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Dear Students and Parents/Carers,

This is a very important time for our Year 9 students, but also an exciting one. For the first time, students and their families will have the opportunity to make a series of choices that will directly influence their future.

Whilst this might feel a little scary, it is important to know that we as a school will support you through this process – ensuring you make the right choices that will lead to you thriving and being successful in all that you do. Teachers and school leaders have many years’ experience in this process and know exactly what to do each step of the way.

This booklet is designed to explain the process to you, showing you which subjects you will be continuing with, and which subjects you have a choice in deciding. We have thought carefully about the progress and opportunities of every single student and will be directing you to what we are calling your ‘pathway’. The number of subjects you take, which ones are compulsory and the number of choices you get is something we have thought very carefully about in order that we can ensure you are successful.

After the Year 9 KS4 Specialisms Evening, the coming weeks will be busily filled with plenty of decision-making support. We will be looking at careers and choices in PSHE lessons; we will also have special subject collective worships where teachers from each subject will tell students all about the courses, and there will also be subject taster lessons to help you make the right choices.

Please ensure that you read through this entire booklet as we are sure many questions you will have will be answered within.

We understand that these decisions can be difficult so it is important to know that all of our teachers and tutors are here to support and guide you through the process.

Good luck and best wishes.

Mr Coucill

**Frequently asked questions**

We are sure there will be many questions you have about this very important choices process – whilst we will be able to answer many of these through our interactive videos and lessons - it might be that the following information can answer some of those questions for you now.

**I’ve heard about all of the changes to GCSEs – what are they and how do they affect students?**

Education has experienced huge changes to GCSE and A Level subjects over the last few years. Each subject has a revised curriculum with the aim of making British qualifications comparable to those across the world. This has resulted in the inclusion of more difficult content, for which we are already preparing our students.

The government want all children to receive a broad curriculum made up of core subjects; English and maths, EBacc subjects; science, history, geography and a foreign language, as well as other foundation subjects. This range will give them a strong foundation for whatever they choose to do after Year 11.

In addition, the GCSE grading system has changed and students will receive a score on a scale of 1 to 9 (with 9 being the highest). The GCSE grades A\* - G no longer exist.

**What is the EBacc and why is it important?**

The ‘English Baccalaureate’ or ‘EBacc’ is a suite of academic subjects: English Language; English Literature; Mathematics; Science; Computing; a modern foreign language (Spanish) and History or Geography. Achievement in the English Baccalaureate is seen as an indicator of a strong performance by a student.

Choosing the Ebacc gives students access to a full range of employment options and the broad knowledge that employers are looking for. If they are thinking of going to university the Ebacc is also recommended by many of Britain’s universities.

With good grades in these qualifications you will be well placed able to compete on an equal standing with students from other schools for places at Sixth Form, Colleges or for apprenticeship placements. In order to maximise the chances of as many students as possible achieving the English Baccalaureate, you will be given the choice of either History or Geography and the vast majority of students will continue to study Spanish at GCSE.

To help you understand the Ebacc further, a copy of the government leaflet on the matter is attached to this booklet.

**Do you offer any other qualifications?**

As well as offering GCSE subjects we will also be offering students the opportunity to study BTEC, Cambridge National qualifications and NCFE CACHE in some subjects.

These qualifications are equivalent to GCSEs but measured slightly differently with students receiving Pass, Merit and Distinctions rather than the number grades used for GCSEs. These subjects are vocational subjects and include a ‘centre-assessed’ element which is work carried out in school that counts towards the final qualification. Whilst these subjects still include a final exam it will equate for much less of the final grade awarded, often the exam is as little as 25%, with the other 75% coming from the in-school assessment.

Vocational qualifications are excellent gateway qualifications for students that might be interested in continuing the subject at college or are considering an apprenticeship after school.

**How have you chosen the courses and exam boards?**

Teachers and leaders have worked hard to research the best courses and exam boards for our students, including working with the Year 9 students themselves through questionnaires and feedback. As a result, we are certain that we have selected a range of courses that will enable our students to thrive and achieve their potential.

**What subjects do they need to get into college, university or an apprenticeship?**

All students have to remain in education or training until they are 18 years old. The majority of college courses and apprenticeships require good grades in English and maths as a priority.

The new entry requirements for many courses, including A Levels (or equivalent) and apprenticeships include English, maths, and other core subjects at a grade 5 or higher. The most important point is for students to make good progress in all of their subjects and achieve the highest grades possible.

Students hoping to enter university are advised to pursue a traditional suite of subjects which include the EBacc subjects as mentioned previously. Further information about higher level apprenticeships, which lead to A-Level or degree qualifications, will be made available to students as part of their careers unit of work within PSHE.

**What support will students receive when making choices?**

Following on from the KS4 subject specialisms evening, there will be a series of collective worships where students will learn about some of the subjects available to them, followed by careers and choices lessons in PSHE with Mr Saunders.

Following this, students will have key stage four taster lessons in all of their subjects, providing them with plenty of opportunities to ask questions about the subjects that they can take in Years 10 and 11.

**What if we have no idea what to choose?**

If really unsure, it is always best to choose subjects that your child enjoys and can achieve well in. Talking to their class teachers and tutors is always useful too.

All students will have to continue with a broad range of core subjects: English, maths, science, history or geography and Spanish (for most students). All routes after year 11 require these subjects e.g. college, universities, apprenticeships and so any option subjects chosen will not create or stop any potential career paths.

**Will students definitely be able to get all of their choices?**

We ask students to state their order of preferences for each of the options subjects and we aim for all students to be able to study their highest preferences possible. We cannot guarantee they will get all of their top preferences as we have to fit everything into the timetable and keep the class sizes at a reasonable level.

**What do we do now?**

* Make sure you read through this booklet, even those subjects that you think you are not interested in!
* Ask questions in your taster sessions, so that you have a clear understanding of what the course will entail. Communicate with your subject teachers if you have any further questions about the subject.
* Listen carefully in your PSHE lessons and the special collective worship sessions we are putting in place to talk through all of the subjects in more detail.
* Make a note of the subjects that you are interested in, putting them in order of preference. Your final options form will be emailed out to you on **Monday 22nd January** to be completed by **Friday 9th February.**
* All students will receive a letter to inform them of their choices; this is likely to be in May as the grouping process can take a long time.

**Filling in your specialism choices form**

Your specialism choice form is designed for you individually. It will tell you the areas of compulsory study and the areas in which you are allowed to choose, based on decisions made by your teachers, subject leaders and school leader.

It is important to make choices that are broad and balanced so you are more open to options in your future education and employment.

There are some very good reasons for choosing a subject:

* You enjoy it in year nine and it interests you.
* You have performed well in the subject, and know you will succeed with it.
* It is important to you and will help with your future after Year 11.
* Your parents/carers and teachers have advised you that it is a good choice for you.

There are also some reasons that must not influence your decision:

* Your friends have said they are going to choose it – there are no guarantees that you will be in the same class as your friends.
* You think it is an easy course and you will not have to try your hardest
* You like the teacher that teaches you now – again, there are no guarantees that you will have the same teacher in the years to come.

At Derby Cathedral School we want to ensure you make the right decisions for you and will be supporting you every step of the way in this process. Please speak to your form tutor, Ms Nicholson or Mr Blackwood if you feel you need extra help.

**Core Subjects**

All students will continue to study the following subjects throughout years 10 and 11:

English (language and literature), maths, science, Spanish\*, PE, PSHCE, religious studies (short course) and one of history or geography.

\*(A small number of students will not take compulsory Spanish at the discretion of school leaders).

The following section gives further details about each of the courses including those which do not lead to an examination. History and geography information is included in the options section.

All courses followed will have internal assessments, including formal assessment, in order to gauge progress and identify any areas for improvement.

**Physical Education**

At KS4 the aim of Physical Education is to encourage students to lead a healthy active lifestyle and provide them with the necessary experiences to continue to participate in physical activity after they leave Derby Cathedral School.

Whether students study GCSE PE at key stage 4 or not, all students will still have 2 lessons of core PE per week.

Students will work both individually and in groups following a wide programme of study and activities that include sports such as football, rugby, netball, table tennis, rounders, athletics and netball. Students will also complete assessments which are linked directly to health and wellbeing.

All students will also be given the opportunity to participate in extracurricular activities and events.

Students are informed of their programme of study and are therefore expected to attend lessons with the correct equipment and kit to enable full participation.

**PSHE**

Although no formal qualification is achieved in PSHE, through the study of Personal, Social and Health Education students learn about and explore the world in which they live. Students challenge their own views and opinions on topics that matter to them. Our aim within PSHE is to inform and create a safe environment for the discussion of issues, develop skills in showing sensitivity and respect to the feelings, experiences and views of every member of the class and encourage employability skills to help with their future aims and ambitions.

Year 10 and 11 can be stressful, difficult and confusing, all whilst trying to find where they as young adults fit in and where they may aspire to fit in the future.

We will study the following themes across the key stage: Being me in my world, Celebrating difference, Dreams and goals, Healthy me, Relationships, Changing me.

This is a key subject for developing Derby Cathedral School pupils into being the best people they can be alongside gaining the best qualifications they can.

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| Subject: GCSE English Language Exam Board: AQA |
| Full course title |
| GCSE English Language |
| Course code |
| 8700 |
| Website address |
| https://www.aqa.org.uk/subjects/english/gcse/english-language-8700 |
| Examination / controlled assessment percentages |
| Paper 1: Explorations in Creative Reading and Writing  Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE  Paper 2: Writers' Viewpoints and Perspectives  Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE  Non-examination Assessment: Spoken Language  teacher set throughout course  marked by teachers  separate endorsement (0% weighting of GCSE) |
| Course outline |
| Paper 1: Explorations in Creative Reading and Writing  Section A: Reading - one literature fiction text  Section B: Writing - descriptive or narrative writing  Paper 2: Writers' Viewpoints and Perspectives  Section A: Reading - one non-fiction text and one literary non-fiction text  Section B: Writing -writing to present a viewpoint  Non-examination Assessment: Spoken Language  Presenting, responding to questions and feedback, use of Standard English |
| Assessment details |
| In both Paper 1 and 2 you will be faced with five questions. There will be four questions in the reading section and 1 question in the writing section. As the texts and materials in the exam are ‘unseen’ until the exam, you will learn how to answer questions in this style. In both papers you will be marked on your technical accuracy for the extended writing tasks.  The Speaking and Listening unit runs alongside the GCSE and is graded separately. It will have no impact on your GCSE Language grading, but is compulsory and conducted in school, not an exam. |
| Additional Information |
| English Language is one of the main foundations of both work and study. Whether or not you choose to study after GCSEs, employers and educational institutions will need you to have shown application and competence in this qualification.  You may wish to continue with English, a subject or job that has many similarities, or a career route that seems very different. People have used English as a launch-pad into broadcasting, journalism, acting, teaching and lecturing to mention but a few areas.  However, even for professions that may appear to be distinct from English such as medicine or scientific research, the ability to communicate accurately and effectively to your colleagues and peers is vital. |

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| Subject: GCSE English Literature Exam Board: AQA |
| Full course title |
| GCSE English Literature |
| Course code |
| 8702 |
| Website address |
| <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702> |
| Examination / controlled assessment percentages |
| Paper 1: Shakespeare and the 19th-century novel  Written exam: 1 hour 45 minutes - 64 marks - 40% of GCSE  Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.  Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole  Paper 2: Modern texts and poetry  Written exam: 2 hour 15 minutes - 96 marks - 60% of GCSE  Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.  Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.  Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. |
| Course outline |
| You will study Shakespeare and the 19th Century novel for Paper 1 of the exam. Your teachers will ultimately decide on the final texts you study at DCS, but popular plays such as Romeo & Juliet, as well as great 19th Century Novels like A Christmas Carol, would be excellent starting points for your own reading. You will prepare for Paper 2 by studying one of AQA’s poetry strands and learning the skills that will enable you to study and analyse unseen poetry. A modern play such as J.B. Priestley’s An Inspector Calls will also be included in this unit. |
| Assessment details |
| When you write about Shakespeare and the 19th Century Novel, you will be expected to write in the essay form and be able to relate specified extracts to the novel or play as whole, considering the writer’s craft and a range of themes and contextual factors. The poetry you study will be from the AQA Anthology and will require you to cover a cluster of 15 poems. In the exam you will need to compare one ‘named’ poem with another of your choice. You will also study an unseen poem and again be asked to compare it to another unseen poem. |
| Additional Information |
| It is important to remember that GCSE English Literature is about the ‘study’ of a play, novel or poem, not just reading it in class. It would be huge advantage to any pupil to read these texts in their own time, even have a personal copy. |

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| **Subject: Mathematics GCSE                        Exam Board: Edexcel** |
| **Full course title** |
| Edexcel GCSE Mathematics |
| **Course code** |
| GCSE Mathematics 1MA1 |
| **Website address** |
| <https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf> |
| **Examination / controlled assessment percentages** |
| 100% Written examination. |
| **Course outline** |
| All Year 10 pupils will start on a single 9-1 pathway. Final tier of entry decisions will be made in the Spring term of Year 11 and will be based on formative and summative assessments done throughout Years 10 and 11. All topics will be covered by all pupils with those on the Higher tier path covering them in greater depth with some additional knowledge and techniques. |
| **Assessment details** |
| The course is 100% examinations and all exams will be taken at the end of year 11. There are three, 1hr 30 min, equally weighted papers with 80 marks in each: Paper 1 – Non-calculator; Papers 2 and 3 – Calculator.  Each paper has a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. Foundation Tier is awarded at grades 1 to 5 and Higher Tier is awarded at Grades 4 to 9. |
| **Additional Information** |
| Students will require: Scientific calculator – recommended model is Casio FX-83GTX Scientific Calculator, 30cm ruler, pair of compasses, protractor (180o)  The Sparx Curriculum page clearly outlines the topics pupils will cover throughout Y10 and 11.  <https://sparxmathscurriculum.com/overview> |

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| Subject: Religious Studies (short course) Exam Board: AQA |
| Full course title |
| Religious Studies (short course) |
| Course code |
| Religious Studies (short course) 8061 |
| Website address |
| <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-short-course-8061> |
| Examination / controlled assessment percentages |
| 100% written exam |
| Course outline |
| Religious Education is a compulsory part of secondary education.  At Derby Cathedral School students will study a Religious Studies course that will result in a qualification worth ½ GCSE.  What do I study?   * Christian beliefs and teachings. * Jewish beliefs and teachings * Relationships and Families: Christian teachings about marriage, divorce, sexual relationships, contraception, the role of men and women. * Peace and Conflict: Christian teachings about war, peace, terrorism, forgiveness and reconciliation. |
| Assessment details |
| One written exam: 1 hour 45 minutes.  A combination of short answer and extended answer type questions. |
| Additional Information |
| Standard classroom equipment is needed for every lesson. Possible career paths: teacher, social worker, lawyer, police officer, medical professional and many other caring roles.  You will gain many transferable skills such as constructing arguments, communication, debating, and evaluation skills as well as having a firm grip on current, worldwide events. |

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| **Subject: Science Trilogy                        Exam Board: AQA** |
| **Full course title** |
| Combined Science Trilogy |
| **Course code** |
| 8464 |
| **Website address** |
| **https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance** |
| **Examination / controlled assessment percentages** |
| 100% Written examination |
| **Course outline** |
| Combined science (Trilogy) combines the three sciences (Biology, Chemistry and Physics) to make a double award equivalent to **two GCSEs**. The course has been designed to inspire and challenge learners of all abilities and aspirations. Over the course of Year 10 and 11, learners will cover the following content:  **Biology** 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics   * 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology * **Chemistry** 8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes   13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis  16. Chemistry of the atmosphere 17. Using resources.   * **Physics** 18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure * 22. Forces 23. Waves 24. Magnetism and electromagnetism. |
| **Assessment details** |
| The qualification is linear so all exams are at the end of year 11. There is no coursework or controlled assessments, 100% of the grade is determined by exams. There will be six exams of equal weighting (covering Biology, Chemistry and Physics), each out of 70 marks, which will combine together to give two GCSEs. Each written exam will be 1 hour 15 minutes, offered at both foundation and higher tier. |
| **Additional Information** |
| As well as providing a sound foundation for A-level study in a number of subjects including Biology, Chemistry, Physics, Psychology, Computer Science and Physical Education, GSCEs in the three sciences can lead to a range of careers. These include; dentist, doctor, forensic scientist, teacher, astronaut, astronomer, audiologist, clinical psychologist, ecologist, engineer, laboratory technician, meteorologist, microbiologist, nanotechnologist, electrician, palaeontologist, pharmacologist, psychiatrist, psychologist, sport and exercise scientist, nutritionist, vet, zoologist and many more!  Additional equipment students will require: a scientific calculator, a clear 30cm ruler and 360o angle measurer. |
| **Subject: Science Triple                        Exam Board: AQA** | |
| **Full course title** | |
| GCSE Biology, GCSE Chemistry and GCSE Physics | |
| **Course code** | |
| Biology - 8461 Chemistry - 8462 Physics - 8463 | |
| **Website address** | |
| 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 | |
| **Examination / controlled assessment percentages** | |
| 100% Written examination | |
| **Course outline** | |
| This course will suit any students with an enthusiasm for Science and an interest in understanding and explaining the biological, physical and chemical world around them. Students following the Triple Science course will study **three GCSE’s in Biology, Chemistry and Physics**. All of these qualifications have been developed in order to inspire and challenge students of all abilities and aspirations. Whilst the content of this course is similar to that studied in the combined Science qualification, it covers topics in more depth and includes additional, more challenging content.  Over the course of Year 10 and 11, learners will cover the following content:  **Biology –** 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology.   * **Chemistry –** 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter   3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere  10. Using resources  **Physics –** 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves   * 7. Magnetism and electromagnetism 8. Space physics (physics only) | |
| **Assessment details** | |
| The qualification is linear so all exams will be taken at the end of year 11. There is no coursework or controlled assessments, 100% of grade is determined by exams. This qualification will lead to successful students gaining 3 separate GCSEs in Science (Biology, Chemistry and Physics). For each Science there are two exams. These exams are all equally weighted and have 100 marks available in each. Each written exam is 1 hour 45 minutes and is available as both foundation and higher tier. | |
| **Additional Information** | |
| As well as providing a sound foundation for A-level study in a number of subjects including Biology, Chemistry, Physics, Psychology, Computer Science and Physical Education, GSCEs in the three sciences can lead to a range of careers. These include; dentist, doctor, forensic scientist, astronaut, astronomer, audiologist, clinical psychologist, zoologist and many more!  Additional equipment that students will require: a scientific calculator, a clear 30cm ruler and a 360o angle measurer. | |

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| Subject: Spanish Exam Board: AQA |
| Full course title |
| AQA GCSE (9-1) Spanish |
| Course code |
| 8698 |
| Website address |
| https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698 |
| Examination percentages |
| The examination papers and weightings are listed below. All of these skills will be regularly assessed throughout Year 10 and 11. However you will sit the final 4 examinations at the end of Year 11 in Spanish:  Paper 1: Listening and understanding in Spanish – 25% of your final GCSE  Paper 2: Speaking in Spanish – 25%  Paper 3: Reading and understanding in Spanish – 25%  Paper 4: Writing in Spanish – 25% |
| Course outline |
| You will study 3 themes across the course of Year 10 and 11. These 3 themes will include a variety of interesting and cultural topic and sub-topic areas relating to the Spanish-speaking world.  Identity and Culture – Me my family and friends/technology in everyday life/free time activities/customs and festivals in Spanish speaking countries or communities.  Local, national, international and global areas of interest- Home town, neighbourhood and region/social issues/global issues/travel and tourism.  Current and future study and employment – My studies/life at school or college/education post-16/jobs career choices and ambitions. |
| Assessment details |
| Across the course of Year 10 and 11, you will complete weekly vocabulary tests based on each topic to ensure you are learning the key words and phrases. You will also have regular grammar challenges and a formal assessment at the end of each topic to assess your individual skills for each of the 4 exam papers you will sit at the end of Year 11. |

**Specialism Subjects**

The following pages give important information about each of the courses available at GCSE level. Students will choose four of these subjects, with Spanish being a compulsory choice for all those students following the English Baccalaureate suite of subjects.

All courses followed will have internal assessments, including formal assessment weeks in each year in order to gauge progress and identify any areas for improvement.

If you require further information about any of these courses, please contact school and ask to be directed to the appropriate member of staff.

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| **Subject: Art and Design – Fine Art Exam Board: AQA** |
| **Full course title** |
| AQA Art and Design - Fine Art |
| **Course code** |
| 8202 |
| **Website address** |
| [**https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art**](https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art) |
| **Examination / controlled assessment percentages** |
| 60% controlled assessment (portfolio of work) 40% exam (10 hours supervised time) |
| **Course outline** |
| In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as those listed below:  Drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image  Printmaking, mixed media. They may explore overlapping areas and combinations of areas.  Within the context of fine art, students must demonstrate the ability to:  use fine art techniques and processes, appropriate to students’ personal intentions, for example:  mark-making  monoprint, Lino and block printing  assemblage  construction  carving  digital working methods  use media and materials, as appropriate to students’ personal intentions, for example:  charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials  clay, wood and metal, digital imagery, different papers and surfaces on which to work. |
| **Assessment details** |
| Students must complete two components:  **Component one: portfolio**  A portfolio of work that shows all four assessment objectives have been met. 96 marks available 60% of final GCSE grade.  **Component two: externally set assignment**  10 hours supervised time in school to prepare a piece of work that responds to an externally set assignment.  96 marks available - 40% of final GCSE grade |
| **Additional Information** |
| All students will be provided with an A1 and A3 art folder which they can transport between home and school. We expect students to bring their art folders to every lesson. Art and design will require students to spend time at home or after school completing portfolio work in order to meet all deadlines.  **Possible career pathways:** artist, fashion design, graphic design, photographer, theatre design, animator, video game designer, illustrator, architecture, product design, ceramics, advertising, publishing, plus many more! |
| **Subject: Art and Design: Photography** **Exam Board: Eduqas** |
| **Full course title** |
| WJEC Educas GCSE Art and Design: Photography |
| **Course code** |
| 601/8087/0 Photography |
| **Website address** |
| [**https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab\_overview**](https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab_overview) |
| **Examination / controlled assessment percentages** |
| Component 1 – Portfolio 60% of final mark (120 marks)  Component 2 – Externally set assignment 40% of final mark (80 marks) |
| Course outline |
| Students undertaking photography are required to demonstrate the knowledge, skills and understanding set out in the introduction to Section 2 through areas of study relevant to their chosen title.  Areas of study include: • Documentary photography • Photo-journalism • Studio photography • Location photography • Experimental imagery • Installation • Moving image: film, video and animation. Work is not limited to one area of study. |
| **Assessment details** |
| **Portfolio** This component consists of a major practical project/theme-based portfolio and outcome/s with integrated critical and contextual analysis. Assignments, briefs or themes undertaken are to be determined by the student and teacher. This component is designed to enable students to effectively develop an introductory foundation of core skills and encourage engagement with exciting creative experiences which build fundamental learning, knowledge, contextualisation skills and critical thinking.  Externally Set Assignment - Students are required to develop a personal response to one of a varied range of stimuli within specified time constraints. The Externally Set Assignment materials consist of a series of assignments based on themes, visual stimuli and written briefs set by WJEC. Students are required to select one of the set assignments and develop it in the form of: • a personal response • a specific design brief • or another suitable approach |
| **Additional Information** |
| This qualification counts as Art and Design so cannot be studied in conjunction with Fine Art.  Cameras will be provided by school so students do not need to purchase their own. Camera phones may also be used under controlled supervision in school.  **Possible career pathways:** artist, fashion design, graphic design, photographer, theatre design, animator, video game designer, illustrator, architecture, product design, ceramics, advertising, publishing, plus many more! |

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| Subject: Business Exam Board: OCR |
| Full course title |
| GCSE Business |
| Course code |
| J204 |
| Website address |
| https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/ |
| Examination / controlled assessment percentages |
| 100% examination. You will sit two 90 minute examinations at the end of the course. |
| Course outline |
| Over the two years of study, students will cover the following areas of study:   * Marketing, including advertising, development of products and setting the best price. * Recruitment, including how businesses get the right staff and keep them working well. * Business structures, including the different ways to set up a business. * Finance, including how businesses get the money to setup, operate and make a profit. * Business operations, including how businesses produce the things we buy. * Influences on businesses, including the environment and how many businesses are operating around the world. |
| Assessment details |
| Business paper 1: Business activity, marketing and people  Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources. 80 marks – 90 minutes – 50% of final GCSE **Business 02: Operations, finance and influences on business** Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow. They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business 80 marks – 90 minutes – 50% of final GCSE |
| Additional Information |
| Business can lead on to many vocational qualifications and is a good stepping stone for you in A Level subjects, especially Economics, Accountancy and of course A Level Business.  Work will be carried out in A4 exercise books that are provided by school and students will require a scientific calculator for some elements of the course, alongside their usual school equipment. |

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| **Subject: Child Development** **Exam Board: NCFE CACHE** |
| **Full course title** |
| NCFE CACHE Tech Award Level 1/ 2 Child Development and Care in the Early Years |
| **Course code** |
| 603/7012/9 |
| **Website address** |
| [**https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-12-technical-award-in-child-development-and-care-in-the-early-y-1613**](https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-12-technical-award-in-child-development-and-care-in-the-early-y-1613) |
| **Examination / controlled assessment percentages** |
| Non Examined Assessment (50%) and Examined Assessment (50%) |
| Course outline |
| This Child Development and Care in the Early Years qualification is designed for learners who want an introduction to child development and care that includes a vocational element. The qualification will appeal to learners who wish to pursue a career in the early years sector or progress onto further study.  This qualification will promote the learner’s understanding of children (birth to 5 years) and will focus on:   * Child development ; Factors that influence the child’s development; Care routines, play and activities to support the child; Early years provision; Legislation, policies and procedures in the early years; Expectations of the early years practitioner; Roles and responsibilities within early years settings; The importance of observations in early years childcare and planning in early years childcare. |
| **Assessment details** |
| CACHE award in Child Development and care comprises of nine mandatory units. This course is assessed by a Non-Examined Assessment (NEA) worth 50% of the overall grade at which will be sat at the start of Year 11, along with an External Assessment (EA) at the end of year 11. Grading is from Level 1 pass/merit/distinction to Level 2 pass/merit/distinction/distinction\*  The NEA has a 14 hour completion time plus 2 hours preparation and research.  The EA is a written exam that is a mixture of multiple-choice, short-answer and extended response questions. It is a 1 hour 30 minute exam.  It is the equivalent to a GCSE grading. |
| **Additional Information** |
| Students need to be fully prepared for lesson with the standard equipment.  With the ever-expanding need for workers in the childcare sector, this qualification will give students an excellent opportunity to progress into the field with many different job opportunities.  This qualification will provide a starting point for learners to decide whether a career in childcare and/or health and social care is right for you.  It will support you with the following pathways: early years practitioner, children’s nursing (paediatrics), social work, teaching, nursery nurse, residential childcare worker, learning support assistant and many more! |

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| **Subject: Creative iMedia                        Exam Board: OCR** | |
| **Full course title** | |
| Creative iMedia Cambridge Nationals Level 2 | |
| **Course code** | |
| [OCR Level 1/2 Cambridge National Certificate in Creative iMedia - J817](https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/) | |
| **Website address** | |
| [**https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/**](https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/) | |
| **Examination / controlled assessment percentages** | |
| 25% Written examination / 75% Centre-assessed tasks (3x25%) | |
| **Course outline** | |
| Creative iMedia is an option subject that awards a Level 2 Cambridge national certificate. It is a subject that will improve ICT skills as well as looking at customer requirements and briefs and analysing the final created solution. During the course of the subject, students will study for the exam:  The purpose and content of pre-production; planning of pre-production; production of pre-production documents; how to review pre-production documents.  For one of the pieces of coursework the students will study computer based images using software such as Adobe Photoshop and cover the below topics:  The purpose and properties of digital graphics; planning the creation of digital graphics; the creation of digital graphics; how to review created digital graphics  As well as two further teacher chosen topics that look at purpose, planning, creation and review chosen from:  2D and 3D digital characters; storytelling with a comic strip; multipage websites; digital animation; interactive multimedia products; digital sound sequences; digital photography; game concepts and developing digital games. | |
| **Assessment details** | |
| One written exam: 75 minutes - This question paper:  • contains a scenario on which all questions are based  • consists of two sections, comprising short answer and extended response questions  • assesses the quality of written communication  **Centre Assessed Tasks**  Three practical centre assessed tasks: 10 hours each (Spread over timetabled lessons)  The centre-assessed tasks:  • will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments | |
| **Additional Information** | |
| Standard classroom equipment is needed for every lesson, and computers will be used when appropriate. Books will be used to record lesson notes and for the theory side of the course.  Possible career paths: marketing, journalism, cinematography and film, graphics designer, games designer, website creator, photographer and advertisement. | |
| **Subject: Computer Science                        Exam Board: EdExcel** |
| **Full course title** |
| Computer Science |
| **Course code** |
| GCSE Computer Science (1CP2) |
| **Website address** |
| **https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html** |
| **Examination / controlled assessment percentages** |
| 50% Written examination - 50% Practical onscreen examination |
| **Course outline** |
| Computer Science is an option subject that is part of the EBacc suite of subjects. It is an ever-evolving qualification and incorporates both the theory behind computers, as well as practical programming. During the course of the subject, students will study:  Computational Thinking – developing computational thinking skills that enable them to design, implement and analyse algorithms for solving problems.  Data - learn how different types of data, such as sound, video and images are represented in a computer.  Hardware and Software - be familiar with the hardware and software components that make up a computer system.  Networks - understand the key principles behind the organisation of computer networks, such as network topographies, LANs vs WANs and the internet.  Issues and Impact - be aware of the influence of digital technology and recognise some of the issues and the impact on wider society associated with its use.  Problem solving with programming - Learning to program is a core component of a computer science course. Students should be competent at designing, reading, writing and debugging programs. They must be able to apply their skills to solve real problems and produce readable, robust programs. |
| **Assessment details** |
| **One written exam: 90 minutes**  This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items  **One practical onscreen exam: 120 minutes**  This paper is practical in nature and requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice. Students should then answer the six compulsory questions onscreen using Python 3 (The programming language used as part of this GCSE) |
| **Additional Information** |
| Standard classroom equipment is needed for every lesson, and computers will be used when appropriate. Books will be used to record lesson notes and for the theory side of the course.  Possible career paths: Software developer, engineer, architect, web developer, games developer, business owner, cyber security analyst  You will gain many transferable skills such as problem solving, learning new languages, building solutions, analytical and critical thinking, logical thinking and fixing errors. |

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| Subject: GCSE Drama Exam Board: Eduqas |
| Full course title - |
| Eduqas GCSE (9-1) in Drama |
| Course code |
| C690QS |
| Website address |
| https://www.eduqas.co.uk/qualifications/drama-gcse/#tab\_overview |
| Examination / controlled assessment percentages |
| Component 1: Devising Theatre (Non-Examined Assessment) 40% Component 2: Performing from a Text (Non-Examined Assessment) 20% Component 3: Interpreting Theatre (Written Exam - 1 hour 30 minutes) 40% |
| Course outline |
| The course will give learners a strong knowledge and understanding of how drama and theatre is developed and performed across a range of dramatic activities. Across the three components, learners will study:   * one complete performance text * two extracts from a second contrasting performance text placed within the context of the whole text * either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.   Learners will have the opportunity to work practically as designers and/or performers on: one devised performance using the techniques or characteristics of their chosen theatre practitioner or genre and one performance based on the second contrasting performance text using sections of text from the two extracts. |
| Assessment details |
| Devising Theatre - learners will create their own piece of theatre from Stimuli (art work, a poem, song lyrics – all set by the board). They will create the story and script and device on their chosen audience. This is videoed, assessed by the teacher and sent to the examination board for moderation.  Performing from a Text -learners will be assessed on their performance of scripted drama from a range of texts chosen by the examination board. This is assessed by the teacher and sent to the examination board for moderation.  Interpreting Theatre (Written Exam - 1 hour 30 minutes) 40% This is an examination sat at the end of year 11. Learners will be assessed on their understanding of drama texts and drama devices. |
| Additional Information |
| There are a number of extra-curricular opportunities within the performing arts department at DCS. While it isn’t mandatory to take part, attending these sessions will support and enhance students’ performing skills and confidence in drama. We are also working with many local providers to ensure there are opportunities for our students to perform within the community.  There are many pathways that are supported by studying GCSE Drama as it is a subject that allows students to develop their understanding of performance whilst increasing their confidence to speak in front of others. The course allows for progression to 6th form courses such as Drama and Theatre Studies, whilst providing students with many of the skills necessary to work in many creative and caring occupations from teaching, to social work. |

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| **Subject: GCSE Design and Technology Exam Board: Educas** | |
| **Full course title** | |
| Eduqas Design Technology: Textiles | |
| **Course code** | |
| C600QS | |
| **Website address** | |
| <https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_keydocuments> | |
| **Examination / controlled assessment percentages** | |
| 50% written exam 50% NEA (non-examination assessment) | |
| **Course outline** | |
| Through studying GCSE Design and Technology, you will be prepared 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.  The course will offer you the opportunity to solve real problems by designing and making textile products. | |
| **Technical principles**  Core knowledge and understanding:   * design and technology and our world * smart materials * electronic systems and programmable components * mechanical components and devices * Materials * Fibres and textiles | **Designing and making principles**  Core knowledge and understanding:   * understanding design and technology practice * understanding user needs * writing a design brief and specifications * investigating challenges * developing ideas * investigating the work of others * using design strategies * communicating ideas * developing a prototype |
| **Assessment details** | |
| **Component 1: Written exam**  Design and technology in the 21st century - 50% of final grade -100 marks available 2 hours sat in the summer term of year 11  **Component 2: NEA Contextual challenge**  50% of final grade - 35 hours - Portfolio of work produced with a textiles prototype.  Completed in school in supervised conditions.  3 contexts published by the exam board in June of year 10.  Example briefs: Sports and leisure, education and development, creating a solution for a greener world. | |
| **Additional Information** | |
| This course will be delivered with a textiles focus, students will produce a portfolio of textiles samples and mini products. Students will learn about a range of materials, their techniques and applications. Possible career paths: - Fashion Designer, Dressmaker, market researcher, homeware designers, product designer plus many more! | |

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| Subject: Food Preparation and Nutrition (Food Technology) Exam Board: AQA |
| Full course title |
| Food Preparation and Nutrition |
| Course code |
| 8585 |
| Website address |
| <https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585> |
| Examination / controlled assessment percentages |
| 50% exam 50% NEA (non-examination assessment) |
| Course outline |
| Food preparation and nutrition equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.  There are five key areas of study: Food, nutrition and health; food science; food safety food choice and food provenance. |
| Assessment details |
| Written exam  50% of final grade -100 marks available  20% of paper is multiple choice questions - 1hour 45 minutes  NEA 1 Science Investigation  15% of final grade - 30 marks available  2 hour science investigation and portfolio write up  Example task: *Investigate what type of flour is best for bread making.*  NEA 2 Food Preparation Task  35% of final grade - 70 marks available  3 hour practical exam and portfolio write up  Example task: *Plan, prepare, cook and present a range of dishes which are a good source of fibre and would appeal to teenagers. Present three final dishes.* |
| Additional Information |
| Standard lesson equipment will be required in all theory lessons. Practical sessions will happen weekly and ingredients will be required for these sessions. (More information about how we can support with ingredient purchases will be given.at the options event).  Possible career paths: Agriculture, food safety and quality, food scientist, nutritionist, dietician, chef, events management, teacher, environmental health officer, health care, marketing, plus many more! |

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| Subject: Geography Exam Board: AQA |
| Full course title |
| GCSE Geography |
| Course code |
| 8035 |
| Website address |
| <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035> |
| Examination / controlled assessment percentages |
| 100% examination |
| Course outline |
| Physical Geography.  Natural hazards including volcanoes, earthquakes, tropical storms and other forms of extreme weather, and the impacts of natural and human induced climate change.  Living world including food chains and food webs, and both tropical rainforest and hot desert ecosystems.  Physical landscapes of the UK including rivers and coasts  Human Geography  Urban issues and challenges looking at both low and high income countries and sustainability  The changing economic world looking at the impacts of uneven development  Resource management – considering energy, water and food resource management.  2 contrasting pieces of fieldwork. 1 human and 1 physical geography |
| Assessment details |
| 3 exam papers. All are a combination of multiple-choice questions, short answer, longer answer and essay style questions. 12 marks are available across the 3 papers for spelling, punctuation, grammar and the use of specialist terminology (SPaG)  Paper 1: Living with The Physical Environment 1hr 30 mins, 35% of GCSE  Paper 2: Challenges in the human environment 1hr 30 mins, 35% of GCSE  Paper 3: Geographical Applications 1hr 30 mins, 30% of GCSE |
| Additional Information |
| The geography GCSE will give you many transferable skills including data analysis and interpretation, constructing arguments and evaluation, place and locational knowledge and develop and understanding of wider global issues and the interconnectedness of world events, environmental issues and sustainability, and the impacts of political and economic decisions on social factors.  A good understanding of geography can lead to many varied careers from town planning, surveying and working in the civil service to environmental engineering and pollution control. Geographers are also heavily relied on by non-governmental organisations and charities working in a variety of areas across the globe on disaster relief and projects supporting sustainable development. |

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| Subject: BTEC Health and Social Care Exam Board: Pearson/Edexcel |
| Full course title |
| BTEC Level 1/Level 2 Tech Award in Health and Social Care |
| Course code |
| 603/0395/5 |
| Website address |
| https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html |
| Examination / controlled assessment percentages |
| 60% internal assessment – 40% external assessment carried out and supervised in school time. |
| Course outline |
| Component 1: Human Lifespan Development  How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners. This part of the course is taught through a variety of activities in lessons and assessed through an internally assessed assignment.  Component 2: Health and Social Care Services and Values  Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. This part of the course is taught through a variety of activities in lessons and assessed through an internally assessed assignment.  Component 3: Health and Well-being  Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan. |
| Assessment details |
| Component 1 - Internally assessed  Component 2 - Internally assessed  Component 3 - The supervised, externally set assessment is carried out in a period maximum of three hours and must be arranged in an allocated time in May of Year 11. It is worth 40% of the final grade. |
| Additional Information |
| Studying Health and Social Care enables students to develop many transferable skills including independent thinking, empathy, people skills, compassion and organisation.  Routes to employment and post 16 courses  Students who have studied Health and Social Care go on to study courses at college, sixth forms and universities such as nursing, social work, teaching and health and social care to a higher level.  Students who have studied Health and Social Care have access to a wide range of careers and employment opportunities such as nursing, psychiatry, teaching, research or social work. |

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| Subject: GCSE History Exam Board: AQA |
| Full course title |
| GCSE History |
| Course code |
| 8145 |
| Website address |
| https://www.aqa.org.uk/subjects/history/gcse/history-8145 |
| Examination / controlled assessment percentages |
| 100% Examination to be taken at the end of the course |
| Course outline |
| This exciting course will allow students to study a range of topics taken from areas of British, European and world history. The course includes the study of a theme across time and also gives students the opportunity to look in detail at specific time periods that have shaped the modern world:  Britain: Health and the people – a chance to explore how modern medicine developed from the butchery of the Middle Ages.  Norman England – 1066 - 1100 – an in-depth look at the causes and consequences of the Norman invasion of England.  Germany, 1890 - 1945 – explore Germany’s journey from dictatorship to democracy and back again and find out what it was like to live in Hitler’s Germany.  Conflict and Tension: 1918-39 – Discover how the world went back to war just over 20 years after the First World War ended. |
| Assessment details |
| The course is assessed through 2 written exams: 2 hours each at the end of Year 11.  All questions require a detailed written response that will test your essay writing abilities and your ability to select and evaluate evidence. |
| Additional Information |
| For history lessons you will need to bring your standard equipment to every lesson.  History is an extremely highly regarded subject by many further education institutions and employers. It teaches a broad range of skills, including analysing evidence, justifying points and clear, structured extended writing.  History also gives you an understanding of how the current world was shaped by significant events in the past. A study of history and the additional skills it provides is a great way to develop transferable skills that can prove invaluable in almost any profession – but particular for those interested in law, politics, education and public sector roles such as the police and social work. |

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| **Subject: Further Mathematics  Level 2 Certificate                     Exam Board: AQA** |
| **Full course title** |
| AQA Certificate Level 2 Further Mathematics |
| **Course code** |
| 8365 |
| **Website address** |
| https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365 |
| **Examination / controlled assessment percentages** |
| 100% Written examination. |
| **Course outline** |
| AQA Level 2 Certificate in Further Maths is offered as an extra-curricular option. It will be covered over two years in a 1 hour after school lessons. AQA Level 2 Certificate in Further Maths is a unique qualification designed to stretch and challenge high achieving mathematicians who are expected to achieve the top grades in GCSE Mathematics (Grades 8 or 9) and are likely to progress to A-level study in Mathematics and possibly Further Mathematics.  Further Mathematics complements GCSE Mathematics by encouraging students' higher Mathematical skills, particularly algebraic reasoning. It builds on the Key Stage 4 curriculum and is intended as an additional qualification to GCSE Mathematics, rather than as a replacement. It doesn't infringe upon AS Level Maths but does help students prepare for the extra rigour required in further studies at Level 3.  Content includes: Number, Algebra, Coordinate Geometry, Calculus, Matrix transformations, Geometry. |
| **Assessment details** |
| The qualification is linear so all exams will be taken at the end of year 11.  100% of the final grade is determined by exams.  There are two 1 hr 45min, equally weighted papers with 80 marks in each.   * + Paper 1 – non-calculator   + Paper 2 – Calculator   Content from any part of the specification may be assessed on any paper.  Each paper has a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. |
| **Additional Information** |
| **Benefits of Further Mathematics**  Further Mathematics bridges the gap between GCSE and A-level. The knowledge and skills delivered by the Further Mathematics course are invaluable in helping students cope with the mathematical content of other A-level subjects. For example, Pure Mathematics is useful in Science, Mechanics is useful in Physics and Statistics is useful in Business Studies and Geography. Further Mathematics provides an extra mathematical qualification that will enhance career prospects. Highly numerate students are eagerly sought in all areas of employment especially Science, Engineering, Computing, Accounting, and Business Studies.  **Students will require:**  Scientific calculator – recommended model is Casio FX-83GTX Scientific Calculator, 30cm ruler, pair of compasses, protractor (180o). |

**Music Specialisms**

We are proud of the range of music qualifications we are able to offer at Derby Cathedral School. There are different routes that you can take dependent on your knowledge and experience and - should you opt to take music - your class teacher will look closely at your level of understanding to make the choice that is right for you.

The main differences between the GCSE and BTEC music qualifications are:

**Externally-Assessed Component GCSE 40% Listening and Apprising Examination. Btec is 40% an externally assessed vocational task relating to the music business. Students will respond to the examination brief to create a musical product.**

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| Subject: GCSE Music Exam Board: Eduqas |
| Full course title |
| Eduqas GCSE Music (9-1) in Music |
| Course code |
| C660QS – QAN - 601/8131/X |
| Website address |
| https://www.eduqas.co.uk/qualifications/music-gcse/#tab\_overview |
| Examination / controlled assessment percentages |
| Component 1: Performing (Non-Examined Assessment) 30%  Component 2: Composing (Non-Examined Assessment) 30%  Component 3: Written Exam (1 hour 15 minutes) 40% |
| Course outline |
| Students study music from four different areas of study over the two year course: Musical Forms and Devices; Music for Ensemble; Film Music; Popular Music.  Students will also learn two pieces of music in depth; one from area of study 1 and one from area of study 4. Students will be assessed on the listening and appraising aspect of the course in the summer examination series at the end of year 11.  Performance -Students prepare a minimum of two performances, one of which must be an ensemble, lasting between 4-6 minutes. One of the pieces performed must link with one of the area of study detailed above. This is non-examined assessment and is marked by the subject teacher and moderated by the exam board.  Composition - Students create two compositions, one in response to a compositional brief set by the examination board. The second composition is a free composition in which learners set their own brief. This is non-examined assessment and is marked by the subject teacher and moderated by the exam board. |
| Assessment details |
| Assessment Objective 1 is assessed through performance (30%) This is assessed by your teacher and sent to the examination board for moderation.  Assessment objective 2 is assessed through composition (30%). This is assessed by your teacher and sent to the examination board for moderation.  Assessment objectives 3 and 4 are assessed in the written examination (1 hour and 15 minutes) taken at the end of the course. There are 8 questions in total; two on each of the four areas of study:  Area of study 1: Musical forms and devices  Area of study 2: Music for ensemble  Area of study 3: Film music  Area of study 4: Popular music |
| Additional Information |
| Whilst it is not mandatory, students may find it beneficial to have the support of an instrumental music teacher to help them select appropriate repertoire for the performance aspect of the course. This, however, is only advised.  The study of GCSE music can lead to the study of A level music and other Level 3 qualifications at college or 6th form. Following this, there are many careers in which GCSE Music is useful or necessary, from professional musician to teacher to music therapists! |
| Subject: Btec Level 1/2 Tech Award in Music Practice Exam Board: Pearson |
| Full course title |
| Btec Level 1-2 Tech Award in Music Practice |
| Course code |
| 603/7055/5 |
| Website address  https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html |
| Examination / controlled assessment percentages |
| 40% of the assessment is a paper-based examination marked by the examination board.  There are also 2 internally assessed units that are each worth 30% each. |
| Course outline |
| Unit 1: The Music Industry. If you wish to work in the music sector or intend to progress to higher qualification levels, you will need to understand the various business practices within the industry and the range of job opportunities that exist.  Unit 2: Managing a Music Product. This unit will enable you to manage the planning, delivery and promotion of a live concert, recording, or other music product.  Unit 6: Music Recording. You will record from audio sources such as acoustic instruments, amplified instruments, electronic instruments and vocals.  Unit 7: Music Sequencing. You will learn how to create music using a variety of sources, including loops and software instruments. |
| Assessment details |
| Component 1: Exploring Musical Products and Styles – Students will learn about different styles of music and demonstrate their understanding of how to use techniques to create music (this can be through music production, performance or composition)  Component 2: Music Skills Development – Students will understand the roles of performer, producer or creator in the music industry and demonstrate the professionally and commercial skills needed for the music industry. Additionally, students will apply the development processes for music skills and techniques  Component 3: Responding to a Music Brief – Students will respond to the music brief in whichever format they choose. This could be through performance tasks, creating original music or using a DAW to create a musical piece from a given starting point. |
| Additional Information |
| There are a number of extra-curricular opportunities within the performing arts department at Derby Cathedral School. While it isn’t mandatory to take part, attending these sessions will support and enhance students’ performing skills and confidence in music. We are also working with many local providers to ensure there are opportunities for our students to perform within the community.  BTEC Tech Award in Music Practice is a subject that can lead to many exciting career avenues – whether it be leading to the further study of music at 6th form/college level, or an eventual career in the music and entertainment industry ranging from concert promotion, technical support to music engineering, performance and teaching. |

**Physical Education Specialisms**

The Physical Education department are proud to offer a range of qualifications to suit the needs of all students. Students will be allocated a route that is fully accessible to them dependent on their knowledge and experience.

The two routes in to Physical Education qualifications are GCSE PE and BTEC Sport.

The main differences between the GCSE and BTEC qualifications are:

**GCSE PE**

GCSE 60% - Exam Assessment – 10% Controlled assessment - 2 written Papers 1 hour each.

Paper 1 – Applied anatomy and physiology – 60 marks (30%)

Paper 2 – Social-cultural influences, Sports psychology, Health and fitness – 60 marks (30%)

Controlled assessment – AEP (10%)

**Cambridge National**

Cambridge national Sport Science is a unit based assessed course in which students are assessed through controlled assessment, practical and online tests. Students will be required to meet strict deadlines and will receive continual feedback on their progress through assessing pupil progress charts. This will help staff, students and parents monitor any outstanding pieces of work that are owed.

Students will be awarded either a pass, merit or distinction and sample pieces of work will be moderated by an external party.

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| Subject: Physical Education Exam Board: OCR |
| Full course title |
| GCSE Physical Education |
| Course code |
| GCSE - Physical Education (9-1) - J587 (from 2016) - OCR |
| Website address |
| <https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment-gcse.pdf> |
| Examination / controlled assessment percentages |
| External Assessment - 60% of Full Course  2 Written Paper 1 hour each  Paper 1 – Applied anatomy and physiology – 60 marks  Paper 2 – Social-cultural influences, Sports psychology, Health and fitness – 60 marks  Practical Activity - 80 marks  Controlled Assessment - 40% of Full Course  3 practical sports assessments:  From a least 1 team game and 1 individual game  1 controlled assessment - Evaluating and Analysing Performance |
| Course outline |
| The Physical Education option is intended to offer students the opportunity to further their knowledge and understanding of a wide range of topics within the sport & health sector. Students will cover issues to do with anatomy and physiology, health and fitness, socio-cultural effects of sport as well as leadership and practical elements.  Students will be continually assessed in a variety of forms, including examination and periodic tests, coursework and extended answer questions as well as practically with their physical performance.  Students are expected to have an interest in all aspects of Physical Education as their prior experience; understanding of all forms of physical activity and health will help them access the course to a higher level.  Students are required to be committed to Physical Education both inside and outside the classroom by attending or participating in extra-curricular clubs to aid their learning.  There are both theoretical and practical elements that are mandatory to successfully completing the course. |
| Assessment details |
| 2 written Papers 1 hour each  Paper 1 – Applied anatomy and physiology – 60 marks (30%)  Paper 2 – Social-cultural influences, Sports psychology, Health and fitness – 60 marks (30%)  Controlled assessment – AEP (10%) |
| Additional Information |
| The Physical Education option provides a solid basis for students who wish to study A Level Physical Education or BTEC Sport Level 3 National. Students will be given both academic and vocational experiences which are recognised by UCAS and universities towards tertiary education.  With the growing popularity of Health & Leisure sector, Physical Education is seen as the ideal stepping stone towards professions such as Physiotherapist, Personal Training, Sport Development Officers, Teaching, Coaching and Performance Analysts. |

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| Subject: Physical Education Exam Board: OCR/ Pearson |
| Full course title – Sport Studies |
| Course code - Cambridge National – J828 |
| Website address |
| <https://www.ocr.org.uk/Images/610952-specification-cambridge-nationals-sport-science-j828.pdf> |
| Examination / controlled assessment percentages |
| The vocational option in Sport aims to give students a different experience of the Sport, Health and Leisure profession by looking at it from an Industry perspective. Students will learn valuable professional skills such as report writing, presentation skills, Interview techniques and strategies as well as analysis, promotion and marketing under the framework of ‘planning, performing and reviewing.’ Visits and experiences to Gyms, Universities and other Sport, Health and Fitness environments help provide context to the course. Students will be continually assessed in a variety of forms, including examination and periodic tests, alongside coursework and video evidence to illustrate their progress. They are also assessed in their performance throughout the course. All these methods are used to highlight students’ knowledge. All participants are expected to have an interest in Sport, Health and Fitness to help support their learning; this will help their understanding of the subject allow them to access the course to a higher level. Students are required to be committed to Physical Education and sport both inside and outside the classroom by attending or participating in extracurricular clubs to aid their learning. |
| Course outline |
| The Sports Science option is intended to offer students the opportunity to further their knowledge and understanding of a wide range of topics within the Sport & Health sector. Students will cover issues to do with anatomy and physiology, health and fitness, sports injury, as well as leadership and practical elements.  Students will be continually assessed in a variety of forms, including examination and periodic tests, coursework and extended answer questions, as well as practically with their physical performance.  Students are expected to have an interest in all aspects of Physical Education as their prior experience; understanding of all forms of physical activity and health will help them access the course to a higher level.  Students are required to be committed to Physical Education both inside and outside the classroom by attending or participating in extracurricular clubs to aid their learning.  The course contains both theory and practical elements that are mandatory and students must be committed to all aspects if they are to achieve and excel. |
| Assessment details |
| Continued assessment through coursework. Externally assessed exam. |
| Additional Information |
| What next?  The Physical Education option provides a solid basis for students who wish to study A Level Physical Education or BTEC Sport Level 3 National.  Students will be given both academic and vocational experiences which are recognised by UCAS and universities towards tertiary education.  With the growing popularity of Health & Leisure sector, Physical Education is seen as the ideal stepping stone towards professions such as Physiotherapist, Personal Training, Sport Development Officers, Teaching, Coaching and Performance Analysists. |

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| Subject: Religious Studies (Full Course) Exam Board: AQA |
| Full course title |
| Religious Studies A (Full Course) |
| Course code |
| Religious Studies A (Full Course) 8062 |
| Website address |
| <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062> |
| Examination / controlled assessment percentages |
| 100% written exams |
| Course outline |
| Religious Education is a compulsory part of secondary education.  At Derby Cathedral School students who show a particular interest or ability in the subject will have the opportunity to complete a full GCSE course in Religious Studies.  What do I study?   * Christian beliefs and teachings. * Jewish beliefs and teachings * Relationships and Families: Christian teachings about marriage, divorce, sexual relationships, contraception, the role of men and women. * Religion and life: The origins and value of the universe; The origins and value of human life * The existence of God and revelation: Philosophical arguments for and against the existence of God. * Religion, crime and punishment: Religion, crime and the causes of crime; Religion and punishment. |
| Assessment details |
| Two written exams: 2 x 1 hour 45 minutes.  A combination of short answer and extended answer type questions. |
| Additional Information |
| Standard classroom equipment is needed for every lesson.  It is extremely desirable for any future career that regularly deals with people e.g. teacher, social worker, lawyer, police officer, medical professional and many other caring roles.  Areas of work such as journalism that require thoughtful, reflective thinkers who can skilfully communicate ideas would also benefit. In addition to this, Religious Studies is a well-respected subject in its own right and suitable for entry into a wide range of post 16 courses and other professions.  You will gain many transferable skills such as constructing arguments, communication, debating, and evaluation skills as well as having a firm grip on current, worldwide events. |