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**Year 9**

**Subject Choice**

**Booklet**

**Foundation Pathway­­­**

**2022-23**

Dear Parents and Carers,

I am delighted to provide you all with information that will help your child choose the subjects they will study over the next three years.

Your child has been selected to complete the Foundation Pathway.

**Who?**

**For all students achieving a Key Stage 2 score below expected level (less than 100) in English and Maths when leaving primary school.**

**What can I choose?**

**For this pathway all students have three free choices from a selection of mostly technical level subjects.**

Key Stage 4 at All Saints’ Academy is two years long: Years 10 and 11. This gives our students a chance to learn in greater depth in their subjects of choice enabling them to develop those passions and achieve the highest possible outcomes in Year 11.

We believe that between the core subjects that everyone studies, and the option subjects that are chosen individually, All Saints’ Academy gives everyone the experience of an outstanding education and the opportunity to have life in all its fullness.

We ask that you read this booklet, ask questions and talk to your child about their interests and ambitions. If we can help you with more information, please get in touch or visit the options section of the school website: <https://www.asachelt.org/options>

Once a decision has been made, please complete the subject choices on the MS Form here:

Qr code

Description automatically generated

<https://forms.office.com/e/08wdk4P4Eh>

Yours sincerely,

Mr Guy Sampson

**Vice Principal**

[GSampson@ASAChelt.org](mailto:GSampson@ASAChelt.org)

**Core Subjects**

**Everyone does these at All Saints’ Academy!**

* + English Language GCSE
  + English Literature GCSE
  + Maths GCSE
  + Biology GCSE
  + Chemistry GCSE
  + Physics GCSE

* + Religious Education GCSE
  + Physical Education (PE)



**What Happens Next?**

26th January Options guidance booklet released with subject information videos to parents and students to begin the process. <https://www.asachelt.org/options/>

26th January – Student discussions with families and

3rd February subject teachers using the information from the options booklet, the videos and contact with Academy teachers.

3rd February – Preliminary discussions between students

17th February and tutors, and Senior Leadership Team to find out which pathway they are on and to discuss possible option choices.

1st March First draft of options choices allocated sent to families using Parent mail.

7th March **Options and Parents’ Evening** combined for parents and students to have final conversations with subject teachers. Completed options forms submitted to the Academy.

24th March Final deadline for options decision changes.

30th April Final confirmation of subjects allocated sent to families using Parent mail.

**Banding**

**Extension Pathway**

*Who?*

Students who achieved a Key Stage 2 score **exceeding** **expected** **level** (greater than 100) in English and Maths when leaving primary school. Additionally, students who have made exceptional progress since joining All Saints’ Academy have been included.

*What can I choose?*

For this pathway all students are expected to select a full English Baccalaureate (<https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc> ) (EBacc) set of qualifications. This includes a Humanity subject (Geography or History), a Modern Foreign Language subject (French or Spanish) and one further free choice from a selection of mostly GCSE level subjects.

**Core Pathway**

*Who?*

Students achieving a Key Stage 2 score **at** **expected** **level** (close to 100) in English and Maths when leaving primary school.

*What can I choose?*

For this pathway all students are expected to select one of the EBacc subjects (Humanities or Modern Foreign Language or Computing) and have two further free choices from a selection of GCSE level and technical level subjects.

**Foundation Pathway**

*Who?*

For all students achieving a Key Stage 2 score **below** **expected** **level** (less than 100) in English and Maths when leaving primary school.

*What can I choose?*

For this pathway all students have three free choices from a selection of mostly technical level subjects.

**Optional Subjects**

* Art & Design
* Business Studies
* Business Studies Vocational
* Computer Science
* Constructing the Built Environment
* Drama
* Design Technology
* Film Studies
* Hospitality and Catering
* French
* Geography
* Hair & Beauty
* Health & Social Care
* History
* Music
* Spanish
* Sport GCSE
* Sport BTEC

**Art & Design**

**GCSE (AQA)**

**Controlled Assessment 60%**

**Exam: 40%**

**WHY STUDY?**

Try to imagine a world without Art. Creative people have designed and imagined everything in our lives from the clothes we wear to the packaging and logos of the companies and products we use. They have created entertainment – films and computer games, and developed the visually stimulating world we live in.

“Jobs in the creative and cultural sector are expected to increase by up to a third by 2020” University of Gloucestershire.

During the Art GCSE course students will produce two units of coursework exploring a wide variety of Art materials and processes including lino printing and multimedia work’. Students will be introduced to a wide selection of past and contemporary artists and in response will produce work inspired by their styles and techniques. They will develop their drawing and painting skills whilst exploring a number of themes. Creative ability will be enhanced as students design and produce exciting final pieces.

**COURSE CONTENT**

The coursework comprises 60% and the final exam element 40% of the overall mark. Primarily students’ coursework and final exam are marked by the class teachers and then moderated externally.

This course could lead to students taking an advance level course such as an A Level Fine Art course.

**USEFUL FOR CAREERS IN**

Media, design, web design, teaching, fashion.

**For Further Information see:**

Mrs Bayliss [**sbayliss@asachelt.org**](mailto:sbayliss@asachelt.org)

**Business Studies**

**GCSE (Eduqas)**

**Exam: 100%**

**WHY STUDY?**

Business Studies covers a wide range of topics including; ownership, finance, marketing, production, enterprise and changes in the business economy. Students who undertake this course learn to appreciate the range of perspectives of business professionals, customers and shareholders in relation to business and economic activities. Students will learn how to analyse business success and failure, make reasoned judgements and give recommendations for how they might improve.

**COURSE CONTENT**

* **6 Units over Year 10 – 11**

The Units cover topics ranging from Ownership, Marketing, Finance, People, The External Environment and Production.

Exam (covers all topics) – 100%

**ASSESSMENT**

You will sit two external exams, both in year 11. Component 1 is worth 62.5% of the entire GCSE and this focuses on all six units of the specification. Component 2 is worth 37.5% and is predominantly focused on data response questions on case studies provided. Both papers require a high level of business terminology alongside application to real business examples.

**HARD WORK / DEDICATION**

GCSE Business Studies will require students to research and follow current affairs (the news) outside of lessons and complete set weekly tasks to help aid learning and understanding. This will ensure students are equipped ready for the examinations over the three years of learning.

**USEFUL FOR CAREERS IN**

Business, Law, Finance, Marketing, international business (with a language), Politics, Own business, Leisure and Tourism, Retail, Construction, Electrician, Plumbing.

**For Further Information see:**



Mrs T Del Valle

tdelvalle@asachelt.org

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**Business Studies (OCR)**

**Internal coursework assessment: 66%**

**Examination: 33%**

**WHY STUDY?**

The OCR L2 Business, Enterprise and Marketing course is both a vocational and academic qualification. It provides and equips students with practical working experiences and encourages creative business thinking. Students will be given the opportunity to develop a range of skills, personal qualities and attitudes essential for successful performance in further education or for employment in the commercial business world.

|  |  |
| --- | --- |
| **VCERT**  **GRADE** | **GCSE** |
| **Pass** | 1 |
| **Merit** | 1 |
| **Distinction** | 1 |
| **Distinction \*** | 1 |

**COURSE CONTENT**

There are three units the students will be assessed on made up of Coursework (CW) and an examination.

**Unit 1** – Enterprise & Marketing (Exam – 33%)

**Unit 2** – Design a Business Plan (CW – 33%)

**Unit 3** – Market & Pitch a Business Plan (CW – 33%)

**COURSE TRIPS**  

The course is tailored so that students gain a variety of practical experiences from local and national businesses. This will include visits to: Cadbury World, Alton Towers, Chelsea FC as well as guest speakers at school. Students will be required to comment and write about their experiences in formal assignments and portfolios.

**HARD WORK / DEDICATION**

This course will require students to show enthusiasm and dedication by researching and completing work both in and outside of lessons. This will ensure students meet lesson and weekly targets throughout the three years in completing a large portfolio of assignments.

**USEFUL FOR CAREERS IN**

Business, Own business, Law, Finance, Marketing, Politics, Leisure and Tourism, Retail, Construction Electrician, Plumbing.

**For Further Information see:**

Mrs T Del Valle

[tdelvalle@asachelt.org](mailto:tdelvalle@asachelt.org)

**Computer Science GCSE** **(OCR)**

**Exam: 100%**

**WHY STUDY?**

*'Computing teaches problem-solving skills as well as programming'*

In this ever expanding ‘digital world’ computers are everywhere: in our pockets, in our cars, in our thermostats, and even in our fridge. Furthermore, you are most likely wearing digital technology, even in your clothes. We really do need to care about what the future of Computer Science holds because it is going to impact your lives in many years to come. This GCSE will give you lots to think about and enable you to apply the learnt skills effectively in real-world settings. In Computer Science, you will learn how computer systems work, from the physical stuff inside computer systems to the applications almost all 21st century users interact with. You will develop practical programming skills including designing, writing, testing and refining code, whilst also having a range of enrichment opportunities on hand, with the support of leading Cyber and Microsoft Engineers that go beyond the learning in the classroom.

**COURSE CONTENT**

**J277/01: Computer systems**

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural, and environmental concerns associated with computer science | Written paper: **50% of total GCSE**

**J277/02: Computational thinking, algorithms, and programming**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, and translators |

Written paper: **50% of total GCSE**

Practical Programming - All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

**For Further Information see:**

Mr A Samrai

[asamrai@asachelt.org](mailto:asamrai@asachelt.org)

**Constructing the Built Environment**

**WJEC Level 2 Certificate**

**Unit 1 Introduction to the Built Environment exam: 40%**

**Unit 3 Constructing the Built Environment: 60%**

**WHY STUDY?**

Construction is a **dynamic** and **exciting industry**. It is the perfect subject for a vocational qualification because it is a sector in which **theory** and **practice** are very closely linked. Skills such as Brick laying, Carpentry, Joinery, Plastering, Painting and Decoration are taught alongside the theory behind the topics.

Students will be given the opportunity to develop a **range of skills** and techniques along with personal skills and attributes that are essential for success in the world of work.

Students will feel the benefit of this in their future careers, no matter what area they may choose to specialise in as these skills developed through this Level 1/2 qualification can be applied to a workplace setting.

**COURSE CONTENT**

Unit 1: Introduction to the Built Environment. On-screen examination: 1 hour 30 minutes.

80 marks.

Unit 1 introduces students to the built environment and provides them with the opportunity to

develop skills, knowledge and understanding in identifying, explaining and evaluating different ideas

and concepts of the built environment. Students will explore a range of profession and trade roles,

and some of the different structures and buildings of the built environment.

Unit 3: Constructing the Built Environment. Controlled assessment (coursework): 30 hours

120 marks.

Unit 3 gives students the opportunity to develop skills, knowledge and understanding of three

construction trade areas of the built environment, including planning, undertaking and evaluating

construction tasks.

**USEFUL FOR CAREERS IN**

Building, Carpentry, Surveying, Plastering, General Construction.

**For further information see:**

Mrs K Whittle

[Kwhittle@asachelt.org](mailto:Kwhittle@asachelt.org)

**Drama**

**GCSE (AQA)**

**Coursework and performance:** 60%

**Written exam:** 40%

**WHY STUDY?**

Drama builds confidence, develops voice and body and gives you life-long performance skills that are transferrable into any future job. It will also give you the chance to explore some high-quality drama texts as well as offering opportunities to direct, stage-manage, and organise shows. The entertainments industry is one of Britain’s strongest industries employing over 150,000 people and boosts the economy; there are endless opportunities in many different fields of work available. If you’re not a confident performer there are awesome challenges with lighting, staging, design and directing too! **Through making, performing and responding to drama, you have the chance to discover more about yourself, other people and the world you share.**

**Drama forms a vital part of making the future role models of our community.**  Our students leave their time with us as compassionate, confident and driven leaders that are ready to shape the next generation in their future jobs. On this GCSE course, we aim to encourage bravery, bold decision making, respect and develop creativity, empathy, sensitivity and confidence in you all. GCSE Drama helps to mold the young minds of the future: **the proud, confident, resilient and determined young adults who go on to achieve above and beyond their potential.**

**COURSE CONTENT**

**Pupils will complete 3 units to include:**

1. Understanding drama – (40% of GCSE) - 1hr 45mins written exam on roles and responsibilities in the theatre industry, Willy Russell’s famous play ‘Blood Brothers’ and a live theatre review of a show of your choice that the class has been to see.
2. Devising drama – (40% of GCSE) - where you create and direct your own group performance from scratch on a topic of your choice and write a supporting logbook as coursework explaining your creative process.
3. Text in practice – (20% of GCSE) – Performance of two extracts from one play in full costume, character and on a full set and stage.

**Pupils will learn a range of valuable transferable life skills such as:**

* *Leadership, Confidence, Communication, Management, Creativity, Empathy, Problem Solving, Projection, An Analytical Mind, Evaluation, Networking*

**USEFUL FOR CAREERS IN**

Everything!!! Acting, Theatre, Film, Business, Law, Economics, Budgets and Finance, Drama Therapy, Marketing, Management, Leadership, Media, Broadcasting, Presenting, Communications, Radio, Technology, Journalism, Fashion, Stage Design, Costume Design, Stage Make-Up, Lighting Design, Festival Design, Sound Design, Teaching, Lecturing, Children’s Entertainer, Retail.

**For further information see:**

Miss H Baynham-Williams

[**HBaynhamWilliams@asachelt.org**](mailto:HBaynhamWilliams@asachelt.org)

**Design Technology**

**GCSE (AQA)**

**Controlled Assessment: (Drawing Skills, Analysis, Planning and Practical) 50%**

**Exam: 50%**

**WHY STUDY?**

Design Technology is a **creative** and **vibrant** subject. There is a mix of **theory and practical** lessons which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.

Students will learn a wide range of **designing and making skills** and will be given the opportunity to work with a **range of materials**.

Design Technology encourages candidates to be **inspired, moved** and **challenged** by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as **manufacturing** and **design**. It prepares candidates to make informed decisions about further learning opportunities and career choices.

**COURSE CONTENT**

**Unit 1:** Design, Manufacturing, Materials – Theory. *(2 hour exam paper in Year 11)*

**Unit 2:** Design and Make Project *(Non-Exam Assessment)*

**This course could lead on to A Level Product Design.**

**COURSE COMMITMENT**

Students studying Design Technology will have to demonstrate **commitment and enthusiasm** in completing various practical projects throughout the 3 years. They should also be able to produce a large portfolio of their work displaying **creative and dynamic sketch skills** along with strong understanding of the **design process**.

**USEFUL FOR CAREERS IN**

Product Design, Business/ICT, Manufacturing, Fashion, Engineering, Advertising/Marketing, Interior design, Graphic Communications.

**For Further Information see:**

Mrs K Whittle

****[kwhittle@asachelt.org](mailto:kwhittle@asachelt.org)

**Film Studies**

**GCSE (Eduqas)**

**Controlled Assessment: 30%**

**Exam: 2 x 90 minutes 70% 70%**

**WHY STUDY?**

Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies; They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise. In addition to the knowledge and understanding learners gain from their GCSE study of film, they will also develop a range of literacy, communication, analytical, production, IT and other transferable skills which will benefit their whole education.

**COURSE CONTENT**

**Key Developments in US Film (35%)**

Written examination: 1 hour 30 minutes

Learners will study **three** US films for this component:

One comparative study of a pair of mainstream genre films (from a choice of five pairs), one from the ‘Golden Age’ of Hollywood and one from the 1980s eg **Invasion of the Body Snatchers** (Siegel 1956) and **E.T**.(Spielberg 1982).The also study one independently produced film, from a choice of five recent films eg **Ladybird** (Gerwig 2017) or **Whiplash** (Chazelle 2014)

**Global Film: Narrative, Representation and Film Style (35%)**

Written examination: 1 hour 30 minutes

Learners will be required to study **three** films from outside the US for this component: One global English language film produced outside the US , one global non-English language film, and one recent UK film. Films that might be studied include **Slumdog Millionaire** (Boyle, UK, 2008), **District 9** (Blomkamp, South Africa, 2009) or **Jojo Rabbit** (Waititi, New Zealand 2020)

**Production Non-exam assessment (30%)**

This component assesses the ability to apply knowledge and understanding of film to a production. Learners produce:

· One genre-based film production (either a short film or a screenplay)

· One evaluative analysis of the production

**USEFUL FOR CAREERS IN**

Journalism, Television, Radio, Advertising, Music industry, IT, and of course the Film industry itself.

**For Further Information see:**

Mr K Wright

[kwright@asachelt.org](mailto:kwright@asachelt.org)

**Hospitality and Catering (Eduqas)**

**Controlled Assessment: 60%**

**Exam: 40%**

**WHY STUDY?**

Hospitality and Catering is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, the working characteristics of food and dietary needs of different groups as well as gaining understanding of how the hospitality and catering industry is run. This qualification enables students to develop and refine their practical cookery skills to produce a wide range of both savoury and sweet dishes and present these to industry standards. This course allows students to gain practical experience of the industry developing, whilst refining their practical skills to high standards. Students will have opportunity to work in an industrial kitchen and will be able to carry out increasingly more complex practical skills. Students will be required to bring ingredients for practical lessons, basic store cupboard ingredients such as oil, herbs etc will be provided by school. For some lessons, where appropriate, all ingredients will be provided.

**COURSE CONTENT**

Unit 1: The hospitality and cateringindustry. Written examination: 1hour 20minutes. 40% of qualification. 80marks.

Unit 2: Hospitality and catering in action. Controlled assessment (coursework): approximately 12 hours. An assignment brief will be provided by WJEC which will include a scenario and several tasks. 60% of qualification. 120 marks.

**This course could lead onto Level 3 Food Science and Nutrition or apprenticeships in the food industry**

**USEFUL FOR CAREERS IN**

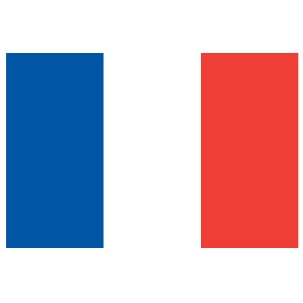
Catering, Hospitality, Chef, Butchery, Bakery, Confection, Nutrition, Dietetics, Restaurant management, Hotel management,



**For further information see:**

Miss M Phillips

[**mphillips@asachelt.org**](mailto:mphillips@asachelt.org)

**French**

**GCSE (AQA)**

**Exam: 100%**

**WHY STUDY?**

*“****One language sets you in a corridor for life. Two languages open every door along the way.****❞*

The study of a foreign language is vital in today’s global society. It not only dramatically improves your employment opportunities, but also improves your communication skills.

French GCSE is a varied and stimulating course in which students develop their skills in listening, speaking, reading and writing as well as enhancing their understanding and use of the English language.

Any future employer or college will see your GCSE in a language and know you have gained certain knowledge in those specific skill areas. To know a language in business or ICT terms would be much to your advantage – a strong selling point.

**COURSE CONTENT**

There are 4 units which the students will be assessed on: Listening, Reading, Speaking and Writing.

Paper 1 (25%) Listening exam at end of course

Paper 2 (25%) Speaking exam at end of course

Paper 3 (25%) Reading exam at end of course

Paper 4 (25%) Writing exam at end of course

**The areas of focus are as follows:**

**Theme 1**

Identity and culture (Me, My family & friends, Technology, Free-time activities, customs &

Festivals)

**Theme 2**

Local, national, international and global areas of interest (Home, Town, Neighbourhood and

Region, Social issues, Global issues, Travel & Tourism)

**Theme 3**

Current and future study and employment (My studies, Life at school, Education Post-16,

Jobs, career choices & ambitions)

**USEFUL FOR CAREERS IN**

Leisure, Tourism, Teaching, Translating, Politics, Banking, Business, Travelling.

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**For further information see:**

Mrs S Ingram

[singram@asachelt.org](mailto:singram@asachelt.org)

C:\Users\llawley.ALLSAINTS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\F0SX2LOL\MC900233956[1].wmf**Geography**

**GCSE (AQA)**

**Exam: 100%**

**WHY STUDY?**

This course highlights the critical importance of Geography for understanding the world and for stimulating an interest in places. Geography inspires students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

This AQA course involves the study of geographical topics such as; volcanoes, hurricanes, tropical rainforests, desert environments, coasts, population, sustainability, employment patterns, food and water supply, energy demand… there is something fascinating for everyone!

**COURSE CONTENT**

This course teaches a range of geographical skills which are applied to investigate geographical issues.

The course is split into three themes which are all tested at the end of Year 11. A compulsory part of the course are the two fieldwork investigations which feature in Paper 3.

Paper 1: Living with the physical environment 35%

Paper 2: Challenges in the human environment 35%

Paper 3: Geographical applications 30%

Section A of Paper 3 is based upon a pre-released book from AQA that we study prior to the exam, this is released in March. Section B comprises of exam questions that you answer using the knowledge you gained on your two fieldwork investigations.

The fieldwork venues will vary according to the topic selected. The most likely themes will be a local urban environment such as Gloucester and a rural environment such as The Forest of Dean. If there is enough interest, a field centre residential visit maybe organised for a coastal field study.

The analytical skills this subject develops prepares you for progression to AS and A level qualifications in Geography. Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, there are jobs that geographers do. Geography provides you will a range of transferable skills which is well respected by future employers

**USEFUL FOR CAREERS IN**

* Environmental consultant

**For further information see:**

Miss G Matthews

[**gmatthews@asachelt.org**](mailto:gmatthews@asachelt.org)

* Geologist
* GIS Specialist
* Meteorologist
* Journalist
* Climate Scientist
* Town Planner
* Civil Engineer
* Chartered Surveyor
* Logistics Manager
* Catastrophe Anlayst
* Volcanologist

**Hair & Beauty Therapy (VTCT)**

CO2A5 – VTCT Level 1/2 Technical Award in the Study of Hair and Beauty

**One external exam 40% and one assignment assessments 60%**

**WHY STUDY?**

Studying Hairdressing and Beauty Therapy will enable you to gain and develop skills vital to any career in a fun and creative way.

The VTCT Level 1/2 Technical Award in the Study of Hair and Beauty aims to support students to:

* Develop a broad and comprehensive understanding of the hair and beauty sector
* Develop academic and study skills that will support progression within hair and beauty and more broadly throughout other subject and in their future career.

In this qualification, learners will use hairdressing and beauty therapy and related industries (i.e. retail, leisure, fashion, marketing, media, business etc.) to develop themselves and, in particular, the skills and attributes prized by employers, further education colleges and higher education institutions.

Learners will explore design skills and techniques used within the hair and beauty sector to develop their skills in planning, carrying out research and presenting design brief ideas. They will also explore the business aspect of the hair and beauty sector and have the opportunity to investigate the principles of marketing and how entrepreneurship supports the hair and beauty sector, including how to select and design promotional activities and materials.

**COURSE CONTENT**

This qualification consists of three mandatory units.

UCO90 – Business and entrepreneurship in the hair and beauty sector

UCO91 – Anatomy, physiology and cosmetic science

UCO92 – Design in the hair and beauty sector

**USEFUL FOR CAREERS IN**

Media and Film, Design, Teaching, Fashion, Hospitality, Television, Advertising, Business and of course the Hair and Beauty industry.



**For further information see:**

Mrs C Snape

[**csnape@asachelt.org**](mailto:csnape@asachelt.org)

**Health & Social Care**

**BTEC Level 2**

**Controlled Assessment 60%**

**Exam: 40%**

**WHY STUDY?**

The new BTEC Tech award is a level 2 qualification, graded at Pass, Merit, Distinction and Distinction\*. Some learners may fail to achieve a full Pass at Level 2 so there is the opportunity for learners to gain a level 1 Pass or Merit qualification.

The course has been developed in consultation with employers and educators, gives learners the opportunity to gain a broad understanding and knowledge of a vocational sector. Health and Social Care is a relevant qualification that enables learners to go on to achieve apprenticeships and Level 3 qualifications in the subject.

Each component of the course builds on the previous component enabling students to grow in confidence as the course progresses. Care values are at the heart of the course and learners are able to apply their learning to real-life scenarios and case studies. The tasks are of a practical nature, rather than written exams.

**COURSE CONTENT**

The course is made up of three components, delivered in the structure of **explore, develop** and **apply.** This enables students to build on their knowledge and understanding throughout the course.

**Component 1 (explore) – Human Lifespan and Development**

This is an introduction to Health and Social Care and enables students to explore how we develop and adapt throughout our lives. Students will select a case study and apply their knowledge and understanding of development.

This component is **internally assessed** and worth 30% of the course total

**Component 2 (develop) – Health and Social Care Services and Values**

This component allows students to get to know how the Health and Social Care Sector works and the care values that lie at the core of it. Students will be placed in a number of sector specific scenarios and will be asked to demonstrate their understanding practically.

This component is **internally assessed** and worth 30% of the course total

**Component 3 (apply) – Health and Wellbeing**

During this component, students will pull together all that they have learnt throughout the course. This is an **externally assessed** task, where students will be asked to create a health and wellbeing improvement plan for an individual, based on a brief.

This component is worth 40% of the course total.

**USEFUL FOR CAREERS IN**

Care work, Nursing, Midwifery, Social work, Health Promotion, Education, Paramedical Sciences, Child Development and Occupational therapy/Physiotherapy

**For further information see:**

Mrs DN O’Connell

[**noconnell@asachelt.org**](mailto:noconnell@asachelt.org)

**History**

**GCSE (Edexcel)**

**Exam: 100%**

**WHY STUDY?**

Learning about past events and the people who have influenced History will allow you to understand the world today and how it will continue to develop in the future. GCSE History provides you with a wide range of skills such as communication and writing, constructing an argument, research, and problem solving. Within lessons you will have the opportunity to discuss, debate and question ideas.

**WHAT WILL I STUDY?**

**Medicine Through Time**

This unit begins in the Middle Ages and moves through to the current day, looking at cures for the plague, why people believed they would turn into cows if they used a smallpox vaccine and how the first antibiotic was discovered by chance when Alexander Fleming went on holiday. The second part of this unit tests your skills as a historian, focusing on primary sources to investigate medicine in the First World War. This involves the study of key battles, the trench system, soldiers’ illnesses and injuries and how the army tried to cope with the ill and injured.

**The Cold War**

This unit looks at how tensions between East and West rose following the Second World War, exploring the ideas of Communism and Capitalism and finding out how the world was saved from the brink of nuclear disaster.

**Early Elizabethan England**

This unit explores the problems Elizabeth I faced in the first half of her reign, examining assassination plots, threats from foreign countries and the Spanish Armada. We also look at life in Elizabethan society, asking why vagabonds would be whipped in the streets and looking at what people would do for fun, from Shakespearean theatre to bear-baiting.

**Weimar and Nazi Germany**

The unit begins by exploring the problems facing Germany in the aftermath of World War One, from political uprisings to financial crashes, and how they recovered to experience a ‘Golden Age’ in the 1920s. We then focus on how Hitler rose to power and how he turned Germany into a dictatorship where terror was used to control people, propaganda was used to brainwash people and groups such as the Jews were blamed for all of the country’s problems.

**COURSE CONTENT**

|  |  |  |
| --- | --- | --- |
| Paper 1 | Paper 1: Thematic study and historic environment Medicine and the Western Front | 30% of the final grade  1hr 15 minute exam |
| Paper 2 | Paper 2: Period study and British depth study  The Cold War and Early Elizabeth England | 40% of the final grade  1hr 45 minute exam |
| Paper 3 | Paper 3: Modern depth study  Weimar and Nazi Germany | 30% of the final grade  1hr 20 minute exam |

**USEFUL FOR CAREERS IN**

Journalism, Law, Business, Politics, Archaeology, Marketing, Teaching.

**For further information see:**

Ms R Mayes

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**Music**

**GCSE (Eduqas)**

**Controlled Assessment: 60%**

**Exam: 40%**

**WHY STUDY?**

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow.

This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

**What skills and qualities do I need?**

You should be interested in music and enjoy creating music. Ideally, you will already have some experience playing a musical instrument or enjoy singing. You must be willing to perform in front of others and enjoy the challenge of developing your talents. You will also learn to create your own music following the areas of study prescribed by EDUQAS:

**COURSE CONTENT**

Throughout Key Stage 3, you have been building on you musical skills in performance, composition and listening to a wide range of music. At GCSE these are taken to the next level. You will choose an instrument or voice as your performance focus and start individual music lessons to support your learning.

In Year 10 everyone will developing their performance and composition skills while studying the following units: Musical Forms and Devices; Music for Ensemble; Film Music and Popular Music.

In Year 11 you will complete your controlled assessment and prepare for the written paper:

* Record 4 – 6 minutes of solo and ensemble performance, worth 30% of the GCSE.
* Create 3-6 minutes of your own 2 pieces of music, one of which is to a brief set by the exam board, worth 30% of the GCSE.
* Listening and Appraising Paper worth 40% of the GCSE.

**USEFUL FOR CAREERS IN**

The possibilities are endless. Music will enable you to demonstrate many sought-after skills which employers, colleges and universities value highly in any other subject. It is rare that students are able to demonstrate the commitment and dedication to developing their skills, as they do with learning an instrument. The music industry can also give you opportunities to travel, meet people and get the most out of life.

**For further information see:**

Miss R Harbour

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**Spanish**

**GCSE (AQA)**

**Exam: 100%**

**WHY STUDY?**

**"I speak English, so I don't have to learn a foreign language...."**

**5.6% of the world's total population speaks English as a primary language and Spanish is the 3rd most spoken language in the world and is becoming increasingly important in international business.**

The study of a foreign language is vital in today’s global society. It not only dramatically improves your employment opportunities, but also improves your communication skills.

Spanish GCSE is a varied and stimulating course in which students develop their skills in listening, speaking, reading and writing as well as enhancing their understanding and use of the English language.

Any future employer or college will see your GCSE in a language and know you have gained certain knowledge in those specific skill areas. To know a language in business or ICT terms would be much to your advantage – a strong selling point!

**COURSE CONTENT**

There are four units which the students will be assessed on: Listening, reading, speaking and writing.

Paper 1 – (25%) Listening exam at end of course

Paper 2 – (25%) Speaking exam at end of course

Paper 3 – (25%) Reading exam at end of course

Paper 4 – (25%) Writing exam at end of course

The areas of focus are as follows:

**Theme 1** - Identity and culture (Me, my family & friends, technology, free-time activities,

customs & festivals)

**Theme 2** – Local, national, international and global areas of interest (Home, town, neighbourhood

and region, social issues, global issues, travel & tourism)

**Theme 3** - Current and future study and employment (My studies, Life at school, Education Post-16,

jobs, career choices & ambitions)

**USEFUL FOR CAREERS IN**

Leisure, Tourism, Teaching, Translating, Politics, Banking, Business, Travelling

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**For further information see:**

Mrs S Ingram

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**Sport**

**GCSE (Edexcel)**

**WHY STUDY?**

Students enjoy and understand the benefits of living a healthy and active lifestyle. They acquire the skills to make informed choices about their own physical development, whilst getting involved in physical activities which meet their needs. They also learn how to analyse and evaluate performance, making effective plans for improvement.

Student like:

* A vast choice of roles and activities for practical assessment, catering for a wide variety of individual needs.
* Broad and topical theory content that keeps students engaged, whilst also teaching about the benefits of a healthy and active lifestyle.
* Accessible assessment methods that cater for a wide variety of students, which allows them to focus revision before the exam.
* It gives them an insight into how to live a healthy and active lifestyle.

**COURSE CONTENT**

|  |  |  |
| --- | --- | --- |
| **Component** | **Assessment** | **Overview/Topic** |
| **Component 1:**  Fitness and Body Systems | **Written examination:**   * 1 hour and 30 minutes * 36% of the qualification | 1. Applied anatomy and physiology 2. Movement analysis 3. Physical training 4. Use of data |
| **Component 2:**  Health and Performance | **Written examination:**   * 1 hour and 15 minutes * 24% of the qualification | 1. Health, fitness and well-being 2. Sport psychology 3. Socio-cultural influences 4. Use of data |
| **Component 3:**  Practical  Performance | **Non-examined:**   * internally marked and * externally moderated * 30% of the qualification | 1. One team activity 2. One individual activity 3. One free choice 4. Skills in isolation 5. Skills in a competitive/ formal situation |
| **Component 4:**  Personal Exercise Programme  (PEP) | **Non-examined:**   * internally marked and * externally moderated * 10% of the qualification | 1. Aim and planning analysis 2. Carrying out and monitoring the PEP 3. Evaluation of the PEP |

**USEFUL FOR CAREERS IN**

Teaching, physiotherapy, sports coaching, sports agent,

**For further information see:**

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Mr E Rollason

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sports manager, sports journalism.

[](http://www.google.co.uk/imgres?q=sport&hl=en&safe=active&sa=X&biw=1680&bih=930&tbm=isch&prmd=imvnsl&tbnid=qVyYElISUSYzeM:&imgrefurl=http://www.vaani.org/2011/07/call-for-submission.html&docid=m_5E9AKYCLvUKM&imgurl=http://2.bp.blogspot.com/-p4X-KsnqAik/ThuE5cs9LWI/AAAAAAAAAag/GOn23-sQH8o/s1600/sports-gear.jpg&w=1120&h=429&ei=INknT7PhE4qV8QOHp6TWAw&zoom=1&iact=rc&dur=575&sig=109896120248855113883&page=4&tbnh=75&tbnw=195&start=144&ndsp=48&ved=1t:429,r:20,s:144&tx=128&ty=37)**Sport**

**BTEC Tech Award**

**WHY STUDY?**

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key practical skills for working with other people, which include communication, leadership, organisation and time management. These are essential in the sport industry as this will primarily involve working with customers and supporting their individual needs. It is relevant for those interested in sport, coaching, fitness related careers, or those interested in Police, Nursing, Paramedic, Physiotherapy, Fire Services etc

This BTEC course is designed to improve students’ skills and abilities to work in a sporting context. Students will be continually assessed on the skills they have learned, using a wide variety of assessment techniques such as observation sheets, fitness testing, written work, analyses. Students who choose Btec award (equivalent to 1 GCSEs grade A – C) will study the following compulsory modules:

**COURSE CONTENT**

Everyone taking this qualification will study the following content areas:

● Preparing Participants to take part in Sport and Physical activity - this includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm up to prepare participants to take part in sport and physical activity.

● Taking part and improving other participants sporting performance - this includes the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants sporting performance through planning and delivery of sports drills and conditioned practices.

● Developing Fitness to improve other participants performance in sport and physical activity - this covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.

**USEFUL FOR CAREERS IN**

Sport and Leisure Industry, Coaching, Emergency Services, Physiotherap

**For further information see:**

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