

# CATMOSE COLLEGE KS4 OPTIONS BOOKLET



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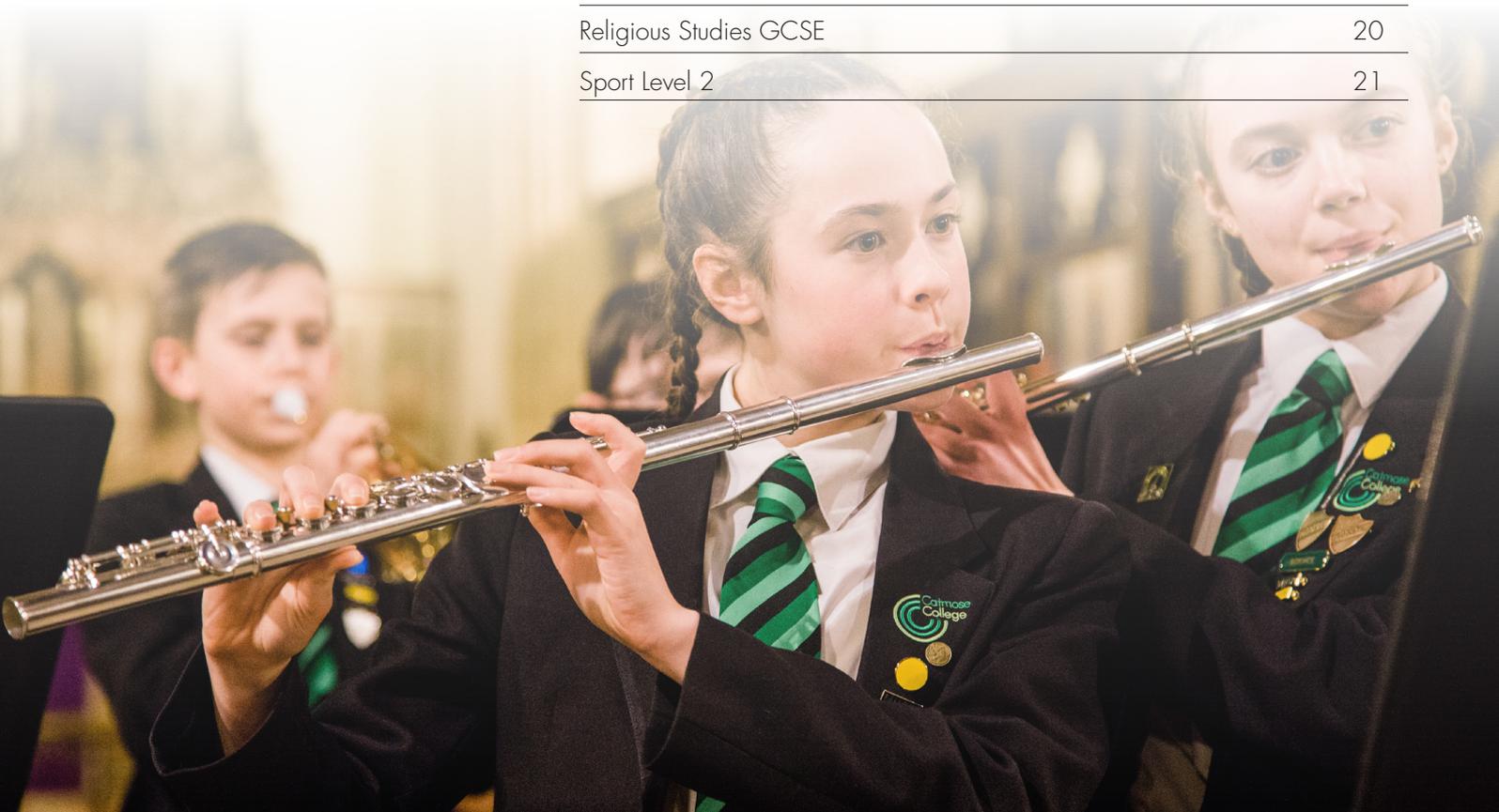
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# PRINCIPAL'S WELCOME

Dear Students,

In much of life there is little choice regarding the path we follow; who our family are, where we are born and indeed, what subjects you study for much of the time at College. The electives are your first experience of subject choice; there will be few of you who will not have regretted choosing an elective at some point because it wasn't what you were expecting. A wrong elective choice is only for six weeks, the GCSEs you are about to choose will stay with you for at least the next two years. It is important therefore, that you consider which options you choose with great care by reading the course descriptions in this booklet, speaking with your teachers and parents and if it would help, our Careers Advisor, Mrs Meynell. In all of this decision-making, you should also consider what you want to do when you leave College.

The subjects we offer are intended to offer a broad range of choices whilst ensuring you continue to study a balanced curriculum that will leave as many future careers or A levels open to you for your post-16 options. If you are a student ultimately aiming for university, with target grades of 6 or higher, then you will need to study three sciences alongside a language and humanities subject. If you are currently considering a vocational route such as an apprenticeship, please consider practical based courses such as; graphics, technology, IT and sport which will support these aspirations.

You should ensure that your choices also offer the opportunity to develop skills beyond those in the core academic subjects and a range of enrichment courses in the arts, performance, technology and sport should be considered to give your curriculum additional breadth.

Yours sincerely,

*SP Williams*

## RUSSELL GROUP UNIVERSITIES

The Russell Group universities represent 24 of the UK's top higher education institutions and promote excellent teaching and research. You'll find them all at the top of the UK rankings, as well as some global league tables. The universities are Birmingham, Bristol, Cambridge, Edinburgh, Glasgow, Imperial College London, Leeds, Liverpool, London School of Economics, Manchester, Newcastle, Nottingham, Oxford, Sheffield, Southampton, University College London and Warwick, Cardiff and King's College London.

### ENTRY CRITERIA: FACILITATING SUBJECTS

To apply for these universities, the group recommends that students take the facilitating subjects. These are:

- English literature
- History
- Modern languages – French, German, Spanish
- Classical languages – Latin, Ancient Greek
- Maths and Further Maths
- Physics
- Biology
- Chemistry
- Geography

These subjects are known as facilitating because they are required by many universities to access degree courses. For example, lots of science degrees require students to have two or sometimes three A levels in Maths, Physics, Chemistry or Biology.

Many specialist courses at A level and beyond also take a large part of their content or structure from facilitating subjects. For instance, engineering includes elements of Maths and Physics, and communication and culture includes skills from English and Media Studies – so choosing a facilitating subject will prepare you for a range of courses.

Therefore, your options have been designed to ensure that you are able to access post-16 courses in the facilitating subjects, so that you have the best possible chance of getting into the best universities.



# ENGLISH LANGUAGE

## GCSE

### COURSE OVERVIEW

The GCSE English Language programme of study develops and extends students understanding of the way the English language both functions as part of, and enhances our experiences of daily life. Students' English lessons are saturated with exciting and stimulating fiction and non-fiction texts that help them understand how to craft their own writing and speaking for different purposes. The course has a symbiotic relationship with GCSE English Literature, as both carefully consider the technicalities and craft of writing, as well as the experiences of readers in different contexts.

### CONTENT COVERED

The GCSE content is delivered through a series of themed modules that allow students to develop technical accuracy skills, alongside their analysis and evaluation of both fiction and non-fiction texts. These units are linked broadly to the Literature curriculum, allowing students to see links between the way writers in different times and places, are able to explore similar issues in a range of ways. For example, in Year 10 students study a unit entitled 'Inequality' which explores non-fiction experiences of inequality across the 19th, 20th and 21st Centuries. This is taught at the same time as 'An Inspector Calls' in Literature, so students are able to apply their knowledge and skills in both courses.

### WHY TAKE THIS COURSE?

English is a compulsory subject at GCSE level. Understanding the power of language is absolutely critical for students as they navigate the challenges of the world around them. English Language GCSE enables students to appreciate, evaluate and manipulate the world around them. Our aim is to provide students with the skills needed to navigate both functional language tasks in the adult world, but also with a long lasting love of language. It is highly valued in both education and employment, regardless of option choices. Local colleges provide a range of opportunities to study English and related studies at AS and A Level. Courses include English Language and Literature (combined); English Literature; Communication Studies; Media Studies; Drama and Theatre Studies.

A full breakdown of our curriculum design and content can be found on the College website.

### ASSESSMENT

Exam Board: AQA  
English Language (8700)

Paper 1: Explorations in creative reading and writing	1 hour 45 minutes	(80 marks)
Paper 2: Writers' viewpoints and perspectives	1 hour 45 minutes	(80 marks)
Spoken Language (NEA)	Separately endorsed	

All students will take both GCSE English Language and GCSE English Literature.

# ENGLISH LITERATURE GCSE

## COURSE OVERVIEW

GCSE English Literature allows students to explore the world through a range of texts, from across time and across the world. Developing skills established in KS3 students study novels, plays and poetry in Year 10 and 11. The skills taught harmonise with those covered in the English Language GCSE as students explore, analyse and evaluate the choices the writers make, and how these choices were influenced by the world around them.

## CONTENT COVERED

Students study JB Priestley's *An Inspector Calls*, from the set lists of modern texts provided by AQA, Charles Dickens' *A Christmas Carol* from the pre-19th Century texts list and *Macbeth* from the Shakespeare list. These texts explore issues of power, identity and change set against different political and historical backgrounds, and students spend time exploring the way the texts have been received in different time periods. As well as this, there are two poetry elements covered: an anthology of poems clustered around the theme 'Power and Conflict' which consists of 15 poems, and preparation to explore two unseen poems in their exams.

## WHY TAKE THIS COURSE?

English Literature is one of the most important subjects students can take to develop and shape their own view of the world: as it was, as it is and how they want it to be in the future. Through the experiences of the characters they meet and the writers who create them, students are encouraged to evaluate the choices that people make, and how those choices are examined through the lens of literature. Literature is highly valued in both education and employment, regardless of option choices. Local colleges provide a range of opportunities to study English and related studies at AS and A Level. Courses include English Language and Literature (combined); English Literature; Communication Studies; Media Studies; Drama and Theatre Studies.

A full breakdown of our curriculum design and content can be found on the College website.

## ASSESSMENT

Exam Board: AQA  
English Language (8702)

Paper 1: Shakespeare and Pre-19th Century text  
Paper 2: Modern texts and Poetry

1 hour 45 minutes  
2 hour 15 minutes

(64 marks)  
(96 marks)



# TRIPLE SCIENCE GCSE

## COURSE DESCRIPTION

AQA Triple Science is a trio of courses that are modern and linear, stimulating students' interest in how science works. The majority of students for this course will be entered in the higher tier with target grades of 5 - 9.

## CONTENT COVERED

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### BIOLOGY

Students will study:

#### Year 10

- 4.1 Cell Biology
- 4.2 Organisation
- 4.3 Infection and Response
- 4.4 Bioenergetics
- 4.5 Homeostasis and Response

#### Year 11

- 4.5 Homeostasis and Response
- 4.6 Inheritance, Variation and Evolution
- 4.7 Ecology
- Revision

Students will gain a good understanding of living things from the intricacies of ecosystems to the simplicities of individual cells. Students will experience key practicals that support and consolidate scientific concepts, and develop their investigative and practical skills, including performing sampling techniques, investigating biological changes and using microscopes to make scientific drawings. 10% of the marks in a Biology paper will be for mathematical skills, which may include percentage change as well as performing multi-step calculations.

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### CHEMISTRY

Students will study:

#### Year 10

- 4.1 Atomic Structure
- 4.2 Structure, Bonding and Properties
- 4.3 Quantitative Chemistry
- 4.4 Chemical Changes
- 4.5 Energy Changes
- 4.6 Rate and extent of chemical change

#### Year 11

- 4.7 Organic Chemistry
- 4.8 Chemical Analysis
- 4.9 Chemistry of the Atmosphere
- 4.10 Using Resources
- Revision

Students will perform investigations that follow a range of chemical changes, including conducting experiments into how chemicals respond to different conditions, and performing analysis on samples of organic and inorganic substances. Students' intrigue regarding how chemical reactions work and the components of these reactions, right down to sub-atomic particle level will be addressed throughout the course. 20% of the marks in a Chemistry paper will be for mathematical skills, including calculations of concentrations and using data from rate of reaction graphs and gradients.



## PHYSICS

Students will study:

### Year 10

- 4.1 Energy
- 4.2 Electricity
- 4.3 Particle model of matter
- 4.4 Atomic Structure
- 4.5 Forces

### Year 11

- 4.5 Forces
- 4.6 Waves
- 4.7 Magnetism and Electromagnetism
- 4.8 Space Physics
- Revision

Students will develop confidence with recalling, identifying, using and rearranging equations to perform a range of calculations. In addition, tasks such as calculating speed from a graph using a tangent, will be commonplace, as 30% of the marks in a Physics paper will be for mathematical skills. Students will undertake key practicals that require them to make links between a range of variables, including using specialist equipment to investigate infra-red radiation, forces and the speed of waves, in addition to gaining further understanding into the laws that we currently use to explain why all matter and energy exists.

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## WHY TAKE THIS COURSE?

Each course is designed to develop scientific thinking, enhance experimental skills and the ability of students to analyse and evaluate within a science context. Each science GCSE qualification provides a solid foundation for studying A level Chemistry, Physics or Biology; giving a general background for those wanting to specialise in one or more of the separate sciences in their further education. Furthermore, studying the Triple Science course provides access to a variety of career options in areas such as sport and fitness, engineering, medicine and healthcare.

## ASSESSMENT

Each of the science disciplines is assessed with two 1 hour 45 minute written papers (as a Terminal Examination), with each paper being worth 50% of the final GCSE.

# MATHEMATICS

## GCSE

### COURSE OVERVIEW

The GCSE Mathematics programme of study is designed to build upon the progress students have made at KS3. At Catmose, students start to transition into GCSE study during Year 9 where they consider all overlapping content from both KS3 and KS4 curricula and then tackle GCSE only content during Year 10 and Year 11. Alongside the defined knowledge and skills set out in the national curriculum, our teaching does not lose sight of introducing arithmetical knowledge for life as well as, when appropriate, going beyond what is required to better prepare our students for post 16 study.

**Course type:** Two tier - Foundation (levels 5-1) / Higher (levels 9-4)

### CONTENT COVERED

The GCSE programme of study covers six areas of mathematics: number; algebra; ratio, proportion and rates of change; geometry and measures; statistics; and probability. Students are expected to be competent and confident within each area ultimately being able to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts,
- acquire, select and apply mathematical techniques to solve problems,
- reason mathematically, make deductions and inferences, and draw conclusions,
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

A full breakdown of our curriculum design and content can be found on the College website.

### WHY TAKE THIS COURSE?

Although GCSE Mathematics is not optional, the study of mathematics is fundamental in understanding and representing the world around us and empowers students with a set of skills that enables them to solve problems in a structured and logical way. Our aim is that the GCSE course will provide students with a varied and useful 'toolbox' of skills which they can apply to a wealth of practical problems whilst also preparing for A level and beyond.

As well as being fundamental for students to function successfully within society, mathematics is essential for those wishing to follow a wide range of career paths such as accountancy; data analysis; computer programming; logistics; engineering; financial services; architecture; or even (after recent years) epidemiology...the list goes on.

### ASSESSMENT

Exam board: Edexcel (1MA1)

Type: 100% examination

<b>Paper 1:</b> 90 minutes	80 marks	Non-calculator
<b>Paper 2:</b> 90 minutes	80 marks	Calculator allowed
<b>Paper 3:</b> 90 minutes	80 marks	Calculator allowed

# COMPUTER SCIENCE GCSE

## COURSE DESCRIPTION

Computer Science is the science of computation. Through this course students will develop their problem-solving skills and learn about how both computers and humans analyse and implement solutions to problems. Students will learn programming techniques and develop graphical games and applications using the Python programming language, as well as controlling physical components such as LEDs and motors. In theory lessons, students will study topics such as how data is represented within a computer, how the internal components of a modern PC work, the cybersecurity threats facing modern businesses and the complexities of networking and software.

## WHY TAKE THIS COURSE?

Computer Science is applied mathematics - problem solving is an essential skill for this course. Students should consider Computer Science if they enjoy being given a problem to solve, and like trying solutions and learning from mistakes. Practical work gives students a chance to be creative, and developing their own solutions and extensions to projects is encouraged. Theory work will develop knowledge and problem-solving skills that are useful to any career, and essential for engineering or software development.

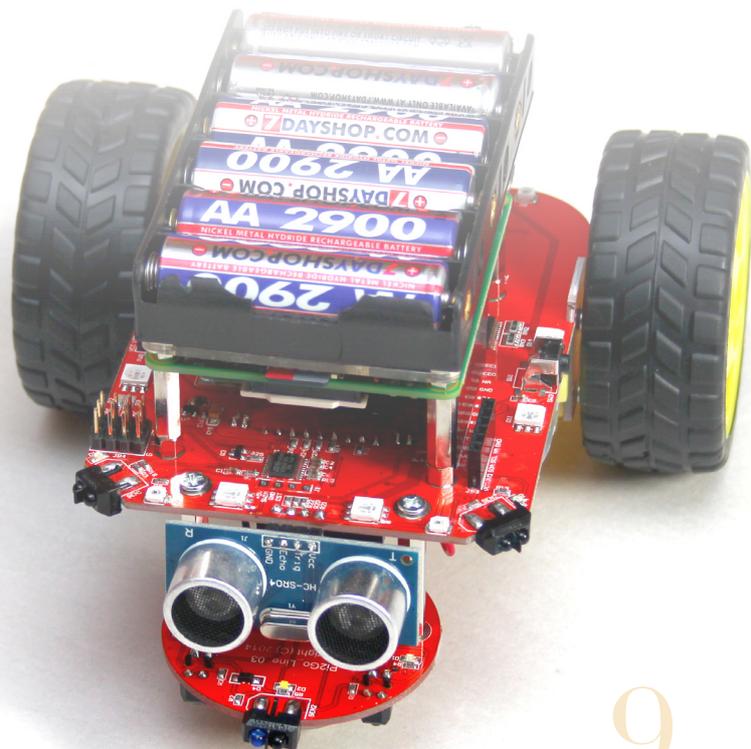
The course leads on to A level Computer Science, which is a widely respected qualification.

## ASSESSMENT

This course assessed by two exams:

A standard written examination paper, covering the theory. (50%)

An on-screen examination where you will work with a program that you have studied prior to the exam. (50%)



# HISTORY GCSE

## COURSE DESCRIPTION

GCSE History is an exciting and rewarding course. Through the study of a variety of topics and time periods, students will investigate many diverse aspects of the past, from the causes of World War II to life under William the Conqueror. Students will engage with key issues and developments, and endeavour to understand what drives change and how the past can influence the present we find ourselves in.

## CONTENT COVERED

### Year 10

- The USA, 1920 - 1973
- Conflict and Tension 1919 - 1939

### Year 11

- The Normans
- Health and the people 1000 AD to the present day.

## WHY TAKE THIS COURSE?

The study of the past is fascinating in itself. This increases when we realise how important the past is in understanding the world we live in today. GCSE History develops transferable skills of enquiry and analysis. In addition, as assessment places emphasis on essays, History enables students to make progress in structuring arguments, evaluating evidence and develop critical thinking. Higher education providers and employers hold History in high regard for the skills that students develop through its study.

## ASSESSMENT

**Paper 1 - Understanding the Modern World - (50% 1 hr and 45 min paper)**

**Section A – Period Study - USA, 1920 - 1973**

Students will study a fascinating period of American history. This will focus on the 'Roaring Twenties,' the 'Great Depression and New Deal,' and America after World War Two. From the KKK, rise of the Mafia and Prohibition through to teenagers, rock and roll, Martin Luther King and the Civil Rights campaign, students will examine the political, cultural, economic and social aspects of these developments.

**Section B - Wider Depth Study - Conflict and Tension, 1919 - 1939**

This element examines the attempt at instituting lasting peace after the First World War. Ideas of national self-determination, internationalism and the challenges to this process will be studied. The module then moves on to the causes of the Second World War, looking at how and why conflict occurred and the difficulties in resolving the issues which caused it.

**Paper 2 - Shaping the Nation - (50% 1 hr 45 min paper)**

**Section A - Thematic study - Britain, Health and the people: 1000 AD to the present day**

New to the GCSE syllabus. The thematic study provides the opportunity to gain an understanding of how medicine and public health has developed in Britain over a long period of time. Students will focus on various factors (such as war) through which medicine and public health developed. This fascinating course gives students the chance to investigate medicine from the Black Death through to the development of the National Health Service.

**Section B - British Depth Study - Norman England, 1066 - 1100**

The establishment of Norman rule over England forms the focus of this British depth study. It will explore the major aspects of Norman rule, looking at the religious, political, social and economic consequences of the Norman arrival. This section also includes a study of an historical environment that relates to the content being studied, perhaps a local Norman castle or a battle site.

# GEOGRAPHY

## GCSE

### COURSE DESCRIPTION

The study of Geography stimulates an interest in, and a sense of wonder about, places. It helps us make sense of a complex and dynamically changing world. Geography explains how places and landscapes are formed, how people and their environments interact and how a diverse range of economies, societies and environments are interconnected. Whether it is the threat of global warming, the consequence of our ageing population or controversial planning decisions in our local area, the media provide a constant reminder of the importance of Geography in our lives.

### COURSE CONTENT

#### Year 10

- Distinctive Landscapes (coasts and rivers)
- Urban Futures
- Dynamic Development
- Sustaining Ecosystems
- Fieldwork/Geographical skills

#### Year 11

- Global Hazards
- Resource Reliance
- UK in the 21st Century
- Changing Climate
- Fieldwork/Geographical skills

### WHY TAKE THIS COURSE?

Studying GCSE Geography will enable students to develop:

- A clear overall view of the world in the first part of the 21st century.
- An 'awe and wonder' which will allow students to fully appreciate and learn from the world around them, understanding their responsibilities to other people, the environment and the sustainability of the planet.
- Communication skills, graphical and cartographical skills, technological skills, including ICT and GIS, interpersonal skills through debate and discussion, literacy and numeracy and problem-solving skills.
- A sound foundation for any students who intend to continue to study the subject to a higher level.

### ASSESSMENT

The OCR B Geography GCSE (Geography for Enquiring Minds) has three examination components:

1. **Our Natural World** (35% of the GCSE) assesses student's knowledge and understanding of Global Hazards, Changing Climate, Distinctive Landscape and Sustaining Ecosystems. Our Natural World is a 75 minute written exam and will include a variety of short and extended exam questions totalling 70 marks.
2. **People and Society** (35% of the GCSE) assesses student's knowledge and understanding of Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance. People and Society is a 75 minute written exam and includes a variety of short and extended exam questions totalling 70 marks.
3. **Geographical Exploration** (30% of the GCSE) focuses on synoptic assessment of material from a range of topics across both our Natural World (01) and People and Society (02) and will feature a decision-making exercise. Geographical Exploration is a 90 minute written exam and will include a variety of short and extended exam questions totalling 60 marks.

# SPANISH & FRENCH GCSE

## COURSE DESCRIPTION

At Catmose College, we offer two languages (Spanish & French) each of which follow the AQA GCSE course.

With the rise of technology and apps to translate words and phrases for you, you might ask yourself why learn a foreign language? It has however, never been a more important time to learn a foreign language.

Being able to speak another language is a lot more useful than you would think as it not only helps your communication in the language, but also builds interpersonal, intercultural and public speaking skills – the soft skills which organisations value highly. Studies have shown that it can also improve your ability to multitask, block out distractions and problem solve. During the course, many skills are practised such as translation, understanding and responding to different types of written language, listening to and understanding native speakers and also communicating, interacting and effectively manipulating language to suit a variety of situations.

Knowledge of another language is also an awareness, grasp and understanding of another culture, another country's history and allows us to understand the way that other people live and think. Students will also look deeper into their own language and reflect on the differences between their culture and others'. Students can impress friends and family with a breadth of knowledge on traditions, French architecture and Spanish festivals. More in-depth knowledge of language and culture will aid in other subjects such as science – where you can work out the meaning of words, and history – where analysis of other countries' cultures allows you to understand their intentions, giving a whole new perspective.

Being a social subject, students and their peers can enjoy watching foreign films and TV shows, listening to their favourite types of music in another language and making new friends on the exchange programmes that the College offers.

All of the above is evidenced through the enthusiasm and passion shown by our MFL teachers who will support and guide students to achieve their best.

Students will be able to share with future employers, their experiences of learning a foreign language: the resilience, hard work and determination required to achieve their full potential; the interpersonal skills, cultural knowledge and confidence needed to speak to foreign friends while abroad; the empathy and teamwork shown when working with peers – all making students a highly employable person.

## ASSESSMENT

For all levels of attainment, an ability to read, write and listen to the foreign language is essential and it is vital for all students to speak the language as fluently as possible.

The assessment is broken down into the four skill areas, listening, speaking, reading and writing and is assessed equally over four externally assessed exams at the end of Year 11. Each exam is worth 25% of the total mark.

There are two tiers of entry, Foundation (grades 1-5) and Higher (grades 4-9).

The teaching covers three distinct themes which apply to all four question papers:



The teaching covers three distinct themes which apply to all four question papers:

### THEME 1: IDENTITY AND CULTURE

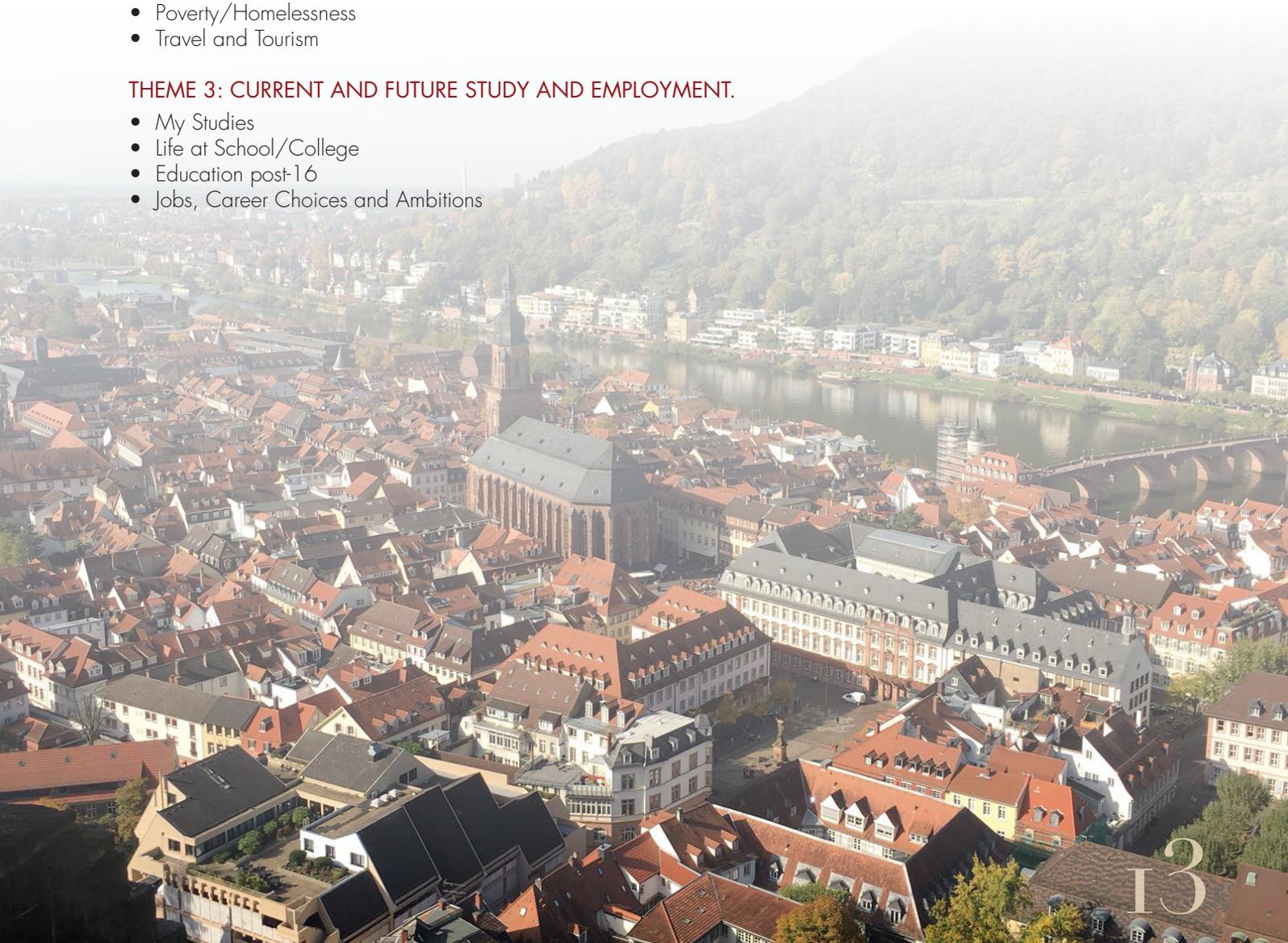
- Me, my Family and Friends
- Technology in everyday life
- Free-time Activities
- Customs and Festivals

### THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST.

- Home, Town, Neighbourhood and Region
- Social Issues
- Global Issues
- Poverty/Homelessness
- Travel and Tourism

### THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT.

- My Studies
- Life at School/College
- Education post-16
- Jobs, Career Choices and Ambitions



# ART & DESIGN, GRAPHICS & PHOTOGRAPHY GCSE

## COURSE DESCRIPTION

Within Art and Design there are 3 different specialist areas to choose from; Art & Design (including textiles, 3D, painting and drawing) Graphics and Photography. GCSE Art and Design, Graphics and Photography develops skills in observational drawing and critical analysis. Students will have the opportunity to explore a wide range of materials and techniques within the specialist subject area. Following the EDUQAS specification, it offers both breadth and depth, allowing for such skills as independent research, analysing artists, craftspeople's and designers. Historical and contemporary fields are covered, with critical evaluations of their own work and others alongside the practical application of a diverse range of art, craft and design processes. <https://www.eduqas.co.uk/media/ozvli0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf>

## CONTENT COVERED

In all courses, the first seven weeks incorporate a wide variety of different medias and techniques. This allows students to refresh existing knowledge gained at KS3 and to start building practical skills for their coursework project. The annual College competition artwork brief wraps up the final topic prior to starting the coursework. During Term 2 students will make independent decisions about their theme based on a prior range of broad experiences and begin the process of building a substantial portfolio. Students will be encouraged to experiment and take risks using new materials and techniques, often taking them out of their comfort zone. This can inspire mature and highly independent responses. There are 4 assessment objective areas, 30 marks for each, and the portfolio of evidence completes in December of Year 11 out of 120 marks.

In January of Year 11 students begin their externally set examination portfolio period from early January to mid-May, students have autonomous choice from 12 different EDUQAS themes. Students are able to make the seamless transition based upon freedom given during the coursework element. This leads to a supervised 10-hour practical examination during Term 4. Once again it is divided up into 4 assessment objective areas, 20 marks for each, 80 marks in total. The 40% examination work is internally marked by specialist art staff and externally moderated by an examiner. The coursework and examination marks combine to form an overall mark out of 200.

## WHY TAKE AN ARTS COURSE?

Art, Graphics and Photography are all forms of communication and a means of expression of ideas and feelings. It is a language which complements those of the literary, mathematical, scientific and factually based subjects. Students will develop their practical skills, have a hands-on experience and become more confident in the critical analysis of their own work as well as the work of designers and artists. This will develop students as independent learners confident in making their own choices and decisions. From this qualification students can progress on to A level and BTEC qualifications and will be well-equipped to follow a pathway into any of the vast range of Visual Arts careers or simply develop an appreciation of the rich wealth of arts we have in our society.

## ASSESSMENT

60% Course Work Portfolio  
40% Examination Portfolio and 10-hour examination

# ART & DESIGN BTEC

## COURSE DESCRIPTION

The BTEC Tech Award in Art and Design practice Level 2 is a vocational course which is great if you have a real interest in the practical application of Art and Design. This course consists of three components, two of which are internally assessed via assignments which are set, marked and verified in College, and one which is externally assessed. The units delve into different areas of Art and Design which you may have not experienced before.

The key areas of study within this course are:

Generating Ideas in Art and Design  
Develop Practical Skills in Art and Design  
Responding to a Client Brief

## WHY TAKE THIS COURSE?

This is an excellent subject to study if you enjoy art and design, and are interested in developing your skills and finding out about future career opportunities that would enable you to utilise them. This qualification will offer you the opportunity to build the knowledge, understanding and practical skills you need to progress to further learning, and will also give you an engaging and stimulating introduction to the world of art and design. You will explore some of the key areas within the creative industries, learning how to address the needs of clients by ensuring that your Art and Design work meets the requirements of a creative project brief.

## ASSESSMENT

The BTEC Tech Award in Art and Design Practice Level 2 is both internally and externally assessed. You will carry out tasks and mini-projects throughout the course.

Your teacher will mark these, so you will receive regular feedback as to how you are getting on.

Towards the end of the course, your knowledge of Art and Design practice will be assessed through a task that is set and marked by Pearson. All of the work that you do throughout the course will prepare you for this final task.

By the end of the course, you will receive one of the four outcomes - Pass, Merit, Distinction or Distinction\*.

# DESIGN & TECHNOLOGY

## GCSE

### COURSE DESCRIPTION

GCSE Design and Technology helps students to develop the ability to design and make products with creativity and originality, using a range of materials and techniques. The course requires students to develop their knowledge of technical principals, designing and making. The course has been designed to encourage students to be able to design and make products, develop decision-making skills, critique work and become independent and critical thinkers.

Design and Technology allows students to design and make quality products and is designed to foster awareness of the need to consider sustainability and the environmental impact of designing, whilst demonstrating a consideration of the needs of users. Credit is given to candidates who undertake innovative work and make effective use of CAD/CAM facilities, whilst there will be opportunities for you to develop skills in using a wide range of materials.

### CONTENT COVERED

Students first undertake a skill builder project, focussed on developing practical skills including the use of tools, processes, traditional joints and finishes. Students also use CAD/CAM with a greater focus on functionality. Students then progress to working on a design project, starting with identifying a design problem in response to a given design challenge. Students will be introduced to a range of new ideation techniques to encourage variety and originality of ideas. This will be supported by ongoing research considering the needs of users. Designs will be developed through modelling and testing. Students will also develop CAD/CAM skills before beginning the planning and research for the NEA. The projects undertaken dovetail with the theory content for Year 10 which includes timbers, polymers, sustainability, social and moral considerations, new and modern materials and mechanical systems.

Students focus on the NEA project for much of Year 11. The emphasis initially is on developing a suitable brief and specification in response to the research undertaken before concentrating on generating a range of original, creative design solutions. A range of communication techniques is encouraged including sketches, modelling and CAD. These designs are developed through modelling before being realised, tested and evaluated through the production of a working prototype. The theory content for Year 11 includes electronic systems, metals, papers and boards, energy generation, energy storage and new and emerging technologies.

### WHY TAKE THIS COURSE?

This course is designed to make students think critically about the design process from the conception of a design, all the way through to the end of the product's life. Students will be asked to come up with creative and innovative solutions to problems, through varied and detailed research, testing and analysis. Students will develop problem solving skills, conduct detailed research into existing products and processes, then develop and test concepts through sketching, modelling and making. There is an element of "thinking with your hands" to develop the ability to use tools and materials to solve problems. These skills are very transferable and GCSE Design & Technology is beneficial to a range of future study and careers in design, manufacturing and engineering.

### ASSESSMENT

50% of this course is based on a 2 hour exam

50% of overall mark is for the NEA (coursework) portfolio centred around the criteria set by the exam board and assessed internally

# DRAMA GCSE

## COURSE DESCRIPTION

The GCSE Drama course gives students the opportunity to study a variety of performance options including Devised Thematic Work, and Scripted Performance, as well as the support options: Set Design, Costume, Puppets, Lighting and Sound. Students will have the opportunity to create their own work and perform to a variety of audiences. Students will look at the work of theatre practitioners and performance groups to inform their work. Students will also study scripted plays and watch and evaluate live performance.

## CONTENT COVERED

In Year 10 students will develop their improvisation and devising skills. They will be involved in a mini devising project alongside the study of different Theatre Practitioners. Students will look at theatre roles as well as stage configurations and stage positions. Students will study a play script (Blood Brothers) and write about how they would use their acting skills to perform the different characters in the play. Working in groups students will perform an extract from a script, or can use their design or technical skills to present their ideas for a particular scene. From Term 4 onwards students will work on their Component 2 exam. This involves creating performance based on a stimulus and performing to their peers. Alongside this the students will write a project on their response, development and evaluation of their work. Students can also opt to do design or technical instead of performance. In Year 11 students will rehearse and perform two extracts from a script to an external examiner (Component 3). They can also opt for using their design or technical skills on the two extracts instead. They will continue to study the play Blood Brothers and will watch and evaluate a live theatre production in preparation for their written paper (Component 1).

## WHY TAKE THIS COURSE?

The GCSE Drama course provides students with the opportunity to study performance to a higher level. Students will be encouraged to further develop their creative thinking, problem solving, self-confidence and performance skills. Working within group settings, as well as individually, students will examine feelings and issues, and learn how to structure performance effectively. In the written element of this course, students will be encouraged to explore their own practical work, as well as scripted plays and live performance. Students will be expected to attend arranged theatre visits and rehearse outside of lesson time.

Local colleges and schools provide a range of opportunities to study performance further with Drama, Performing Arts, Theatre Studies and Dance at AS, A level and BTEC. Many of our past students have gone on to study these or related subjects.

## ASSESSMENT

### Component 1: Understanding Drama

Written Exam - 1hr 45 mins (40%)

Scripted Text: questions based on an extract from the studied play

Live Production: one question based on the live performance you have watched

### Component 2: Devising Drama

Devise a performance based on a given stimuli (40%)

Devised Practical (10%)

Devising Log: a portfolio based on the devised practical work (around 2,000 words) (30%)

# MUSIC GCSE

## COURSE DESCRIPTION

The GCSE Music course gives students the opportunity to learn about various types of music, ranging from 'classical' to 'pop music' as well as developing their skills in performance and composition. Students will learn about various styles of music throughout the course, some that they will be familiar with and some that will be completely new to them.

## CONTENT COVERED

### YEAR 10

#### Unit 3:

- Area of Study 2: The Concerto Through Time
- Area of Study 5: Convention of Pop
- Area of Study 4: Film Music

#### Unit 1:

- One composition, brief set by the learner

### YEAR 11

#### Unit 3:

- Area of Study 3: Rhythms of the World

#### Unit 1:

- One solo performance

#### Unit 2:

- One ensemble performance
- One composition, brief set by the exam board

## WHY TAKE THIS COURSE?

If students enjoy learning about different styles of music and can sing or play an instrument to at least grade 3 (or equivalent) standard and above, then this is the course for them. Being able to play an instrument or sing to at least grade 3 standard is a prerequisite for this course as performance is an important element, as well as having confidence with the theoretical aspects of music. The performance elements of this course will encourage students to develop creative thinking, critical awareness, self-confidence and self-motivation with regards to music-making within group settings, as well as individually. In the composition aspects of this course, students will be encouraged to explore a range of compositional techniques and use different ideas to create their own piece of music.

## ASSESSMENT

**Unit 1:** Integrated Tasks (30%) - one performance, one composition and one written evaluation.

**Unit 2:** Practical Portfolio (30%) - one ensemble (group) performance, one composition and a written evaluation.

**Unit 3:** Listening Exam (40%) - written exam paper where you listen to a number of musical extracts and answer questions on their musical features. 1h 30m exam in June of Year 11.

# PHYSICAL EDUCATION

## GCSE

### COURSE DESCRIPTION

Students choosing GCSE PE will receive an extra 5 lessons of Physical Education a week, this will be split between theory and one practical sport. In the theory lessons students are given the opportunity to study many aspects of sport and performance, including: health and fitness, principles of training, nutrition, social influence and psychological factors affecting performance.

The practical lessons focus on developing skills and techniques in a range of individual and team sports that students are likely to use for their assessment e.g. handball, badminton, basketball and athletics.

### COURSE CONTENT:

#### Year 10

Applied Anatomy and Physiology  
Movement Analysis  
Physical Training  
Use of Data

#### Year 10 non examined assessment - Practical Sport

Football & Netball  
Badminton  
Basketball  
Handball & trampolining  
Athletics

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#### Year 11

Sports Psychology  
Socio-cultural Influences  
Health, Fitness and Well-being

#### Year 11 non examined assessment

Performance Analysis Coursework  
Practical Moderation

### WHY TAKE THIS COURSE?

Have you ever wanted to know how your body produces movement or transports oxygen round the body? Maybe you've seen professional footballers crack under pressure and miss vital penalties. GCSE Physical Education is an ideal start for any students with aspirations of studying Physical Education in further education and beyond. The increased detail and complexity of the theoretical element of the course will provide students with an excellent stepping stone for A level Physical Education.

GCSE Physical Education opens up a wide range of sporting related career paths which could include: Physical Education Teacher, Sports Coach, Physiotherapist, Sport and Exercise Psychologist, Sport Scientist, Personal Trainer, Sports Massage Therapist, Strength and Conditioning Coach, Performance Analyst, Sports Development Officer, Disability Inclusion Coordinator, Sports Referee and Leisure Centre Manager.

### ASSESSMENT

GCSE Physical Education lessons have a heavier focus on the theoretical aspect of sport and physical education. This is to reflect that 60% of student's overall grade will be assessed through two final examinations. The practical assessment will make up 30% of student's overall grade in one team sport, one individual sport and a third sport which can be either. The remaining 10% will be based on a coursework piece where students will assess, analyse and plan to improve their performance using theoretical course content.

In order to achieve success in GCSE PE it is recommended students only pick GCSE Physical Education if they have a keen desire to learn about the wide variety of theoretical topics associated with the course. In addition, due to the high standards required on the practical section of the course, we recommend that students only choose GCSE Physical Education if they play for College sport teams and compete for a sports club outside of College.

# RELIGIOUS STUDIES GCSE

## COURSE DESCRIPTION

The Religious Studies course is challenging and thought provoking, encouraging students to engage critically and reflectively with issues that are constantly in the news whilst developing their own points of view. It involves studying a number of modern-day philosophical issues such as the conflict between religion and science and the arguments for the existence of God. Both Jewish and Christian perspectives regarding these questions are studied closely and these religious viewpoints can be considered alongside the student's own opinions. As a result, the course should be of interest to students of any faith, and none.

## COURSE CONTENT:

### Year 10

- Christianity - beliefs and teachings
- Christianity - practices
- Existence of God and Ultimate Reality
- Religion, Peace and Conflict

### Year 11

- Relationships and Families
- Judaism - beliefs and Teachings
- Judaism - practices
- Dialogue between non-religious and religious beliefs and attitudes

## WHY TAKE THIS COURSE?

Students will learn to criticise and analyse different teachings and viewpoints and understand a variety of opinions regarding key questions about life. They will learn to develop their ability to consider different points of view regarding various moral and philosophical issues and be able to justify their opinions with valid arguments and evidence. It is a worthwhile qualification for any career which involves communicating with people from all walks of life in an understanding, efficient and professional manner. Higher education providers and employers hold Religious Studies in high regard for the skills that students develop through its study.

## ASSESSMENT

### Unit 1 – (50%) Study of Religious Belief Systems: Christianity and Judaism

This section includes a study of the philosophical and ethical claims of these two religions, including beliefs about life after death and questions about the problem of evil and suffering.

(2 x one hour written exams)

### Unit 2 – (50%) Religion, Philosophy and Ethics in the Modern World

One of the religions studied in Unit 1 will be taken forward to more fully consider key philosophical and ethical questions, with the focus turning to the student's own development of their opinion by comparing and contrasting their ideas to both religious and non-religious perspectives. Topics include issues of war and peace; medical ethics; the existence of God and the ultimate meaning of our lives.

(1 x two hour written exams)

# SPORT LEVEL 2

## COURSE DESCRIPTION

OCR Cambridge National Sport Studies is a Level 2 vocational course which covers a range of topics associated with sport and also allows students to be assessed on the practical performance, officiating and sports leadership skills. This course consists of four components:

1. **Developing sport skills** – assessed through student’s performance in one team sport and one individual sport, their ability to officiate one sport, as well as assignments linked to specific learning outcomes.
2. **Sports leadership** – assessed through student leadership tasks and assignments linked to specific learning outcomes.
3. **Media in sport** - assessed through 5 assignments linked to specific learning outcomes.
4. **Contemporary issues in sport** – assessed through a formal 60 mark exam.

## WHY TAKE THIS COURSE?

This is an excellent subject for students who feel they work best when assessed through assignments and coursework rather than formal examinations. Compared to the GCSE PE option there is only limited reference to physiology and biology and students are only assessed on their practical performance in two sports compared to three in the GCSE. This qualification will offer you the opportunity to build the knowledge, understanding and practical skills you need to progress to further vocational learning within the sports field.

## ASSESSMENT

OCR Cambridge National Sport Studies Level 2 is both internally and externally assessed. You will carry out performances, tasks and written assignments throughout the course. On these pieces of work you will receive support and guidance throughout to allow you to submit your highest standard of work. This in turn will be internally marked by your teacher and then sent for external moderation with OCR.

Assessment of contemporary issues will be through a formal exam which is marked externally by OCR in the same way as GCSE subjects are. In this exam there are a range of short answer 1-4 mark questions and two extended 6-8 mark questions.

By the end of the course, you will receive one of the four outcomes - Pass, Merit, Distinction or Distinction\* the comparison to GCSE grading is shown below.

OCR Cambridge National Certificate	Points	Unreformed GCSE (A*-G)	Reformed GCSE (9-1)
	1	G	1
Level 1 Pass	1.25		
	1.5	F	
Level 1 Merit	2.00	E	2
Level 1 Distinction	3.00	D	3
Level 2 Pass	4.00	C	4
	5.00		5
Level 2 Merit	5.50	B	
	6.00		6
Level 2 Distinction	7.00	A	7
	8.00		8
Level 2 Distinction*	8.50	A*	
	9.00		9

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