 6 for Spag*)</li> <li>• 30% of the GCSE</li> <li>• <b>Pre-release resources booklet available 12 weeks before exam</b></li> </ul>
<b>Question types on all three papers:</b> multiple-choice, short answer, levels of response, extended prose		

### Careers links:

Geography can lead to an amazing variety of jobs, as you will develop a wide range of skills, which lead to employability in any job. Some specific examples include: Cartographer, Commercial/residential surveyor, Environmental consultant, Geographical information systems officer, Planning and development surveyor, Secondary school teacher.

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## Health and Social Care (BTEC)

<b>Level:</b> Level 2 Cambridge National in Health and Social Care
<b>Exam Board:</b> Pearsons (Edexcel)
<b>Website:</b> <a href="#">Specification - Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care 2022</a>

### Course Overview:

**Component 1:** Human Lifespan Development Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.

**Component 2:** Health and Social Care Services and Values Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

**Component 3:** Health and Wellbeing Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

<b>Component One:</b> 30% Human Lifespan Development	<b>Component Two:</b> 30% Health and Social Care Services and Values	<b>Component Three:</b> 40% Health and Wellbeing
<b>What is assessed?</b> There are three units (see above) that make up the BTEC Award in Health and Social Care Students will be awarded either a Pass, Merit or Distinction for each unit which are then added together for an overall grade of either a Pass, Merit, Distinction or Distinction*.		
<b>How is it assessed?</b> Components 1 & 2 (60%) will be internally assessed under exam-style conditions where pupils will have a window of time to apply their learning of each competent to a written report, which will then be internally assessed and moderated. These will be completed over the course of the two years and reports will work towards their final grade. 60 Marks are available for both each component.		<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>• Component three will have an external exam.</li> <li>• 2 Hour Exam</li> <li>• 60 marks</li> <li>• 40%</li> </ul>

### Why Study BTEC Health and Social Care?

BTEC Health and Social Care helps you understand how services support individuals across different life stages, from children to the elderly. It covers vital topics like human development, communication, safeguarding, and equality, preparing you to make a positive impact on people's lives. The course provides a critical understanding of the health and social care sectors, focusing on issues like mental health, well-being, and how care services are shaped by societal needs.

**Next Steps: Preparing for Your Future**

This qualification develops key skills such as empathy, communication, teamwork, and problem-solving, which are essential in healthcare and many other careers. BTEC Health and Social Care opens up career opportunities in health, social care, and education, but also prepares you for a wide range of future paths. The skills learned will help you navigate challenges, communicate effectively, and make informed decisions, setting you up for success in further education, the workforce, or any professional setting.

**Careers links:**

Learners could progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the health sector through a variety of occupations, including, midwifery, nursing, social work, care work and counselling.

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## GCSE History

<b>Level:</b> GCSE
<b>Exam Board:</b> EDEXCEL
<b>Website:</b> <a href="#">Edexcel GCSE History (2016)</a>   <a href="#">Pearson qualifications</a>

### Course Overview:

The topics that you will study cover a broad area:

- Medicine in Britain, c1250-present (Middle Ages, Renaissance, 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> century medicine)
- The British sector of the Western Front, 1914-18 (Injuries, treatments and the trenches)
- Early Elizabethan England 1558-88 (Domestic, foreign & religious policies, plots against her, exploration of the New World)
- Superpower relations and the Cold War, 1941-91 (Origins, Cold War crises and the end of the Cold War)
- Weimar and Nazi Germany, 1918-39 (Weimar Republic 1918-29, Hitler's rise to power 1919-33, Nazi control and dictatorship, 1933-39 and life in Nazi Germany, 1933-39).

### Assessments:

<b>Paper 1:</b> Medicine in Britain, c1250-present & The British sector of the Western Front, 1914-18.	<b>Paper 2: Section A</b> Superpower relations and the Cold War, 1941-91	<b>Paper 2: Section B</b> Early Elizabethan England 1558-88	<b>Paper 3:</b> Weimar and Nazi Germany, 1918-39
<b>What is assessed?</b> <ul style="list-style-type: none"> <li>• Source Analysis</li> <li>• Change &amp; Continuity over time</li> <li>• Cause, Consequence &amp; Significance</li> </ul>	<b>What is assessed?</b> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Cause, Consequence &amp; Significance</li> </ul>	<b>What is assessed?</b> <ul style="list-style-type: none"> <li>• Cause, Consequence &amp; Significance</li> </ul>	<b>What is assessed?</b> <ul style="list-style-type: none"> <li>• Source Analysis</li> <li>• Interpretation Analysis</li> <li>• Change &amp; Continuity over time</li> </ul>
<b>Written exam:</b> <ul style="list-style-type: none"> <li>• 1 hour 15 minutes</li> <li>• 6 questions</li> <li>• 52 marks</li> <li>• 30% of the GCSE</li> <li>• Spelling, punctuation, grammar assessed</li> </ul>	<b>Written exam:</b> <ul style="list-style-type: none"> <li>• 3 questions</li> <li>• 32 marks</li> <li>• 20% of the GCSE</li> </ul> 1 hour 45 minutes <b>This paper is now split with two question &amp; answer booklets sat at the same time</b>	<b>Written exam:</b> <ul style="list-style-type: none"> <li>• 3 questions</li> <li>• 32 marks</li> <li>• 20% of the GCSE</li> </ul>	<b>Written exam:</b> <ul style="list-style-type: none"> <li>• 1 hour 20 minutes</li> <li>• 6 questions</li> <li>• 52 marks</li> <li>• 30% of the GCSE</li> <li>• Spelling Punctuation &amp; grammar assessed</li> </ul>

### Careers links:

History can open a variety of different opportunities due to the skills that are built while studying it. These could include Journalism, Law, Politics, Intelligence analyst (spy), Archiving, Record keeping, Museum curating, Television research and fact checking, teaching.

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# Information Technology (Cambridge National)

<b>Level:</b> OCR Level 1/Level 2 Cambridge National in IT
<b>Exam Board:</b> OCR
<b>Website:</b> <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/">https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/</a>

## Course Overview:

The Cambridge National in IT will encourage students to:

- Understand and apply the fundamental principles and concepts of IT, including the use of IT in the digital world, Internet of Everything, data manipulation and Augmented Reality.
- Understand, apply and use IT appropriate and effectively for the purpose and audience.
- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills that would be relevant to the IT sector and more widely.
- Plan, design, create, test and evaluate/review IT solutions and products which are fit for purpose and meeting user/client and apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience.
- Understand the impacts of digital technologies on the individual, organisation and wider society.

## Assessments:

There is one externally assessed unit and two non-examined assessments (NEA) - Internally assessed and OCR moderated. These are outlined below:

Unit R050: IT in the digital world (externally assessed)	Unit R060: Data manipulation using spreadsheets (internally assessed)	Unit R070: Using Augmented Reality to present information (internally assessed)
<ul style="list-style-type: none"> <li>• 1 hour 30 minutes written examination</li> <li>• 70 marks (80 UMS)</li> <li>• OCR-set and marked</li> <li>• Calculators are not required in this exam</li> </ul> <p>This question paper has two sections:</p> <ul style="list-style-type: none"> <li>• Section A – worth 15 marks. Includes closed response, multiple choice and short response questions.</li> <li>• Section B – worth 55 marks. Includes scenario based short, medium and extended response questions. One question will be a create style question [8 marks]. One extended response question [9 marks] will be assessed using a levels of response mark scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• OCR-set assignment</li> <li>• 60 marks (60 UMS)</li> <li>• Centre-assessed and OCR moderated</li> <li>• This set assignment contains three to five practical tasks.</li> <li>• It should take approximately 10-12 GLH to complete.</li> </ul>	<ul style="list-style-type: none"> <li>• OCR-set assignment</li> <li>• 60 marks (60 UMS)</li> <li>• Centre-assessed and OCR moderated</li> <li>• This set assignment contains three five practical tasks.</li> <li>• It should take approximately 10-12 GLH to complete.</li> </ul>

The terminal assessment rule or 'terminal rule' means that the exam must be taken in the final assessment series of the student's course. Non-examined assessment (NEA) units can be submitted in the same series as the exam or an earlier but the exam must be taken in the final series.

If a student takes the exam in a series before their work for NEA units are submitted, this is considered as a 'practise' attempt and will not contribute to their final qualification grade. The student must take their exam again in their final assessment series and that exam result will be used towards the student's final qualification grade.

**Careers links:**

There are several careers where ICT qualifications are important, such as:

Web developer, IT security specialist, computer programmer, systems analyst, network engineer, software engineer, user experience designer, database administrator, data scientist, and computer scientist.

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## GCSE Media Studies

<b>Level:</b> Media Studies
<b>Exam Board:</b> AQA
<b>Website:</b> <a href="https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572">https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572</a>

### Course Overview:

GCSE Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework (Media Language, Media Representation, Media Industries, Media Audiences)

### Assessments:

There are two written examinations which are externally assessed. All assessments are closed books and any stimulus materials required will be provided as part of the assessment.

<u>Media Paper 1</u>	<u>Media Paper 2</u>
<p><b>What is assessed?</b></p> <p>Section A: will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> <li>• Magazines</li> <li>• Advertising and marketing</li> <li>• Newspapers</li> <li>• Online, social and participatory media and video games</li> </ul> <p>Section B: will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> <li>• Radio</li> <li>• Music video</li> <li>• Newspapers</li> <li>• Online, social and participatory media and video games</li> <li>• Film (industries only).</li> </ul> <p><b>How it's assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 84 marks</li> <li>• 35% of GCSE</li> </ul>	<p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• <b>Section A:</b> Based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.</li> <li>• <b>Section B:</b> Based on either newspaper or online, social, and participatory media and video games and can test any area of the framework.</li> </ul> <p><b>How it's assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 84 marks</li> <li>• 35% of GCSE</li> </ul>

**Non-exam assessment: creating a media product****What is assessed?**

- Application of knowledge and understanding of the theoretical framework.
- Ability to create media products.

**How it's assessed?**

- A choice of one of five annually changing briefs, set by AQA.
- 60 marks
- 30% of GCSE
- Assessed by teachers
- Moderated by AQA

**Careers links:**

Students of Media Studies can pursue the following occupations: News anchor, Publicist, Photographer, Video editor, Digital marketer, Graphic designer, Social media manage, Journalist, Content strategist, Director, Web content creator

**Staff Contact:** Miss P Strachan, [pstrachan@stmichaelscs.org](mailto:pstrachan@stmichaelscs.org)

## GCSE Music

<b>Level:</b> GCSE
<b>Exam Board:</b> Eduqas
<b>Website:</b> <a href="http://GCSE Music (eduqas.co.uk)">GCSE Music (eduqas.co.uk)</a>

### Course Overview:

Music is an excellent choice for students wishing to extend their knowledge of performance, composition and the history of music. All styles of Music are covered over the GCSE course, from Classical Music, Film Music, Musical Theatre and Popular Music. Music enhances creativity, communication and self-expression and as a result, students have a deeper appreciation for Music in a global context.

If you are a student who has a passion and interest for Music, has enjoyed studying it at Key Stage 3 and likes playing an instrument or singing then this course is for you!

### Assessments:

The GCSE Music course will focus on three components: **Performing, Composing and Appraising.**

<b>Component 1: Performing</b>	This component focuses on your ability to perform on your instrument and/or singing with technical control, expression and interpretation. You will record one solo piece and one group piece as part of your coursework.	Performing Coursework: 30%
<b>Component 2: Composing</b>	This component allows you to create and develop two compositions with the option to use music technology. One of these pieces will be in a style of your own choice and the other set to a brief given by the exam board at the start of Year 11. In class you will learn the skills needed to create your own compositions. You will use your knowledge of music to create, structure and develop your ideas.	Composition Coursework: 30%
<b>Component 3: Listening and Appraising</b>	This component gives you the opportunity to explore different musical styles within 4 areas – 1. Forms and Devices 2. Music for Ensemble 3. Film Music 4. Popular Music. You will develop your listening and writing skills in preparation for the written exam. The exam will be a mixture of multiple choice and longer answers, as well as a dictation question which requires you to complete a short melody or rhythm given in the exam.	Written Examination: 40%  1 hour 45 minutes

### Next steps - Preparing for your Future:

The possibilities are endless! Music will enable you to demonstrate many skills which employers, colleges and universities are looking for. This includes creativity, motivation, dedication to rehearsal and practices as well as demonstrating organisation, teamwork, independent study and the confidence to perform or speak in public. All of these are valuable transferrable skills which can directly lead to a range of careers including: musician, composer, performer, teacher, director, producer, journalist, scientist and therapist and more. Other students have even gone into accountancy, armed forces, languages and medicine. Studying a creative subject like Music can open a range of opportunities.

**Staff Contact:** Miss C Simons, [csimons@stmichaelscs.org](mailto:csimons@stmichaelscs.org)



## GCSE Physical Education

<b>Level:</b> GCSE Physical Education
<b>Exam Board:</b> AQA
<b>Website:</b> <a href="http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582">www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</a>

### Course Overview:

<b>Paper 1:</b> <b>30%</b> The Human Body and movement in physical activity and sport	<b>Paper 2:</b> <b>30%</b> Socio-Cultural influences and wellbeing in physical activity and sport	<b>Non- Exam assessment:</b> <b>40%</b> Practical Performance in physical activity and sport
<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul> <p>A mixture of multiple choice/objective test questions, short answer questions and extended answer questions:</p> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis</li> <li>• Physical training</li> <li>• Use of data</li> </ul>	<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul> <p>A mixture of multiple choice/objective test questions, short answer questions and extended answer questions on:</p> <ul style="list-style-type: none"> <li>• Sports psychology</li> <li>• Socio-cultural influences</li> <li>• Health, fitness and well-being</li> <li>• Use of data</li> </ul>	<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>• Assessed by teachers</li> <li>• Moderated by AQA</li> <li>• 100 marks</li> <li>• 40% of GCSE</li> </ul> <p><b>Practical performance</b> 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).  <b>Analysis and evaluation</b> of performance to bring about improvement in one activity.  <b>Questions</b></p> <ul style="list-style-type: none"> <li>• For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).</li> <li>• Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</li> </ul>

### Why Study GCSE Physical Education?

GCSE PE is more than just learning about sport—it helps you understand how physical activity impacts health, fitness, and well-being. You'll explore topics like anatomy, sports psychology, and nutrition, gaining a deeper understanding of how the body works and how to improve performance. The course also teaches valuable life skills, such as discipline, confidence, and the importance of a balanced lifestyle.

**Next Steps: Preparing for Your Future:**

GCSE PE equips you with essential skills like teamwork, leadership, critical thinking, and communication, all of which are useful in any career. It can open doors to jobs in sports, health, or teaching, but more importantly, it helps you develop resilience, goal-setting, and time management skills that will benefit you in any future path, whether further education or the workforce.

**Staff Contact:** Mrs C Amos-Wilkins, [Camoswilkins@stmichaelscs.org](mailto:Camoswilkins@stmichaelscs.org)

## Sport (BTEC)

<b>Level:</b> Level 2 Vocational Qualification (GCSE Equivalent)
<b>Exam Board:</b> Pearson Edexcel
<b>Website:</b> <a href="https://qualifications.pearson.com/en/subjects/physical-education-and-sport/btec-sport.html">https://qualifications.pearson.com/en/subjects/physical-education-and-sport/btec-sport.html</a>

### Course Overview:

There are three components (topics) overall:

- **Component 1:** Preparing Participants to Take Part in Sport and Physical Activity:

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

- **Component 2:** Taking Part and Improving Other Participants Sporting Performance:

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance

- **Component 3:** Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

### Assessments:

<b>Component One:</b> 30%	<b>Component Two:</b> 30%	<b>Component Three:</b> 40%
Preparing Participants to take part in sport and Physical activity	Taking part and Improving Other Participants Sporting performance	Developing Fitness to improve Others Participants Performance in Sport and Physical Activity
<b>What is assessed?</b>		
<ul style="list-style-type: none"> <li>• There are three units (see above) that make up the BTEC Award in Sport</li> <li>• Students will be awarded either a Pass, Merit or Distinction for each unit which are then added together for an overall grade of either a Pass, Merit, Distinction or Distinction*.</li> </ul>		
<b>How is it assessed?</b>		<b>How is it assessed?</b>
<ul style="list-style-type: none"> <li>• Components 1 &amp; 2 (60%) will be internally assessed under exam-style conditions where pupils will have a window of time to apply their learning of each competent to a written report, which will then be internally assessed and moderated.</li> <li>• These will be completed over the course of the two years and reports will work towards their final grade.</li> <li>• 60 Marks are available for both each component.</li> </ul>		<ul style="list-style-type: none"> <li>• Component three will have an external exam.</li> <li>• 1 hour and 30 minutes</li> <li>• 60 marks</li> <li>• 40%</li> </ul>

**Why Study BTEC Sport?**

BTEC Sport offers more than just knowledge of physical fitness; it provides a deep understanding of how sport impacts health, well-being, and society. The course covers a range of topics like sports science, psychology, and coaching, helping you develop a well-rounded view of human performance. It prepares you to think critically about the relationship between body and mind, making it ideal for those interested in careers in sport, health, or fitness.

**Next Steps: Preparing for Your Future**

BTEC Sport equips you with valuable skills like teamwork, leadership, critical thinking, and problem-solving—skills that are essential for both sports careers and any future workplace. Whether you pursue further education or enter the workforce, this qualification prepares you to succeed in a wide range of fields, ensuring you're ready for the challenges of tomorrow.

**Staff Contact:** Mrs C Amos-Wilkins, [Camoswilkins@stmichaelscs.org](mailto:Camoswilkins@stmichaelscs.org)

## GCSE Sociology

<b>Level:</b> GCSE Sociology
<b>Exam Board:</b> AQA
<b>Website:</b> <a href="#">AQA</a>   <a href="#">Sociology</a>   <a href="#">GCSE</a>   <a href="#">GCSE Sociology</a>

### Course Overview:

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical and communication skills by comparing perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

### Assessments:

There are two written examinations which are externally assessed.

<u>Paper 1</u>	<u>Paper 2</u>
<p><b>What's assessed:</b></p> <ul style="list-style-type: none"> <li>• The sociology of families</li> <li>• The sociology of education</li> <li>• Relevant areas of social theory and methodology</li> </ul> <p>Each section of the exam paper has two multiple choice questions followed by a range of short and extended responses.</p> <p><b>How it's assessed:</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>	<p><b>What's assessed:</b></p> <ul style="list-style-type: none"> <li>• The sociology of crime and deviance</li> <li>• The sociology of social stratification</li> <li>• Relevant areas of social theory and methodology</li> </ul> <p>Each section of the exam paper has two multiple choice questions followed by a range of short and extended responses.</p> <p><b>How it's assessed:</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>

### Careers links:

Community development worker; Secondary school teacher; Policing; Policy officer; Social researcher; Youth worker; Family support worker; Human resources officer; Social worker; Probation officer

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## Travel and Tourism (BTEC)

<b>Level:</b> Level 2 BTEC Travel & Tourism
<b>Exam Board:</b> Pearson Edexcel
<b>Website:</b> <a href="#">Travel &amp; Tourism (2022)</a>   <a href="#">BTEC Tech Awards</a>   <a href="#">Pearson qualifications</a>

### Course Overview:

#### Component One: Travel and Tourism Organisations and Destinations

- Demonstrate an understanding of the UK travel and tourism industry
- Explore popular visitor destinations

#### Component Two: Customer Needs in Travel and Tourism

- Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends
- Recognise how the needs and preferences of travel and tourism customers are met

#### Component Three: Influences on Global Travel and Tourism

- Factors that influence global travel and tourism
- Impact of travel and tourism and sustainability
- Destination management

### Assessments:

<b>Component One:</b> Travel and Tourism Organisations and Destinations	<b>Component Two:</b> Customer Needs in Travel and Tourism	<b>Component Three:</b> Influences on Global Travel and Tourism
<b>What is assessed?</b> There are three units (see above) that make up the BTEC Award in Travel and Tourism. Students will be awarded either a Pass, Merit or Distinction for each unit which are then added together for an overall grade of either a Pass, Merit, Distinction or Distinction*.		
<b>How is it assessed?</b> Components 1 & 2 will be internally assessed under exam-style conditions where pupils will have a window of time to apply their learning of each competent to a written report, which will then be internally assessed and moderated. These will be completed over the course of the two years and the three reports will work towards their final grade.		<b>How is it assessed?</b> <ul style="list-style-type: none"> <li>• Component three will have an external exam.</li> <li>• 2 hours</li> <li>• 60 marks</li> </ul>

### Careers links:

Employment in the many areas of travel and tourism including holiday reps/travel agent, travel journalists. Study at a school sixth form or college in the travel and tourism - related area or a new direction

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# ST MICHAEL'S CATHOLIC SCHOOL

## Examination Boards 2025 - 2027

### Year 10 and Year 11

<b>Subject</b>	<b>Board</b>	<b>Specification Number</b>
Art and Design	Edexcel	1AD0
Business	Edexcel	1BS0
Computer Science	OCR	J277
Design and Technology	AQA	1TD0
Drama	Eduqas (WJEC)	C690QS
BTEC Enterprise	Pearson Edexcel	603/7063/4
English Language	AQA	8700
English Literature	AQA	8702
GCSE Food Preparation and Nutrition	AQA	8585
French	AQA	8658
Geography	AQA	8035
BTEC Health and Social Care	Pearson Edexcel	J825
History	Edexcel	1HI0
BTEC ICT	OCR Cambridge National	J836
Maths	Edexcel	1MA1
Media Studies	AQA	8572
Music	Eduqas (WJEC)	C660QS
Physical Education	AQA	8582
BTEC Sport	Pearsons Edexcel	603/7068/3
Religious Studies A	Edexcel	1RA0 (ZS)
Combined Science (Trilogy)	AQA	8465
Triple Science Biology	AQA	8461
Triple Science Chemistry	AQA	8462
Triple Science Physics	AQA	8463
Sociology	AQA	8192
BTEC Travel and Tourism	Pearson Edexcel	603/7048/8