



ALL SAINTS
CATHOLIC SCHOOL

GCSE OPTIONS

Part of the Nicholas Postgate Catholic Academy Trust

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GCSE OPTIONS

2026 - 2028

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INTRODUCTION



At Nicholas Postgate Catholic Academy Trust, our core values of Nurturing, Perseverance, Courage, Ambition, Tolerance and Respect are at the heart of everything we do.



We set high expectations to ensure that every pupil excels across all aspects of school life. Our intention is to ensure pupils make outstanding progress and that the curriculum removes any potential barriers to learning. We want our pupils to leave with knowledge and skills which will not only create excellent life opportunities but will also prepare them exceptionally well for life beyond our schools.

Pupils experience a broad, deep and knowledge rich curriculum. Our secondary curriculum helps pupils to achieve high standards and make excellent progress.

We offer a rich and varied Key Stage 3 to ensure pupils have a clear idea of subjects they like the most by the middle of Year 9 and offer a wide range of choices at this stage for their Key Stage 4 study pathway. This diversity of exposure at Key Stage 3 is aimed to enable all pupils to take ownership of their learning and leads to improved outcomes. These courses aim to develop a mastery of the skills required to complete a subject in Key Stage 4.

At Key Stage 4, the courses are carefully planned to ensure that content is thoroughly revisited and this undoubtedly prepares pupils for external examinations at the end of the course.



Sharon Keelan-Beardsley
Headteacher

WELCOME

You have now reached a significant milestone in your educational journey where you will be making important decisions about your future.

This is the first time in your school life that you have had a genuine opportunity to make a choice about what you would like to study and how that might affect your future career.

All of you will continue to study a group of core subjects including, English Language and Literature, Maths, Science and Religious Education. You will also have lessons dedicated to PE and PSHE which are not examined. This will leave you with three options and at All Saints we are able to provide a varied and extensive suite of subjects for you to select from.

Over the next few weeks, it is important to listen to the advice of your teachers as they will be able to give you information about the content you will study in their subjects. However, one piece of advice that I feel is invaluable, is to take a subject that you enjoy. Don't feel pressure to do what your friends are doing. You are a unique and special person and you must choose a subject that best reflects who you are and your own personal ambitions.

By taking this process seriously, you will continue to enjoy your time at All Saints and will achieve great things as you move into Key Stage 4.

I wish you every success with your choices.

THE FUTURE

Your GCSE results are a very important part of your academic journey. The results you get can affect the following:

- The sixth form or college you go to
- The qualifications you take next
- Your eligibility for a university course
- The universities you can apply to
- Your career prospects

GCSEs can determine the sixth form or college you go to. If you want to stay at All Saints for post 16 study there are specific grades you must achieve for certain subjects at GCSE to allow you to take that subject at A-Level.

Apprenticeship routes and intermediate vocational courses may accept a few subjects with GCSE grade 4 passes. Other courses will demand a good general education accompanied by a positive school reference, which will include information on attendance, punctuality, attitude to studies and ability to work with others.

It should be noted that currently students are required to achieve a GCSE grade 4 or above in English and maths before they leave full time education at 18.

GCSEs COULD BE USED TO ASSESS ELIGIBILITY FOR A UNIVERSITY COURSE

Regardless of the subject you want to study, the majority of university courses look for at least a grade 4/5 in English, maths and perhaps science. Some university courses go further and ask for specific subjects at GCSE, with certain grades, so check directly with universities if you are in doubt.



GCSEs CAN AFFECT YOUR FUTURE CAREER

The career you may wish to undertake could have specific expectations for achievement in your GCSEs to progress within the future. Here are a couple of examples:

- Engineering courses such as chemical engineering: you will usually need A Levels or equivalent in chemistry and maths and physics for other engineering courses, which in turn means you will need to have good GCSE grades in science and maths.
- Medicine: competitive courses like medicine may ask for a whole suite of good GCSEs. Most medical schools specify that applicants must offer GCSE grade 8/9 in each of English (Language or Literature), maths and all science subjects. Combined science is acceptable as an alternative to single sciences.
- Social work and secondary school teaching: these professions will not consider you without at least a grade 4 or 5 in maths and English Language at GCSE.
- Nursing and primary school teaching: grade 4 or 5 in English, maths and science.

TYPES OF QUALIFICATION

The Government has phased in changes to GCSE qualifications over recent years. This means:

- A grading system from 1 to 9 (9 being the highest grade).
- More challenging subject content and assessments (for example, 20% of the grade for English Language is awarded for spelling, punctuation and grammar).

GCSEs

GCSEs are primarily assessed through exams but may still involve non-exam assessment, practical or oral assessments in some subjects. These take place throughout Years 10 and 11. Almost all GCSEs have written examinations taken at the end of Year 11. It is important for pupils to choose courses which suit their needs and abilities, for example taking practical or non-exam assessment based courses may help to balance the workload and assessment during Years 10 and 11, and ease the pressure slightly at the end of the GCSE course.

THE EBacc

We believe that all pupils can benefit from studying a rigorous, academic curriculum. The EBacc is used as a measure of pupil performance at the end of Year 11 and pupils need to achieve what is considered a 'good pass' (grade 5 or above) in a wide range of academic subjects to meet this. Some universities and employers may use the achievement of the EBacc as an indicator of the achievement of pupils.

To achieve the EBacc, pupils must achieve a grade 5 or above in:

- English (Language or Literature)
- Maths
- Science
- Geography or History
- French, Spanish, German or Latin

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides pupils with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education.

VOCATIONAL QUALIFICATIONS

These courses are made up of units of work. Each unit is assessed and there are fewer examinations than in most GCSEs. On vocational courses you can achieve a pass, merit, distinction or distinction*. These are equivalent to good grades at GCSE. Please note that both qualifications provide progression to further study in sixth form or to apprenticeship or other training. They have all been accredited under the new accountability framework for pupils and schools. BTECs and Cambridge National qualifications are classed as vocational qualifications.



CORE SUBJECTS

ALL STUDENTS HAVE LESSONS IN THESE SUBJECTS

GCSE RELIGIOUS EDUCATION

GCSE ENGLISH LANGUAGE

GCSE ENGLISH LITERATURE

GCSE MATHEMATICS

GCSE SCIENCE

CORE PE

PERSONAL DEVELOPMENT

GCSE RELIGIOUS EDUCATION

CORE SUBJECTS



Why study Religious Education?

At All Saints everyone takes GCSE RE. RE will help you learn about yourself and other people, by studying the phenomena of religion.

Through debate and discussion you will be encouraged to wrestle with some of the key moral issues which young people face today. You will develop important skills: for example, how to present an argument clearly and coherently. You will learn how to think and not necessarily what to think.

We are a Catholic School. You will have an opportunity to appreciate the traditions of the Roman Catholic Church, some of its beliefs and practices, and its links with other Christian churches. As well as Christianity, you will also have the opportunity to study Judaism and its place in the world today.

We all have an instinct to look for truth and for justice. This course will help you to find a way through the moral maze; to ask what is good or bad; right or wrong, and how we can know. You will look at issues related to such things as: life and death, medical ethics, creation and the environment, human rights, crime and punishment. We will give you the opportunity to get to the heart of these matters and be able to appreciate different religious and secular perspectives on them.

In recent years RE has been one of the fastest-growing and most popular GCSE subjects in the country. More and more employers are recognising and appreciating the skills people learn through studying RE and it is becoming highly thought of in the work place.

If you are prepared to work and think hard, and above all if you enjoy a good discussion, you will enjoy the RE experience.



“Education is not about knowing things or taking lessons but about being able to use three lingos: those of the head, the heart, and the hands... learning so that you can think about what you feel and do, can feel what you think and do, and can do what you feel and think. Unity within a person.”

Pope Francis

GCSE ENGLISH LANGUAGE & LITERATURE

CORE SUBJECTS



Why study English?

The English Literature and English Language course develops the reading, writing, speaking and listening skills of students whilst also teaching them to become more analytical and evaluative. Students will have the opportunity to study a range of texts from Shakespeare to modern drama, poetry to non-fiction and they will enhance their written skills through creative writing. The course results in two GCSE grades, one for Literature and one for Language.

How will I be assessed in English Literature?

Unit 1: Shakespeare and the 19th Century Novel - Examination

Students will study a Shakespeare text in depth and will be required to write in detail about the whole play and an extract in an examination. Students will also study a 19th century novel over the course and must also write in detail about the whole text and an extract. The aim of this Unit is to encourage an appreciation and understanding of traditional texts in our cultural heritage and to use these texts to inspire students' own written styles.

Unit 2: Modern Texts and Poetry - Examination

Unit 2 will see the students studying either a modern novel or a modern drama. In the examination, students must answer one question and respond with an analytical essay about their chosen text.

They also have the opportunity to study a range

of different poems from an anthology cluster. This will develop the students' skills and abilities to read and understand poetry from different eras independently. The examination requires students to compare an unseen poem to one that they have studied and to then compare two unseen poems.

How will I be assessed in English Language?

Paper 1: Explorations in Creative Reading and Writing - Examination

Within this module, students explore what it takes to be a good writer, deepening their knowledge of narrative and descriptive skills through the study of a fiction text. In the examination, students must answer several questions on their fiction text before demonstrating their written ability through descriptive or narrative writing.

Paper 2: Writer's Viewpoints and Perspectives - Examination

Students study a range of non-fiction texts from different historical periods and investigate how and why language is used to present a particular viewpoint or perspective. In the exam, they must read two non-fiction texts and answer several questions to analyse them before writing to present a viewpoint.



GCSE

MATHEMATICS

CORE SUBJECTS

Why study Mathematics?

Mathematics is an important life skill essential to a wide variety of careers but also to everyday life. The word mathematics comes from ancient Greek, “learning” and from Hebrew “thinking.” A good foundation in mathematics gives us the ability to think logically and creatively. The course builds on topics that you have studied at Key Stage 3 with an increased focus on applying mathematics in context, problem solving, reasoning and the functional element of the subject. This subject will provide you with a set of transferable skills that will prove invaluable for the rest of your life.

Every day we rely upon the mathematical skills of others. Doctors and nurses need to administer the correct amount of medicines; engineers need to ensure their buildings or bridges don't fall down; shop assistants need to give us correct change. If we are to play a useful role in our society we need to have some of these mathematical skills ourselves.

What skills will I develop and what will I study?

Number & Algebra
Geometry & Measures
Statistics & Probability
Ratio, Proportion & Rates of Change

How will I be assessed?

There are eight mathematics lessons per fortnight in Year 10 and Year 11. Some lessons will be whole class lessons which deal formally with the subject matter. Other lessons will involve open-ended investigations, practical work and use of computers.

In mathematics there are two tiers of the syllabus. There is much more emphasis on Algebra in the higher tier than in the foundation tier.

What are the post-16 opportunities?

Year 10 and 11 mathematics at the higher level forms the basis for further studies at sixth form level. Anyone wanting to study mathematics at 'A' Level should be aiming to achieve grade 7, 8 or 9 at GCSE and be in one of the top sets.



“Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

Shakuntala Devi

COMBINED SCIENCE DOUBLE AWARD

CORE SUBJECTS



Why study GCSE Science?

All students study Combined Science in the form of a spiralled curriculum from Years 9 to 11.

Combined Science contains equal amounts of Biology, Chemistry and Physics and will thoroughly prepare students for Science A Levels. In Year 9 students will have one or two teachers covering the whole course, structured into Biology, Chemistry and Physics topics.

How will I be assessed?

In Year 10 and Year 11 the course is split into Biology, Chemistry and Physics. Students will have nine hours of science a fortnight, three for each subject, taught by a specialist teacher.

At the end of this course students sit two exams for each of Biology, Chemistry and Physics. The results of these will be combined and each student will receive two GCSE Science grades, these can be two of the same grade, or a split grade e.g. 4, 5.

There is no longer any coursework in science. Instead students will complete a wide range of practical work to prepare them for questions on practical science that will be in the exams.



The curriculum offering for Triple Science will be outlined at the Options Evening.



**“Real science can be far stranger,
than science fiction and much
more satisfying.”**

Stephen Hawking

PERSONAL DEVELOPMENT

PE

CORE SUBJECTS

Why study Core PE?

You will do five activities – three winter and two summer, each activity lasting approximately seven weeks. Activities include:

Netball
Hockey
Basketball
Aerobics
Dance
Badminton
Gymnastics
Athletics
Tennis
Rounders
Football
Rugby
Volleyball
Cricket

The upper school offers the opportunity to use the MUGA (multi use games area), which has opened up many activities on site and is a superb practice and training facility.

A comprehensive fixture list is maintained in the major sports, and clubs are run in a variety of others.



“Exercise and recreation are as necessary as reading. I will rather say more necessary.”

Thomas Jefferson

CORE SUBJECTS

Why study Personal Development (PSHCE)?

At All Saints Catholic School our Personal Development programme underpins everything we do in our roles as Christians and allows our young people to make their own informed choices and decisions whilst growing in the Catholic faith.

It is taught during the Personal Development days and rolling Period 1 sessions throughout Years 10 and 11, as well as in various GCSE subjects.

What are the Topics I will Learn?

Some of the topics covered during the course include:

Relationship and Sex Education
Drug and Alcohol Education
Revision Techniques
Study Skills and Exam Preparation
Enterprise and Business Skills
Citizenship
Work Experience
Careers Education including Career Options
CVs and Interview Skills

The course will also improve many transferable life skills such as:

Problem Solving
Communication
Target Setting, Organisation
Time Management
Decision Making

How will I be assessed?

Personal Development is a non-examined subject (no exams). However, students will complete multiple choice and written self assessments on the course, and their future Careers options.



EBacc SUBJECTS

ALL STUDENTS MUST SELECT AT LEAST ONE OF THESE COURSES

MODERN FOREIGN LANGUAGES
GEOGRAPHY
HISTORY
COMPUTER SCIENCE



MODERN FOREIGN LANGUAGES

EBacc SUBJECTS

Why study Modern Foreign Languages?

At All Saints we encourage as many of our students as possible to continue to study at least one language at Key Stage 4. We are also pleased to offer you the opportunity to take two Modern Foreign Languages, depending on what you have studied in Key Stage 3.

What skills will I develop and what will I study?

In the increasingly competitive world of international business, proficiency in languages is recognised as highly desirable by employers, and is looked upon extremely favourably by the best UK universities when offering places to prospective students.

The Edexcel GCSE qualification in each language is designed to show how language is used in real life. Authentic cultural content has been embedded throughout the specifications, assessments and support materials, giving students a sense of purpose to language learning in a fun way.

How will I be assessed?

You can choose from GCSE French, German and Spanish if you have studied the language in Key Stage 3.

You will be assessed through the four equally weighted skills of listening, speaking, reading and writing, each worth 25% of the final GCSE grade.

Two Languages

Some students choose to study two languages each year. You can choose from GCSE French, German and Spanish. It is a requirement that you have studied the language at Key Stage 3 or have a strong foundation in the language from outside of school in order to join the GCSE course.



“To learn a language is to have one more window from which to look at the world.”

Chinese Proverb



GCSE GEOGRAPHY

EBacc SUBJECTS

Why study Geography?

Geography will help you understand how the world you live in works and will allow you to give informed opinions on problems that face us all. It is suitable for students of all abilities. The course focuses on the processes that shape our world through the study of physical and human Geography. Many of the topics include things that you see and hear about in the news every day.

How will I be assessed?

Paper 1: Living in the Physical Environment

- Natural hazards: earthquakes, volcanoes, tropical storms, extreme UK weather, climate change.
- UK physical landscapes: coasts and rivers.
- Living world: ecosystems; tropical rainforests and cold environments.

Paper 2: Challenges of the Human Environment

Urban Issues and Challenges: world population and mega cities; urban planning, regeneration and sustainability.

- The changing economic world: measuring development, reducing the development gap, regional growth in the UK.
- The challenge of resource management: the global inequalities in supply and demand; UK energy mix, nuclear power and shale gas; energy insecurity.

Paper 3: Geographical applications

- Issue evaluation: problem-solving element based on a pre-released resource sheet.

- Fieldwork: Students will undertake two geographical enquiries. There is a day trip to Dalby Forest investigating river processes and features, and a second day trip to Leeds comparing regeneration projects. Questions on Paper 3 ask about fieldwork in general and about the students' individual projects.
- Geographical skills: a range of cartographic skills including atlas maps, OS maps and maps in association with photographs; as well as graphical, numerical and statistical skills.

These skills can be transferred to many careers or further education courses. If you are thinking of A Levels later on, Geography is seen as the ideal link between Arts and Science subjects. It helps to keep your options open.

Geography, if you attain a grade 5 or above, contributes to the English Baccalaureate.

The final grade is made up of three elements:
Final Exam

Paper 1	35%
Paper 2	35%
Paper 3	30%

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”

Michael Palin



GCSE HISTORY

EBacc SUBJECTS

Why study GCSE History?

History is a very popular GCSE course, with many of our students continuing to study History A-Level.

History continually changes the world around us and historic events have helped shape the world today and will continue to do so in the future!

Studying GCSE History will inspire you to ask and answer some very important questions such as:
Why do wars happen?
What impact have key leaders had on the world?
How have the lives of people changed over time?

How will I be assessed?

Paper 1

Part A: Germany, 1890–1945: Democracy and Dictatorship.

This period study focuses on Germany during a turbulent half century of change.

Topics include: World War I; Weimar Germany; the Wall Street Crash; the rise of Hitler; living under the Nazis and the Holocaust.

Part B: Conflict and tension in Asia, 1950–1975.

This wider world depth study focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose.

Topics include: Korean War; Vietnam War and the impact of protest movements in the USA.

Paper 2

Part A: Britain: Health and the People: c1000 to the present day.

This thematic study will help you to gain an understanding of how medicine and public health developed in Britain over a long period of time.

Topics include: Medieval, Renaissance and Modern medicine; key individuals that have made advances in medical treatments and cures.

Part B: British Depth Study: Elizabethan England, c1568–1603.

This option allows you to study and explore the last 35 years of Elizabeth I's reign. The study will focus on major events of the Elizabethan Age considered from an economic, religious, political and social standpoint.

Topics include: Elizabeth I and the problems she faced; life in Elizabethan England; war with Spain and the voyages of discovery.

You will learn very valuable skills...

Apart from studying a wide range of exciting historic periods, you will learn a range of handy skills that will help you with A Levels and future work. These include:

- Excellent communication and writing skills
- Research and problem-solving skills
- Sources and interpretation skills

The final grade is made up of:

Paper 1 (externally assessed) 50%

Paper 2 (externally assessed) 50%

Each Exam — Two hours



GCSE COMPUTER SCIENCE

EBacc SUBJECTS

Why study Computer Science?

GCSE Computer Science is one of the fastest growing subjects in the UK. It is a subject that requires students to essentially be able to decompose and solve problems. Where ICT is about working with the software, Computer Science is more about learning how computers work including how to program them. The course includes emerging trends in computing technology such as hacking, so covers a large amount of up-to-date content that would set students up for studying Computer Science at a higher level and/or be useful for everyday use with computers.

How will I be assessed?

Although the course is 100% based on two written exams, it is taught in a way that makes it as practical as possible. For example, opportunities to take computers apart and complete programming challenges will make up a large part of the teaching content bringing the subject to life. We also have a strong link with the county cyber crime unit who come in to help teach network threats and preventions.

Students wishing to study would be helped by having reasonable maths skills which transfer really well onto this course, though having a keen interest in how computers work is more important to us. It is counted within the English Baccalaureate as a Science and is a subject that many students engage with.

Overall, GCSE Computer Science is a fantastic, challenging subject that stretches students intellectually whilst creating skills and knowledge that are transferable to other subjects as well as laying foundations to study at a higher level; it is standard for over 50% of the GCSE cohort go onto study Computer Science at a higher level.

What students learn:

- How to programme a computer
- Algorithms
- Operating Systems
- Binary
- Networks
- Computer Hardware and Software
- Cyber Security
- Ethical and Legal Issues

What skills will I develop and what will I study?

Benefits of studying Computer Science:

- Clear path into A Level and University
- Successful students in Computer Science are hugely sought after in industry.
- High level understanding of computers and their components.
- Learn a wide range of skills that transfer well across many subjects.
- Confidence from solving problems.
- Many modern day jobs include the use of computers; this qualification gives students a real grounding for working with computers.



OPTIONAL SUBJECTS

HEALTH & SOCIAL CARE
ENGINEERING LEVEL 1/2
VOCATIONAL AWARD
MEDIA STUDIES
GCSE BUSINESS
BUSINESS AND ENTERPRISE (BTEC)
GCSE ART
GCSE DRAMA
GCSE MUSIC

GCSE DESIGN & TECHNOLOGY
GCSE FOOD & NUTRITION
TEXTILES DESIGN
DANCE
GCSE PHYSICAL EDUCATION
GCSE GOVERNMENT & CITIZENSHIP



HEALTH & SOCIAL CARE (BTEC)

OPTIONAL SUBJECT

Why study Health & Social Care?

This BTEC Tech Award in Health & Social Care is suitable for students who wish to go on to work with children and adults in education, health and social care settings.

This award is made up of three units; two coursework units and one synoptic module which is externally assessed. It is worth one GCSE and the grading is Level 1, Pass, Merit or Distinction and Level 2, Pass, Merit, Distinction and Distinction*.

Component 1—Human Life span and Development

Aim: Understand how we grow and develop throughout our lives.

Assessment: Internally assessed assignments.

Weighting: 30% of total course.

Component 2— Health and Social Care Services and Values

Aim: Get to know how the Health and Social Care sector works and the care values that lie at the core of it .

Assessment: Internally assessed assignments.

Weighting: 30% of the course.

Component 3—Health and Wellbeing

Aim: Help improve someone's health and wellbeing.

Assessment: Externally assessed task (exam) in which students create a health and wellbeing improvement plan for an individual, based on a brief.

Weighting: 40% of total course.

There are many transferable skills you will develop from studying Health and Social Care. Some of these are research skills, communication skills and caring skills.

You will achieve a grade for each component, which are allocated points. At the end of the course, Pearson will calculate the final grade by adding their points from each component, and matching this against the qualification grade point thresholds.



“The greatest health is wealth”

Virgil

“You are never too old to set new goals or to dream a new dream.”

C.S. Lewis





ENGINEERING LEVEL 1/2 VOCATIONAL AWARD

OPTIONAL SUBJECTS

Why study Engineering?

Engineering is a driving force in the UK's economy, but there is a considerable shortage of appropriately skilled workers in the engineering sector. This vocational award in Engineering has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

How will I be assessed?

This qualification is for students who wish to develop knowledge and understanding and gain experience of a practical application of skills in Engineering. It is designed to support learning from the design and planning perspective. It provides students with a broad introduction to the engineering sector and the types of career opportunities available.

The qualification has been devised around a 'plan, do, review' approach to learning where students are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors engineering production and design processes and also provides for learning in a range of contexts thus providing students with a broad appreciation of work in engineering related industries and the wider opportunities for progression into further education, employment or training.

Unit 1: Manufacturing Engineering Products.

Learners have the opportunity to interpret different types of engineering information in order to plan how to produce engineering products. Learners use a range of engineering tools and equipment in order to produce and test an end product. This piece of work is internally assessed and is worth 40% of the overall qualification.

Unit 2: Designing Engineering Products.

Learners explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they produced for Unit 1. This piece of work is internally assessed and is worth 20% of the overall qualification.

Unit 3: Solving Engineering Products.

introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general. This is externally assessed in a 90 minute examination and is worth 40% of the overall qualification.

Careers with Engineering include areas of: Aerospace, Biomedical, Civil/structural, Computing, Electrical/Electronics, Environmental, Marine, Mechanical and Product Design.

MEDIA STUDIES

OPTIONAL SUBJECTS

Why study Media?

Media is about communication, particularly mass communication with lots of people. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at roughly the same time. Whenever you are watching television, streaming films, scrolling through social media or listening to a podcast, you are consuming media. Does studying the media mean watching lots of television then? In fact, you will need to explore lots of different media products. The power that the media has is huge. Think about the idea that the average adult consumes media for almost eight hours a day, and within that time they are being bombarded by other people's ideas and opinions and images of the world and its people. How someone responds to that will affect their ideas about people, places and society, of politics and culture, of themselves and of their place in the world.

What will I study?

As a GCSE Media Studies student, you will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why. You will study lots of different media forms, such as:

Television - Online Media - Advertising and Marketing - Film Marketing - Magazines - Newspapers - Social Media - Music Video - Radio -

Video Games.

There is also a significant amount of practical work where you might create music videos, magazines, television programmes, advertisements and more. In your practical work, you will be able to apply what you've learned about the media in the production of your own media products.

How will I be assessed?

Assessment will consist of a mixture of examinations and non-examined assessment

- Component 1: Written examination: 1 hour 30mins, 40% of qualification.
- Component 2: Written examination: 1 hour 30mins, 30% of qualification.
- Component 3: Non-exam assessment: Media Production, 30% of qualification.

What skills will I develop and what will I study?

Lots! Media Studies will even help you to develop skills that you'll be able to use in your other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more.

Where might Media Studies Take Me?

During the GCSE Media course you'll develop a range of skills which will equip you for progression to A Level study. They will also help you hugely in other areas such as Film, English, Humanities and Social Sciences.

Looking ahead, most universities offer courses in Media, Communications and Cultural Studies in the UK. An A Level qualification in Media Studies, informed by study at GCSE level, helps you to move towards these courses, as well as to those in a range of other areas.

If university isn't for you, there is a huge array of career opportunities in the media, and it's an industry that is growing quickly. If you are interested in a career in TV and film production, advertising, journalism, interactive media, and digital marketing, technical production, special effects, web design and post-production, then studying Media at GCSE level is a great place to start.

GCSE BUSINESS

OPTIONAL SUBJECTS



Why study Business?

In this course you will gain the skills and confidence to explore the key aspects of Business. What you learn is relevant to the world of business today and encourages you to become financially and commercially aware.

From large corporations to sole traders, business provides a vital contribution to communities, creates income and leads innovation across all sectors. If you take an interest in the world around you and want to understand how a business functions then you will enjoy studying this subject.

How will I be assessed?

Theme 1: Investigating Small Business

This theme is about how small businesses get started. You learn how entrepreneurs come up with ideas, understand what customers want, and create products or services. It also looks at how businesses advertise, set prices, and deal with things like new technology or changes in the economy.

Theme 2: Building a Business

This theme is about what happens when a business grows. You learn how bigger businesses are run, how they manage their money (profit and cash flow), how they organise staff and how they compete with other companies. It also covers how businesses expand into new areas such as global markets and deal with challenges as they get larger.

When you leave school you will probably work for a business. After studying Business you will have an insight into just how businesses operate, including how to set up a business of your own.

This is a practical course, using real businesses as examples. We will keep you up to date with the latest business news to help you understand what is happening in the wider world.

Business is the most popular subject choice for studying at university.

There are 2 exams at the end of the course (each 1 hour and 45 minutes) which carry equal weighting for the overall grade awarded.



“Having a vision is about using your imagination; it is about stretching your brain to think differently. It’s about training yourself to focus on where it is you want to go, what it is you want to achieve.”

Lord Alan Sugar



BUSINESS AND ENTERPRISE (BTEC)

OPTIONAL SUBJECTS

Why study Business and Enterprise?

The qualification in Business and Enterprise will allow you to explore the world of business and what makes or breaks an enterprise. You will develop knowledge and understanding through applying what you learn to work-related situations, and gain the skills you need for further study and employment. It is a highly motivating way to learn as you will develop your business skills through practical tasks and activities.

How will I be assessed?

Component 1 Coursework (30%):
Students will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. They will also explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

Component 2 Coursework (30%):
Students will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. Students will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

Component 3 Exam (40%):
Students will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. They will also complete financial documents and statements and explore how to use them to improve the performance of an enterprise in order to recommend strategies for success.

If you are someone who enjoys the challenge of working independently and producing coursework this may well be the course for you. This qualification aims to give you a practical understanding of what "being in business" entails and it will help you to develop the knowledge,



“Winners never quit and quitters never win.”

Vince Lombardi

“It’s fine to celebrate success but it is more important to heed the lessons of failure.”

Bill Gates





GCSE ART

OPTIONAL SUBJECTS

Why study Art?

GCSE Art is an exciting course for enthusiastic students who want to explore their creativity, develop new skills and build confidence. You can take control of your own projects and try drawing, painting, Photoshop, sculpture and digital photography. You can work at your strengths and personalise your course along the way. Even if you don't fancy a career in the arts, this course will develop your creative expression, evaluation skills, visual literacy and other valuable skills - art can boost your self-esteem and empower you!

What kind of work can you make on the course?

ANY! You'll produce a coursework unit of personalised projects and have the chance to work independently throughout, before an exam project in Year 11. For the exam, YOU choose your favourite theme to explore, then we help you develop your personal response during a 4 month period. There's no rush and no written exam. We want to see you at your best, not stress you out! We believe happy artists make much better art, and students love the freedom they are given to explore their own interests and opinions with us.

Previous projects: anime, horror, digital art, Pixar, Mamma Mia, maximalism, American history, the Cecil Hotel mystery, muscle cars, Warhammer, Minecraft, Banksy, the homeless, gender, football, music, horses, nature and fashion!

How big is the Art department at Upper site?

BIG. We have two large studios, a photography studio and two computer suites (just for you!). There's a kiln, printing press and lots of professional equipment to get your hands on. Many students spend their breaks and lunches in our studios - it is a creative community to thrive in!

What skills will I develop and what will I study?

Just some of the careers the course could lead to:

Architect, illustrator, fashion, gaming, make-up, car design, web design, theatre, TV & film, photographer, special effects, graphic design, advertising.

You **MUST** take GCSE Art to study A Level Art or A Level Photography.



“Creativity is intelligence having fun.”

C. Wright Mills



GCSE DRAMA

OPTIONAL SUBJECT

Why study Drama?

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes.

Throughout the two year course you will have the opportunity to analyse texts, consider character motivation and play a variety of roles. As well as learning about key practitioners such as Brecht, Berkoff and Stafford-Clark, you will write and devise your own performance pieces and evaluate professional live theatre.

GCSE Drama follows on from drama work that you will have done in Key Stage 3 Drama and English but in many ways is an entirely new subject allowing you to develop your improvisation and acting skills to a higher level. For those interested in technical theatre, there are also opportunities to explore lighting, set design, costume and sound.

What skills will I develop and what will I study?

You will enjoy this course if you want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage on a production. You may have always wanted to have a go at making a play, performing, making costumes, building a set or operating the lights but never had the chance. You will enjoy this

course if you enjoy working as part of a team as drama involves a lot of group work.

How will I be assessed?

The course is assessed in two parts: 60% Practical Work and 40% Written Exam.



“Drama starts where logic ends.”

Ram Charan

“Real life is messy, and drama is a shaped version of real life.”

Simon Beaufoy





GCSE MUSIC

OPTIONAL SUBJECTS

How will I be assessed?

The GCSE music course has three sections:

Performing (30%)

You play one piece of your own choice on any instrument at the highest standard you can reach. The second part of this paper involves performing with others, again in any style and with your own choice of ensemble.

Composing (30%)

You have to compose two pieces lasting at least three minutes in total. ICT and various music software programmes are used as part of this. Again, all musical styles and periods of history are represented.

Listening and Appraising (40%)

The only written paper deals with musical history and theory through a 'Listening Exam'. The listening paper will involve you studying 'set works' and answering questions on extracts that you hear. Pieces include 'Star Wars', 'Killer Queen' by Queen and music from the musical 'Wicked'.

This course is useful in that it provides a varied and thorough grounding in all aspects of music. It is a useful preparation for the study of music at A Level and provides opportunities for group ensemble work, composition, development of practical skills and listening to music from a variety of backgrounds and styles.

Whatever your musical interests, the syllabus is broad enough to include, and use them, for academic credit. It is expected that pupils can play a musical instrument and/or sing.

The final grade is made up of:

Coursework 60%

Final Exam 40%



“Music begins when the possibilities of language ends.”

Jean Sibelius

DESIGN & TECHNOLOGY

PRODUCT DESIGN

OPTIONAL SUBJECT

Why study Product Design?

A GCSE course in Design and Technology offers an opportunity for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests.

You will gain awareness and learn from wider influences on Design and Technology, including historical, social, cultural, environmental and economic factors. You will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

This course allows you to study core technical, designing and making principles, including a broad range of design processes, materials, techniques and equipment. You will also have the opportunity to study specialist technical principles in greater depth.

What skills will I develop and what will I study?

In Year 10 students learn how to shape and form a variety of materials and make a range of products by solving challenging design briefs. Students learn how design and production techniques have influenced the world around us and how innovation plays a huge part in solving everyday problems. These projects in Year 10 will allow students the freedom to design and create using a variety of tools, machinery, materials and equipment from across the department. In the Summer of Year 11, students will focus on reacting to the context with a creative brief and solution.



As solutions are student driven, they must be determined and resilient. Students will investigate, research, design, develop, manufacture and test their product as part of the process.

How will I be assessed?

The exam board for this course is AQA and assessment is divided between non-exam assessment (NEA) and a final written exam at the end of Year 11.

The Written Exam:

Designing and Making Principles.

Exam Duration: 2 Hours.

100 Marks - 50% of GCSE.

The Non-Examined Assessment (NEA):

Practical Design and Making Task.

Pupils submit a prototype and portfolio of research and design work including 3D CAD. The choice of products will be determined by the contextual theme set by the exam board.

Duration: 30-35 hours.

100 marks - 50% of GCSE.

This unit is marked internally by the teacher and then moderated by AQA.

What are the post-16 opportunities?

GCSE Design and Technology enables students to appreciate the possibilities of further study and progression to courses such as A Level Product Design. Product Design can lead to a wide choice of courses at degree level and beyond, especially when combined with other appropriate A Levels, such as Maths, Physics, and Art. This can lead to architecture, engineering, product/industrial design, furniture design, jewellery design and silversmithing, computer games design, computer animation, sports equipment design, and design teaching.



GCSE FOOD PREPARATION AND NUTRITION

OPTIONAL SUBJECTS

Why study GCSE Food Preparation and Nutrition?

Do you enjoy cooking?

Do you want to find out more about the food you eat?

Are you creative?

Do you enjoy practical work?

Would you like to learn essential life skills which will help to contribute to a healthy lifestyle?

Are you interested in working in the food industry?

YES?

Then choose to study Food Preparation and Nutrition at GCSE!

Food Preparation and Nutrition is a demanding, exciting and challenging course in which you will build on the skills that you have learned throughout your food lessons in Key Stage 3.

The course is designed to give you some very important life skills, help you to understand the importance of wise food choices for good health, develop useful practical skills and work in a well organised and hygienic way. You will also learn about food science and food development, and how ingredients are used to make a successful dish. Essential skills and knowledge are taught through theory, practical, experimental and research tasks.

How will I be assessed?

The Food Preparation and Nutrition GCSE will cover five main subject areas:

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

Assessment: Your overall grade is made up of two parts:

Written Paper - Worth 50% of your final grade. You will use the knowledge that you have gained during the two year course in an exam taken at the end of Year 11.

Non-exam Assessment - Worth 50% of your final grade. This will consist of a food investigation on a given topic and a food preparation assessment including a three hour practical. Both of these elements have an accompanying written report, containing photographic evidence, evaluation, and analysis of the practical investigation.



“Health is the greatest of human blessings.”

Hippocrates

TEXTILES GCSE

OPTIONAL SUBJECTS

Why study Textiles Design?

Textiles Design is an exciting and creative course that encompasses a very broad range of materials, techniques and processes. It is a very practical course, for the first term in Year 10 the students will be testing different techniques every lesson, resulting in creating a sketchbook crammed full of wonderful samples. Students will conduct research into different artists, textiles artists and fashion designers to gain inspiration and develop their knowledge.

What skills will I develop and what will I study?

In Year 11 students will produce a textiles product of their choosing, which will include a wide range of techniques. The product could be a wearable garment or a piece of textiles art.

Students will experiment in techniques such as:

Dyeing – Tie-dye, ice dye, Batik.

Printing – Block printing, stencilling, marble printing, transfer paints, lino-printing,

Mono-printing

Applique, Reverse Applique

Embroidery – Hand embroidery, machine embroidery, CAD embroidery, free machining.

Fabric Construction – Weaving, felting, knitting/crochet, from plastics and PVA.



Heatwork.
CAD design.
Couching, chenilling and slashing.
Fabric manipulation.

How will I be assessed?

Component 1: Portfolio 60% of qualification:
Portfolio & Product

This component comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.

Component 2: Externally Set Assignment 40% of qualification:

Practical Exam

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period.

Part 2: 10 hour period of sustained focus work.

Where this course could lead:

A Level Fashion and Textiles at All Saints School, Art courses, College, University, apprenticeships.

Followed by careers such as a textile designer, fashion buyer, textile buyer, fashion designer and many more.



“Clothes mean nothing until someone lives in them”

Marc Jacobs



DANCE

OPTIONAL SUBJECTS

Why study Dance?

GCSE Dance is a hugely exciting option that we are very fortunate to be able to run at All Saints Catholic School. The course is delivered over two years and would suit anyone who loves movement and/or is currently involved in extra curricular dance.

How will I be assessed?

The course content mainly focuses around the three areas of Performance, Choreography and Appreciation. The performance material generated by AQA offers a high level of challenge in performance and students are also required to create a piece of choreography from scratch based round a given stimulus.

The exam is weighted at 60% practical work and 40% theory work. At the end of the course the students will sit a 90 minute exam as well as perform a solo, be part of a group piece and group choreography numbers.

The theory side of the course looks at the appreciation of six different professional works, ranging in style and genre. These include:

- Shadows by Christopher Bruce
- Infra by Wayne McGregor
- Within her Eyes by James Cousins
- Emancipation by Expressionism by Blue Boy Entertainment
- A Linha Curva by Itzik Gallili
- Artificial Things by Lucy Bennett

Students also have to reflect on their own practise as well as be able to articulate the process of choreography.

What skills will I develop and what will I study?

Performances

It is a requirement of the course for students to perform in front of an audience and to support this, all GCSE students are required to be part of the Dance Showcase that takes place annually in March. It is also important for students to take part in all other performance opportunities offered in school to support their confidence as performers.

Trips

The Dance department aims to run two trips a year to see professional dance companies, these are often linked to the works the students are studying.

Workshops

Over the past four years we have also successfully invited professional artists into school to lead practical workshops, such as Rambert Dance Company, Matthew Bourne's New Adventures and Akram Khan's Dance Company, which have proven to be very successful.

Interested in Further Education in Dance?

We have A Level Dance on offer at Sixth Form which has run successfully for the past eight years through AQA.



“Any kind of dancing is better than no dancing at all.”

Lynda Barr



GCSE PHYSICAL EDUCATION

OPTIONAL SUBJECTS

How will I be assessed?

You will be examined in three physical activities.

One activity needs to be an individual sport such as athletics, a second sport has to be team orientated such as football and then a third sport can be either.

At least one if not two of these activities will be taken from those activities studied in school during the two-year course. A third activity could be a sport not covered within school e.g. Golf, where you would gather video evidence.

Activities offered are likely to be:

- > Athletics > Football > Dance
- > Basketball > Gymnastics > Rugby
- > Badminton > Hockey > Fitness
- > Cricket > Netball > Swimming



“Physical fitness is not only one of the most important keys to a healthy body.”

John F Kennedy

Theory Units

1 Physical Factors Affecting Performance

- Skeleton and joints
- Muscular system
- Cardio-respiratory system
- Movement analysis
- Effects of exercise on the body
- Physical Training
- Components of fitness
- Principles of training
- Prevention of injury

2 Socio-cultural Issues and Sports Psychology

- Engagement patterns
- Commercialisation in sport
- Ethical and socio-cultural issues in sport
- Sports psychology
- Health, fitness and well-being

3 Performance in Physical Activity

- Team Sport
- Individual Sport
- Team or individual sport
- Analysis and evaluation of performance

The final grade is made up of:

- 70% Theory
- 30% Practical



GOVERNMENT & CITIZENSHIP

Why study Government & Citizenship?

This course is for students who are interested in politics and the world around them.

Students will gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical actions to benefit society (the project element).

Students will also gain the ability to recognise bias, evaluate arguments, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

How will I be assessed?

There will be two examinations and one project to complete.

This is a new course offered by the school so please see one of your History teachers for further information.

ALTERNATIVE PATHWAY



For some students the full suite of GCSE options is not an appropriate offer. These students will be offered a bespoke pathway through Key Stage 4 incorporating the core subjects and a number of choices suitable to their needs.

Some of their lesson time will incorporate sessions designed to prepare students for the post 16 landscape in a supportive classroom environment but with practical sessions to develop a range of different skills.

Mrs Young (the SENCo at All Saints) will have conversations with students who are more suited to this alternative pathway and closely involve their families in decisions around these choices.



“Every young person should have the chance to succeed.”



**ALL SAINTS
CATHOLIC SCHOOL**

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01904 647877

**Upper School: Mill Mount,
York, YO24 1BJ**
usenquiries@allsaintsyork.npcat.org.uk

**Lower School: Nunnery Lane,
York, YO23 1JG**
lсенquiries@allsaintsyork.npcat.org.uk

