

Curriculum Pathways  
Key Stage 4 information  
2025-27



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## Overview

Our KS4 curriculum is guided by the national curriculum, which sets out the programmes of study for all subjects. Our core subjects studied by all students are English, Maths and Science. All students must take part in **2 hours of PE each week**, to support our aim that students are physically active for sustained periods of time and engage in competitive sports and activities and lead healthy, active lives.

There is also a requirement to study personal, social, health and economic education as well as citizenship, which provides students with knowledge, skills and understanding to prepare them to play a full and active part in society. We also focus on life skills such as how to manage money, make sound financial decisions, keep fit and healthy, to help support the next phase in their life after leaving school.

At St Martins School we passionately believe that creativity and adaptability are two key characteristics that employers of the future will be looking for. Our creative courses develop our student's confidence and resilience and enable students to shine in a variety of disciplines including art, dance, music, acting, 3 D design, design technology and food technology.

Modern languages are important at St Martins School and going forward the vast majority of our students from the current year 9 onwards will continue to study GCSE French or Spanish. However, there will be a small number of students who will be on a modified pathway, but this has already been discussed individually with relevant students. Exams for both the languages will be sat at the end of Year 10. This allows for the more intensive language learning, with language skills re-enforced regularly.

Ms. Z. Mottershaw, Assistant Head – Aspire

YEAR 10 2025-2026 curriculum model

English	Maths	Core PE / PSE	Science	MFL (already selected)	Humanities option	Creative option	Open Option
4 hrs	4 hrs	2 hrs	5hrs	4 hrs	2 hrs	2 hrs	2 hrs
				Spanish French			

YEAR 11 2026-2027 curriculum model

English	Maths	Science	Private study	Life skills /PSE	Core PE	Humanities option	Creative option	Open Option
4 hrs	4 hrs	5 hrs	1 hrs	1 hrs	1 hrs	3 hrs	3 hrs	3 hrs
			Non examined	Non examined	Non examined			

## New GCSE Grading and Equivalents:

**BTEC - Award (Creative Arts and Tourism)**

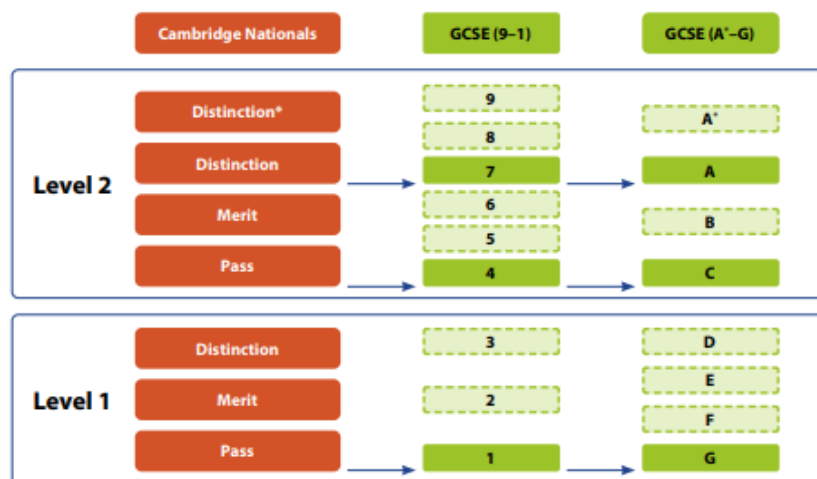
GCSE Grade	Equivalent 'traditional' Grade
9	A** (top 3% nationally)
8	A*
7	A
6	B (top 2/3)
5	B (bottom 1/3) and C (top 1/3)
4	C (bottom 2/3)
3	D
2	E
1	F/G

**Technical Grading and Travel**

Grade	Equivalent New Grade
Level 2 Distinction *	8.5
Level 2 distinction	7
Level 2 merit	5.5
Level 2 pass	4
Level 1 distinction	3
Level 1 merit	2
Level 1 pass	1.25
Unclassified	0

### Cambridge National/CAMNAT (Creative IMedia, Enterprise and Marketing and PE

## How do Cambridge Nationals grades compare to GCSE (9-1)?



Grades for Cambridge Nationals and for GCSEs align at key points.

Level 1 covers GCSE grades 3-1 (or D-G) and Level 2 GCSE grades 9-4 (or A\*-C).

- The bottom of a Level 1 Pass is aligned to GCSE grade 1
- The bottom of a Level 2 Pass is aligned to GCSE grade 4
- The bottom of a Level 2 Distinction is aligned to grade 7

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## *Timeline*

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### KS4 Curriculum

It is important to read about the subjects mentioned in this booklet carefully as it will help you understand what is expected of you next year

Step 1: An online forum will take place on **6<sup>th</sup> March at 6pm** via teams to outline the options process in more detail, it will include key dates and an explanation of how we pick which subjects are offered students and gives initial advice on how to start thinking which subjects might be the right choice.

Step 2: **7<sup>th</sup> March:** Videos will be uploaded to the school website which run through each choice available - this will explain the course, assessment and teaching that will take place (these are created by subject teachers)

Steps 3: **7<sup>th</sup> March:** The options booklet will be sent home via email and will detail all information about the available courses including the core subjects which all students will continue to study

Step 4: April: Year 9 long reports will be sent home so you can review how your child/ward is progressing in each subject.

Step 5: **1<sup>st</sup> May:** Year 9 Learning Review Meeting where you and your child/ward can meet with subjects teachers to discuss progress across all subjects and ask specific questions regards options too.

Step 6: **2<sup>nd</sup> May** online form goes live: Students will have a month submit their first, second and reserve choices. Form will close 2<sup>nd</sup> June.

Step 7: **June:** If students' first choices can't be guaranteed a meeting will take place to discuss what we can offer and parents'/guardians will be involved in any discussions

Step 8: **July:** Two weeks before end of term: A letter detailing choices will be sent out via email

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## *Pathways to Success*

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### **Core Curriculum**

In year 10 all students will continue to study the 'core subjects'. The outline of each of these subjects is in the following pages. Detailed course information is available on the website [Aspire \(stmartins3-16.org\)](http://stmartins3-16.org).

In this booklet you will find information about all our courses of study.

#### **OPTION CHOICES:**

You will study 3 option subjects, but make 4 choices ( 1 reserve)

1. A choice between history and geography
2. A creative option
3. An open option from the range of non core subjects
4. A reserve option

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*“Believe you can and you're halfway there.” Theodore Roosevelt*

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At St Martins School the **core curriculum** consists of:

- English and English Literature
- Mathematics
- Science
- PE – non examined
- Geography or History
- Modern Foreign Languages (opted and study starts year 8)

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## *CORE –ENGLISH LANGUAGE AND LITERATURE*

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QUALIFICATION OBTAINED: two GCSEs using the Eduqas examination board

BRIEF OUTLINE OF THE SUBJECT:

English language is taught as a combined course with English literature. English language teaches skills in reading, writing and speaking and listening. Literature focuses on three key texts and a variety of poetry.

Assessment:

English language: two examinations covering fiction and non-fiction reading and writing.

English literature: two examinations testing a selection of poems and set texts. Set texts include Romeo and Juliet, An Inspector Calls and A Christmas Carol.

Speaking and Listening: an individual presentation

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## *CORE -MATHEMATICS*

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QUALIFICATION OBTAINED: GCSE (Edexcel)

BRIEF OUTLINE OF THE SUBJECT:

Mathematics is taught in sets according to the ability and capability of the students. We teach to the 2-tier GCSE which allows grades 1-5 at Foundation and grades 4-9 at Higher.

We are constantly developing our scheme of work to respond to the demands of the GCSE and the needs of the modern world, where students will be expected to apply their knowledge in unfamiliar situations rather than answer straight forward questions. This involves developing a willingness to try without the guarantee of immediate success, or instant help, and to be encouraged to proceed until problems are solved.

We support students throughout their GCSE and particularly year 11 through intervention in small groups, revision classes at lunchtime and after school. We encourage students to invest extra time and effort, which we will always match, in order to achieve the best grade possible.

HOW THE SUBJECT IS ASSESSED:

Ongoing assessment throughout year 10 and 11, including Mock exams in year 11.

Final assessment takes place in the summer of year 11 where pupils will sit 3 papers; one calculator and two with calculator available.

There is no coursework element in maths and the final grade awarded is based solely on performance in these final exams.

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## *CORE - SCIENCE*

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### **QUALIFICATION OBTAINED:**

AQA Combined Trilogy Science GCSE (dual-award)

### **BRIEF OUTLINE OF THE SUBJECT:**

#### **Our Aim: Make Science accessible and interesting for all**

We believe that science has something to offer every student, so want to provide opportunities for you to complete qualifications that will help meet your needs, abilities and aspirations.

#### **WHAT COURSE WILL YOU FOLLOW?**

Students begin the GCSE Combined course in year 9. During Year 9 and year 10 students complete equal number of lessons across biology, chemistry and physics and complete GCSE Mock exams during the summer terms. In year 11 they will then focus on the final few topics and start getting ready for the Full mock exams and then the final GCSE Exam.

#### **HOW WILL IT BE ASSESSED?**

Combined science courses are assessed through six external examinations.

Both GCSE's have the same number of exams; all three scientific disciplines, have exams of 1 hour and 15mins and there are 2 Biology, 2 Chemistry and 2 Physics, separate Sciences have 2 papers per subject, each lasting 1 hour and 45mins.

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## *FRENCH – selected in year 8*

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### **QUALIFICATION OBTAINED: GCSE French (Edexcel)**

#### **BRIEF OUTLINE OF THE SUBJECT:**

Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

This subject consists of **four units** based on the skills of **speaking, writing, reading and listening**. Each makes up 25% of the overall GCSE awarded.

- Listening – understand and respond to different types of spoken language.
- Speaking – communicate and interact effectively in speech.
- Reading – understand and respond to different types of written language.
- Writing – communicate in writing.

There are 6 themes in the specification. They are: My Personal World; My Neighbourhood; Studying and my future; Lifestyle and Wellbeing; Media and Technology and Travel and Tourism.

Please note that current year 9 French students have already begun their GCSE course and by the end of year 9 would have covered 4 out of the 8 modules covering some of the themes above.

#### **Useful links for GCSE FRENCH**

<http://www.edexcel.com/quals/gcse/gcse09/mfl/french/Pages/default.aspx>

<http://www.bbc.co.uk/schools/gcsebitesize/french/>

<http://www.languagesonline.org.uk/>

<http://www.whystudylanguages.ac.uk/>

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## *SPANISH – selected in year 8*

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### **QUALIFICATION OBTAINED: GCSE Spanish (Edexcel)**

#### **BRIEF OUTLINE OF THE SUBJECT:**

Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

This subject consists of **four units** based on the skills of **speaking, writing, reading and listening**. Each makes up 25% of the overall GCSE awarded.

- Listening – understand and respond to different types of spoken language.
- Speaking – communicate and interact effectively in speech.
- Reading – understand and respond to different types of written language.
- Writing – communicate in writing.

There are 6 themes in the specification. They are: My Personal World; My Neighbourhood; Studying and my future; Lifestlye and Wellbeing; Media and Technology and Travel and Tourism.

Please note that current year 9 Spanish students have already begun their GSCE course and by the end of year 9 would have covered 4 out of the 8 modules covering some of the themes above.

#### **Useful links for GCSE SPANISH**

<http://www.edexcel.com/quals/gcse/gcse09/mfl/spanish/Pages/default.aspx>

<http://www.bbc.co.uk/schools/gcsebitesize/spanish/>

<http://www.languagesonline.org.uk/>

<http://www.whystudylanguages.ac.uk/>

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## Choices

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**ALL STUDENTS - Please select 1 choice from each of option A, option B and option C and a reserve subject for option 4**

**All students MUST opt for geography or history. Students may opt to study both.**

OPTION A, choose 1 from :

1. GCSE Geography
2. GCSE History

OPTION2 B choose 1 from :

1. GCSE Design & Technology (GCSE 3D Art if deemed suitable by teachers.
2. GCSE Food Preparation and Nutrition (Level 2 Hospitality & Catering by teachers.)
3. BTEC Performing arts – Dance
4. BTEC Performing arts – Drama
5. BTEC Music
6. GCSE Art & Design

OPTION C, choose 1 and a reserve choice from:

1. GCSE Art & Design
2. GCSE Design & Technology
3. CAMNAT Enterprise and Marketing
4. GCSE Food Preparation and Nutrition
5. GCSE Geography
6. GCSE History
7. BTEC Music
8. BTEC Performing arts – Dance
9. BTEC Performing arts – Drama
10. BTEC Sports Science
11. BTEC Travel & Tourism

Choices will be made on the on-line form which will be sent to all students on the 2<sup>nd</sup> May

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# *GEOGRAPHY*

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**QUALIFICATION OBTAINED:** GCSE Geography (WJEC Eduqas specification A)

**BRIEF OUTLINE OF THE SUBJECT:**

**Component 1: Changing Physical and Human Landscapes**

Theme 1: Landscapes and Physical Processes, Theme 2: Rural-urban Links and Theme 3: Tectonic Landscapes and Hazards

**Component 2: Environmental and Development Issues**

Theme 5: Weather, Climate and Ecosystems, Theme 6: Development and Resource Issues and Theme 7: Social development

**Component 3: Applied Fieldwork Enquiry.**

**Component 1:** You will develop an understanding about what makes different landscapes unique, how people can affect our landscape and how different processes create a range of river and coastal landforms. Theme 2 focuses on the links between cities and the countryside and how the world's population is changing. Theme 3 builds on tectonics from year 9 where you will look at landforms created by tectonic processes and how the hazards associated with these can be reduced.

**Component 2:** In this component you will focus on how climate change is affected people and place, weather patterns and their hazards as well as human influences on ecosystems at the range of different levels. Theme 6 looks at global inequalities and how and why some places are richer than others as well as how we can manage water resources and reduce inequalities. Theme 7 investigates the social side of development; here we look at the impact HIV/Aids and Malaria has on the world as well as the impact of refugees and child labour.

**Component 3:** Applied Fieldwork Enquiry: Pupils will go on two field trips one looking at human impacts and one looking at our physical environment. There are three parts to this component, part a focuses on methods of fieldwork collect and the analysis, part b assesses how the fieldwork can be used to investigate other places and part c assesses the application of the fieldwork and the justification of a decision.

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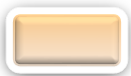
# GEOGRAPHY

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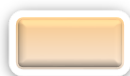
## HOW THE SUBJECT IS ASSESSED:

Component	Exam length	What is it worth?
1: Changing Physical and Human Landscapes	1 hour 30 mins	35%
2: Environment and Development Issues	1 hour 30 mins	35%
3: Applied Fieldwork Enquiry	1 hour 30 mins	30%

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*



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# *HISTORY*

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QUALIFICATION OBTAINED: GCSE History – Eduqas (WJEC)

BRIEF OUTLINE OF THE SUBJECT:

- Unit 1: The Elizabethan Age, 1558-1603
- Unit 2: Germany in Transition, 1919-1939
- Unit 3: The Development of the USA, 1929-2000
- Unit 4: Changes in Crime and Punishment in Britain, c.500 to the present day

**Unit 1:** This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy, looking at events such as the Spanish Armada.

**Unit 2:** This option focuses in depth on selected themes and issues relating to the history of Germany from 1919-1939. Candidates will be required to consider the impact of the First World War on Germany, the recovery of the Weimar Republic, the factors which led to the rise of the Nazis and the impact of the Nazi regime upon the lives of the German people.

**Unit 3:** This option focuses on the key trends and turning points that have affected the development of the USA between 1929 and 2000. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of the USA. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the American people over the whole of this period, such as the Civil rights movements.

**Unit 4:** This option focuses thematically on the main trends in the history of crime and punishment in Britain from c.500 to the present day. Candidates will be required to consider the causes and types of crime, law enforcement, combating and punishment of crime and changing attitudes towards crime and punishment over time. Candidates will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of both crime and punishment from c.500 to the present day



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# HISTORY

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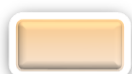
## How is the Subject Assessed?

Unit Number	Assessment type	What is it worth?
Unit 1 & 2	2 hour exam	50%
Unit 3 & 4	2 hour exam Unit 3 - 45 minutes Unit 4 - 1 hour 15 mins exam	50 %

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*



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## CREATIVE - ART AND DESIGN

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**QUALIFICATION OBTAINED:** GCSE Art and Design OCR

3D Art offered as alternative to the GCSE Design Technology course follow the same assessment process/content as the Art course outlined below. **You would not be allowed to study Fine Art and 3D Art.**

### Brief outlines

#### Portfolio (60%)

The OCR syllabus requires that students submit **one unit of coursework** (Portfolio). This body of work will constitute 60% of the final grade. This *coursework* will be completed in lesson time, art club and at home throughout Year 10 and up to the end of the Autumn Term in Year 11. The successful student will need to keep a sketchbook and be self-motivated and enthusiastic about working outside lesson time.

#### Exam (40%)

The remaining 40% will be determined by an examination. Exam papers will be issued to students from the beginning of January in Year 11. Each student will prepare an answer (over several weeks) to one question posed by the examination board (OCR). Following this a final outcome will be produced during a formal 10 hour examination (*over two whole school days*). The resulting body of work is produced and marked in the same manner as the Portfolio unit.

### How it is assessed

All work produced in class and at home will count towards the final grade. The students work will be exhibited in the Art Department at the end of the course, which in turn is assessed by staff then moderated by an external moderate. Portfolio and exam will be assessed using the OCR Criteria below.

#### AO weightings in OCR's GCSE (9–1) in Art and Design

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The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of GCSE (9–1) Art and Design				
	AO1	AO2	AO3	AO4	Total
Portfolio (01)	15	15	15	15	60
Externally set task (02)	10	10	10	10	40
	25	25	25	25	100

**Course Requirements** - Possible Portfolio units:

**Food (2/ 3-D)** - You will produce observed studies of food and develop artwork influenced by a range of artists:

Wayne Thiebaud (painting of cakes)  
(Paintings of Bottles)

Sarah Graham (Paintings of Sweets) Kate Brinkworth

Andy Warhol (printmaking from packaging)

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## CREATIVE - ART AND DESIGN

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Claes Oldenburg (sculpture of food)  
Patianne Stevenson (sculpture of food)  
Kate Malone (Ceramics of food)

Following this experience, each student chooses one of the above to specialise in. The final outcome will be the result of more in depth research and development inspired by the relevant artist. Students are also given the opportunity to research another artist of their choice relating to the unit.

### **Self-Portrait (2-D)**

You will produce self-portraits in response to the work of:

Chuck Close (photo)  
David Hockney (abstracted/ fragmented)  
Melissa Cooke  
Barbara Kruger  
Jenny Saville  
Cindy Sherman  
Cristina Otero  
Frida kahlo

Each student produces a final (overall) self-portrait using the skills learned. Again students are given the opportunity to research another artist of their choice relating to the unit.

### **Gallery Visits**

To be decided on during the course to coincide with current exhibitions both locally and nationally.

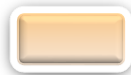
### **Careers**

The modern workplace needs a creative mind that offers lateral thinking and innovative solutions. Students leaving with art and design qualifications will have opportunities to move into a number of different occupations including: artist (painter, printmaker, ceramicist/ potter, sculptor etc.); designer (graphic, three-dimensional, fashion, textile, theatre stage etc.); animator; jewellery maker; photographer; Architect; museum/ gallery curator; exhibition organiser; gallery education officer; art teacher/ lecturer.

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*



**QUALIFICATION OBTAINED:** WJEC Eduqas GCSE Design and Technology

**WHAT COURSE WILL YOU FOLLOW?**

**Core knowledge and understanding is presented in five clear and distinct topic areas:**

- **design and technology and our world**
- **smart materials**
- **electronic systems and programmable components**
- **mechanical components and devices**
- **materials**

All students would be taught the core knowledge topics which would include understanding a user needs, the design process, how to write and interpret design briefs and specifications. They would explore other designers and their work and consider how this could influence their own design choices.

They would learn how to use CAD/CAM facilities to make design prototypes.

They would learn about different materials and how they are constructed, can be worked with and different finishing techniques that could be applied to them.

**HOW WILL IT BE ASSESSED?**

50% WRITTEN EXAM PAPER AT THE end OF YEAR 11 – 1 HOUR 45 MINUTES

50% Controlled assessment (similar to coursework) TO BE COMPLETED IN YEAR 11.

Some students might follow the more vocational route of 3D Art and Design which still allows them to develop their D&T skills but is 100% coursework based with no written exam, please see D&T presentation for more information.

With the agreement of Mrs Ellis/ Mrs Lovecy your child/ward may be recommended to study GCSE 3D Art in replace of GCSE Design Technology. This would be taught to your child within the Design Technology block. This would still allow your child to work with materials such as wood, metal, fabric and plastic in the workshop, but the assessment process would follow the same as outlined in the GCSE Art pages. There would be no written exam paper at the end of the course with this course. You cannot study Fine Art and 3D Art however and we would discourage studying GCSE DT and Art due to the volume of coursework both courses require.

## **QUALIFICATION OBTAINED: Eduqas Food Preparation and Nutrition (GCSE)**

### **BRIEF OUTLINE OF THE SUBJECT:**

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

As well as the full range of practical skills students are required to understand the characteristics and properties of the materials they are working with.

### **HOW THE SUBJECT IS ASSESSED:**

**Principles of Food Preparation and Nutrition Written examination: 1 hour 45 minutes 50% of the qualification.**

The topics assessed will have been taught across the two-year period and will include; food safety, food provenance, nutrition and many others. This will be a written exam paper sat at the end of the course.

Students will have the option to purchase a revision guide for this subject which is highly recommended.

**Food Preparation and Nutrition in Action Non-examination assessment 50% of the qualification**

**Assessment 1: The Food Investigation Assessment 15% of total qualification** - A Food Investigation will be set that will require each learner to: (a) research and plan the task (b) investigate the properties of ingredients through practical experimentation and use the findings to achieve a particular result (c) analyse and evaluate the task (d) produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation

**Assessment 2: The Food Preparation Assessment 35% of total qualification** – Based upon a pre released brief from the exam board. Students will be asked to plan, prepare, cook and present a selection of dishes. The dishes selected will be chosen by the student, but will be expected to respond to the brief released by the exam board. The cooking of these dishes for their final assessment will be a 3 hour practical exam in school.

Both of these controlled assessment tasks will be completed from September in Year 11 to the

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## *Food Preparation and Nutrition*

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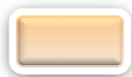
February ½ term of Year 11. Both of these controlled assessment tasks is where students are awarded credit for their practical cooking skills. Cooking at home is crucial to improve and develop their practical skills and improve their final menu before the final practical exam.

Students will be expected to provide ingredients from home for their practical lessons in year 11 as each student is expected to cook different dishes. Some support can be provided by school but students will need to take increasing ownership of planning their dishes, purchasing ingredients and bringing them into school. Choosing this subject means agreeing to these terms.

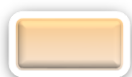
### Level 2 Hospitality & Catering

This will be a Pass/Merit/Distinction qualification. This would be taught within the Food Preparation & Nutrition teaching block. This would be an alternative course for students Mrs Ellis/Mrs Lovecy agree would be more appropriate for your child/ward. This course is 60% controlled assessment and 40% written exam. Many of the topics of work are the same as the GCSE Food course. Food safety, where do ingredients come from and of course extensive practical work. The assesment work is slightly less demanding with only one piece of work and only asked to cook two dishes in the practical exam not three.

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*



**QUALIFICATION OBTAINED:** BTEC Tech Award in Music

**BRIEF OUTLINE OF THE SUBJECT:**

- Assessed with performance-based tasks and assignments, rather than written exams, however they will be supervised in medium control settings, they are unable to copy work or share their work with others and it all has to be completed under **supervision** in **school**.
- Clear progression onto Level 3 study for students who want to explore performing arts further.
- Differentiated grading across both Level 1 and Level 2, with equivalency to the new GCSE grades.

How does the course work?

The course is made up of three components: **two** that are **internally assessed** and **one** that's **externally assessed**.

Our three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Component 1 Explore

**Aim:** Explore musical styles and techniques, and gain an understanding of roles in the industry

**Assessment:** **Internally** assessed assignments

**Weighting:** 30% of your total course during Component 1, you will:

- **Explore** different styles and genres of music.
- **Take part** in practical workshops to understand the music creation process.
- **Learn** about the different roles within the music industry.
- **Investigate** relationships between different areas of the music industry processes.

Component 2 Develop

**Aim:** Develop musical knowledge, skills, and techniques and apply them to a music product

**Assessment:** **Internally** assessed assignments

**Weighting:** 30% of your total course during Component 2, you will:

- **Develop** a range of skills.
- **Reflect** on their progress, and on areas for improvement.
- **Choose** a job role and explore the skills needed to fulfil it.
- **Apply skills** and techniques in a music performance, creation or production.

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# Music

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## Component 3: Responding

**Aim:** Put skills into practice by responding to a brief as a composer, performer or producer

**Assessment:** **Externally** assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

**Weighting:** 40% of your total course.

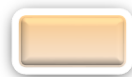
To achieve this aim, your students will:

- **Choose** an area of the industry that excites them (composer, performer, or producer).
- **Explore** the brief and come up with possible responses and ideas.
- **Use** relevant resources, skills and techniques to develop and refine musical material.
- **Present** their final response (solo or in a group).
- **Review** and reflect their approach to the brief and their final outcome.

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*





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## CREATIVE - PERFORMING ARTS

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### QUALIFICATION OBTAINED: Btec Tech Award in Performing Arts (**Acting & Dance pathways**)

- Assessed with performance-based tasks and assignments, rather than written exams, however they will be supervised in medium control settings, they are unable to copy work or share their work with others and it all has to be completed under **supervision in school**.

Research can be completed at home and this can be taken into the room for their writing of their coursework

- Clear progression onto Level 3 study/A level or even an apprenticeship for students who want to explore performing arts further.
- Differentiated grading across both Level 1 and Level 2, with equivalency to the new GCSE grades.

How does the course work?

The course is made up of three components: two are internally marked but a selection of ten students' work will be selected to be externally moderated where they will decide the grade.

Our three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

**Aim:** Develop the performing arts skills and techniques in your selected format – dancing or acting; you will select a scene or dance that links to the theme set by Pearson.

**Assessment:** This is internally set but externally moderated by the exam board

**Weighting:** 30% of your total course. During component 2 you will:

• During the **rehearsals and preparation of which you will have documents and stated how your selected scene links to the theme supplied by Pearson, develop and apply** your skills and techniques to shape your final performance, **including:**

- interpretative skills
- performance skills
- characteristics of the style/genre
- communication of meaning, intentions and links to theme

The **written** document will include:

- personal review and reflection on skills and progress
- response to feedback.

Evaluation of your performance reflecting on your strengths and areas for improvement

**Aim:** Get a taste for what it is like to be a professional Dancer or Actor exploring different styles and analysing live or recorded performances in a written document; there will be practical explorations into these styles

**Assessment:** This is internally set but externally moderated by the exam board

**Weighting:** 30% of your total course. During component 1 you will:

Investigate:

- stylistic qualities of the chosen work
- features, creative intentions and purpose of the work in relation to the theme: beginnings
- influence of other professional, performing arts work and/or styles
- skills required to create professional work
- roles and responsibilities required to create professional work

**Explore:**

how ideas are generated and developed

- how rehearsal/design processes are used
- the approaches used to create work
- 'production process'

### Component 3

**Aim:** Consider how practitioners adapt their skills for different contexts, and put this into practice in a performance

**Assessment:** **Externally** assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

**Weighting:** 40% of your total course

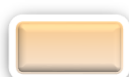
To achieve this aim, your students will:

- **use** the brief and previous learnings to come up with ideas
- **build** on their skills in classes, workshops and rehearsals
- **review** the process using an ideas and skills log – 2 x written report
- **perform** a piece to their chosen audience which is filmed
- **reflect** on their performance in an evaluation report...

*Definite preference*



*Maybe preference*



*Definite no*



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## Enterprise & Marketing

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**Examination Board:** Cambridge National (CAMNAT) Certificate in Enterprise & Marketing (Levels 1 & 2)

### Course Content:

This qualification is for students who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. The course will provide students with an understanding of business using local, national and global examples to supplement the learning and understanding.

All students will study three mandatory units and complete these units of assessment to achieve their qualification:

### Unit R067: Enterprise and marketing concepts

**Assessment is 1 hour and 15** minute written examination, **70 marks**, OCR set and externally marked.

**Weighting** is 40% of the grade awarded

**Part A** – comprising of 10 multiple choice questions (MCQs)

**Part B** – comprising of short answer questions and three extended response questions.

Setting up and running a business enterprise is an exciting challenge. In this unit, students will learn about the **key factors** to consider and activities that need to occur to operate and small start-up business including:

- **Characteristics** of an entrepreneur, risk and reward for an enterprise.
- **Market research** - types of research, methods of research, types of data, the benefits of market segmentation and customer profiles.
- **What makes a product financially viable**- you will look at the cost- of producing the product, revenue generated, profit/loss, break-even as an aid for pricing and costings plus the importance of cash.
- **Creating a marketing mix** to support a product-Product, price, place, and promotion, public relations, customer service, product lifecycle, extension strategies, factors to consider when pricing to attract and retain customers, pricing strategies.
- **Factors to consider when starting up and running an enterprise**- types of ownership, sources of capital for start- up and growth, support available for enterprises.

Students will then demonstrate and **apply this knowledge** and understanding within the activities **assessed for units R068 and R069.**

*THE EXAM THEORY PREPARES STUDENTS FOR THEIR COURSEWORK, WE WILL STUDY THE THEORY AND APPLY THIS TO THE ASSESSMENT AS WE GO ALONG. ONE PICE OF COURSEWORK WILL BE COMPLETED IN YEAR TEN AND THE OTHER FINISHED IN YEAR 11.*

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# Enterprise & Marketing

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## Unit R068: Design a business proposal

**Assessment** is internally assessed and externally moderated. The task is an OCR-set assignment that is practical in the context. **Weighting** is 30% of the grade awarded.

Creating a new product is an exhilarating task. If you want to make a profit from the product, it must meet customer needs and stand out from similar products in the market. Students are presented with a business challenge from which they create a researched and costed business proposal. The students will carry out:

- **Selecting** appropriate primary and secondary research and sampling methods they will use
- **Complete and analyse** their market research findings; create a customer profile for their product
- **Develop** a product proposal- create a design mix for your new product, produce some designs, review these and complete a final design with an evaluation
- **Review the financial viability** of the product- looking at costs, revenue, break even and profit of your product; deciding on pricing strategies to use to be effective
- **Review** likely success of the new product

**All aspects studied for the exam, they will apply the knowledge they have to the design challenge.**

## Unit R069: Market and pitch a business proposal

**Assessment** is internally assessed and externally moderated. The task is an OCR-set assignment that is practical in the context. **Weighting** is 30% of the grade awarded.

Following on from unit R068, where students created a design proposal for a product, students now need to understand how to create a brand identity and promotional plan for their product proposal. Students prepare for, and pitch the business proposal that they developed in the previous unit.

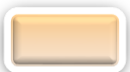
They will:

- **Develop** a brand identity- what is a brand and why are they used, look at branding methods, key factors when researching competitors and identifying opportunities and threats in the outside world
- **Create** a promotional campaign- explain the objectives- how you will get noticed, what makes you different, and how successful do you think you will be? What promotional material will you use?
- **Complete** a practice pitch- work on presentation, personal and communication; review your performance with feedback form others then adjust your presentation.
- **Deliver** a professional pitch to people that are not involved in this department – it has to be others, you have to impress them, be convincing 😊
- **Review**– how successful were you? What would you do differently- all businesses look at what makes them successful and how they can make changes to improve

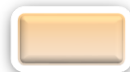
**Sites to use:**

- [www.businessed.co.uk](http://www.businessed.co.uk) [GCSE Business - BBC Bitesize](#) [\(156\) Bizconsesh - YouTubeBusiness | Two Teachers | United Kingdom](#) Hodder Education also sell a book which would be helpful

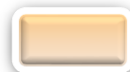
Definite  
preference



Maybe  
preference



Definite  
no



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## *SPORTS SCIENCE*

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**QUALIFICATION OBTAINED:** OCR Cambridge National (CAMNAT) course in Sports Science- Level 1 and 2. Course code- J828.

### **BRIEF OUTLINE OF THE SUBJECT:**

This course will be completed in year 10 and year 11 and will be taught in a practical and theory setting. This course is in addition to their 2 hours of compulsory PE lessons per week. Therefore they will have 2 hours of Sports Science and 2 hours of practical PE in year 10 and 3 hours of Sports Science and 2 hours of practical PE in year 11.

Students will complete two units of work in the form of submitting assignments:

1. The body's response to physical activity and how technology informs this (3 assignments on short and long term effects of exercise and how technology is used to record and monitor fitness).
2. Applying the principles of training: fitness and how it affects skill performance (5 assignments on Components of fitness, fitness testing, methods and principles of training and SMART Targets).

Students will also complete one exam paper (1 hour and 15 minutes) focussing on Reducing the risk of sports injuries and dealing with common medical conditions.

### **All results are awarded on the following scale:**

Level 2 – Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2) GCSE Grade 4 level

Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

Our Cambridge National in Sport Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Sport Science (physiological and psychological aspects).
- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely.
- Prepare participants for physical activity in ways which keeps them safe as well as learning how to react should injuries happen and how to recognise common medical conditions.

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## *SPORTS SCIENCE*

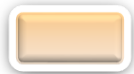
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- Learn how to conduct fitness tests, including interpreting and feeding back on the data you get from these as well as how to design, implement and evaluate fitness training programmes.
- Develop knowledge of either how the body responds to exercise and understand how technology helps inform us of these changes, or a delve into the world of sports nutrition to understand how what we eat can impact our performance in sport.
- Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical movements of the human body.

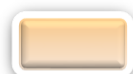
### **What can I do after I have completed the course?**

As well as being the ideal preparation for A /S and A level Physical Education course, OCR Cambridge National allows progression to related vocational qualifications for example Btec firsts and nationals in Sport or Sport and Exercise Sciences. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include teaching, coaching, officiating, the fitness industry and the armed forces.

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*



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# ***Travel and Tourism***

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**QUALIFICATION OBTAINED:** B/TEC Tech Award Level 1/2 in Travel and Tourism

**BRIEF OUTLINE OF THE SUBJECT:**

The Tech Award gives learners the opportunity to develop applied knowledge and understanding in a range of areas. Learners taking this qualification will study three components, covering the following content areas:

- the aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes
- how organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences
- factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism

**HOW IS THE SUBJECT ASSESSED?**

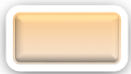
Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The components focus on:

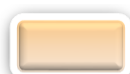
- the development and application of core knowledge and understanding of travel and tourism organisations, tourist destinations, and the needs of different travel and tourism customers
- the development and application of skills such as researching types of tourist destination and holidays
- reflective practice through carrying out research on travel and tourism products and services to make recommendations to meet customer needs

Component 3: is assessed through a 2 hour external assessment set and marked externally and forms 40% of the overall grade and will be on the Influences on Global Travel and Tourism.

*Definite  
preference*



*Maybe  
preference*



*Definite  
no*



## Additional Information

### Useful Websites

<https://successatschool.org/advice/what-are-my-gcse-options/508>

<https://www.bbc.co.uk/bitesize/careers>

<https://www.careerpilot.org.uk/information/gcses/choosing-your-gcses>

Log in to your 'UNIFROG' profile - <https://www.unifrog.org/sign-in?return=%2fstudent%2fhome>