



# Co-op Academy Priesthorpe



## Course Choices 2026

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# About This Booklet

This booklet is intended to assist parents and pupils in preparing for the programme of study which is to be followed during Key Stage 4.

During Key Stage 3 at Priesthorpe, pupils follow a broad curriculum, which comprises those subjects that are statutory within the National Curriculum.

At Key Stage 4 there is some differentiation in provision and pupils are asked to make more choices to select subjects to be studied. This does not mean a totally free selection however, but a guided choice with pupils, parents and teachers working together to decide upon the most appropriate combination of subjects.

This choice is at the heart of our options process. We believe that for most of our students, our core offer, combined with a choice of three other subjects which can be either traditional GCSE's or vocational qualifications will ensure a broad base from which to make a balanced subject choice at Post 16

Although pupils will tend to select subjects which they like best and in which they have experienced greatest success, these should not be the only criteria used in making their choice. It is important that subject selection not only embodies personal interest, ability and aptitude for a particular subject, but also that the subjects chosen fit the student's needs.

Information about the Key Stage 4 curriculum at Priesthorpe is outlined in this booklet.

Parents and pupils are encouraged to discuss their options with teachers. Any queries about the content of this booklet can be directed to relevant subject staff; Key Stage 4 leader, Mr Button or Miss Moss our Vice Principal.

I look forward to your son or daughter progressing to the next stage of their schooling with enthusiasm and resilience.

**Louise  
Pratt,  
Principal**

# Types of Qualifications

All students will follow a programme of study, which will include:

Maths

English

Science

Physical Education

Religious Studies

Details of all these courses are included in the course choice booklet.

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## GCSE (General Certificate of Secondary Education)

Most students and parents will be familiar with this qualification, which has an emphasis on academic study. There is usually an element of controlled assessment but it is assessed mainly through external examinations.

## Vocational Qualifications

While GCSEs are well known qualifications, many students choose to take vocational qualifications or a mix of both academic and vocational ones. BTEC, Cambridge Nationals and NCFEs are vocational qualifications for 14-16 year olds. They have been created to support students who want to develop practical skills and knowledge relating to a broad employment area. They usually involve doing practical activities, learning skills and developing transferable skills like problem solving which are important in employment.

Whilst these qualifications are predominantly coursework based, 25% of the course is externally assessed. This may involve completion of an externally set piece of coursework, an on-line test, an exam or a performance, depending on the course being studied.

Each qualification is made up of core and optional units. The core units provide a broad understanding of the vocational area whilst the optional units provide a closer focus, supporting progression into specialised level 3 vocational or academic courses or an apprenticeship.

Level 2 qualifications are equivalent to 1 GCSE, grade C/4 and above. They are graded as Pass, Merit, Distinction and Distinction\*.

Vocational qualifications give students the opportunity to develop a wide range of knowledge, skills and experience. They are valued by Post 16 providers and sought after by employers. As such, they are an excellent route into further study, employment and training. We are pleased to offer a broad range of vocational courses.

# Courses

# English Language and English Literature GCSE

This two year course leads to a GCSE in both English Language and English Literature. The course will enable students to:

- read a wide range of texts, fluently and with good understanding;
- develop skills of analysis and empathy;
- develop a love of literature while reading exciting, engaging and challenging texts;
- read critically, and use knowledge gained from wide reading to inform and
- improve their own writing;
- write effectively and coherently using Standard English;
- use grammar correctly, punctuate and spell accurately;
- acquire and apply a wide vocabulary;
- gain understanding of grammatical terminology for reading, writing and spoken language.

The GCSE is a linear course and students will sit their exams in the summer of Year 11.

They will receive detailed feedback throughout the course in the form of extended reading and writing assessments. During the two years students will build on skills and knowledge learnt lower down the curriculum, but will read and analyse increasingly sophisticated fiction and non-fiction texts.



# Mathematics GCSE

The aims and objectives of our Mathematics GCSE programme are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The course looks at the main areas of mathematics, namely:

Number; Algebra; Ratio, Proportion and Rates of Change; Geometry and Measures; Probability; Statistics.

The exam consists of three equally-weighted papers at either Foundation tier (grades 1 to 5) or Higher tier (grades 4 to 9), each 1 hour and 30 minutes long. There is one non-calculator paper and two calculator papers. These are sat at the end of year 11.

Students must have their own equipment pack and scientific calculator. We recommend Casio Fx-83GTCW

Revision guides, workbooks, equipment packs and calculators are available on parent pay and can be collected from Miss Bradford.

Support videos and worksheets are available on

[www.corbettmaths.co.uk](http://www.corbettmaths.co.uk),  
[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk), [www.1stclassmaths.com](http://www.1stclassmaths.com)

Extra questions can be found on  
[www.DrFrostmaths.com](http://www.DrFrostmaths.com)



# Science GCSE

The Science GCSE programme aims to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of methodology, evidence and conclusions, both qualitatively and quantitatively

All students in Years 10 and 11 study science which is taught in nine lessons per fortnight.

All pupils will be taught Biology, Chemistry and Physics with a view to enter students for either Combined Science: Trilogy (2 GCSE's) or triple science. This will be dependent on progress from Year 9 and 10 so all students are given the opportunities to gain 3 GCSEs in Science.

**ASSESSMENT** - Examinations will take place at the end of Year 11 with ongoing required practical set out by AQA exam specification to be assessed within exams.

## GCSE Triple Science (Option)

### AQA Triple Science GCSE Overview

The AQA Triple Science GCSE course is a more in-depth and advanced science option, designed for students who have a strong interest in science and want to study Biology, Chemistry, and Physics as separate, individual subjects. This course is ideal for students who are curious, enjoy problem-solving, and have a passion for learning about the world around them in greater detail. There is a minimum maths requirement for choosing triple science as an option subject. Students are required to be working at a grade 4 in Maths.

### What is different about Triple Science?

- You will sit 6x 100 mark exams, 2 for each discipline.
- You will receive 3 individual GCSE's - one each for biology, chemistry, and physics.
- More content is covered compared to combined science and you will only have the option to sit the higher tier paper.

### Is Triple Science right for you?

- **Interest in Science:** If you really enjoy science and want to pursue it further in college or as part of a future career (e.g., medicine, engineering, environmental science), Triple Science is a great choice.
- **Workload:** Triple Science requires dedication and a strong work ethic, as it covers a lot of content.
- **Future Pathways:** It's perfect if you're considering A-levels or vocational courses in science fields, as it provides a more solid foundation for higher study.

Overall, AQA Triple Science is a challenging but rewarding option for students who love science and want to explore each subject in more detail, setting them up for success in future scientific studies.

# Physical Education Core

Physical Education in Key Stage 4 aims to build upon the activities, skills and principles developed in KS3, whilst at the same time broadening opportunities in a range of new contexts.

The programme will comprise of a range of activities from different areas including Games, Health and Fitness, Dance and Gymnastics, Athletics and Striking and Fielding activities.

To further develop some activity areas at KS4 an emphasis is placed on pupils' ability to lead and officiate rather than just perform.

Within some blocks of work it may be possible for pupils to opt for particular activities that could be tailored to the group's strengths and preferences.

Key Stage 4 activities may include:

Dodgeball	Football	Badminton	Aerobics
Dance	Basketball	Tennis	Fitness
Volleyball	Athletics	Rounders	Gymnastics
Handball	Hockey	Softball	Cricket



# Religious Studies Core

All students will have one lesson of core Religious Studies a fortnight on their timetable. This lesson will look at developing core transferable skills which will help students make progress in all areas of the curriculum.

Students will consider current ethical issues and philosophical ultimate questions in-line with the Co-operative values and practice skills such as debate, research, evaluation and presentation. Sample issues that will be covered include prejudice and discrimination in society, animal rights, euthanasia and the right to a child. **Students will not achieve a GCSE as part of this course.**



# Personal Social Health Education

PSHE education will be delivered through one lesson a fortnight. PSHE will also be delivered through Coaching Plus in Coaching sessions.

PSHE education is a developmental programme of learning through which our students acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society. The curriculum is designed to enable students to develop self-awareness, have positive self-esteem and confidence in order to:

- Build healthy lifestyles
- Know how to keep themselves and others safe
- Form healthy and positive relationships
- Respect equality and diversity
- Develop independence and responsibility
- Cultivate an understanding of themselves
- Play an active role as a member of a democratic society
- Make the most of changing opportunities in learning and work
- Establish economic wellbeing and financial capability
- Build and develop digital resilience

Core Theme	1. Relationships	2. Health and Wellbeing	3. Living in the Wider World
Year 10 Units of Work	Multicultural Britain & Identity Diversity & Tolerance Respect & Responsibility Consent	Emotional and Physical Health Drugs Education Exploring Influence & Impact	Work Experience Economic Well Being Financial Capability
Year 11 Units of Work	Communication in Relationships Expect Respect Families Consent	Exam stress Coping techniques for stress Drugs and Alcohol Education	Digital Citizenship Social Media Building for the future





# Art, Craft & Design GCSE

The GCSE Art Course allows students to experience a wide range of art styles, techniques and materials, tools and techniques.

Students will become more aware of contemporary, historical and cultural references. Projects cover a range of disciplines such as fine art, photography, 3D & sculptural work, textiles and graphics. Throughout the duration of the course, students find their strengths and interests so that in year 11, they can have more of a choice of what they want to work with and produce.

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**The course comprises of two components**

## Component 1 - A portfolio of artwork 60% of the total marks

The portfolio of work is done in lesson time and for home learning from September of year 10 to December of Year 11.

The portfolio of work is a minimum of one project and will include; Photography including editing using online apps, sculpture and/or other 3D techniques such as relief work and working with found materials, computer graphics, drawing, painting and printing. Where possible, ceramic work, glass work and silk painting.

## Component 2 - Externally Set Assignment by the exam board 40% of the total marks

Students start the exam in January of Year 11; Students are given an exam paper with 15 starting points.

They choose one of the starting points and then complete a sketchbook of work inspired by theme they have chosen during an 8 week preparatory period.

At the end of 8 weeks, students produce an unaided piece of work based on their preparatory work during a controlled 10 hour exam period in school time. Students must bring the preparatory sketchbook to the 10 hour exam as it is 75% of the final exam grade.

## Components 1 and 2 must cover all four assessment objectives;

**Assessment Objective 1:** Develop an investigative, analytical, experimental skills. Extend knowledge of art today, in the past and in other cultures.

**Assessment Objective 2:** Develop creative, imaginative and practical skills with a wide range of materials.

**Assessment Objective 3:** Improve the ability to record with photography, digital media, paint and graphic materials.

**Assessment Objective 4:** Develop a final artwork, independently and with confidence.

All students will be expected to produce weekly home learning tasks and develop their individual artistic interests outside of the classroom. Visits to art galleries and sites of particular interest will, where possible, form part of the course.

Students will be required to produce research work for preparation. Access to a computer or the internet will mean that they can send their work electronically to print out at school. They will also need a folder to keep and transport their artwork, a sketchbook per project (3 projects) which will also be used for home learning and preparatory studies. A selection of art materials for use at home allows students to be more independent in their work and can be purchased from school at cost price.

# Business Studies

Did you ever wonder...

How do some businesses become global success stories, whilst others fail?

Have you got what it takes to run your own business?

What happens to information collected by market research people?

Why do branded products cost more than supermarket own brands?

If so Business could be for you! Business is a popular option, and is a subject that is highly valued by both colleges and employers, giving students a broader understanding of the business environment in which they will be working.

Within Business the department currently offers one course – Edexcel 9-1 GCSE. If you pick Business, you need to have strong numeracy skills, the ability to write extended pieces of writing drawing on research and case study evidence, and a genuine interest in the world of business, regularly reading about and watching up to date news about commerce. This course is based on learning business theory and testing your knowledge and understanding.

## GCSE

The course is set into two themes, each with an exam to be sat at the end of the course. Both exams have 90 marks, and a grade weighting of 50%. The exams are 1 hour 45 minutes in length each. Topic areas covered in themes one and two consist of:

<b>Theme 1: Investigating small business (*Paper code: 1BS0/01)</b>
<b>Written examination: 1 hour and 45 minutes</b> <b>50% of the qualification</b> <b>90 marks</b>
<b>Content overview</b> <ul style="list-style-type: none"><li>• Topic 1.1 Enterprise and entrepreneurship</li><li>• Topic 1.2 Spotting a business opportunity</li><li>• Topic 1.3 Putting a business idea into practice</li><li>• Topic 1.4 Making the business effective</li><li>• Topic 1.5 Understanding external influences on business</li></ul>
<b>Assessment overview</b> <p>The paper is divided into three sections:</p> <p>Section A: 35 marks</p> <p>Section B: 30 marks</p> <p>Section C: 25 marks.</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p> <p>Questions in Sections B and C will be based on business contexts given in the paper.</p> <p>Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 4: Calculators</i>.</p>

<b>Theme 2: Building a business (Paper code: 1BS0/02)</b>
<b>Written examination: 1 hour and 45 minutes</b>
<b>50% of the qualification</b>
<b>90 marks</b>
<p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• Topic 2.1 Growing the business</li> <li>• Topic 2.2 Making marketing decisions</li> <li>• Topic 2.3 Making operational decisions</li> <li>• Topic 2.4 Making financial decisions</li> <li>• Topic 2.5 Making human resource decisions</li> </ul>
<p><b>Assessment overview</b></p> <p>The paper is divided into three sections:</p> <p>Section A: 35 marks</p> <p>Section B: 30 marks</p> <p>Section C: 25 marks.</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p> <p>Questions in Sections B and C will be based on business contexts given in the paper.</p> <p>Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 4: Calculators</i>.</p>

## Summary

Business Studies is an excellent choice for those who wish to find out what business involves as well as for those who wish to build on a wide range of skills including teamwork, presentation skills and ICT. It offers a good springboard for those wishing to study Business in Post 16, although this is not a prerequisite.

Studying Business will benefit you regardless of your career aspirations; you will learn knowledge and skills that will support you in any job. It is academically challenging, drawing on cross-curricular skills such as numeracy, literacy and extended writing. If you wish to know more see any of the Business teachers on the first floor of the tower block.



# Performing Arts- Drama (WJEC Level 1 / 2 Vocational Award in Performing Arts)

**If you have a passion for performance then this is the course for you!**

This qualification is 60% internally assessed and 40% externally assessed, and is made up of two internally assessed units Performing and Creating and then a further externally assessed unit which is Performing Arts in Practice.

This qualification is for learners interested in taking a hands-on course that will offer them an insight into what it is like to work in the performing arts sector. This course enables learners to develop the foundational skills that are integral to a wide range of roles (from performing to designing and directing) across the creative industries, including film and television, theatre, games, and advertising.

Learners will receive a general introduction to the sector, crammed with opportunities to learn and try out new skills, techniques, and styles, allowing them to make an informed decision about their future learning and career. Through this course, learners will acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance.

As a creative subject with a focus on application, there is no written exam.

All components are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the performing arts sector that most excites and appeals to them.

The topics covered in Performing Arts are:

- Unit 1 (Internally Assessed) – Performing
  - Rehearsing and Performing an extract from a script
  - Keeping a Rehearsal Log
  - Evaluating and reflecting on next steps.

Unit 2 (Internally Assessed) – Creating

- Creating an original piece of drama from a set brief.
- Developing Ideas and keeping a record of development
- Performing the work to an audience.
- Evaluating and reflecting on success

Unit 3 (Externally Assessed) – Performing Arts in Practice

- Responding to the set brief issued by the Exam board
- Completing a presentation on your ideas.

All students will be expected to produce regular home learning tasks and develop their individual performance interests outside of the classroom. Visits to theatres and from industry experts (if possible) will form part of the course.

Where can the subject lead me?

This qualification prepares students for employment and provides a good grounding to go on to a more advanced courses or training at Level 3 or work within the Performing Arts industry. Further to this both pathways will introduce students to a range of transferable skills such as teamwork, cooperation, collaboration, patience, negotiation, creativity, resilience, evaluation, analytical skills, imagination; they can also help you develop your confidence and understanding of yourself, other cultures, beliefs and values.



# NCFE LEVEL 1/2 Technical Award in Creative Design and Production

It incorporates practical skills through hands-on experiences, alongside a wider understanding of employment/career opportunities and promotion skills that develops the learner's understanding of the design and production sector more widely.

This level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in creative design and production and apply that knowledge through a project. What will the learner study as part of this qualification?

This qualification will promote the learner's understanding of:

- design and production in context: including design movements and design principles
- design materials and processes: including investigating materials, the design process and digital design and manufacture opportunities
- design brief and production processes: including interpreting a design brief and communication skills
- presentation of a design solution: including purposes and methods of presentation and presentation skills
- review of processes and solution: including review of the process and summative review



<b>Examined Assessment (EA)</b>	
<b>Assessment method</b>	<b>Description</b>
EA Externally set Written examination Externally marked	<p>40% of the technical award</p> <p>Written examination: 80 marks 1 hour 30 minutes</p> <p>A mixture of multiple-choice, short-answer and extended-response questions</p> <p>The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.</p>
<b>Non-exam assessment (NEA)</b>	
<b>Assessment method</b>	<b>Description</b>
NEA Externally set Internally marked Externally moderated	<p>60% of the technical award</p> <p>120 marks</p> <p>The completion time for the NEA is 16 hours plus 2 hours preparation and research time.</p> <p>The non-exam assessment will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.</p> <p>The NEA will target assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.</p>

# NCFE Level 1/2 Technical Award in Food and Cookery

## Aims and objectives

- focus on the study of food and cookery
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a range of practical and technical skills

The objectives of this qualification are to:

- provide an understanding of health and safety relating to food, nutrition and the cooking environment
- provide an understanding of legislation in the food industry
- identify and understand food provenance
- 

provide an understanding of the main food groups, key nutrients and what is required as part of a balanced diet

- identify factors that can affect food choice
- explore recipe development and how recipes can be adapted
- understand how to cater for people with specific dietary requirements
- demonstrate menu and action planning
- be able to evaluate and consider how to improve completed dishes • demonstrate the application of practical skills and techniques through all aspects of the qualification content areas.



<b>Examined Assessment (EA)</b>	
<b>Assessment method</b>	<b>Description</b>
EA Externally set Written examination Externally marked	<p>40% of the technical award</p> <p>Written examination: 80 marks 1 hour 30 minutes</p> <p>A mixture of multiple-choice, short-answer and extended-response questions</p> <p>The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.</p>
<b>Non-exam assessment (NEA)</b>	
<b>Assessment method</b>	<b>Description</b>
NEA Externally set Internally marked Externally moderated	<p>60% of the technical award</p> <p>120 marks</p> <p>The completion time for the NEA is 16 hours plus 2 hours preparation and research time.</p> <p>The non-exam assessment will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.</p> <p>The NEA will target assessment objectives (AOs): AO1, AO2, AO3,</p>

# Statistics GCSE (EDEXCEL) and AQA Level 2 Certificate in Further Maths

Entry requirements:

Students must have achieved a grade 4+ or above in their year 9 mathematics report to cope with the rigor of the course.

## Statistics GCSE (EDEXCEL)

### What will I study?

Students will study the Higher Tier GCSE Statistics qualification in Year 10, developing skills that students will use in other subjects such as science and geography. This course reinforces techniques needed for GCSE maths as well as supporting progression to A level maths. Real-life scenarios will capture their interest and give them an insight into the importance of statistics in the real world.

### How will I be assessed?

The examination will be taken in year 10 and is split into two evenly weighted papers, that focus on the same content and skills. Students will sit two calculator-based papers which are 1hr 30 minutes in length and 80 marks each.

You will be assessed on the collection of data, processing, representing and analysing data and probability. The papers contain short, medium and extended response questions. The questions cover statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle.

Unit	Percentage	Content
A01	55%	Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to: <ul style="list-style-type: none"><li>• collect and represent information</li><li>• calculate summary statistics and probabilities</li></ul>
A02	25%	Interpret statistical information and results in context and reason statistically to draw conclusions.
A03	20%	Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle.

## AQA Level 2 Certificate in Further Mathematics

Students will have the fantastic opportunity to study the AQA Level 2 Certificate in Further Maths in year 11, which places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

### What will I study?

High achieving students gain an introduction to AS level topics that will help them to develop skills in:

Algebra, Geometry, Calculus, Matrices  
Trigonometry, Functions, Graphs

### How will I be assessed?

Assessment will be taken in year 11 and is linear: paper 1 (non-calculator) carries 40 percent of marks and paper 2 (calculator) carries 60 percent of marks.



# Sport Science Cambridge

## National Level 1/2

Throughout the course you will complete various projects and assignments based on a range of different units within the sphere of sport and performance.

### What will I study?

The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and nutrition in sport and sports performance linked to targeted nutrition plans. Units will be completed as controlled assessment and will be internally assessed and externally moderated. Coursework will, however, be on-going and therefore require pupils to be conscientious and organised to gain the most from this course. Units will be marked and moderated against specific criteria set out by the examination board, grading will consist of:

**Level 1 PASS, MERIT, DISTINCTION or Level 2 PASS, MERIT, DISTINCTION, DISTINCTION \***

Units covered consist of:

- **Exam Unit - Reducing the risk of sports injuries and dealing with common medical conditions**

In this unit, students will learn how to prepare participants to take part in physical activity in a way which minimizes the risk of injuries occurring; prepare them to be able to react to common injuries that can occur during sport and physical activity and to recognise the symptoms of some common medical conditions.

- **Coursework Unit - Applying the principles of training: fitness and how it affects skill performance**

In this unit, students will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. They will also learn how to design, plan and evaluate a fitness training programme. This will give them the background knowledge they need to be able to plan and deliver appropriate fitness tests, some of which will be adapted to suit the skills of the sporting activity.

Students will then interpret the data collected from fitness tests and learn how best to feed this back so that participants can go on to make informed decisions about their fitness training.

- **Coursework Unit - Nutrition and sports performance**

In this unit, students will learn to consider the composition of healthy, balanced nutrition. They will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer.

As you can see one of the units is an external examination and the other two units will comprise centre assessed tasks that will be externally moderated by OCR.

The weighting of the units can be seen below:

There will be opportunities throughout some of these units to complete practically based lessons to help deliver the specification content. Clear links between theoretical components and practical performance will enhance learning. Unit R181 specifically requires students to design and implement their own skill-based fitness tests in a practical context.

A genuine interest in all aspects of sport and performance will be the motivation in completing units to a high standard in this course.

Unit	Exam / coursework	Marks	GLH
<b>R180 - Reducing the risk of sports injuries and dealing with common medical conditions</b>	Exam	70	48
<b>R181 - Applying the principles of training: fitness and how it affects skill performance</b>	Coursework	80	48
<b>R183 - Nutrition and sports performance</b>	Coursework	40	24

# Health and Social Care OCR

## Why should I choose Health and Social Care?

Health and Social Care is a useful qualification to have if you want to work in an industry that helps others when you leave school. Did you know, the National Health Service employs 1 million people in the UK and the need for carers in the community is growing rapidly? The Police also value members of the force who can use their communication skills effectively, a skill taught on this course.

## What will I study?

The Cambridge National OCR in Health and Social Care is made up of coursework and 1 exam. You will complete 2 units that are coursework. All units are compulsory.

## Course content to include:

Principles of care in health and social care settings (RO32)

Supporting individuals through life events (RO33)

Creative and therapeutic activities (RO34)

## Where can the subject lead me?

A qualification prepares students for employment and provides a good grounding to go on to a more advanced course or training at Level 3. With further training or study, students can go into careers such as social work, nursing, residential care work, housing and the probation service. If they go straight into employment, they could work in registered care homes, housing, community work, and the voluntary sector, hospitals and primary care trusts.



# Creative iMedia Cambridge National (L1/2) OCR J834

<p><b>Outline of course</b></p>	<p>The Cambridge National in Creative iMedia develops knowledge, understanding and practical skills suitable for use within the media industry. Students apply their learning in practical, real life situations such as: developing visual identities for clients; planning and creating original digital graphics and planning, creating and reviewing original digital media products. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as: thinking about situations and deciding what is required to be successful; exploring different options and choosing the best way forward to a solve problem; exploring and generating original ideas to find imaginative solutions to problems; selecting the best tools and techniques to use to solve a problem; appropriate use of media to convey meaning and use of planning techniques to complete tasks in an organised way which meet deadlines.</p> <p>Grading ranges from Distinction* at level 2 (Grade 8.5 equivalent), to a Pass at level 1 (Grade 1 equivalent).</p>
<p><b>Method(s) of Assessment</b></p>	<p>There are three units of assessment, one written exam and 2 internally assessed and externally moderated units (NEA). Students must complete ALL units to be able to claim the qualification.</p> <p>Unit R093: Creative iMedia in the media industry is a written exam and focuses on the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Unit R097 (NEA): Interactive digital media is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products.</p> <p>Unit R095 (NEA): Characters &amp; Comics is assessed by completing a set assignment. In this unit you will learn to design and create original characters that convey emotion and personality</p>
<p><b>Choose this subject if..</b></p>	<p>You are interested in developing websites, interactive multimedia and editing graphics. You have a creative mind and enjoy the hands on, practical side of ICT. If you want to use industry standard programs to make ideas come to life or you think you might enjoy a career in marketing, this subject is for you.</p>
<p><b>Possible careers/ future pathways</b></p>	<p>The knowledge and skills you develop will help you to progress onto further study in the media industry. This may be other vocational qualifications including the Level 2 or Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology; the T Level Qualification in Digital Production Design and Development or Media, Broadcast and Production; or the Media and Broadcast Assistant Pathway Apprenticeship. The qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem solving that will be valuable in other life and work situations.</p>

# Sociology GCSE

The Sociology GCSE course offers students the opportunity to explore many aspects of the social world. During the course students will study the following units:

## Family and Households Crime and Deviance Education

**Students are required to sit 2 examinations at the end of Year 11:**

**Paper 1:** 1hr 45 minutes: The Sociology of family life and education 50%

**Paper 2:** 1hr 45 minutes: The sociology of crime and deviance and social stratification 50%

Each paper contains sections which test knowledge of sociological theory and methodology.

Whilst progressing through the main body of the course students will have the chance to discuss and debate various social issues, develop their written skills, and explore various pieces of data in order to analyse and evaluate various claims. There will also be the opportunity to get involved in activities such as inviting guest speakers into school and going on outside school visits, for example to the Leeds Magistrates/Crown Courts.

Many students use this course as a means of developing their knowledge of society, which helps them develop as individuals as well

as supporting them on their path to a host of careers. Sociology has direct links with

many career areas such as Nursing, Teaching, Journalism, Management, Social Services, Police and Law.

The opportunity for learners to develop and demonstrate applied sociological research skills gives excellent progression to 'A' Level Sociology courses.



# Computer Science GCSE (OCR)

## Course Overview

This course gives you a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes' and has a big focus on computer programming in both high and low level languages.

**Through this qualification you will:** understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms,

and data representation analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs understand the components that make up digital systems, and how they communicate with one another and with other systems think creatively, innovatively, analytically, logically and critically understand the impacts of digital technology to the individual and to wider society apply mathematical skills relevant to Computer Science.

## Assessment

You will study three components as part of this course; two of these count towards your overall grade.

Component	Content	Marks	Duration	Weighting
<b>Component 01</b> Computer Systems	Systems architecture Memory Storage Wired and wireless networks Network topologies, protocols and layers Network security System software Moral, social, legal, cultural and environmental concerns	80	90 min written examination	50% of the total GCSE
<b>Component 02</b> Computational Thinking, Algorithms and Programming	Algorithms Programming Fundamentals Producing robust programs Boolean logic Programming languages and integrated development environments	80	90 min written examination	50% of the total GCSE
<b>Component 03</b> Programming Project	Programming techniques Design Development Effectiveness and efficiency Technical understanding Testing, evaluation and conclusions	40	Approx. 20 hours non-exam assessment	Not assessed

Students who choose this course at Key Stage 4 will work towards achieving GCSE Computer Science. Your final grade will depend on how you do in each of the individual components and will be graded 9-1.

# AQA GCSE Music

GCSE Music is an exciting course for any students who love music and enjoy playing or creating different types of music. It is a rewarding qualification that is suitable for pupils of any musical background and ability. Students who **have** an open **musical** mind, a good imagination and a high level of commitment, self-discipline and self-motivation to succeed will be suited to the course. At the heart of the course is the opportunity to create and refine your

music with other musicians. To help you create your music you will take part in skills development sessions and workshops in instrumental skills/musicianship, rehearsals and performance, playing gigs and recording your music is the end result of all your hard work.

This qualification is linear which means that students will sit all their exams and submit all their non-exam assessment at the end of the course. The course is structured and delivered in units as described below:

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<b>Component 1: Understanding music</b>
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Contextual understanding</li> </ul>
<p><b>How it's assessed</b></p> <p>Exam paper with listening exercises and written questions using excerpts of music.</p>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Section A: Listening – unfamiliar music (68 marks)</li> <li>• Section B: Study pieces (28 marks)</li> </ul> <p><b>The exam is 1 hour and 30 minutes.</b></p> <p>This component is worth 40% of GCSE marks (96 marks).</p>
<b>Component 2: Performing music</b>
<p><b>What's assessed</b></p> <p>Music performance</p>
<p><b>How it's assessed</b></p> <p>As an instrumentalist and/or vocalist and/or via technology:</p> <ul style="list-style-type: none"> <li>• Performance 1: Solo performance (36 marks)</li> <li>• Performance 2: Ensemble performance (36 marks).</li> </ul>
<p><b>A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.</b></p> <p>This component is 30% of GCSE marks (72 marks).</p> <p>Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.</p>

Component 3: Composing music
<p><b>What's assessed</b></p> <p>Composition</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Composition 1: Composition to a brief (36 marks)</li> <li>• Composition 2: Free composition (36 marks).</li> </ul>
<p><b>A minimum of three minutes of music in total is required.</b></p> <p>This component is 30% of GCSE marks (72 marks).</p> <p>Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.</p>

### What music will we listen to?

Students will learn about music from four Areas of Study and develop and understanding of musical elements, context and language from these areas.

The four areas of study are:

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910

Students will also learn four study pieces: the piece *Symphony No. 1, Movement 1: Adagio molto – Allegro con brio* by Beethoven from Area of Study 1 and the songs 'Bohemian Rhapsody', 'The Seven Seas of Rhye' and 'Love of my Life' by Queen for Area of Study 2.

### What music will we play?

This is a very inclusive course that allows students to access the practical elements from their individual starting points. Whilst studying the different areas of music, we will also use these as a starting point for performance and composing (writing music). You can play an instrument of your choice as a soloist and in a group/pair. There are also opportunities to use music technology for your performance and to DJ.

### What could I go on to do after the course?

The Music GCSE is designed to develop your practical musical skills as well as your knowledge of the musical elements. After completing the course you will have the opportunity to continue Music at sixth form/college level, either through the A Level Music qualification or through a BTEC or RSL Level



# Geography GCSE (AQA)

Geography deals with major global issues facing our planet today, such as climate change, population growth and natural hazards.

Geography is an exciting subject, offering students the opportunity to find out more about the country in which they live as well as the wider world. It is an up to date subject often covering issues that actually happen in the world. We also equip students with a board skill base for geographical enquiries and learning beyond the classroom.

## Geography and Careers:

Employers look for a well-rounded, broadly educated person capable of adapting to the changing world of work. The study of Geography enables students to understand and interpret many aspects of the modern world and to develop skills of research, data handling, decision-making, and problem solving. Geography can therefore be used as a gateway into, or support for a vast number of careers. Past geography students have gone on to pursue careers in transport, tourism, police force, armed forces, journalism, and architecture to name a few from a broad spectrum.

## Programme of Study and Assessment:

Exam		
Paper 1	<ul style="list-style-type: none"><li>- The Challenge of Natural hazards</li><li>- The Living World</li><li>- Physical landscapes of the UK</li></ul>	35%
Paper 2	<ul style="list-style-type: none"><li>- Urban Issues and Challenges</li><li>- The Changing Economic World</li><li>- The Challenge of Resource Management</li></ul>	35%
Paper 3	<p>Fieldwork and Geographical Enquiry: This examination replaces the traditional coursework element of Geography.</p> <ul style="list-style-type: none"><li>- Fieldwork 1 – Urban Study in Leeds City Centre</li><li>- Fieldwork 2 – Coastal Study in Yorkshire Coast</li></ul>	30

# History GCSE (AQA)

History is the world's memory. It is the series of lessons which we as a civilization have collected in order to progress as a society.

Our students explore both the lessons of the modern world and journey through a thousand years of this country's history in order to see how change, continuity, conflict and peace shape our world.

Through the study of History our students become individuals who not only appreciate how a society's past does affect the present and future, but also consumers and creators of the powerful knowledge History generates using it to inform their understanding of Britain's impact on and place in the world. History empowers our students to understand and make sense of their own lives and to find their place within today's modern, multicultural society.

## Content and Assessment Overview

The GCSE in History consists of two externally examined papers. It works as follows:

### Paper 1 – Germany 1890 - 1945

Students study Germany in the period 1890 - 1945 covering Kaiser Wilhelm II's rise to power and the effects of the First World War on Germany as well as the Weimar Republic and Nazi Germany under Adolf Hitler.

This exam is 1 hour long, consisting of 6 questions and is worth 25% of their final grade.

### Paper 1 – Conflict & Tension in Asia: 1950 - 1975 Korea and Vietnam

Students study the causes of the Cold War in Asia focusing specifically on the causes, events and consequences of both the Korean War and the Vietnam War.

This exam is 1 hour long, consisting of 4 questions and is worth 25% of their final grade.

### Paper 2 – British Depth Study: Elizabethan England

Students study the reign of Elizabeth I focusing on the problems facing Elizabeth when

she ascended to the throne, the Catholic plots against her, the threat posed by Mary, Queen of Scots as well as the Voyages of Exploration and Elizabeth's response to the problems of poverty within the country.

This exam is 1 hour long, consisting of 4 questions including the 16 mark Historic environment question with the Elizabeth paper worth 25% of their final grade.

### Paper 2 - Thematic Study: Health and the People c1000 - present day

Students study the history of medicine and the scientific developments that have led to advances in both preventative and reactive methods of tackling disease and illness as well as improving surgical success rates.

This exam is 1 hour long, consisting of 4 questions and is worth 25% of their final grade.

# French and Spanish GCSE

Students who are taking a language must choose the language (French or Spanish) that they have already been studying in year 9

During the course of study in modern foreign languages you will follow the new specification for GCSE in French or Spanish.

You will:

- Develop your four language skills – listening, speaking, reading and writing – to the highest possible level.
- Learn to communicate more effectively in French or Spanish in everyday situations.
- Find out more about French or Spanish speaking people, their culture and their way of life.
- Be able to embrace opportunities to work with native speakers of French and Spanish.
- Gain a suitable foundation for further study and for the practical use of French or Spanish in the wider world.

**The language content centres around three broad themes:**

**People and lifestyle** - identity and relationships with others, healthy living and lifestyle, education and work.

**Popular culture** - free time activities, customs, festivals and celebrations, celebrity culture.

**Communication and the world around us** - Travel and tourism, including places of interest, media and technology, the environment and where people live.

**ASSESSMENT is made up of 4 exams all accounting for 25 % of the overall mark:**

The GCSE in History consists of two externally examined papers. It works as follows:

## Speaking 25%

**Foundation Tier:** 7-9

Minutes and 15 minutes preparation time

**Higher Tier:** 10 – 12

Minutes and 15 minutes preparation time

## Writing 25 %

**Foundation Tier:** 1 hr 10 minutes

**Higher Tier:** 1 hr 15 minutes

## Reading and Understanding 25%

**Foundation Tier:** 45 minutes

**Higher Tier:** 1 hr

## Listening 25%

**Foundation Tier:** 35 minutes

**Higher Tier:** 45 minutes

Pupil's will be supported to develop confidence in grammar and comprehension skills and to refine exam technique. Prior to the exams in Year 11, the class teacher will determine which paper (Foundation/Higher) the pupil would be best suited to take.

### Top 10 reasons why languages are great!

1. English is not enough! Not everyone speaks or wants to speak English.
2. A language will always be useful, no matter what you do.
3. In class, you get to study a wide range of topics all about different people and cultures, not just how to speak.
4. You can read books, watch films and listen to songs in their native language  
- and understand them too!
5. Languages mean business - being able to speak a language will make you really stand out.
6. They're good for you! Speaking more than one language increases your brain capacity, improves your memory and you'll be at less risk of developing Alzheimer's.
7. It's really impressive to be able to speak a foreign language. It's a real achievement that your friends will envy and employers will love!
8. You can understand and talk to lots more people when you go abroad.

### Career paths that value Foreign Languages:

- Translation/Interpreting
- Journalism/Broadcasting
- Diplomatic services
- Teaching
- Logistics (Transport of goods)
- International Aid
- Marketing
- Tour Management
- Hospitality
- Police
- Speech therapy
- Copywriting
- Human Resources and Personnel
- ... to name just a few!



# Religious Studies GCSE

Religious Studies is a unique subject. Not only will it challenge the way you think but it will also encourage you to appreciate and gain a deeper understanding of a variety of beliefs and values from different cultures and world views.

You will be actively encouraged to question some of the most challenging moral, ethical and philosophical questions and debate them with others.

The course offers students the opportunity to complete an in-depth study on Christianity and Islam and then consider contemporary ethical and moral issues from a religious and non-religious perspective.

## What will I study?

Students will study the basic principles and foundation of both Christianity and Islam. They will then consider some of the following areas of study:

### Christianity key areas

- The Trinity
- The life of Jesus
- Atonement
- Evil and Suffering

### Islam key areas

- The main beliefs of Sunni and Shi'a Muslims
- The lives of the Prophets
- The Day of Judgement and Life after death
- Hajj and Pilgrimage
- The five pillars of Islam

## Ethical and Philosophical issues

- Situation Ethics and Utilitarianism
- How did the world begin?
- The family and their place in society
- Should there be Nuclear Weapons?
- Is the Death penalty ever acceptable?
- What does religion say about Gender roles?
- Should abortion and euthanasia be legalised?
- What happens when we die?
- When does life begin?
- Is killing a human ever acceptable?
- Is it ever right to go to war?
- How can we view God?
- If there is suffering, can a loving God exist

## FAQs

### Do I have to be religious to do well in this subject?

No, RS looks at both religious and non-religious world views including issues that are important to everybody in society, regardless of belief.

### But I don't want to be a priest ....

A qualification in RS is highly valued in many different areas, including the police, nursing, teaching, law, medicine, social work, journalism and many more. It is a qualification that shows that you are interested in current affairs and the world around you and that you are able to consider the views of different groups of people in society.

### How will it be assessed?

You will sit 2 exam papers at the end of the course. One is on Christianity and one on Islam.

# Constructing The Built Environment (WJEC/EDUQAS)

Constructing the Built Environment (Construction) Level 1 / 2 Award is designed to support learners in developing an awareness of certain key considerations.

It mainly supports learners in schools and colleges who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available.

The award is made up of three units, each having an applied purpose which acts as a focus encouraging learners to consider how the use and application of their knowledge, understanding and skills impacts on individuals, employers, society and environment.

## **Unit 1: Introduction to the Built Environment**

**On-screen examination:** 1 hour 30 minutes  
**40% of qualification, 80 marks**

Questions requiring objective responses, short and extended answers, based around applied situations. Learners may be required to use stimulus material to respond to questions.

## **Unit 2: Designing the Built Environment**

**Controlled assessment:** 30 hours  
**60% of qualification, 20 marks**

An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

## **Unit 3: Constructing the Built Environment**

**Controlled assessment:** 30 hours  
**60% of qualification, 120 marks**

An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website

The course consists unit 1 and either unit 2 or unit 3.



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