



**SAINT AIDAN'S**

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Church of England High School

# **YEAR 9 OPTIONS**

## **2022**

**Aspire – Believe - Succeed**

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NB The Information in this booklet concerning courses is correct at the time of going to print (December 2021)

## Introduction

During Key Stage 3 at Saint Aidan's (Years 7 - 9) students follow a broadly based curriculum covering all subjects that are required as part of the National Curriculum. Students have no choice at all with regard to the subjects they take. At Key Stage 4 (Years 10 - 11) students have some limited choice about the subjects they take and it is important that they choose wisely.

It is the aim of this booklet to inform you about all those subjects that are compulsory and about those that you have some choice about.

Selecting the subjects about which you have some choice should not be undertaken lightly. You do need to think carefully about your interests and abilities. You also need to give some consideration to possible further study at Sixth Form College, Further Education College or School Sixth Form. A subject not taken to GCSE level may be very difficult, if not impossible, to take at a higher level.

**You should not** be influenced in your choice by what your friends do. They will make a decision, which is appropriate to them; the subjects that they choose may be totally inappropriate for you.

Over the next few weeks you will have the opportunity to talk to your teachers about the different subjects you can study. You will also have a personal interview with either your form tutor or another teacher. During this discussion your teacher will explain all of the options that are available to you and they will also go through how to complete the options form. Your teacher will also discuss which pathway is the most appropriate.

**Remember that the most important task at Key Stage 4 is to work hard. The majority of your time at Saint Aidan's will be spent doing the core curriculum and only a small part of the time allocation is spent doing optional subjects. You should keep this in mind when making what limited choice you have.**

## GCSE Grading System

All subject areas will be following either GCSE specifications or a vocational course leading to Level 1 or Level 2 qualifications.

<b>Vocational course Levels</b>	<b>Equivalent Current GCSE Grades</b>
Level 2 Distinction*	8/9
Level 2 Distinction	7
Level 2 Merit	6
Level 2 Pass	4/5
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1

Vocational courses are more practically based subjects and have a smaller examination element. There are clear progression routes in terms of the Level 2 and 3 courses available at post 16.

## **Careers Education and Guidance in Years 10-11**

Various elements of careers education have been covered in Personal Development and tutorial periods in Years 7 - 9 at Saint Aidan's. In Year 9 students work on choices for GCSE and investigate the breadth and balance needed for future careers. Particular emphasis has been placed on self-appraisal and the development of self-confidence and determination to make the most of one's own talent and opportunities.

In Years 10 - 11 careers education and guidance will still be offered. Subject areas will also make a significant contribution to the development of skills and knowledge necessary for adult life.

A greater emphasis on vocational guidance develops during Years 10 and 11. During this time all students will have the opportunity to have an individual careers interview.

Colleges, sixth forms, armed forces and industry provide assemblies and 'drop-in' sessions throughout the year. A Careers Convention usually takes place each year.

## **The English Baccalaureate**

The government has produced a list of subjects which it sees as the "academic core" which many students should be studying until they finish Year 11. This academic core consists of:

English Language and English Literature

Mathematics

Science (Double or Triple Award Science GCSEs)

A foreign language. This means German or Spanish

A "Humanity" subject. This means History or Geography

To encourage as many young people as possible to take these subjects the "English Baccalaureate" is awarded to students who achieve a good GCSE grade in all of these. This is not a separate certificate but it does show the sorts of subjects you should be taking if you can reach a good grade in them.

Saint Aidan's encourages students to follow options which will lead to the English Baccalaureate and this is built into our Pathways system. There is a recognition however that this may not be suitable for all.

## Pathway Structure

At Key Stage 4 all students follow one of four curriculum pathways which is appropriate to their academic ability. Guidance as to which pathway is the most appropriate can be given to each student on an individual basis if required.

All pathways contain a 'core' of GCSE subjects including Mathematics, English, Science and Religious Studies. The students are then able to make decisions regarding the remainder of their curriculum in the form of optional subjects.

Full details of the pathways are available on the following page together with their associated option choices. Please use the most recent Year 9 Progress Report (November) for additional guidance.

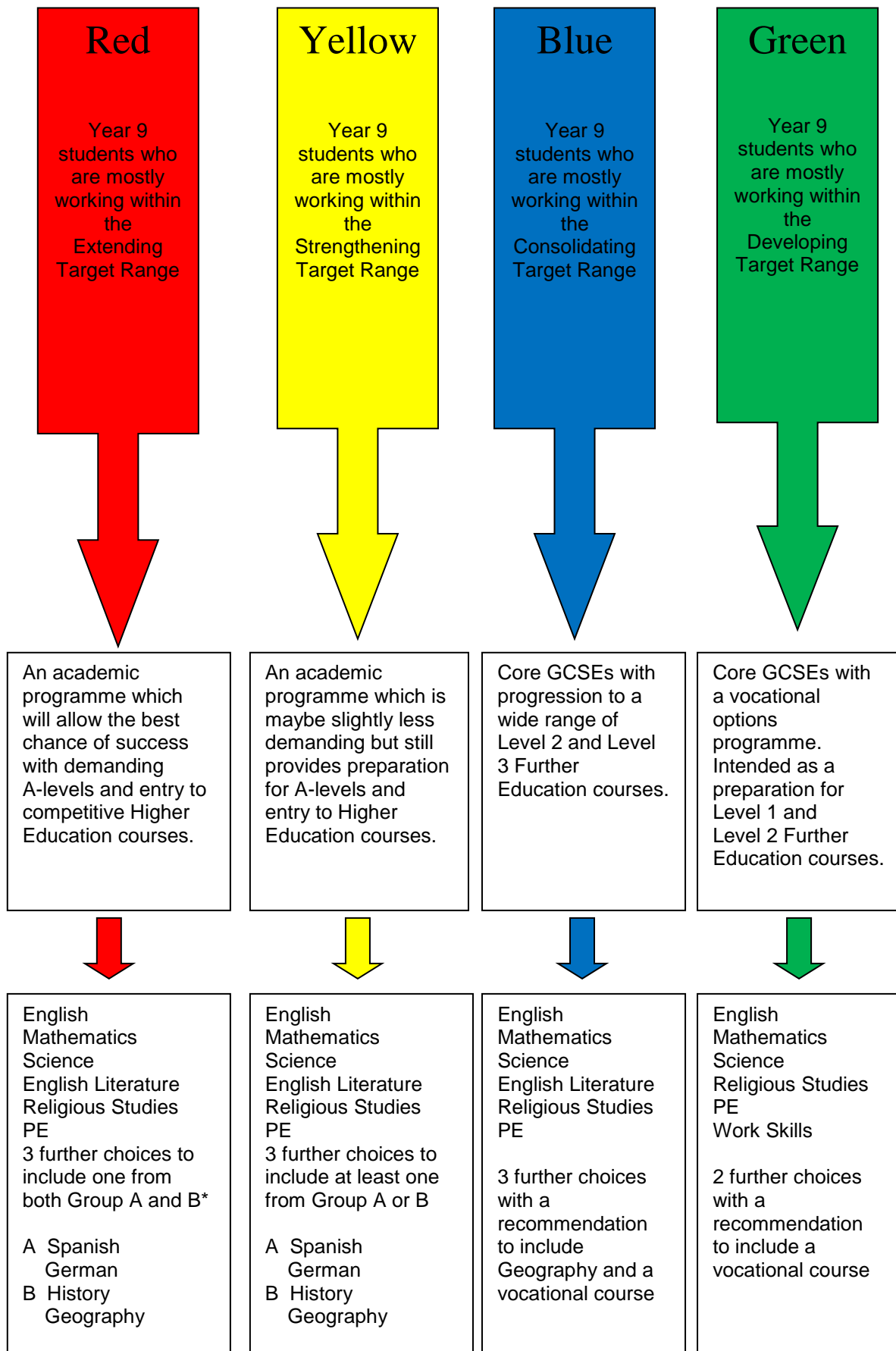
The pathway system is intended to help guide students to the most appropriate courses. It is not intended to restrict the ability of any student to follow a challenging academic curriculum or to achieve the English Baccalaureate.

Once decisions have been made regarding pathways and subject choices each student is required to complete an options form, a sample of which appears on page 6. Form Tutors will issue the forms to students in Year 9 as part of the mentoring process during the week beginning Monday, 24<sup>th</sup> January 2022.

**At the end of the form all students are expected to include a reserve choice option subject.**

The deadline for the return of all options forms is Monday, 7<sup>th</sup> February 2022.

# Key Stage 4 Pathways



\*under exceptional circumstances a student may opt to choose either a Language or Humanity

Sample Options Form do not hand in

Name	Subjects	Suitable for	Red Pathway	Yellow Pathway	Blue Pathway	Green Pathway
			Choose 3 To include 1 from both A and B*	Choose 3 To include at least 1 from A or B	Choose 3 Recommended to include Geography and a vocational course	Choose 2 (+ Work skills) Recommended to include a vocational course
			A German Spanish	A German Spanish		
			B History Geography	B History Geography		
Optional Subjects	Art					
	Computer Science					
	Design and Technology					
	Spanish					
	Geography					
	German					
	Graphic Communication					
	History					
	Food and Nutrition					
	PE					
GCSE	Creative iMedia					
	Engineering Design					
	Health and Social Care					
	Performing Arts (Drama)					
	Performing Arts (Music)					
	Sports Studies					
	Reserve Choice					
Vocational	Art					
	Computer Science					
	Design and Technology					
	Spanish					
	Geography					
	German					

\*under exceptional circumstances a student may opt to choose either a Language or Humanity rather than both.

## **SUMMARIES OF COURSES TO BE OFFERED**

### **A CORE COMPULSORY EXAMINATION COURSES**

#### **English Language GCSE (AQA)**

##### Overview of course content

The AQA specification offers a skills-based approach to the study of English Language. All students attempt the same examinations with questions designed to take students through lower tariff tasks to more extended responses.

##### Assessment

##### Paper 1 Explorations in Creative Reading and Writing (1 hour 45 minutes)

Reading 25% - a range of short and long questions based on one text

Writing 25% - one extended writing question, either narrative or descriptive

##### Paper 2 Writers' Viewpoints and Perspectives (1 hour 45 minutes)

Reading 25% - a range of short and long questions based on two linked texts

Writing 25% - one extended writing task, presenting a viewpoint

##### Progression Routes

AS and A level English Language

All students will study English Language, almost all will also study English Literature and will achieve two separate GCSEs



# **English Literature GCSE (AQA)**

## Overview of course content

The AQA specification takes a skills-based approach to the study of English Literature that is consistent across the genres.

## Assessment

### Paper 1 Shakespeare and the 19<sup>th</sup> century novel (1 hour 45 minutes)

Shakespeare play – students must answer one question based on an extract from the play. The second question is based on the whole text

19<sup>th</sup> century novel - students must answer one question based on an extract from the play. The second question is based on the whole text

### Paper 2 Modern texts and poetry (2 hours 15 minutes)

Modern texts – prose or poetry – student will answer one question from a choice of two

Poetry – students will answer one comparative question on one named poem and one other poem from the anthology cluster

Unseen poetry – students will answer one question on an unseen poem comparing it with another unseen poem

## Progression Routes

AS and A level English Literature

Almost all students will study English Literature alongside English Language and will achieve two separate GCSEs.

## **Mathematics GCSE (AQA)**

At Key Stage 4, all Saint Aidan's students will be entered for the AQA 8300 GCSE Mathematics qualification. This is a linear course which will be taught during four lessons a week and which assesses students in two distinct tiers.

The students are entered for the most appropriate tier according to their mathematical ability and the progress they have made during their first three years at Saint Aidan's.

Higher Tier GCSE	grades covered	9, 8, 7, 6, 5, 4
Foundation Tier GCSE	grades covered	5, 4, 3, 2, 1

Students will be rigorously assessed throughout Year 10 and Year 11 to make sure that they are aware of their progress towards the examination in the summer of Year 11. Formal internal mathematics examinations will take place in:

- December of Year 10
- March of Year 10
- December of Year 11
- March of Year 11

The examination in June 2022 will consist of three 1½ hour exam papers for all students:

Paper 1 (Non-calculator) worth 33⅓% of the overall mark

Paper 2 (Calculator) worth 33⅓% of the overall mark

Paper 3 (Calculator) worth 33⅓% of the overall mark

All students will require their own calculator throughout the two year course and this must be a scientific calculator (preferably a Casio fx83 or fx85).

Mathematics is without doubt an invaluable skill for life. With this in mind, all students should aim to develop and maintain a positive approach towards GCSE Mathematics in order to achieve their true potential in the subject.

## Religious Studies GCSE (AQA)

Year 10 students will embark upon the compulsory AQA Full Course in Religious Studies. All will follow Specification A and will be examined at the end of Year 11.

This course is entirely assessed by two examinations and will not contain any coursework. Each examination will last for 1 hour 45 minutes.

Grades of 1-9 will be awarded.

Students will take assessments in the following two components in the same series:

- **Component 1 : The study of religions: beliefs, teachings and practices**
- **Component 2 : Thematic studies**

<b>Component 1: The study of religions: beliefs, teachings and practices.</b>	<b>Component 2: Thematic studies</b>
<p><b>What's assessed</b> Beliefs, teachings and practices of the following religions: Christianity Islam</p>	<p><b>What's assessed</b> Four religious, philosophical and ethical studies themes from the perspectives of the following religions: Christianity Islam <b>Themes to be studied:</b> Theme A: Relationships and families Theme B: Religion and life Theme D: Religion, peace and conflict Theme E: Religion, crime and punishment</p>
<p><b>How it is assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 96 marks (plus 6 marks for spelling, punctuation and grammar (SPaG))</li> <li>• 50% of GCSE</li> </ul>	<p><b>How it is assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG))</li> <li>• 50% of GCSE</li> </ul>

Students will be expected to do homework every week in this subject. This will either be a set written piece of work or an extensive piece of research.

For more information please contact Miss K Patterson  
at [staffkp@st-aidans.lancs.sch.uk](mailto:staffkp@st-aidans.lancs.sch.uk)

## Science GCSE (AQA)

**All students must study all three sciences** (Biology, Chemistry and Physics)

The majority of students will be entered for the double award science (GCSE Combined Science: Trilogy).

Students who are in top sets for science (9F1 or 9W1) will be entered for the triple award science (GCSE Biology, GCSE Chemistry & GCSE Physics).

Both double and triple science provide good routes onto studying A-levels in science.

### Course content

All students are taught by specialist biology, chemistry and physics teachers; each for two hours per week.

We follow the AQA GCSE specifications.

### Assessment

Students are internally assessed through homework, classwork, interim assessments and end of topic tests.

There are mock exams in March of Year 10, November and March of Year 11.

Students will be entered at either foundation or higher tier, depending upon their ability. Tiers of entry for the external GCSE exams are not finalised until Year 11.

All GCSE exams are at the end of the course. The GCSE exams consist of two papers each for biology, chemistry and physics; totalling six exam papers for each student.

Higher Tier GCSE	grades covered	9, 8, 7, 6, 5,
Foundation Tier GCSE	grades covered	5, 4, 3, 2, 1

### Revision resources

All students have access to online digital text books for use at school and at home.

Students should use the relevant AQA specification as a checklist for their revision. These are available from <https://www.aqa.org.uk/subjects/science/gcse>

We advise students to watch YouTube clips to revise their practical work regularly.

Ongoing revision is essential for success; as is good attendance.

## **B COMPULSORY NON-EXAMINATION COURSES**

### **Personal Development**

Personal Development will be studied as a one year course in Year 11. Students will also benefit from five Personal Development days across KS4.

#### **Course content**

**Personal development is divided into three strands:**

##### ❖ Relationship and Sex Education

All schools are required to teach compulsory RSE. This will include:

- Healthy relationships
- Consent
- Contraception
- STIs
- Personal values and assertive communication
- Managing conflict (challenging homophobia, transphobia, sexism)
- Tackling relationship myths and expectations

##### ❖ Living in the wider world

- Employability skills
- Preparation for work experience
- College application process
- Personal finance
- Post 16 options and careers

##### ❖ Health and wellbeing

- Self-esteem
- Coping with stress
- Healthy choices

#### **Personal Development days have the following focus:**

Healthy relationships: the law, peer pressure and sexual health.

University and further education: exploring university life and courses.

Work preparation day: CV writing, letters of application and mock interviews.

Revision and study skills: mindmaps, flashcards and timetables

Personal Finance: pay, budgeting, credit and debt.

For more information please contact Mrs E Jessop  
staffemj@st-aidans.lancs.sch.uk

## Physical Education

The Key Stage 4 programme is designed to reinforce and then add to the work done in previous Key Stages. All students will study all the five Key Processes from the National curriculum for one hour per week. These are the essential skills and processes in PE that students need to learn to make progress.

### **Developing skills in physical activity**

Students should be able to:

- Develop their technique and improve their performance in other competitive sports or other physical activities.

### **Making and applying decisions**

Students should be able to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.

### **Developing physical and mental capacity**

Students should be able to:

- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

### **Evaluating and improving**

Students should be able to:

- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best

### **Making informed choices about healthy, active lifestyles**

Students should be able to:

- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

**The study of PE will include activities that cover at least two of the following:**

- a) Outwitting opponents, as in games activities
- b) Accurate replication of actions, phrases and sequences, as in gymnastic activities.
- c) Exploring and communicating ideas, concepts and emotions, as in dance and outdoor adventurous activities
- d) Performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities
- e) Exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

### **Activities - Key Stage 4**

<b>Girls</b>	<b>Boys</b>
Aerobics	Athletics
Athletics	Badminton
Badminton	Basketball
Basketball	Cricket
Life Fitness	Football
Netball	Handball
Rounders	Life Fitness
Tag Rugby	Rugby

**For further information please contact Mr B Macleod  
at [bruce-macleod@st-aidans.lancs.sch.uk](mailto:bruce-macleod@st-aidans.lancs.sch.uk)**

## C OPTION SUBJECTS

### Art GCSE (AQA)



The specification in this subject is offered by AQA. The course content follows the specification called Art and Design.

#### **COURSE AIMS:**

- The course encourages candidates to develop creativity using a variety of visual research and media. Candidates will be developing practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design.
- Candidates will be expected to investigate, analyse, experiment and interpret aesthetic meanings in Art.
- Candidates will understand how to use a range of materials, techniques and equipment.
- Candidates will get the opportunity to study other artists, craftspeople, cultures and contemporary issues in society. Visits to local art galleries will form part of the course.
- Written annotation represents one quarter of the qualification.

	ART AND DESIGN	
COMPONENT 1 (Coursework)	No time limit The coursework is completed over 2 years. Students will complete 3 projects from the following themes:- <ol style="list-style-type: none"><li>1. SELF-PORTRAIT AND IDENTITY</li><li>2. SURREALISM</li><li>3. NATURAL FORM</li><li>4. GLASS</li><li>5. CERAMICS</li></ol> Since the new academic year begins in June, students will begin the self-image project and work on it over the summer. Coursework is centre-assessed and moderated by AQA.	60% of total marks
COMPONENT 2 (Exam)	10 hours Candidates MUST respond to <b>ONE</b> starting point. Candidates will receive their exam paper in the first week of January. From there they will have approximately 12 weeks to plan and prepare art work for the 10 hour supervised exam. This exam will happen over 2 full days. Set by AQA, centre-assessed and moderated by AQA.	40% of total marks

The candidates' Art work will be presented in the form of an exhibition in May of Year 11. It will be the responsibility of each candidate to complete all Art work, meet deadlines and safely store all finished outcomes for this exhibition.

Note; Art is a specialism within the AQA Art specification and cannot be taken alongside GCSE Graphic Communication.

For more information please contact Miss B Brannigan  
at [bernie-brannigan@st-aidans.lancs.sch.uk](mailto:bernie-brannigan@st-aidans.lancs.sch.uk)

## Computer Science GCSE (AQA)



GCSE Computer Science (AQA) is an exciting and creative subject on offer to students in KS4.

### **Exam based assessment:**

Students will complete one 2 hour written exam and one 1 hour 45 mins exam contributing 100% of their final mark.

### **Exam Paper 1: Computational thinking and programming skills - 2 hours**

This will include:

- Computational thinking and problem solving
- Assessing the design of algorithms, including key sorting and searching algorithms.
- Code tracing using trace tables.
- Designing, writing, testing and refining of code. This takes place in the exam with our chosen language Python

### **Exam Paper 2: Computing Concepts – 1 hour 45 mins**

This exam is focused on computer systems covering the physical elements of computer science and the associated theory.

- Data Representation – including binary, Hex, images, sound and compression.
- Computer hardware and software – the CPU, clock speeds, RAM and storage and how these have been developed over the years.
- Networks – communication through the use of packets, IP addressing, protocols and network software.
- Relational Databases and Structured Query Language (SQL) – Creating and maintaining relational database management systems and using SQL.
- System security – including common threats and preventative measures.
- Legal, Moral, Social and Environmental Impact – exploring the impact of computer systems on society.

### **Programming Project**

There is no requirement for students to complete an assessed programming project. However, they will be expected to complete one extended programming activity involving designing, implementing and testing a solution to a problem.

### **Students opting for GCSE Computer Science should:**

- Be able to meet demanding coursework deadlines
- Have a willingness to learn independently
- Have a good level of mathematical ability

### **Potential Progression Routes**

- A Level Computer Science
- Professional qualifications in Networking or other similar certifications.
- Game Design and Programming

For more information please contact Mr N Ireland at [staffnai@st-aidans.lancs.sch.uk](mailto:staffnai@st-aidans.lancs.sch.uk)  
or Mr R Parkin at [staffrp@st-aidans.lancs.sch.uk](mailto:staffrp@st-aidans.lancs.sch.uk)



## GCSE Design and Technology (AQA)



GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Students will study core technical and designing and making principles, including a broad range of design process, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth from either a Resistant Materials or Textiles perspective.

### Unit 1 – Exam - 50% of the overall qualification

**Externally assessed** written exam lasting 2 hours, where students will be assessed on their knowledge and understanding of the following;

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

The exam is split up into 3 sections:

#### **Section A – Core technical principles (20 marks)**

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

#### **Section B – Specialist technical principles (30 marks)**

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

#### **Section C – Designing and making principles (50 marks)**

A mixture of short answer and extended response questions.

### Unit 2: Non Exam Assessment (NEA) 50% of overall qualification, internally assessed

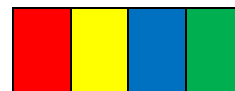
Students will undertake an extended making project that showcases the knowledge they have developed in Unit 1. Students will produce a prototype and a design portfolio to evidence the following assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

The contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the non-examined assessment. All work will be marked by teachers and moderated by AQA

For more information please contact Mrs L Salmon  
at [lisa-salmon@st-aidans.lancs.sch.uk](mailto:lisa-salmon@st-aidans.lancs.sch.uk)

## Performing Arts (Drama or Music) Technical Award (Level 1 or 2) (Eduqas)



### Qualification Overview

The Vocational Award in Performing Arts has been designed to support learners who want to learn about this sector and the potential it can offer them for their careers or further study. Further study would provide learners with the opportunity to develop a range of specialist and general skills in music or drama that would support their progression to employment.

Learners can choose one of two pathways: Drama or Music (**but not both**)

The qualification aims to develop learners' knowledge and understanding of the performing arts sector and provide them with opportunities to develop associated practical skills. Skills covered include performing existing works, creating original works and planning commissioned work.

The course consists entirely of coursework. There is no exam. The three units that make up the qualification focus on applying knowledge, skills and understanding through purposeful tasks that have many of the characteristics of real industry work.

### Overview of Units

Unit 1 – Performing	30% of Qualification	60 Marks
<p>In this unit learners will gain knowledge and understanding of the skills and techniques needed to reproduce and perform an existing piece of professional/published work.</p> <p>This can be completed through any of the following disciplines:</p> <p style="text-align: center;">Drama - Music - Music Technology</p>		
<p><b>Assessment:</b> learners are required to plan and perform an existing piece of work. They are required to conduct research into their chosen piece and present findings, produce a rehearsal schedule, maintain a reflective journal documenting the process and conduct an evaluation of the performance. This is internally assessed.</p>		

Unit 2 - Creating	30% of Qualification	60 Marks
<p>In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.</p> <p>This unit can be completed through any one of the following performance disciplines:</p> <p>Devised Drama - Music composition (compositions can be in any style, including pop and musical theatre) - Music composition using technology</p>		
<p><b>Assessment:</b> learners are required to create and perform an original piece of work to an audience. They will be provided with an assignment brief and required to produce an outline of the components they have considered when creating their piece. They will keep a written log which tracks the development of their ideas. They will then evaluate the success of their creative process and final product. This is internally assessed.</p>		

## **Performing Arts (Drama or Music)** **Technical Award (Level 1 or 2 contd)**

<b>Unit 3 – Performing Arts in Practice</b>	<b>40% of Qualification</b>	<b>80 Marks</b>
<p>This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. They will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.</p>		
<p>Learners will be required to submit a creative proposal for a commissioned performance. This unit provides learners with a ‘real-life’ experience of working on events in the performing arts industry.</p>		
<p>Assessment: learners will undertake a series of set tasks that are to be applied to a prescribed context set by the exam board. They will be given a commission to produce a themed performance for a festival. They will create a plan which will include a detailed description of the resources and personnel required, a production schedule and a cost budget. They will consider how their event might be marketed. They will produce a practical example from their proposal. They will pitch their proposal to an audience. Finally, they will evaluate the success of their creative proposal. This is externally assessed.</p>		

### **Entry Requirements**

For those taking the music pathway, it is desirable if you are currently receiving, or plan to begin, private lessons on your instrument or voice. The school offers discounted tuition for those taking the Performing Arts Award.

There is no requirement that you are able to read music.

For those taking the drama pathway, it is desirable if you have previously participated in show productions, although this is not essential.

**There is an expectation that those choosing this qualification will commit to extra-curricular performing arts activities during the length of the course. This includes any shows and performances the school produces. You will be expected to attend rehearsals, which will take place outside of the timetabled lessons, typically during lunch times and after school.**

### **What can this qualification lead to?**

Learners who achieve this qualification may wish to consider progression to:

- Study of a vocational qualification at Level 3, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas.
- A Levels as preparation for entry to higher education in a range of subjects

For more information, please contact  
Mr. P Dalton: phil-dalton@st-aidans.lancs.sch.uk

## **Food Preparation and Nutrition GCSE (Eduqas)**



The GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

The course has been developed to maintain a balance between practical and theoretical knowledge and understanding. By studying food preparation and nutrition learners will be able to:-

- (a) demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- (b) develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- (c) understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- (d) understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- (e) demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- (f) understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

### **Assessment**

Assessment will be via a written examination and a non-examined practical assessment, each area being worth 50% each of overall marks. Examples of possible assessment:

#### **Assessment 1**

##### **Task A**

Shortcrust pastry should be crisp to the bite and crumbly in the mouth. It can be prepared using a range of different ingredients. Investigate the working characteristics and the functional and chemical properties where appropriate of the different ingredients needed to achieve a perfect shortcrust pastry. This assessment must be supported by investigational work.

##### **Task B**

There are a number of ways to thicken a sauce. Investigate the working characteristics and the functional and chemical properties where appropriate of the different methods used to thicken a sauce. This assessment must be supported by investigational work

#### **Assessment 2**

##### **Task A**

A local restaurant is holding an international week. Research, prepare and cook three dishes that could be served on a themed menu to promote the cuisine of a specific country or region. This assessment must be supported by investigational work.

##### **Task B**

Celebrity chefs have been promoting the importance of a healthy diet for children. Research, prepare and cook three dishes that could be served on an open day menu to encourage new pupils to eat in the school canteen. This assessment must be supported by investigational work.

**For more information please contact Mrs J Rossall  
at [joanne-rossall@st-aidans.lancs.sch.uk](mailto:joanne-rossall@st-aidans.lancs.sch.uk)**

## **German and Spanish GCSE (AQA)**



For those students who continue with their study of a Modern Foreign Language at Key Stage 4 there will be the choice of doing German, Spanish or both languages. Students with a particular interest in Modern Foreign Languages are encouraged to follow both subjects at GCSE.

### **The Course (German and Spanish)**

The course aims to extend the students' skills of speaking, listening, reading and writing and will provide a sound and substantial basis for further study, be it academic or vocational. A GCSE in MFL will give students the confidence to stay in the foreign country and communicate successfully as well as confidently communicate in the business world. Students will continue to study everyday topics such as home, family, school, leisure, shopping and food and will be introduced to the wider world of careers, tourism, advertising, environment and the life and culture in another country.

There will be three main themes that we cover:

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

### **Assessment**

We follow the AQA specification and there is a Foundation tier (Grades 1 – 5) and a Higher tier (Grades 4 – 9)

Students must take all four question papers at the same tier.

- 25% Listening
- 25% Speaking
- 25% Reading
- 25% Writing

### **Paper 1 Listening exam**

1 exam – Foundation tier 35 minutes and Higher tier 45 minutes. Pupils will answer questions in English and German/Spanish.

### **Paper 2 Speaking exam**

1 exam consisting of a role play, a photo card and a general conversation. Foundation tier will last 7-9 minutes and Higher tier will last 10-12 minutes.

### **Paper 3 Reading exam**

1 exam – Foundation tier 45 minutes and Higher tier 1 hour. Questions in English, German/Spanish and translation from German/Spanish into English.

### **Paper 4 Writing exam**

1 exam – Foundation tier 1 hour and Higher tier 1 hour 15 minutes. Questions will include a list task, a message, a translation into German/Spanish and a structured writing task.

Languages are without doubt an invaluable skill for life. All students will be equipped with the communication skills and linguistic competence needed to succeed in the ever increasing global world of work.

For more information please contact Mr N Curran  
at [staffncu@st-aidans.lancs.sch.uk](mailto:staffncu@st-aidans.lancs.sch.uk)

## Geography GCSE (AQA)



### Why Choose GCSE Geography?

Are you interested in studying Geography at GCSE? You should be because:

- ✓ We teach an **exciting, up to date, relevant and interesting curriculum**
- ✓ Geography is an **academically rigorous subject** and will prepare you well for moving on to further education.
- ✓ Geography is included as an **Ebacc subject**
- ✓ Geography helps you to develop a wide range of **transferable skills** – essential in the world of higher education and employment
- ✓ Geography provides opportunities for you to **understand what is going on in the world** right now

### Which Syllabus do we follow?

The specification (8035) recognises the vital role geography has in the 21<sup>st</sup> century curriculum enabling our students to appreciate the complexity of our world and the diversity of its environments, economies and cultures.

The course now comprises three papers; one physical, one human and one that is skills and fieldwork based. All three papers and the units we are most likely to be teaching within them are outlined in the table below. Some units are compulsory and some can be selected by teachers to best suit the students in their schools.

Paper 1: Living with the physical environment	Paper 2: Challenges in the human environment
How is it assessed? <ul style="list-style-type: none"> <li>• 1hr 30min written exam (88 marks including 3 marks for spelling, punctuation and grammar)</li> <li>• 35% of the GCSE</li> </ul>	How is it assessed? <ul style="list-style-type: none"> <li>• 1hr 30min written exam (88 marks including 3 marks for spelling, punctuation and grammar)</li> <li>• 35% of the GCSE</li> </ul>
Units studied <ul style="list-style-type: none"> <li>• <b>Section A: The challenge of natural hazards</b> <ul style="list-style-type: none"> <li>▪ Natural hazards</li> <li>▪ Tectonic hazards</li> <li>▪ Tropical storms</li> <li>▪ Extreme weather in the UK</li> <li>▪ Climate change</li> </ul> </li> <li>• <b>Section B: The Living World</b> <ul style="list-style-type: none"> <li>▪ Ecosystems</li> <li>▪ Tropical Rainforests</li> <li>▪ Hot Deserts</li> </ul> </li> <li>• <b>Section C: UK Physical Landscapes</b> <ul style="list-style-type: none"> <li>▪ UK Physical Landscapes</li> <li>▪ UK Coastal Environments</li> <li>▪ UK Glacial Environments</li> </ul> </li> </ul>	Units studied <ul style="list-style-type: none"> <li>• <b>Section A: Urban issues and challenges</b></li> <li>• <b>Section B: The changing economic world</b></li> <li>• <b>Section C: The challenges of resources management</b> <ul style="list-style-type: none"> <li>▪ Resources management</li> <li>▪ Global Water Resources</li> </ul> </li> </ul>

Paper 3: Geographical applications
How is it assessed? <ul style="list-style-type: none"> <li>• 1hr 15 minutes written exam (76 marks including 6 marks for spelling, punctuation and grammar)</li> <li>• 30% of the GCSE</li> <li>• Pre-release resources will be made available 12 weeks before the exam</li> </ul>
Units studied <ul style="list-style-type: none"> <li>• <b>Section A: Issue evaluation</b> This section assesses students' geographical skills and applied knowledge by looking at a particular issue(s) taken from part of the course (using a pre-released resource). It will challenge students' critical thinking and problem solving skills.</li> <li>• <b>Section B: Fieldwork</b> Students need to undertake two geographical inquiries. Students will be examined using a range of questions that assesses their understanding of fieldwork design, data collection and analysis.</li> </ul>

**For more information please contact Mr A Corbridge  
at [adam-corbridge@st-aidans.lancs.sch.uk](mailto:adam-corbridge@st-aidans.lancs.sch.uk)**

## **Graphic Communication GCSE (AQA)**



The Graphic Communication GCSE course is designed for students to firstly learn about graphic conventions, how advertising works, understanding the needs of the client and the design process – then to creatively design and develop a range of design solutions for different projects. These are key skills which can be applied to a huge range of jobs within the creative industry, including;

**Illustration, animation, graphic design, product design, marketing and advertising, computer games design, project management and many more.**

In the first part of the course in Year 10, students learn a variety of technical and creative drawing skills, design principles and CAD/CAM skills which are then applied to mini-projects followed by two extended projects which follow into Year 11. Students learn to work analytically and independently with an emphasis on managing their time effectively. Students are encouraged to create their own design briefs in Year 11 which play to their strengths.

### **Assessment**

#### **Component 1    Controlled Assessment (Coursework)    60% of the total marks**

Students will complete a series of short projects related to:

- Typography
- Corporate Identity
- Graph Design
- Advertising
- Editorial illustration
- Packaging

Students will complete two extended projects followed by a shorter design brief and will learn to work analytically and independently with an emphasis on managing time effectively. Students will complete two major projects (Restaurant branding and Editorial Design) and will be expected to use a range of media in the development of their work including hand drawn designs, photography, digital software as well as hardware like the laser cutter and 3D printer. Candidates study a range of design styles and designers which will influence their own work.

#### **Component 2    Exam    40% of the total marks**

Students will choose one of several starting points provided by AQA. They will investigate appropriate ideas, designers and methods before developing and improving a range of ideas culminating in a final design solution. Students will have around 12 weeks to prepare their ideas before spending 10 supervised hours in school producing their final designs. The exam project follows the same pattern as the Controlled Assessment project, meaning there is no formal written exam.

Note; Graphic Communication is a specialism within the AQA Art specification and cannot be taken alongside GCSE Art.

For more information please contact Mr D Elwell  
at [darren-elwell@st-aidans.lancs.sch.uk](mailto:darren-elwell@st-aidans.lancs.sch.uk)

## History GCSE (Edexcel)



At Saint Aidan's students study the following course: Edexcel GCSE History

### Why should I choose GCSE History?

- ✓ We teach **exciting, interesting** and **challenging** lessons
- ✓ History provides the **explanation for what is going on in society and politics right now!**
- ✓ History is included as an **Ebacc. subject**
- ✓ We will equip you with a **range of skills** including: **Independent critical thinking** and being open minded, Independent and collaborative **problem solving**, Researching and being able to **select relevant and unbiased information**, Self-discipline, resilience and time management, The **ability to communicate clear, coherent and evidence-based arguments**, both orally and in writing, The ability to **empathise with others** through understanding how and why people acted as they did in the past and how this helps us to understand the modern world
- ✓ **History GCSE is an excellent foundation** for the study of History at A level, as well as subjects such as English Language and Literature, Law, Religious Studies and Classical Civilisations.

<p><b><u>Exam Paper 1: Thematic study and the historic environment</u></b></p> <p><i>Unit 1: Medicine in Britain, c1250–present day</i></p> <p style="text-align: center;">AND</p> <p><i>Unit 2: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</i></p>	<p><b>Written examination: 1 hour and 15 minutes and worth 30% of the final grade.</b> Exam is taken in the summer term of Year 11</p> <p><b><u>Assessment overview</u></b></p> <p><b><u>Section A: historic environment</u></b> Students answer a question that assesses knowledge plus a two-part question based on two provided sources.</p> <p><b><u>Section B: thematic study</u></b> Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two questions</p>
<p><b><u>Exam Paper 2: Period study and British depth study</u></b></p> <p><i>Unit 3: The American West, c1835–c1895</i></p> <p style="text-align: center;">AND</p> <p><i>Unit 4: Anglo-Saxon and Norman England, c1060–88</i></p>	<p><b>Written examination: 1 hour and 45 minutes and worth 40% of the final grade.</b> Exam is taken in the Summer term of Year 11</p> <p><b><u>Assessment overview</u></b></p> <p><b><u>Section A: Period study</u></b> Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.</p> <p><b><u>Section B: British depth study</u></b> Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two.</p>
<p><b><u>Exam Paper 3: Modern depth study</u></b></p> <p><i>Unit 5: Weimar and Nazi Germany, 1918–39</i></p>	<p><b>Written examination: 1 hour and 20 minutes and worth 30% of the final grade.</b> Exam is taken in the summer term of Year 11</p> <p><b><u>Assessment overview</u></b></p> <p><b><u>Section A</u></b> Students answer a question based on a provided source and a question that assesses their knowledge and understanding.</p> <p><b><u>Section B</u></b> Students answer a single four-part question, based on two provided sources and two provided interpretations (a type of source)</p>

### Students opting for GCSE History should:

- ✓ **Be able to meet the demands of GCSE History which includes:**
  - An ability and willingness to learn a very large amount of work.
  - A willingness to work independently, manage the workload and meet deadlines.
  - **Having excellent literacy skills**—there is a considerable amount of reading and essay writing in GCSE History (literacy is assessed in all History examination papers)

**For more information please contact Miss J Nicholls  
at [julia-nicholls@st-aidans.lancs.sch.uk](mailto:julia-nicholls@st-aidans.lancs.sch.uk)**



## Physical Education GCSE (AQA)



This is an AQA academic course and as much time is spent on the theoretical aspects of sport (60%) as on practical performances of sport (40%). It is aimed at students who are strong sporting performers i.e. at least school team performers. It is also aimed at those students who have an interest in:

The physiological effects of exercise on the body, how the body biomechanically produces movements and the impact sport has on society as a whole both nationally and internationally.

GCSE PE can lead into many Post 16 courses such as 'A' level P.E., Vocational Sports Studies at Level 3 and 4, and Sports Coaching and Leadership Awards.

At the end of the course students will be awarded a grade 1 - 9 based upon their practical performances and two written examination papers.

### Assessment

#### Practical assessment

- Practical Areas of work worth **40%**
- These are internal assessments completed under the scrutiny of the teacher assessor. Each student will enter **3 assessments**.
- Each area is assessed out of 25 marks, 10 for developing skills and 15 marks for full context. (25 x 3 = 75 marks).
- Added onto the practical marks are analysis (15 marks) and evaluation (10 marks) which focus on bringing about an improvement in one activity.
- Final practical grade will be out of **100 marks**.
- Students are required to be assessed in three different activities in the role of player/performer only.
- **One of these assessments must be in a team activity; one assessment must be in an individual activity, with the third assessment being in either a team or individual activity** e.g. Your selection would come from (1) Team activity, one from; Netball/ Association Football/ Rugby Union or League/ Basketball/ Cricket/ Doubles Badminton or Tennis : (2) Individual activity, one from; Athletics/ Rock Climbing (Tower Wood)/ Singles Badminton or Tennis/ Equestrian/ Dance/ Golf/ Artistic Gymnastics : (3) Any activity not selected in (1) or (2).
- Practical assessment is continual so attendance at every lesson is very important. Some assessments will be completed during school fixtures or at extra-curricular clubs and some in Core Games Lessons. Students do not opt to do certain activities, they study all areas and those they achieve most marks in are put forward.

#### Theory Assessment, Knowledge and Understanding

External Assessment in the form of **two written exams**.

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

**What's assessed:** Applied anatomy and physiology • Movement analysis • Physical training • Use of data.

**How it's assessed:** Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE.

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

**What's assessed:** Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data

**How it's assessed:** Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE.

**Questions** A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

There is **no coursework**.

#### Who is best suited to this course?

Highly motivated students inside and outside the classroom.

- This course would suit students who are highly capable performers in a variety of practical activities.
- It is essential that students are at a good level as a practical performer and have represented the school teams on a regular basis or participate in sports/teams regularly outside school.
- All candidates will be expected to attend all our extra-curricular programme in school.
- Candidates who are only competent in a couple of areas will struggle on the course.

**For more information please contact Mr B Macleod  
at [bruce-macleod@st-aidans.lancs.sch.uk](mailto:bruce-macleod@st-aidans.lancs.sch.uk)**

## Creative iMedia (OCR)



The Creative iMedia course is equivalent to a single GCSE award. It builds on key concepts from Key Stage 3 by exploring the everyday practical use and impact of Information Technology alongside a deeper understanding of how it functions and is used in the media industry.

This course will suit students interested in IT and computers but without the rigorous challenges associated with the Computer Science GCSE, or who may not meet the more exacting requirements for that course.

Topics studied and assessed include:

- The media industry and product design
- Pre-production documents and planning
- Visual identity and digital graphics
- Interactive digital media
- Animation and audio
- Visual imaging
- Digital games
- Hardware & Software
- Networks and connectivity
- Laws

Students' understanding of these topics will be assessed using a 1 hour 30 minute written exam (R093) contributing 40% of their final mark.

### **Non-examined assessment (NEA)**

Students will also be expected to complete 2 NEAs.

- **Mandatory Unit R094 – 30%**

Students will be expected to complete a series of tasks relating to the creation and use of digital graphics in an industry context. They will be expected to understand client requirements and target audience in order to meet a given client specification.

- **Optional Unit - 30%**

Students will complete one unit from the following list of tasks, all of which are based on an exam board based client specification:

- Characters and comics
- Animation with audio
- Interactive digital media
- Visual imaging
- Digital Games

### **Potential Progression Routes**

In addition to providing a solid foundation for employment and apprenticeships, students completing this can move on to a number of options at sixth form or further education colleges:

- BTEC ICT Level 3
- Media Studies
- Web, App & Games development
- PC maintenance

For more information please contact Mr N Ireland  
at [neil-ireland@st-aidans.lancs.sch.uk](mailto:neil-ireland@st-aidans.lancs.sch.uk)

# Engineering Design (Cambridge Nationals)

## Level 1 / Level 2



### Course Overview

In Engineering Design you will identify opportunities and solve problems which contribute to the development of new products. Through research and practical activities, you will understand how to answer professional client briefs and use practical skills such as drawing, computer modelling (Fusion 360) and model making to show design ideas. This course will provide you with knowledge in engineering, technology and develop your critical thinking, creativity and dextrous skills.

### Progression Routes

Various courses post-16 including:-

- A Levels & T Levels
- BTEC National Diplomas
- Apprenticeships

Studying something like Engineering Design could lead to a career in:-

- Engineering
- CAD Technician
- Product Designer

### How will you be Assessed?

Unit	What will You Do?
Unit R038: Principles of engineering design	<p>This unit is all about the design process. You will investigate all the stages and processes that engineers use in order to produce new, innovative and exciting products. You will come to appreciate that designing is a complex process with many factors to consider and compromises to be made.</p> <p>This unit is <b>externally assessed</b> through a 75-minute exam, which will be sat during Year 11. It is worth 40% of the final grade.</p>
Unit R039: Communicating designs	<p>Beginning with sketching and moving on to using computer 2D and 3D design packages, this unit is all about learning how to communicate your ideas through engineering drawings. You will learn the correct ways to present your ideas as well as learning how to use Computer Aided Design (CAD) software.</p> <p>This unit is <b>internally assessed</b> through ongoing submission of assessment work (coursework). It is worth 30% of the final grade.</p>
Unit R040: Design, evaluation and modelling	<p>In this unit you will begin by analysing and disassembling a product. You will then be required to make a prototype model of your own. This could be using workshop tools and equipment, newer technologies such as 3D printing or a mix of both.</p> <p>This unit is <b>internally assessed</b> through ongoing submission of assessment work (coursework). It is worth 30% of the final grade.</p>

**For more information please contact Mr J Wright  
at [staffjw@st-aidans.lancs.sch.uk](mailto:staffjw@st-aidans.lancs.sch.uk)**

## Health and Social Care (Cambridge Nationals)



### About the Health and Social Care sector

About 3 million people work in health or social care. Health care roles include doctors, pharmacists, nurses, midwives and health care assistants, while social care roles include care assistants, occupational therapists, counsellors and administrative roles. Together they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise so they will continue to play a key role in UK society, and the demand for people to fill these vital jobs will increase.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

### Assessment Overview

Unit	Component title	Level	How assessed	% of Qualification
R032	Principles of care in health and social care	1/2	Synoptic External (mandatory)	40%
R033	Supporting individuals through life events	1/2	Internal (mandatory)	30%
R034	Creative and Therapeutic activities	1/2	Internal (optional)	30%
R035	Health promotion campaigns	1/2	Internal (optional)	30%

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of health and social care at Levels 1 and 2. Units R032 and R033 are mandatory with R034 and R035 being optional units. Centre will select which unit will teach.

#### Internal assessment

Centre assessed tasks moderated by OCR.

#### Synoptic external assessment

There is one external assessment, R032, written exam paper set and marked by OCR.

### These final grades will equate to 1 GCSE

#### What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that a learner can make post-16 will depend on their overall level of attainment and their performance in the qualification.

They provide an excellent foundation for progression to Cambridge Technicals and other Level 3 vocational qualifications as well as A Levels and apprenticeships.

**Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to various pathways:**

- A Levels as preparation for entry into higher education in a range of subjects.
- Apprenticeships – This course provides excellent foundation for such progression.
- Study of a vocational qualification at Level 3, such as a Cambridge Technicals or BTEC National in Health and Social Care. This will help preparation into employment or to move on to higher education by studying a degree (level 4) in aspects of health and social care.

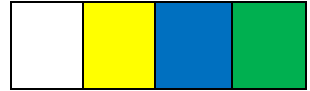
**Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:**

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in the qualification will help them achieve this.
- Study of health and social care post-16 through a technical certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in health or social care.

**Some learners may wish to build on an interest in human growth and development but take it in a different direction (at either Level 2 or Level 3) by studying for qualifications in Early Years education.**

For more information please contact Mr B Macleod  
at [bruce-macleod@st-aidans.lancs.sch.uk](mailto:bruce-macleod@st-aidans.lancs.sch.uk)

## OCR Sport Studies (Cambridge Nationals)



The aim of the second option within PE at Saint Aidan's is to offer a suitable alternative to Physical Education GCSE. It offers students an understanding of contemporary issues in Sport, Sports Professions and Media within Sport. It focuses on learning in a practical performance and analysis. The Sports Studies course includes an exam; however, the majority is coursework based (40% exam, 60% coursework). This course gives students the opportunity to earn a GCSE equivalent grade. At the end of the course, students will be awarded a grade from Pass (grade 1) to Distinction Level 2\* (Grade 8/9) based upon the written exam and two coursework units.

### **What can the course lead to?**

Sports Studies can lead into many Post 16 courses such as 'A' Level P.E., Apprenticeships in sectors such as exercise, physical activity, sport and health. Vocational Sports Studies, sports coaching, media and sports journalism.

### **Assessment**

#### **Coursework Assignment Units – 60% towards your overall grade**

There are two assignment units, these are:

#### **Performance and Leadership in Sports Activities:**

- Key components of performance.
- Applying practice methods to support.
- Improvement in a sporting activity.
- Organising and planning a sports activity session.
- Leading a sports activity session.
- Reviewing your own performance in planning and leading a sports activity session.

#### **Sport and Media:**

- The different sources of media that cover sport.
- Positive effects of the media in sport.
- Negative effects of the media in sport.

#### **Exam Unit – 40% towards your overall grade**

##### **How it's assessed:**

**Written exam: 1 hour 15 minutes**

##### **Contemporary Issues in Sport:**

- Issues which affect participation in sport.
- The role of sport in promoting values.
- The implications of hosting a major sporting event for a city or country.
- The role National Governing Bodies (NGBs) play in the development of their sport.
- The use of technology in sport.

### **Who is this course for?**

This course is for pupils who:

- Have a passion for sports.
- Are willing to commit to extra-curricular sports clubs.
- Want to increase their leadership skills in a coaching environment.
- Have an interest in contemporary issues in sport.
- Have knowledge in sport and the media.
- Are highly motivated students inside and outside the classroom

**For more information please contact Mr B Macleod at  
bruce-macleod@st-aidans.lancls.sch.uk**