



St Benedict's
Catholic High
School

1971

**KEY STAGE 4
OPTIONS
INFORMATION
BOOKLET**

2025 - 2027



Through love of Christ, delight in Virtue

THE KEY STAGE 4 (AND BEYOND) CURRICULUM 2025-2027

We at St Benedict's understand the importance of supporting your child through the choices that will determine their journey through the next stage of their school experience. The option process has been designed to provide the structure, advice and guidance needed to make informed decisions about the qualifications that will be studied. We advise students to maintain a broad and balanced choice of subjects to ensure that future pathways are kept open. Although career direction and particular interests are important, we believe that studying subjects that students enjoy also plays an important role when making option choices. Students are more likely to succeed if they choose subjects that they enjoy and have a strong interest in. The table below sets out the important events and dates that make up this process.

Sources of information, advice and guidance leading to Option Choices for KS4 and key dates
Option process introductory letter – Friday 7 February
Option Booklet – Monday 24 February
Options Evening—Thursday 27 February
Parents Evening—Thursday 6 March
Deadline for the completion of Options forms — Friday 14 March

THE ROUTE TO SUCCESS AT KEY STAGE 4 (AND BEYOND)

It is important to realise that subject choices made now constitute a serious commitment for two years. We strongly advise that you and your child discuss the options process, and the subjects to be studied, very carefully.

All students will study the Core subjects:

English Language, English Literature, Mathematics, Religious Education and at least Combined Science (2 GCSEs). Students will also have PE/games lessons throughout Years 10 and 11.

In addition students will have a choice of subjects to study from: Art and Design, Business Enterprise and Marketing, Business Studies, Computer Science, Creative iMedia, Design & Technology, Engineering Design, French, Geography, Health and Social Care, History, Hospitality and Catering, Music Practice, Performing Arts, PE/Sports Studies and Separate (Triple) Science and Spanish.

Some students will wish to study a group of subjects known as 'The English Baccalaureate'. To achieve this they would need to choose at least one of History or Geography and at least one of French or Spanish as well as English, Mathematics and Science. The school's options allow students to achieve GCSEs in this group of subjects.

The subjects listed above could be either GCSEs or equivalent qualifications. Your child's subject teacher will ensure that they follow the appropriate course for them to succeed in line with their potential.

The choice of subjects to be studied is one of the most important decisions you and your child have yet to make in their school career. I hope that you will take advantage of the information provided so that together we can make the right decisions.

If you intend to study science subjects at A level or beyond then it is recommended that you study Separate Sciences (Triple) at GCSE, however it is not a requirement as the Combined Science GCSE, that all students study as a minimum, also serves a preparation for A levels in science subjects.

GCSE English (Literature and Language)

Exam Board: AQA

Type of Course: GCSE

Grading System: 9-1

Why Study English?

English is a core subject that is valuable for all students. Students learn how to write coherently for a range of purposes and how to effectively comprehend, infer, analyse and evaluate a range of text types, which are all essential literacy skills for higher education, the workplace and beyond. As well as providing students with essential literacy skills, the study of English literature improves students' knowledge of the world around them and its history. English literature also contributes to emotional intelligence by fostering empathy and understanding of different people, from different backgrounds through the exploration of characters across texts. GCSE English language improves the spoken communication of students – an essential skill for interviews and in the workplace – by explicitly teaching students how to speak effectively to an audience in order to achieve a purpose.

You will study:

Romeo and Juliet OR Macbeth
A Christmas Carol OR Jekyll and Hyde
An Inspector Calls OR Lord of the Flies
AQA Power and Conflict poems
A range of fiction and non-fiction extracts

You will learn:

- How language and structure is used for effect
- How to comprehend, infer, analyse, evaluate and compare texts
- Subject terminology
- The intentions, contexts characterisation and key quotes from your literature texts
- How to write an essay
- How to write non-fiction texts
- How to write fiction
- How to communicate effectively to an audience

All students will be studying English Language and Literature as 2 separate GCSEs.

Assessment:

Students are assessed at the end of Year 11 with two English Language exams and two English Literature exams. Students will be graded from 1- 9.

LANGUAGE

Paper One: Explorations in Creative Reading and Writing.

Paper Two: Writers' Viewpoints and Perspectives.

LITERATURE

Paper One: Shakespeare and the Nineteenth Century Novel.

Paper Two: Modern Texts and Poetry.

Departmental Contact: Mrs M Williamson - Subject Leader

GCSE Mathematics

Exam Board: AQA
Type of Course: GCSE
Grading System: 9-1

Why study Mathematics at GCSE?

Mathematics is a fundamental subject to enable students to gain essential skills for everyday life. Mathematics underpins other subjects and is necessary for a wide range of careers.

In Years 10 and 11, students build on their learning from KS3 and study topics in more depth. Mathematics has five main topic areas: Number, Algebra, Ratio, Geometry and Probability & Statistics (combined). The weightings of these strands differ across the Higher and Foundation course as seen below:

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and Statistics (combined)	15	15

Students are expected to spot connections, link and interweave topics from across the GCSE curriculum and apply them to questions, tasks and activities using a problem-solving approach. Students have four lessons of GCSE Maths per week, each 55 minutes in length. Students complete weekly homework on our homework platform: Dr Frost Maths.

Assessment:

There is a choice between two levels of entry: Foundation and Higher. The grades available range from 1 to 9. The Foundation Tier will give access to grades 1-5, and the Higher Tier grades 4-9. The entry tier will be decided by the Leaders of Mathematics in consultation with the student's Maths teacher.

Examination:

The Maths GCSE is a linear course, meaning that all students will sit exams at the end of Year 11. Students will sit three GCSE Mathematics papers; Paper 1 (Non-Calculator), Paper 2 (Calculator) and Paper 3 (Calculator) each 1 hour 30 mins long with 80 marks on offer per paper.

Departmental Contacts:

Miss J Tremble - KS3/KS4 Leader of Mathematics

Miss B Hunter – KS3/KS4 Leader of Mathematics

GCSE RE

Exam Board: EDUCAS

Type of Course: GCSE

Grading System: 9-1

Why study Religious Studies?

A GCSE in Religious Studies is firstly a respected qualification. It will sit alongside your other GCSE subjects and provide the foundation for your next step in life. Secondly, and perhaps more importantly, it will help you to explore faith and help you with the issues that we all have to face throughout our life. It will give you the opportunity to explore your own solutions to moral problems and to have these views explored and countered and thirdly, these modules fulfil the content requirements of the Curriculum Directory of the Bishops of England and Wales.

Over the GCSE course you will study;

1. Judaism: Beliefs and Practices

This unit is made up of two modules. These modules will explore the beliefs within Judaism as well as the practices of the religion. During this part of the course, we will explore the Jewish beliefs about the nature of God and how Jews' relationship with God influences their beliefs and daily life in twenty-first century Britain.

2. Fundamental Catholic Theology

The unit is made up of two modules. These modules are entitled: Origins and Meanings & Good and Evil. During this course we will be discussing all of the central questions of life and how the Catholic Church responds to these issues such as "Does God exist?" and "Why do bad things happen to good people?" You will also study the beliefs and practices of another world religion.

3. Applied Catholic Theology

The unit is made up of two modules. These modules are entitled: Life and Death & Sin and Forgiveness. During this course we will be discussing all of the central questions of life and how the Catholic Church responds to these issues such as 'Why do we celebrate Christmas and Easter?' and "How should we live our lives?" You will also deal with issues surrounding respect and active citizenship.

You will learn about:

Understanding of the beliefs, values and traditions of the Catholic Church and the wider Christian tradition.
The influence of the beliefs, values and traditions of the Catholic Church.
Catholic and Christian responses to moral issues, including abortion, euthanasia and capital punishment.

You will learn the following skills:

- Recall, selection, Organisation, deployment of the specified content showing the nature, relevance and application of issues through the skills of description, analysis and logical argument.
- Evaluation skills and how faith influences individuals, communities and societies.
- Developing your personal faith and understand your journey of faith.
- Communication.

Assessment:

Three exams at the end of Year 11

Component 1 Paper – Foundation Catholic Theology 90 minutes 37.5% total marks

Component 2 Paper – Applied Catholic Theology 90 minutes 37.5% total marks

Component 3 Paper - Judaism 60 minutes 25% total marks

Departmental Contact: Mrs G Rush - Subject Leader for RE

GCSE COMBINED SCIENCE

Exam Board: AQA
Type of Course: GCSE
Grading System: 9-1

Why study Combined Science?

The Key Stage 4 Science Curriculum will encourage you to engage in up-to-date and relevant science. It will enable you to build, explore and apply your understanding of science. This is often referred to as 'Working Scientifically'. We will be integrating current scientific issues, as they appear in the media, into your science lessons and will provide you and your teachers with opportunities for discussion and debate of various topical science issues.

You will study and learn:

How to develop the skill of practical collection of data.

The importance of enhancing your scientific literacy through developing your abilities to critically engage with science in the media.

The skill of presenting and analysing scientific information.

The way understanding of science changes over time and the applications of contemporary scientific developments.

Our aim is:

To provide you with a science education which is challenging and exciting.

For you to have a greater understanding of the relevance and importance of science both now and in your life after school.

Science is a core subject, and as such, everyone must study science at GCSE.

GCSE Combined Science: Trilogy

All three subjects (Biology, Chemistry and Physics) are taught leading to two GCSEs (giving grades like 9-9 or 7-6 or 5-5). Students will not be excluded from choosing any of the A-Level sciences but must bear in mind that the science content of all three sciences are not covered in as much detail when compared to the 3 separate sciences option. **This is not an option choice.**

Assessment:

The course is linear with no coursework, so all of the assessment is at the end of Year 11. There will be six one hour fifteen-minute papers, two Biology, two Chemistry and two Physics. They each contribute 16.7% of the overall grade and each is worth seventy marks. Each of the exam papers is available at Foundation or Higher tier. The same tier must be sat in all papers.

The course contains compulsory practical tasks. There will be questions related to these tasks in the examinations.

Departmental Contact: Mr James and Miss O'Fee – Acting Heads of Department
Mrs Kirkup – Subject Lead for Chemistry

GCSE Art & Design

Exam Board: AQA

Type of Course: GCSE

Grading System: 9-1

Why study Art and Design?

GCSE Art and Design provides students with a wide range of creative, exciting, and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. Possibilities for personal expression are endless. The qualification can lead to art and design related employment or to Higher Education Courses such as A Level Art and Design, which in turn can lead to a degree course. The Website www.studentartguide.com gives a list of 150 art related career paths leading to employment including Advertising, Web Designers, Computer Games Designers, Fashion Designers, Illustrators, Architects, Teaching, Product Graphic Designers, Interior Designers etc.

Course topics and subject areas:

The GCSE general course enables students to experience a wide range of processes, materials, and techniques. As part of the critical/historical element students study either a historical or contemporary artist or designer whose work is linked with their own. The Controlled Assessment includes the following areas: Drawing / Painting, Printmaking, Sculpture, 3D Design, Graphics and Textiles.

You will learn how to:

Understand the world of art, craft and design and relate it to your work. Investigate possibilities through observation, analysis, and experimentation.

Express and record personal ideas by developing skills in using two and/or three-dimensional materials. Present your work to its best advantage.

Assessment: Controlled Assessment, set and marked by the Centre

Unit 1: Portfolio of work (Controlled Assessment) - 60 per cent, in which we do two projects titled Portraits and Marine life.

Unit 2: Externally set task - 40 per cent.

Students have the choice of over seven starting points; for example, Spirals and Rituals are two that were exam questions.

Externally set task

The externally set task will last for ten hours and consists of preparatory studies, development work and a conclusion. You will be given around 10 weeks to produce developmental work and preparatory work inspired by one of several starting points. In the examination you will produce a final piece.

Departmental Contact: Mrs R Longbone - Subject Leader

Cambridge National in Business Enterprise and Marketing

Exam Board: OCR

Type of Course: L1/L2

Grading System: Pass, Merit, Distinction, Distinction*

Why study Business Enterprise and Marketing?

The Cambridge National in Enterprise and Marketing helps you to develop your practical skills and applied knowledge needed in the business and enterprise sector. You will put your learning into practice and develop valuable transferable skills including Verbal Communication/Presentation, Research, Problem Solving, Analytical Skills, Digital Presentation Planning and Creative Thinking that can be applied to real-life contexts and work situations.

This course is the equivalent to a GCSE.

You will study 3 units of work:

Enterprise and marketing concepts—Exam (1 hour 15 mins) Worth 40% total marks)

This is assessed by an exam. By completing this unit, you will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business.

Topics include:

Characteristics, risk and reward for enterprise, Market research to target a specific customer, What makes a product financially viable, Creating a marketing mix to support a product, Factors to consider when starting up and running an enterprise.

Design a business proposal—30% marks

This is assessed by portfolio/coursework based on a set assignment. On completion of this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of your product proposal.

Topics include:

Market research, How to identify a customer profile, Develop a product proposal for a business brief, review whether a business proposal is financially viable, review the likely success of the business proposal.

Market and pitch a business proposal—30% marks

This is assessed by portfolio/coursework based on a set assignment. By completing this unit, you will develop pitching skills to be able to pitch a business proposal to an external audience. Finally, you will review your pitching skills and business proposal using self-assessment and feedback gathered to make your product appeal to a specific customer profile.

Topics include:

Develop a brand identity to target a specific customer profile, create a promotional campaign for a brand and product, plan and pitch a proposal, review a brand proposal, promotional campaign and professional pitch. **Skills required/Pupil expectations**

Ability to work independently, ability to be creative and use initiative, ability to undertake research.

Departmental Contact: Mr P Charlton - Subject Leader Computer Science and Business

GCSE Business

Exam Board: Pearson Edexcel

Type of Course: GCSE

Grading System: 9-1

Why study GCSE Business Studies? Pearson GCSE Business Studies (1BS0)

Business and Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Business and Enterprise skills provide a fantastic progression pathway into a number of roles in all types of business organisations. In fact, every organisation is a business – this school, your doctor's surgery as well as well-known retailers such as Next and Tesco are all business organisations!

The GCSE Business qualification uses practical and enterprising content to develop students by using real, local, national and international business examples. The content provides opportunities to investigate local, business enterprise examples in Theme 1 through to the international brands they recognise in Theme 2.

Students will:

Learn and understand business concepts, business terminology, business objectives and the impact of business on individuals and wider society.

Apply knowledge and understanding to business issues and to different types and sizes of businesses in local, national and global contexts.

Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business awareness. Investigate and analyse real business opportunities and issues.

Themes to be studied:

Theme 1 - You will start by exploring the world of small businesses through the eyes of an entrepreneur. How and why do business ideas come about? What makes a successful business? You will learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved. You will look at customer's needs; technology such as e-commerce and social media; market research; how businesses target customers; how they deal with competitors and learn about profit and loss and how to calculate this. You will look at the different types and sizes of businesses; their reasons for location; methods of marketing and advertising; the various stakeholders who influence a business and how the economy and government decisions affect a business.

Theme 2 You will move on to investigating how businesses develop and grow beyond the start-up phase. You'll learn about operating internationally, business ethics and the environment. You will develop your understanding of business finance and marketing; learn about production, quality and working with suppliers. You will learn about how the human resources (workers) in a business are recruited, trained and kept motivated and the importance of communication.

Assessment:

The course is externally assessed by two examinations. There is no coursework or portfolio work.

Theme 1: Investigating small business - Written examination 1 hour 45 minutes (50% of the qualification)
A mix of multiple choice, calculation, short-answer and extended-writing questions.

Theme 2: Building a business - Written examination. 1 hour and 45 minutes (50% of the qualification)
A mix of multiple choice, calculation, short-answer and extended-writing questions.

What can it lead to?

A Level courses in Business Studies or the study of a vocational qualification at Level 3, such as a BTEC

National in Business, which prepares you to enter employment or apprenticeships such as Business Administration or Project Management, or to move on to higher education by studying a degree in the many business sectors such as finance, human resources or marketing.

Departmental Contact: Mr P Charlton -Subject Leader Computer Science and Business

GCSE Computer Science

Exam Board: OCR
Type of Course: GCSE
Grading System: 9-1

Why Computer Science?

GCSE Computer Science is a course designed to deepen your understanding of how computers and computer systems work. The subject provides a powerful training tool to enable you to competently solve everyday problems through developing your own programs. It also helps you to further develop your understanding of how computers are used for everyday tasks, including online banking, streaming entertainment or communicating with somebody at the other side of the world. GCSE Computer Science is designed to enable you to broaden your technical understanding and give you the technical skills to prepare for the world of tomorrow.

You will study:

The course is split into 2 parts:

Unit 1 - Theory – Computer Systems

You will investigate in depth how the hardware components that make a computer system, including the CPU work and explore how it processes Information. You will learn about system architecture, Memory, Storage and System software. You will also investigate the moral, social, legal, cultural and environmental issues surrounding the use of computer systems and how computers connect together using networks, including the Internet.

Unit 2 – Theory – Computational Thinking, Algorithms and Programming

You will build on the knowledge gained in the first unit. You will investigate and design algorithms and investigate new programming techniques, such as how to produce robust programs. Computational logic, translators and data representation will also be covered in this unit.

Assessment:

There are 2 units in the GCSE Computer Science course: -

Unit 1/Component 1 - Computer Systems theory - assessed by a 1 hour 30 minute examination worth 50% of the overall mark.

Unit 2/Component 2 – Computational Thinking, Algorithms and Programming theory - assessed by a 1 hour 30 minute examination worth 50% of the overall mark.

The GCSE course is graded from 9 - 1.

Departmental Contact: Mr P Charlton - Subject Leader Computer Science and Business

Cambridge National in Creative iMedia

Exam Board: OCR

Type of Course: L1/L2

Grading System: Pass, Merit, Distinction, Distinction *

Why study Creative iMedia?

The Cambridge National in iMedia is a L1/L2 course which is the equivalent level of GCSE. Creative iMedia will encourage you to:

- Understand and apply the concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation, publishing and distribution considerations.
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the media industry and more widely
- Design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

The course will enable you to broaden your technical understanding and give you the technical skills to prepare for the world of tomorrow.

You will study:

The course is split into 3 parts. You will sit one externally assessed unit (exam) and two centre-assessed units (NEA).

Unit 1 - Creative iMedia in the media industry (Exam) - In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: The media industry; Factors influencing product design; Pre-production planning and Distribution considerations.

Unit 2 – Visual identity and digital graphics (NEA set assignment) - In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: Developing visual identity; Planning digital graphics for products; Creating visual identity and digital graphics

Unit 3 – NEA set assignment based on Interactive digital media. In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

The course is graded using Level 2 - Pass, Merit, Distinction and Distinction * criteria or Level 1 at Pass, Merit, Distinction

Departmental Contact: Mr P Charlton - Subject Leader Computer Science and Business

GCSE Design & Technology

Exam Board: AQA

Type of Course: GCSE

Grading System: 9-1

Why study Design & Technology?

This new qualification is modern and relevant, it allows you to learn about contemporary technologies, materials and processes, as well as established practices. There is particular emphasis on understanding and applying iterative design processes (design, model, evaluate, repeat). You will use your creativity and imagination to design and make prototypes that solve real and relevant problems, considering your own and others' needs, wants and values. GCSE Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. 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. The 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. There is a natural progression from KS3, the course provides suitable preparation for an A-Level in Product Design and allows for a wide range of career opportunities.

You will study:

New and emerging technologies – industry, enterprise, sustainability, people, culture, society, environment, production techniques and systems and how the critical evaluation of new and emerging technologies informs design decisions.

Energy generation and storage – fossil fuels, nuclear power, renewable energy and energy storage systems including batteries.

Developments in new materials – modern materials, smart materials, composite materials and technical materials. Systems approach to designing – inputs, processes and outputs.

Mechanical devices – different types of movement and changing magnitude and direction of force. Materials and their working properties.

Specialist technical principles.

You will:

Produce a design brief and specification, generate design ideas, develop design ideas, make a range of prototypes, develop analysis and evaluation skills. You will also improve your ICT skills, learn and develop further CAD and CAM skills, work in a hands on way to develop core skills, develop your awareness of consumer requirements, and learn about career paths in Design and Technology.

Assessment:

Paper 1:

A two hour written exam that has 100 marks and is worth 50% of the GCSE. The question paper is split into three sections.

Section A – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a range of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks). Several short answer questions and one extended response to assess a more in depth knowledge.

Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions.

Non-exam assessment (NEA):

A non-exam assessment (NEA) where students will spend 30-35 hours completing a substantial design and make task. The NEA carries another 100 marks and is worth the other 50% of the GCSE. Students will need to identify and investigate design possibilities. You will produce a prototype and a portfolio of evidence.

Departmental Contact: Mrs Collins – Subject Leader Design and Technology

Level 1/2 Engineering Design

Exam Board: OCR
Type of Course: Vocational
Grading System: Pass, Merit, Distinction, Distinction*

Why study Engineering Design?

Today's society benefits from many incredible products, from the latest smartphone to NASA Rovers and renewable technologies. All these products have been carefully designed by engineers using the same knowledge and skills you will learn as you take this course. You may want to specialise in one of the many sectors that use the skills of engineering, such as working for a technology company or advertising, but you will benefit from having experience of the same design skills and knowledge that these engineers use. During your Engineering Design course, you will learn about the tools and techniques that are needed to follow a career in engineering and product design. You'll have a chance to develop skills relevant for a range of roles while developing product design strategies, planning and creating detailed engineering drawings and planning, creating and reviewing original products.

You will study:

Principles of engineering design – Do you like to use logic and improvisation to solve problems? Do you like to let your imagination run wild? Either working on their own or as part of a team, engineers design new things or make existing things better. From the latest in gaming entertainment to complex and life-saving medical equipment, engineers are at the heart of technological advancement. Whether you are aiming to become a designer or an engineer, you need to know about how products are designed and the different factors that influence their design, as well as how they are communicated, tested and evaluated. This will provide understanding that underpins the skills you will use throughout this course.

Communicating designs - How many social media apps can you identify just by their logos? Can you think of any signs where you live that use a picture instead of words to tell you things? Images can give us lots of information. People have used this to communicate by drawing even before written language was invented. Engineers use images and drawings to communicate design ideas - from quick sketches to full technical drawings to computer generated models. In this unit you will learn how to develop your techniques in sketching and gain skills in engineering drawing.

Design, evaluation and modelling - Have you watched programmes where entrepreneurs present their ideas for new products to investors? They show an example of what their products will look like or how it works to convince them of the idea. A similar thing happens in the engineering world. Engineering designers produce models of improved products, sometimes to show how they look, sometimes to explain how they work.

You will:

Learn about different design strategies and when they are used, the stages of the iterative design process, types of criteria included in a design specification, how manufacturing and other considerations influence design, types of drawing used to communicate designs and methods of modelling and evaluating design ideas. Learn about producing freehand sketches of a design idea in 2D and 3D, producing proposals that respond to the specification provided, developing design proposals with annotation and labelling, producing technical drawings using the correct standards and conventions and using CAD software to produce formal presentation design proposals.

assembled, producing a virtual 3D model from a product specification provided, planning the production of a prototype including risk assessments, producing a prototype and recording the process and evaluating your Prototype.

Assessment:

You have to complete three mandatory units.

R038: Principles of engineering design. You will take a written exam for this unit. The exam lasts for 1 hour 15 minutes, and is worth 70 marks. The exam includes two parts: a first section with ten multiple choice questions and a second section with short answer and extended response questions. The exam is worth 40% of your overall qualification.

R039: Communicating designs. You will be given an assignment to complete for this unit, which is worth 60 marks. This unit requires you to do a lot of drawing and computer aided design (CAD).

R040: Design, evaluation and modelling. You will be given an assignment to complete for this unit, which is worth 60 marks. This unit requires you to demonstrate skills in product analysis and modelling.

Departmental Contact: Mrs Collins – Subject Leader Design and Technology

Mr McConnell - Teacher of Engineering Design

GCSE French

Exam Board: Edexcel
Type of Course: GCSE
Grading System: 9-1

Why study French?

Studying French will help you communicate in the language, as well as helping you to understand the language in speech and writing. It will benefit you when you come into contact with French speaking people, both at home and abroad. You will learn about the culture of countries where French is spoken and will be able to communicate with young people of your own age in those countries. A qualification in a foreign language is very useful and is increasingly desirable for many jobs.

You will study French in relation to the following themes:

My personal world, Lifestyle and Wellbeing, My Neighbourhood, Media and Technology, Studying and my future, Travel and Tourism.

You will learn the following skills: Listening, Speaking, Reading, Writing

Assessment:

You will take a paper in each of the 4 skills: Listening, Speaking, Reading & Writing. There are two entry levels, Foundation or Higher Tier.

Paper 1 Speaking - 25%

Foundation Tier 7 - 9 minutes Higher Tier 10 -12 minutes

You will read a short text out loud and answer a couple of questions about it, you will complete a short role play and you will describe a picture and answer a few questions on a topic linked to it.

Paper 2 Listening and Understanding- 25% Foundation Tier-45 minutes Higher Tier-60 minutes

You will answer questions set in English on a range of listening materials that you will hear three times. You will also complete a short dictation.

Paper 3 Reading and Understanding - 25%

Foundation Tier - 45 minutes Higher Tier - 60 minutes

You will answer questions set in English on a range of listening materials that you will hear three times.

You will also complete a small dictation.

Paper 4 Writing - 25%

Foundation Tier - 1 hour 15 minutes Higher Tier - 1 hour 20 minutes

You will give answers to a couple of questions; for each task, you will have the choice between two questions. You will also translate a text from English to French.

Departmental Contact: Mrs S Needham - Subject Leader

GCSE Geography

Exam Board: Edexcel
Type of Course: GCSE
Grading System: 9-1

Why study Geography?

This GCSE (9–1) qualification encourages learners to think like geographers through the study of geographical themes applied within the context of the UK and the wider world. “Without Geography - You are Nowhere!” Or to quote Michael Palin, “Geography holds the key to our future”.

What qualities do I need to study GCSE Geography?

You should have a keen interest in the world around you. Geography is topical, so encouraging your child to watch the news or documentaries like “Planet Earth” and read newspapers, will help inform them of the issues facing the World. Geography is full of opinions, so debating controversial topics is a way of training the Geographer within. You should be prepared to work hard & research topics.

Where will Geography take me?

Geographers recognise that everything is connected. Where do your relatives live? Which countries provide your food? Where were your Christmas presents manufactured? How can we manage flood risk? Why are some countries poor?

Geography could lead you to exciting career prospects. It is one of the most versatile subjects as it bridges the gap between arts and science subjects. It could take you into the Travel Industry, Environment Agency, River Authorities, Forestry, Planning and Highways Department, Management, Military or Teaching. You may also wish to continue your studies with us in the sixth form at A-level.

The Geography course at St Benedict's aims to foster your enthusiasm for the world around us, to stimulate your interest in global issues and arouse your curiosity. The qualification gives a prominent position to fieldwork and other geographical skills whilst ensuring they are embedded within teaching & learning.

You will study:

The course follows the EDEXCEL A syllabus, studying a wide range of geographical themes: The changing landscapes of the UK; weather hazards and climate change; Ecosystems, biodiversity & management; Changing cities; Global development; Resources management and Geographical investigations.

You will learn:

To develop a knowledge and understanding of current events from the local to those worldwide; to investigate the earth and its peoples – economic development and life in the city;
to study the features of the earth - such as rivers, seas, ecosystems and environmental threats;
to develop a range of useful skills such as map reading, data collection, GIS, ICT & problem solving;
to gain an understanding and appreciation of the cultures and backgrounds of people from all over the world and the ways they live and work.

Assessment and Examination:

Success will depend on how hard you work but your teacher will work with you to help you achieve. The course is assessed through 3 examinations:

Component 1: The Physical Environment = 37.5%, Component 2: The Human Environment = 37.5%, Component 3: Geographical investigations: Fieldwork & UK Challenges = 25%.

Departmental Contact: Mrs J Lee - Subject Leader

Cambridge National in Health and Social Care

Exam Board: OCR

Type of Course: Vocational

Grading System: Pass, Merit, Distinction, Distinction*

Why Study Health and Social Care?

This will probably be a new subject for you, but it will help you to understand the vast sector that is Health and Social Care. The course will allow you to progress into further education or employment. Some career possibilities include; Nursing; Mental Health; Social Work; Teacher training; Occupational health; Physiotherapy; Radiotherapy; Speech Therapy; Diet & Nutrition and other related careers.

Who Is This Course For?

The course is open to all students. You will need to be hard-working, motivated and have the ability to meet deadlines. It is also important that you can work independently and as part of a group.

Assessment:

This new course is made up of three units. In Years 10 and 11 you will complete two coursework (NEA) units (60%) and one externally assessed exam (40%). The exam unit will be sat in Year 11.

R032: Principles of care in health and social care (Exam)

In this unit, you will learn about the importance of the rights of service users, person-centered values and how to apply them.

You will also become familiar with the importance of effective communication skills when providing care and support for individuals using care settings. Additionally, you will look at the procedures and measures used to protect service users and service providers, such as safeguarding, hygiene and security.

R033: Supporting individuals through life events settings (NEA coursework)

In this unit, you will learn about life stages and the factors that may affect them. You will also understand expected and unexpected life events and the impact they will have on physical, social, emotional and socio-economic aspects of an individual's life.

You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual. To help you with your NEA tasks, you will interview different family members.

R035: Health promotion campaigns (NEA coursework)

In this unit, you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle, so that campaigns can be designed to target different groups of people effectively.

You will acquire the skills to be able to plan and deliver your own small-scale health promotion campaign. You will also learn how to evaluate the success of your planning and delivery of your health promotion campaign.

Departmental contact: Ms D Casson - Subject Leader

GCSE History

Exam Board: AQA
Type of Course: GCSE
Grading System: 9-1

Why study History?

Answer: It's fun, it's interesting and it deals with the important themes and ideas that have created the world and culture that you live in today! Studying History shows you how people have always struggled with the really important questions in life: survival, family, art, war, politics, religion, health, racism and science, to name just a few. You will learn about the successes and the failures, the advances and the set-backs. You will see how studying History can give you an understanding of the past and might also give you ideas about how to lead your life now and in the future. This course will also help you to develop skills which will be useful in a wide range of jobs or in the further study of History.

You will study:

Paper One: Understanding the Modern World.

In Section A, you will study America between 1840 and 1895: You will investigate a period of dramatic change in American history as the Plains Indians are drawn into conflict with the settlers who begin to move onto their lands.

In Section B, you will examine the causes, nature and conclusion of the First World War, the assassination of Archduke Franz Ferdinand, the Battle of the Somme and the technological developments of the war are all investigated.

Paper Two: Shaping the Nation.

In Section A, you will study the medicine used to keep people healthy from the Middle Ages to the present day. This is a fascinating topic that will constantly have you saying, "They used to do what?!"

In Section B, you will investigate Elizabethan England and how Elizabeth I navigated the threats to her rule. You will then apply your knowledge of Elizabethan England to a specific site identified by AQA.

You will learn the following skills:

How to interpret and evaluate pieces of information (sources).

How to communicate and apply your knowledge.

How to describe and analyse the key features of the period studied.

Critical thinking and problem solving.

During all your studies, you will have the opportunity to use photographs, films, paintings, videos, ICT, newspapers and many other original and intriguing sources.

Assessment:

The GCSE History course is based on two exams worth 50% each. The exams are 2 hours in length.

The exam papers will assess your knowledge and understanding and this will be done through a mixture of short and long essay style answers and source-based questions. They are the same types of questions that you have been asked to do in your history lessons this year so there won't be any nasty surprises

Departmental Contact: Miss S Coan - Subject Leader

Hospitality and Catering

Exam Board: WJEC (Eduqas)

Type of Course: Vocational

Grading System: Pass, Merit, Distinction, Distinction*

Why study Hospitality and Catering?

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

It is made up of 40% exam and 60% controlled assessment.

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. This course is designed for students who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

You will study:

The environment in which hospitality and catering providers operate. How hospitality and catering provision operate.

How hospitality and catering provision meets health and safety requirements. Knowing how food can cause ill health.

Being able to propose a hospitality and catering provision to meet specific requirements.

The importance of nutrition when planning menus.

Menu planning.

Being able to cook dishes through knowledge of ingredients.

You will:

Develop your practical and technical skills in food preparation, cooking and methods of presentation.

Learn how to work on your own and as part of a team.

Investigate food and its functions.

Demonstrate an understanding of health and safety in relation to the catering industry. Show knowledge of nutrition, healthy eating and special diets when planning menus. Prepare and cook using professional skills.

Learn how to use a range of specialist equipment safely.

Plan and produce dishes for a purpose. You will complete 2 mandatory units:

Unit 1 - Exam : The Hospitality and Catering Industry. This is 1 hour 30 minutes long. Worth 40% of the grade.

Unit 2 - Controlled Assessment: Hospitality and Catering in Action. Worth 60% of the grade. This unit is internally assessed through a portfolio of evidence and a three hour practical exam.

Departmental Contact: Mr A Boal - Subject Leader

Music Practice (BTEC)

Exam Board: Pearson Edexcel

Type of Course: Vocational

Grading System: Pass, Merit, Distinction, Distinction*

Why study Music Practice?

The BTEC Tech Award in Music Practice is a practical introduction to the music industry. You will learn about various music products & styles, develop skills and techniques in music creation, performance and production. You will use a range of resources to explore, create and produce music.

You will study:

Component 1: Exploring Music Products and Styles - 30% (Internally assessed)

In this component, you will develop your understanding of different types of music product and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the performance, creation and production of music. You will also explore the key features of different genres and apply your knowledge and understanding to create your own work.

Component 2: Music Skills Development - 30% (Internally assessed)

In this component, you will develop technical, practical and professional skills in two of the following areas: performance, creating and music producing. Throughout your development, you will review your progress and consider how to make improvements. You will also learn how musicians share their work and collaborate with others.

Component 3: Responding to a Commercial Music Brief – 40% (Externally assessed)

In this component, you will develop and present music in response to a set brief. You will begin by investigating possible responses to meet the demands of the brief. Working as a performer, producer or composer, you will then develop and refine your piece before presenting your final response.

Assessment:

Component one and Component two are assessed internally. Component one is assessed during the spring term of year 10. Component two is assessed during the autumn term of year 11.

Component three is externally assessed at the end of the spring term of year 11. This takes the form of a set task under supervised conditions. At the end of the course, students will be awarded a Pass, Merit, Distinction or Distinction* grade.

Departmental Contact: Mr J Davies - Subject Leader

Performing Arts (BTEC)

Exam Board: Pearson Edexcel

Type of Course: Vocational

Grading System: Pass, Merit, Distinction, Distinction*

Why study Performing Arts?

The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. Study of Performing Arts at Key Stage 4 will provide opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress post-16.

Throughout the BTEC Performing Arts course, you will have the opportunity to explore your skills, knowledge and understanding of dance, acting and/or musical theatre.

You will study:

Component 1: Exploring the Performing Arts - 30% (Internally assessed)

In this component you will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance. You will develop your understanding of the requirements of being an actor, dancer or musical theatre performer across a range of performance styles.

Component 2: Developing Skills and Techniques in the Performing Arts - 30% (Internally assessed)

In this component you will develop your performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire. You will specialise in one of the disciplines to develop technical, practical and interpretative skills through the rehearsal and performance process.

Component 3: Performing to a Brief – 40% (Externally assessed)

In this component, you will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

You will develop:

key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli. processes that underpin effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance.

Attitudes that are considered most important in the Performing Arts, including personal management and communication.

Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

You may also have the opportunity to:

Take part in workshops with visiting performers

Watch professional performances Perform for live audiences.

Assessment:

Component 1 and Component 2 are assessed internally, these assessments are carried out through a range of assignment tasks. Component 3 is externally assessed through a synoptic assessment. This takes the form of a set task taken under supervised conditions. At the end of the course students will be awarded a Pass, Merit, Distinction or Distinction* grade.

Departmental Contact: Miss S Bennett – Subject Leader

BTEC Sport (Level 1/2)

Exam Board: Edexcel

Type of Course: Vocational

Grading System: Pass, Merit, Distinction, Distinction*

Why study Sport?

The content of this BTEC Sport specification is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle; to provide a route to further study in Further Education awards, such as BTEC L3 Sport and to Higher Education in PE as well as to related career opportunities.

You will study:

Three mandatory units:

Mandatory Unit 1: Preparing Participants to Take Part in Sport and Physical Activity (Internal-coursework-30%- In YEAR 10)

In this unit you will:

- Task 1: Explore types and provision of sport and physical activity for different types of participants – Written report
- Task 2: Examine equipment and technology required for participants to use when taking part in sport and physical activity – Power point
- Task 3: Be able to prepare participants to take part in sport and physical activity- Warm up plan & justification & videoed warm up routine

Mandatory Unit 2: Taking Part and Improving Other Participants Sporting Performance (Internal- coursework-30% - End of YEAR 10 and term 1 YEAR 11)

In this unit you will:

- Task 1: Understand how different components of fitness are used in different physical activities-Written report
- Task 2: Gather video evidence of your own sporting performance in isolated skills & competitive games
- Task 3: Be able to participate in sport and understand the roles and responsibilities of officials-Power point
- Task 4: Demonstrate ways to improve participants sporting techniques-Written plan/justification & videoed coaching session focused on skill development

Mandatory Unit 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (External-Exam -40% - Terms 2 & 3 YEAR 11)

In this unit you will apply knowledge from other units to:

- Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise – All exam-based questions

You may also have the opportunity to:

Take part in out of school sports activities, go on trips to watch elite sports performance & visit local fitness establishments

Assessment:

Components 1 and 2 are assessed internally through non exam internal assessment and the synoptic component 3 is assessed externally through a 90-minute written exam. The assessment approach for the internally assessed components in the qualification structure enables learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the assessment criteria. Evidence for assessment may be generated through a range of activities, including workplace assessment, role play, practical performance and verbal presentations.

Departmental Contact: Mr T Harrison - Subject Leader or any Physical Education teacher

Triple Science

Exam Board: AQA
Type of Course: GCSE
Grading System: 9-1

Why study Separate Sciences?

The Key Stage 4 Science Curriculum will encourage you to engage in up-to-date and relevant science. It will enable you to build, explore and apply your understanding of Physics, Chemistry and Biology. This is often referred to as 'Working Scientifically'. We will be integrating current scientific issues, as they appear in the media, into your science lessons and will provide you and your teachers with opportunities for discussion and debate of various topical science issues.

You will study and learn:

How to develop the skill of practical collection of data.

The importance of enhancing your scientific literacy through developing your abilities to critically engage science in the media.

The skill of presenting and analysing scientific information.

The way understanding of science changes over time and the applications of contemporary scientific developments.

Our aim is:

To provide you with a science education which is challenging and exciting.

For you to have a greater understanding of the relevance and importance of science both now and in your life after school.

Triple Science results in three separate GCSE's in Biology, Chemistry and Physics and will count as one of your options. The grades are awarded separately and so it is possible to achieve a grade 9 for one GCSE whilst achieving a grade 5 for another. The three separate sciences provide excellent preparation for any of the 'A' Level sciences. It is an option for students who seek to explore science at a deeper level and may be considering a career in veterinary science, medicine, engineering or science related areas.

Assessment:

The courses are linear with no coursework, so all of the assessment is at the end of Year 11. There will be six one hour forty five minute papers (two Biology, two Chemistry and two Physics). Each count for 50% of the overall grade for their subject and have one hundred marks. Each of the exam papers is available at Foundation or Higher tier.

The course contains compulsory practical tasks. There will be questions related to these tasks in the examinations.

Departmental Contact: Mr James and Miss O'Fee – Acting Heads of Department
Mrs Kirkup - Subject Lead for Chemistry

GCSE Spanish

Exam Board: Edexcel
Type of Course: GCSE
Grading System: 9-1

Why study Spanish?

Studying Spanish will help you communicate in the language, as well as helping you to understand the language in speech and writing. It will benefit you when you come into contact with Spanish speaking people, both at home and abroad. You will learn about the culture of countries where Spanish is spoken and will be able to communicate with young people of your own age in these countries. A qualification in a foreign language is very useful and is increasingly desirable for many jobs.

You will study Spanish in relation to the following themes:

My personal world, Lifestyle and Wellbeing, My Neighbourhood, Media and Technology, Studying and my future, Travel and Tourism.

You will learn the following skills: Listening, Speaking, Reading, Writing

Assessment:

You will take a paper in each of the 4 skills: Listening, Speaking, Reading & Writing. There are two entry levels, Foundation or Higher Tier.

Paper 1 Speaking - 25% Foundation Tier 7-9 minutes Higher Tier 10-12 minutes

You will read a short text out loud and answer a couple of questions about it, you will complete a short role play and you will describe a picture and answer a few questions on a topic linked to it.

Paper 2 Listening and Understanding - 25% Foundation Tier - 45 minutes Higher Tier - 60 minutes

You will answer questions set in English on a range of listening materials that you will hear three times. You will also complete a short dictation.

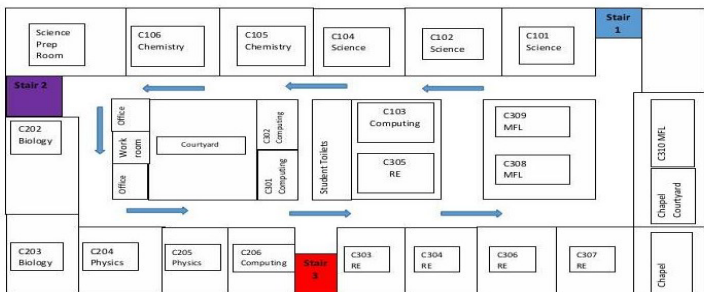
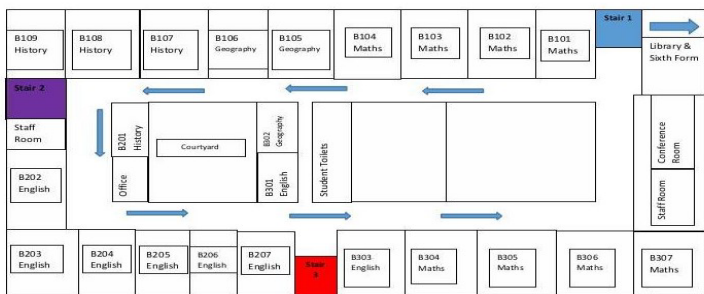
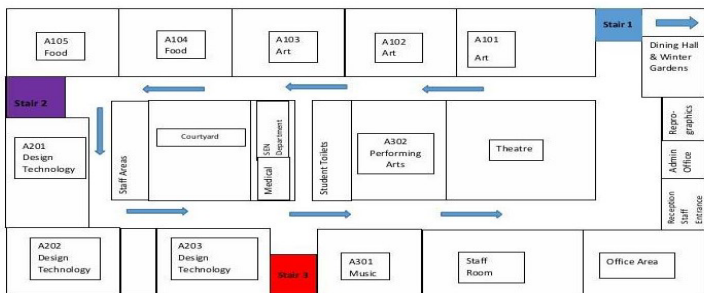
Paper 3 Reading and Understanding – 25% Foundation Tier – 45 minutes Higher Tier – 60 minutes

You will answer questions set in English on a range of reading materials such as instructions, public notices and advertisements together with extracts from brochures, guides, letters and web sites. There will also be a short translation from Spanish to English.

Paper 4 Writing - 25% Foundation Tier – 1 hour 15 minutes Higher Tier – 1 hour 20 minutes

You will give answers to a couple of questions; for each task, you will have the choice between two questions. You will also translate a text from English into Spanish.

Departmental Contact: Mrs S Needham - Subject Leader





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