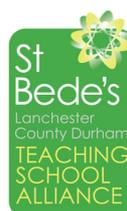


# KEY STAGE 4 OPTIONS BOOKLET 2019



**St Bede's**  
Catholic School  
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# WELCOME

Dear Student,

This is an important time for you as you make your choices for the subjects you will study for the next three years. Until now, you have had very little choice in what you study at school.

The subjects you take at this stage may well influence the kind of careers or courses you are able to choose at the end of Year 11, so it is vital that you and your family have all the information you need to make the right choices. All of the GCSE courses you will study will be new specifications which will be graded 9 – 1. As more information becomes available or as anything changes further we will let you know.

Vocational courses are currently being redeveloped; the information provided in this booklet gives a general overview of vocational qualifications.

This booklet is intended to provide you with the information you need to make the right decisions and should be used alongside the Pathways information you have received. It is a good idea to talk your choices over with as many people as possible. The more knowledge you acquire on which to base your decision, the better the decision is likely to be.

Please complete your choices form and return it to your form tutor by Tuesday, 26th February 2019.

Getting your choices right at this stage really is important as it is more difficult to change once the forms have been submitted.

Additional information will be provided by the members of staff present at the Options Evening on Thursday 14th February 2019.

We hope you find this information useful.

Yours sincerely,

Mr N Harrison  
Headteacher

Mrs H Windle  
Acting Deputy Headteacher



# GCSE RELIGIOUS STUDIES

*This is a core subject and will be studied by all students.*

## Subject Aims and Learning Outcomes

WJEC EDUQAS GCSE Religious Studies (Route B) will:

- Develop students' knowledge and understanding of religious and non-religious beliefs.
- Develop students' knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- Develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- Provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their impact on human life.
- Challenge students to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt and contribute to their preparation for adult life in a pluralistic and global community.

## Subject content

Students will follow WJEC EDUQAS Route B (Catholic Christianity). This GCSE Religious Studies requires students to:

- Demonstrate knowledge and understanding of two religions, one of which will be Catholic Christianity.
- Demonstrate knowledge and understanding of key sources of wisdom and authority including texts which support contemporary religious faith.
- Understand the impact of religion on individuals, communities and societies.
- Understand significant common and divergent views between and within religious beliefs.
- Apply knowledge and understanding in order to analyse questions related to religious beliefs and values.
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

## Assessment

Students will sit three examinations, which will assess all of the subject content studied over the course, at the end of Year 11.

Component 1: Foundational Catholic Theology (37.5%) – 1 ½ hour written examination.

Component 2: Applied Catholic Theology (37.5%) – 1 ½ hour written examination.

Component 3: Study of a World Faith – Judaism (25%) – 1 hour written examination.

The qualification will be graded 9 – 1, with 9 being the highest grade.

## Web address/link to the syllabus

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>



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## KEY SUBJECT CONTACT

Mr A McCarthy



# GCSE ENGLISH LANGUAGE & LITERATURE

All students will study both GCSE English Language and GCSE English Literature as separate subjects.

## Aims of the course

The aims of both courses are the same. You will learn to:

- communicate as effectively and accurately as possible in writing
- communicate as effectively as possible through the spoken word
- appreciate the subtleties of spoken and written English
- respond sensitively to literature from different ages and cultures
- appreciate the role of the media in society.

## Why study English?

The key literacy and communication skills developed in this subject are of fundamental importance in life outside of school and in the workplace.

## Course Breakdown

Both of the courses are assessed through formal examinations. Please find information about each of the examinations below:

English Literature Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Shakespeare and the nineteenth century novel Romeo and Juliet and A Christmas Carol	External assessment – 1hr 45mins	40%
2	Modern texts and poetry An Inspector Calls and Poems Past and Present	External assessment – 2hr 15mins	60%

English Language Course Breakdown		
All texts in the examination will be unseen.		
Paper 1: Explorations in Creative Reading and Writing	How will it be assessed?	% towards the final grade
Section A: Reading One literature fiction text	External assessment 1 hour 45 minutes	80 marks 50% of GCSE
Section B: Writing Descriptive or narrative writing		
Paper 2: Writers' Viewpoints and Perspectives	How will it be assessed?	% towards the final grade
Section A: Reading One non-fiction text and one literary non-fiction text	External assessment 1 hour 45 minutes	80 marks 50% of GCSE
Section B: Writing Writing to present a viewpoint		
Spoken Language	Internal Assessment	0% (separate Spoken Language endorsement)

## Progression routes available after the course

Many students choose to go on and study English courses after GCSE, whether at A level or university. At St. Bede's, we offer both A Level English Language and A Level English Literature in Sixth Form. GCSE English qualifications are essential in any career, but there is a particularly clear link with areas such as the media, law, librarianship, museums, marketing and teaching.

## Web address/link to the syllabus

English Language:

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

English Literature:

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



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## KEY SUBJECT CONTACT

Mrs M Kelly

# GCSE MATHS

## Aims of the course

At St. Bede's, we aim to develop, maintain and stimulate students' curiosity, interest and enjoyment in mathematics; to develop students' familiarity with appropriate mathematical concepts, principles, methods and vocabulary; and most importantly, to develop students' understanding of mathematics in its widest context, its functionality, and to see how it relates to themselves outside school.

GCSE Maths has changed, alongside a new grading system, the volume of content and demand has increased at all levels.

## Course Breakdown

The course is divided into five areas: number, ratio, proportion & rates of change, algebra, statistics & probability and geometry & measure.

Mathematics GCSE has 100% external assessment, with two possible levels:

Foundation Level - target grades are 1 to 5.

Higher Level - target grades are 4 to 9.

The Mathematics GCSE is a linear course, meaning that all students will be assessed at the end of the course, in the Summer of Year 11.

Course Breakdown			
Paper	Title/Description	How will it be assessed?	% towards final grade?
1	Non calculator	External assessment 1 hour 30 mins	33⅓%
2	Calculator	External assessment 1 hour 30 mins	33⅓%
3	Calculator	External assessment 1 hour 30 mins	33⅓%

## Progression routes available after the course

Many students choose to go on and study Maths or Maths-based courses after GCSE, whether at A level or university. At St. Bede's, we offer both Maths and Further Maths in the sixth form. We also currently offer the new Core Maths qualification. An A level in Maths would be extremely useful if you are considering the following careers:

Engineering - Forensics - Computer Science - Medicine - Physicists and chemists - Accountancy - Games software development - Banking

## Web address/link to the syllabus

<http://www.edexcel.com/gcsemaths2015guide>

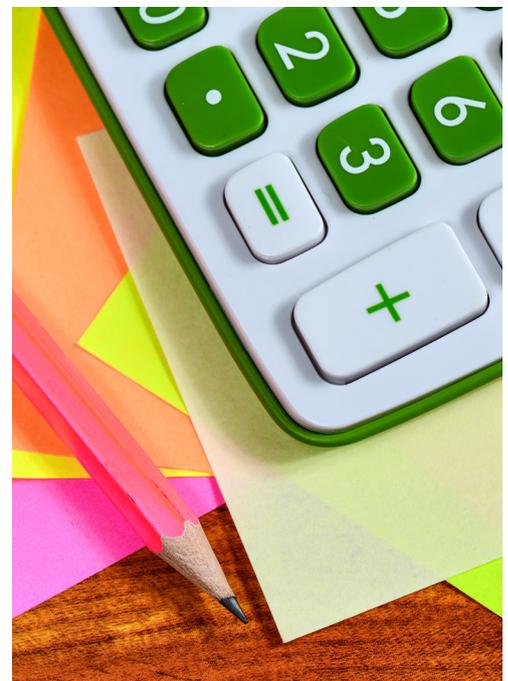


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## KEY SUBJECT CONTACT

Mrs L Lonsdale



# GCSE SCIENCES

## Subject Aims and Learning Outcomes

GCSE study in the sciences provides the foundations for understanding the material world. Students are helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas.

They will use models and theories to make sense of the observed diversity of natural phenomena, investigate cause and effect, notice that change is driven by differences between different objects and systems when they interact and see that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review.

## Subject content

### Biology

- Life processes
- The cell as the fundamental units of living organisms.
- Interactions between species, ecosystems and the environment
- Adaptations of living organisms to their environment
- Life on Earth and its dependence on photosynthesis.
- Cellular respiration
- The relationship between genome and its interaction with the environment to the characteristics of a living organism
- Evolution occurring by natural selection to account both for biodiversity and how organisms are all related.

### Chemistry

- Atoms and elements
- The periodic table, chemical and physical properties and the relationship to atomic structure
- The bonding of atoms either by transferring electrons from one atom to another or by sharing electrons
- The shapes of molecules and the link to the characteristics of these molecules
- Rates of reaction
- Chemical reaction due to proton transfer, electron transfer or electron sharing
- Energy conservation in chemical reactions
- Chemistry of the atmosphere

### Physics

- The particle model of matter and the wave models of light and of sound
- The concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions
- The phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects
- That differences, for example between pressures or temperatures or electrical potentials, are the drivers of change
- That proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science
- Physical laws and models expressed in mathematical form.

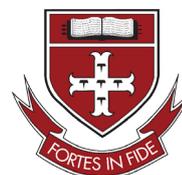
## Assessment

Students will sit separate exams for Biology, Chemistry and for Physics. There will be two exams for each science. All students will study the full range of content throughout years 9, 10 and 11.

There are 2 courses in science: Separate Sciences, gaining 3 GCSEs or Trilogy Science, gaining two GCSEs. All exams are sat at the end of Year 11.

Decisions for the different routes will be based upon data and atl scores throughout Year 9, with a final decision being made towards the end of Year 10.

Recommendations will be based on achievement throughout the course.



## KEY SUBJECT CONTACT

Mr C Saunders

# GCSE ART & DESIGN

## Subject Aims and Learning Outcomes

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This subject enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to 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 must complete two components:**

**Component 1: Portfolio 60 % of GCSE**

**Component 2: Externally Set Assignment 40% of GCSE**

It is a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.

## Subject content

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. Students can work in appropriate art, craft and design materials and processes.

## Drawing

Students must provide evidence of drawing in both their portfolio submission and externally set assignment.

## Annotation

Students must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both Component 1 and Component 2. These can take different forms depending on intention.

## Assessment

The examination/s, which will assess all of the subject content studied over the course, will be taken at the end of Year 11. The qualification will be graded 9 –1, with 9 being the highest grade. 100% of the final grade comes from practical assessment.



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## KEY SUBJECT CONTACT

Mrs C Dunbar



# GCSE BUSINESS

## Aims of the course

The aims and objectives of this qualification are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems .
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.
- use an enquiring, critical approach to make informed judgements.
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business.
- develop and apply quantitative skills relevant to business, including using and interpreting data.

## Why study GCSE Business Studies?

We are all affected by and depend on business in our everyday lives. Through studying this course you will gain an insight into how the business world operates. You will develop into a commercially-minded and enterprising individual who can think critically and draw upon business information to develop well-reasoned arguments and make justified decisions.

## Course Breakdown

**Theme 1:** Investigating small business

Written examination: 50% of the qualification  
1 hour 30 minutes

**Theme 2:** Building a business

Written examination: 50% of the qualification  
1 hour 30 minutes

## Progression routes available after the course

Through this course you will learn how all businesses are organised and how they operate, therefore, studying Business Studies is relevant to whatever career you choose whether it be in Retail, Finance, Manufacturing, Health, Education, Leisure, Travel or any other sector you can think of. If your dream is to become a successful entrepreneur then this course will be a great support for you as you will have knowledge of how businesses are set up and how they can be successfully managed. Once you have completed this course, you may be able to progress to Level 3 courses in St Bede's Sixth Form (A Level Business Studies). You may also find this course useful if you are interested in applying for an apprenticeship or training in a business environment.

## Web address/link to syllabus

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>



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## KEY SUBJECT CONTACT

Mr D Tones



Malaysian Ringgit	Malaysia	8
EUR	Euro	36
Australian Dollar	Australia	24
Pound sterling	England	52
대한민국 원 (: 1000)	Korea	23
	New Zealand	22

# VOCATIONAL BUSINESS/ ENTERPRISE

The course will lead to BTEC Tech Award in Enterprise.

## Aims of the course

The aims of this course are to engage students, encouraging you to take responsibility for your own learning and develop skills essential for the modern workplace.

## Why study Vocational Business?

We are all affected by and depend on business in our everyday lives. Through studying this course you will gain an insight into how the business world operates. You will discover the challenges which businesses of all sizes and experiences face and will be able to provide solutions through your developing knowledge of Marketing, Finance, Human Resources and Operations Management. You will also discover how to set up a small business which could help you if you are a budding entrepreneur. All of your studies will be based around local, national and international businesses which brings your studies to life. The majority of the course is assessed through coursework which you will complete in class.

## Course Breakdown

Tech Award Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Exploring Enterprises	Internally assessed assignment	30%
2	Planning for and running an enterprise	Internally assessed assignment	30%
3	Promotion and finance for Enterprise	Externally assessed task	40%

This course is equivalent to 1 GCSE and will be graded Pass, Merit, Distinction or Distinction\*.

## Progression routes available after the course

Through this course you will learn how all businesses are organised and how they operate, therefore, studying Business Studies is relevant to whatever career you choose whether it be in Retail, Finance, Manufacturing, Health, Education, Leisure, Travel or any other sector you can think of. Within the course you will also develop skills which will be vital to you becoming a successful employer or employee. If your dream is to become a successful entrepreneur then this course will be a great support for you as you will have knowledge of how businesses are set up and how they can be successfully managed. Once you have completed this course, you may be able to progress to Level 3 courses in St Bede's Sixth Form.

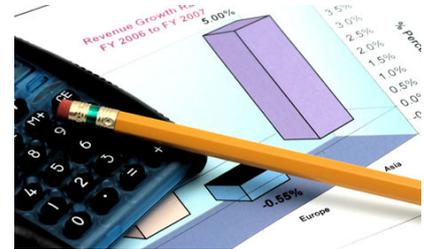
## Web address/link to the syllabus

<http://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html>



## KEY SUBJECT CONTACT

Mr D Tones



# GCSE COMPUTER SCIENCE

## Aims of the course

The Computer Science course is, above all else, relevant to the modern and changing world of 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. This course develops computational thinking, helping learners to develop the skills to solve problems and the design of systems that do so. These skills are the best preparation for learners who want a good grounding for other subject areas that require computational thinking and analytical skills.

## Why study GCSE Computer Science?

- It's future-proofed, so when new technologies come on stream you will be able to understand and apply the fundamental principles and concepts of Computer Science to know how they work.
- You'll have a head start, you'll be building on stuff you already know – a bit like taking a GCSE in a long-held interest.
- You will learn to analyse problems through practical experience of solving problems, including designing, writing and debugging simple programs.
- You will think creatively, innovatively, analytically, logically and critically.
- It's relevant so whatever you choose to do later, the skills you learn will help you; at university, at work, and operating online.
- Pupils from all cultures and both genders can develop their interest in, enjoyment of, and critical reflection about current and emerging technologies and the impacts of digital technology to you and to wider society.

## Course Breakdown

This qualification is taught over 120 guided learning hours (GLH). It has core/mandatory and optional specialist units. Students must complete all the core/mandatory units, and a choice of optional specialist units to reach a total of 120 GLH.

Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Computer Systems	The first component is focused on computer systems covering the physical elements of computer science and the associated theory.	40%
2	Computational Thinking, Algorithms and Programming	This component is focused on the core theory of computer science and the application of computer science principles.	40%
3	Programming Project (non-exam assessment)	This component where students will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.	20% (tbc)

## Progression Routes

GCSE Computer Science supports all subjects both at Sixth Form level and beyond. Courses closely linked include A-Level Computer Science, Vocational ICT, and Business Studies. Computer Science is relevant to all jobs and careers and employers are increasingly looking for candidates with high level Computing skills and qualifications. Potential jobs in the Computing and IT sector include Web Design, Software Developer, Network Security, Robotics Engineer, Cloud Developers, Data Scientists, Games Design, Network Engineer/Manager, Systems Analyst, Information Scientist, and IT Support Technician, as well as working in fields as far reaching as Science, Engineering, Medicine and Social Sciences amongst many others.

## Web address/link to the syllabus

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

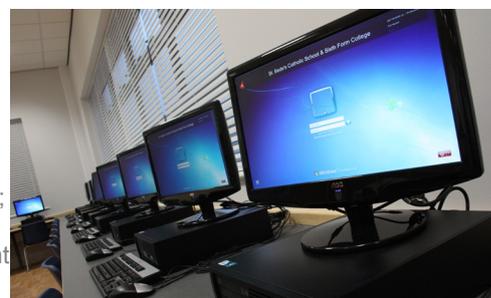


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## KEY SUBJECT CONTACT

Mr D Tones



# LEVEL 1 CONSTRUCTION

**This qualification is currently under review, the information below provides and outline of what students will follow within a replacement qualification.**

## **Aims of the course**

This qualification has been designed to help students develop practical skills which can lead to further training and which will support the development of personal skills.

## **Why study Level 1 in Construction?**

As well as developing skills which directly relate to the construction industry, students will also learn and develop valuable, transferable skills for their working and personal lives.

## **Course Breakdown**

The course is split up into units all of which are assessed through either internal practical assessments or external on-screen and paper based assessments. Units which will be studied will depend upon the needs and interests of the group. The units which **could** be studied come from the following:

<b>Course Breakdown</b>		
<b>Unit</b>	<b>Title/Description</b>	<b>How will it be assessed?</b>
1	Safety and security in construction	External on-screen and paper based assessments
2	Developing construction projects	Internal
3	Planning construction projects	External on-screen and paper based assessments

## **Progression routes available after the course**

Through this course you will develop an understanding of the construction industry and the skills needed to go onto further training to gain a successful career within the industry. Apprenticeship routes will also be available to you. Should you decide that construction is not for you, you will have developed skills which will be able to be transferred into other areas of employment and training and which will be useful for your own personal life.



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## **KEY SUBJECT CONTACT**

Miss J Ward



# GCSE FOOD PREPARATION AND NUTRITION

## Why study Food Preparation and Nutrition?

The GCSE Food Preparation and Nutrition course will equip students with the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition and healthy eating. The specification will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

## Subject content

The GCSE specification will be broken down into the following areas:

- a) Food, nutrition and health
- b) Science
- c) Safety
- d) Food choice
- e) Food provenance

The specification also allow students to become competent with a variety of preparation and cooking techniques. The specification requires students to study and apply skills when planning, preparing, cooking and presenting a selection of recipes, modifying recipes, or creating new recipes, to meet particular requirements.

## Assessment

The examination/s, which will assess all of the subject content studied over the course, will be taken at the end of Year 11. The qualification will be graded 9 – 1, with 9 being the highest grade.

## Course Breakdown

Unit	Title	How will it be assessed	%
1	Food preparation and nutrition	External exam 1 hr 45 min	50%
2	Food investigation Food preparation	Practical work with photographic evidence. Written report	50%

## Web address/link to the syllabus

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

## Please note

A vocational Food qualification may be offered as an alternative to the GCSE qualification.



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## KEY SUBJECT CONTACT

Miss J Ward



# GCSE GEOGRAPHY

## Subject Aims and Learning Outcomes

The GCSE in Geography will provide the opportunity for students to understand more about our world, the challenges we face and our place within it. Geography is a subject for our times. It is multidisciplinary in a world that increasingly values people who have the skills to work across the physical and social sciences. These skills also encourage ways of seeing and thinking that make geography eminently employable. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. The course will allow students to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.
- gain an understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses.
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.

## Subject content

Living with the physical environment – natural hazards, the living world and physical landscapes of the UK.

Challenges in the human environment – urban issues and challenges, the changing economic world and resource management.

There will also be a synoptic issues evaluation and two fieldwork opportunities to investigate urban regeneration in Newcastle upon Tyne and river processes in the local area.

## Assessment

The examinations, which will assess all of the subject content studied over the course, will be taken at the end of Year 11. The qualification will be graded 9 – 1, with 9 being the highest grade.

Paper 1 – Living with the physical environment. 35 % of GCSE

Paper 2 – Living with the human environment. 35% of GCSE.

Paper 3 – Geographical Applications (Fieldwork and Skills). 30% of GCSE



## KEY SUBJECT CONTACT

Miss L Turland



# BTEC TECH AWARD IN HEALTH AND SOCIAL CARE

## Aims of the Course

The aims of this course are to engage students in their learning of Health and Social Care. You will gain an understanding of how Health and Social Care providers are organised and will develop knowledge and practical skills which will be useful for working in these settings.

## Why Study Health and Social Care?

We are all affected by Health and Social Care and are, at times, dependent on their varied services. Through this course you will gain a real insight into how the different organisations and providers operate and develop some of the skills needed to find employment within Health and Social Care. There will be the opportunity to take part in a work experience placement within Health and Social Care in Year 10 in order to get first-hand experience of some of the topics you will be studying.

## Course Breakdown

The course is split up into units.  
Units include:

Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Human Lifespan Development	Coursework	30%
2	Health and Social Care Services and Values	Coursework	30%
3	Health and Wellbeing	External exam	40%

This course is equivalent to 1 grade A\*-C at GCSE and is graded Pass, Merit, Distinction or Distinction\*.

## Progression routes available after the course

Through this course you will learn about the Health and Social Care 'world', therefore, studying Health and Social Care is relevant to a career within Health and Social Care. With further training or study, you could move into careers such as nursing, social work, teaching, childcare and residential care management. There will be the opportunity to take part in hands-on experience of Health and Social Care roles in order to better understand some of the topics you will be studying.

## Web address/link to the syllabus

<http://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>



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## KEY SUBJECT CONTACT

Mrs R Roe



# GCSE HISTORY

## Subject Aims and Learning Outcomes

The GCSE in history will support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live, and provide them with the basis for further wider learning and study.

## Subject content

GCSE history comprises of studies on three time scales: short (depth study), medium (period study) and long (thematic study) and topics encompassing Medieval, Early Modern and Modern history.

Students will study:

- Anglo-Saxon and Norman England c. 1060-1088 (Period Study)
- Weimar and Nazi Germany: 1918-1939 (Depth Study)
- Superpower relations and the Cold War: 1941-1991. (Period Study)
- Medicine in Britain 1250-the present day. (Thematic Study)

## Assessment

**Paper 1:** Medicine in Britain 1250-the present day and The British Sector of the Western Front, 1914-18: Injuries, treatment and the trenches.

1 hour 15 mins and worth 30%

**Paper 2:** Superpower relations and the American West 1835-1895 and Anglo-Saxons and Norman England c. 1066-1088)

1 hour 45 mins and worth 40%

**Paper 3:** Weimar and Nazi Germany 1918-1939

1 hour and 20 mins and worth 30%



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## KEY SUBJECT CONTACT

Ms K Murphy



# CREATIVE iMEDIA

## Aims of the course

To inspire and enthuse you to become technology savvy – producers of technology products and systems, rather than just consumers of them

To give you the opportunity to gain a broad understanding and knowledge of, and skills in, the Information Technology sector and some aspects of the creative industries, e.g. computer games development, multimedia designer and web development.

To give you the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the Information Technology sector and some aspects of the creative industries.

## Why study Creative iMedia?

Because of the highly practical nature of the course, learning is exciting and fun, topics are relevant and tailored to your interests. This is a qualification which will allow you to demonstrate both your creative and technology related skills, providing you with a qualification which is valuable to any field.

These qualifications will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

## Course Breakdown

Units include:

Course Breakdown	
Unit	Assessment Method
Pre-production skills	Written paper OCR set and marked 1 hour 15 mins - 60 marks
Creating digital graphics	Centre assessed tasks OCR moderated Aprox 10 hours

The course is graded Pass, Merit, Distinction or Distinction\*.

## Progression Routes

This course supports all subjects both at Sixth Form level and beyond.

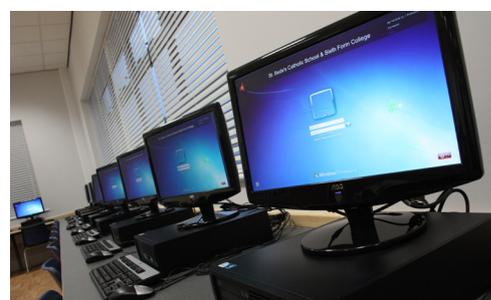
IT is relevant to all jobs and careers and employers are increasingly looking for candidates with high level IT skills and qualifications. Potential jobs in the IT sector include Web Design, Software Developer, Games Design, Network Engineer/ Manager, Systems Analyst, Information Scientist, IT Support Technician.



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## KEY SUBJECT CONTACT

Mr D Tones



# GCSE MFL (FRENCH, SPANISH)

## Subject Aims and Learning Outcomes

GCSE in a modern foreign language should enable students to:

- develop their ability to communicate coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, including literary texts.
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- broaden their horizons, encouraging them to step beyond familiar cultural boundaries and develop new ways of seeing the world.
- be encouraged to make explicit links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
- develop language learning skills to prepare them for further language study and use in school, higher education or in employment.

## Subject content

GCSE MFL will require students to understand and use language across a range of contexts, appropriate to their age, interests and maturity levels

- Students will be expected to use language for a variety of purposes and with a variety of different audiences, including for personal, academic and employment-related use.
- Students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level.
- Students will be expected to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives.
- Language contexts will be organised in a specified number of broad themes, addressing relevant matters relating to 1. Identity and culture: relationships, technology, free time activities and foreign culture customs 2. Local, international and global areas of interest: the local area, social issues, global issues and travel and tourism 3. Current and future study and employment: my studies, life at school, education post-16 and career ambitions.
- In reading and listening exams, students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.
- The content, contexts and purposes of a GCSE specification in a modern language will provide an appropriate foundation for Advanced Level study and a suitable preparation for Higher Education or employment.

## Assessment

There will be examinations in listening, speaking, reading and writing, which will assess all of the subject content studied at the end of Year 11. Each examination will be equally weighted (25% of the final result). The qualification will be graded 9 – 1, with 9 being the highest grade.



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## KEY SUBJECT CONTACT

Miss K Conway



# GCSE MUSIC

## Subject Aims and Learning Outcomes

The GCSE in Music will support students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. The course will encourage students to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts and reflect on how music is used in the expression of personal and collective identities. Students will be supported in their development of musical fluency, providing access to further study of music at AS and A level as well as developing key skills such as independence, teamwork, analysis skills, literacy, evaluation skills, confidence and creativity.

## Subject content

The new GCSE specification in music will require students to demonstrate knowledge and understanding of the musical elements, musical contexts and musical language.

Students will be required to apply the knowledge and understanding in the above areas as appropriate through the skills of:

- Performing
- Composing
- Appraising

## Assessment

The examination/s, which will assess all of the subject content studied over the course, will be taken at the end of Year 11. The qualification will be graded 9 – 1, with 9 being the highest grade. 60% of the grade will come from a practical assessment with the remaining coming from a written examination.



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## KEY SUBJECT CONTACT

Mr B Shaller



# GCSE PE

## Subject Aims and Learning Outcomes

The GCSE should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education. It should encourage creativity and decision making skills to enable them to plan effectively for performances and to respond to changing situations. It should prepare learners to make informed decisions about further learning opportunities and career choices.

The GCSE course should encourage candidates to:

- become increasingly physically competent through being actively engaged in a range of physical activities.
- become increasingly effective in their performance in different types of physical activity as player/performer.
- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

## Subject content

The GCSE specification follows on from the Key Stage 3 Physical Education programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of activities in which to participate in physical activity.

Student's practical ability will be assessed across three sports activities as a player/performer. Candidates will be expected to carry out an analysis of performance that will show a clear action plan to develop and enhance performance.

Two written papers will be sat at the end of the three year course where students will be assessed on the ability to recall facts and apply these facts to sporting situations and scenarios.

## Assessment

The examinations, which will assess all of the subject content studied over the course, will be taken at the end of Year 11. The qualification will be graded 9 – 1, with 9 being the highest grade. 40% of the final grade will come from a non exam assessment. This includes practical assessments in three sports activities and a written analysis and evaluation of performance in the activity. The remaining 60% comes from two written papers.

**All students applying for this course should have a keen interest in sport and should be playing/performing regularly at a competitive level.**



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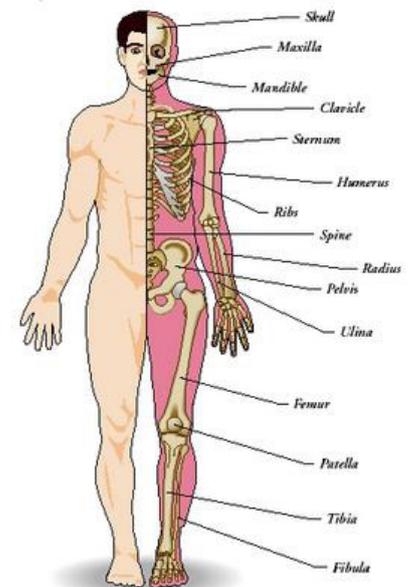
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## KEY SUBJECT CONTACT

Mr C Hewitt



*Skeletal System*



# BTEC FIRST AWARD IN SPORT

## Aims of the course

This vocational course aims to develop your knowledge and practical skills in a range of physical activities in a variety of roles: - Leader, Fitness Instructor, Sports Psychologist, performer and Coach. You will examine the effects of exercise and how training can improve performance. The main aim is to identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.

## Why study Sport/Fitness?

If you enjoy:

- sport and recreation
- developing knowledge and understanding through practical involvement
- learning about the benefits of sport and exercise
- developing the skills of coaching then the BTEC First Award in Sport is the right subject for you.

## Course Breakdown

The course comprises of units covering a wide variety of issues relating to sports performance and the sports profession. Each unit will explore the knowledge, understanding and competency necessary for employment within the sports sector. The course is suited to students who have a strong interest in sport and who are looking to pursue a career in the industry.

Each unit will be assessed according to the Grading Criteria set out by the Exam Board which clearly maps out what students need to complete to achieve success. Students will be set a number of 'scenarios' which will offer the opportunity for students to demonstrate their skills and understanding in a number of ways. All will be realistic to the sporting world and will challenge students in a variety of methods including practical performance, sports leadership / coaching / personal fitness trainer.

Course Breakdown (TBC)		
Unit	Mandatory Units	How will it be assessed?
1	Fitness for Sport and Exercise	External Exam
2	Practical Performance in Sport	Coursework
3	Applying the Principles of Personal Training	Internal
	Optional Specialist Units	
4	The Mind and Sports Performance	Coursework
5	The Sports Performer in Action	Coursework
6	Leading Sports Activities	Coursework

## Progression routes available after the course

This course would be ideal for a student wishing to pursue their sports education further and would prepare students for a range of courses.

Careers include:- Sports coach; Sportsman/woman; Fitness Instructor; Personal Trainer, Sports Management, Sports Development Officer, Sports Therapy; Sports Psychology, Physiotherapist, Nursing, Medicine, Sports Therapy, Police, Armed Forces, Teaching.

## Web address/link to the syllabus

<https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.coursematerials.html#filterQuery=category:Pears on-UK:Category%2FSpecification-and-sample-assessments>



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## KEY SUBJECT CONTACT

Mr C Hewitt



# GCSE DESIGN AND TECHNOLOGY: MATERIALS

## Why Study GCSE Design and Technology with Product Design?

Do you like challenges?

People who work in Product Design do. They like to create solutions to problems and they like to create new ways of doing things. The importance of good product design is widely recognised and therefore there is a growing need for multi-skilled designers.

Produce products such as: MP3 docking stations, prototypes of electronic gadgets such as trackers and digital memo pads.

Materials:

- Is a 'hands on' subject.
- Leads to many career options.
- Equips students with essential skills such as resourcefulness and creativity as well as helping students to develop analytical skills - Universities and employers look upon these attributes very favourably in today's competitive climate.
- Uses excellent facilities.

## Aims of the course

At St Bede's, we aim to prepare our students to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from wider influences on design and technology, including historical, social/cultural, environmental and economic factors. GCSE Design and Technology students work creatively when designing and making exciting 'real life' products.

## Subject Content

Students will study an overview of different material areas in Design and Technology. They will then focus on one material area. They will then be able to produce practical outcomes using specialist techniques and processes. Throughout their work students must be able to apply relevant mathematic and scientific knowledge.

## Course Breakdown

Product Design - Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Written Paper	Exam	50%
2	Non-exam assessment: Design and Making in Practice	Coursework	50%

## Progression routes available after the course

Possible careers include:- Industrial and product design, architecture, interior design, exhibition and theatre design, digital media, film, transport and consumer goods.

## Web address/link to the syllabus

[http://web.aqa.org.uk/qual/newgcse/dandt/new/product\\_overview.php](http://web.aqa.org.uk/qual/newgcse/dandt/new/product_overview.php)



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## KEY SUBJECT CONTACT

Miss J Ward



# GCSE DESIGN AND TECHNOLOGY: TEXTILES

## Why Study GCSE Design and Technology with Textiles?

This is the option to pick if you want to design soft furnishings and interiors or try your hand at fashion design. Using the latest computer controlled machines you can make complex and high quality garments, soft furnishings and accessories. Learning the latest skills and techniques are an integral part of the course and you will be skilfully guided through all aspects of the course.

Textiles:

- Is a 'hands on' subject
- Leads to many career options
- Equips students with essential skills such as resourcefulness and creativity as well as helping students to develop analytical skills - Universities and employers look upon these attributes very favourably in today's competitive climate
- Uses excellent facilities

## Aims of the course

At St Bede's, we aim to prepare our students to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from wider influences on design and technology, including historical, social/cultural, environmental and economic factors. GCSE Design and Technology students work creatively when designing and making exciting 'real life' products.

## Subject Content

Students will study an overview of different material areas in Design and Technology. They will then focus on textiles where they will be able to produce practical outcomes using specialist techniques and processes. Throughout their work students must be able to apply relevant mathematic and scientific knowledge.

## Course Breakdown

The course is split into two units: Coursework 60% and Exam 40%.

Textiles - Course Breakdown			
Unit	Title/Description	How will it be assessed?	% towards final grade?
1	Written Paper	Exam	50%
2	Non-exam Assessment: Design and Making in Practice	Coursework	50%

## Progression routes available after the course

Anyone studying Textiles at GCSE could go on to further study.

This option is an ideal choice for a career in - fashion, theatre design, interior design, buying and marketing.

## Web address/link to the syllabus

[http://web.aqa.org.uk/qual/newgcscs/dandt/new/textiles\\_overview.php](http://web.aqa.org.uk/qual/newgcscs/dandt/new/textiles_overview.php)



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Name: \_\_\_\_\_

Form: \_\_\_\_\_

Compulsory subjects: RE, English Language, English Literature, Mathematics, PE, Science

### Pathway North

<u>Choose either:</u>	<u>Choose:</u>	<u>Choose two of the following courses:</u> (GCSE courses are in the top/grey row and Vocational qualifications are in the bottom/green row.) * a Vocational Food course may also be offered			
<input type="checkbox"/> History	<input type="checkbox"/> Spanish	<input type="checkbox"/> Art & Design	<input type="checkbox"/> D&T: Materials	<input type="checkbox"/> Music	<input type="checkbox"/> D&T: Textiles
or		<input type="checkbox"/> Business	<input type="checkbox"/> History	<input type="checkbox"/> PE	
<input type="checkbox"/> Geography		<input type="checkbox"/> Food Preparation and Nutrition *	<input type="checkbox"/> Computer Science	<input type="checkbox"/> French	
		<input type="checkbox"/> Business/Enterprise	<input type="checkbox"/> Sport	<input type="checkbox"/> Health and Social Care	<input type="checkbox"/> Creative iMedia/IT

### Pathway East

<u>Choose either:</u>	<u>Choose:</u>	<u>Choose two of the following courses:</u> (GCSE courses are in the top/grey row and Vocational qualifications are in the bottom/green row.) * a Vocational Food course may also be offered			
<input type="checkbox"/> History	<input type="checkbox"/> Spanish	<input type="checkbox"/> Art & Design	<input type="checkbox"/> D&T: Materials	<input type="checkbox"/> Music	
or		<input type="checkbox"/> Business	<input type="checkbox"/> History	<input type="checkbox"/> PE	
<input type="checkbox"/> Geography		<input type="checkbox"/> Food Preparation and Nutrition *	<input type="checkbox"/> Computer Science	<input type="checkbox"/> D&T: Textiles	
		<input type="checkbox"/> Business/Enterprise	<input type="checkbox"/> Sport	<input type="checkbox"/> Health and Social Care	<input type="checkbox"/> Creative iMedia/IT



**Pathway South**

<b>Choose either:</b>	<b>Choose either:</b>	<b>Choose two of the following courses:</b> (GCSE courses are in the top row and Vocational qualifications are in the second row.) * a Vocational Food course may also be offered			
<input type="checkbox"/> History	<input type="checkbox"/> Art & Design	<input type="checkbox"/> Art & Design	<input type="checkbox"/> D&T: Materials	<input type="checkbox"/> D&T: Textiles	
or	or	<input type="checkbox"/> Food Preparation and Nutrition *	<input type="checkbox"/> Music	<input type="checkbox"/> PE	
<input type="checkbox"/> Geography	<input type="checkbox"/> Business/Enterprise	<input type="checkbox"/> Business/Enterprise	<input type="checkbox"/> Sport	<input type="checkbox"/> Health and Social Care	<input type="checkbox"/> Creative iMedia/IT

**Pathway WEST**

<b>Choose either:</b>	<b>Choose either:</b>	<b>Choose either:</b> (These qualifications have equivalent time to two option subjects above.)
Enrichment: <input type="checkbox"/> Sport	<input type="checkbox"/> Art & Design	<input type="checkbox"/> Construction/Technology
or	or	<input type="checkbox"/> Health and Social Care
<input type="checkbox"/> IT	<input type="checkbox"/> Business/Enterprise	

Please note that courses will be run subject to viable numbers, therefore you must also pick two reserve subjects which should be taken from the same pathway that you have been recommended. Should the reserve subjects be used, you will be contacted in advance to discuss the change.

Reserve subject 1: \_\_\_\_\_ Reserve subject 2: \_\_\_\_\_

**Parent's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This information is correct at time of printing, however, new courses may be introduced as they become available – you will be contacted if this impacts on your choices.

**This form should be completed and returned to your form tutor no later than TUESDAY 26<sup>th</sup> FEBRUARY 2019**