



*Saint***GREGORY'S**
Bath

Year 9
Options Book

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Preparing for Key Stage 4

Introduction

The transition from Key Stage 3 to 4 is an exciting time for any young person as they now begin to consider their future and make decisions about the subjects they wish to choose. This booklet is designed to support that process and give students, parents and carers the information they need to make informed choices.

The choices students make are important and will give direction to future career paths in either further/higher education or apprenticeships. It is essential that students follow a broad and balanced curriculum that will allow them to access their chosen path post 16.

At Saint Gregory's, all students will study the following **Core Subjects**:

- English - both Language and Literature
- Mathematics
- Religious Education
- Triple Science - Biology, Chemistry and Physics

In addition, all students will study:

- Core Physical Education
- Personal, Social, Health Education (PSHE)

Students will add to their academic portfolio with three additional **Optional Subjects**.

The Curriculum

It is essential that careful consideration is given to option choices. The English Baccalaureate is a measure of success in core academic subjects, especially English, mathematics, history or geography, the sciences or computing and a language. We believe that as many students as possible should be given the opportunity to study these subjects.

The option blocks will be created carefully using the information provided by Year 9 students, parents and carers; we aim to meet the choices of most students. Some subjects may not run if there is insufficient demand for them. In some practical subjects the number of places are restricted for health and safety reasons.

If there are more students wishing to study an optional subject than there are places in the classes, the following will happen:

- A random selection will be made so that each student who has returned their Option Form **on time** will have an equal chance of being chosen. Those who do not get their preferred choice will have the opportunity to discuss their options with a member of the Senior Leadership Team and consider their next option.
- If the Option form is returned after the deadline this may impact on the availability of certain oversubscribed subjects.

Core Physical Education, a non-exam course, and Personal Social Health Education (PSHE) will be delivered through a mixture of timetabled curriculum, the Pastoral Programme, cross curricular teaching and during immersion days.

Preparing for Key Stage 4

How do I go about making my choices?

Before you choose, think carefully and ask yourself the following questions:

- Which subjects do I have a genuine interest in?
- Which subjects have I been good at so far?
- Which subjects might be required for a particular career? (if you have one in mind)
- Do I understand clearly what each course is about? – see appropriate section in this booklet

Don't choose a subject just because:

- Your friends/members of your family have chosen the subject – it might be right for them but not for you.
- You like a particular teacher – someone else might be teaching you!
- You think it will be easy, or you have found it easy so far; it may be much more difficult at GCSE.

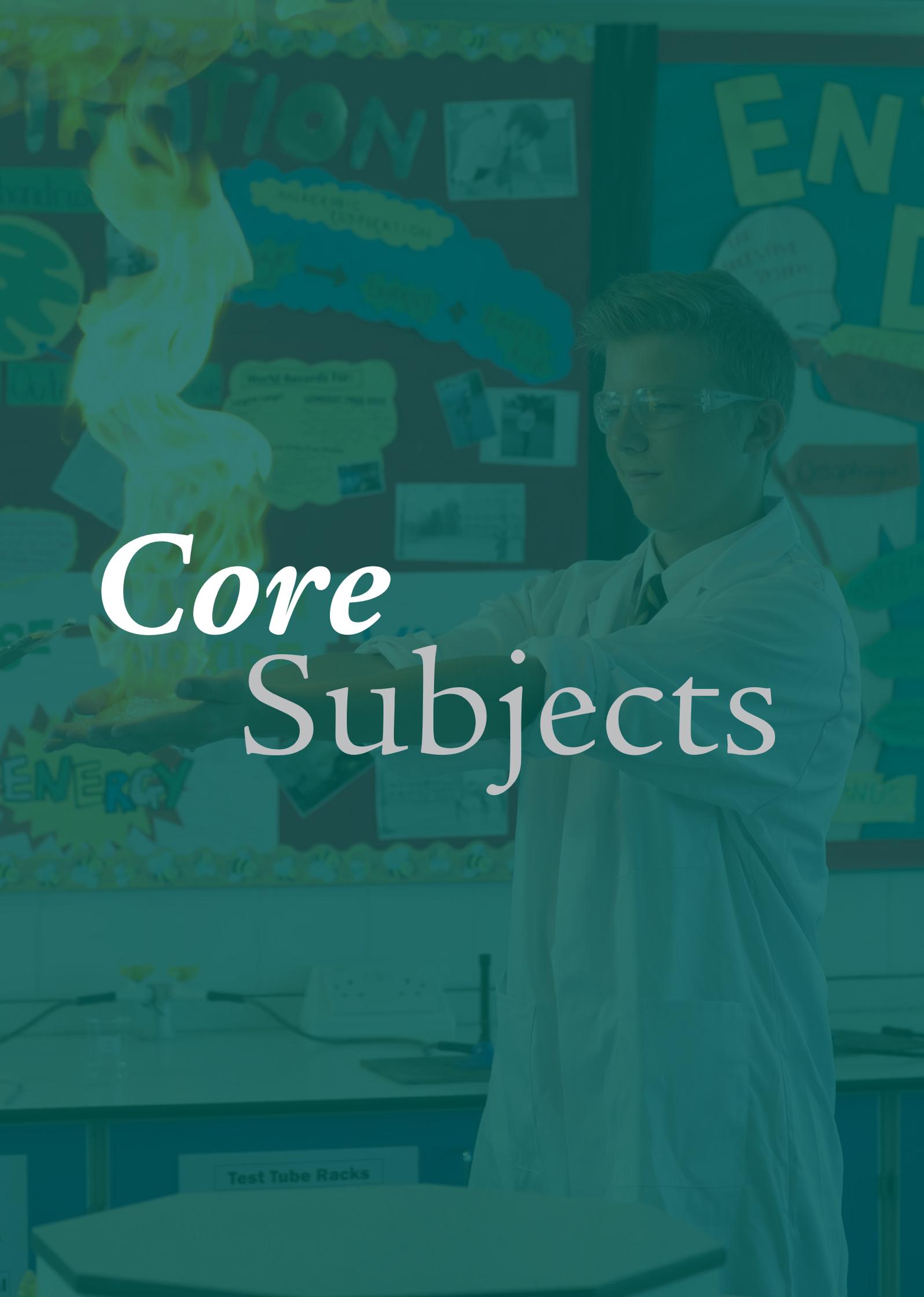
Who can I speak to about my choices?

There are a number of people who know you and who can help you. Discuss your subject choices with them.

- **Your parents/carers** - they have watched your progress and know you.
- **Your subject teachers** - they can tell you whether you will be able to reach the required standard in a subject.
- **Your Tutor or Head of Year 9** - they can take an overall view of your progress and help you make a balanced choice.

Take great care to fill in your Options Form correctly. Make a note of the subjects chosen for your own records and ensure that it is completed before the deadline.





Core Subjects

Test Tube Racks

English

Examination Board

AQA

Subject Leader

Mr Davis

**Exam board link
English Language**

www.aqa.org.uk/subjects/english/gcse

**Exam board link
English Literature**

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Employability Skills

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information and instructions.

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

Team work: Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.

The Core Curriculum

All Year 10 students will follow GCSE courses in English Language and English Literature.

Both these qualifications are challenging and rewarding courses that will equip students with key literacy skills, as well as preparing them to study English post 16.

Both English Language and English Literature GCSEs will be graded 1-9 with 9 being the highest and 1 the lowest.

GCSE English Language

Students will explore a wide range of non-fiction and literary extracts from the past and present. They will learn to take an investigative and analytical approach to language topics and how to craft their own personal writing.

Students will be assessed through two external examinations at the end of the two year course.

Paper 1

20th Century Literature Reading and Descriptive Writing (50%), 1 hour 45 minutes.

Paper 2

19th and 21st Century Non Fiction Reading and Persuasive writing (50%), 1 hour 45 minutes.

GCSE English Literature

This course requires students to explore an interesting and wide range of prose, drama and poetry texts from the English literary heritage.

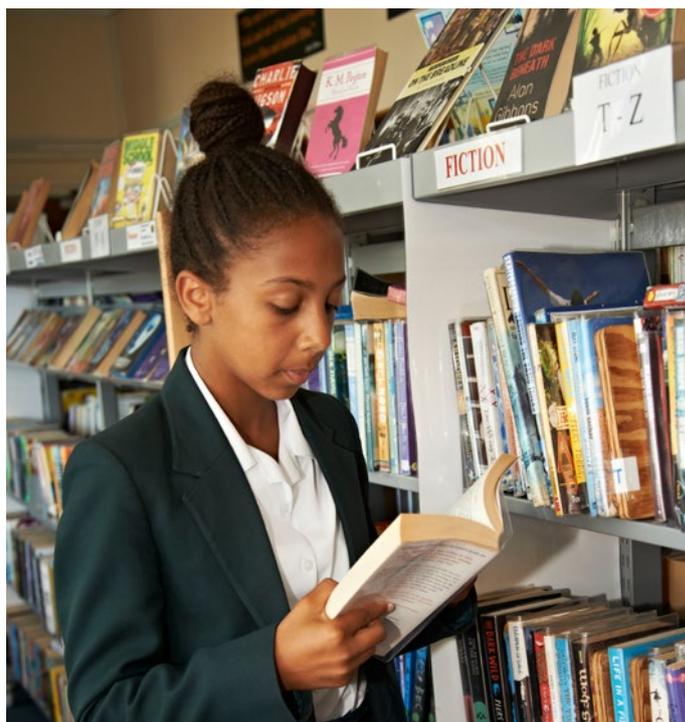
Students will be assessed through two external examinations at the end of the two year course.

Paper 1

Shakespeare and a 19th Century novel (40%), 1 hour 45 minutes.

Paper 2

Post 1914 Drama, Poetry Anthology and Unseen Poetry (60%), 2 hours 15 minutes.



Mathematics

Examination Board

Edexcel 1MA0

Subject Leader

Miss Davies

Exam board link

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Employability Skills

Problem solving skills: The ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. To apply your knowledge to solving a task.

Numeracy: The ability to use data and mathematics to support evidence or demonstrate a point.

Ability to learn and adapt: To be enthusiastic about your work and to identify ways to learn from your mistakes for the benefit of both you and your employer.

The revised Key Stage 4 specifications built on the Key Stage 3 curriculum requires GCSE Maths to include a greater emphasis on processing skills and problem solving with a focus on the demands of the modern world. This allows the opportunity for learners to apply essential functional skills in a variety of ways, including everyday contexts, statistical problems and more abstract, mathematical scenarios.

The new GCSE course should encourage students to be inspired, motivated and challenged by following a broad, coherent, satisfying and worthwhile course of study. This should help learners to develop confidence, gain a positive attitude towards mathematics, and to recognise the importance of mathematics in their own lives, as well as preparing them to make informed decisions about technology, the management of money and further learning opportunities and career choices.

The course should enable students to:

- Develop knowledge, skills and understanding of mathematical methods and concepts.
- Acquire and use problem solving strategies.
- Select and apply mathematical techniques and methods in everyday and real world contexts.
- Reason mathematically, make deductions, inferences and draw conclusions.
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

There are three overlapping areas of study:

Statistics and Number: This includes working with numbers and the number system, fractions, decimals and percentages, ratio and proportion, the language of algebra, sequences, functions and graphs, the data handling cycle, data collection, presentation, analysis and interpretation, and probability.

Number and Algebra: This includes working with numbers, further skills relating to fractions, decimals, percentages and ratio, expressions and equations, sequences, functions and graphs.

Geometry and Algebra: This includes further work on expressions and equations, sequences, functions and graphs, trigonometry, properties of angles and shapes, mensuration, vectors.

Mathematics GCSE will be graded 1-9 with 9 being the highest and 1 the lowest. There are two tiers of assessment, Foundation and Higher. Candidates will be entered at the tier most appropriate to their attainment at the time of entry.

ASSESSMENT METHOD:

Paper 1: 1 hour 30 minutes paper

Paper 2: 1 hour 30 minutes paper

Paper 3: 1 hour 30 minutes paper



Physical Education (Core)

Core PE is a compulsory subject for all students; GCSE PE is optional.

All students in Years 10 and 11 MUST follow a course in Physical Education in line with the National Curriculum Statutory requirements.

Examination Board	N/A
Subject Leader	Mrs McHale

Employability Skills

Team work: Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information / instructions.

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

Course Content

All students in Years 10 and 11 follow a course of study that will improve the basic skills and techniques covered in the lower school curriculum. Each student will have a total of two lessons of core curriculum PE each week and is required to study major sports from games, trampolining and athletics (including fitness / weight training).

During Key Stage 4, students tackle complex and demanding activities and apply their knowledge of skills, techniques and effective performance. They will be involved in physical activity that enables them to focus on competitions, promotion of health and wellbeing, and developing personal fitness levels. They will take on the role of performer, coach and official.

Within games, students will be taught to play competitive games using advanced techniques and skills specific to the game played and respond effectively to changing situations within the game.

In trampolining activities, students will be taught to compose and perform sequences applying set criteria. They will be encouraged to use advanced techniques and skills with precision and accuracy in completing sequences.

All students will gain a knowledge and understanding of fitness and health. They will be taught how preparation, training and fitness relate to and affect performance. They will also be shown how to design and carry out training programmes that have specific purposes and the importance of exercise to personal, social and mental health and wellbeing.

Students will only be excused from lessons with a doctor's or hospital Medical Exemption Certificate.

Extra Curricular Clubs:

Athletics	Rounders
Basketball	Rugby
Cricket	Softball
Football	Sportshall Athletics
Handball	Table Tennis
Hockey	Tennis
Netball	Trampolining

Intra & House Competitions:

Athletics	Netball
Basketball	Rounders
Cricket	Rugby
Football	Tug of War
Hockey	



Examination Board

N/A

Subject Leader

Mrs Hawkins-Brown

Employability Skills

Valuing diversity and difference: Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions.

Negotiation skills: To take on board other people's feelings and express your own requirements in a clear fashion to achieve a win-win outcome.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Ethos

The PSHE programme reflects the Lasallian Values and reinforces the Christian values and curriculum aims of the school. It recognises each child as a unique creation with individual needs. It gives opportunities for students to critically reflect on their experiences and to develop their sense of individual identity, well-being and self-esteem.

The intention is that students are encouraged to believe in their ability to succeed, to manage risk and take responsibility for themselves as a learner and as a member of society, to consider future choices and to develop aspirations for their working life. Students are also encouraged to develop global awareness and respect for diversity in society.

The formal PSHE curriculum is divided into:

Personal Well-Being. This encompasses personal identity, healthy lifestyles, risk, relationships and diversity and includes our legal responsibilities to provide a programme of relationships and sex education as well as drugs education.

Economic Well-Being. This includes work on careers education, work related learning and financial capability.

Citizenship. Students learn about and understand the British values of democracy, justice, mutual respect and tolerance as well as their own rights and responsibilities as UK citizens.

These concepts feature in the school's Pastoral Programme, delivered during Tutor Time, and other areas of the curriculum, therefore ensuring PSHE is embedded in the wider teaching and learning in the school.

Relationships and Sex Education is taught through the Religious Education curriculum.



Religious Education

Examination Board

WJEC Eduqas GCSE (9-1)*

Subject Leader

Ms Spindler

Exam board link

www.eduqas.co.uk/qualifications/religious-studies/gcse/

Loom link

<https://www.loom.com/share/e89afc78c947443e8c939951b5388a8e>

Employability Skills

Valuing diversity and difference: Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information / instructions.

Negotiation skills: To take on board other people's feelings and express your own requirements in a clear fashion to achieve a win-win outcome.

RE Curriculum

All students will study WJEC Eduqas GCSE (9-1) Religious Studies. Further details are available at:

[http://www.eduqas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-specfull-from2016 Route B/](http://www.eduqas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-specfull-from2016%20Route%20B/)

Component 1, 2 and 3 (Component 3 can be found as Option 4 within route A).

Aims:

The aim of GCSE Religious Studies is to develop learners' knowledge and understanding of religious and non-religious beliefs including atheism and humanism. It aims to develop their knowledge and understanding of the beliefs, teachings, practices, sources of wisdom and authority including reading key religious texts and scriptures of the religion they are studying. It will provide learners with opportunities to engage with questions of belief, value, meaning and purpose and their influence on human life. It will also challenge them to reflect on their own values, beliefs and attitudes in light of what they have studied and it contributes to their preparation for adult life in a pluralistic society and global community.

The course is divided into three sections.

Component 1: Foundation Catholic Theology

Written examination: 1 hour 30 minutes
37.5% of qualification

Candidates will study two themes in this section:

1. Origins and Meaning - the origins and value of human life
2. Good and Evil - this theme considers philosophical questions concerning good and evil and studies the answers of different people.

Component 2: Applied Catholic Theology

Written examination: 1 hour 30 minutes
37.5 % of qualification

Candidates will study two themes in this section. Each theme will explore an issue from contemporary society:

1. Life and Death
2. Sin and Forgiveness

Each of these components will be divided into five Areas of Study: Origins and Meaning, Beliefs, Sources, Forms and Practices. Each component will also include a study of contemporary moral issues including Abortion, Euthanasia, Capital Punishment, Wealth and Poverty.

Component 3: Study of a World Faith – Judaism

Candidates will be aware that Judaism is one of a diverse range of religious and non-religious beliefs in Great Britain today. Candidates will know, understand and express common and divergent views and the basis of beliefs, teachings and practices.

Written examination: 1 hour
25% of final qualification

It includes the following areas of study:

1. The Nature of God
2. Messiah
3. Covenant
4. Life on Earth
5. The Afterlife
6. Worship
7. Ritual
8. Daily Life
9. Festivals

Science (Triple)

Examination Board

AQA

Subject Leader

Mr Burn

Exam board link **Biology AQA 8461**

www.aqa.org.uk/subjects/science/gcse/biology-8461

Exam board link **Chemistry AQA 8462**

www.aqa.org.uk/subjects/science/gcse/chemistry-8462

Exam board link **Physics AQA 8463**

www.aqa.org.uk/subjects/science/gcse/physics-8463

Employability Skills

Problem solving skills: The ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. To apply your knowledge to solving a task.

Numeracy: The ability to use data and mathematics to support evidence or demonstrate a point.

Ability to learn and adapt: To be enthusiastic about your work, and to identify ways to learn from your mistakes for the benefit of both you and your employer.

All students are required to study **GCSE Triple Science** to gain **three** separate GCSE qualifications in **Biology**, **Chemistry** and **Physics**.

The Triple Science course will be assessed through six examinations, two for each science subject. The papers will be equally weighted and are each worth 50% of the grade for each science subject. They are assessed by 1 hour 45 minute exams taken at the end of Year 11. All of these exams are available at Foundation or Higher level.

The **GCSE Biology** topics covered will involve content including Cell biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution and Ecology.

The **GCSE Chemistry** topics covered will involve content including Atomic structure and the Periodic Table, Bonding, Properties of Matter, Quantitative chemistry, Chemical and Energy Changes, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.

Triple Science Assessments:

Biology - AQA 8461
Unit Biology 1 (50%)
Unit Biology 2 (50%)
Chemistry - AQA 8462
Unit Chemistry 1 (50%)
Unit Chemistry 2 (50%)
Physics - AQA 8463
Unit Physics 1 (50%)
Unit Physics 2 (50%)

The **GCSE Physics** topics covered will involve content including Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter, Atomic Structure and Space Physics.

Students will be assessed on their practical skills in their exams with 15% of the marks coming from questions relating to the required practical activities.

Students will be awarded a practical endorsement if they successfully complete a number of practicals. These will not contribute to the overall grade. In Triple Science this will involve ten biology, eight chemistry and ten physics practicals.





Optional Subjects

In Christ we flourish

Art & Design

Examination Board

AQA 4200

Subject Leader

Mrs Bowden

Exam board link

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Loom Link

<https://www.loom.com/share/2253d9f9ae134661a5c47e06601f35ab>

Employability Skills

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

Organisational skills: Being organised and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.

Ability to learn and adapt: To be enthusiastic about your work and to identify ways to learn from your mistakes for the benefit of both you and your employer.

The aim of the course:

This course offers students the opportunity to work across a broad range of media including drawing, painting, print making, sculpture and digital media linked with photography.

The course encourages candidates to develop their own work with reference to other artists in our own and other cultures, within a historical perspective and responding to current ideas.

Gallery visits, contextual studies and suggested courses of independent study, including using the internet, help candidates in personal research for their sketchbooks.

Homework/Preparatory Work:

It should be noted that throughout the duration of the Art and Design course homework plays a big part and may take many hours. Students must be prepared and willing for this.

Portfolio of work:

The Portfolio represents 60% of the marks available. The Portfolio consists of two coursework projects which includes work done in A4 and A3 sketchbooks as well as possible 3-dimensional work and larger paintings on boards and canvases.

Students develop coursework along broad themes that include still life, the environment and portraiture. Students' work becomes progressively more independent, using any two or three dimensional media to explore their own ideas in order to show adequate refinement, experimentation and development of the project theme. The preparation work and supporting studies are as important as the finished pieces and should read like a visual diary, also including written notes and annotations.

Individual students may find that they want to concentrate their efforts in a major medium e.g. painting, print-making, collage or photography.

Candidates keep all their work as each project is completed. Work is assessed at regular intervals and coursework is graded. Feedback is given in order for students to improve grades and continue their progression in future projects. At the end of the course all work is handed in for marking and moderation.

Examination - 10 hours over two days:

A final extended project worth 40% of the marks awarded.

The examination presents candidates with a theme set by the board. Approximately ten weeks are given for preparatory studies, which should include research, experimental studies, broad use of media and a personal approach. The final piece is done during the exam which takes place in the Art Room over two consecutive days.

ASSESSMENT METHOD:

Portfolio of work 60%

Externally set assignment 40%

Examination Board

OCR

Subject Leader

Mrs S Tuke

Exam board link

<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/moving-to-ocr/>

Loom link

<https://www.loom.com/share/260ebdee500143a884cb63158a84a35c>

Employability Skills

Vocational qualifications develop practical skills and knowledge related to an employment area and are designed to help students learn in a practical way. The qualification will give students the skills needed to start a job, progress in a career or go on to higher levels of education. The qualification includes classroom-based and practical activities, and is assessed by both written and practical coursework and an exam. This qualification is for students who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

Course Content:

All students will study three mandatory topics as follows:

Health and well-being for child development

Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PSHE, Biology and other child development qualifications.

Understand the equipment and nutritional needs of children from birth to five years

In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which would be of use in further studies in a number of areas.

Understand the development norms of a child from birth to five years.

In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas.

Breakdown of qualification:

Health and well-being for child development

Written paper OCR-set and marked

1 hour and 15 minutes – 80 marks

The question paper consists of two sections, comprising short answer and extended response questions and assesses the quality of written communication

Hours spent on unit: 60

Understand the equipment and nutritional needs of children from birth to five years

Centre assessed tasks (Coursework completed in lessons)
OCR moderated.

Hours spent on unit: 30

Understand the development of a child from birth to five years

Centre assessed tasks OCR moderated

Hours spent on unit: 30

Assessment

All results are awarded on the following scale:

Level 1

Distinction at Level 1 (D1)

Merit at Level 1 (M1)

Pass at Level 1 (P1)

Level 2

Distinction* at Level 2 (*2)

Distinction at Level 2 (D2)

Merit at Level 2 (M2)

Pass at Level 2 (P2)

Computer Science

Examination Board

OCR J276

Subject Leader

Mr Foley

Exam board link

<https://www.ocr.org.uk/images/225975-specification-accredited-gcse-computer-science-j276.pdf>

Loom link

<https://www.loom.com/share/28955219de594070a110b81117f891c8>

Employability Skills

Through this study of computer programming, the course will help learners develop **critical thinking, analysis, problem solving skills and computational thinking**. In this way, the course will stimulate interest and engagement with technology and technology-related careers.

Qualification Aims:

GCSE Computing focuses students on the technical aspects of IT with a specific emphasis on computer programming. For this reason students who have a particular strength in logic/mathematics will enjoy the course. Students use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.

Computers are changing every part of our lives at an ever increasing rate. No matter what field you want to go into, Computer Science is changing that industry; why not drive the future?

- Experience programming and making new software
- Find out how hackers attack computers
- Discover how computers work
- Solve logical problems

If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

Assessment:

This course is technical in its approach and elements of Mathematics are included.

The course consists of three units, two of which are theory and are examined by a written paper (50% each) and there is one coursework, controlled assessment unit:

- Computer Systems (50% overall grade)
- Computational Thinking, Algorithms and Programming (50% overall grade)

- NEA – Non Exam Assessment – Programming project – Students’ programming ability will be internally assessed controlled assessment that will be done mostly in lesson time and will take up 20 hours.

What will you learn?

This GCSE will equip you with a range of transferable practical and theoretical skills:

- Programming skills in a modern language
- An understanding of how computers and networks work
- Knowledge of cyber-security and how hackers attack systems
- Understanding ethical, legal, cultural and environmental concerns



Dance

Examination Board

AQA 8236

Subject Leader

Mrs Hawkins-Brown

Exam board link

www.aqa.org.uk/subjects/dance/gcse/dance-8236

Loom link

<https://www.loom.com/share/680a82b9dff4677a927530378346c85>

Employability Skills

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions.

Creativity, innovation and self-motivation: Being curious and interested in exploring new ideas or concepts which can be made into a reality. Showing a strong personal drive and using your imagination to your advantage.

Team work: Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.

Qualification Aims:

Dance is a rewarding option, though not an easy one. It requires commitment and dedication, as well as an open and creative mind. GCSE Dance is not just about learning and copying routines, but the study of dance as a whole art form. Dance is a distinct art form, which has its own history, body of knowledge, aesthetic values, cultural contexts, and artistic products.

Course Content

Students will study a range of choreography and professional dance works. Students will gain a working knowledge of choreographic devices, a range of contemporary dance techniques, and skills in appreciating dance.

Students will study the subject across three parallel strands: Performance, Choreography, and Appreciation

Assessment:

The new GCSE Dance syllabus is assessed as follows:

Component 1:

Performance and Choreography

Performance (30%)

- Set phrases through a solo performance
- Duet/trio performance

Choreography (30%)

- Solo or group choreography

This is marked internally and externally moderated.

Total Practical: 60% of final CGSE

Component 2:

Dance Appreciation

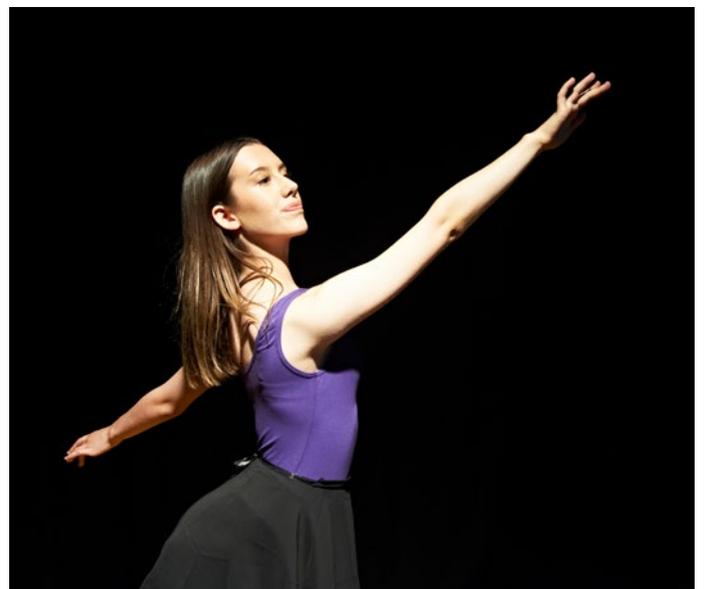
- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

Written exam: 1 hour 30 minutes

40% of final CGSE

Am I suitable for the course?

The course is suitable for any student who would like to develop their own understanding of dance in choreography, performance and appreciation. Students will need to be prepared to work in their own time on practical coursework as well as take part in performances in and outside of school.



Drama

Examination Board

WJEC Eduqas GCSE (9-1) in DRAMA

Subject Leader

Mr Psirides

Exam board link

<http://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse>

Loom link

<https://www.loom.com/share/8f9bc3785b484405ad71bc63d70b405c>

Employability Skills

Communication and interpersonal skills: The ability to work with others, to read people and communicate with them on a range of levels with confidence and sensitivity.

Negotiation skills: To listen to others, take into account other viewpoints and learn to respond in a positive way. To compromise and ensure a win-win outcome.

Team work: Working well with other people from different disciplines.

GCSE Drama can take students down a range of different pathways. It develops both strong practical skills and the core social skills relevant across the curriculum and to any career path.

The aim of the course:

The course offers students the opportunity to explore drama as a practical art form – to learn new skills in both performance and design and grow in confidence as young people. Students will be encouraged to be creative and take risks and explore how ideas and meaning are communicated to an audience. Students will be introduced to practitioners, people who make theatre and their theories, influential playwrights and live theatre performance. The key focus of the course is practical and offers both a different way of learning and a balance to other subjects in the curriculum.

Course Content:

The Eduqas course is a vibrant and accessible GCSE that caters for the widest range of abilities. Students begin in Year 10 by exploring a range of scripts/techniques/practitioners and dramatic forms alongside a visit to the theatre to explore their responses to live performance before beginning the assessment elements. The Eduqas specification gives equal importance to technical aspects of drama and performance. Students will devise their own work from a range of stimuli and track their progress through a lively portfolio of work full of inspirational ideas. They will perform scripts that suit their preferred style or look to develop their practical understanding and application of the technical elements of drama – sound, lighting, costume and make up. They will evaluate their own practical work and that of others and experience professional live theatre through numerous visits across the course. Students will have the opportunity to display their understanding of text and live performance in the written examination at the end of the course.

ASSESSMENT METHOD:

Assessment is through internal assessment and external moderation, visiting practical examiner and written examination. The objectives for assessment are:

- AO1- Create and develop ideas to communicate meaning for theatrical performance
- AO2- Apply theatrical skills to realise artistic intentions in live performance
- AO3- Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- AO4- Analyse and evaluate their own work and the work of others

Component One: Devising Theatre 40% 60 marks Internally assessed, externally moderated

Students will be assessed on acting or design. They will create, develop and perform a piece of devised theatre using the techniques of an influential practitioner (Bertolt Brecht) in response to a stimulus set by the examination board (15 marks). This is accompanied by a portfolio of work (30 marks) and written evaluation (15 marks) that traces the journey from research to final performance.

Component Two: Performing from a Text 20% 60 Marks Externally assessed by visiting examiner

Students will be assessed on acting or design. They will study two extracts from the same performance text chosen by the centre and perform using sections of text from both extracts. They will write a short 150 word brief for the examiner outlining their artistic intentions

Component Three: Interpreting Theatre 40% 60 Marks 1 hour 30 minutes written examination

Section A: Set Text. 45 marks

Students will respond to a series of questions on one set text, Mark Wheeler's 'Hard to Swallow'.

Section B: Live Theatre Review. 15 marks

Students will answer one question from a choice of two assessing, analysing and evaluating a given aspect of a live theatre production seen during the course.

Enterprise & Marketing

Level 1 & 2 Certificate Cambridge National

Examination Board

OCR

Subject Leader

Mrs Corripio

Exam board link

<https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-i819/>

Loom link

<https://www.loom.com/share/8b6e3c29ea794b25919fde7887920bc7>

Employability Skills

Through the theory, studying the basic structure and elements of business, which is assessed externally in exam and through the coursework, creating a set scenario Business Plan independently (limited teacher input) and later presenting and defending its viability, as you would in real life. This is assessed by the teacher with external moderation, the qualification will give students the skills needed to start their own business, progress in a career understanding the intrinsic needs of a company or go on to higher levels of education.

This qualification is for students who are interested in entrepreneurship and wish to develop applied knowledge and practical skills in business, enterprise and marketing. Students will be able to progress towards further study of qualifications in Enterprise, Marketing, Business or for higher ability, Economics. For example, learners may progress to A Level Business Studies. But moreover, students will learn skills in research, financial numeracy, creativity, collaborative work, analysis, evaluation, communication, and presentation.

Course Content:

All students will study three mandatory topics as follows:

R064 Enterprise and marketing concepts - Theory

The first topic is theory based and underpins the wider learning in this qualification. Learners will develop essential knowledge and understanding of enterprise and marketing concepts, and the different functions of a business, which will be assessed through exam and then applied to their coursework in the other units within the qualification.

Learners will understand the main activities that will need to happen to support a business, and what the key factors are to consider when starting up a business.

R065 Design a business proposal - Coursework

In the second topic, learners will develop the skills to design a business plan through independent essay writing following tasks to meet a specific business challenge scenario. They will create a customer profile for their product, complete and analyse market research to help them generate their product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

R066 Market and pitch a business proposal - Coursework

In the third topic, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop presentation skills in order to pitch their business plan to an external audience. Finally, they will reflect on their pitching skills and business proposal using their learning, self-assessment and feedback gathered.

Breakdown of qualification:

Enterprise and marketing concepts

Written paper OCR-set and marked
1 hour and 30 minutes – 80 marks
Part A - comprising of 16 multiple choice questions
Part B – comprising of short answer questions and three extended response questions.
The exam is normally taken at the end of Year 10.
Hours spent on unit: 60

Design a business proposal

The centre-assessed tasks will be practical and independent writing tasks in the context of an OCR-set assignment.
Hours spent on unit: 30

Market and pitch a business proposal

The centre-assessed tasks will be practical and independent writing tasks in the context of an OCR-set assignment.
Hours spent on unit: 30

Assessment

Students have two opportunities to take the assessment and are allowed to keep the best grade they produce.

All results are awarded on the following scale:
(GCSE equivalent grades in brackets)

Level 1	Level 2
	Distinction* at Level 2 (8.5)
Distinction at Level 1 (3)	Distinction at Level 2 (7)
Merit at Level 1 (2)	Merit at Level 2 (5.5)
Pass at Level 1 (1)	Pass at Level 2 (4)

Food Preparation & Nutrition

Examination Board

AQA 8585

Subject Leader

Miss Auburn

Exam board link

www.aqa.org.uk/subjects/food-preparation-and-nutrition

Loom link

<https://www.loom.com/share/6830003ed34b45baa71d4e0648fd880e>

Employability Skills

Organisational skills: Being organised and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.

Working under pressure and to deadlines: Handling stress that comes with deadlines and ensuring that you meet them.

Ability to learn and adapt: To be enthusiastic about your work and to identify ways to learn from your mistakes for the benefit of both you and your employer.

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Students will learn how to make connections between theory and practice to apply their knowledge of food and nutrition.

Food preparation skills are integrated into five core topics:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

ASSESSMENT METHOD:

Written exam: 50%

Assessments: 50%

Written assessment Task 1
Food Investigation 15%

Written assessment Task 2
Food Preparation
Practical cooking exam - 3hr 35%



Examination Board

Eduqas (Specification A)

Subject Leader

Mrs Hillier-Brown

Exam board link

www.eduqas.co.uk/qualifications/geography/gcse-a/

Loom link

<https://www.loom.com/share/aae2e551fc1a4720886a0050cea36945>

Employability Skills

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions.

Problem solving skills: The ability to understand a problem by breaking it down into smaller parts and identifying the key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task.

Valuing diversity and difference: Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.

The overarching aims of this qualification are that students will develop the ability to think 'like a geographer'. Students will develop the skills to conduct enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues.

Eduqas GCSE Geography (Specification A) develops an enquiry approach to the study of geographical information, issues and concepts. Fieldwork is an essential aspect of geographical education and of this qualification. It is placed at the heart of this specification and fieldwork is embedded within the programmes of study.

Students will consolidate and extend their understanding of geographical concepts learned in the classroom by engaging with enquiries conducted outside of the classroom and school grounds. Furthermore, students will be challenged to apply what they have learned through specific fieldwork in local contexts, to the wider context of UK geography.

How is the course structured?

Component 1:

Changing Physical and Human Landscapes (Year 10)

Theme 1: Landscapes and Physical Processes

Theme 2: Rural-urban Links

Theme 3: Coastal Hazards and their Management

Component 2:

Environmental and Development Issues (Year 11)

Theme 4: Weather, Climate and Ecosystems

Theme 5: Development and Resource Issues

Theme 6: Social Development Issues

Component 3: Fieldwork Enquiry (Years 10 & 11)

Part A: approaches to fieldwork methodology, representation and analysis.

Part B: how fieldwork enquiry may be used to investigate geography's conceptual frameworks

Part C: application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

How is the course assessed?

Component 1:

Changing Physical and Human Landscapes

Written examination: 1 hour 30 minutes (35% of qualification)

Component 2:

Environmental and Development Issues

Written examination: 1 hour 30 minutes (35% of qualification)

Component 3: Applied Fieldwork Enquiry

Written examination: 1 hour 30 minutes (30% of qualification)

Geography Fieldwork Opportunities

Year 10: A one day investigation into the sphere of influence of a honeypot site (coastal location in the south of England) – June

Year 11: A one day investigation into the use of transects within the city of Wells in January.

History

Examination Board

AQA 8145

Subject Leader

Mr Leaman

Exam board link

www.aqa.org.uk/subjects/history/gcse/history-8145

Loom link

<https://www.loom.com/share/3f3e309464da4ef2a7ff30a3292b5bcf>

Employability Skills

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions.

Ability to learn and adapt: To be enthusiastic about your work and to identify ways to learn from your mistakes for the benefit of both you and your employer.

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

Specification

This course is a lively, interesting and challenging opportunity to study History. It encourages the student to explore crucial and controversial issues in a variety of creative ways and closely traces how the past has directly influenced the world today. We aim to help students to acquire knowledge of the past through interesting and varied learning activities. This course is ideal preparation for A Level courses in humanities subjects.

How is the course structured?

This qualification is linear, meaning that students will sit all their exams at the end of the course. The GCSE History course comprises two examination papers and the following four elements:

Paper 1: Understanding the Modern World

A Period Study. Germany, 1890–1945: Democracy and dictatorship.

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Wider World Depth Study. Conflict and tension between East and West, 1945–1972

This wider world depth study focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Paper 2: Shaping the Nation

A Thematic Study: Britain: Health and the people: c1000 to the present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Topics include the Black Death, the discoveries of the medical Renaissance, developments in surgery, and the discovery that germs were the cause of disease.

British depth study:

Elizabethan England:c1568-1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

This component of the course incorporates the study of a historic environment. Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.

How is the course assessed?

There are two exams at the end of Year 11

Paper 1: Understanding the Modern World - 2 hrs
50% of GCSE

Paper 2: Shaping the Nation - 2 hrs
50% of GCSE

Examination Board

AQA

Subject Leader

Mrs Lemee

Exam board link French

www.aqa.org.uk/subjects/languages/gcse/french-8658

Exam board link German

www.aqa.org.uk/subjects/languages/gcse/german-8668

Exam board link Spanish

www.aqa.org.uk/subjects/languages/gcse/spanish-8698

Loom link for Languages

<https://www.loom.com/share/49edf6f5682442039ef57c7e47bd0484>

Employability Skills

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information and instructions.

Negotiation skills: To take on board other people's feelings and express your own requirements in a clear fashion to achieve a win-win outcome.

Team work: Working well with other people from different disciplines, backgrounds and expertise to accomplish a task or goal.

Through learning a language we gain a better understanding of how people in another country live, their customs and attitudes and how they do things. The more we understand and respect people in other countries, the greater the hope for world peace.

With the turbulent political and economic events of the recent months, studying languages is even more important than before. In the knowledge society of the 21st century, language competence and intercultural/global understanding are not optional extras; they are an essential part of being a citizen, shaping the way we think and giving the potential to communicate with the other half of the world.

Studying a language also helps to develop our general mental ability – it demands we listen carefully, to think exactly and to examine things in detail.

Aims:

- To develop the ability to understand and use a language effectively for purposes of practical communication
- To develop the ability to use and understand a language both imaginatively and creatively
- To develop an understanding of grammar
- To encourage positive attitudes to language learning and speakers of other languages and a sympathetic approach to other cultures and civilisations
- To offer insights into the culture and civilisation of other countries
- To promote learning skills of a more general application such as analysis, memorising and drawing of inferences
- To form a sound base of the transferable skills, language and attitude required for further study, work and leisure
- To provide enjoyment and intellectual stimulation

How is the course structured?

Students are required to study the following themes:

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
- Travel and tourism

Theme 3: current and future study and employment

- My studies
- Life at school
- Education post-16
- Career choices and ambitions

How is the course assessed?

Candidates will be tested in the four main skills; listening, speaking, reading and writing.

Paper 1: Listening - Examination 25%:
Foundation (35 mins) Higher (45mins)

Paper 2: Speaking - Examination 25%
Foundation (7-9 mins) Higher (10-12 mins)

Paper 3: Reading - Examination 25%
Foundation(45 mins) Higher (1 hour)

Paper 4 : Writing - Examination 25%
Foundation (1 hour) Higher (1 hour 15 mins)

The four skills are tested at the end of Year 11 by examination. All papers are available at either foundation or higher tier. Candidates will not be able to mix tiers on different papers.

Foundation tier exams (Grades 1-5) or Higher tier exams (Grades 4-9).

Examination Board

AQA

Subject Leader

Mrs Hook

Exam board link

www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673

Loom link

<https://www.loom.com/share/49edf6f5682442039ef57c7e47bd0484>

Employability Skills

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information and instructions.

Negotiation skills: To take on board other people's feelings and express your own requirements in a clear fashion to achieve a win-win outcome.

Team work: Working well with other people from different disciplines, backgrounds and expertise to accomplish a task or goal.

Aims:

Chinese GCSE gives students an opportunity to add an exciting international dimension to the range of subjects that they study. The course not only equips them with the ability to communicate in Mandarin Chinese but also brings the intellectual excitement and challenge of learning how a non-European language works. It opens up a window onto a fascinating culture and furnishes them with a valuable qualification for future employment prospects.

Syllabus and assessment method:

The students are tested on all four skills: reading, writing, speaking and listening. All skills are tested at the end of Year 11 and each carry the same weight in terms of marks (i.e. 25%).

Because the Chinese script is not alphabetical and takes longer to learn than European languages, all questions and instructions in the papers will be in English. Also, in the reading and listening exams, the candidates will respond in English.

Topics covered in the syllabus include contemporary and cultural themes. They are organised into three main themes and twelve topics:

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
- Travel and tourism

Theme 3: current and future study and employment

- My studies
- Life at school
- Education post-16
- Career choices and ambitions

Students are well supported with text books and many imaginative on-line resources. St Gregory's also has links with schools in China so students get opportunities to make friends and communicate with their peers.

In addition, since 2017 St Gregory's has been on the national Mandarin Excellence Programme which opens up many new opportunities for our students of Mandarin to boost their learning and take part in cultural events.

To embark on the course students are required to have studied at least two terms of basic Chinese.



Music

Examination Board

Edexcel 1MU0

Subject Leader

Miss Townsend

Exam board link

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

Loom link

<https://www.loom.com/share/7e797fb9c2c84462b2999b2bd64cd3e0>

Employability Skills

Problem solving skills: The ability to understand a problem by breaking it down into smaller parts and identifying the key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task.

Organisational skills: Being organised and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.

Team work: Working well with other people from different disciplines and expertise to accomplish a task or goal.

Analytical skills: The ability to examine information or a situation in detail in order to identify important elements.

Aim of the course

The course offers students the chance to explore different genres of music in an engaging and practical way. Students will have many opportunities to broaden their skill set through trips and workshops. There will be many performance opportunities.

The Course

The course explores a selection of pieces from a variety of areas of study. These areas include:

1. Instrumental Music (Bach and Beethoven)
2. Vocal Music (Purcell and Queen)
3. Music from Stage and Screen (Wicked and Star Wars)
4. Fusion (Samba and Folk Music)

Students will learn key features of these styles through studying set works from an anthology of music. They will then have a listening examination at the end of the course which will contain extracts from these set works as well as music from unseen works (which will be similar in style to those studied) Students will then be required to answer the related questions. Performance and composition are also studied through these topics and all students who enrol on the course are strongly advised that they should be having individual instrumental or voice lessons as there is a requirement to perform at a grade 3/4 standard by the end of the course. They do not need to have taken any graded exams, just the ability to perform to that level. It is also an expectation that, in order to fulfil the performing in a group performance aspect of the course, students will attend an extra curricular activity offered within the music department. Students will submit two compositions during the course which will be completed over the two-year course.

The Teaching (Course Components)

Performing on any instrument or voice (30%)

Students have to submit one solo performance of their choice and a performance in a group. Both need to last for a **minimum of four minutes**.

Composing/Arranging (30%)

Students have to submit two compositions/ arrangements – one needs to be related to different topics studied during the course and the second is a free composition.

Listening and Appraising (40%)

Students sit a listening paper that demonstrates their understanding of the set works covered throughout the course.

The Assessment

All coursework (60%) will be completed by Easter in the second year of the course. The listening paper (40%) is completed in the final term of Year 11.



Photography

Lens based and light based media

Examination Board

AQA 8206

Subject Leader

Mr Duffy

Exam board link

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography>

Loom link

<https://www.loom.com/share/b87c114afa98433984d1efdec5dc9fbb>

Employability Skills

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

Organisational skills: Being organised and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.

Ability to learn and adapt: To be enthusiastic about your work and to identify ways to learn from your mistakes for the benefit of both you and your employer.

Candidates will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies.

The course encourages candidates to develop their own work with reference to other image makers in our own and other cultures, within a historical perspective and responding to current ideas.

Gallery visits, contextual studies and suggested courses of independent study, including using the internet, help candidates in personal research for their sketchbooks.

Homework/Preparatory Work:

It should be noted that throughout the duration of the Photography course, homework plays a big part and may take many hours. Students must be prepared and willing for this.

Cost:

There is a cost of £10 per student, per year to cover ink costs and materials. There are cameras which would be suitable for the course which can be signed out from school on a short-term basis (although some students may wish to purchase a suitable camera before or during the course).

Portfolio of work:

The Portfolio represents 60% of the marks available. The Portfolio consists of two or more coursework projects which will include many investigatory shoots, experimentation and analysis.

Students develop coursework along broad themes that include still life, the landscape and portraiture. Students' work becomes progressively more independent, using

photographic media to explore their own ideas in order to show adequate refinement, experimentation and development of the project theme. The preparation work and supporting studies are as important as the finished pieces and should read like a visual diary, also including written notes and annotations.

Candidates keep all their work as each project is completed. Work is assessed at regular intervals and coursework is graded. Feedback is given regularly in order for students to improve grades and continue their progression in future projects. At the end of the course all work is handed in for marking and moderation.

Examination - 10 hours over two days

A final extended project worth 40% of the marks awarded.

The examination presents candidates with a theme set by the board. Approximately ten weeks are given for preparatory studies, which should include research, experimental studies, broad use of media and a personal approach. The final piece/s is created during the exam which takes place in the Photography room over two consecutive days.

ASSESSMENT METHOD:

Portfolio of work 60%

Externally set task 40%

Students are encouraged to look at student work and course structure/resources here:

stgregsphotography.weebly.com

Physical Education GCSE

Examination Board

AQA 8582

Subject Leader

Mrs McHale

Exam board link

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance>

Loom link

<https://www.loom.com/share/44f70bcfc70945f88781daa0f7e5d9c8>

Employability Skills

Team working: Working well with other people from different disciplines, backgrounds and expertise to accomplish a task or goal.

Communication and interpersonal skills: The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information / instructions.

Using your initiative and being self-motivated: Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

What can GCSE Physical Education offer you?

1. The chance to participate in and develop your practical abilities in a range of activities, taken from the areas of Invasion Games, Net/Wall Games, Individual activities and Striking/Fielding Games.
2. The opportunity to extend your knowledge of the rules and etiquette involved in a variety of sports.
3. An introduction to specialised training methods and styles and types of fitness testing.
4. Knowledge of the human body and how it responds to exercise.
5. Understanding of social factors affecting sports participation.

What you should have?

1. An all-round interest in and enthusiasm for Physical activity.
2. A willingness to learn new skills and techniques and apply the necessary effort in a variety of different activities.
3. An ability to appreciate a scientific approach to studies.

Course Content

Practical Element:

This concentrates on practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). The final assessment of your practical skills will provide 40% of your final mark. This includes analysis and evaluation of performance to bring about improvement in one activity.

Theoretical Element:

This will involve theoretical work and will be taught in a classroom. Assessment will be in the form of two exams Paper 1 – The human body and movement in physical activity and sport 30% (Applied anatomy and physiology, Movement analysis, Physical training, Use of data).

Paper 2 – Socio-cultural influences and well-being in physical activity and sport 30% (Sports psychology, Socio-cultural influences, Health, fitness and well-being, Use of data). This will contribute towards 60% of the final mark.

This course is an exciting one which provides a mixture of both practical and theoretical activities which adds variety to the GCSE programme. It is both imperative that any student that chooses this course is fully committed to BOTH ELEMENTS of the course. Written homework will be set each week and full P.E. kit must be worn for each practical lesson.

Course Assessment

Practical: 40%

Theory Examination: 60%





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In Christ we flourish