**Saint Benedict Catholic Voluntary Academy**

Yellow Pathway

Daven Salim

Year 9 Pathways Booklet 2023

Key Information

You **will** study Religious Studies, Maths, English, Science and Core PE.

You **will** choose **one** subject from French, Spanish, History or Geography.

You **wil**l choose **two** subjects from the full list.

You will choose two reserve subjects in priority order (you will only be allocated a reserve, if we are unable to allocate your preferred subject choices from the full list.

The online pathways form will be emailed to students on 27th February and must be completed **17th March.**

Option queries to - [BEN\_options@ben.srscmat.co.uk](mailto:BEN_options@ben.srscmat.co.uk)

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**The Process**

All students will automatically study Religious Studies, Mathematics, English, Science and Core PE at Key stage 4.

Students are also able to choose **three subjects** they would like to continue to study at Key stage 4.

We encourage students to study a Modern Foreign Language or a Humanities subject (Geography or History).

Choose **one** subject from French, Spanish, History or Geography.

Choose **two** subject from the full list of subjects.

Pick two reserve subjects in priority order. You will only be allocated your reserve choice, if we are unable to allocate you preferred subject choices. The vast majority of our students get their first choices.

This process will take place on an online form, which will be emailed, to you

Refer to subject videos on the school website for a greater explanation of each subject;

https://www.stbenedictderby.srscmat.co.uk

Or email queries to [BEN\_options@ben.srscmat.co.uk](mailto:options@saintben.derby.sch.uk)

Or the relevant Director of Learning for each subject.

Also, check the FAQ’s section at the back of the booklet.

**Subject Choices**

**Choose one subject from**

GCSE History

GCSE Geography

GCSE Spanish

GCSE French

**Choose two subjects from**

GCSE Art, Craft and Design

Engineering Manufacture (Cambridge National)

L2 – Hospitality and Catering

GCSE Computing

i-GCSE English as a second language (ESL)

GCSE Media Studies

L2 - Constructing the built environment

Business (GCSE/BTEC)

GCSE Music

BTEC Dance

GCSE French

GCSE Sociology

GCSE Drama

GCSE Geography

GCSE Spanish

GCSE Polish

Engineering Design (Cambridge National)

GCSE History

Sports Science (Cambridge National)

**History**

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| Qualification | GCSE History |
| Exam Board | AQA |
| How it’s assessed | 2 exams  Both 2 hours  Both are worth 50% of your overall GCSE grade  NB: There is no coursework |
| Why take this subject? | Studying History not only helps you learn about the past but also to understand the World we live in today.  Studying GCSE History will help you to answer important questions such as:   * Why do wars happen? * Why do we have a welfare system? * How have we come to live in a multi-cultural society? * Learning about past events and the people who have influenced history will allow you to understand how the world got to the point it is at now and how it will continue to develop in the future.   If you go on to take History at A level it is a facilitating subject and can help get you on courses at University.   * Archaeology * Law * Business * Games designer * Public Sector * Insurance   Possible futures careers:   * Journalism * Police * Politics * Marketing * Teaching |
| Key topics covered | **Paper 1**  Germany 1890 to 1945, looking at the creation of the Weimar Republic and the establishment of Hitler’s dictatorship after 1933.   * Conflict & Tension: The Interwar Years 1919-1939, looking at the Treaty of Versailles, the League of Nations and Hitler’s rise to power and the collapse into war.   **Paper 2** Britain: Migration, empires and the people: c790 to the present day, investigating how the identity of the people in Britain has been shaped by their interactions with the wider world. This will include topics such as Vikings and the Anglo-Saxons, colonisation of America, the British Empire and migration to Britain after the Second World War.  * Britain: Elizabethan England 1568-1603, looking at religious changes, foreign policy, society and culture. |
| Key skills learnt | * Communication skills * Research skills * Problem solving skills * Analysis of source materials * Essay writing * Constructing arguments and debating skills. |
| For further information please contact Taran Hayre, Director of Learning for Humanities at thayre@ben.srscmat.co.uk | |

**Geography**

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| Qualification | GCSE Geography |
| Exam Board | Eduqas B |
| How it’s assessed | 3 exams:  **Paper 1 : Investigating Geographical Issues 40%**  **Paper 2 : Problem solving Geography 30%**  **Paper 3 : Fieldwork Paper 30%** |
| Why take this subject? | Geography spans the Humanities to the sciences. You will learn about issues at a range of scales - from local issues occurring in Derby, to Global issues such as climate change and Deforestation. You will learn about the key processes shaping our planet - the human processes such as migration and the growth of Cities, to the physical processes shaping our rivers and coasts. You will understand why sustainability needs to be at the heart of everything we do, if we are to be responsible stewards to the planet. |
| Key topics covered | Global Cities, Rural and Urban processes, Development issues, Rivers, Coasts, Weather and Climate, Climate Change, Desertification, Water issues, Biomes and Threats to Biomes  Issues Analysis  Fieldwork skills and practice |
| Key skills learnt | * Ability to debate, * logical reasoning , * discussion of local and global issues, * Cartographic skills, * Fieldwork skills, * Statistical skills, |

For further information, please contact Mike Booth – mbooth@ben.srscmat.co.uk

**GCSE Art, Craft & Design**

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| Qualification | GCSE Art, Craft & Design |
| Exam Board | AQA |
| How it’s assessed | **Component 1:**Portfolio 60% of qualification (Begins at the start of your Year 10 Advent Term - Ends at the end of Year 11 Advent Term)  **Component 2:** Externally Set Assignment 40% of qualification: 80 marks (Begins at the start of your Year 11 Lent Term - Ends during Year 11 Pentecost Term)  The Externally Set Assignment consists of two parts:  Part 1: Preparatory study period  Part 2: 10 hour period of sustained focus work |
| Why take this subject? | Prior to Covid-19, in a document produced by the government in February 2020, it stated that the UK’s Creative Industries contributed almost £13 million to the UK economy every hour. Government figures show the country’s successful creative industries contributed £111.7 billion to the UK in 2018, equivalent to £306 million every day. This is up 7.4% on the previous year, meaning growth in the sector is more than five times larger than growth across the UK economy, which increased by 1.4%. The creative career options are growing increasingly as technology develops and changes. The UK is renowned for its creatives, so you are in the right place if you want to be involved within this ever-growing sector. |
| Key topics covered | **Component 1:**  Upon starting the course in Year 10 you will begin this element of the qualification, all work created contributes to your overall grade. You will be given a theme to study, artists to explore, knowledge and skills to learn and develop. You will work in sketchbooks for the majority of the time, developing ideas as your work progresses. In the advent term of Year 11 you will start to generate your own ideas for your final piece of artwork that will also be completed in this term.  **Component 2:**At the beginning of the Lent Term in Year 11, the exam board release a paper with a variety of different starting points for your next project and you select which of these you would like to investigate. You will look for artists to explore in order to develop your own ideas and you will experiment with a variety of materials and mediums of your choice. At the beginning of Pentecost Term, you will create your final piece in a sustained period of focus (exam) that lasts 10 hours, the 10 hours is split into two sessions. |
| Key skills learnt | You will explore various drawing techniques, painting techniques, printing techniques, collage, macramé, ceramics, cardboard construction, wire work, three-dimensional design, and photography. Alongside improving your practical expertise, you’ll learn how to develop, refine and record your ideas, present a personal response that realises your intentions, improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies and successfully use visual language and the formal elements. |

For further information, please contact Emma Snow – esnow@ben.srscmat.co.uk

**GCSE Computer Science**

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| Qualification | GCSE Computer Science |
| Exam Board | AQA |
| How it’s assessed | Exam worth 50% assessing programming and problem solving  Exam worth 50% assessing computer theory knowledge |
| Why take this subject? | Learn to program in Visual Basic and develop confidence in solving problems with a computer.  Learn about the hardware building blocks of a computer and how they communicate with each other.  Understand the ethical, legal and environmental impacts of digital technology on society.  Prepare yourself for a career in the Information Age!  For students wishing to continue studying Computer Science at A-level, GCSE Computer Science lays the foundation of programming and problem-solving that is essential for success at A-level and beyond.  A-level Computer Science uses the industry standard C# programming language which builds on the programming skills learnt at GCSE.  Future career paths:  Software Engineer  Network infrastructure  Cyber Security  Games Programmer |
| Key topics covered | Fundamentals of algorithms  Programming and problem solving  Data representation  Computer Hardware and Software  Computer networks  Cyber Security  Relational Databases  Ethical, Legal and Environmental impacts. |
| Key skills learnt | Visual Basic programming  Confidence with computers! |

For further information, please contact Greg Rimmer – grimmer@ben.srscmat.co.uk

**Level 2 - Constructing the Built Environment**

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| Qualification | Constructing the Built Environment |
| Exam Board | WJEC Vocational Award level 1/2 (EDUCAS) |
| How it’s assessed | **Unit 1** Introduction to the Built Environment (Exam)  You will have one exam for Unit 1 which will be worth 40% of your qualification. The exam will last one hour and 30 mins. It will be made up of short and extended response questions.  You will be introduced to the principles of the built environment and have the opportunity to develop the skills, knowledge and understanding in identifying, explaining, and evaluating different ideas and concepts of the built environment. Explore a range of professional and trade roles. Explore some of the different structures and buildings of the built environment.  **Optional Units (choose either unit 2 or 3)**  Unit 3 Will be assessed with project work (no exam) which is worth 60% of your qualification. Here you will be asked to prepare and complete three construction trade areas of the built environment, including planning undertaking and evaluating construction tasks |
| Why take this subject? | This course provides genuine work-related learning by a plan, do and review approach, giving an opportunity to learn some fundamental and vital management, supervisory and tradesperson skills, and outputs. This course provides a broad appreciation of the built environment and preparing students for advancement in further education. apprentices or careers in this vital sector. The built environment, consisting of a diverse group of Clients, Designers, Engineers, tradespeople, specialist contractors and support staff, and supporting industries such as logistics, health and safety, and information technology. |
| Careers in Constructing the Built Environment. | The Construction industry offers a wide range exciting opportunities from tradesperson to leading a large-scale construction project, and from Architect to renovator of our historic built environment. |
| What skills will I develop? | You will develop a range of skills which are attractive to employers, colleges and universities including. Communication, Critical thinking, independent learning, Research, Time management |

For further information, please contact Richard Pattinson – Rpattison@ben.srscmat.co.uk

**Dance - Level 1/2 BTEC Technical Award in Performing Arts**

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| Qualification | Level 1/2 BTEC Technical Award in Performing Arts (Dance) |
| Exam Board | Edexcel- Pearson |
| How it’s assessed | Coursework and Practical Performance |
| Why take this subject? | This course is for learners who want to acquire technical knowledge and skills through vocational contexts by studying Dance as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs, and will broaden the learners experience in the Performing Arts and Dance.  This course broadens experience and different types of performance activities. It provides the opportunity to practically perform in a varied range of dance styles and techniques, working with professionals from the Performing Arts sector and within live performances. |
| Key topics covered | The course is broken down into 3 Components, which will be studied over the 2-year course.  **Component 1**  This component broadens a learner’s understanding of the Performing Arts industry. Learners will study 3 contrasting professional works and practitioners in depth including movement, dance style and techniques, choreographer, historical context, costume, lighting, set, music and makeup design. Learners will also understand and develop knowledge of the roles and responsibilities within the performing arts industry, and the contributions to a professional performance. This component consists of practical exploration of movement and a research project.  **Component 2**  This component is a development of Dance skills and techniques. Learners will study a variety of styles and techniques of dance including contemporary, jazz, street and theatre craft. Students will study choreographies and learn numerous sequences of movements in a variety of styles. Learners will develop their skills and techniques practically and reproduce a professional piece of dance from a professional work. This component consists of log books, evaluation of own performance and practical performance work.  **Component 3**  This component is responding to a brief set by the exam board. Learners will receive a stimulus from the exam board, and will have to create a 10-15minute piece of choreography in groups of 3-7 performers. Learners will decide on movement and choreography, music, costume, lighting and set design for their performance. This component consists of 3 pieces of coursework and the practical performance, which must be performed in front of an audience. |
| Key skills learnt | This course is about learning and developing dance skills and techniques, performance and choreography composition skills. This course also promotes creativity, collaboration, problem solving, decision making, critical thinking, reflection, independence and the skills to communicate verbally and non-verbally to an audience. Students who study the art form of Dance are developing skills that are fundamental for the modern work place. |

For further information, please contact Alice Naylor – [anaylor@ben.srscmat.co.uk](mailto:anaylor@ben.srscmat.co.uk)

**GCSE Drama**

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| Qualification | GCSE 9-1 Drama |
| Exam Board | OCR |
| How it’s assessed | There are 3 elements to the course.  1) **DEVISING DRAMA**  2) **PRESENTING AND PERFORMING TEXTS**  3) **DRAMA PERFORMANCE AND Response** |
| Why take this subject? | Studying drama opens you up to a huge range of career option in the performing arts industry but also develops your confidence. |
| Key topics covered | **Component 1**  Devised performance in groups. You will select a starting point from a range of stimuli provided by the exam board. Performances will be between 5 and 15 minutes. A portfolio of your devising process will support all performances.  **Component 2**  Study of a text and perform two extracts from it. You will work in a group and present a performance. You will be required to produce an accompanying concept document, which outlines your intentions for the performance.  **Component 3: This is the written paper is divided into two sections**  **SECTION A: 50 MARKS**  You will practically study and watch the Musical 'Blood Brothers' and in a written exam answer questions which show your understanding of the process of creating and developing a performance, working as a director, performer and designer, as well as the performance of a character from the text.  **SECTION B: 30 MARKS**  You will be assessed on your ability to analyse and evaluate a performance. |
| Key skills learnt | Critical thinking, analysis, research, planning, understanding of social, political and cultural contexts, oral communication skills, creative problem-solving abilities, motivation and commitment, willingness to work cooperatively and independently, initiative, self-discipline, self-confidence, leadership skills and many more! |

For further information, please contact Anna West– [awest@ben.srscmat.co.uk](mailto:awest@ben.srscmat.co.uk)

**Engineering Design - Cambridge National Level 2**

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| Qualification | Level 1/2  Cambridge National in Engineering Design |
| Exam Board | OCR |
| How it’s assessed | 40% Exam: R038 “Principles of engineering design”  60% Coursework assignments comprising of:  R039 “Communicating designs”  R040 “Design evaluation and modelling” |
| Why take this subject? | An engaging introduction to how engineering makes designs work. With a focus on using engineering principles in design, it can lead to a variety of engineering related employment or further training. |
| Key topics covered | Why products are designed the way that they are. Engineering concepts. The design process. Prototyping. Drawing skills for design. |
| Key skills learnt | Designing, Computer Aided Design, Prototyping, Evaluation of engineered designs. |
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For further information, please contact Alan Snell– [asnell@ben.srscmat.co.uk](mailto:asnell@ben.srscmat.co.uk)

**Engineering Manufacture - Cambridge National Level 2**

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| Qualification | Cambridge National Level 1/2  Certificate in Manufacturing Engineering |
| Exam Board | OCR |
| How it’s assessed | 40% Exam: R014: Principles of engineering manufacture  60% NEA Coursework assignments comprising of:  R015: Manufacturing a one-off product  R016: Manufacturing in quantity |
| Why take this subject? | The Cambridge Nationals in Engineering Manufacture will enable you to learn about the process of engineering manufacture and understand the different materials that can be used to manufacture products. You will develop the ability to plan the production of a one-off product using a range of handheld pieces of equipment and machining methods. You will also learn how to program CNC equipment to manufacture |
| Key topics covered | Manufacturing processes, engineering materials, manufacturing requirements, developments in engineering manufacture, planning and preparing for production, measuring and marking out, safely use processes and tools, how to operate CNC equipment |
| Key skills learnt | A practical approach to teaching and learning will provide learners with knowledge in engineering technology and develop knowledge in materials, processes, production planning, CAD and CAM as well as quality control methods. |

For further information, please contact Alan Snell– [asnell@ben.srscmat.co.uk](mailto:asnell@ben.srscmat.co.uk)

**iGCSE - English as a second Language (ESL)**

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| Qualification | iGCSE in English as a Second Language |
| Exam Board | Cambridge International |
| How it’s assessed | Three final examinations:  Reading and Writing paper  Listening Paper  Practical Speaking Paper |
| Why take this subject? | This option is **only** suitable for **bi-lingual** learners who have English as an additional language and wish to develop their Reading, Writing, Speaking and Listening skills, in English. If you speak in a different language than English at home with your parents and/or family, you should consider taking this i-GCSE.  The skills acquired on this course are transferable across the curriculum and will help you secure higher grades across your subjects. |
| Key topics covered | * Leisure and Travel * Education and Work * People and Achievement * Ideas and the Modern World |
| Key skills learnt | * Develop the ability to use English effectively for the purpose of practical communication, orally or in written form. * Form a sound base for the skills required for further study or employment using English as a medium. * Develop an awareness of the nature of language and language learning skills along with skills of a more general application. * Promote students’ personal development. |

For further information please contact Mrs Keogh, in charge of EAL and iGCSE ESL at [akeogh@ben.srscmat.co.uk](mailto:akeogh@ben.srscmat.co.uk).

**Business (GCSE/BTEC)**

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| Qualifications | * GCSE Business 9-1 * BTEC L1/L2 Tech Award Enterprise (GCSE Equivalent) | |
| Exam Board | * OCR (GCSE) * Pearson Edexcel (BTEC) | |
| How it’s assessed | **GCSE**  2 x 90 minute exams  **BTEC**  2 Coursework Units  1 Examined Unit | |
| Why take this subject? | Studying Business will enable students to succeed to develop their entrepreneurial skills and gain a broad understanding of business in the real world. Students will consider the practical application of business concepts. They will have opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.  Studying Business will give students the skills and knowledge to start their own business or become a highly skilled employee in any industry! | |
| Key topics covered | Students learn about the four main functional areas of business; marketing, finance, operations and human resources and how these contribute to the business as whole.  Students also learn about different influences on the success of a business including; technology, the government, the economy and other external influences. |
| Key skills learnt | Research, report writing, time management, problem solving, decision making and critical thinking. | |

For further information, please contact Catherine Burton – [cburton@ben.srscmat.co.uk](mailto:cburton@ben.srscmat.co.uk)

**GCSE French**

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| Qualification | GCSE French |
| Exam Board | AQA |
| How it’s assessed | 4 papers to cover skills taught:  Listening (25%)  Reading (25%)  Speaking (25%)  Writing (25%)  Speaking exams take place in April of Year 11 and the remaining 3 at the end of the year. |
| Why take this subject? | Learning a language at GCSE will help you enrich your knowledge about the world outside of the UK as about 285 million people speak French and 515 million are Spanish speakers. It will not only help you while **travelling**where you will be able to meet**new people**, but also in the future for a more **varied job market** and primarily in **your studies** as a linguistic brain is able to multitask more easily! |
| Key topics covered | 3 main themes:   * Identity and Culture (Family and Friends, Technology, Free-time, Customs and Festivals) * Local, National, International and Global areas of interest (Region, Social issues, Global issues, Holidays) * Current and future study and Employment (Education, Career choices) |
| Key skills learnt | A language stays with you forever and brings you many advantages: being **organised** and **rigorous**, being an excellent **listener** and a better **writer**, being a **leader** and give you **confidence** in public speaking, but also gives you **empathy** for others and **tolerance** of differences. |

For further information please contact Mme Burguin, Director of Learning Modern Languages at [eburguin@ben.srscmat.co.uk](mailto:eburguin@ben.srscmat.co.uk).

**GCSE Polish**

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| --- | --- |
| Qualification | GCSE Polish |
| Exam Board | AQA |
| How it’s assessed | 4 papers to cover skills taught:  Listening (25%)  Reading (25%)  Speaking (25%)  Writing (25%)  Speaking exams take place in April of Year 11 and the remaining 3 at the end of the year. |
| Why take this subject? | Learning a language at GCSE will help you enrich your knowledge about the world outside of the UK. There are over 50 million Polish speakers around the world. It ranks as the sixth most-spoken among languages of the European Union. It will not only help you while **travelling**where you will be able to meet**new people**, but also in the future for a more **varied job market** and primarily in **your studies** as a linguistic brain is able to multitask more easily! Polish has a growing economy, speaking the language can put you at the forefront of businesses recruitment! |
| Key topics covered | 3 main themes:   * Identity and Culture (Family and Friends, Technology, Free-time, Customs and Festivals) * Local, National, International and Global areas of interest (Region, Social issues, Global issues, Holidays) * Current and future study and Employment (Education, Career choices) |
| Key skills learnt | A language stays with you forever and brings you many advantages: being **organised** and **rigorous**, being an excellent **listener** and a better **writer**, being a **leader** and give you **confidence** in public speaking, but also gives you **empathy** for others and **tolerance** of differences. |

For further information please contact Mme Burguin, Director of Learning Modern Languages at [eburguin@ben.srscmat.co.uk](mailto:eburguin@ben.srscmat.co.uk).

**Hospitality and Catering - Level 1/2**

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| Qualification | Level 2 Vocational Award in Hospitality and Catering |
| Exam Board | Eduqas |
| How it’s assessed | You will be assessed through a written examination and an assignment.  **Unit 1** will be assessed through an exam, which is worth 40% of your qualification.  **Unit 2** you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours. |
| Why take this subject? | Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you’re interested in developing the skills you need to work front of house? If so, it’s time to – find out more about this exciting qualification today! |
| Key topics covered | This qualification is made up of 2 units,  Unit 1: The Hospitality and Catering industry You will:   * Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. * Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.   Unit 2: Hospitality and Catering in action   * Learn about the importance of nutrition and how cooking methods can impact on nutritional value. * Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively. |
| Key skills learnt | You will develop a range of skills which are attractive to employers, colleges and universities including:   * Practical food preparation skills * Communication * Learning independently * Organisation * Problem solving * Research * Self-discipline * Time management |
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For further information, please contact Sarah Musson – [smusson@ben.srscmat.co.uk](mailto:smusson@ben.srscmat.co.uk)

**GCSE Media**

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| Qualification | GCSE 9-1 Media Studies |
| Exam Board | Eduqas |
| How it’s assessed | There are 2 exams worth 70% in total and a piece of non examined assessment (teacher-assessed coursework)  which is worth 30% |
| Why take this subject? | The UK’s Creative Industries, which includes the film, television and music industries, are now worth £71.4 billion per year to the UK economy.  This course is designed to support learners who want to learn about working in these creative industries.  In this course, you will gain an insight into the Media industry and the technology that is used within it. You will learn to question the media industry and realise how much of what we see and hear has been created to influence us. You will also learn practical skills in using industry standard software including InDesign and Photoshop. |
| Key topics covered | **Component 1**  You will explore Media Language and Representation, Media industries and Audiences. You will study newspapers, magazines, video games and film marketing. Through this, you will learn how the media industries can influence its audience and how it represents different demographics of in a variety of ways.  **Component 2**  You will  look at television shows and music videos. You will be studying a range of set works and you will explore how different elements are used to create meaning and how a variety of audiences may respond.  **Component 3:** This is a practical task where you create your own media product. This will usually take the form of a magazine where you will create a front cover and a double page spread. |
| Key skills learnt | Critical thinking, analysis, research, planning, understanding of issues related to stereotyping and representation,  practical skills  in industry-standard software Photoshop and In Design, time management, essay writing skills, debating skills and many more |

For further information, please contact Joanne Rowland [jrowlands@ben.srscmat.co.uk](mailto:jrowlands@ben.srscmat.co.uk)

**GCSE Music**

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| Qualification | GCSE 9-1 Music |
| Exam Board | Eduqas |
| How it’s assessed | There is one exam worth 40% and Teacher assessed work worth 60%  **Component 1:** Performance: 30%  You will play a minimum of two pieces, lasting a total of 4-6 minutes  **Component 2:** Composition: 30%  You will create 2 pieces of music-  One in response to a brief set by WJEC  and one free composition in any style you want to write in. **Component 3:** Listening and Appraising Exam: 40%  8 questions, 2 on each area of study:  AoS 1 Musical Forms and Devices (including a set work\*)  AoS 2 Music for Ensemble  AoS 3 Film Music  AoS 4 Popular Music (including a set work\*) |
| Why take this subject? | In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people. Also Britain is one of the biggest exporters of music. Careers in music **are** possible! These can range from administration and management to performance and composition. Studying music at GCSE can put you on the first step of this career.  If you already play an instrument or sing, you can develop your skills and get a GCSE out of it!  If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE. |
| Key topics covered | We will look at developing your skills as a performer - encouraging you to try and perform in different styles.  We will look at different styles and genres of music and teach you skills in how to compose in these styles. We will look at different pieces of music from different musical traditions and genres and learn how to appraise them. This will range from traditional Classical music, musical theatre, film music, musical fusion and popular music. |
| Key skills learnt | Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem solving skills. |

For further information, please contact Joanne Rowland [jrowlands@ben.srscmat.co.uk](mailto:jrowlands@ben.srscmat.co.uk)

**GCSE Sociology**

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| Qualification | GCSE Sociology |
| Exam Board | AQA  NB: There is **no coursework in this GCSE**. |
| How it’s assessed | Two exams - both 1hr 45 minutes |
| Why take this subject? | Allows you to explore the society you live in by examining the various structural and social issues that impact us both on an individual and group level |
| Key topics covered | Research methods and sociological theory  Family and Households  Education  Crime and deviance  Social stratification |
| Key skills learnt | Ability to write out an argument  Develop logical reasoning skills  Learn how to think critically about social issues  Interpret and analyse different sources of data |

For further information, please contact Charlotte Beardsley cbeardsley[@ben.srscmat.co.uk](mailto:jrowlands@ben.srscmat.co.uk)

**GCSE Spanish**

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| Qualification | GCSE Spanish |
| Exam Board | AQA |
| How it’s assessed | 4 papers to cover skills taught:  Listening (25%)  Reading (25%)  Speaking (25%)  Writing (25%)  Speaking exams take place in April of Year 11 and the remaining 3 at the end of the year. |
| Why take this subject? | Learning a language at GCSE will help you enrich your knowledge about the world outside of the UK as about 285 million people speak French and 515 million are Spanish speakers. It will not only help you while **travelling**where you will be able to meet**new people**, but also in the future for a more **varied job market** and primarily in **your studies** as a linguistic brain is able to multitask more easily! |
| Key topics covered | 3 main themes:   * Identity and Culture (Family and Friends, Technology, Free-time, Customs and Festivals) * Local, National, International and Global areas of interest (Region, Social issues, Global issues, Holidays) * Current and future study and Employment (Education, Career choices) |
| Key skills learnt | A language stays with you forever and brings you many advantages: being **organised** and **rigorous**, being an excellent **listener** and a better **writer**, being a **leader** and give you **confidence** in public speaking, but also gives you **empathy** for others and **tolerance** of differences. |

For further information please contact Mme Burguin, Director of Learning Modern Languages at [eburguin@ben.srscmat.co.uk](mailto:eburguin@ben.srscmat.co.uk).

**Sports Science – Cambridge National Level 2**

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| Qualification | Cambridge National Level 2 (GCSE Equivalent) |
| Exam Board | OCR Cambridge National Level 2 in Sport Science |
| How it’s assessed | 40% exam (1hour 15 mins) - Reducing Sports Injuries  60% coursework       -              40% principles of Training                                                      20% Sports Nutrition |
| Why take this subject? | This vocational course in Physical Education provide a good foundation for further study at vocational or advanced kevel. Leading to careers in the sport and leisure industry, which include teaching, coaching, sports development, business, nutrition, physiotherapy and many more. |
| Key topics covered | **Sports Injuries – (40%) external exam 1 hour 15 minutes**   * Injury risk factors * Warm ups / cool downs * Different types of sport injuries * Treatments of sports injuries * Causes and symptoms of medical conditions   **Applying Principles of Training – (40%) internal coursework assignment**   * Components of fitness * Principles of training * Planning a fitness programme * Evalution of programme   **Sports Nutrition- (20%) internal coursework assignment**   * Understand the nutrients needed for a heathy balanced diet * Dietary requirements in different sports * Develop a diet plan for a sports performers |
| Key skills learnt | Planning a fitness program, carrying out fitness test, analysing data, interpreting data, assignment writing, evaluating, application of knowledge and understanding to a practical setting. Practical application of theoretical work. Independence as all coursework is carried out independently. |

For further information, please contact N Mills nmills[@ben.srscmat.co.uk](mailto:jrowlands@ben.srscmat.co.uk)

**The Core Curriculum**

All students will study the following;

**GCSE English (Language and Literature)**

All students will study both English Language and English Literature leading to the award of two separate GCSEs.

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| Qualification | GCSE |
| Exam Board | AQA |
| How it’s assessed | 100% Examination and a Certificate for Spoken Language |
| Key topics covered | Critical thinking and personal interpretations of texts.  Language and structural analysis of text.  Creative writing.  **Literature texts studied:**  ‘Romeo and Juliet’ by Shakespeare  ‘A Christmas Carol’ by Dickens  ‘Animal Farm’ by Orwell  AQA Power and Conflict Anthology of Poems |
| Key skills learnt | Students will develop the ability to think critically about the way texts are put together. Furthermore, English encourages pupils to become empathetic and understand the human condition. In addition, they will be encouraged to become eloquent and powerful speakers and to write in convincing and compelling way by mastering grammar and sophisticated vocabulary. |

Students will study 9 hours of English a fortnight

Director of English – Miss L Kelly

[lkelly@ben.srscmat.co.uk](mailto:lkelly@ben.srscmat.co.uk)

**GCSE Mathematics**

All students will study Mathematics in Year 10 and 11.

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| Qualification | GCSE Mathematics |
| Exam Board | Edexcel |
| How it’s assessed | Students will sit three written exams one non-calculator and two calculator. Each exam will be taken in the summer of 2025. |
| Why take this subject? | GCSE Mathematics is an important foundation subject for many other courses and for employment or further education, and is a requirement for many university courses. Almost all jobs and careers require GCSE Mathematics. |
| Key topics covered | Calculation with numbers, decimals and fractions, proportion, percentages, algebraic expressions, algebraic equations, graphs. Geometry including angles, 2D shapes, 3D shapes, trigonometry. Data handling including charts and averages. Probability. |
| Key skills learnt | The course builds upon the skills learnt in Key Stage 3 covering Number, Algebra, Measures, Statistics and Probability with an emphasis on problem solving. |

Students will study 8 hours of Maths a fortnight

Director of Mathematics – Mr. I. Lewis

[Ilewis@ben.srscmat.co.uk](mailto:Ilewis@ben.srscmat.co.uk)

**GCSE Science** All students will study the Sciences in Year 10 and 11.

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| Qualification | GCSE Combined Science or GCSE Separate Sciences (Biology, Chemistry and Physics) |
| Exam Board | AQA |
| How it’s assessed | In Year 9, all students embark on the same programme of study that comprises of the six units of GCSE Science. Assessment during the year, and the exam taken at the end of Year 9, will be used to allocate students onto the most appropriate of two routes.  Route 1: Separate Sciences comprising of GCSE Biology , GCSE Chemistry and GCSE Physics, equivalent to 3 GCSEs.  Route 2: Combined Science GCSE equivalent to two GCSEs.  Combined Science is made up of biology, chemistry and physics.  All GCSEs are full range courses allowing entries for higher and foundation levels.  **Combined science:**  Two one hour and 15 minute exams for each of Biology, Chemistry and Physics (6 exams). These exams make up 100 % of the final grade.  16 set experiments (the knowledge and understanding you gain from these experiments will be assessed in the six exams)  **Separate sciences:**  Two 1 hour and 45 minutes written exams for each of Biology, Chemistry and Physics (6 exams in total). Each exam is worth 50% of final grade for each of the 3 separate GCSEs.  8 standard experiments that you are required to do for each of the three sciences. These are statutory requirements to complete because the methods and analysis of these will be assessed in the main exams |
| Key topics covered | A wide range of topics including: cells, infection and ecology for biology; electricity, energy and forces for physics; and atomic structure, rates of reactions and analysis for chemistry. |
| Key skills learnt | -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 in the laboratory, in the field and in other learning environments  -develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively |

Students will study 10 hours of Science a fortnight

Director of Science – Doctor Mistry MMistry@ben.srscmat.co.uk

**Religious Studies**

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| Qualification | GCSE |
| Exam Board | Eduqas |
| How it’s assessed | 2 x 90 minute exams  1 x 60 minute exam |
| Key topics covered | **Foundational Catholic Theology**  Origins and Meaning  Good and Evil  **Applied Catholic Theology**  Good and Evil  Life and Death  **Judaism**  Beliefs  Practices |
| Key skills learnt | * The ability to evaluate * The ability to use evidence to strengthen an argument * The knowledge of different belief systems * The ability to form justified conclusions |

Students will study 5 hours of Religious Studies a fortnight

Director of Religious Studies – Mrs Murphy

[Lmurphy@ben.srscmat.co.uk](mailto:Lmurphy@ben.srscmat.co.uk)

**Physical Education (core)**

Students will take part in 3 hours of core PE a fortnight to promote fitness and wellbeing. There is no exam in this course.

The area’s that will be covered will be basketball, Netball, Football, Dodgeball, orienteering, Trampolining, beachball, volleyball, boxercise, running club, fitness, handball, athletics, rounders, and badminton.

As pupils enter the summer term of year 10 they will get more of a choice which activity area they cover giving them more ownership of their curriculum to promote lifelong physical activity.

Director of Physical Education – Miss Mills Nmills@ben.srscmat.co.uk

**FAQ’s**

* 1. **What is the difference between a GCSE and a BTEC or Cambridge National?**

A BTEC or Cambridge national is a more of a vocational course, whilst a GCSE is an academic course. GCSE are theory based whilst vocational courses usually have a practical element. Some BTECs can be up to 100% coursework based, whereas GCSEs are either 100% exam based, or partially exam based and partially coursework based.

* 1. **What are vocational subjects?**

Vocational subjects are general qualifications that develop practical skills and knowledge related to a broad job area such as Business, Engineering, IT and Health and Social Care. They are offered in both schools and colleges. They include a significant amount of classroom-based activities. Assessment is usually by both written and practical examinations.

* 1. **Why do I need to make reserve choices?**

We will do our best to make sure students get their first choices (last year 98% of students did) but sometimes there may not be enough space in a class for everyone so a reserve choice may be used. This will only be used as a last resort.

* 1. **Who can I talk to?**

Your form tutor, the relevant subject teacher or Head of year. You can also send any queries to the email address below

If you have any further questions, please email them to;

[BEN\_options@ben.srscmat.co.uk](mailto:options@saintben.derby.sch.uk)