



RISEDALE

SCHOOL

A family of learners



2024 - 2026

Year 9 Options Booklet

KS4 & YOUR FUTURE

Looking to the Future

The aim at Risedale is to provide a world-class curriculum which stimulates and motivates all pupils, irrespective of background. All pupils deserve the chance to aspire to a future beyond the normal constraints. Our curriculum looks to break the mould and raise expectations so that pupils understand they are part of a greater, wider world with practically limitless possibilities.

The jobs of the future, with an increasing reliance on computers and artificial intelligence, are a great unknown. However, all employers agree that pupils need and deserve a rounded curriculum which encourages problem-solving, strong social skills, teamwork, collaboration and independence. We pledge at Risedale to ensure all pupils are well-placed to face these future challenges with a positive outlook and strong resilience.

Key Stage 4

When you begin Year 10 you will be entering a vital phase of your education, known as Key Stage 4 (KS4). This brochure has been written to explain to you and your parents/carers what is involved and the subjects pupils can choose to help them prepare for the future.

Risedale offers both GCSEs and Vocational qualifications; pupils may choose a mixture of the two. The option page for the subject makes it clear what kind of qualification it is. All courses are designed for two years of study.

GCSEs are:

- graded from 9-1
- assessed mainly by examination at the end of the course, although some subjects have a non-examination assessment component as well, which may involve a practical examination
- split into 'foundation tier' and 'higher tier' if one examination paper does not give all pupils the opportunity to show their knowledge and abilities
- more academic and theoretical.

Vocational Courses (Cambridge Nationals or Technical Awards) are:

- equivalent to GCSE courses - still challenging but offer a different approach
- graded as Pass, Merit or Distinction at Level 1 or 2 (a Level 2 Pass is equivalent to a grade 4 in a GCSE subject)
- assessed mostly by coursework, which is carried out by pupils independently in school
- required to have an examination which must be taken at the end of the course
- more practical in content.



Your Opportunities

The opportunities available to you in the future will very much depend upon what you achieve during the next two years. All achievements are important, from taking part in school teams to basic things like showing that you have excellent attendance and punctuality records, that you are well mannered and polite and that you are trustworthy and reliable. Employers wish to see evidence of excellent progress and strong social and problem solving skills.

CURRICULUM INFORMATION

Compulsory Subjects:

You will study these compulsory subjects throughout Years 10 and 11.

English Language

English Literature

Mathematics

Science: Combined Award (2 GCSEs)

Core PE
Physical Education

Core RPE
Religion, Philosophy and Ethics

Social Studies

Option Subjects:

You will also have the opportunity to study 4 of the following option subjects.

We aim to provide a diverse range of subjects. However, a subject might not run if too few pupils choose it.

Art, Craft and Design	German
Design and Technology	History
Drama	Information Technology
Engineering	Media Studies
Fashion and Textiles	Physical Education
Food Preparation and Nutrition	Religious Studies
French	Science: Triple Award (3 GCSEs)
Geography	Sport Studies

Our aim is to ensure all pupils leave Risedale with the skills and qualifications to ensure they are competitive in the future whilst following an appropriate curriculum. To help ensure this, pupils are placed on two possible pathways.



We strongly advise pupils selected for the EBacc pathway to study Geography or History and either French or German plus two other subjects.



Pupils selected for the Open pathway must study at least one of either Geography, History, French, German or Triple Science plus three other subjects.

Pupils on the Open Pathway may choose to study the EBacc pathway should they wish, SIMPLY by selecting a language and either Geography or History. They do not need a different option form, just complete this on the OPEN pathway form.

GENERAL GUIDANCE:

- Pupils should choose only one of Design & Technology or Engineering.
- Pupils should choose only one of Art, Craft & Design or Fashion & Textiles.



OUR EXPECTATIONS

Key Stage 4

It is because we want you to succeed and to have as many opportunities as possible that we have high expectations of your work and behaviour in Years 10 and 11. In particular, we will expect you to:-

- Show respect and pride in everything that you do.
- Focus on your learning and allow others to learn.
- Seek help with your learning as soon as you experience any difficulties.
- Meet all coursework deadline dates.
- Develop your interests and skills outside the classroom, for example in sports and music.
- Contribute to developing the reputation of Risedale in the local community.

We all have a part to play in getting the grades



Pupils - Parents - Teachers
Together we are 'A Family of Learners'

ENGLISH

Exam Board: Pearson Edexcel - Course Leader: Miss G Roberts

Course Information:

In GCSE, your time in English will be spent working towards two GCSEs. These courses are designed to be taught together, with all assessments taken as examinations at the end of the course and a separately endorsed Speaking and Listening component. It is a single-tier subject. The Literature assessments will all be closed-book examinations. The course will be enjoyable and our expectations of you will be high. You must show a high degree of organisation and self-discipline to meet the demands. Targets will be set at each stage of the course and you will be urged to make the most of all opportunities to reach your potential in English.

What will I study?

In the new Language 2.0 course you will cover "Fiction and Imaginative Writing" and "Non-fiction and Transactional Writing". The Literature course will cover four set texts. The texts you will encounter in both these courses are chosen to encourage you to understand the current world around you from a different perspective, travel back in time to learn about historical societies and consider the future. You will use this understanding to develop your creative writing, critical thinking and analytical writing skills.

Assessment: Examination and Non-examination Assessment

Pearson Edexcel English Language 2.0:

Paper 1: Non-Fiction Texts

Written Exam: 1 hour 55 mins - (80 marks) (50% of GCSE)

Section A: Reading Two unseen 19th century non-fiction extracts.

Section B: Writing Transactional writing linked to a theme.

Paper 2: Fiction Texts

Written Exam: 1 hour 55 mins - (80 marks) (50% of GCSE)

Section A: Reading Two unseen texts from the 20th and 21st centuries.

Section B: Writing Imaginative writing linked to a theme.

Non-examination Assessment: Spoken Language

Separately endorsed and will cover AO7, AO8 and AO9 for spoken language - (0% weighting of GCSE)

Presenting, responding to questions and feedback, use of Standard English.

Pearson Edexcel English Literature:

Paper 1:

Written Exam: 1 hour 45 mins - (80 marks) (50% of GCSE)

Section A: Shakespeare. Two questions - one based on a 30 line extract and one on the whole play.

Section B: Post-1914 British Drama or Fiction. Pupils study EITHER drama or fiction. Choice of essay questions. Vocabulary, sentence structure, spelling, punctuation and grammar are assessed.

Paper 2:

Written Exam: 2 hours 15 mins - (80 marks) (50% of GCSE)

Section A: 19 Century Fiction. Two questions - one based on a 400 word extract from the novel (provided for pupils) and another based on the whole novel.

Section B: Poetry One question comparing one named poem from the anthology with another anthology poem. One question asking pupils to compare two unseen contemporary poems.

- We enjoy English, as it positively changes our perspectives on life.
- English really helps a person grow into their full literary potential both as a reader and a writer.
- English develops skills that will stay with you for life.
- It gives you a voice.
- It makes you think about the world around you and become open to other perspectives.
- English provides lots of transferable skills for other subjects.

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Future Opportunities

- Progression to Further and Higher Education.
- A requirement for most college courses, apprenticeships and other courses.
- Careers include: Digital Copywriter, Editorial Assistant, English as a Foreign Language (EAL) Teacher, Lexicographer, Journalist, Proofreader and Web Content Manager.

MATHEMATICS

Exam Board: Pearson Edexcel. Course Leader: Mr M Carter

Course Information:

Mathematics is one of the most important qualifications that employers, colleges and universities look for you to achieve. You will not be able to study higher level qualifications without first achieving a GCSE in mathematics. It is also one of the most used subjects in everyday life and, therefore, a compulsory subject taken by all pupils at KS4.

There have been substantial changes in GCSE mathematics and pupils have already started preparing for this course in Year 9. Pupils who are entered for the Foundation tier entry will be able to achieve grades 1 to 5 and pupils entered for Higher tier entry will be able to achieve grades 4 to 9. Pupils are entered for the tier that is most suitable for their ability. Pupils will sit three examinations to determine their final grade. There is no non-examination assessment requirement in this subject

A scientific calculator can be used for 2 out of the 3 examination papers. It is advisable that all pupils have their own scientific calculator (which must meet exam board requirements) to ensure that they can practise their skills in a variety of subjects. Calculators on phones are not acceptable, as they cannot be used in examinations.

What will I study?

- **Number:** This covers topics such as fractions, decimals, percentages, ratios, mental and written methods of calculation, powers and roots, number operations and the relationships between them, calculator methods and solving numerical problems.
- **Algebra:** This includes the use of symbols, equations (such as linear, quadratic and simultaneous), formulae, sequences, functions and graphs.
- **Geometry:** Some of the areas of learning included are properties of 2 and 3-dimensional shapes, the ability to draw these shapes accurately, geometrical reasoning, transformations and coordinates.
- **Measures:** This aspect includes area, volume, speed, perimeter and units of measurement.
- **Data:** This area covers all aspects of data, including collecting, processing and representing data as well as averages and probability.

Assessment:

There are three areas of assessment:

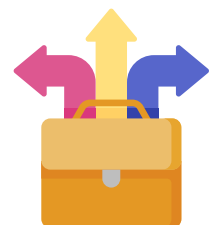
- **AO1:** Use and apply standard techniques (traditional 'do it' questions).
- **AO2:** Reason, interpret and communicate mathematically (presenting arguments and proof).
- **AO3:** Solve problems within mathematics (questions that involve thinking skills and strategies within a given context).

- We enjoy using Maths to find secret codes!
- We have a greater appreciation for the subject when the teacher shows us how it applies to real life!



Future Opportunities

- Progression to Further and Higher Education depends upon achieving GCSE Mathematics. You can also study Mathematics as an A Level.
- Mathematics GCSE is a prerequisite for every career. Without GCSE mathematics you could be delayed in entering apprenticeship, employment or level 3 qualification opportunities. GCSE Mathematics can place you ahead of the game in many careers and can aid promotion in the Armed Forces.



SCIENCE: COMBINED AWARD

Exam Board: AQA - Course Leader: Mrs J Hailwood.

Course Information:

Pupils will work towards the Combined Science (AQA Trilogy) double award GCSE qualification (worth 2 GCSEs).

What will I study?

Biology:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Physics:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Magnetism and electromagnetism
- Forces
- Waves

Chemistry:

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

In addition to the specified units, there are 21 practicals that pupils must complete.

High-achieving pupils who really enjoy Science and know that it will be important in their future career should consider opting for Triple Science where they can work towards 3 separate GCSEs in Biology, Chemistry and Physics - hence the name 'Triple Award'.

Assessment:

- Assessment is by examination only. There will be 6 papers: 2 Biology, 2 Chemistry and 2 Physics, each assessing different topics and each lasting 1hr 15mins.
- Each paper will cover a combination of structured, closed short answer and open response questions.
- There will be a 17 point grading system for the Combined Science GCSE; from 9-9, 9-8 through to 2-1, 1-1. There will be a choice of foundation and higher tier; however, all papers must be sat at the same tier.

- Practical lessons always go really fast!
- I like it best when we are able to debate issues like stem cell research and conservation.
- Some of the Science topics are really interesting.
- A lot of the Science we learn about is very new and you are always hearing about it on the news.

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Future Opportunities

- Further study to A Level is possible with good grades in Science.
- There are many varied career paths available to those interested in Science, and if you have achieved good grades this will indicate to any employer that you have developed many skills of use to them.
- Careers include: Analytical Chemist, Animal Technician, Biomedical Engineer, Clinical Psychologist, Forensic Scientist, Medicine and Pharmaceuticals. See www.sciencebuddies.org for more Science-related career ideas. The list is endless!



PHYSICAL EDUCATION (CORE)

Course Leader: Miss S Brierley

Course Information:

Whilst Core PE is a compulsory subject, it is not an examined subject. We try to use facilities in the local community as well as our own. We have an on-site fitness room that includes a treadmill, cross-trainer, exercise bikes and free weights and is mainly used by small groups at Key Stage 4.



Over the past few years, pupils at Key Stage 4 have had access to sporting facilities at Catterick Leisure Centre, Catterick Golf Club, Colburn Leisure Centre and Low Mill Outdoor Centre and have enjoyed taking part in sports such as football, rugby, basketball, handball, boxercise, trampolining, dance, table tennis, badminton, lacrosse, tchoukball and crazy catch. During the summer we offer softball, tennis, cricket, athletics, volleyball, Frisbee and rounders.

We do ask for a commitment from all pupils to bring the appropriate kit and take part.

We are continually working to bring on board new activities and so the options we offer are changing all the time.

Assessment:

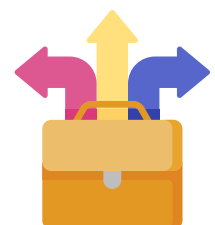
This is a non-examined subject, however, we do track all pupils' attitudes towards their PE lessons, in line with the school policy on tracking.

- I have learnt all sorts of things about fitness and exercise training. I've been able to apply this knowledge in my own training and sports performance, and it's helped to give me clearer training goals, which I know I will achieve.
- The football unit has really helped with my performance. I now understand some of the reasons why I act the way I do when I play football and have been able to develop as a player as a result.
- I play rugby for a local team so getting a better understanding of training methods that can be used to benefit my sport was really useful for me.
- Core PE is a great opportunity to try out new sports and play in teams.

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Future Opportunities

- Physiotherapist.
- Sports Nutritionist.
- Sports Coach.
- Leisure Centre Manager.
- Sports Development Officer.



RELIGION, PHILOSOPHY & ETHICS (CORE)

Exam Board: ASDAN - Course Leader: Mrs J Laheney

Course Information:

Course Level: Accreditation (up to 6 credits) towards a Level 2 ASDAN Certificate.

Core Religion, Philosophy & Ethics (RPE) is a compulsory subject followed by all pupils. Pupils will follow a programme of study which fulfils the legal requirements of the North Yorkshire Council Agreed Syllabus for Religious Education.

Pupils will complete a Beliefs and Values Short Course, certificated by ASDAN. The course has a flexible structure and is focused on activity-based learning. Pupils will be expected to complete challenges and collect evidence to show what they have done. Evidence is then collated and stored in a portfolio. The programme offers the opportunity to:

- learn about and respect different beliefs and values, and how they contribute to a multicultural society
- gain an awareness of the impact that humans have on the environment and how to protect our planet
- become a responsible citizen and understand the laws needed for society to be fair and just
- appreciate the value of peace in society and the impact of conflict
- understand how different religions express their faith through worship and actions
- explore the concept of inspiration from both religious and non-religious perspectives.

The activities pupils complete will also provide an excellent opportunity to develop core skills in self-management, teamwork, problem-solving, IT, literacy and numeracy. Throughout KS4 pupils will complete 6 modules (4 in Year 10 and 2 in Year 11).

- Module 1: Values, Beliefs and Decision Making
- Module 2: Environment
- Module 3: Crime and Punishment
- Module 4: Peace and Conflict
- Module 5: Beliefs and Practice
- Module 6: Inspiration



Assessment:

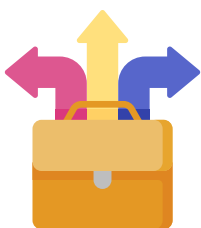
Pupils will be continually assessed throughout the course using a variety of methods, however, this course is modular and accreditation will be given for all modules completed to the required standard. Pupils will be required to provide evidence for each module completed through the production of a portfolio. This will be verified by their class teacher and moderated internally prior to certification.

- I enjoy debating the current issues which are often in the news.
- The course has less pressure because we don't have to do an exam and so we often do lots of different activities in our learning.

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Future Opportunities

- Following a course in Religion, Philosophy and Ethics lays a good foundation for A Level courses in Law, Sociology, Psychology, Politics, History, Health & Social Care, Child Development and Religious Studies.
- This could lead to future careers in fields such as Critical Analysis, Counselling / Advice Workers, Armed Forces, Politics, Civil Services, Nursing, Medicine, Law, Teaching.



SOCIAL STUDIES

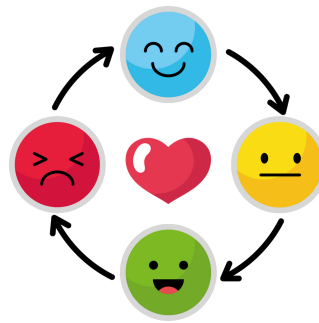
Course Leader: Ms L Dunphy

Course Information:

Social Studies is delivered in order to enable pupils to make informed choices in their future lives and ensure the best chance of staying safe and healthy, contributing positively to society and achieving economic wellbeing.

Pupils will continue to follow a programme in Key Stage 4 that covers aspects of:

- Health and wellbeing
- Relationships
- Living in the wider world
- Careers
- Study skills and exam preparation



Assessment:

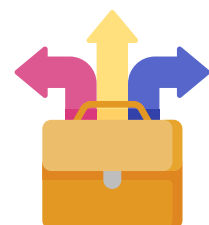
Social Studies is a non-examined course delivered during one lesson a week. The course is assessed with quiz questions, case studies and debate questions.

- I think Social Studies gives me a great insight into real-life issues and things that will affect me when I'm older.
- We learn about skills for life.
- I enjoy engaging in debates on current issues in the news.

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Future Opportunities

- Following a course in Social Studies lays a good foundation for A Level courses in Law, History, Health & Social Care, Child Development, Religious Studies and Politics.



ART, CRAFT & DESIGN

Exam Board: AQA - Course Leader: Ms J Westwood

Entry Requirements:

GCSE Art is time intensive and requires a lot of independent working from the start. A keen interest in learning and writing about artists' work will be helpful and pupils considering Art GCSE should already be engaging with art and drawing at home for themselves on a regular basis. Pupils will need to have access to a suitable camera or smartphone and their own art equipment for homework tasks. Pupils who are confident in their skills by Year 9 will have the best chance of success, although a determined approach by any pupil at any level will ensure good progress is achieved.

Course Information:

Pupils will be working on coursework from the very start of Year 10 and everything they produce from the start of the course contributes to the final grade they receive at the end.

Coursework consists of two practical projects (titles to be confirmed) which include painting, drawing, photography, printmaking, digital studies, ceramics and written essays. Final pieces are completed in formal examination conditions.

The final examination is an externally set project (completed over a series of weeks) culminating in a final piece of work which is completed in 10 hours under formal examination conditions.

NB: Personal art equipment is a requirement of the course and discounted art equipment packs will be available to purchase through the school for all new Year 10 pupils at the start of the course.

Assessment:

The GCSE consists of:

- 60% Coursework (Non-examination assessment)
- 40% Examination (Externally set project)

Pupils are graded in the following four areas, each worth 25%:

- DEVELOP - Analysis of artists, including written work.
- EXPLORE - Refining techniques with various art materials
- RECORD - Drawing accurately from observation and photography.
- PRESENT - Completion and presentation of projects.

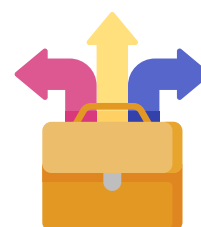


"I am so pleased I took Art at GCSE, at times it seemed really hard because there was so much work. I had to get used to doing extra work at home and after school but I really enjoyed developing my skills and creativity. I also really valued the after-school drop-in sessions which allowed me to use the school equipment and get one-to-one time with staff so that I could develop my skills even further. The course was really varied so I got the chance to learn new skills and I found the projects really inspiring although stressful at times as the pressure was always on! I am at college now doing a full time level 3 course in Art and hope to become an Art Teacher myself in the future." - Former pupil

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Future Opportunities

- Successful pupils can progress to A Level or Level 3 courses in Art and Design, Fine Art, 3D Art specialisms, Graphics, Film and Media Studies, Photography, Textiles and Fashion. However, the creative aspect of the course is also beneficial to a wide range of subject areas at advanced levels of study.



DESIGN & TECHNOLOGY

Exam Board: AQA - Course Leader: Mr M Kirkbride

Entry Requirements:

This subject involves mathematical and scientific knowledge and understanding, in relation to design and technology.

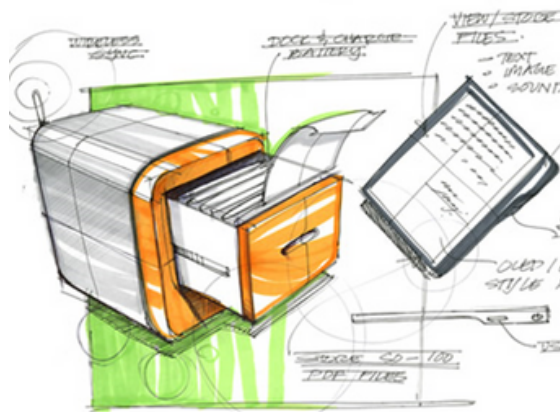
Course Information:

The course involves looking at the development of products, their history and consumer involvement. It has a significant link to the development of products that solve problems for specific groups of people in real life.

Pupils will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

They study the subject through 3 areas that supports their work:

- Core technical principles
- Specialist technical principles
- Designing and making principles



Assessment:

The course is assessed by both the teacher and the examination board.

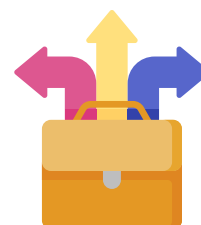
- There is a written examination at the end of Year 11, which counts towards 50% of the final marks.
- The remaining 50% comes from a non-examination assessment project, which offers three tasks to choose from and is set by the awarding body. The pupil needs to be aware that this project is entirely independent and that they will guide its progression themselves.

- I enjoy designing and making products and models.
- It's great to learn and use new workshop skills as well as practising ones we already know and I especially like the work with new technology such as the laser cutter and 3D printer.
- I enjoy solving problems and making things that have a real-life benefit to someone.

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Future Opportunities

- This course will help to prepare you for A/AS Level in Design and Technology or you may need to strengthen your grades by completing a foundation or intermediate vocational qualification.
- With further training, you could have a career in a Design and Technology related profession such as Architecture, all aspects of Engineering, Product Design or Graphic Design.
- You could also go straight into employment and complete further training or part-time study with the support of your employer.



DRAMA

Exam Board: AQA - Course Leader: Mrs A Southworth-Gedye

Entry Requirements:

Drama requires a willingness to explore practically with others and perform work in class as well as the ability to write confidently and meet deadlines.

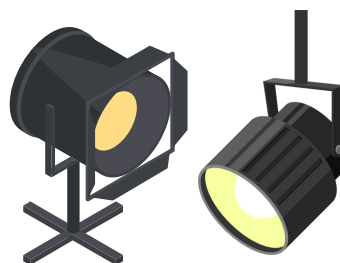
Course Information:

GCSE Drama is essentially the study of communication and society through the medium of theatre. The course teaches many transferable skills that will be useful throughout life: communication, presentation/public speaking, group and leadership skills, divergent thinking, confidence and the ability to work to a deadline. Drama is also a subject to take if you want a job working alongside the public or within the entertainment industry; in front of an audience or behind the scenes.

Alongside preparing for an extensive written exam pupils will complete two assessment performances. The first is a devised performance that pupils will create alongside group members and perform in class which is underpinned by a 900 word log written by the pupil. The second is a performance of scripted extracts to a visiting examiner. The course aims to develop pupils' understanding and appreciation of Drama as an art form.

Pupils will be required to develop the following skills:

- Acting and design
- Communication and group work
- Performance / design skills
- Creative thinking and devising
- Evaluative and analytical writing



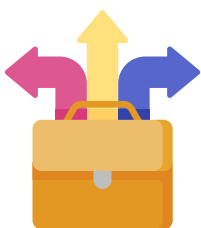
Lessons are split between practical and theory lessons. All pupils must explore texts practically and perform work in lessons. Integrated into the course is the opportunity for pupils to develop their understanding of the history of theatre, to study set plays and to develop a knowledge and understanding of production aspects such as set, costume, make-up and lighting design.

Assessment:

- **40% Written examination.** Pupils sit a 1hr 30m open book examination assessing their understanding of drama and live theatre.
- **60% Non-examination Assessment.** Pupils produce three pieces of performance coursework, one of which is supported by a piece of written coursework 900 words long. For these, they can work as an actor or as a designer (lighting/sound/set/costume). The NEA is split into:
 - **Devising drama (40%)** - Performance of own devised drama performance, a portfolio and a supervised evaluation, marked by the teacher and moderated by Eduqas
 - **Practical performance (20%)** - performance of two extracts from a play, off-script and in role, marked by a visiting examiner.

- Drama is a really good way to develop confidence and build relationships with other pupils. I have learnt so much from the work we have been doing in lessons. I love this subject!!
- I really enjoy Drama. I was nervous performing in class at first but the text we are studying is really good to perform and I feel more confident now.

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Future Opportunities

- This course prepares you well for A Level Drama and Theatre Studies.
- Working within customer services and alongside members of the public in any role.
- Drama specialist, a wide variety of work in the performing arts industry, teaching.
- It is also relevant to those who are interested in culture or social issues.

ENGINEERING

Exam Board: NCFE - Course Leader: Mr M Kirkbride

Entry Requirements:

This vocational course involves mathematical and scientific knowledge and understanding, in relation to engineering.

Course Information:

Course Level: Level 1/2 Technical Award in Engineering.

The subject at all aspects of engineering and its disciplines. It encourages the learner to use knowledge and practical tools to focus on developing transferable skills in practical engineering, accompanied by theoretical knowledge to help with progression into further education and employment. The study of engineering is the application of maths and science to solve real-world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. Learners will be able to read technical drawings, select appropriate materials along with tools and machinery, know how to carry out a practical task and work in a safe manner in line with current health and safety legislation.

Assessment:

The qualification has 2 assessments: one written externally set and marked examined assessment and one externally set, internally marked and externally moderated non-examination assessment.

- The written examination covers all aspects of engineering and counts towards 40% of the final marks.
- The other 60% comes from a synoptic project (coursework) given by the exam board. The pupil needs to be aware that this project is entirely independent and that they will guide its progression themselves.
- The qualification is graded as a Pass, Merit or Distinction at Level 1 or 2.



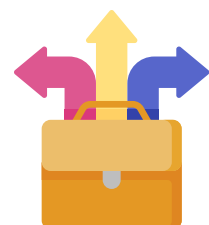
Inspirational Quotes

- Engineering stimulates the mind. Kids get bored easily. They have got to get out and get their hands dirty; make things, dismantle things, fix things. When the schools can offer that, you'll have an engineer for life. – Bruce Dickinson (Airline Pilot, Musician)
- There is nothing I believe more strongly than getting young people interested in science and engineering, for a better tomorrow, for all humankind. – Bill Nye (Science Educator, former Mechanical Engineer)

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Future Opportunities

- This qualification prepares learners for progression into higher education, skilled employment or onto an apprenticeship programme through specialising in a technical occupation in the engineering sector.
- Level 3 Technical Level qualifications provide post-16 learners with the knowledge and skills to study subjects such as A Level Maths, Further Maths, Design and Technology, Biology, Chemistry and Physics.
- **Career Opportunities:** Chemical, Civil, Electrical or Mechanical Engineering, Aerospace Software Development Engineer, Aircraft Maintenance Operative, Research and Prototype Development Engineer, Bioelectronics Medical Technician, Armed Forces Operative.



FASHION & TEXTILES

Exam Board: NCFE - Course Leader: Mrs K-A Vizor

Entry Requirements:

This vocational course is ideal for creative-minded and innovative pupils.

Course Information:

Course Level: Level 1/2 Technical Award in Creative Design and Production.

Are you interested in the fashion industry? Do you ever wonder what makes fashion successful? Over the 2 year course we will look at a variety of fashion and product designers through time and what makes them so iconic. We will experiment with a range of techniques from hand embroidery to machine embroidery to printing and dyeing fabric and making fully finished products.

This course is an introduction to design and production that includes a vocational and project-based element, approached from a creative perspective with regular opportunities to experiment and create.

You will learn about the design and production context, design materials and processes, design brief and production processes, reviewing processes and solutions and working in the design production industries. These are all areas which will be assessed both with the final exam and through your synoptic project (coursework).



Assessment:

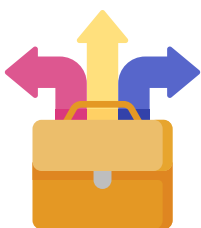
The qualification has 2 assessments: one written externally set and marked examined assessment and one externally set, internally marked and externally moderated non-examination assessment.

- The written examination covers all aspects of creative design and production and counts towards 40% of the final marks.
- The other 60% comes from a synoptic project (coursework) given by the exam board. The pupil needs to be aware that this project is entirely independent and that they will guide its progression themselves.
- The qualification is graded as a Pass, Merit or Distinction at Level 1 or 2.

Inspirational Quotes:

- "Buy less, choose well and do it yourself!" — Vivienne Westwood
- "It's a new era in fashion - there are no rules. It's all about the individual and personal style, wearing high-end, low-end, classic labels, and up-and-coming designers all together." – Alexander McQueen

“ ”



Future Opportunities

- The qualification will appeal to learners who wish to pursue a career in the design and production sector or progress to further study.
- **Career Opportunities:** Fashion designer, interior designer, architect, jewellery maker, tailor for example.

FOOD PREPARATION & NUTRITION

Exam Board: AQA - Course Leader: Mrs J Dovaston

Entry Requirements:

This course requires a great deal of commitment and organisation as pupils will need to bring in ingredients from home and there is an expectation that they will cook or complete a practical cooking exercise once a week. There is an expectation that pupils will have cooked regularly at school throughout KS3 when possible so that they have the necessary starting skills. This course also involves scientific knowledge and understanding in relation to food preparation.

Course Information:

The course equips pupils with a variety of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety. Food preparation skills are intended to be integrated into five sections:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance



Assessment:

This course is assessed by both the teacher and the examination board.

- 50% of the GCSE is assessed through a written exam of 1 hour 45 minutes including multiple-choice questions (20 marks) and 5 questions each with a number of sub-questions (80 marks) totalling 100 marks.
- 50% of the GCSE is assessed through 2 non-examination assessments:

Task 1: Food Investigation - Pupils' understanding of the working characteristics, functional and chemical properties of ingredients will be developed. Practical investigations are a compulsory element of this non-examination task. This is assessed through a written report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food Preparation Assessment - Pupils will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. This is assessed through a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

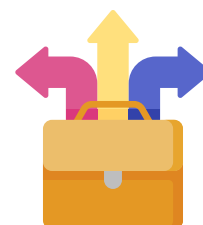
The pupil needs to be aware that this assessment is entirely independent and that they will guide its progression themselves.

- It's a great opportunity to do theory and practical skills that you will need to use in later life.
- I've enjoyed making a wide variety of different dishes.

“ ”

Future Opportunities

- This subject is a good choice for pupils who enjoy both theoretical and practical work. It would be useful for those who would like to go into hospitality, catering, nutrition or health professions. It could also lead to an A Level in Food and Nutrition.



FRENCH

Exam Board: AQA - Course Leader: Mr R Miller

Why choose French?

Having a GCSE in another language can open many doors. Not just the obvious ones, such as a career where you might communicate in another language, or the fact that you might be called upon to use it when travelling or on holiday. Having a qualification in another language also says a lot about you as a person to any potential employer: you're independent, you can think, you're resilient, you can solve problems, you're confident and you're hard-working!

Perhaps more than anything, learning a language also opens a door to another way of life and another culture, and you'll really benefit from broadening your horizons and your understanding of the world!

Course Information:

Pupils will study a variety of topics, many of which they may have already practised at Key Stage 3. These are broadly split into three themes:

Identity and culture:

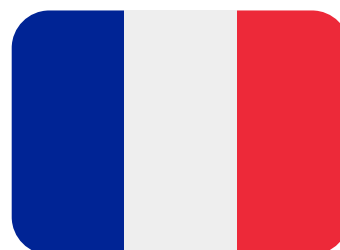
1. Me, my family and friends: relationships with family and friends, marriage and partnerships.
2. Technology in everyday life: social media and mobile technology.
3. Free-time activities: music, cinema and TV, food/eating out and sport.
4. Customs and festivals in French-speaking countries.

Local, national, international and global areas of interest:

1. Home, town, neighbourhood and region.
2. Social issues: charity and voluntary work, healthy and unhealthy living.
3. Global issues: the environment, poverty and homelessness

Current and future study and employment:

1. My studies at school.
2. Life at school/college and education post-16.
3. Jobs, career choices and future ambitions.



Throughout the GCSE course we regularly use technology to broaden our pupils' language-learning experience - and not just Google Translate! Risedale School subscribes to Active Learn, Quizlet, Kerboodle and Wordwall, meaning that our pupils have access to multimedia applications that practise all skills and which really do enrich their French-learning journey. We also use Duolingo, Memrise and the amazing Lyricstraining to give our GCSE pupils access to authentic language.

Assessment:

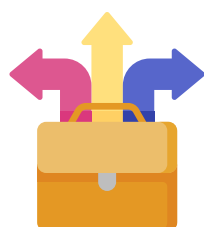
100% examination, taken at the end of the course in Year 11. Four skills will be assessed:

1. LISTENING (25%) - understanding and responding to different types of spoken language in a variety of contexts/situations, including dictation.
2. SPEAKING (25%) - communicating effectively for a variety of purposes, including role-play, describing photos, reading aloud and having a conversation.
3. READING (25%) - understanding and responding to different types of written language.
4. WRITING (25%) - communicating effectively in writing for a variety of purposes, including translation.

There are two tiers of entry, 'Foundation' (Grades 1-5) and 'Higher' (Grades 4-9); the tier has to be the same across all four skills.

- We learn about lots of interesting topics in a fun way - every lesson practises different skills and we learn by playing lots of games and by taking part in collaborative activities.
- Being able to speak in another language is amazing, it's like communicating in a secret code!
- Learning a language can really benefit you in later life - you'll never be sure when you'll need to use it.

“ ”



Future Opportunities

- Studying French at A Level.
- Hundreds of possible career paths, including travel and tourism, retail, marketing, education, computing, customer services, engineering, finance and the media.
- The British Council has recently published research suggesting that languages are vital for the UK's competitiveness and global standing over the next 20 years - having this skill can give you a real advantage in a competitive workplace.

GEOGRAPHY

Exam Board: AQA - Course Leader: Mr R Sherwood

Course Information:

The Physical Environment

This unit of the course looks at the dynamic nature of the physical environment and the relationship and interaction with people.

- The first component focuses on natural hazards and covers tectonics, weather and climate change.
- The second component focuses on the topic of ecosystems by looking at a range of different environments including tropical rainforests and deserts.
- The third section focuses on different landscapes of the UK studying coastal and river environments.

The Human Environment

This unit of the course looks at the different factors which produce a diverse range of human environments and the need for them to be managed sustainably.

- The first component focuses on urban issues and challenges.
- The second component focuses on the changing economic world.
- The third section focuses on resource management.

Geographical Applications

This unit of the course is comprised of two key elements:

- Two pieces of fieldwork enquiry. One investigation should focus on human geography; the second line of enquiry is based on the natural environment. The processes involved and the outcomes of both investigations will be assessed by examination.
- A critical thinking evaluative task based around a contemporary geographical issue. A relevant resource booklet will be provided twelve weeks before being assessed as the final component of the examination.

Assessment:

100% examination. Assessment is based on three examinations which will take place at the end of the course:

- Paper 1 (35%)** – Living with the physical environment
- Paper 2 (35%)** – Challenges in the human environment
- Paper 3 (30%)** – Geographical applications



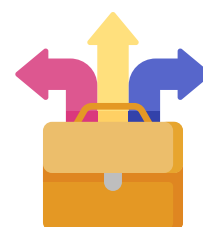
Throughout the course, pupils will complete a variety of GCSE style practice papers, tasks and questions to prepare them for the examinations ahead.

- Geography is interesting, fun field trips and support from teachers make the course enjoyable.
- The support and time teachers give makes sure everyone is up to speed and the subjects studied stay fresh.

“ ”

Future Opportunities

- Many of the topics covered in GCSE Geography such as climate change and resource management are some of the biggest international issues in the world today. The skills covered help prepare pupils for a wide variety of future employment, complement vocational courses and offer an excellent basis for moving on to A and AS Level.
- Careers include: Cartographer, Environmental Consultant, Town Planner, Conservation Officer, Recycling Officer, Landscape Architect. See www.geography.org.uk for more Geography-related career ideas.



GERMAN

Exam Board: AQA - Course Leader: Mr R Miller

Why choose German?

Having a GCSE in another language can open many doors. Not just the obvious ones, such as a career where you might communicate in another language, or the fact that you might be called upon to use it when travelling or on holiday. Having a qualification in another language also says a lot about you as a person to any potential employer: you're independent, you can think, you're resilient, you can solve problems, you're confident and you're hard-working!

Perhaps more than anything, learning a language also opens a door to another way of life and another culture, and you'll really benefit from broadening your horizons and your understanding of the world!

Course Information:

Pupils will study a variety of topics, broadly split into three themes. Despite being a new language, pupils should easily be able to transfer a variety of language-learning skills and strategies from their KS3 German studies:

Identity and culture:

1. Me, my family and friends: relationships with family and friends, marriage and partnerships.
2. Technology in everyday life: social media and mobile technology.
3. Free-time activities: music, cinema and TV, food/eating out and sport.
4. Customs and festivals in German-speaking countries.

Local, national, international and global areas of interest:

1. Home, town, neighbourhood and region.
2. Social issues: charity and voluntary work, healthy and unhealthy living.
3. Global issues: the environment, poverty and homelessness

Current and future study and employment:

1. My studies at school
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Assessment:

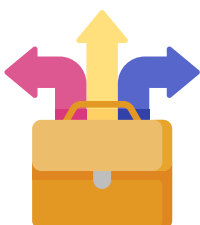
100% examination, taken at the end of the course in Year 11. Four skills will be assessed:

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There are two tiers of entry, 'Foundation' (Grades 1-5) and 'Higher' (Grades 4-9); the tier has to be the same across all four skills.

- We learn about lots of interesting topics in a fun way - every lesson practises different skills and we learn by playing lots of games and by taking part in collaborative activities.
- Being able to speak in another language is amazing, it's like communicating in a secret code!
- Learning a language can really benefit you in later life - you'll never be sure when you'll need to use it.

“ ”



Future Opportunities

- Studying German at A Level.
- Hundreds of possible career paths, including travel and tourism, retail, marketing, education, computing, customer services, engineering, finance and the media.
- The British Council has recently published research suggesting that languages are vital for the UK's competitiveness and global standing over the next 20 years - having this skill can give you a real advantage in a competitive workplace.

HISTORY

Exam Board: Pearson Edexcel - Course Leader: Mr M Houlgate

Why choose GCSE History?

History is fascinating. It is the story of mankind and includes its great achievements and its spectacular failures! Studying it will feed your curiosity about the world and help you to understand today's cultures and world events through what you have learnt about the past. Studying the subject will also equip you with valuable life skills such as analysis, evaluation and discussion, regardless of the path you follow. History is a great story.



Course Information:

Our GCSE course consists of 4 topics, which are assessed through three examinations. There is no non-examination assessment, so revision is a key component for success in this subject. We will undertake an in-depth study of Elizabethan England, learning about the challenges Elizabeth faced as a young female monarch in a deeply divided kingdom. We also take a long-term look at the Cold War, a 45 year long geopolitical conflict in which the capitalist West faced the communist East in a struggle for control of Europe - and the world. A study of Germany following its defeat in the First World War will tell the story of the birth of a young, vibrant democracy, which was snuffed out by fascism following the turmoil of the Great Depression. Finally, we undertake a study of a thousand year period of history, learning about how crime and punishment has changed over the years in Britain, from the time of the Anglo-Saxons through to the modern day.

Assessment:

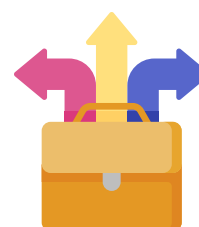
- **Paper 1 - Thematic Study and Historic Environment (30%):** Crime and Punishment in Britain, c1000–present and Whitechapel, c1870–c1900: Crime, policing and the inner city.
- **Paper 2 - Period Study and British Depth Study (40%):** Superpower Relations and the Cold War, 1941–91; Early Elizabethan England, 1558–88.
- **Paper 3 - Modern Depth Study (30%):** Weimar and Nazi Germany, 1918–39. A cultural capital visit to Berlin is also offered.

- History is a great subject to choose as it brings out your true potential.
- History has helped to improve my language and structure which also benefits me in English.
- History is a fun engaging subject that I would recommend to anyone but if people do pick it they need to know History isn't a subject to mess around in. There's a lot of reading, writing and comprehension, but the topics you learn about make it all exciting. I picked History because it's interesting and if you get good enough grades it reveals many different new jobs and life paths. There's something for everyone.

“ ”

Future Opportunities

- History is highly regarded by higher education institutions. It develops a range of skills which are valuable in other subjects and careers. These include: communication and writing skills, constructing an argument, research and problem skills, investigation and problem-solving skills and analytical and interpretation skills. Studying History can lead to some exciting career options, including journalism, law, business, politics, archaeology, marketing and even teaching!



INFORMATION TECHNOLOGY

Exam Board: OCR - Course Leader: Mrs J Rodgers

Why choose Information Technology (IT)?

The course is for pupils who are interested in Computing but prefer the more software-based units that have been followed in Computer Studies. You are required to work independently and take responsibility for your own learning.

This course will give you the skills, knowledge and confidence that are relevant to the digital media sector. It will give you knowledge of how media products such as websites, apps and other digital media get their meaning across to people.

You will develop the skills to create original digital graphics content as well as having the opportunity to create digital products such as websites for a specific target audience. This will involve skills such as problem-solving, digital presentation, creative thinking and refining your research and planning skills.

Course Information:

Course Level: Level 1/2 Cambridge National in Creative iMedia (J834).

There are 3 elements to this qualification.

The first unit, Creative iMedia in the Media Industry, will focus on the exam-based theory which involves pre-production planning and design as well as the identification of target audiences. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will also be learning about how software and media are distributed as well as how they convey meaning and engage their target audience.

The second unit focuses on one of the non-examined assessment (NEA) coursework elements. Visual Identity and Digital Graphics is where you learn how to develop visual identities for clients and will be expected to design and create digital graphic products such as a leaflet, magazine cover or packaging for a specific target audience. You will make use of tools and techniques for imaging editing software to create digital graphics.

The final non-examined assessment (NEA) coursework element is 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.

Both coursework elements will draw upon the skills and knowledge developed in the Creative iMedia in the Media Industry unit at the beginning of the course.

Assessment:

You will be continually assessed throughout the qualification using NEA and complete a summative exam Creative iMedia in the Media Industry.

The course is a 120 learning hours qualification and has 3 units.

- One externally assessed unit (exam) 40%
- Two centre assessed units (NEA) 60%

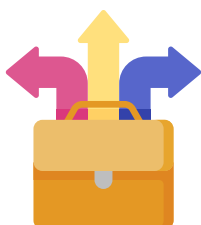
The course will also give you the opportunity to develop your planning and design skills as well as time management and independence.

The qualification is graded as a Pass, Merit or Distinction at Level 1 or 2.

Inspirational Quotes:

- "There are three responses to a piece of design - yes, no and wow! Wow is the one to aim for." - Milton Glaser (American graphic designer)
- "Design can be art. Design can be aesthetics. Design is so simple, that's why it's complicated." - Paul Rand (Art director and graphic designer)

“ ”



Future Opportunities

- IT Infrastructure Technician
- Emerging Digital Technology Practitioner
- Application Developer
- Digital Software Practitioner
- IT Technical Practitioner
- Digital Business Practitioner
- UX Designer
- System Analyst
- Education

MEDIA STUDIES

Exam Board: WJEC Eduqas - Course Leaders: Miss G Roberts & Miss A Douglas

Why choose Media Studies?

GCSE Media Studies is going to encourage you to think and write critically and sensitively about a range of topics. It is going to get you to consider and apply theories in order to uncover the hidden truth about the media you see and interact with on a day-to-day basis.

It is a subject that explores relevant and topical, global issues that impact the world that you live in. You will investigate a variety of different forms of media from the gaming industry to the television industry. You will also get to create your own media product!

There are many pathways that open up through the Media qualification. If you are interested in a career in design or journalism, gaming - anything that influences the way we see or perceive the world - this course is for you!

Course Information:

The course is split into 3 areas

Component 1: (40%) - Pupils will study various forms of media to learn how codes and conventions are used within the industry. This will look at different forms of media, chosen by the exam board, to explore the historical, social or gender representations within them. The areas that will be studied are advertising, film posters, magazines, newspapers, video games and radio.

Component 2: (30%) - Pupils will gain a deeper knowledge and understanding of media language and representation as well as study the media industry and audience. They will develop knowledge of relevant social, cultural, political, and historic contexts. This component is taught by analysis of two television crime dramas from different eras as well as three music videos.

Component 3: Non-examination assessment (30%) - Learners will work independently to research, plan and produce a media product in class. They will be sent a brief by the exam board and products could include a magazine or a website. The brief changes each year. Across this product, 10 marks are gained from the research and planning, 20 are gained for including all the elements of the brief and 30 marks are gained for creating the media product.

Assessment:

The course is linear with the final examinations to be taken at the end of two years.

There are 3 components which make up the final GCSE grade.

Component 1: 1hr 30 minutes written paper 40%

Component 2: 1hr 30 minutes written paper 30%

Component 3: Non-examination assessment (NEA) 30%

- It's a lot of writing but it's interesting to learn about.
- You get to watch movies and pick them apart.
- You learn about stuff in the real world like feminism and racism.
- It's fun seeing all the posters and looking at what they mean.
- The discussions we have in class make me think about how television and film influence people.

“ ”

Future Opportunities

- Media Studies offers excellent preparation for A Level Media Studies and Film Studies.
- Media Studies graduates typically enter careers in the media, cultural and creative industries. Areas of work include marketing, television and radio, film and video, digital media, computer games, journalism, writing and publishing, PR and media practice.



PHYSICAL EDUCATION

Exam Board: AQA - Course Leader: Miss S Brierley

Entry Requirements:

GCSE Physical Education (PE) is a course for pupils who are talented in several sports and have a passion for learning about the theory behind PE and sport. The subject requires a good understanding of Biology and Science as well as strong numeracy skills to present, interpret and analyse graphs and tables.



Course Information and Assessment:

Paper 1: The human body and movement in physical activity in sport, externally set and marked by the awarding body.

30% - Written exam which assesses applied anatomy and physiology, movement analysis, physical training and use of data.

Paper 2: Socio-cultural influences and well-being in physical activity and sport, externally set and marked by the awarding body.

30% - Written exam which assesses sports psychology, socio-cultural influences, health, fitness and wellbeing and use of data.

Non-examination assessment: Practical performance in physical activity and sport, assessed by the teacher, moderated by the awarding body.

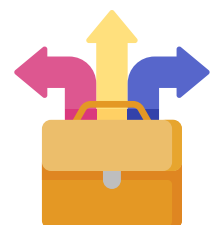
40% - Practical performance in three different physical activities in the role of player/performer (firstly in a team activity, secondly in an individual activity and thirdly in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.

- GCSE PE is fun and it can teach you how to look after your body. You do a lot of practical sport and learn the correct way to do it.
- It's great to learn more about our different psychological and physical attributes.
- GCSE PE is fantastic as it helps with your well-being and fitness. If you love PE follow your dreams and make it happen.
- It's such an enjoyable subject with lots of challenges.
- The practical lessons are fun and high paced and the theory work is straightforward to learn because of the interesting ways we are taught.
- It's educational, supportive, and fun.

“ ”

Future Opportunities

- Physical Education lends itself to a range of careers in sports and fitness, as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE?
- Some careers that you could consider with PE include Sports Science, PE Teacher, Physiotherapist, Fitness Instructor, Sports Coach/Consultant, Diet and Fitness Instructor, Personal trainer, Leisure Centre Manager, Police, Armed Forces.



RELIGIOUS STUDIES

Exam Board: AQA - Course Leader: Mrs J Laheney

Course Information:

To reflect our multicultural society the pupils examine the beliefs and practices of two diverse religions, thus creating opportunities to compare and contrast these faiths. Pupils develop a number of skills; the ability to analyse information, evaluate different points of view, justify opinions and reflect upon their own views. Pupils are encouraged to question and become well-informed on national and global matters that relate to religious beliefs, for example, the stance on euthanasia and human rights violations.

Buddhism: Beliefs, Teachings and Practices - 25%

- The central beliefs of Buddhism.
- Festivals, celebrations and pilgrimage.
- Worship, including the practice of meditation.
- Ethical issues.
- Communities.



Christianity: Beliefs, Teachings and Practices - 25%

- The central beliefs of Christianity.
- Festivals, celebrations and pilgrimage.
- Worship.
- Mission.
- Communities.



Thematics: Ethics and Morality - 50% (There are 6 themes to choose from - you will only be examined on 4 of them)

- Relationships and Families.
- Religion and Life.
- The existence of God and Revelation.
- Religion, Peace and Conflict.
- Religion, Crime and Punishment.
- Religion, Human Rights and Social Justice.



Assessment:

- Two external examinations will be taken at the end of Year 11.
- Internal assessment is continuous to monitor the progress of each individual and offer additional support if required.

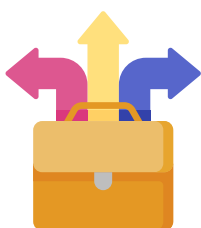


- It is so interesting, you do lots of different activities.
- It is an awesome subject, it can be hard but amazingly interesting and fun, it's worth the effort.
- It makes you think about things you would never have considered.
- I think Religious Studies is great as it focuses on issues that affect us in school and the outside world - I think that is vital!
- I never realised how much religion links to and influences our views of the world around us.

“ ”

Future Opportunities

- Following a course in Religious Studies lays a good foundation for A Level courses in Law, History, Health & Social Care, Child Development and Religious Studies, Politics, Ethics, Philosophy and Child Psychology.
- This could lead to future careers in fields such as Critical Analysis, Counselling / Advice Workers, Armed Forces, Politics, Civil Services, Nursing, Medicine, Law, Teaching.



SCIENCE: TRIPLE AWARD

Exam Board: AQA – Course Leader: Mrs J Hailwood.

Course Information:

Pupils who choose Science as an option will work towards a Triple Award studying Biology, Chemistry and Physics as three separate GCSE qualifications. In addition to the 4 compulsory Science lessons each week, they will have 3 extra Science lessons. This is to enable them to study the extra content in each of the following units, as well as the additional unit in physics. This course is for all pupils who enjoy Science and have achieved high grades in the subject so far.

What will I study?

Biology:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

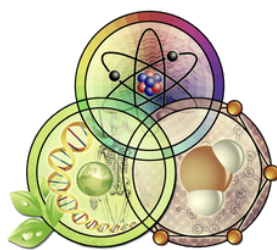
Chemistry:

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Magnetism and electromagnetism
- Waves
- Space Physics

In addition to the specified units, there are 28 practicals that pupils must complete.



Assessment:

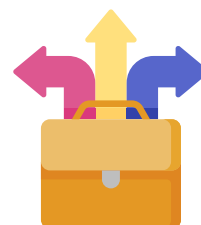
- Assessment is by examination only. There will be 6 papers: 2 Biology, 2 Chemistry and 2 Physics, each assessing different topics and each lasting 1hr 45mins.
- Each paper will cover a combination of structured, closed short answer and open response questions.
- Pupils will receive 3 separate grades.
- There will be a choice of foundation and higher tier however both papers for each individual subject must be sat at the same tier.

- Our teachers encourage us to be independent, which is scary at first, but it does make you feel more confident about what you are capable of.
- The learning environment is great. It feels like we're all in it together and we aren't just there because we have to be. We all help each other out.
- It's really interesting and I know it's going to help me with my chosen career.

“ ”

Future Opportunities

- Further study to A Level is possible with good grades in Science.
- There are many varied career paths available to those interested in Science, and if you have achieved good grades this will indicate to any employer that you have developed many skills of use to them.
- Careers include: Analytical Chemist, Animal Technician, Biomedical Engineer, Clinical Psychologist, Forensic Scientist, Medicine and Pharmaceuticals. See www.sciencebuddies.org for more Science-related career ideas. The list is varied and endless!



SPORT STUDIES

Exam Board: OCR - Course Leader: Miss S Brierley

Entry Requirements:

This is a course for pupils who want to study in the context of a vocational sector. The subject requires a pupil who enjoys independent learning and will take responsibility for their own learning, in order to develop skills that are essential for the modern-day workplace.

Course Information:

Course Level: Level 1/2 Cambridge National in Sport Studies.

The Cambridge National in Sport Studies is a 3 unit, 120 guided learning hour qualification.

There are 2 mandatory units:

- Contemporary Issues in Sport, assessed by a 1 hour 15 minutes external online examination.
- Performance and Leadership in Sports Activities.

The 3rd unit we choose to study is:

- Developing knowledge and skills in outdoor activities.

The course will also provide you with opportunities to:

- Develop key skills in communication, working with others and problem-solving
- Participate in work-related learning activities
- Gain National Governing Body Qualifications e.g. coaching awards
- Develop a commitment to an active, healthy lifestyle.

Assessment:

You will be continually assessed throughout the course and there will be an external examination at the end of the course for the Contemporary Issues in Sport unit. You will study real-life, work-based case studies and complete assignments to gain marks. The information can be presented in different formats to reflect your preferred learning style e.g. PowerPoint presentations, written assignments, posters and displays.

The qualification is graded as a Pass, Merit or Distinction at Level 1 or 2.

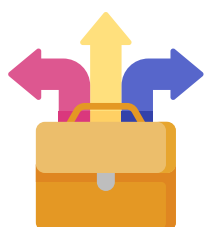
Inspirational Quotes

- The only one who can tell you "you can't win" is you and you don't have to listen - Jessica Ennis-Hill (Olympic champion and three-times world champion heptathlete)
- Easy is not an option... No days off... Never quit... Be fearless... Talent you have naturally... Skill is only developed by hours and hours of work - Usain Bolt (Fastest Man in the World. Eight-time Olympic gold medalist)

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Future Opportunities

- Progression to Further and Higher Education and Level 3 Cambridge National in Sport.
- Sports and Leisure is a growing industry with opportunities in practical areas such as coaching, instructing and leading outdoor and adventure activities, as well as in facility management and administration.
- Some careers that you could consider with PE include Sports Science, PE Teacher, Physiotherapist, Fitness Instructor, Sports Coach/Consultant, Diet and Fitness Instructor, Personal Trainer, Leisure Centre Manager, Police, Armed Forces.



OPTION BLOCK SUMMARY

2024 - 2026

Pupils choose 4 subjects, a different one from each of these option blocks. We aim to provide a diverse range of subjects. However, a subject might not run if too few pupils choose it.

Option Block A	Option Block B	Option Block C	Option Block D
Engineering	Art, Craft and Design	Drama	Design and Technology
French	Engineering	Engineering	Food Preparation and Nutrition
Geography	Fashion and Textiles	Geography	History
German	Food Preparation and Nutrition	Information Technology	Media Studies
History	History	Media Studies	Science: Triple Award
Sport Studies	Physical Education	Religious Studies	Sport Studies



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Year 9 Options

Year 9 Options Booklet

2024 - 2026



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