



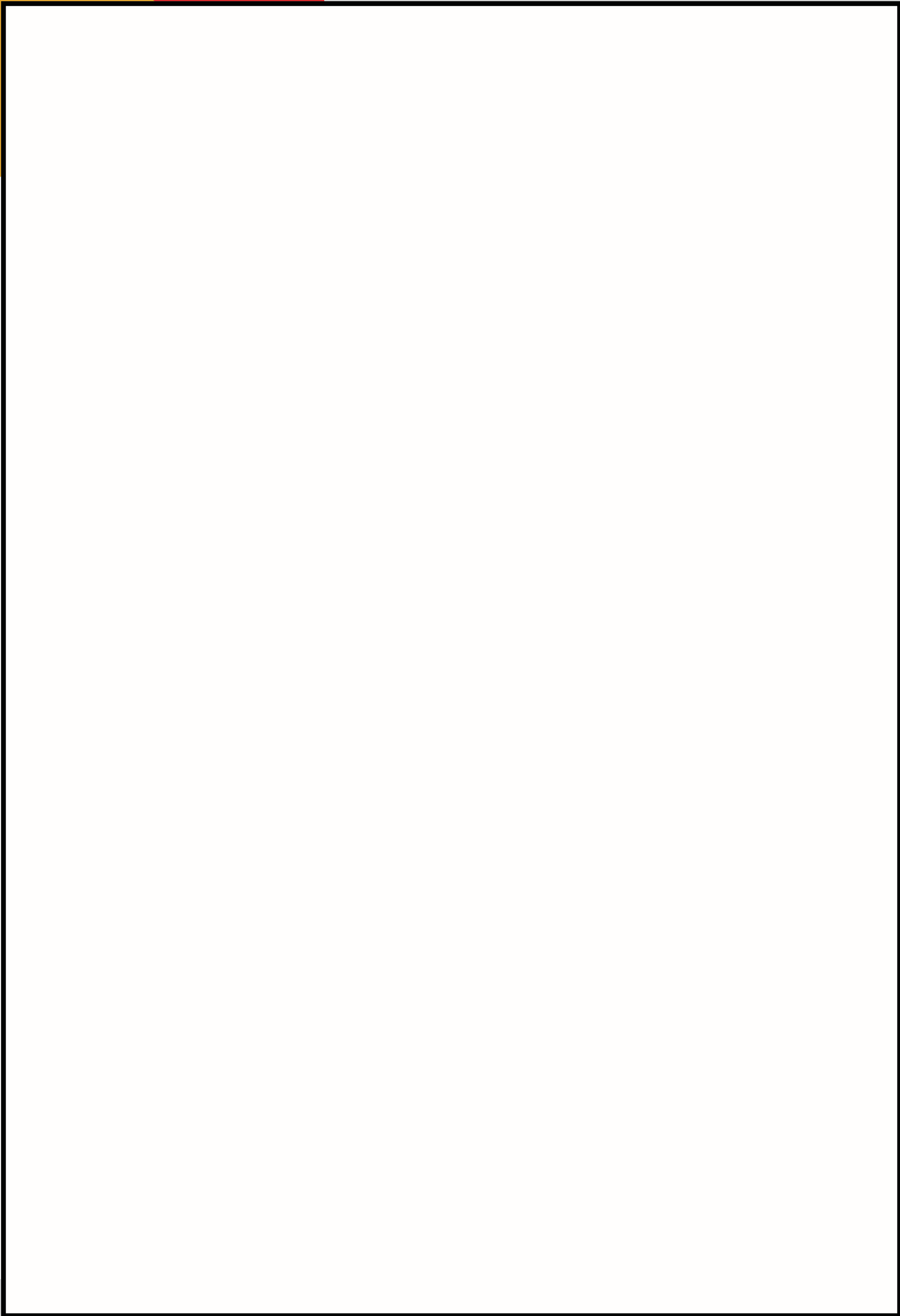
All Saints'  
Academy  
Cheltenham

# **YEAR 9**

# **SUBJECT CHOICE**

# **BOOKLET**

**2023-2024**



# Key Stage 4 Subject Choices

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

*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 live life to the full.*

*Read this booklet, ask questions and talk to each other about your interests and ambitions. If we can help you with more information, please get in touch or visit the options section of the school website: <http://www.asachelt.org/options>*

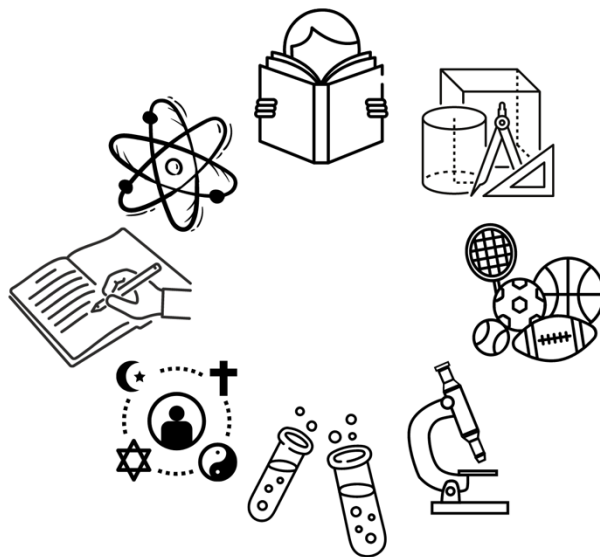
*Yours sincerely,*

*Mr Guy Sampson  
Vice Principal  
All Saints' Academy*

# Core Subjects

Everyone studies these subjects at All Saints' Academy

- English Language GCSE
- English Literature GCSE
- Maths GCSE
- Biology GCSE
- Chemistry GCSE
- Physics GCSE
- Religious Education GCSE
- Physical Education (PE) BTEC



## What Happens Next?

29 <sup>th</sup> January	Options guidance booklet released with subject information videos to parents and students to begin the process. See <a href="https://www.asachelt.org/options">https://www.asachelt.org/options</a>
29 <sup>th</sup> January – 5 <sup>th</sup> February	Student discussions with families and subject teachers using the information from the options booklet, the videos and contact with Academy teachers.
5 <sup>th</sup> February –	Preliminary discussions between students and tutors.
23 <sup>rd</sup> February	Senior Leadership Team to find out which pathway they are on and to discuss possible option choices.
4 <sup>th</sup> March	First draft of options choices allocated and sent to families using Parent mail.
19 <sup>th</sup> March	<b>Options and Parents' Evening</b> combined for parents and students to have final conversations with subject teachers. Completed options forms submitted to the Academy.
22 <sup>nd</sup> March	Final deadline for options decision changes.
30 <sup>th</sup> 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

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

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 GCSE
- Business Studies Vocational
- Computer Science
- Creative iMedia
- 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)

<b>Controlled Assessment:</b>	<b>60%</b>
<b>Exam:</b>	<b>40%</b>

## **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, Human Resources, The External Environment and Operations.

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 management, politics, entrepreneurship and own business management, leisure and tourism, retail, construction, electrician, plumbing.

**For further information see:**

Mrs K Burford

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

# Business Studies Vocational (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.

## COURSE CONTENT

There are three units the students will be assessed on made up of Coursework and one examination taken at the end of Y11.

**R067** – Enterprise & Marketing (Exam – 33%)

**R068** – Design a Business Plan (CW – 33%)

**R069** – 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 two years in completing a large portfolio of assignments.

## USEFUL FOR CAREERS IN

Business management, entrepreneurship, law, finance, marketing, politics, leisure and tourism, retail, construction, electrician, plumbing.

OCR GRADE	GCSE Equivalent
L2 Pass	4
L2 Merit	5.5
L2 Distinction	7
L2 Distinction *	8.5

For further information see:

Mrs K Burford  
kburford@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 fridges. Furthermore, you are most likely wearing digital technology, even in your clothes. We do need to care about what the future of Computer Science holds because it is going to impact your lives for 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

# Creative iMedia

## OCR Level 1/Level 2 Cambridge National

**Exam: 40%**  
**Coursework: 60%**

### WHY STUDY?

Digital media is a key part of many areas of our everyday lives and vital to the UK economy.

The production of digital media products is a requirement of almost every business, so there is a huge demand for a skilled and digitally literate workforce.

This qualification will help students develop specific and transferable knowledge and skills such as digital image editing, digital design, project planning, a knowledge of hardware and software, communicating creative concepts and much more. The hands-on approach to this qualification has strong relevance to the way young people use the technology required in the creative media industry.

The mandatory units of '**Creative iMedia in the media industry**' and '**visual identity and digital design**' underpin the qualification and reflect key industry skills. The Creative iMedia in the media industry unit is assessed through an examination and contributes approximately **40%** of the marks for qualification.

### COURSE CONTENT

OCR Creative iMedia level 2 | Students must complete two **mandatory** units:

- **R093** Creative iMedia in the Media Industry (1hr 30 - Exam)
- **R094** Visual identity and digital graphics (practical coursework, including digital editing)

Students then complete one other unit of coursework:

- **R099** Digital Games

This subject is the equivalent of a GCSE and links to the Cambridge Technicals at advanced Level 3 years. You will be graded at either Level 1 or Level 2: Distinction \* Level 2, Distinction Level 2, Merit Level 2, Pass Level 2 | Distinction Level 1, Merit Level 1, Pass Level 1.

### USEFUL FOR CAREERS IN

Games design and development, media and software creation.

**For further information see:**

Mr A Samrai  
asamrai@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 to any future job. It will also give you the chance to explore some high-quality drama texts as well as offer opportunities to direct, stage-manage, and organise shows. The entertainment industry is one of Britain's strongest industries employing over 150,000 people and boosting 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 who 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 mould 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.

**For further information see:**

Miss H Baynham-Williams  
hbaynhamwilliams@asachelt.org

# Design Technology GCSE (AQA)

**Controlled Assessment: 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 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 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 2 years. They should also be able to produce a portfolio of their work displaying creative and dynamic sketch skills along with a strong understanding of the design process.

## **USEFUL FOR CAREERS IN**

Product design, business/IT, manufacturing, fashion, engineering, interior design, advertising/marketing, graphic communications.

**For further information see:**  
Miss Phillips  
[mphillips@asachelt.org](mailto:mphillips@asachelt.org)

# Film Studies

## GCSE (Eduqas)

**Controlled Assessment: 30%**

**Exam: 2 x 90 minutes 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). They also study one independently produced film, from a choice of five recent films e.g. *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 the dietary needs of different groups as well as gaining an 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 in the industry, whilst refining their practical skills to high standards. Students will have the 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, and basic store cupboard ingredients such as oil, herbs etc will be provided by the Academy. For some lessons, where appropriate, all ingredients will be provided.

## **COURSE CONTENT**

### Unit 1

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

### 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 to Level 3 Food Science and Nutrition or apprenticeships in the food industry

## **USEFUL FOR CAREERS IN**

Catering, hospitality, chef, butchery, baking, 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 on which the students will be assessed: 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** – People and lifestyle (Identity and relationships with others. Healthy living and lifestyle. Education and work).

**Theme 2** – Popular culture (Free time activities. Customs, festivals and celebrations. Celebrity culture).

**Theme 3** – Communication and the world around us (Travel and tourism, including places of interest. Media and technology. The environment and where people live).

## **USEFUL FOR CAREERS IN**

Leisure, tourism, teaching, translating, politics, banking, business, travelling.

**For further information see:**

Mrs M Wallace

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

# 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 their responsibilities to other people and 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 is 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 exam questions that you answer using the knowledge you gained from 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 may be organised for a coastal field study.

The analytical skills this subject develops prepare 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 with a range of transferable skills which is well respected by future employers.

### **USEFUL FOR CAREERS IN**

Environmental consultation, geology, meteorology, journalism, climate science, town planning, civil engineering, chartered surveying, and logistics.

**For further information see:**

Mr J Bell

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

# **Hair & Beauty Therapy**

## **VTCT Level 1/2 Technical Award in the Study of Hair and Beauty**

**Exam 40%**  
**Assignment assessment 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 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 subjects 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.

UC090 – Business and entrepreneurship in the hair and beauty sector

UC091 – Anatomy, physiology and cosmetic science

UC092 – 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

# 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 and allows learners to gain a broad understanding and knowledge of the 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. Care values are at the heart of the course and learners can apply their learning to real-life scenarios and case studies. The tasks are practical, 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 several 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**

Students will pull together all that they have learned 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.

**For further information see:**

Mrs N O'Connell

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 - Examining medical advancements from the Middle Ages to the present, including the discovery of the first antibiotic by Alexander Fleming during a holiday. The unit also tests historical skills through the analysis of primary sources related to medicine in World War I.

The Cold War - Investigating post-World War II tensions between East and West, exploring ideologies of Communism and Capitalism, and delving into the prevention of nuclear disaster.

Early Elizabethan England - Exploring challenges faced by Elizabeth I, including assassination plots, foreign threats, and the Spanish Armada. Additionally, examining aspects of Elizabethan society such as punishment for vagabonds and entertainment options like Shakespearean theatre and bear-baiting.

Weimar and Nazi Germany - Analyzing Germany's post-World War I challenges, its recovery in the 1920s, and the rise of Hitler. The unit focuses on the transformation into a dictatorship, employing terror, and propaganda, and blaming certain groups, such as the Jews, for 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  
rmayes@asachelt.org

# 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 well-being 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 your 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 develop 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!

**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 3<sup>rd</sup> 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 on which the students will be assessed: 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** – People and lifestyle (Identity and relationships with others. Healthy living and lifestyle. Education and work)

**Theme 2** – Popular culture (Free time activities. Customs, festivals and celebrations. Celebrity culture)

**Theme 3** – Communication and the world around us (Travel and tourism, including places of interest. Media and technology. The environment and where people live)

## **USEFUL FOR CAREERS IN**

Leisure, tourism, teaching, translating, politics, banking, business, travelling.

**For further information see:**  
Mrs C Terroba  
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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.

Students 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 on revision before the exam.
- It gives them an insight into how to live a healthy and active lifestyle.

## COURSE CONTENT

Component	Assessment	Overview/Topic
<b>Component 1:</b> Fitness and Body Systems	<b>Written examination:</b> ✓ 1 hour and 30 minutes ✓ 36% of the qualification	1. Applied anatomy and physiology 2. Movement analysis 3. Physical training 4. Use of data
<b>Component 2:</b> Health and Performance	<b>Written examination:</b> ✓ 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
<b>Component 3:</b> Practical Performance	<b>Non-examined:</b> ✓ 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
<b>Component 4:</b> Personal Exercise Programme (PEP)	<b>Non-examined:</b> ✓ 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, sports management, sports journalism.

**For further information see:**

Mrs A Minto: [aminto@asachelt.org](mailto:aminto@asachelt.org)

Mr E Rollason: [erollason@asachelt.org](mailto:erollason@asachelt.org)



# Sport BTEC 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 sports industry as this will primarily involve working with customers and supporting their individual needs. It is relevant for those interested in sports, coaching, and 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, and analyses. Students who choose the BTEC award (equivalent to 1 GCSE 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, physiotherapy.

**For further information see:**

Mrs A Minto: [aminto@asachelt.org](mailto:aminto@asachelt.org)

Mr E Rollason: [erollason@asachelt.org](mailto:erollason@asachelt.org)

## Top Tips for Choosing GCSEs

**Banding System Awareness:** Familiarise yourself with our banding system (page 4). Choose from the Extension, Core, or Foundation pathway based on your academic strengths. The banding system ensures a tailored education that suits your individual needs.

**Discover Your Passion:** Consider what subjects genuinely interest and inspire you. Think about the activities you enjoy outside of school and how they might align with certain subjects. This will make learning more enjoyable and fulfilling.

**Explore Career Options:** Investigate potential career paths early on. Identify the subjects that are crucial for your desired future profession. If you're unsure, opt for a balanced mix of subjects to keep your options open.

**Talk to Teachers:** Seek guidance from your teachers; they are valuable resources. Discuss your strengths, weaknesses, and aspirations with them. They can provide insights into the coursework and demands of different subjects.

**Consider Long-Term Goals:** Think beyond your time at All Saints' Academy. Consider how your chosen GCSEs will impact your A-level and university options. Select subjects that align with your long-term educational goals.



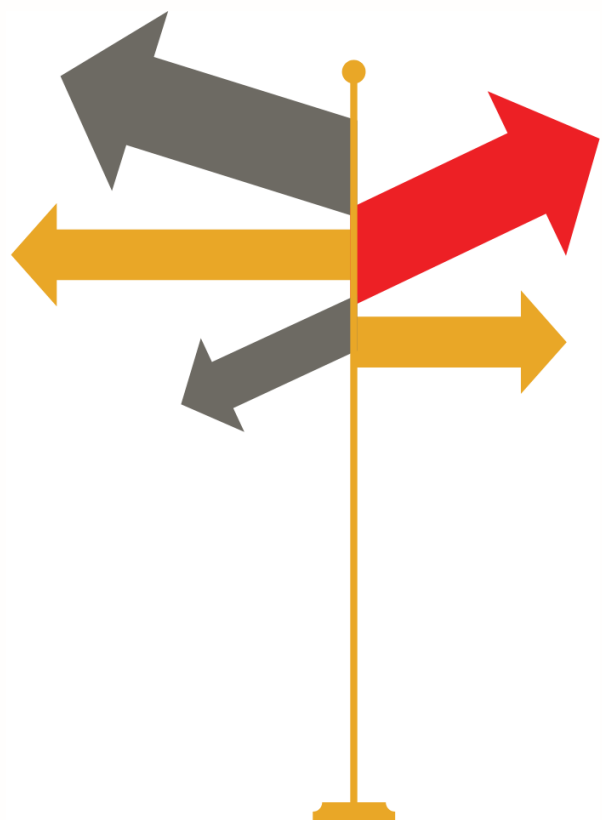
**Assess Your Learning Style:** Reflect on how you learn best – through practical activities, theoretical concepts, or a combination of both. Tailor your choices to suit your preferred learning style for a more engaging academic experience.

**Keep a Balance:** Strike a balance between your interests and the essential subjects. While it's crucial to pursue your passions, make sure your combination of subjects meets the requirements for a well-rounded education.

**Future-Proof Your Choices:** Consider the evolving job market and emerging industries. Select subjects that provide a solid foundation in skills such as critical thinking, problem-solving, and adaptability, making you versatile in any field.

**Think Beyond Grades:** While grades are essential, focus on the skills and knowledge you'll gain from each subject. GCSEs offer a unique opportunity to develop a range of skills that extend beyond exam performance.

**Discuss with Parents/Carers:** Share your thoughts with your parents, carers, or another trusted adult. They can offer valuable insights and support in making decisions that align with your strengths and aspirations.





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