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## GCSE OPTIONS

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# Additional Subjects

If you are intending to complete the English Baccalaureate you will choose **ONE** subject from this booklet.

Other students will choose **TWO** subjects.

Name.....

My Choices:

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# ADDITIONAL SUBJECTS —SUMMARY

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**These subjects ONLY appear in the Additional Subjects section**

**GCSE 3D Design (Product Design)**

**GCSE Art**

**GCSE Art (Photography)**

**GCSE Business**

**GCSE Computer Science**

**GCSE Drama**

**WJEC Engineering**

**V CERT Food and Cookery Skills**

**GCSE Graphic Communication**

**BTEC Health & Social Care**

**Cambridge Nationals iMedia**

**GCSE Music**

**GCSE Physical Education**

**Cambridge National Sport Science**

**GCSE Textiles with Art and Design**

**These subjects are detailed in the EBACC booklet**

**GCSE Arabic**

**GCSE French**

**GCSE Geography**

**GCSE German**

**GCSE History**

**GCSE Spanish**

**GCSE Urdu**

# GCSE

## 3D - Design (Product Design through Art Specification)

In GCSE Three Dimensional Design (Product Design) you are encouraged to work in a range of two and three dimensional media, they include:-

**Drawing/Sketching ideas** in a variety of media.

**Digital 2D & 3D C.A.D. work** using 2D design tools, Google Sketchup & Autodesk inventor

**3D Prototyping** using multimedia, including card, wood, metals & plastics and clay.

Possible areas of focus could be :-

- **Product design**
- **Jewellery and body adornment**
- **3D digital design**
- **Sculpture**

The exam board AQA asks for a **PORTFOLIO** of work that represents the best aspects of what you have produced over the course.

At KES you'll be required to produce two complete units of coursework for **COMPONENT ONE** at GCSE.

There will also be the opportunity to produce additional 'mini projects' to compliment your learning experience.

**COMPONENT ONE (Coursework)** - 60% of the overall award.

**COMPONENT TWO (Externally set assignment/ Exam Unit)** - 40%, started in January of Year 11 – you have to respond to **one** of a choice of questions (topics) set by the exam board. Preparation work is coursework in style and a final piece of work is produced in exam conditions over 10 hours of supervised time.



**The course is carefully structured to ensure you have a creative, rewarding and successful experience.**



There are four assessment objectives that structure your learning. Each one is marked out of 24 and cover:

- AO1** – Critical references, using designers' work as inspiration.
- AO2** – Development of your own ideas using a variety of processes.
- AO3** – Observational drawing and photography as starting points.
- AO4** – Final Piece of work in 3D.



### Assessment

There is one tier of entry for GCSE Art and Design.

**Coursework** = 60% of your total mark.

**Examination unit** = 40% of your total mark.

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject

# GCSE ART, CRAFT AND DESIGN - FINE ART

**In Art at GCSE you are encouraged to work in a range of two and three dimensional media, they include:-**

**Drawing** in a variety of media.

**Painting** with acrylic, watercolour, poster colour.

**Digital photography** using Photoshop CS4

**Printmaking**, mono-printing and intaglio (etching).

**3D** using clay, card, MDF.

The exam board AQA asks for a **PORTFOLIO** of work that represents the best aspects of what you have produced over the course.

At KES you'll be required to produce two complete units of coursework for **COMPONENT ONE** at GCSE.

There will also be the opportunity to produce additional 'mini projects' to compliment your learning experience, these include gallery visits and working with visiting artists.

**COMPONENT ONE (Coursework)** - 60% of the overall award.

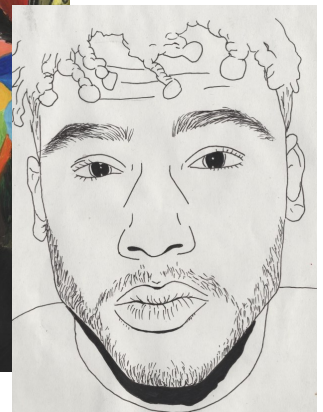
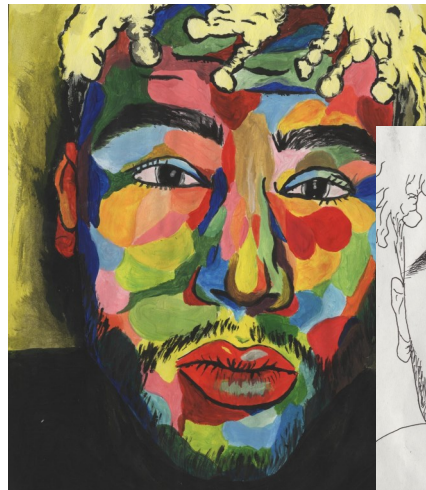
**COMPONENT TWO (Externally set assignment/ Exam Unit)** - 40%, started in January of Year 11 – you have to respond to **one** of a choice of questions (topics) set by the exam board. Preparation work is coursework in style and a final piece of work is produced in exam conditions over 10 hours of externally moderated time in the Art rooms.

as inspiration.

**A02** – Development of your own ideas using a variety of processes.

**A03** – Observational drawing and photography as starting points.

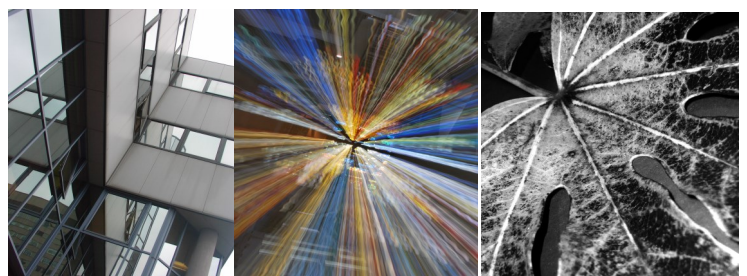
**A04** – Final Piece of work in 2D or 3D.



**The course is carefully structured to ensure you have a creative, rewarding and successful art and design experience.**

There are four assessment objectives that structure your learning. Each one is marked out of 24 and cover:

**A01** – Critical references, using artists' work



## Assessment

There is one tier of entry for GCSE Art and Design.

**Coursework** = 60% of your total mark.

**Examination unit** = 40% of your total mark.

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject

# GCSE ART, CRAFT AND DESIGN - PHOTOGRAPHY

In photography at GCSE you are encouraged to work in a range of lens-based and light-based media (including digital processes, animation and dark room techniques) over the duration of the two year course.

- **Digital photography**
- **Photoshop and related software.**
- **Darkroom techniques– from pinhole cameras through to black and white film processing.**

The exam board AQA asks for a **PORTFOLIO** of work that represents the best aspects of what you have produced over the two years.

- At KES you will be required to produce two complete units of coursework for **COMPONENT ONE** at GCSE.
- There will also be the opportunity to produce additional 'mini projects' to compliment your learning experience - these could include gallery visits and working with visiting artists.

**COMPONENT ONE (coursework)** - 60% of the overall award.

**COMPONENT TWO (externally set assignment)** - 40%, started after Christmas in Y11 - you have to respond to one of a series of questions set by the exam board.

Preparation work is coursework in style - a final piece of work is produced in exam conditions over 10 hours of supervised time.

**The course is carefully structured to ensure you have a creative, rewarding and successful photography experience.**

There are four assessment objectives that structure your learning. Each one is marked out of 24 and cover: Investigating, developing, refining and personal response creating final outcomes.



QUOTE: "I really found the GCSE experience amazing, I was fully supported to develop my ideas, not only by my teacher but all the staff in Art."

*Dan Parry KES student*

## Assessment

There is one tier of entry for GCSE Art and Design (Photography). Course code: AQA 4206.

**Coursework** = 60% of your total mark.

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject

# GCSE Business

## Is this the right subject for me?

Pick Business If you enjoy:	Do not pick Business if:
Communicating and explaining your ideas Working with numbers to solve business problems Learning about the world of business through real local and international brands Structured lessons	You dislike extended written work You are not interested in the news You think it will be easy

### What will I learn?

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea and turn it into a successful business.

You will understand how to make a business effective, manage money and see how the economy around us affects small businesses and all the people involved. Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business.

You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

### After GCSE's?

King Edward VII offers **A level Economics, A level Business and L3 BTEC Business**. Many of our students continue to study in the department.

A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, marketing or the leisure and tourism industry.

**Paper 1** Investigating small business (50%) + **Paper 2:** Building a business (50%)

**BOTH PAPERS INCLUDE: Multiple choice, calculation, short-answer and extended-writing questions**

### Assessment

The qualification will be assessed in 2 exam papers; 105 minutes, 105 marks.

There is no coursework.

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject



# GCSE COMPUTER SCIENCE

This exciting GCSE gives you an excellent opportunity to investigate how computers work and how they're used, and to develop computer programming and problem-solving skills. You'll also do some fascinating in-depth research and practical work. For example, some of the current investigations look at JavaScript, encryption and assembly language programming.

## Skills you will gain:

- Develop your understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts.
- Acquire and apply a knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming
- Acquire and apply creative and technical skills, knowledge and understanding of Computer Science in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.



## The Units

### Unit 1: Computer Systems

This unit will teach you the fundamentals of how computers work and the theory behind a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networks. Moreover, the computational thinking behind programming as well as the legal, moral and ethical considerations, such as AI and cyber security.

### Unit 2 Computational Thinking, Algorithms and Programming

Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics whilst having the opportunity to use the skills gained to produce their own programs in a variety of computing languages.

### Guidance:

***Due to the high level of Maths involved in this course, only students who are currently in higher Maths sets will be considered.***

### Examinations

2 x Terminal examinations worth 100% (50% + 50%) of the final marks.

### Assessment & Coursework

The NEA Project Unit 3: is no longer part of the requirement for this qualification

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject



# GCSE DRAMA



The Drama GCSE course offers plenty of choice and opportunities to create your own performance work using ideas and issues that you are passionate about. It is a practical, enjoyable course that will challenge you to develop imaginative performing and/or design skills, share your own original ideas, and commit to your group's work and rehearsals.

Drama GCSE not only develops your practical creative skills but also encourages the development of self confidence, teamwork, leadership, independent thinking skills, analysis and evaluation. These are skills that you will need for the rest of your life.

Our Drama Studio at Upper School, equipped with full blackout and sound-proofing, a comprehensive sound system and a multi-channel lighting rig, gives you excellent technical provision in order to realise your performances to the highest possible standards.

## The Practical Component (60%)

There are Two Practical Components to the course.

### Devising Drama (Practical) (40%)

What's assessed:

- Performance of your own original piece of theatre. (You will work in a group as a performer or designer)
- How you worked in rehearsals to create your performance. This is assessed through a piece of coursework. This can be written or recorded as an audio/visual file.

## Texts in Practice (Practical) (20%)

What's assessed:

Performance of two extracts from one play chosen by you with advice from your teachers. (You will work in a group as a performer or a Designer.)

## The Written Component (40%)

### Written Exam 1hr 45mins marked by AQA

You will explore, practically, one play, and see and review a live theatre production. All written work will be about how you would perform the play. In class, you will try out and make decisions about staging, acting, designing and directing the play. The written examination will take place at the end of Year 11.

What's assessed

- Knowledge and understanding of drama and theatre
- Exploration of one play
- Analysis and evaluation of a Live Theatre performance.

Activities throughout the two years to enrich and support your course:

- Theatre trips
- Workshops with visiting theatre practitioners
- The Crucible Theatre participation project—workshop and performance of your own devised play at The Crucible Theatre.

## Assessment

### Written Exam: 40% of GCSE

1 hour and 45 minutes. Open book, meaning that you can take the play text into the exam.

### Practical Components: 60% of GCSE

Devised Performance and Devising Log: 40% of GCSE.

Marked in school and moderated by AQA.

Texts in practice: performance of extracts from a play: 20% of GCSE.

Marked by visiting examiner from AQA, after watching your performance live.

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject



# WJEC Vocational Award in ENGINEERING

The WJEC Level 2 Vocational Award in Engineering provides an introduction to engineering and can lead to further study at Level 3 or an apprenticeship.

The WJEC Award presents knowledge, skills and understanding in a meaningful work-related way that allows students to apply their knowledge to real life situations.

The WJEC Award contains three units that focus on the assessment of knowledge, skills & practices gained over the duration of the course. One of these units is an external assessment in the form of a 90 minute examination.

The course is made up of:

## Unit 1: (internally assessed) Manufacturing engineering products

- Have the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products.
- Develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test a final product.

## Unit 2: (internally assessed) Designing engineering products

- Explore how an engineered product is adapted and improved over time. It offers the opportunity to apply your knowledge and understanding to adapt an existing component, element or part of the product that you will have manufactured for Unit 1.



## Unit 3: (externally assessed) Solving engineering problems

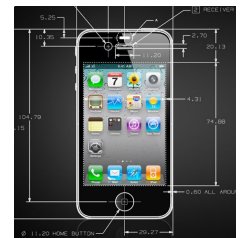
Introduced to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.



Learners meeting the grading criteria for a Level 2 award will achieve a qualification that is worth the equivalent of one GCSE graded 9 -5. The BTEC grade shown on their certificate will be a Pass, Merit, Distinction or Distinction\*.

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Critical thinking
- Learning independently
- Research
- Taking on responsibility
- Time management



## Career Opportunities

Students who succeed at Level 2 in this qualification may wish to progress onto a Level 3 engineering qualification at King Edward VII school or progress onto college. Your skills and knowledge can lead to such careers as computer engineering/repairs, electronic engineering, electrical engineering and many other employment opportunities with an engineering aspect.

### Project Work

**Practical tasks include :** Making an egg cup holder, a clock, a handy stand, Thor's Hammer, coat hooks, a key fob & a lamp.

**Essential skills you will develop include :** 3D Sketching/drawing , 2D Orthographic drawing , Computer Aided Design & Computer Aided Manufacture, working with machinery and hand tools, working to tolerances and accuracy.

### Examinations

The exam will last 1 hour and 30 minutes. The exam will be made up of multiple-choice questions, and short and extended answers.

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject

# V-Cert 1&2 Food and Cookery Skills

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

The NCFE Level 1 and Level 2 Certificates in Food and Cookery Skills are designed to provide learners with the skills, knowledge and understanding of using different cooking techniques and methods required for further study, apprenticeships or a career in the sector



The skills acquired from this course would be of benefit to a career in the Food Industry, including Catering, Marketing and Manufacture.

This knowledge would also aid being able to prepare healthy economical food for yourself and family.

Throughout their study, learners will develop skills including how to:

- prepare and cook using basic skills
- plan and produce dishes for a purpose
- ensure a safe and hygienic environment

Learners will also take away valuable knowledge of:

- food and its functions in the body and in recipes
- balanced diets and modification of recipes for health purpose

To be awarded the NCFE Level 1 or Level 2 Certificate in Food and Cookery Skills, learners are required to successfully complete four mandatory units for each qualification. Learners must achieve a minimum of a 'Pass' in each unit to achieve an overall qualification grade

Mandatory units in this course:

Unit 01 **Preparing to cook** (D/506/5036)

Unit 02 **Understanding food** (H/506/5037)

Unit 03 **Exploring balanced diets** (K/506/5038)

Unit 04 **Plan and produce dishes in response** to a brief (M/506/5039)



## Assessment

There is one tier of entry.

## Coursework

Units of work internally assessed worth 75%

## Examination

An examination during Year 11 worth 25%.

25%  
weighting  
1 x Unit =  
External  
Assessment



75%  
weighting  
3 x Units =  
Internal  
Assesment



100%  
Qualification  
Grade

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject

# GCSE ART, CRAFT AND DESIGN - GRAPHIC COMMUNICATION

**This course concentrates on using design and communication skills to produce effective 2D and 3D graphic products. Innovation and creativity are encouraged at all times.**

To be successful on this course you should be interested in graphic design or illustration, as well as packaging and display products. You should enjoy art and find it easy to sketch quickly when trying to explain ideas – you should be a good doodler! During the two year course you will develop the presentation techniques that will illustrate and promote your ideas.

The exam board AQA asks for a **PORTFOLIO** of work that represents the best aspects of what you have produced over the two years.

- At KES you will be required to produce two complete units of coursework for **COMPONENT ONE** at GCSE.
- There will also be the opportunity to produce additional 'mini projects' to compliment your learning experience - these could include gallery visits and working with visiting artists.

**COMPONENT ONE (coursework)** - 60% of the overall award.

**COMPONENT TWO (externally set assignment)** - 40%, started after Christmas in Y11 - you have to respond to one of a series of questions set by the exam board.

Preparation work is coursework in style - a final piece of work is produced in exam conditions over 10 hours of supervised time.

**The course is carefully structured to ensure you have a creative, rewarding and successful photography experience.**

There are four assessment objectives that

structure your learning. Each one is marked out of 24 and cover: Investigating, developing, refining and personal response creating final outcomes.



## **Career Opportunities**

The skills you develop could be useful in careers such as graphic design, publicity work, marketing, architecture, industrial design, product design, illustration and interior design.

### **Assessment**

There is one tier of entry.

### **Coursework**

One piece started in Y10, finished by March of Y11 worth 60% of your final mark.

### **Examinations**

An examination at the end of Y11 worth 40% of your final mark, it lasts 2 hours.

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject

# BTEC Level 1/Level 2 Tech Award in Health and Social Care

The BTEC Level 1/Level 2 Tech Award in Health and Social Care provides an introduction to health, social care and early years for those learners interested in these sectors.

At King Edward VII School students will complete 3 components of study during their BTEC programme. Students successfully completing the qualification will be graded Level 1 Pass, Merit, Distinction or Level 2 Pass, Merit, Distinction or Distinction\*.



There are three components:

## **Component 1: Human Lifespan Development – coursework unit**

For this component students will complete a piece of work that focuses on how individuals grow and develop through their life. They will also look at factors that can affect an individual's development and how major life events can impact on an individual. The sources of support for individuals experiencing life events will also be included.

**This unit is internally assessed.**

## **Component 2: Health and Social Care Services and Values—coursework unit**

For this component students will complete work on the health and social care services accessible to individuals as well as barriers preventing access to them. They will also have to consider the skills, attributes and values that are needed to provide high quality care.

**This unit is internally assessed.**

## **Component 3: Health and Wellbeing—examination unit**

Students will learn about factors that affect health and wellbeing as well as health indicators and how to provide a person centred approach. Students will use this knowledge as well as previously gained knowledge from components 1 and 2 to complete a 2 hour exam.

**This unit is externally assessed.**

Students who succeed in this BTEC qualification may wish to progress onto a Level 3 qualification. The school is currently offering BTEC National qualifications in Health and Social Care. Students will have a choice of BTEC Programmes equivalent to one (Extended Certificate) or two (Diploma) A levels.

### ***Internal Assessment***

Two internally assessed units completed during the course under supervision

### ***Examinations***

Two hour examination completed at the end of the course

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject



# Cambridge Nationals iMedia

Cambridge Nationals are a Level 1/2 vocational technical qualifications. They have been created to support students who want to develop practical skills and knowledge relating to a broad employment area. They involve doing practical activities, learning skills and developing transferable skills like problem solving which are important in employment.

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things. Certificate in Creative iMedia requires 120 GLH in total.

You will study:

R093 – Creative iMedia in the media industry

R094 – Visual identity and digital graphics

R097: – Interactive digital media

OR

R099: – Digital Games



## What will you gain from this course?

Students will gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation, and offers a hands-on approach to learning. The options available offer the chance for your son or daughter to explore areas of creative media that interest them. The Cambridge National in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. explore the fundamentals of technology and gain the practical skills, knowledge

How is it tested? Most of the qualification is tested by coursework that is set and marked by your teacher. This will be done throughout the two-year course. So, if you like project work, enjoy research, doing practical things and using industry standard software, you may find a Cambridge National a better option than a GCSE. One of the units that you must take – on Creative iMedia in the media industry – involves a written exam that lasts One Hour and 30 minutes and is set and marked by OCR.



## Unit Summary

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R093	Creative iMedia in the media industry	K/618/5870	48	E	M
R094	Visual identity and digital graphics	M/618/5871	30	NEA	M
R095	Characters and comics	T/618/5872	42	NEA	O
R096	Animation with audio	A/618/5873	42	NEA	O
R097	Interactive digital media	F/618/5874	42	NEA	O
R098	Visual imaging	J/618/5875	42	NEA	O
R099	Digital games	L/618/5876	42	NEA	O

## Assessment & Coursework

**Unit R093:** Creative iMedia in the media industry, **Unit R094:** Visual identity and digital graphics: Both Externally Assessed

**Unit R097:** Interactive digital media OR **Unit R099:** Digital games: Both Internally Assessed

Any Further Inquiries Contact Mr Kavanagh – dkavanagh@kes.sheffield.sch.uk

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject

# GCSE MUSIC

## Would you like to become:

- a really confident **performer**?
- an accomplished **composer**?
- a perceptive and knowledgeable **listener**?

## GCSE Music offers you the chance to develop your understanding of music at all levels.

This accessible yet challenging qualification allows students to develop their knowledge of musical language through the study, creation and performance of music from a wide range of styles and genres.

If you are a more experienced musician (someone who has studied an instrument or singing for a number of years) then this course will broaden and deepen your existing skills.

If you are a less experienced musician (someone who enjoys music and who has gained a good level of skills through your KS3 music lessons) then we can enhance your skills at a fast rate and enable you to become more competent and confident in your ability and understanding of music.

We study all kinds of music but focus on:  
**Classical Music** – Orchestral, Solo, Vocal  
**Popular Music** – Blues, Rock & Pop, Music Theatre & Film  
**World Music** – Africa, India Latin America and the Caribbean

**Performance** will involve you in solo and group work. We can teach you performance skills and that will increase your sense of confidence. All students who choose this GCSE will be required to perform, either playing an instrument and/or singing.

In **Composition** you will learn to use melody, chords, structures and different styles to produce recordings and scores of your compositions. Students can use a number of computer programmes to compose including Sibelius and Reason.

**Listening** skills are developed in the broadest sense: as Composer and Performer you need to be able to listen in depth and in detail.

GCSE Music is a challenging and exciting course for those who take their music seriously and who enjoy making good music with others. GCSE Music gives all students the opportunity to develop a lifelong interest in music and is also essential for those students who may wish to specialise in the subject at post-16 levels.

The Music Department at King Edward's enjoys a reputation for excellence in examination results and in concert performance.

Mr Doubleday and Mr Davies are available to offer you advice about GCSE Music should you have any further questions.



### Assessment

There is 1 tier of entry.

### Content

1	Performing two pieces of music	30%
2	Composing two pieces of music	30%
3	Listening to a range of music	40%

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject

# GCSE PHYSICAL EDUCATION

## Why Choose GCSE PE?

GCSE PE should encourage students to:

- develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being
- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.
- be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways

## Course content

### Assessment

#### PAPER 1:

### The human body and movement in physical activity and sport

Written exam (1 hour 15 minutes) **worth 30%** of GCSE.

#### PAPER 2:

### Socio-cultural influences and well-being in physical activity and sport

Written exam (1 hour 15 minutes) **worth 30%** of GCSE.

## Practical performance in physical activity and sport

Internal assessment (external moderation) worth 40% of GCSE.

Students are assessed as player/performer in three different activities (team, individual and a third from either team or individual) (30% of grade)

Plus written/verbal analysis and evaluation of performance (10% of grade)

60% is exam, 10% is coursework and 30% is practical performance.

## What We Expect from you

An enthusiasm for PE and Sport.

Participation in at least 1 extra curricular activity or sport outside of school.

Good level of effort and determination in PE lessons

Good organisational skills (Bring kit to every lesson)

Do not pick this course if you just want to play sport, it is heavily weighted on written work!

We expect you to put as much effort into this as you do playing sport.

**Please Remember** it is 60% is exam, 10% is coursework and 30% is practical performance.

This specification is particularly suitable for students who wish to continue their studies in further education and for those who are interested in related career opportunities.



## Assessment

2 x 1 hour 15 min Exams worth 30% each

30% Practical performance

10% Written course work

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject



## Why do a Cambridge National Level 2 in Sport Science?

This is a nationally recognised Level 2 course for those students interested in sport who want to gain certification in both practical and theoretical aspects of sport. Cambridge National in Sport Science helps students appreciate how sport science underpins sport at all levels. They learn about anatomy, physiology, injury prevention, improving personal fitness through appropriate training and diet, and the role of technology in improving performance.

### Course content

**R180: Reducing the risk of sports injuries and dealing with common medical conditions.** This is assessed by an exam. By completing this unit you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. Topics include: Different factors which influence the risk and severity of injury. Warm up and cool down routines. Different types and causes of sports injuries. Reducing risk, treatment and rehabilitation of sports injuries and medical conditions. Causes, symptoms and treatment of medical conditions.



**R181: Applying the principles of training: fitness and how it affects skill performance.** This is assessed by a set assignment. By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back. Topics include: Components of fitness applied in sport. Principles of training in sport. Organising and planning a fitness training programme. Evaluate own performance in planning and delivery of a fitness training programme.



**R182: The body's response to physical activity and how technology informs this.** This is assessed by a set assignment. By completing this unit you will gain understanding of how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems. You will also learn about relevant technology and how this assists us in measuring changes in these systems. Topics include: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities. The musculo-skeletal system and how the use of technology supports different types of sports and their movements. Short-term effects of exercise on the cardiorespiratory and musculo-skeletal systems. Long-term effects of exercise on the cardiorespiratory and musculo-skeletal systems.

### What skills will I need?

To become successful in this subject you will need a passion for sport as well as strong organisation and time management, good literacy, numeracy and ICT skills, good motivation, energy to work independently and good communication skills.

### What is open to you once you finish the course?

After the 2-year course, students will have a strong foundation for working in the sports industry but the course offers skills relevant to many, diverse working environments.

You can progress further undertaking further education courses, such as the Level 3 *BTEC, Diploma in Sport, A-Level Physical Education* as well as many other related courses. The Cambridge National qualification is highly regarded by sixth forms, colleges and universities as well as the world of employment.

**This qualification is worth the equivalent of one GCSE grade 1 to 9**

### **Coursework**

Students undertake ongoing portfolios of work with regular teacher feedback. The strong coursework element (60%) suits students who prefer coursework to examinations. The assessment includes practical work, as well as pieces of written work in the areas outlined above.

### **Examinations**

25% of the course is assessed through external evaluation.

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject



# GCSE TEXTILES with Art & Design

This course concentrates on the skills and knowledge required to design and make high quality fabric or art pieces, accessories or clothing items.

To do well in this course you should enjoy working practically with fabrics and you should be interested in Textiles, art installations or working with fabric to create a range of outcomes. You will become familiar with a wide range of equipment and processes such as computerised sewing machines, over lockers, flat lockers, digital cameras and scanners.

You will learn about and how to use various surface decoration techniques, such as, batik, stencilling, dyeing, silk painting, embroidery, iron on transfer and sublimation printing. You will develop your experience, skills and knowledge, which will enable you to design and make art or fashion items and attractive accessories.

## How the course is assessed;

All students must complete **both** components.

## Component 1 - Portfolio

A portfolio which covers all assessment objectives. Evidencing the design process for an idea from initial ideas to final outcomes.

No time limit  
96 Marks  
60% of GCSE

## Component 2 - Externally Set Assignment

Students will produce a body of work relating to the externally set subject title, this will include coverage of all four assessment objectives.

Preparatory period followed by 10 hours of supervised time.

96 Marks  
40% of GCSE

GCSE Textiles with Art & Design is an ideal preparation for the A Level Textiles and Art & Design courses.

## Career Opportunities

Students often use this experience to enrol on fashion design, fabric de-



sign and art & design

courses.

## Assessment

There is one tier of entry. If you are taking GCSE Art Textiles you should NOT take GCSE Fine Art.

## Coursework

This is a NEA (non exam assessment course) set by AQA, marked by the school and moderated by AQA during a visit normally taking place in June.

After reading this page, I think I will **Definitely**  **Possibly**  **Definitely Not**  choose this subject