



# St Mark's Catholic School



## GCSE Curriculum Booklet 2023/2024

# Contents

Religious Education	3
English Language	4
English Literature	5
Maths	6
Science	7
Science	8
Separate Science	9
Modern Foreign Languages	10
Physical Education (core)	11
Geography	12
History	13
Art & Design: Fine Art	14
Business	15
Child Development	16
Computer Science	17
Design and Technology	18
Drama	19
Food Preparation and Nutrition	20
Music	21
Physical Education	22



Dear Parents,

This booklet is designed to give you and your child information about the courses they will be studying for the next two years.

Until now, your child has covered all the subjects stipulated in the National Curriculum. Now they are approaching the end of Key Stage 3, we ask them to consider the different options open to them at Key Stage 4.

We have arranged a Curriculum Evening on Tuesday 21st February at 6pm in the Main Hall, so that you can hear, as well as read, what staff have to say about the subjects that are optional in the curriculum. Subject leaders will have stands set up to inform you and your children about subject choices. Mr Shore and I will speak at 6.30pm for a short time. This will give you more time to go around the different subject areas before the evening concludes at 7.15pm.

In addition St Mark's has created a google site which has a link through the main school website. This site has recorded presentations from each option subject. Subject Leaders will give details of their GCSE courses and the factors that need to be considered when choosing courses. This will be accessible from Tuesday 21st February. Students will also be able to obtain information from their subject teachers over the next few weeks.

We do try very hard to give each child their preferred subject choices, but we are limited by constraints of staffing, room availability and group sizes. Consequently, there are always a small minority of students who will be disappointed. Students and parents should think very carefully about the subject choices they make, taking into account personal interest, aptitude and balance of curriculum. Students will be given guidance on the most appropriate curriculum pathway to meet their learning needs.

To undertake Separate Science you must have performed well at the end of Key Stage 3. As you may be aware, the Government requires the great majority of students to study History and/or Geography and Modern Foreign Languages at GCSE level and they have included these subjects in the English Baccalaureate. We expect the vast majority of students to study one or both of these subjects.

We look forward to seeing you on the 21st February and are happy to answer queries or concerns you may have.

Your sincerely

Mr M Longuehay  
Deputy Headteacher



The curriculum is divided into different sections and individuals can follow different pathways through the curriculum.

#### The Core Subjects

All pupils will study the following subjects unless they have a particular learning difficulty which prevents them doing so.

- Religious Education
- English Language
- English Literature
- Mathematics
- Science (Combined or Separate Science)
- French or Spanish
- PE (not examined)
- PSHCE (not examined)
- History or Geography

#### Option Choices

Pupils should choose one further subject from the list below

- Art and Design
- Business Studies
- Child Development
- Computer Science
- Design and Technology
- Drama
- Food - Preparation and Nutrition
- Geography
- History
- Music
- Physical Education
- Separate Science

All of the subjects your child will be studying will be based on the reformed GCSEs. The new grading system will apply with reduced controlled assessment, if any at all, and examinations at the end of courses.

The new grading system goes from 1 – 9, with 9 being the highest grade.

## Ofqual

September 2014



# Religious Education EDUQAS

## Assessment

There will be three exams of 1-1 ½ hours at the end of Year 11.

Pupils are thoroughly prepared for their exams.

Pupils are provided with materials for use in school and at home, including their own textbook. Resources will be available online and there are some useful websites that pupils will be made aware of. A range of revision strategies are used in class and a variety of revision material is made available to pupils including revision guides and revision classes.



## Description of the Specification

This GCSE course is taken by all students in Years 10 and 11. There are three distinct areas of study, assessed by 3 exam papers.

The main part of the course involves an examination of a range of Catholic beliefs, values and practices that shape the lives of Catholics today, and this is split into two papers.

**Paper 1: Foundational Catholic Theology (37.5%):** includes topics and issues related to beliefs about God and Creation, for example the origins of the universe, the sanctity of life and justice & peace issues. This paper also focuses on the theme of Good and Evil. This includes beliefs about God, the nature of evil and responses to suffering.

**Paper 2: Applied Catholic Theology(37.5%):** involves a study of life and death, including beliefs about life after death, euthanasia, crime & punishment, sin and forgiveness.

**Paper 3: Judaism (25%):** consists of a study of some of the beliefs, values and practices of Judaism, for example beliefs about God, the sanctity of life and life after death.

## Type and nature of the work involved

Exam skills will be developed throughout the course so that pupils are fully prepared for the type of questions they will be required to answer. Biblical teaching on the various beliefs and issues is examined throughout the course, so it would be helpful for pupils to have access to a Bible and a YouCat (youth catechism) or Catechism at home, however pupils can also access these resources online. A range of teaching and learning strategies are employed including practice exam questions, collaborative learning in pairs and groups, individual research, discussion and debate.



## Description of Specification

English Language covers a variety of skills which students will develop in order to analyse a wide range of different texts covering the 19th, 20th and 21st Century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

## Type and Nature of Work Involved

Students will be taught to read fluently from a wide range of texts. They will have to evaluate texts critically and make comparisons between them. They must write effectively and coherently using Standard English appropriately as well as using grammar and punctuation accurately. They should write effectively for different purposes and audiences: to describe; narrate; explain; instruct; give and respond to information and argue.

## Assessment

Two exam papers (untiered) 100% of GCSE

Paper 1: Explorations in Creative Reading and Writing

Written Exam: 1 hour 45 minutes    50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

Written Exam: 1 hour 45 minutes    50% of GCSE

Non-examination Assessment: Spoken Language

Teacher assessed (0% weighting of GCSE)

# English Literature AQA



## Description of Specification

Students will have the opportunity to study a variety of literary texts, from Shakespeare to modern day. They will study drama, poetry and novels.

## Type and Nature of Work

Students will study a variety of literary texts and understand both the literal and inferential meaning. They will identify themes, analyse and evaluate how language, structure, form and presentation contribute to quality and impact of texts. They will also compare and contrast texts studied and understand the social, historical and cultural contexts surrounding these texts.

## Assessment

Two exam papers 100% of GCSE

Paper 1: Shakespeare and the 19th Century Novel

1 hour 45 minutes 40% of GCSE

Paper 2: Modern texts and Poetry

2h and 15 minutes 60% of GCSE



All Year 10 and 11 students study mathematics. Students are placed in one of 4 classes according to ability. They have 5 maths lessons a week in Year 10 and 11.

Content

Students will study topics grouped into the categories of Number, Algebra, Geometry and Measures, Probability, Statistics, Ratio and Proportion. Functional mathematics and problem solving will be developed across these categories. This ensures that the students have the skills they need to use mathematics in real life contexts.

Skills

The GCSE in Mathematics gives students the opportunity to develop the ability to:

- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in mathematical, every day and real-world situations
- reason mathematically, make deductions and inferences and draw conclusions
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Assessment

The new Edexcel GCSE in Mathematics (2015) is a linear qualification.

The overview of assessment is given below:

- Three written papers
- Each paper contributes 1/3 of the qualification
- Each paper lasts 1 hour 30 minutes
- Each paper contains 80 marks in total
- Paper 1 is non-calculator, Papers 2 and 3 allow the use of a calculator
- Two tiers of entry: Higher and Foundation.

Tier	Grades Available								
Higher	9	8	7	6	5	4			
Foundation					5	4	3	2	1



# Science



Most students follow the GCSE Combined Science (Double Award) course in KS4. Students with an aptitude for science may wish to take an option choice that will enable them to be awarded separate GCSEs in Biology, Chemistry and Physics.

The Combined Science course develops scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics while developing an understanding of the nature, processes and methods of science that help them to answer scientific questions about the world around them.

Both Combined Science and Separate Award Science courses provide a sound foundation for post-16 study in the sciences and students completing Combined Science courses at St Mark's in previous years have performed extremely well in the Separate Sciences at A-Level. However, the Government in its recognition of the importance of producing more qualified scientists has asked schools to encourage more students to study Separate Sciences at GCSE.

# Combined Science AQA



## Description

All students are required to study the content of the two-year Combined Science GCSE course. The content is a subset of the content from the three Separate Sciences. GCSE study in Combined Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students are taught essential aspects of the knowledge, methods, processes and uses of science.

## Assessment

The courses are linear, meaning that students will sit their exams at the end of the two year course.

Six papers: two Biology, two Chemistry and two Physics. Each will assess knowledge and understanding from distinct topic areas.

Duration: all the papers are 1 hour 15 minutes.

Tiers: Foundation and Higher.

Weighting: the papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.

Question types: multiple choice, structured, closed, short answer and open response.

# Separate Science AQA



## Description

Studying the Separate Sciences means students will cover more content and go into more detail than in GCSE Combined Science. The Separate Science GCSEs provide great preparation for A-level, without overlapping content. The courses are intended to broaden the knowledge base of Science for students who have performed well in the end of Key Stage exams.

## Assessment

The courses are linear, meaning that students will sit their exams at the end of the two year course.

Two papers for each Science (Total of 6): each paper will assess different knowledge and understanding from distinct topics.

Duration: each paper is 1 hour 45 minutes.

Tiers: Foundation and Higher.

Weighting: the papers are equally weighted. Each is worth 50% of the grade for that science and has 100 marks available.

Question types: multiple choice, structured, closed short answer and open response.

# Modern Foreign Languages AQA



## Aims

- Develop language and communication skills in a variety of contexts.
- Allow pupils to personalise their learning and engage in activities which correspond to their interests.
- Develop the ability to communicate effectively in the language.
- Build on themes and language pupils have met in Key Stage 3, whilst offering them something different for Key Stage 4.
- Provide progression opportunities to further study and / or employment.

## Assessment

Unit 1 (25%): Listening and understanding in French/Spanish – external exam.

Unit 2 (25%): Speaking in French/Spanish – externally assessed.

Unit 3 (25%): Reading and understanding in French/Spanish - external exam.

Unit 4 (25%): Writing in French/Spanish, external exam.

Students can be entered at either Higher or Foundation level.

## Other languages

Pupils who speak other languages at home are encouraged to increase their skills by obtaining a GCSE qualification. In recent years, pupils at St. Mark's have obtained good GCSE grades in Chinese, Arabic, Portuguese, Greek, Polish, Spanish and Italian. Pupils who are interested in looking at previous examination papers and / or using St. Mark's as an examination centre should contact Mr. R. McAuliffe, EAL teacher in Room 110A.



# Physical Education (core)



## Description

As part of the core subject programme, pupils in years 10 and 11 have one period (50 minutes) per week for physical education. This is in addition to any time devoted to GCSE Physical Education, if it is chosen as an option subject.

The emphasis in the core program is to extend and develop the skills pupils have been taught in lower school physical education lessons. It is hoped that students will meet the following aims and this should look like the following in lessons:

- Actively participates in the lesson at all times and is fully engaged
- Actively seeks feedback to improve the quality of their work and performance
- Shows great resilience and perseveres with all the challenges, even if this is challenging
- Shows high levels of self-discipline and consistently brings their kit
- Use their initiative in a range of situations
- Consistently makes an excellent level of effort, working above and beyond expectations.
- Shows high levels of confidence and motivation
- Understands clearly how Physical Activity can contribute to a healthy and active lifestyle

The following activities are carried out by all students in Key Stage 4:

- Badminton
- Basketball
- Table Tennis
- Netball
- Fitness
- Football
- Trampolining
- Volleyball
- Rounders
- Tennis
- Athletics
- Cricket

## Assessment

Assessment is carried out in line with the departmental Key Stage 4 assessment descriptors which also take into account effort, confidence and motivation in lessons.

# Geography

## Edexcel "B"

### Geography B: Investigating geographical issues

This specification offers an issues-based approach with content organised by UK and global geography. It also includes a decision-making paper, which allows students to investigate people-environment issues on a global scale.

"Geography is a subject which holds the key to our future."

Michael Palin



### Description

Geography is the only subject that enables you to understand the natural and human worlds and how they interact. Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them.

### Why Geography?

- It is recognised for its academic 'robustness' as it develops an extensive range of skills, both geographical and cross-curricular. These can be developed further at A Level and beyond.
- It combines well with both the arts and the sciences due to the range of topics covered.
- It provides an understanding of global geographical issues and how to apply this to a range of contexts. This means learners' real-life skills are developed and become relevant to future decision making.

### Assessment:

Component 1: Global Geographical Issues	Component 2: UK Geographical Issues	Component 3: People and Environment Issues – Making Geographical Decisions
Topic 1: Hazardous Earth Topic 2: Development Dynamics Topic 3: Challenges of an Urbanising World	Topic 4: The UK's Evolving Physical Landscape Topic 5: The UK's Evolving Human Landscape Topic 6: Geographical Investigations (Including a physical and human fieldtrip)	Topic 7: People and the Biosphere Topic 8: Forests under Threat Topic 9: Consuming Energy Resources
Exam = 1hr30 = 37.5% of GCSE	Exam = 1hr30 = 37.5% of GCSE	Exam = 1hr15 = 25% of GCSE

### What makes a good Geography student?

A good geography student is someone who is:

- Continuously questioning the world around them
- Interested in the news and seeks to broaden their geographical knowledge
- Reflective and learns from past experiences
- Empathetic, showing consideration for all people in society
- Interested in data and patterns, likes to analyse past and present trends and to spot anomalies. More, importantly, someone who can offer explanations for these trends



### Description

- The course will enable you to acquire key skills that can be applied in all sorts of situations.
- You will acquire knowledge and understanding of the selected periods and explore the significance of historical events, people, changes and issues.
- You will use historical sources and interpretations critically and use them to reach conclusions about the period studied.

### Type and Nature of the Work

History is a good academic subject for people of all abilities. There are no tiered papers. Classes are taught in mixed ability groups, learning within the classroom will take the form of discussions, argument, thinking and writing activities, the use of ICT facilities and audio visual resources. The department has a strong reputation for students achieving excellent results at GCSE and A level.

### Assessment

Paper 1	Medicine in Britain c1250 - Present	30%
	The British Sector of the Western Front 1914-18	
Paper 2	Early Elizabethan England 1558-88	40%
	Super Power Relations and the Cold War 1941-91	
Paper 3	The USA, 1945-75: Conflict at Home and Abroad	30%

All units will be assessed through 3 exams at the end of year 11.

### Why History?

With a knowledge of History you will be able to apply your skills to a number of careers. Examples of this are journalism, politics, law, management, media and advertising. In fact History is relevant to nearly all careers and the skills you acquire will be of use throughout your entire life. Skills of source analysis and the ability to back up statements with precise evidence are highly valued in most careers.



# Art & Design: Fine Art 8202 AQA

## Additional Information

### Prerequisites

Pupils have to be prepared to work consistently from the start of the course and have a passion for creativity. Pupils are required to have the willingness to develop their drawing skills and to analyse a wide variety of different artists' work.

### Target Group

Any pupil with an enquiring and analytical mind who enjoys drawing, painting, print-making or 3-D work would enjoy this course. The study of fine art at GCSE is relevant to pupils considering most subjects at A level and has links with history, literature, mathematics, science, religion, politics and philosophy. It is suitable for pupils interested in pursuing all kinds of careers areas including architecture, engineering and medicine as well as in the creative arts. Links with media and psychology, students who enjoy drawing, painting, textile printing, animation, photography, architecture and digital art.

### A level

The skills learned during the GCSE course are a foundation for studies at A level and therefore pupils should complete the GCSE art course if they wish to continue onto A level Art or show commitment to studying.



## Why choose art and design and what does it involve?

Art and design challenges pupils to think creatively and critically. It provides students with the tools and confidence to express themselves as individuals and explore the world around them, whilst acquiring transferrable analytical, organisational, and problem-solving skills. Due to the autonomous aspects of the course, it provides an excellent opportunity for students to develop self-management skills and a strong work ethic, required in further education and future careers.

Pupils are given the freedom, with structured support, to make decisions regarding the direction of their work whilst simultaneously being challenged to go beyond their own perceived creative boundaries and imaginations. Pupils will create a cohesive response to a given theme and form their own lines of inquiry.

Throughout the GCSE course, students will have the opportunity to explore the work of a range of artists and designers. The critical analysis of social and political narratives will provide pupils with strong contextual and conceptual understanding, allowing them to create personal and informed outcomes.

Students will continue to experience the enjoyment of the creative process and will be able to choose what artists and materials they would like to work with, whether that be through experimenting with traditional art-making techniques or through the exploration of digital art or photography. Students have gone on to studying subjects such as architecture, animation, illustration and game design.

### What will I learn?

- How to use creative thinking to develop work and effectively problem solve
- Develop a deeper understanding of the world and awareness of socio-political issues
- Establish your own artistic voice, developing confidence using visual language for self-expression
- Experiment and refine technical skills using a range of materials from drawing, painting, digital, printmaking, sculpture, textile, photography, and mixed media.
- Self-management skills by conducting own investigations, making key decisions, and planning effectively
- Gain transferable analytical and critical thinking skills





### Description

GCSE Business is an inspiring course with many opportunities to broaden learners' skills inside and outside the class room. This GCSE enables students to use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements about various business situations from start up to established businesses.

The subject allows them to develop and apply their own knowledge to real life enterprises and encourages practical understanding and problem solving in a range of contexts. They are encouraged to appreciate the range of perspectives of different stakeholders in relation to business and economic activities.

### Assessment and Content

#### Theme 1 - Investigating small business

Written examination (1 hour 30 minutes) 50% of the qualification

90 marks - the paper will be divided into three sections and will consist of calculations, multiple choice questions, short answer and extended writing questions

In Theme 1 students will learn how to spot a business opportunity; enterprising skills and qualities; the financial, marketing and human factors needed to make ideas happen; running a business effectively; and the impact of factors outside the control of the business. Unit 1 is externally assessed.

#### Theme 2 - Building a Business

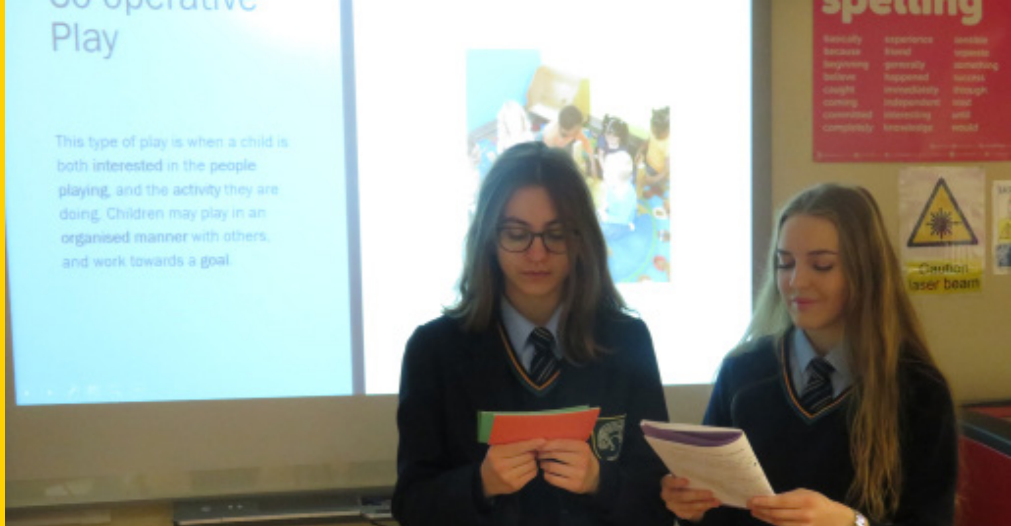
Written examination (1 hour 30 minutes) 50% of the qualification

90 marks - the paper will be divided into three sections and will consist of calculations, multiple choice questions, short answer and extended writing questions.

Theme 2 is very much focused on decision making within businesses. They will learn about growing the business and the different options available such as mergers. They will investigate different marketing decisions facing businesses, financial decisions a business must make and the tools they can use to support this. They will explore operational decisions and meeting customer needs along with decisions regarding the organisational structure and recruitment.

# Child Development OCR

Level 2 Cambridge  
National Certificate in Child Development



## Why study Child Development

Child Development offers students the opportunity to develop their knowledge and understanding of human needs in a diverse society and to work in a variety of contexts through an interesting and stimulating practical programme.

## Coursework Components

### R057: Health and well-being for child development

In this unit, students will learn about the importance of contraception, reproductive systems, reproduction and ante/post-natal care, both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

### R058: Create a safe environment and understand the nutritional needs of children from birth to five years Non Exam Assessment

In this unit, students will learn how to create a safe environment for children from birth to five years in childcare settings. They will learn about childhood accidents and how/why these happen, investigate and choose equipment that is both suitable and safe for use. They will learn about the importance of nutrition for growth and development and how to prepare a bottle feed or meal to meet dietary needs

### R059: Understand the development of a child from one to five years

In this unit, students will learn the expected developmental norms for children from one to five years. They will use observation and research techniques and skills to investigate these development norms and explore their findings. Students will also learn about the stages and types of play and how play benefits development. They will learn methods of observation and recording observation and the importance of creating plans and providing different play activities to support children in their development.

R057 is the examined section of the course. This is worth 70 marks and 40% of the GCSE. The exam is 1 hour and 15 mins long.

Section A Questions are set with a context.

Section B are written without a specific overall context

Both sections have three compulsory questions and question types include:

- short and medium answer
- multiple choice
- Always one extended response

R058 is a piece of Non Exam Assessment which will be completed in school. It is worth 30% of the GCSE and out of 60 marks

R059 is also a piece of Non Exam Assessment which will be completed in school. It is worth 30% of the GCSE and out of 60 marks

Non Exam Assessment pieces can be handed in for moderation either in the January or the June of Yr 11

# Computer Science OCR (J277)

## Assessment

### Written Paper 1:

#### Computer Systems

Exam: 1 hour 30 minutes

50% of total GCSE

80 marks

### Written Paper 2:

#### Computational thinking, algorithms and programming

Exam: 1 hour 30 minutes

50% of total GCSE

#### Practical Programming Activity

No formal assessment



## Subject Aims

This OCR GCSE in Computer Science has been designed around the growing importance of mobile, web and gaming technologies whilst understanding the history of computing technology.

It encourages learners to:

- understand and apply the fundamental principles and concept of Computer Science, including abstraction, decomposition, logic, algorithms and data representation.
- analyse problems in computational terms through practical experience of solving such problems including designing, writing and debugging
- think creatively, innovatively, analytically, logically and critically understand the components that make up digital systems and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science

## Course Details

The OCR GCSE in Computer Science comprises of two written exam papers and regular practical activities (no formal assessment):

### Written Paper 1: Computer Systems

The component will assess Systems Architecture, memory and storage, computer networks, connections and protocols, network security, systems software and ethical, legal, cultural and environmental impacts of digital technology.

Examination: 1 hour 30 minutes - 50% of GCSE - 80 marks

### Written Paper 2: Computational thinking, algorithms and programming

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be assessed on algorithms, programming fundamentals, producing robust programs, boolean logic, integrated development environments and programme languages.

Examination: 1 hour 30 minutes - 50% of GCSE - 80 marks

### Practical Programming Activity

All students are given the opportunity to undertake a programming task(s), to solve a problem during the course of study. The students will draw on some of the content from both components when engaged in practical programming. No formal assessment.



# Design and Technology

## AQA

### Assessment

Component 1: written paper - 50%

Component 2: non examined assessment (NEA) - 50%

### NEA

Students start the task at the end of Year 10. It comprises an e-portfolio of design development work, and a quality practical prototype made in the school workshops.

The majority of this task is completed in lessons although some NEA will be set as homework. The time given to complete the NEA is 30 - 35 hours.

### Examination

Students sit a two hour paper in the summer term of Year 11 to test their knowledge and understanding of the Technical Principles of the subject and the application of this knowledge to Design and Manufacturing.



### Description of the Specification

Think of all the products you come into contact with each day, every one of them has been created with the input of a designer. Their appearance, the way they work, their ability to be used effortlessly is all a result of the decisions of designers.

You will design and make creative and original products in a variety of practical activities, using a range of materials and techniques. You will evaluate the suitability of these outcomes for the intended user and commercial manufacture. If you enjoy being creative and making your ideas real then Product Design is a good subject for you. It is also a very practical subject that builds on the project work at Key Stage 3.

You should be interested in the world of design and engineering, and be keen to develop skills in visual communication, problem solving and Computer Aided Design. You will have good time management and personal organisation to meet project deadlines.

During Year 10 you will learn to:

- design products to meet the needs of users
- work independently and as part of a team
- communicate ideas in a range of media and computer aided design (CAD) software
- understand the role of designers and engineers, the impact they have on society and the responsibilities that go with this
- consider environmental issues in design and manufacture
- build skills working accurately with materials, and use time and materials efficiently
- use computer-aided manufacture (CAM) appropriately
- make quality checks during manufacture to ensure consistency and quality
- test, evaluate and modify your work in an iterative Design process.

All practical projects completed in Year 10 are gender neutral and suitable for both boys and girls of all abilities. In Year 11, the course will focus on completing a single NEA design-and-make activity selected from a list set by the examination board.

### Beyond Key Stage 4

The GCSE Product Design course at KS4 progresses to an A level in Product Design. You can continue with degree or vocational programmes in a range of creative fields such as architecture and product design. Product design is an alternative entry requirement to a second science in nearly all English universities to study engineering. Knowledge of the design process and quality assurance are used throughout the world of work to ensure better outcomes. The management of time and resources and the ability to overcome problems and to react positively to criticism are just some of the personal and employability skills you will develop.



# Drama

## Eduqas

### Component 1: Devising Theatre (40%)

#### Content overview

- Create and develop a devised piece from a stimulus (chosen by the exam board)
- Performance of this devised piece or design realisation for this performance
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available

### Component 2: Performing from a Text (20%)

#### Content overview

- Students will either perform in and/or design for two key extracts from a performance text.
- Performance or designer routes available.

### Component 3: Interpreting Theatre (40%)

#### Content overview

- Practical exploration and study of one complete performance text
- Live theatre evaluation - free choice of production

Written examination 1 hour 30 minutes



### GCSE DRAMA

#### Why choose GCSE Drama?

You'll develop a wide range of skills. You'll gain confidence and have fun. You'll learn to work within a team and balance a range of ideas. You'll have a mix of practical and written work unlike any other subject. How will GCSE Drama help me in the future? The World Economic Forum's Future of Jobs Report predicts creativity, innovation and ideation will be key skills for the workforce of the future. These so-called soft skills, which sit alongside analytical thinking and problem-solving, will replace manual tasks that become automated. When business leaders across the world were surveyed, they voted Creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Drama, 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 will I develop?

You will have the opportunity to learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. You will also be able to work collaboratively to generate, develop and communicate ideas, all of which will develop your emotional intelligence. Your practical skills will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and strong presentation skills. Your written skills, both analytical and creative, as well as your ability to self-reflect, will be developed through a range of tasks. Studying Drama will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. Through studying Drama, you will be equipped with the skills to succeed in your next steps.

# Food Preparation and Nutrition WJEC



## Description

The GCSE specification in Food Preparation and Nutrition will equip students with the knowledge, understanding, skills and encouragement they need to prepare, cook and present high quality well balanced dishes. It will give them the ability to apply the principles of food science, nutrition and healthy eating. Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways, and develop vital life skills so that they can feed themselves and others affordably and nutritiously.

Food preparation skills – these are intended to be integrated into the five sections (taught in Year 10):

## Assessment

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

External Assessment Paper 1: Food Preparation and Nutrition

What's assessed: Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.

How it's assessed: Written exam: 1 hour 45 minutes 100 marks  
50% of GCSE.

Section A: Based on stimulus material

Section B: Structured short and extended responses

Non Exam Assessment (Year 11 50% of GCSE)

Task 1: Food investigation - 30 marks (15% released Sept 1st)  
Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Task 2: Food Preparation assessment- 70 marks (35% Released Nov 1st)  
Students will demonstrate knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

This will be conducted under exam conditions.

# Music

## AQA

Composing - 30%

Performing 30%

One solo and one ensemble

Understanding Music - 40%



### Description of the Specification

GCSE Music encourages candidates to develop their understanding and appreciation of a range of different kinds of music, extend their own interests and increase their ability to make judgements about musical quality;

- Acquire the knowledge, skills and understanding needed to:
- Make music, both individually and in groups
- Develop a life-long interest in music
- Write two pieces of composition course work in any style
- Study and explore different genres and styles

### Type and Nature of the Work Involved

#### Understanding Music (40%)

Students study four different areas through the use of "musical elements, context and language".

Elements of music: Organisation of pitch, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics.

#### Areas of study:

Western classical tradition 1650-1910, Popular music, Traditional and Jazz music, Western classical tradition since 1910

#### Performing (30%):

Students are to prepare a performance of at least TWO pieces

The whole performance should last for 4 minutes, at least one minute solo, at least one minute ensemble.

#### Composing (30%):

Students compose, notate and record a composition using taught conventions.

Requirements: Two compositions, one set to a brief, one free composition, combined total of 3 minutes.

To complete this task students need to undertake some research and preparatory tasks relating to the style of the piece.

# Physical Education AQA

## Assessment

60% of your marks will come from the theoretical aspects you will study and will be assessed via 2 exam papers 1 hour 15 minutes in length, both being worth 30% each. This is marked externally and will be a combination of multiple choice, short answer and longer answer questions.

40% of your marks are based on your practical performance. Your best three marks are forwarded to form this percentage and this is based on internal assessment. Within this 40% there is a non-examination assessment worth 10%. This requires students to identify strengths and weaknesses and provide strategies for improvement in one of their three selected sports. All sports are assessed as a performer with being assessed as an official or coach no longer possible.



## Why study GCSE PE?

- Opportunity to gain recognition for your sporting skills.
- Opportunity to learn how to analyse and improve your own/others sporting skills.
- Investigate how your body works when taking part in sport and exercise.
- Examine key issues and topics that are relevant in the ever changing world of sport and Physical Education

## How the GCSE is structured

### Practical component

All pupils are assessed in three practical activities. The following activities that we intend to offer as part of the practical component are Football, Badminton, Basketball, and Netball. Pupils will be primarily assessed on a range of skills required to play the sport and the understanding of different rules and how to analyse and improve in each sport that they are assessed in. It is also possible, in consultation with PE staff, to assess a student in a sport in which they compete or perform in outside of school which is on the AQA specification but cannot be offered in school e.g. swimming, golf, dance etc.

### Theoretical component

The theoretical content of the course involves studying various different body systems. For example the muscular system, the circulatory system and how to train these systems through exercise programmes. Pupils will gain a greater understanding of a range of topics including the role of diet on exercise; safety in sport, psychology in sport, the role of media and its influences on sport; why people chose to participate in sport, healthy and active lifestyles and the use of performance enhancing drugs in sport and physical activity.

PLEASE NOTE – The theoretical component is an extremely important aspect of the course and you will need to apply yourself fully to the written aspect of the subject. This component will involve at least one theory lesson a week and involves a new specification which includes significantly more science and maths based topics.



# Year 10 Curriculum For 2023/2024

First Name:

Surname:

Form:

Sex:

Indicate below by ticking the boxes of the three choices you would like. The vast majority of pupils will do a language and will do either Geography or History. It is important you take this into consideration when making your choices. If you wish to do separate science you must tick that box as that will be one of your choices.

We cannot guarantee any choice, it depends on a range of factors including staffing, rooming and numbers wishing to follow the course.

Block 1 - Pick 1	
French	
Spanish	

Block 2 - Pick 1	
Geography	
History	

Block 3 - Pick 1	
Art and Design	
Business	
Child Development	
Drama	
Design and Technology	
Food Preparation and Nutrition	
Geography	
History	
Computer Science	
Music	
Physical Education	
Separate Science	

Whatever your Block 2 choice is you may also pick the other subject in Block 3 - for example History in Block 2 and Geography in Block 3

Reserve Choice:

The googleform should be completed by 3rd March - please see googleclassroom or the options website for the link



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