

# OPTIONS

## February 2020

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A GUIDE TO KEY STAGE 4



## What is this booklet about?

The purpose of this booklet is to provide pupils in Year 9 and their parents with information about Key Stage 4 (Years 10 and 11) at St Leonard's. While I know that pupils are currently concentrating on achieving the best they can in all subjects during Year 9, you will also be aware that the following two years are very important. It also provides an indication of the progression routes which are currently available at St Leonard's post 16.

The school offers Core and Optional subjects. As you will see from this booklet all students study the 'core' subjects and have some choice from the 'optional' subjects. Some pupils will be guided towards particular courses which are suited to their styles of learning.

I know that parents will discuss these important decisions with their sons and daughters and I urge you to consult subject teachers, tutors, Heads of Year, Heads of Department and the Leadership Team if further guidance is needed.

**David Simmons**  
**Deputy Head Teacher**  
*February 2020*

## Who will help me choose?

Each pupil will get the chance to discuss their 'options' with a variety of staff.

|   |                      |                                |
|---|----------------------|--------------------------------|
| <b>Subject Teachers</b>                           |                      | ongoing support                |
| <b>Head of Year</b>                               | Mrs A Grainger       | ongoing support                |
| <b>Assistant Head of Year</b>                     | Mrs E Bell           | ongoing support                |
| <b>Careers Adviser</b>                            | Mrs L Mole           | ongoing support                |
| <b>Parents' Evening</b>                           | All subject teachers | 10 <sup>th</sup> February 2020 |
| <b>Information Evening for all Year 9 Parents</b> | Leadership Team      | 3 <sup>rd</sup> February 2020  |

You will have had plenty of time to read, think, ask, find out and take part in pastoral activities that are designed to help you make the right choice.

## Who else?

You can view this Options Booklet on the school website ([www.st-leonards.durham.sch.uk](http://www.st-leonards.durham.sch.uk)) or take a booklet home to discuss it with your parents. Everyone should consult with subject teachers for advice if they are thinking of choosing a particular subject.

## What makes a good choice?

- ☺ Ask yourself; 'How do I learn best?'... 'Do I prefer practical subjects?'
- ☺ Ask yourself; 'What are my strongest subjects?'
- ☺ Which career would you like? Find out which subjects are best for this.
- ☺ Look at new choices that will interest you?

## What makes a bad choice?

- ☹ Do not choose a subject because a friend has chosen it.
- ☹ Do not choose a subject because you like the teacher.
- ☹ Do not choose a subject without care and thought.
- ☹ Do not choose a subject because you think it will be easy.
- ☹ Do not ignore a subject that may be new to you. Find out about it.

## Pathways

The school encourages a very open option programme with all a large number of choices open to every pupil. There is very little difference between Pathway 1 and Pathway 2 and pupils have already received their forms for their respective pathway. If there are any further queries about a particular pathway please see one of the names staff from page 1.

## Pathway 2

In the Vocational Choice pupils can put down any of the vocational subjects but they can also choose GCSE Art or GCSE Product Design.

In the two other open option blocks pupils must choose an English Baccalaureate subject. These are listed later on in the booklet.

## Science

All pupils will study science. Some pupils will be invited to a class of 'Separate Science' and some pupils invited to a class of 'Combined Science'. The placing of pupils in these classes is based on a number of factors, but is primarily driven by placing pupils in the class where they can achieve their highest science result. Please be aware that both science routes study all 3 disciplines of Physics, Chemistry and Biology and can lead to grade 9 at GCSE. Both routes can lead to further study at 'A' level sciences and beyond. The Head of Science, Mr Robertson, will speak to parents about science routes. Science does not have any impact on the current options process.

# EXAMINATION FORMAT

## The GCSE Examination

The General Certificate of Secondary Education, or GCSE, is the main means of assessing students at the end of Key Stage 4. All students in our school follow a programme of study leading to GCSE qualifications. In most of the subjects there is a final examination that you sit at the end of Year 11. In a small number of subjects there may be a choice of examination papers to allow for students of different abilities. Your teachers will advise you on the best papers for you to take to achieve the best results. A small number of subjects have a coursework element which is part of the assessment. GCSEs are now graded 9-1 with grade 9 being the highest grade.

## Vocational Qualifications

The vocational qualifications are recognised equivalents to GCSE qualifications. They are designed to develop knowledge, skills and understanding in broad vocational areas. Success in these courses leads to grades Pass, Merit or Distinction. A vocational course is intended to motivate young people of all abilities and help them achieve higher standards. Assessment is by portfolio and there will be some external assessments. Work is based in a vocational context and is enhanced by provision outside the classroom. The evidence suggests that all vocational students develop positive attitudes and behaviour and high levels of adaptability and self-reliance.

## Balance

There are a number of different qualifications that can help pupils balance their workload as they have internal assessment throughout Year 10 and Year 11. The full details are listed by subject later in this booklet. For example, some GCSEs such as Systems, Textiles and Food have 50% of the final GCSE grade based on internal assessment. All BTECs and the NCFE qualification in Engineering have just one exam, which pupils can take (and re-take if necessary) during Year 10 and Year 11. Alongside this exam they have internal assessment which can count up to 75% of the final grade.

Many pupils find these options help them balance their workload and achieve success before the main exams at the end of Year 11 begin.

## CORE SUBJECTS

The courses that you must follow in Years 10 and 11 are:

- **Religious Education**
- **English Language and English Literature**
- **Mathematics**
- **Science**
- **Physical Education (non-exam)**
- **Careers**

Careers is delivered to all pupils through collapsed timetable half days, supported by Information, Advice and Guidance at various times during Key Stage 4.

## OPTIONS – MAKING THE RIGHT CHOICE

These choices are important decisions for our pupils. They are important firstly in terms of achieving a breadth and balance in our studies as part of a high quality holistic, Catholic education. They are also important in terms of the eventual grades our pupils achieve and increasingly are used by Universities and Employers as a deciding factor in offering places and/or jobs. As with any school, and as identified in our recent Ofsted report different subjects have different areas to work upon. We would like to encourage all parents and pupils to listen carefully to the advice we give. As ever we will work with all families to make the right decisions for each pupil.

## OPTIONS

### GCSE English Baccalaureate Subjects

These GCSEs are traditional academic subjects which are being given preference by the Government and Universities as components of the English Baccalaureate.

|                   |           |
|-------------------|-----------|
| French            | German    |
| History           | Geography |
| Computer Science* |           |

### GCSE Subjects with Internal Assessment

These GCSEs combine a traditional focus alongside a proportion of the course being internally assessed. This might suit some pupils' style of learning.

|                    |                            |
|--------------------|----------------------------|
| Art                | Music                      |
| Physical Education | Technology: Product Design |
| Technology: Food   | Technology: Textiles       |

### Vocational Subjects

These courses will suit pupils who would benefit from a vocational subject which is mostly assessed internally. There is a need for academic improvement in some areas of our vocational provision. Therefore we are looking at, through the options process, the number of courses we offer and the suitability for our pupils.

Technology: **Engineering\***

Social Sciences: **Health and Social Care**

IT and Business: **Digital IT / Creative Media / Business / Travel and Tourism**

Learning Support: **Learning for Life**

\*These courses require a good mathematical grounding.

# THE CORE SUBJECTS



Core Subjects are those subjects which all students are required to study.



## ENGLISH LANGUAGE

At present all pupils follow the AQA Specification A for English Language and English Literature.

|                              |  |
|------------------------------|--|
| Course Description           | English Language builds upon the work covered at Key Stage 3. There are three units which are assessed in class and by external examinations over the course of 2 years. |
| Course Level                 | Level 2  |
| Course Qualifications        | GCSE   |
| Examinations                 | Two written papers.<br>Paper 1 – 50% -Explorations in Creative Reading and Writing.<br>Paper 2 – 50% - Writers’ Viewpoints and Perspectives.                             |
| Coursework                   | No coursework.   |
| Non – examination assessment | Spoken language is a separate endorsement - 0% of GCSE.  |
| Post 16 Education            | A Level English Literature, English Languages, Media Studies and a variety of other courses.   |
| Careers                      | Successful oral and written communication is essential for the majority of careers.  |
| Skills and Attributes        | You will need to be hard-working, organised and observant.   |

For further information please see Mrs B Grehan-Bradley (Head of English)

## ENGLISH LITERATURE

At present all pupils follow the AQA Specification A for English Language and English Literature.

|                       |   |
|-----------------------|---|
| Course Description    | English Literature builds upon the work covered at Key Stage 3. There are two units which are assessed in class and by external examination over the course of 2 years. |
| Course Level          | Level 2   |
| Course Qualifications | GCSE  |
| Examinations          | Two written papers.<br>Paper 1 – 40% - Shakespeare plus 19 <sup>th</sup> century novel.<br>Paper 2 – 60% - Modern Texts and Poetry.                                     |
| Coursework            | No coursework.  |
| Assessment            | No controlled assessment.   |
| Post 16 Education     | A Level English Literature, English Languages, Media Studies and a variety of other courses.  |
| Careers               | Successful oral and written communication is essential for the majority of careers.   |
| Skills and Attributes | You will need to be hard working, organised and willing to read.  |

For further information please see Mrs B Grehan-Bradley (Head of English)

# MATHEMATICS

GCSE Mathematics is a core subject and is studied by all students. Pupils will follow the EdExcel GCSE Mathematics syllabus.

|  |  |
|--|--|
| Course Description   | The GCSE Mathematics assessment objectives are to: use and apply standard techniques; reason, interpret and communicate Mathematically; solve problems within mathematics and in other contexts. |
| Course Level   | Level 2  |
| Course Qualifications  | Pearson Edexcel Level 1 / Level 2 GCSE (9 to 1) in Mathematics.  |
| Examinations   | 3 examinations at the end of Year 11.  |
| Coursework   | No coursework.   |
| Assessment   | 2 Calculator Papers 67%<br>Non-Calculator Paper 33%  |
| Post 16 Education  | A Level Mathematics, Sciences, Psychology, BTECs, Geography.   |
| Careers  | Most employers require a level of functional skills in Mathematics.  |
| Skills and Attributes  | Numeracy skills will be required in many aspects of life and with logical thought is an important transferable skill.  |
| For further information please see Mr N Hamilton (Head of Mathematics) |  |

## RELIGIOUS EDUCATION

|  |  |
|--|--|
| GCSE Religious Education is a core subject and is studied by all students.     |  |
| Course Description   | The course offers a structured, progressive and developmental approach to GCSE Religious Education to build upon the work covered at Key Stage 3 and develop evaluative thinking skills. Both Catholic Christianity and Judaism are studied. |
| Course Level   | Level 2  |
| Course Qualifications  | GCSE   |
| Examinations   | Eduqas Route B Religious Studies.  |
| Coursework   | No coursework.   |
| Assessment   | 2 x 90 minute examinations,<br>1 x 60 minute examination.<br>All 3 examinations are taken at the end of Year 11.   |
| Post 16 Education  | A Level Religious Studies, Social Sciences (Law, Sociology, Psychology) Business, Geography, Economics as well as History, English.  |
| Careers  | Law, Medicine, Media, Armed Forces, civilians services (police, fire brigade) and the caring professions (nursing, social work), environmental studies, politics.  |
| Skills and Attributes  | You need an open mind and willingness to discuss important and complex issues. It enables you to think about yourself as well as religious and moral issues.   |
| For further information please see Mr N McTernan (Head of Religious Education) |  |

## SCIENCE (TRIPLE AWARD)

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|--|--|
| Triple Award Science is designed for those students who are particularly interested in Science, especially at A level. The pace of the course will be fast as this will result in three GCSE qualifications. |  |
| Course Description   | Students will study three separate subjects: Biology, Chemistry and Physics delivering a more in-depth understanding of Science. |
| Course Level   | Level 2  |
| Course Qualifications  | GCSE awarded by AQA in Biology, Chemistry and Physics (three GCSE grades)  |
| Examinations   | Examinations in May/June of Year 11, with three exams per subject.   |
| Assessment   | For each subject:<br>Examinations 100% each<br>Students are required to complete 8 practical tasks per subject.                  |
| Post 16 Education  | A level Biology<br>A level Chemistry<br>A level Physics  |
| Careers  | Medicine, Pharmacy, Veterinary medicine, Biomedical, Physics, Chemist, Sports Science, Forensics.                                |
| Skills and Attributes  | Students who follow this course will be taking an extra GCSE in Science and this demands more study time.                        |
| For further information please see Mr N Robertson (Head of Science)  |  |

## SCIENCE (COMBINED SCIENCE)

|   |  |
|---|--|
| <p>GCSE Science is concerned with developing an understanding of scientific principles and, through the work on 'How Science Works', relating this understanding to the world we live in.</p> |  |
| Course Description  | Students will study the Combined Science units in Biology, Chemistry and Physics, resulting in two GCSE Awards in Science.   |
| Course Level  | Level 2  |
| Course Qualifications   | GCSE in AQA Combined Science (two GCSE grades).  |
| Examinations  | Combined Science examinations in May/June of Year 11.  |
| Assessment  | For Combined Science:<br>Examinations 100%<br>Students are required to complete 16 practical tasks.  |
| Post 16 Education   | A level Biology<br>A level Chemistry<br>A level Physics  |
| Careers   | Medicine, Pharmacy, Veterinary medicine, Biomedical, Physics, Chemist, Sports Science, Forensics.  |
| Skills and Attributes   | Ability to learn facts as well as being able to evaluate and analyse areas of controversy in Science.<br>Ability to carry out practical work safely and to analyse the results using Scientific information. |
| <p>For further information please see Mr N Robertson (Head of Science)</p>  |  |

# ENGLISH BACCALAUREATE SUBJECTS



# FRENCH

| GCSE French uses the AQA syllabus.                           |  |
|--|--|
| Course Description   | The course covers three themes: <ol style="list-style-type: none"> <li>1. Identity and culture</li> <li>2. Local, national, international and global areas of interest</li> <li>3. Current and future study and employment</li> </ol>  |
| Course Level   | Level 2  |
| Course Qualifications  | GCSE French  |
| Examinations   | Four exams at the end of Year 11<br><b>Listening:</b><br>Foundation 35 mins Higher 45 mins<br><b>Reading:</b><br>Foundation 45 mins Higher 1 hour<br><b>Speaking:</b><br>Foundation 7-9 mins Higher 10-12 mins<br><b>Writing:</b><br>Foundation 1 hour Higher 1 hour 15 mins |
| Assessment   | Each exam is worth 25% of the final grade.   |
| Post 16 Education  | A vast number of higher education courses are available with languages. French can be taken in almost any combination with other subjects.   |
| Careers  | Languages are hugely important to future economic prosperity. Languages often open up a wide range of career opportunities and employment routes.  |
| Skills and Attributes  | Good for pupils with strong communication skills, attention to detail and a desire to show a broad educational background.   |
| For further information please see Mrs H Munro (Head of MFL) |  |



## GERMAN

| GCSE German uses the AQA syllabus.                           |  |
|--|--|
| Course Description   | The course covers three themes: <ol style="list-style-type: none"> <li>1. Identity and culture</li> <li>2. Local, national, international and global areas of interest</li> <li>3. Current and future study and employment</li> </ol>  |
| Course Level   | Level 2  |
| Course Qualifications  | GCSE German  |
| Examinations   | Four exams at the end of Year 11<br><b>Listening:</b><br>Foundation 35 mins Higher 45 mins<br><b>Reading:</b><br>Foundation 45 mins Higher 1 hour<br><b>Speaking:</b><br>Foundation 7-9 mins Higher 10-12 mins<br><b>Writing:</b><br>Foundation 1 hour Higher 1 hour 15 mins |
| Assessment   | Each exam is worth 25% of the final grade.   |
| Post 16 Education  | A vast number of higher education courses are available with languages. German can be taken in almost any combination with other subjects.   |
| Careers  | Languages are hugely important to future economic prosperity. Languages often open up a wide range of career opportunities and employment routes.  |
| Skills and Attributes  | Good for pupils with strong communication skills, attention to detail and a desire to show a broad educational background.   |
| For further information please see Mrs H Munro (Head of MFL) |  |

# HISTORY

| GCSE History follows the EdExcel course.                        |  |
|---|--|
| Course Description  | Interesting to study, History provides pupils with the opportunity to develop essential skills and encourages a general understanding of the world around us.                    |
| Course Level  | Level 2  |
| Course Qualifications   | GCSE History   |
| Examinations  | 3 examination papers:<br>Medicine in Britain 1250-present<br>Germany 1918-1939<br>Anglo-Saxon and Norman England, 1060-88 & American West 1835-1895<br><br>(May/June of Year 11) |
| Coursework  | None   |
| Assessment  | Examinations 100% of overall grade   |
| Post 16 Education   | A Level History  |
| Careers   | Highly regarded as an academic subject, History is well respected by universities and employers. Law, Journalism, Human Resources and the Diplomatic Service to name a few.      |
| Skills and Attributes   | Open mind, hard work, research and analysis skills.  |
| For further information please see Mr J Curry (Head of History) |  |

## GEOGRAPHY

| GCSE Geography follows the AQA syllabus.                           |  |
|--|--|
| Course Description   | There is an equal balance of physical and human Geography units which allows students to explore the current environmental and economic issues that we face in a global climate. |
| Course Level   | Level 2  |
| Course Qualifications  | GCSE Geography   |
| Examinations   | 3 x examinations at the end of Year 11   |
| Coursework   | None   |
| Assessment   | Examinations: 100%   |
| Post 16 Education  | A Level Geography  |
| Careers  | Town & Country Planning, Architecture, accountancy, management, surveying  |
| Skills and Attributes  | Ability to learn case study knowledge facts and figures, determination, accuracy with data, willingness to undertake fieldwork.  |
| For further information please see Mrs V Stone (Head of Geography) |  |

## COMPUTER SCIENCE

| GCSE Computer Science follows the OCR Specification              |   |
|--|---|
| Course Description   | GCSE Computer Science has been redeveloped and this course will allow you to develop computational thinking skills and get you to think about real world application. The course is made up of 3 parts, 2 examinations and 1 programming task. Topics covered include hardware, software, network topologies, data representation and computer programming. |
| Course Level   | Level 2   |
| Course Qualifications  | GCSE Computing  |
| Examinations   | 2 written examinations which are set and marked by OCR, both worth 50% each and 1 practical programming task during the course of study.  |
| Programming Task   | The programming task will allow you to develop skills within the following areas: <ul style="list-style-type: none"> <li>• Design</li> <li>• Write</li> <li>• Test</li> <li>• Refine</li> </ul>   |
| Post 16 Education  | A Level Computing, BTEC ICT   |
| Careers  | Highly regarded as a complex academic subject GCSE Computing leads well into Programming, Graphics, Animation, Technical Support, Software Engineering and many other ICT related careers.  |
| Skills and Attributes  | Ability to work to strict deadlines with a large degree of independence. Practical skills with a range of hardware and software. The ability to work independently on coding projects.  |
| For further information please see Miss L Maughan (Head of ICT ) |   |

## GCSE Subjects with Internal Assessment



## ART

| GCSE Art uses the AQA syllabus.                                   |  |
|---|--|
| Course Description  | Students explore and investigate inter-relationships of line, shape, colour, texture, tone, pattern and form from observation and imagination. Students experiment with creative media to explore a variety of processes and techniques and could be working with traditional materials such as drawing and painting or in three dimensions with clay and construction. Drawing with a variety of media and Digital Photography is included in each project. |
| Course Level  | Level 2  |
| Course Qualifications   | GCSE Art & Design  |
| Examinations  | 10 hour examination with 10 weeks preparation time at the end of Year 11   |
| Coursework  | Portfolio of work Sept 2020 – Jan 2022   |
| Assessment  | Portfolio of Work: 60%<br>Examination: 40% (Jan 2022- May 2022)  |
| Post 16 Education   | A Level Art and Design, Fine Art, Photography, Textiles, Graphics, 3D Design   |
| Careers   | Leading to a range of career opportunities. It is particularly useful for employment in the Creative industries; Fashion & Textile Design, Graphic Design, Interior Design, Illustration, Architecture, Advertising, Film and Television, Photography & Games Design.  |
| Skills and Attributes   | The ability to work independently to strict deadlines. You will need to be able to research, analyse and problem solve.  |
| For further information please see Mr P J Sutcliffe (Head of Art) |  |

## MUSIC

| GCSE Music uses the AQA syllabus.                                      |  |
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| Course Description   | Music at GCSE allows you to be creative and expressive whilst learning a huge amount about how music works. The course is split into four areas: Western Classical Music (1600-1899), Popular Music, Traditional Music & Music of the twentieth century. |
| Course Level   | Level 2  |
| Course Qualifications  | GCSE   |
| Examinations   | 1 hour listening examination   |
| Coursework   | <b>Performing</b><br>One solo performance<br>One ensemble performance<br><b>Composing</b><br>Two compositions.   |
| Assessment   | Performing Music – 30%<br>Composing Music – 30%<br>Listening & Appraising – 40%  |
| Post 16 Education  | A Level Music<br>BTEC National Award in Music  |
| Careers  | Music industry, teaching, sound technician.  |
| Skills and Attributes  | You will need to be determined and work hard on tasks which may take a long time. You will need to work independently on your own musicianship and join in with extra-curricular enrichment activities.  |
| For further information please see Mr M Grehan-Bradley (Head of Music) |  |

## PHYSICAL EDUCATION

| GCSE Physical Education uses the AQA Examination.                              |  |
|--|--|
| Course Description   | Building on the knowledge, understanding and skills established in Key Stage 3, the course covers anatomy and physiology, factors affecting participation in physical activity, socio-cultural influences and wellbeing and the safety aspects of physical activity. There is a large percentage of the theory aspect of this course which uses data analysis. |
| Course Level   | Level 2  |
| Course Qualifications  | GCSE   |
| Examinations   | 2 examinations each 1hr 15mins –<br>1. The Human Body and Movement.<br>2. Socio-cultural influences.   |
| Coursework   | Coursework (6 sections)<br>Analysis & Evaluation of Performance  |
| Assessment   | Theory Examination 60%<br>Practical Skills 30% - 3 practical sports<br>10% Written Coursework  |
| Post 16 Education  | A Level Physical Education<br>BTEC Diploma in Sport  |
| Careers  | Sport, Coaching, Teaching  |
| Skills and Attributes  | Due to the weighting of the course being in favour of the theoretical component, and the associated time restraints, we do not cover the practical activities in curriculum time. There will be an expectation that you fully involve yourself with extra-curricular sport in order to progress your skills.   |
| For further information please see Mrs P Hockaday (Head of Physical Education) |  |



# DESIGN TECHNOLOGY: PRODUCT DESIGN

GCSE D&T (Systems and Control/Product Design) is concerned with the designing, making and controlling of products using electronics, mechanisms and programmable controllers. The course will also look into the manufacture of commercial products and the related aspects of business and marketing. Students need to be confident in Mathematics and willing to take design risks.

|  |  |
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| Course Description   | This is a very practical course. Students will develop designing and modelling skills, through an innovative approach, that will build on their Key Stage 3 experiences and allow them to make high quality outcomes. Both digital switches and analogue sensors will be explored, in order to provide inputs for electro-mechanical systems. Students will develop programming skills in order to control a range of mechanical outputs in a fun way. |
| Course Level   | Level 2  |
| Course Qualification   | GCSE   |
| Examination  | One examination<br>2 Hours in May/June of Year 11  |
| Non Exam Assessment  | One NEA consisting of an electronic power point file (20 A3 slides) and practical (prototype) outcome.   |
| Course Weighting   | Year 11 examination                      50%<br>Year 11 NEA                                      50%   |
| Post 16 Education  | A Level Product Design (3D)<br>Electrical/Engineering apprenticeship   |
| Careers  | Engineering, Industrial Designer<br>Maintenance or Service Engineer.<br>Manufacturing. Product Design.   |
| Skills and Attributes  | Are you curious about finding out how things work? Are you a keen practical worker? There will be lots of opportunity to develop real independence in this exciting course.  |
| For further information please see Mr M Dunford (Head of Technology) |  |

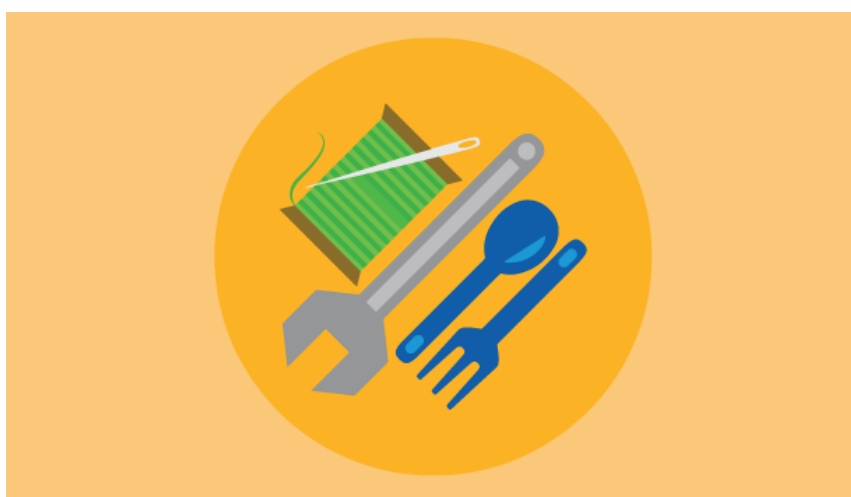
## DESIGN TECHNOLOGY: FOOD PREPARATION & NUTRITION

|   |  |
|---|--|
| GCSE Food Preparation and Nutrition, is concerned with the development of practical skills, theoretical knowledge and an understanding of the importance of food products in the industrial and commercial context. |  |
| Course Description  | Students will study: food components and their function, food processing and manufacturing, the consumer market, product design and manufacture.   |
| Course Level  | Level 2  |
| Course Qualification  | GCSE awarded by AQA  |
| Examinations  | One examination<br>2 hours in May/June of Year 11  |
| Coursework  | Controlled assessment consisting of a design folder and several practical outcomes. A written report based on a range of practical experiments. Theory covered will be underpinned by practical activities throughout the course.                                |
| Assessment  | Year 11 examination                      50%<br>Year 11 NEA                                50%   |
| Post 16 Education   | Food Technology is no longer available as a Post 16 option.  |
| Careers   | Dietician, teaching, catering, food retail, food product testing and development.  |
| Skills and Attributes   | Ability to critically appraise, analyse and evaluate the characteristics of existing products. Ability to produce quality products using a variety of ingredients and processes. Good ICT skills to communicate ideas. Good time management and planning skills. |
| For further information please see Mrs K Watson (Subject Leader)  |  |

## DESIGN TECHNOLOGY: TEXTILES

|   |   |
|---|---|
| GCSE Textiles is concerned with the development of practical skills and knowledge that will enable students to relate their activities to a variety of industrial contexts and at the same time allow them to focus on the key areas of designing and making. |   |
| Course Description  | Theory will cover the study of fibres and fabrics, components, fashion and social trends; industrial design and manufacture of products to meet specific client groups. Students will design, develop and manufacture a product to meet an identified need. They will also analyse and disassemble existing products to increase their knowledge and understanding. |
| Course Level  | Level 2   |
| Course Qualification  | GCSE  |
| Examination   | One examination<br>2 hours in May/June of Year 11   |
| Non Exam Assessment (NEA)   | One NEA consisting of a design folder and practical outcome.  |
| Course weighting  | Year 11 examination                      50%<br>Year 11 NEA                                50%  |
| Post 16 Education   | A Level Fashion and Textiles or<br>A Level Art and Design. BTEC or<br>Degree in Textiles related studies.   |
| Careers   | Fashion and costume design, historical costume restoration, interior design, manufacturing, retail buying, marketing, Textile Scientist & Textile Technologist.   |
| Skills and Attributes   | Ability to critically appraise, analyse and evaluate the characteristics of existing products. Ability to produce quality products using a variety of materials.  |
| For further information please see Mrs A Grainger – (Subject Leader)  |   |

## Vocational Subjects



## ENGINEERING STUDIES

The NCFE Level 1/2 Technical Award in Engineering complements GCSE qualifications. It is aimed at 14-16 year olds studying Key Stage 4 curriculum who are interested in the engineering industry. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded Level 1 Pass/Merit/Distinction/Distinction\* and Level 2 Pass/Merit/Distinction/Distinction\* (equivalent to GCSE grades 9-1)

|                       |  |
|-----------------------|--|
| Course Description    | <p>This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is directly related to those experiences. The study of Engineering is the application of Mathematics and Science to solve real world problems.</p> <p>This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. Learners will be able to read technical drawings, select appropriate materials along with tools and machinery, and know how to carry out a practical task, working in a safe manner in line with current health &amp; safety legislation.</p> |
| Course Level          | Level 1/2  |
| Course Qualifications | NCFE Technical Award in Engineering Studies L1/2   |
| Examinations          | Unit 01 – 48 Guided Learning Hours, externally assessed written examination. 40% weighting.  |
| Coursework            | Unit 02 – 72 Guided Learning Hours, internally assessed Synoptic Project. 60% weighting.   |
| Assessment            | <p>Two Units.</p> <p>Exam 1.5hrs externally assessed (40%)</p> <p>Synoptic project 2hrs internally assessed (60%)</p>  |
| Post 16 Education     | Level 3 Applied General in Engineering, Level 3 Technical Level National Foundation Diploma in Engineering. Technical Level qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or further technical study. A Level's in Mathematics, Further Mathematics, Biology, Chemistry, Physics and Design Technology. These will support progression to higher education.   |
| Careers               | Engineering and manufacturing employment and apprenticeships, recruitment into the armed forces  |
| Skills and Attributes | Good practical skills, including drawing and presenting ideas. Interest in Mathematics and Science. Ability to work to strict deadlines. Awareness of Health and Safety issues.  |

For further information please see Mr M Dunford (Head of Technology)

## BTEC SPORT

| BTEC Physical Education uses the Pearson Examination.                          |  |
|--|--|
| Course Description   | Building on the knowledge, understanding and skills established in Key Stage 3, the course covers fitness, practical sport, personal training and leading sporting activities.   |
| Course Level   | Level 2  |
| Course Qualifications  | BTEC   |
| Examinations   | Unit 1 Fitness for Sport and Exercise will be examined by a 1 hour 15 minute online exam.  |
| Coursework   | Coursework (3 units internally assessed)   |
| Assessment   | Unit 2 Practical in Sport Performance<br>Unit 3 Applying the principles of Personal Training<br>Unit 6 Leading Sporting Activities   |
| Post 16 Education  | A Level Physical Education<br>BTEC Diploma in Sport  |
| Careers  | Sport, Coaching, Teaching  |
| Skills and Attributes  | This course will encourage personal development through practical participation in a range of sports and exercise activities and give pupils a wider understanding and appreciation of health related fitness sports and exercise. |
| For further information please see Mrs P Hockaday (Head of Physical Education) |  |

## BTEC HEALTH AND SOCIAL CARE

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| Course Description  | This Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance: development of key skills needed in health and social care sectors; being able to underpin effective ways of working in health and social care; considering care attitudes which are vitally important with the opportunity to practise applying them; and finally developing a knowledge of human development as well as the factors affecting people's health and wellbeing. |
| Course Level  | Level 2  |
| Course Qualifications   | BTEC Level 2 Tech Award in Health and Social Care  |
| Examinations  | Externally set, and marked task. BTEC requires students to be assessed in a way that suits vocational learning. The Tech Award in Health and Social Care uses task-based external assessments. One externally assessed component (Component 3), designed to be synoptic (drawing together knowledge from the previous components) and taken near the end of the course. There will be two assessment sittings per year, in February and May/June.  |
| Coursework  | Components 1 and 2 are assessed through internal assessment.   |
| Assessment  | Ongoing throughout the course with clearly set deadlines. Several units are internally assessed and externally moderated.  |
| Post 16 Education   | Help learners make more informed choices about work in this sector. BTEC Level 3 Health & Social Care.   |
| Careers   | Care Assistant to help clients live independently, Medical Care Assistant within a hospital ward or in A & E department, Nursery Nurse, Play Therapist or Play Co-ordinator, Social Worker, various nursing roles, service manager etc.  |
| Skills and Attributes   | Ability to work independently to strict deadlines. Good communication skills and a genuine interest in helping and caring for people.  |
| For further information please see – Mrs N Henderson (Subject Leader) |  |

## BTEC DIGITAL INFORMATION TECHNOLOGY

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| <p>The BTEC Level 2 Tech Award in Digital Information Technology gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The course is made up of 3 components, 1 externally assessed examination and 2 other project based units.</p> |  |
| Course Description   | The course enables learners to explore User Interface Design Principles and collect, present and interpret data.   |
| Course Level   | Level 2  |
| Course Qualifications  | BTEC Level 2 Tech Award  |
| Examinations   | A written examination which is set and marked by Pearson. Component 3 – Effective Digital Working Practices which is a 1 hour 30 minute examination.   |
| Coursework   | Component 1 – Exploring User Interface Design Principles and Project Planning Techniques.<br>Component 2 – Collecting, Presenting and Interpreting Data.   |
| Post 16 Education  | BTEC ICT   |
| Careers  | This course enables you to develop a broad range of practical skills that are used in digital functions. This qualification will give you a sense of the type of skills, knowledge and behaviours required in the modern digital sector. |
| Skills and Attributes  | The ability to work to strict deadlines and independent working skills. Practical skills with a range of hardware and software.  |
| <p>For further information please see Miss L Maughan (Head of ICT)</p>   |  |

## BTEC CREATIVE MEDIA PRODUCTION



The BTEC Level 2 Tech Award in Creative Media Production provides learners with the opportunity to gain a broad understanding and knowledge across the digital media sectors. The course is made up of 3 components, 2 practical components and 1 externally examined component.

|                       |  |
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| Course Description    | The course examines how creative digital media is used within our everyday lives and allows students to investigate digital media sectors, products and platforms.   |
| Course Level          | Level 2  |
| Course Qualifications | BTEC Level 2 Tech Award  |
| Examinations          | A practical examination which is set and marked by Edexcel.<br>Component 3 – Create a media product in response to a brief.  |
| Coursework            | Component 1 – Exploring media products.<br>Component 2 – Developing digital media production skills.   |
| Post 16 Education     | BTEC ICT   |
| Careers               | Employment within the Gaming and Digital Creative Media Industry, such as a junior role working in moving image production, audio production, website production or digital games production and many other ICT related careers. |

For further information please see Miss L Maughan (Head of ICT)

## BUSINESS STUDIES

GCSE Business Studies uses the OCR syllabus.

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| Course Description   | Business is an up-to-date and engaging qualification that is relevant to the world today. This qualification equips you with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject.   |
| Course Level   | Level 2  |
| Course Qualifications  | GCSE   |
| Examinations   | Two examinations each 90 minutes in length<br>All examinations are taken at the end of Year 11   |
| Assessment   | Business 1 - Business activity, marketing and people<br>50% - 1 hour 30 minutes<br>Business 2 – operations, finance and influences on business<br>50% - 1 hour 30 minutes  |
| Post 16 Education  | A Level Business Studies, BTEC National in Business  |
| Careers  | Business Studies is an extremely practical course as inevitably most of us end up working in a business. Therefore a business qualification can assist in any career from sport through to medicine and management.  |
| Skills and Attributes  | You may have an interest in the business world, advertising, marketing, and how businesses can make people work harder. You may have enjoyed the Enterprise activities you have completed in Year 9. You may want to start your own business. You should like discussing your ideas and finding things out for yourself. |
| For further information please see Miss L Maughan (Head of Business Studies) |  |

## BTEC TRAVEL AND TOURISM

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| Course Description   | The qualification provides an engaging and stimulating introduction to the world of travel and tourism. You will explore some of the key areas within the sector including accommodation, tourism development and promotion, transport and visitor attractions.   |
| Course Level   | BTEC Level 2 Tech Award   |
| Course Qualifications  | BTEC – equivalent of 1 GCSE   |
| Examinations   | A written examination which is set and marked by Pearson. Component 2 – Influences on Global Travel and Tourism which is a 2 hour examination.  |
| Coursework   | Component 1 – Travel and Tourism Organisations and Destinations<br>Component 3 – Customer Needs in Travel and Tourism   |
| Assessment   | Three internally assessed coursework units and one externally assessed unit.  |
| Post 16 Education  | There are strong links within the subjects studied to business and geography. Travel and Tourism can be studied Post 16 at BTEC Level 3. You also will develop transferable technical and practical skills in communication, research skills and project management which will be valuable in support of progression to any level 3 course. |
| Careers  | Careers in the travel and tourism industry could be followed with this qualification but due to the type of skills developed on the course many careers in business could be pursued.   |
| Skills and Attributes  | The ability to work to strict deadlines and independent working skills. You should be able to research independently using a range of resources.  |
| For further information please see Miss L Maughan (Head of Business Studies) |   |

## BTEC LEARNING FOR LIFE

| Key Skills award at Level 1 or Level 2                           |  |
|--|--|
| Course Description   | <p>BTEC Learning for Life is an activity-based course which promotes the development of independent learning skills. Having completed the course, students will be more able to understand themselves and others better, preparing for adult life.</p> <p>You will take part in a variety of team and independent activities, keeping records of everything that you have learned.</p> <p>Your records will be presented as a portfolio of evidence.</p> |
| Course Level   | <p>Key Skills Level 1 – work is teacher led.</p> <p>Key Skills Level 2 – students demonstrate independent learning skills.</p>   |
| Course Qualifications  | BTEC Learning for Life   |
| Examinations   | <b>None at present.</b> The course is assessed by a portfolio of evidence.   |
| Coursework   | Continual assessment.  |
| Post 16 Education  | Development of transferable skills relevant to a range of courses.   |
| Careers  | <p>In completing the challenges of the course you will develop your expertise in six Key Skills: Communication, Number Handling, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving, Discussion, Research techniques.</p> <p>These are the skills which all school leavers should have and are valued by all employers.</p>   |
| Skills and Attributes  | You may prefer project-based work and practical activities with a variety of challenges. You may not enjoy studying for and completing examinations.   |
| For further information please see Mrs G Grant or Mrs P McIntyre |  |

## WHERE DO WE GO FROM HERE?

In Year 9 you are asked to make choices about which subjects to study in Years 10 and 11. You may not have decided on a career path yet and you are finding your choices difficult. Do not worry about this. You are not alone. There are pupils in schools across the country who are in the same situation. Even if you have a good idea now about a future career you may find that you change your mind in the months to come. In our school we help you through this time in two ways. We have designed the option system in such a way that it will give you a balanced choice of subjects that will let you take different career paths in the future even if you do change your mind. Secondly, we provide you with Careers Education throughout Years 9, 10 and 11. Careers advice in school is intended to help you think realistically about yourself and what would suit you. Tutors, subject teachers, careers advisers and others are there to help you with the decisions. You may also research in the Careers Library. The librarians will be happy to help you with your research. If you would like further information or help you can make an appointment to meet with Mrs Mole our school Careers Adviser.

The deadline for the return of Options Forms is: **Monday 24<sup>th</sup> Feb 2020**

## INTO THE SIXTH FORM

### Progression Beyond Key Stage 4

The school has enjoyed considerable success in attracting the majority of pupils to stay on after Key Stage 4 and enter the Sixth Form by providing an excellent learning and caring environment along with a range of courses which meet the needs of students entering post-16 education. It is very important for you to be aware of these opportunities now. Some of your choices at GCSE may affect your Sixth Form Choices, your Higher Education Choices and ultimately your career choices. All students will follow one of two routes in the Sixth Form:

### Route A: The GCE A Level Route

- A-levels will be linear with assessment at the end of the two year course.

Parents and pupils will be updated as more information becomes available.

### Route B: The Vocational Route

Vocational courses differ from GCE Advanced levels in that:

- They place a greater emphasis on coursework and assignments produced over a period of time.
- Learning is related to the world of work.
- Work experience is an integral part of the course.

Full details of the Sixth Form Courses are available in the Sixth Form Prospectus. You can download the Sixth Form Prospectus from the school website. [www.st-leonards.durham.sch.uk](http://www.st-leonards.durham.sch.uk)