

English
Language

Maths

French

Spanish

History

Geography

Options that
will achieve
you the
EBacc

Computer
Science

Religious
Education

Character

Core
Curriculum

Careers

Core
PE

Science

English
Literature

Blessed Robert Sutton
Catholic Voluntary Academy

GCSE Options Booklet

2023

Art &
Design

Art
Textiles

Practical
Option
Subjects

Design
&
Technology

Food
Preparation
& Nutrition

Performing
Arts

Physical
Education



St Ralph
Sherwin
Catholic Multi Academy Trust

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The Curriculum at Key Stage 4

How do I choose my options?

There are some subjects so important that everyone has to take them, but you have option choices in Year 9 that are the first steps in deciding your future. To help, start by asking yourself what you enjoy doing and what you are good at.

Think about

What you are interested in - it could be other cultures and languages, writing projects, helping people, being outdoors or designing things.

What types of activity you enjoy most - working things out and thinking them through, practical activities or artistic options like painting, acting, drawing or performing?

What you're like at home, as well as in school - what skills have you developed following outside interests?

The Curriculum Offer

The majority of our students will study:

| | | | | | |
|--------------------------|---|---------------------------------|-------------|--------------------------------|---------|
| Six or Seven Core GCSEs | English Language | English Literature | Mathematics | Religious Education | Science |
| Three Option Subjects | Option 1 (Language Option) | Option 2 (Humanities Choice) | | Option 3 (Practical Choice) | |
| Additional Core Subjects | Core PE, Character, Careers, Wellbeing and Personal Development | | | | |

All students will start Year 10 studying Combined Science (which will lead to two GCSEs). Some students will go on to study Separate Sciences so, Physics, Chemistry and Biology (leading to three GCSEs).

Decisions as to whether your child will continue with the Combined Science option or swap to Separates will be made at the end of Year 10, and will be continually reviewed throughout Year 11.

Top Tips

- Get as much information as you can so you choose well
- Ask for help from teachers and parents. Sometimes courses are not what you think they are!
- If you have a firm career idea, research it and choose your options accordingly. Remember, no qualification is ever wasted.
- You do not have to have a career in mind at this stage – most people don't! You just need to choose subjects and courses that will give you plenty of choice later on.
- Choose subjects that you enjoy!



What is the English Baccalaureate (EBacc)

The EBacc collection of subjects is not a qualification in itself, rather a collection of subjects that if a student takes them (and passes) they are said to have achieved the EBacc. The EBacc is recognised as a measure of student achievement by both employers and universities. The EBacc will be achieved by students who achieve Grade 4 or above in English Language, Mathematics, two Sciences, a Modern Foreign Language and a Humanity subject (Geography, History or Computer Science).

Students should take the EBacc collection of subjects because it shows that you are capable of studying a wide range of subjects. The government's ambition is to see 90% of students studying the EBacc subject combination at GCSE by 2025.

At Blessed Robert Sutton we make the EBacc available to all students.

A Word of Caution:

- When picking your option subjects, it is essential that you pay attention to the skills required to do well in that course. This is particularly true for subjects like Computer Science, the Performing Arts and Physical Education – they probably are not what you think!
- Computer Science also requires you to be able to think logically, solve problems and have a keen attention to detail. Students wishing to study Computer Science should have a target of at least a GCSE Grade 4 in Mathematics.
- Performing Arts has a requirement to perform, you must be committed to this aspect of the course.
- GCSE PE course will require all students to submit practical grades in three sports. It is highly advisable and advantageous if students regularly participate in at least one sport to a reasonably high standard.
- If you are thinking of studying these subjects, you should make sure you are clear about the requirements of the course. As with all subjects, it is a good idea to meet with the appropriate teachers to discuss whether your skills and interests match the course you are thinking of doing!

Additional English and Maths

For some of our students, completing additional lessons in English and Maths will enable them to develop confidence in key skills in each area, preparing them for progression into employment or further education and for use in their daily lives. Maths is diverse, engaging and essential in equipping learners with the right skills to enable them to achieve their future aspirations. English allows students to understand the world around them, develop knowledge in more than just this subject and allow them to communicate effectively. These extra lessons will be available for students who require additional support in these core areas, and although they carry no formal qualifications, they will support the student with their understanding and awareness of the knowledge and skills required for the GCSE examinations.



Other Important Information about Options

We are delighted to announce that Blessed Robert Sutton achieved one of the highest Progress 8 scores across secondary schools in Staffordshire. The Progress 8 score for our school is +0.30, placing us in the top 20% of schools in the country. Progress 8 measures how well students of all abilities have progressed, compared to students with similar academic starting points in other schools in England. Our students achieved the highest progress scores across Burton in English and Mathematics.

Will I get my Options?

Although every effort will be made to accommodate all students' choices, it is possible that certain alterations have to be made.

- In some cases, courses do not run as there are insufficient numbers to make them viable, and in other cases there are a maximum number of students due to staffing.
- Also as we offer such a wide range of possible subject combinations, it is likely that we will not always be able to meet every student's requests.

If in the event of a course being oversubscribed, students will be selected in the order of:

- Meeting the Option Form deadlines
- Good attendance and behaviour
- Evidence of commitment to the subject both in lessons and beyond the classroom
- Possible career path
- Subject grades and teacher recommendations

We will, in the first instance, use the criteria above to decide who will be offered the course. If we can't resolve the situation through the use of the criteria and in the consultation with students and parents, we will use a means of random selection.

We therefore ask students to pick a reserve choice in case we are unable to offer them all their other choices. Any changes that have to be made will be fully discussed with students and their parents.

Information about the subjects that are on offer can be found on the following pages. It is important that you and your parents read these, so that you have an understanding of what the courses entail. You will be given help and advice in school about these decisions.

To help in the decision making, all students will be having a careers interview and there will be a parents evening on Thursday 16th February.

We hope it all goes well, and remember if you are not clear about anything make sure you ask us!

L. O'Leary

A. J. McDowell



Additional Help and Support Careers Advice

Ms McAulay
Careers Adviser



You are not alone if you find the idea of making your choices a bit scary, but it is actually your chance to take control of your education and shape the way you want your future to be. The options you choose for Years 10 and 11 will affect how you spend your time at school for the next two years. The choices you make may also influence what course or career you decide to follow after Year 11.

If you don't have a particular career in mind, decision-making can feel even more confusing. It is useful to talk to a range of people to help you make the right decisions for you – parents/carers, subject teachers, tutors, family, friends and also the School Careers Adviser, Julie McAulay, is available.

Our Careers Adviser has specialist training to help you explore your career options. She will give you accurate, comprehensive and impartial information to help you decide, and to answer questions, such as:

- Which careers can I do with my favourite subjects?
- How do I find out which subjects are needed for a particular career?
- How are qualifications viewed by colleges, universities and employers?
- Where can I research?

You can drop-in to see Julie at lunch or break time to make an appointment, or you can ask your Form Tutor to email her for an appointment either during or after school. Parents can also attend if they wish to, so please email jmcaulay@brs.srscmat.co.uk.

Useful resources to help you

Do the icould.com Buzz quiz in under 5 minutes and find out what animal you are, this explains what occupations would suit you <https://icould.com/article/choosing-your-gcse-options/>

YouTube has lots of different information on a wide range of careers

Access the National Careers Service jobs database to research career ideas at <https://nationalcareersservice.direct.gov.uk> and click on Job Profiles

UCAS – checking out what grades or points are needed for specific degree courses

Prospects.ac.uk and occupation information on what you can do with your degree plus much more

www.apprenticeships.gov.uk – check out local opportunities for a job with training.



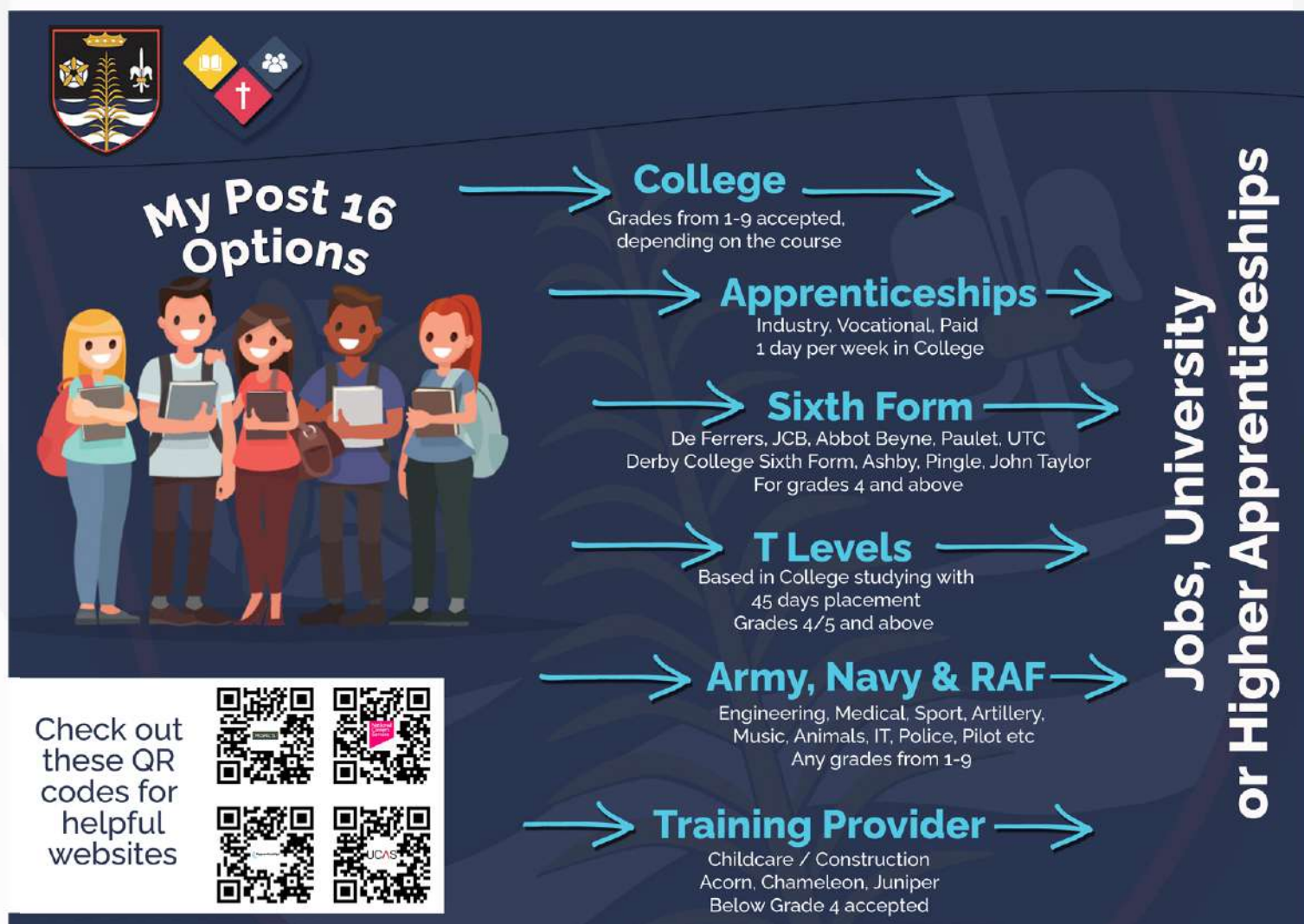
Careers Curriculum

We are committed to developing the life chances of all students, and aim to encourage and inspire them through a comprehensive programme of CEIAG (careers education, information, advice and guidance).

Keystage 4 students will continue to participate in a range of activities which include learning about themselves: their personality, strengths and qualities.

Through Curriculum and Character lessons pupils will continue to explore different career options in the modern world and gain an awareness of how they begin to research and plan various career paths. Year 11 will meet with employers and other outside agencies to gain independent and impartial advice about the options which are best suited to them as individuals.

As part of Careers Advice, Guidance and Development, all students receive high quality impartial careers guidance, which help them to make informed choices about which courses suit their academic needs and aspirations.



Character Curriculum



Character education continues to sit alongside our existing brilliant academic programme at Key Stage 4 to ensure that students have access to a wide and balanced range of experiences throughout their time at school, giving them the opportunity to develop and embed our core values of Academic Excellence, Spiritual Development and Social Awareness.

The Key Stage 4 Character Curriculum covers -

Health and Wellbeing

Mental health and ill health play a huge part in the world we live in. Topics such as stigma, safeguarding health, including during periods of transition or change will be discussed to enable pupils to gain knowledge and understanding in order to make informed decisions in the future. . Exploring influence, the influence and impact of drugs, gangs, role models and the media.

Building for the future Self-efficacy, stress management, and future opportunities. Independence Responsible health choices, and safety in independent contexts.

Living in the wider world

Financial decision making is part of all our pupils' personal development and their ability to look after their money now and in the future. Pupils will look at the impact that financial decisions, debt, gambling and of advertising on financial choices and outcomes. Pupils will then work with our own Careers adviser alongside informative lessons on work experience and preparation and readiness for work.

Next steps Application processes, and skills for further education, employment and career progression.

Relationships

Healthy relationships. Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography. Addressing extremism and radicalisation Communities, belonging and challenging extremism.

Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.



Frequently Asked Questions

What is the difference between a GCSE and the BTEC courses offered?

GCSEs are qualifications where the full range of grades (from 9 to 1) are achievable. BTEC courses are equivalent to GCSEs but graded differently using the Pass, Merit, Distinction grading.

Will I get all of my first choices?

Most students do get their first choices, however, we do have to allocate some reserve choices, so it is important that you select a reserve choice that you are willing and able to do.

If I start a subject and later realise that I have made a mistake, what can I do?

We would hope that this doesn't happen, as students will have received high quality guidance on what options to choose. Once the course has started, students will have to have a very strong reason for changing and no requests will be considered after the end of September.

What happens after I have submitted my form?

All the Option choices are collated and we then use this to work out the 'best fit' model for the classes. Every year, however, we have to speak to some students because of a few things:

- Not enough students select a subject, so we cannot make a class.
- Too many students select a subject and we haven't got enough teachers to put on an extra class.

What happens if a student wishes to change their mind?

If a student wishes to change their option choice after the deadline, they would need to contact Mrs Milligan, Data Manager, by email at smilligan@brs.srscmat.co.uk

Please note that changes are very difficult to accommodate, especially where subject groups are full and there is no guarantee requests for changes can be accommodated.

What do I do if my preferred combination of Option Subjects does not fit into the option blocks?

We will try and build the option blocks and our timetable around students' option choices. Where it isn't possible to allocate a student to all three of their preferred choices, we will make use of their reserve choice. Where this isn't possible, we will contact home and discuss this with the student and parents/carers.

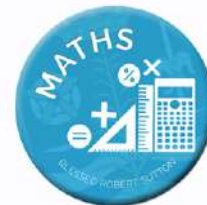


Core Subjects

**GCSE English Language &
GCSE English Literature**



GCSE Mathematics



GCSE Religious Education



GCSE Combined Science



GCSE Separate Science





GCSE English Language & English Literature

CONTACT

Mr Ratchford

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EXAM BOARD: AQA

COURSE REQUIREMENTS: 100% Exam

COURSE DESCRIPTION

English Literature

Students study the AQA GCSE English Literature specification which is tested by two exams at the end of the course. In Year 10, students begin by studying a Modern Text (Literature Paper 2 Section A), 'Blood Brothers', 'Animal Farm' or 'Lord of the Flies'. The teacher, using knowledge of the class' ability and interest, decides on the text chosen for each group. This way we can ensure that students are studying texts that are accessible to them, and offer them opportunities to engage fully with the text.

We start GCSE study with this element of the Literature exam to help students settle into the new curriculum, as they have previously studied modern texts at KS3. The demands of the exam for this text are challenging – this is the only literature question whereby students do not have a copy of the text, therefore, starting the two year course with this allows students maximum opportunity to revise and hone their skills in assessments in Year 10 and Year 11.

After the Modern Text, students will move onto the Shakespeare element of the Literature course (Literature Paper 1 Section A). Classes will either study 'Macbeth' or 'Romeo and Juliet', depending on their ability. The two terms allow sufficient time to fully explore the play and help students to grasp the plot and key ideas. Students often find this aspect of the curriculum difficult, and therefore much time is dedicated to ensuring a strong grasp on the text is established.

In Year 11, students begin by studying the 15 poems in the 'Power and Conflict' anthology (Literature Paper 2 Section B), while developing skills for Unseen Poetry (Literature Paper 2 Section C). The poems are taught in a sequence that allows links to be drawn between each, and therefore allows students to develop their skills of comparison through the journey of learning. The teaching of comparison in Literature marries well at this point, with the introduction of Language Paper 2, which is an exam based on comparing two sources.

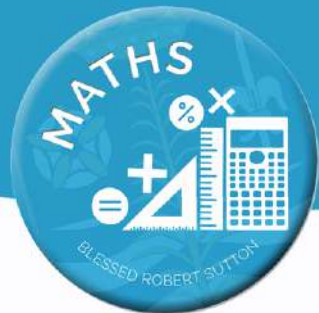
Then students study the 19th century text 'Jekyll and Hyde' (Literature Paper 1 Section B) which is again challenging. By this stage in their studies, students should be increasingly confident and proficient at reading texts, and therefore leaving this element until last means they are as skilled as possible when undertaking the study of this final text.

English Language

Pupils study the AQA GCSE English Language specification which is tested by two exams at the end of the course. For the Language curriculum, lessons in Year 10 focus on the first paper, which is fiction comprehension and creative writing.

Lessons in Year 11 focus on the Language Paper 2, which is comparison non-fiction comprehension and persuasive writing.





GCSE Mathematics

CONTACT

Miss Schofield

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EXAM BOARD: OCR

COURSE REQUIREMENTS: 100% Exam

COURSE DESCRIPTION

| NC Subject Content Area | Strands |
|---------------------------------------|---|
| Number | <ul style="list-style-type: none"> Number: Understand and Represent Number Number: Calculations Number: Understand Fractions and Decimals Number: Percentages |
| Algebra | <ul style="list-style-type: none"> Algebra: Understand Notation and Substitute Algebra: Equivalence and Proof Algebra: Solve Equations and Inequalities Algebra: Linear Graphs Algebra: Non-Linear Graphs Algebra: Sequences |
| Ratio, Proportion and Rates of Change | <ul style="list-style-type: none"> Ratio, Proportion, Rates of Change: Multiplicative Relationships Ratio, Proportion, Rates of Change: Ratio & Rates |
| Geometry and Measures | <ul style="list-style-type: none"> Geometry & Measures: Perimeter, Area & Volume Geometry & Measures: Construct & Transform Geometric Figures Geometry & Measures: Shape Properties Geometry & Measures: Angles Geometry & Measures: Pythagoras & Trigonometry Geometry & Measures: Geometrical Proof |
| Probability | <ul style="list-style-type: none"> Probability |
| Statistics | <ul style="list-style-type: none"> Statistics: Represent & Interpret Data Statistics: Statistical Measures Statistics: Bivariate Data |

At Blessed Robert Sutton, we deliver the OCR 9-1 Mathematics GCSE. There are two tiers of entry (Foundation & Higher) and all examinations take place at the end of Year 11.

A small assessment will take place after each unit of work. Formal summative assessments will take place termly in line with the whole school assessment policy. The final exam consists of three papers, each being 1 hour 30 minutes.





GCSE Religious Education

CONTACT

Mrs Bannister & Miss Gibson
jbannister@brs.srscmat.co.uk
agibson@brs.srscmat.co.uk

EXAM BOARD: Eduqas COURSE REQUIREMENTS: 100% Exam

COURSE DESCRIPTION

At KS4, our students build on their prior learning from KS3, while developing sophisticated analytical and evaluative skills. This enables students to be more questioning in their study of the impact of religious and non-religious belief on the lives of people in the modern world.

In Year 10 students will study Judaism and Foundational Catholic Theology:

Judaism (25%)

Students must know, understand and express common and divergent views and the basis for beliefs, teachings and practices in Judaism. Students will study topics such as beliefs about God, Messiah, the functions of a synagogue and Jewish rituals and festivals. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Foundational Catholic Theology (37.5%)

Origins and Meaning: This theme requires students to consider religious and non-religious beliefs about the origins and value of the universe and human life. Topics include scientific and religious explanations for the world, the sanctity of life and abortion and Catholic Social Teaching. Students are expected to make relevant references to scripture and other sources of authority.

Good and Evil: This theme requires students to consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Students are expected to make relevant references to scripture and other sources of authority, such as encyclicals and religious sculptures.

In Year 11 students will study Applied Catholic Theology:

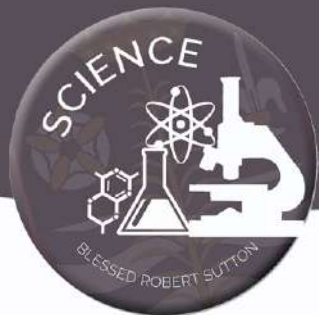
Applied Catholic Theology (37.5%)

Life After Death: This theme requires students to consider religious beliefs about the nature of life and death. Students will also consider issues surrounding death, such as euthanasia and palliative care. Students are expected to make relevant references to scripture and other sources of authority such as Jesus' parables of judgement.

Sin and Forgiveness: This theme requires students to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored. Students are expected to make relevant references to scripture and other sources of authority.

In Year 10 and Year 11 students will be assessed regularly with interim assessments in addition to SPCs in the form of past papers and exam style questions which will enable pupils to tackle all 3 papers. Students will sit mock exams in Year 11. Student's knowledge of key concepts and teachings will be continuously assessed through low stake quizzing and results are recorded in a knowledge retrieval log.





GCSE Combined Science: Trilogy

CONTACT

Mrs Warsop

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EXAM BOARD: AQA

COURSE REQUIREMENTS: 100% Exam

COURSE DESCRIPTION

Decisions as to whether you will study Combined or Separate Science will be made at the end of Year 10 and will be continually reviewed throughout Year 11

This course allows students to gain 2 GCSEs by providing them with a broad knowledge of Science. Students will still study a number of units relating to Physics, Chemistry and Biology. Together these units offer a broad, coherent course of study that adds to students' knowledge and understanding of the living, material and physical worlds.

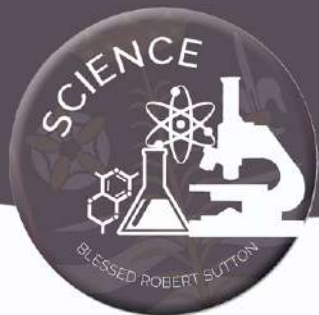
This course is examined at the end of Year 11. Students sit 6 examinations in total (2 per Science subject). Each paper is marked out of 70 and lasts 1 hour 15 minutes. Each paper makes up 16.7% of the final qualification.

The examinations include questions from key practicals (required practicals) which must be included during the teaching of the course. Most units studied include one or more key practicals. Each of these key practicals are fully explored during lesson time and help the students to become competent practical scientists. Students will use a variety of equipment so they become familiar with various practical techniques, alongside learning how to effectively analyse data and evaluate practicals.

The course is based on the delivery of 23 units. The units are split across Paper 1 and Paper 2. Paper 1 material is generally covered in Year 10 and Paper 2 in Year 11.

| | Paper 1 Topics | Paper 2 Topics |
|------------------|---|--|
| Biology | <ul style="list-style-type: none">• Cell Biology• Organisation• Infection and Response• Bioenergetics | <ul style="list-style-type: none">• Homeostasis and Response• Inheritance, Variation and Evolution• Ecology |
| Chemistry | <ul style="list-style-type: none">• Atomic Structure and the Periodic Table• Bonding, Structure, and the properties of matter• Quantitative Chemistry• Chemical Changes• Energy Changes | <ul style="list-style-type: none">• The rate and extend of chemical change• Organic Chemistry• Chemical Analysis• Chemistry of the Atmosphere• Using Resources |
| Physics | <ul style="list-style-type: none">• Energy• Electricity• Particle Model of Matter• Atomic Structure | <ul style="list-style-type: none">• Forces• Waves• Magnetism and Electromagnetism |





GCSE Separate Science:

Biology, Chemistry & Physics

CONTACT

Mrs Warsop

hwarsop@brs.srscmat.co.uk

EXAM BOARD: AQA

COURSE REQUIREMENTS: 100% Exam

COURSE DESCRIPTION

Decisions as to whether you will study Separate or Combined Science will be made at the end of Year 10 and will be continually reviewed throughout Year 11

GCSE Separate Science allows the students to gain 3 GCSEs, one for each Science. The course covers the same 23 units as the Combined Science course, but in more depth. The units are arranged in the same way as the Combined Science course – being split over Paper 1 and Paper 2.

By the end of the course the students will have a broad and detailed understanding of science.

Biology

The course is designed on a series of topics related to the living world and by putting Biology in the context of students' everyday lives, it is designed to help them better understand how Science can be used to explain the living world.

Chemistry

The course is designed to help students appreciate how to formulate a scientific approach to understanding and explaining the world and solving problems. Many of the materials considered are substances that students will come across in their daily lives, i.e. water, vegetable oils, metals, keeping their learning in context.

Physics

The course is designed to give students the tools and concepts they need to be able to construct a scientific approach to solving problems. Topics such as the efficiency of electrical appliances and braking distances, as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang, are covered in the course. Practical work is used to develop students' skills in a way that consolidates their understanding of theory and brings the subject alive in the classroom.

This course is examined at the end of Year 11. Students sit 6 examinations in total (2 per subject). Each of the papers is marked out of 100 and last 1 hour 45 minutes – this is to allow for the examination of additional content. For each GCSE each paper makes up 50% of the qualification.

Like the Combined Science course, the examinations include questions from the required practicals studied. In the Separate Science course there are more of these required practicals. Again these practicals enable the students to become competent practical scientists.



EBacc Subjects

“ ‘Studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.’

- A study by the UCL Institute of Education ”

GCSE Computer Science



GCSE French



GCSE Spanish



GCSE Geography



GCSE History





GCSE Computer Science

CONTACT

Mrs Langston

jlangston@brs.srscmat.co.uk

EXAM BOARD: OCR

COURSE REQUIREMENTS: 100% Exam

COURSE DESCRIPTION

The Key Stage 4 Curriculum enables students to study different aspects of technology, focussing on areas such as programming, hardware, software and networking.

| Content Overview | Assessment Overview | |
|---|---|---|
| Computer Systems <ul style="list-style-type: none"> Systems Architecture Memory Storage Wired & Wireless Networks Network Topologies, Protocols & Layers System Security System Software Ethical, Legal, Cultural & Environmental Concerns | Computer Systems (01) 80 Marks 1 Hour and 30 Minutes Written Paper (No Calculators Allowed) | 50% of Total GCSE |
| Computational Thinking, Algorithms & Programming <ul style="list-style-type: none"> Algorithms * Programming Techniques Producing Robust Programs Computational Logic Translators & Facilities of Languages Data Representation | Computational Thinking, Algorithms & Programming (02) 80 Marks 1 Hour and 30 Minutes Written Paper (No Calculators Allowed) | 50% of Total GCSE |
| *Algorithm questions are not exclusive to Component 02 and can be assessed in either component | | |
| Programming Project <ul style="list-style-type: none"> Programming Techniques Analysis Design Development Testing & Evaluation & Conclusions | 20 Timetabled Hours | Formal Requirement Consolidates the learning across the specification through practical activity |

At KS4, Computer Science students will be assessed formatively using a range of peer and self-assessment, as well as through marking and feedback in the form of clear targets and questioning by teachers to ensure consistent progression. Students will regularly complete exam questions in lesson and as homework.





What can learning a language at BRS offer you?

Learning through interaction

Intuitive understanding from context

Natural confidence, able to take risks

Gain pleasure from language and communication

Use every opportunity to explore ideas and have fun

Interest in other cultures

Spontaneity & passion for song, poetry, films & books

Talent, tenacity and probably talkativeness

“

At Blessed Robert Sutton the study of modern foreign languages is founded on a robust curriculum which facilitates the development of intercultural awareness, effective communication and an understanding of how language works.

”



St Ralph
Sherwin
Catholic Multi Academy Trust



GCSE French

CONTACT

Mrs Coons

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EXAM BOARD: AQA

COURSE REQUIREMENTS: 100% Exam – Reading 25%, Speaking 25%,
Listening 25%, Writing 25%.

COURSE DESCRIPTION

What does this course offer me?

French is the official language in 29 countries on 5 different continents, making it second to English. It is one of the world's most popular second languages and was recently voted the most useful language by businesses in the UK (CBI Skills Survey 2017). A qualification in French will introduce you to a vast array of diverse cultures and as France and other French speaking countries make up a huge part of the global economy, will put you in high demand when looking for a career later on.

Who should choose French?

French is for those students who have a positive attitude to language learning and an interest in the huge variety of French speaking cultures. Those BRS students who are currently studying French in Year 9 have gained a firm grounding in French language and are ready to achieve success at French GCSE. You are a fairly confident learner who enjoys French or needs a language at GCSE for a future career.

What will I study at GCSE?

Students will study a wide range of interesting topics relating to the French language and the culture of French speaking countries.

This falls into three themes of study:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment



How will I be assessed?

The course is made up of four main skills areas, all of which are worth 25% of the course.

They are:

Unit 1: Listening

Unit 2: Speaking

Unit 3: Reading

Unit 4: Writing

This course is offered at foundation and higher tier and is suited to all students, but it helps if they have an interest in other cultures and broadening their horizons. Students will be using and developing a range of soft skills as well as learning another language. In the ever-developing world, it is now more important than ever to learn a foreign language and employers are looking for this skill too! GCSE French is assessed through final exams, which means there is no coursework, and all exams are taken at the end of Year 11.





GCSE Spanish

CONTACT

Mrs Coons

acoons@brs.srscmat.co.uk

EXAM BOARD: AQA

COURSE REQUIREMENTS: 100% Exam – Reading 25%,
Speaking 25%, Listening 25%, Writing 25%.

COURSE DESCRIPTION

What does this course offer me?

Spanish is one of the three most spoken languages in the world and Spanish speakers make up a vast Hispanic global economy. This makes GCSE Spanish a highly sought-after qualification by British employers. Currently, with the UK looking for trade partners farther afield, a Spanish GCSE will put you in high demand in virtually any career.

Who should choose Spanish?

Spanish is for those students who have a positive attitude to language learning in general and an interest in other cultures. It would also suit those who would like to learn a language other than French and who wish to make themselves competitive in the global economy. If you are a confident linguist who has coped reasonably well with French and have a particular passion for Spanish, you will find that your knowledge of French will be very useful.

What will I study at GCSE?

Students will study a wide range of interesting topics relating to the Spanish language and the culture of Spanish speaking countries.

This falls into three themes of study:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment



How will I be assessed?

The course is made up of four main skills areas, all of which are worth 25% of the course.

They are:

Unit 1: Listening

Unit 2: Speaking

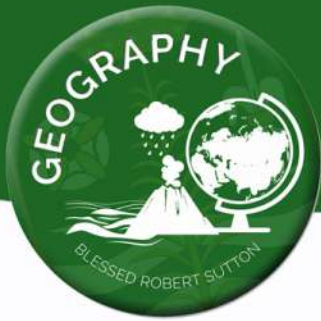
Unit 3: Reading

Unit 4: Writing

This course is offered at foundation and higher tier and is suited to all students, but it helps if they have an interest in other cultures and broadening their horizons. Students will be using and developing a range of soft skills as well as learning another language. In the ever-developing world, it is now more important than ever to learn a foreign language – and employers are looking for this skill too!

GCSE Spanish is assessed through final exams, which means there is no coursework and all exams are taken at the end of Year 11.





GCSE Geography

CONTACT

Mr Davies-Tagg

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EXAM BOARD: AQA

COURSE REQUIREMENTS: 100% Exam

COURSE DESCRIPTION

In Year 10 and Year 11 students will continue to develop their geographical knowledge and skills by studying three key areas:

Living with the Physical Environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Challenges in the Human Environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), Lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Geographical Applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

In Year 10 and Year 11 students will be assessed regularly with interim assessments in addition to SPCs in the form of past papers and exam style questions which will enable students to tackle all three papers. The final exam consists of three papers, two are 1 hour 30 minutes and one is 1 hour 15 minutes.





GCSE History

CONTACT

Mr Davies-Tagg

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EXAM BOARD: AQA

COURSE REQUIREMENTS: 100% Exam

COURSE DESCRIPTION

The Key Stage 4 Curriculum enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.

| Paper | Topic | Description |
|---|---|--|
| Paper 1: Understanding the Modern World (50% of GCSE, 2 hours, 84 marks) | Period Study – America, 1840-1895: Expansion and consolidation. | This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation. |
| | Wider World Depth Study– Conflict & Tension 1894 - 1918 | This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. |
| Paper 2: Shaping the Nation (50% of GCSE, 2 hours, 84 marks) | Thematic Study – Britain, Health and the People c.1000 | This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. |
| | British Depth Study: Norman England 1066 - 1100 | This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. |

At KS4, History students will be assessed formatively using a range of peer and self-assessment, as well as through marking and feedback in the form of clear targets and questioning by teachers to ensure consistent progression. Students will regularly complete exam questions in lesson and as homework.

Summative assessment practices at KS4 result in Year 10 and Year 11 students having three SPCs throughout the year (including one Mock Exam). SPCs will be in the form of either half a GCSE Paper (40-44marks) or a full GCSE Paper (84marks) depending on content coverage. SPCs will feature a range of 4 to 16 mark questions based on the following Assessment Objectives:

| AO1 | AO2 | AO3 | AO4 |
|-----------------------------|--|---------------------------------|--|
| Apply Historical knowledge. | Explain and analyse second order concepts. | Use sources to make judgements. | Consider similarities and differences between sources. |



Practical Subjects

GCSE Art & Design



GCSE Art Textiles



GCSE Design & Technology



GCSE Food Preparation & Nutrition



GCSE Physical Education



BTEC Performing Arts



**St Ralph
Sherwin**
Catholic Multi Academy Trust



GCSE Art & Design

CONTACT

Mrs Turner

hturner@brs.srscmat.co.uk

EXAM BOARD: Eduqas

COURSE REQUIREMENTS: 60% Portfolio and 40% Exam

COURSE DESCRIPTION

The Eduqas GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. A rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.

This specification encourages students to:

- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

Possible areas of study include:

- Drawing
- Installation
- Lens and light-based media
- Mixed media
- Land Art
- Printing
- Painting
- Sculpture



Students will be assessed through a personal learning checklist for each unit of work, grading their progress based on a RAG rating and a teacher digital tracker. A formal assessment of each unit will take place using the 4 GCSE assessment objectives.



GCSE Art Textiles

CONTACT

Mrs Turner

hturner@brs.srscmat.co.uk

EXAM BOARD: Eduqas

COURSE REQUIREMENTS: 60% Portfolio and 40% Exam

COURSE DESCRIPTION

Eduqas GCSE Art Textiles is a vibrant and dynamic course that gives students the freedom to explore the subject in ways that inspire and bring out the best in all students, whilst equipping them with the skills to continue the subject with confidence at AS, A-level and beyond. There is a full range of options open to students, which allow for the study of Art Textiles in both breadth and depth. Portfolio projects, assignments or briefs can be open-ended or more narrowly focused. There is no restriction on the choice of media, scale or format that students use to reflect and evidence their submissions.

This specification encourages students to:

- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

Possible areas of study include:

- Weaving
- Felting
- Stitching
- Applique construction methods
- Printing
- Yarns
- Threads
- Fabrics
- Textile materials



Students will be assessed through a personal learning checklist for each unit of work, grading their progress based on a RAG rating and a teacher digital tracker. A formal assessment of each unit will take place using the 4 GCSE assessment objectives.





GCSE Design & Technology

CONTACT

Mrs Langston

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EXAM BOARD: AQA COURSE REQUIREMENTS: 50% Written Exam and 50% NEA

COURSE DESCRIPTION

Our GCSE Design and Technology course sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The course is delivered through the practical application of this knowledge and understanding, with topics and themes grouped together and split into three sections as follows:

Core technical principle

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties



Specialist technical principle

- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes



Designing and making principles

- Investigation, primary and secondary data
- Environmental, social and economic challenge
- The work of others
- Design strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Material management
- Specialist tools, equipment, techniques and processes



Students will be assessed through a personal learning checklist for each unit of work, grading their progress based on a RAG rating and a teacher digital tracker. A formal assessment of each unit will take place using the GCSE assessment objectives.





GCSE Food Preparation & Nutrition

CONTACT

Mrs Langston

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EXAM BOARD: AQA

COURSE REQUIREMENTS: 50% Written Exam and 50% NEA

COURSE DESCRIPTION

Food and Nutrition in our school will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Our curriculum will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways, as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Through food and nutrition, students will:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

During Year 10 students will complete knowledge checks at the end of every lesson and knowledge recaps at the start of the lesson. Students will be assessed on their practical skills in every lesson and also complete written assessments in the form of GCSE papers/style questions to demonstrate their knowledge and understanding.





GCSE PE

CONTACT

Mrs Goddard

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EXAM BOARD: Edexcel

COURSE REQUIREMENTS: 60% Exam, 30% Practical Performance and 10% Personal Exercise Programme (non-examined assessment)

COURSE DESCRIPTION

A GCSE in Physical Education equips Students with the knowledge, understanding, skills and values they need to develop and maintain their performance in physical activities. Students also gain an understanding of how physical activities benefit health, fitness and wellbeing.

The GCSE PE course has theory and practical elements.

The Theory Element is worth 60% and this consists of the following:

Theory Exam 1:

- Anatomy and Physiology
- Movement Analysis
- Training and Data

Theory Exam 2:

- Health and Fitness
- Psychology of Sport
- Socio-cultural issues in Sport and Fitness



In GCSE PE students are tested after each unit, known as knowledge curriculum tests. These assessments will test all of the knowledge and skills that the students have developed up to that point. Each assessment aims to cover questions from a range of difficulties, ensuring that students at different attainment levels can be distinguished between.

The practical element is worth 40% and comprises of practical activities and coursework. Students will be assessed in three approved practical activities. Pupils can be assessed in activities inside and outside of school. Students must be willing participants in order to succeed in this element of the course (with attendance at extra-curricular clubs highly recommended). This element is referred to as the NEA (Non Examined Assessment).





BTEC Level 2 Tech Award in Performing Arts

CONTACT

Mrs Wilson

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EXAM BOARD: Edexcel

COURSE REQUIREMENTS: 60% Coursework and 40% Exam

COURSE DESCRIPTION

If you wish to develop your creative skills, whether performing on stage or supporting behind the scenes, Performing Arts BTEC is just the course you need. This course will prepare you as you move forward in the Performing Arts, Art Managements, Acting, Musical Theatre or Event Management. Following this course you may progress to a Level 3 course post-16 and to a Performing Arts related programme at university.

During the course you will study three units:

- Unit 1: Exploring the Performing Arts
- Unit 2: Developing Skills and Techniques in the Performing Arts
- Unit 3: Performing to a Brief

You will complete a series of assignments, undertake research and perform to other members of the group and to an audience. You will have the opportunity to visit theatres and shows in your study.

60% of the course is internally assessed by the teachers who lead the lessons. You must meet the assessment criteria set out in the course specification.

40% of the course is externally assessed. The externally assessed unit is a synoptic assessment which will require you to use the skills developed in the first two units to complete the assessment. You will have to perform in front of audiences both in school and after school.



Key Dates & Next Steps

W/C 16th January 2023

Subject taster sessions to take place in lessons

W/C 23rd January & W/C 30th January

Career interviews to take place with Ms McAulay

Thursday 16th February 2023

Year 9 Parents Evening

Thursday 16th February 2023

Deadline for return of options forms

What happens next:

Visit the website to watch all the subject presentations and an overview of the process

Book a meeting with either Mrs McDowall, Ms McAulay or a senior leader

Make your decision and complete the online form

Option Choices 2023

Along with the core subjects of Careers, Character, English Language, English Literature, Maths, RE & Science

Please choose one subject from each of the Blocks below:

| Choose one subject below | |
|--------------------------|------|
| Humanities | Tick |
| Computer Science | |
| Geography | |
| History | |

| Choose one subject below | |
|--------------------------|------|
| Languages | Tick |
| French | |
| Spanish | |
| Extra English & Maths | |

| Choose one subject below | |
|--------------------------|------|
| Practical | Tick |
| Art & Design | |
| Art Textiles | |
| DT | |
| Food & Nutrition | |
| GCSE PE | |
| Performing Arts | |

You will study one subject from each of the option blocks

You will also need to choose 1 reserve subject

Now click on the link on the website and
enter your option choices online
<https://www.robertsutton.srscmat.co.uk>

Make sure you complete this by Thursday 16th February 2023





**Blessed Robert Sutton
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and social awareness through Christ.'



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