

ST PETER'S RC HIGH SCHOOL OPTIONS BOOKLET 2026





WELCOME TO YOUR OPTIONS BOOKLET

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Dear Parent/Carer,

At the end of Year 9, students are invited to decide the subjects they will follow for GCSE/BTEC in Years 10 and 11.

In Years 10 and 11 all students follow mandatory GCSE courses in English, Mathematics, Combined Science and Religious Education. Additionally, the core curriculum includes Physical Education and Citizenship.

We hope that this booklet is useful to you. It provides syllabus details for each subject and it is designed to give you an idea of what each subject is about, how it is assessed, and how it may provide progression towards further study.

The list of courses available is provisional. Final course details will inevitably be subject to staff availability and enough students opting for a particular course. Where a course is oversubscribed, the school reserves the right to restrict numbers, although naturally everything possible will be done to enable students to follow the subjects of their first choice.

If you wish to discuss any aspect of the curriculum, please contact Mrs McGarvey, Assistant Headteacher, or myself.

If you wish to discuss subject-specific issues, please contact the subject leader.

Yours sincerely,

Mr Gabriel
Headteacher

INTRODUCTION

This is a crucial time for you. You will be able to make choices about the courses that you will follow for the next three years.

YOU NEED TO THINK ABOUT:

Your strengths; your ideas about what you want to study post-16, and potential career options/pathways.

BY THE TIME YOU HAVE RECEIVED THIS BOOKLET YOU WILL HAVE HAD ACCESS TO THE FOLLOWING:

- Assemblies explaining the process
- A series of videos from Subject Heads about the courses they are offering next year.

Anyone who requires careers advice can visit Mr Vourliotis, our Careers Advisor. Mr Vourliotis will be available Monday-Friday at lunchtime in the career's office.

TALK TO YOUR TEACHERS ABOUT THE COURSES YOU ARE INTERESTED IN FIND OUT:

- Are they GCSE or BTEC?
- What post-16 courses could they lead onto?
- Which topics will be studied during the course?
- How much of the course is assessed through practical activities/controlled and non-examined assessments versus written examinations?

DO NOT LET YOURSELF BE INFLUENCED BY:

- The subjects that your friends are taking. These are your options, not theirs.
- The teachers teaching the course. While we do our best to provide continuity for our students, changes can occur over the three years. You need to be sure that you choose courses that interest you.

Once the subject choices are received, they are sorted and checked. In some circumstances a few students may be disappointed in not obtaining all their first choice of subjects.

THE REASONS FOR THIS COULD INCLUDE:

- Students have made choices that may not fit into a timetable structure.
- The number of students choosing a subject is too small to run the course.

Students and parents will be notified of any subsequent changes made. Clearly it is our aim to keep these amendments to an absolute minimum. Each student needs to ensure they take advantage of all information, advice and guidance on offer.

FREQUENTLY ASKED QUESTIONS

WHAT IS THE ENGLISH BACCALAUREATE?

We are committed to offering a curriculum which provides a broad, balanced, relevant, and personalised learning experience for all our students. It should also help to deliver outstanding achievement for all. However, we also need to ensure that it provides as strong a foundation as possible for future progression.

The Government, employers and universities have recognised that while it is important to offer students a curriculum which meets their needs and interests, it is also crucial that doors are not closed off to them in terms of future progression; for example, for students hoping to go to university. The Russell Group of top universities has identified 'facilitating subjects' at A-Level i.e. subjects which are most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects the Group identifies are those which the Government has also included in a group of subjects at GCSE which it has termed the 'English Baccalaureate' (EBacc) subjects. These are:

- English Language
- Mathematics
- Sciences (Combined Science; Triple Science - Biology, Chemistry or Physics)
- Geography and History
- Languages (Classical and Modern)

The Government has created a performance measure for schools which records the performance of students in the following subjects: English Language, Mathematics, Sciences (two or more), History or Geography, and a language. This reflects the importance which it, along with employers and universities, place on these subjects. To ensure that our students are prepared as fully as possible for their adult life, the school leadership decided that a third of all students are required to opt for EBacc qualification and all should opt for one of the EBacc subjects (as well as the core curriculum of English Language, Mathematics, and combined Science) as one of their GCSE options.

The option form requires some students to choose the EBacc qualification and all students to choose a "Yellow subject." Students will be able to choose freely for their remaining option(s).

WHAT ARE GCSEs?

GCSE stands for General Certificate of Secondary Education. They are highly valued by schools, colleges, and employers. The qualification involves studying the theory of a subject, combined with some investigative work, while some subjects also involve practical work.

WHAT ARE BTECS?

Vocational subjects are designed as specialist work-related qualifications and are available in a range of sectors, such as Business, Engineering, and ICT. BTEC qualifications are flexible – you can take one alongside (or in lieu of) GCSEs and A-Levels in schools and colleges. They are also usually studied full-time, either in college or jointly between a school and a college. BTECs are divided into several units, which cover specific areas of knowledge, skills, and understanding required by their corresponding sectors or industries.

WHAT ARE GUIDED LEARNING HOURS (GLH) AND TOTAL QUALIFICATION TIME (TQT)?

These are referred to in many of the vocational courses. Guided Learning Hours (GLH) are made up of activities that are completed by you, the learner, under the direct instruction or supervision of a teacher, whether through physical presence or electronic means. Total Qualification Time (TQT) is made up of the Guided Learning Hours plus all other time taken in preparation, study or any other form of participation that is not under the direct supervision of a teacher.

WHAT IS NEA?

NEA refers to the Non-Examined Assessment part of some of the courses on offer. Sometimes it will take the form of assignments, portfolio work or practical work. Usually, it is marked by the teachers and sent to the relevant examining board for moderation. Sometimes moderators come into school to look at the work, particularly in practical courses such as Art, Performing Arts and PE. Some NEA must be carried out under supervised/controlled conditions.

WHAT ARE LEVELS?

Level 1 is equivalent to GCSE grade 3-1
Level 2 is equivalent to GCSE grades 9-4
Level 3 is equivalent to GCE A-Level

WHAT ARE KEY STAGES?

Key Stage 2 – Primary (Years 3, 4, 5 and 6)
Key Stage 3 – Secondary (Years 7-9 at St Peter's)
Key Stage 4 – Secondary (Years 10 -11 at St Peter's)

WHAT IS THE GCSE GRADING SYSTEM?

In 2019, all GCSE qualifications are graded using a new numbered scale from 9 to 1, with 9 being the highest. The table below shows the new grading structure and how it compares to the previous, lettered grading structure.

GRADING STRUCTURE FROM 2017	PREVIOUS GRADING STRUCTURE
9	A*
8	
7	
6	B
5	
4	C
3	
2	D
1	
U	U

WHAT GRADES WILL I NEED TO GET INTO COLLEGE?

Colleges sometimes change their entry levels/requirements for individual subjects. We strongly advise that you contact the college to find out exactly which grades you need to get on to the courses you want to study at Sixth Form.

Loreto Sixth Form College,
Chichester Road South,
Manchester, M15 5PB.
Tel: 0161 226 5156
<http://www.loreto.ac.uk/>

Xaverian College
Lower Park Road
Manchester, M14 5RB.
Tel: 0161 224 1781
<http://www.xaverian.ac.uk/>

Manchester College
<https://www.tmc.ac.uk/>

THE EBACC QUALIFICATION

The English Baccalaureate (EBacc) is a performance measure for any student who achieves good GCSE or accredited Certificate passes in:

- English,
- Mathematics,
- History or Geography,
- two Sciences
- and a language.

“The current English Baccalaureate is not a qualification itself, but a particular group of GCSE subjects that are usually looked on favourably by universities.”

<https://www.theuniguide.co.uk/advice/gcse-choices-university/whats-the-english-baccalaureate>

WHY STUDY THE EBACC?

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education.

Additionally, studying a variety of GCSE's keeps your options open for longer. This allows you to change career aspirations all the way through your education.

YOUR OPTION CHOICES

POOL 1	POOL 2	POOL 3
Spanish	Spanish	Separate Science (Triple)
French	History	Computer Science
Geography	French	Textiles
History	Geography	Art
Statistics	Photography	Photography
Business Studies	Health & Social Care	Business Studies
Enterprise and Marketing	Sport	Sport
Travel and Tourism	Enterprise and Marketing	Performing arts
		Hospitality
		Engineering
		Music

CORE SUBJECTS 2026

The curriculum is designed to ensure that students have a broad and balanced education which facilitates a broad range of pathways beyond the age of 16.

The table below shows that the Core Curriculum occupies 35 out of 50 lessons of your child's timetable in Years 9 to 11. The Core Curriculum is compulsory.

CORE SUBJECTS	QUALIFICATION
RE	GCSE
English	GCSE
English Literature	GCSE
Mathematics	GCSE
Combined Science	2 x GCSE
Citizenship	Non-Examined

OPTION SUBJECTS 2026

If you have been identified as being required to follow the EBacc suite of subjects, you will have 1 option choice in Pool 3. All students have the opportunity to follow the EBacc by choosing a language and a humanity, however every student must choose a yellow subject to ensure they are following a balanced and ambitious curriculum.

POOL 1	POOL 2	POOL 3
Spanish	Spanish	Separate Science (Triple)
French	History	Computer Science
Geography	French	
History	Geography	

RELIGIOUS STUDIES GCSE

Compulsory Subject

Subject Leader: Ms McGarr

UNIT/THEME	CONTENT	ASSESSMENT
Unit/Theme 1: Foundational Catholic Theology	1: Origins and Meaning 2: Good and Evil	Written examination: 1 Hour and 30 Minutes 37.5 of the GCSE
Unit/Theme 2: Applied Catholic Theology	1: Life and Death 2: Sin and Forgiveness	Written examination: 1 hour and 30 minutes 37.5% of the GCSE
Unit/Theme 3: Study of Judaism	The beliefs, teachings, and practices of Judaism.	Written examination: 1 hour 25% of the GCSE

OUTLINE

In our Catholic school, all students study Religion in Years 10 and 11. Every student will have the opportunity to achieve a GCSE qualification in Religious Studies. This comprises 3 components of study shown above.

WHO IS THIS COURSE SUITABLE FOR?

This course is suitable for all pupils in our Catholic school. It will enable learners to gain knowledge and understanding of two religions, Catholic Christianity, and Judaism, as well as developing their critical thinking skills. They will develop their interest in, and enthusiasm for, a rigorous study of religion, and an understanding of how it relates to the wider world.

POST 16 OPPORTUNITIES AND CAREERS

Students can progress from this qualification to:

- AS and A-Levels in Religious Studies, Theology & Ethics, Philosophy, and other subjects which require critical thinking.
- Vocational qualifications, such as BTEC Nationals.

This qualification can open many doors of opportunity and can be useful in many areas of employment, but particularly careers in religious and voluntary organisations, education/teaching, the police, the legal profession, counselling and social work, medicine and other caring professions.

ENGLISH LANGUAGE GCSE

Compulsory Subject

Subject Leader: Mrs Cunningham

UNIT/THEME	CONTENT	ASSESSMENT
Paper 1: Explorations in Creative Reading and Writing	Section A: This will be based on one fictional text (25%) Section B: This will be descriptive or narrative writing (25%)	Written examination: 1 hour and 45 minutes 50% of the GCSE
Paper 2: Writers' Viewpoints and Perspectives	Section A: This will be based on two non-fiction texts (25%) Section B: This will be writing to present a viewpoint (opinion writing) (25%)	Written examination: 1 hour and 45 minutes 50% of the GCSE
Spoken Language	- presenting information and ideas - responding to spoken language - spoken Standard English	Non-Exam Assessment: Assessed by the school and moderated by AQA

OUTLINE

Paper 1: Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers.

Paper 2: Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic within different time periods (19th, 20th or 21st century).

Students will also complete a non-examination assessment in Spoken Language at the end of Year 9 and will be awarded a Pass, Merit, Distinction or Not Classified qualification in Spoken Language.

WHO IS THIS COURSE SUITABLE FOR?

All students will follow this specification for English Language GCSE. It is designed to enable students of all abilities to develop the skills they need to read, understand, and analyse a wide range of different texts, as well as to write clearly, coherently, and accurately using a range of vocabulary and sentences.

POST 16 OPPORTUNITIES AND CAREERS

English Language GCSE offers excellent preparation for AS and A-Level English Language, as well as giving students a grounding in a wide variety of texts that will stay with them for life. Good grades in this subject are the stepping stones to success in a range of A-level subjects and future careers.

ENGLISH LITERATURE GCSE

Compulsory Subject

Subject Leader: Mrs Cunningham

UNIT/THEME	CONTENT	ASSESSMENT
Paper 1: Shakespeare and the 19th-century novel.	Section A: (Shakespeare) Students will study one play (Macbeth) from the list of six set texts. Students should study the whole text. Section B: (The 19th-century novel) Students will study one novel (Frankenstein) from the list of seven set texts.	Written examination: 1 hour and 45 minutes 40% of the GCSE
Paper 2: Modern Texts and Poetry.	Section A: (Modern texts) Students will study one from a choice of 12 set texts (An Inspector Calls), which include post-1914 prose fiction and drama. Section B: (Poetry) Students will study one cluster of poems (Love and Relationships) taken from the AQA poetry . Section C: (Unseen Poetry) Students will experience a wide range of poetry to develop their ability to closely analyse unseen poems.	Written examination: 2 hours and 15 minutes 60% of the GCSE

OUTLINE

Paper 1: In Section A (Shakespeare: Macbeth) students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. In Section B (The 19th-century novel: Frankenstein), students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: In Section A (Modern texts: An Inspector Calls) students will answer one essay question from a choice of two on their studied modern prose or drama text. In Section B (Poetry) students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen cluster. In Section C (Unseen poetry) students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

WHO IS THIS COURSE SUITABLE FOR?

All students will follow this specification for English Literature GCSE. It is a varied, Interesting, and enjoyable course leading to an examination qualification that is respected by all sixth form providers.

POST 16 OPPORTUNITIES AND CAREERS

English Literature GCSE offers excellent preparation for AS and A-Level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life. Good grades in this subject are the stepping stones to success in a range of A-level subjects and future careers.

MATHEMATICS GCSE

Compulsory Subject

Subject Leader: Miss Pavlovskis

UNIT/THEME	CONTENT	ASSESSMENT
Paper One: (Non-Calculator)	• Number • Algebra • Ratio, proportion, and rates of change • Geometry and measures • Probability • Statistics	Written Examination: 1 hour and 30 mins 33.33% of the GCSE
Paper Two: (Calculator)	• Number • Algebra • Ratio, proportion, and rates of change • Geometry and measures • Probability • Statistics	
Paper Three: (Calculator)	• Number • Algebra • Ratio, proportion, and rates of change • Geometry and measures • Probability • Statistics	Written Examination: 1 hour and 30 mins 33.33% of the GCSE

OUTLINE

GCSE Mathematics requires students to be able to:

- Use and apply standard techniques
- Reason, interpret and communicate mathematically
- Solve problems within mathematics and in other contexts

WHO IS THIS COURSE SUITABLE FOR?

All students follow the national curriculum in mathematics which aims to develop fluent knowledge, skills and understanding of mathematical methods and concepts.

There is a focus on the ability to acquire, select and apply mathematical techniques to solve problems. The students work towards interpreting and communicating mathematical information in a variety of forms appropriate to both the information and context.

POST 16 OPPORTUNITIES AND CAREERS

This qualification prepares students for progression to further study of mathematics at AS and A-Level, as well as to the study of Core Mathematics. GCSE mathematics is a requirement for progression to a wide range of courses at Level 3. Students are expected to continue with their study of GCSE Mathematics after the age of 16 if they have not achieved the qualification at Key Stage 4. The study of Mathematics opens a wide variety of career opportunities including: Accountancy, Banking, Business Support Services, Construction, Consultancies, Education, Engineering, Financial Services, Government, Healthcare, Insurance, IT & Computing, Manufacturing, Media, Pharmaceuticals, Science, Telecoms, Transport/Travel, Utilities and many more.

COMBINED SCIENCE GCSE (DUAL AWARD)

Compulsory Subject

Subject Leader: Miss Gaynor

UNIT/THEME	CONTENT	ASSESSMENT
Biology: Paper 1	Topic 1: Key concepts in biology Topic 2: Cells and control Topic 3: Genetics Topic 4: Natural selection and genetic modification Topic 5: Health, disease, and the development of medicines	Written Examination: 1 hour and 10 mins 16.67% of the GCSE
Biology: Paper 2	Topic 1: Key concepts in biology Topic 6: Plant structures and their functions Topic 7: Animal coordination, control, and homeostasis Topic 8: Exchange and transport in animals Topic 9: Ecosystems and material cycles	Written Examination: 1 hour and 10 mins 16.67% of the GCSE
Chemistry: Paper 3	- Topic 10: Key concepts in chemistry - Topic 11: States of matter and mixtures - Topic 12: Chemical changes - Topic 13: Extracting metals and equilibria	Written Examination: 1 hour and 10 mins 16.67% of the GCSE
Chemistry: Paper 4	- Topic 10: Key concepts in chemistry - Topic 14: Groups in the periodic table - Topic 15: Rates of reaction and energy changes - Topic 16: Fuels and Earth science	Written Examination: 1 hour and 10 mins 16.67% of the GCSE
Physics: Paper 5	- Topic 17: Motion and forces - Topic 17: Conservation of energy - Topic 18: Waves - Topic 18: Light and the electromagnetic spectrum - Topic 19: Radioactivity	Written Examination: 1 hour and 10 mins 16.67% of the GCSE
Physics: Paper 6	- Topic 20: Energy - Forces doing work - Topic 20: Forces and their effects - Topic 21: Electricity and circuits - Topic 22: Magnetism and the motor effect - Topic 22: Electromagnetic induction - Topic 23: Particle model - Topic 23: Forces and matter	Written Examination: 1 hour and 10 mins 16.67% of the GCSE

COMBINED SCIENCE GCSE (DUAL AWARD)

Compulsory Subject

Subject Leader: Miss Gaynor

WHO IS THIS COURSE SUITABLE FOR?

GCSE study in the Sciences provides the foundation for understanding the material world.

Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes, and uses of science with a focus on data analysis and practical skills.

POST 16 OPPORTUNITIES AND CAREERS

This qualification prepares students for progression to A-Level or a Level 3 qualification in a science related subject. Career opportunities include Medicine, Dentistry, Nursing, Engineering, Computer Science, and Forensics. The problem solving and logical thinking skills that a science qualification develops are highly valued in many other fields of employment.

CAMBRIDGE NATIONALS (ENTERPRISE AND MARKETING)

Optional Subject

Subject Leader: Mr Brehony

UNIT/THEME	CONTENT	ASSESSMENT
Theme 1: Enterprise and marketing concepts	In this unit, students will learn how market research gives an entrepreneur an insight into the wants and needs of their customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business.	Written Examination: 1 hour and 15 mins 40%
Unit 2: Design a business proposal	In this unit, students will learn how to develop market research tools and use these to complete market research. They will use their research findings to decide who their customers will be, create a design mix and produce product design ideas.	Non-Examined Assessment Portfolio of Work (internally assessed and moderated by the exam board) 30%
Unit 3: Market and pitch a business proposal	In this unit, students will learn how to design a brand and create a promotional campaign to get the brand noticed by customers. Their promotional campaign will include choosing different methods of promotion and create a presentation to pitch to an audience.	Non-Examined Assessment Portfolio of Work (internally assessed and moderated by the exam board) 30%

OUTLINE

Cambridge National in Enterprise and Marketing is aimed who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed to sit alongside other GCSEs and contains both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business.

WHO IS THIS COURSE SUITABLE FOR?

If you are interested in finding out more about the world of business, then Enterprise and Marketing is for you. This exciting course looks at how businesses are started and developed. It aims to develop your understanding of business and encourages creative thinking and decision making. You will learn about the world of business through research and investigation as well as practical tasks. You are not expected to have a prior knowledge of business but should be interested in learning about the world around you, how businesses are set up and what it is that makes someone a great entrepreneur.

POST 16 OPPORTUNITIES AND CAREERS

This qualification prepares students for progression to:
Applied General OCR Level 3 Cambridge Technical in Business,
A Levels in Business,
T Level in Digital Business Services,
as well as Apprenticeship standards such as Business Administration

This course will run if selected by a viable number of pupils

CITIZENSHIP (NON-EXAM)

Compulsory Subject

Subject Leader: Ms Soulsby

CONTENT

PERSONAL, SOCIAL AND HEALTH EDUCATION – Gives our students the opportunity to explore their personal and moral development. Education for sex and relationships is taught within the context of values, choices and decision making, in accordance with the teaching of the Catholic Church. The support of parents and carers in encouraging their children to take part is vital.

CITIZENSHIP – This course will help you discover what it takes to be a practical citizen, and about being involved in your community. With rights come responsibilities and you will learn about both, including their significance to you as an individual in your everyday life. You will also learn about rights and responsibilities regarding each other, within families, within a democracy, and as a global citizen.

CAREERS – See the Careers option page for more information.

OUTLINE

Every student in Years 9, 10 and 11 has one lesson every two weeks. The topics covered in these lessons are outlined above:

WHO IS THIS COURSE SUITABLE FOR?

This course is designed for all students. You will learn about healthy relationships, drug awareness and dealing with stress and anxiety. You will find out about British Values, including the legal and justice systems, democracy, and voting. You will also learn how to manage your money and what it means to be an active citizen in modern multicultural Britain.

POST 16 OPPORTUNITIES AND CAREERS

This course is designed to enable students to develop into mature, responsible young adults so that they can take their place, confidently, in the world of further education and/or employment. Citizenship would be most useful if you are interested in a career involving government (local and national), charities (especially those concerned with human rights, international development, or environmental issues); law; advisory bodies; the police; the Crown Prosecution Service; community groups; roles within the European Union; teaching; or journalism.

PHYSICAL EDUCATION (NON-EXAM)

Compulsory Subject

Subject Leader: Mr Perry

CONTENT

All students are required to study major sports from games, gymnastics, and athletics.

Through the range of experiences that PE offers, students will learn how to be effective in competitive, creative, and challenging situations. Discovering what they like to do will help students make informed choices about lifelong physical activity. They will be involved in physical activity that enables them to focus on competitions, promotion of health and wellbeing, and developing personal fitness levels. They will take on the role of performer, coach and official.

Within games, pupils will be taught to play competitive games using advanced techniques and skills specific to the game being played and respond effectively to changing situations within the game.

In gymnastic activities (including trampolining), pupils will be taught to compose and perform sequences by applying set criteria. They will be encouraged to use advanced techniques and skills with precision and accuracy in completing sequences.

All students will gain a knowledge and understanding of fitness and health. They will be taught how preparation, training and fitness relate to and affect performance. They will also be shown how to design and carry out training programmes that have specific purposes and the importance of exercise to personal, social, and mental health and wellbeing. Further to this, all students will monitor and develop their own training programmes to be used in school and when exercising outside of school.

OUTLINE

Every student in Years 10 and 11 will follow the PE curriculum.

WHO IS THIS COURSE SUITABLE FOR?

Our PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. Students will work as individuals, in groups and in teams, developing concepts of fairness and personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching, and officiating.

POST 16 OPPORTUNITIES AND CAREERS

Students with a keen interest in PE may wish to progress to an academic or vocational qualification at 6th Form; for example, GCSE Physical Education or BTEC Level 2 Sport. The skills acquired from this course form a sound grounding for most career opportunities.

ART & DESIGN GCSE (ART, CRAFT & DESIGN)

Optional Subject

Subject Leader: Mr Ainscough

UNIT/THEME	CONTENT	ASSESSMENT
Component 1: Portfolio	The portfolio must include both: 1 - A sustained project developed in response to a subject, theme, task, or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. 2 - A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum, or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.	Non-Exam Assessment set and marked by the school and moderated by AQA during a visit. No time limit 60% of the GCSE
Component 2: Externally Set Assignment	The Exam Board, AQA, will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.	Non-Exam Assignment set by AQA; marked by the school and moderated by AQA during a visit. Preparatory period followed by 10 hours of supervised time 40% of the GCSE

OUTLINE

Students must explore and create work associated with areas of study from at least two of the following titles: Fine art; Graphic communication; Textile design; Three-dimensional design; Photography.

WHO IS THIS COURSE SUITABLE FOR?

This course will suit a student who wishes to experiment and explore a wide range of different artistic areas and develop a range of drawing, designing, making and computer design skills. Students must record their ideas, observations, and insights both visually and through written annotation using appropriate specialist vocabulary.

POST 16 OPPORTUNITIES AND CAREERS

This qualification is designed to allow progression to AS and A-Level Art and Design, and other Level 3 qualifications. Career opportunities include: Artist, Animator, Architect, Curator, Design Engineer, Model Maker, Photographer, Illustrator, Web/App Designer and Teacher.

This course will run if selected by a viable number of pupils

ART & DESIGN GCSE (PHOTOGRAPHY)

Optional Subject

Subject Leader: Mr Ainscough

UNIT/THEME	CONTENT	ASSESSMENT
Component 1: Portfolio	The portfolio must include both: 1 - A sustained project developed in response to a subject, theme, task, or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. 2 - A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum, or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.	Non-Exam Assessment set and marked by the school and moderated by AQA during a visit. No time limit 60% of the GCSE
Component 2: Externally Set Assignment	The Exam Board, AQA, will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.	Non-Exam Assignment set by AQA; marked by the school and moderated by AQA during a visit. Preparatory period followed by 10 hours of supervised time 40% of the GCSE

OUTLINE

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as: portraiture, location photography, studio photography, experimental imagery, photo-journalism, moving image, film, video and animation, fashion photography.

WHO IS THIS COURSE SUITABLE FOR?

The course is suitable for all students interested in photography. It offers exciting and stimulating opportunities for students to develop skills, explore their interests and communicate their own ideas in photography in ways that are personally relevant and truly developmental in nature.

POST 16 OPPORTUNITIES AND CAREERS

This qualification is designed to allow progression to AS and A-Level Art and Design, and other Level 3 qualifications. The opportunities for art students in contemporary society are numerous and varied, ranging from photo-journalism to film making, graphic design to product photography or studio photography, and the list is continuing to grow.

This course will run if selected by a viable number of pupils

ART & DESIGN GCSE (TEXTILES)

Optional Subject

Subject Leader: Mrs Kusi

UNIT/THEME	CONTENT	ASSESSMENT
Component 1: Portfolio	The portfolio must include both: 1 - A sustained project developed in response to a subject, theme, task, or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. 2 - A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum, or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.	Non-Exam Assessment set and marked by the school and moderated by AQA during a visit. No time limit 60% of the GCSE
Component 2: Externally Set Assignment	The Exam Board, AQA, will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.	Non-Exam Assignment set by AQA; marked by the school and moderated by AQA during a visit. Preparatory period followed by 10 hours of supervised time 40% of the GCSE

OUTLINE

The course content includes: Art textiles, Fashion design and illustration, Costume design, Constructed textiles, Printed and dyed textiles, Surface pattern, Stitched, Soft furnishings and/or textiles for interiors and/or embellished textiles, Digital textiles, Installed textiles.

WHO IS THIS COURSE SUITABLE FOR?

This course will suit a student with enthusiasm who wants to develop their design and textile skills, as well as gaining knowledge of a variety of materials, techniques, and processes. Students must record their ideas, observations, and insights both visually and in written annotation using appropriate specialist vocabulary.

POST 16 OPPORTUNITIES AND CAREERS

This qualification is designed to allow progression to AS and A-Level Art and Design, and other Level 3 qualifications. Career opportunities include: Clothing/textile technologist, Interior and spatial designer, Fashion designer, Textile designer and Teacher.

This course will run if selected by a viable number of pupils

BUSINESS GCSE

Optional Subject

Subject Leader: Mrs Pitcher

UNIT/THEME	CONTENT	ASSESSMENT
Theme 1: Investigating small business	• Topic 1.1 Enterprise and entrepreneurship • Topic 1.2 Spotting a business opportunity • Topic 1.3 Putting a business idea into practice • Topic 1.4 Making the business effective • Topic 1.5 Understanding external influences on business	Written Examination: 1 hour and 45 mins 50% of the GCSE
Theme 2: Building a business	• Topic 2.1 Growing the business • Topic 2.2 Making marketing decisions • Topic 2.3 Making operational decisions • Topic 2.4 Making financial decisions • Topic 2.5 Making human resource decisions	Written Examination: 1 hour and 30 mins 50% of the GCSE

OUTLINE

This GCSE course centres around the two main themes set out above.

- Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.
- Theme 2 examines how a business develops beyond the start-up phase.

WHO IS THIS COURSE SUITABLE FOR?

If you are interested in finding out more about the world of business, then GCSE Business would be a great option choice. This exciting course looks at how businesses are started and developed. It aims to develop your understanding of business and encourages creative thinking and decision making. You will learn about the world of business through research and investigation as well as practical tasks. You are not expected to have a prior knowledge of business but should be interested in learning about the world around you, how businesses are set up and what it is that makes someone a great entrepreneur.

POST 16 OPPORTUNITIES AND CAREERS

This qualification prepares students for progression to:

- AS and A-Level in Economics and Business
- Level 3 Diploma in Business, Administration and Finance

Career opportunities include: Marketing, Accounting, Human Resources, Retailing, Banking, Business Management, Law, Education and Advertising.

This course will run if selected by a viable number of pupils

COMPUTER SCIENCE GCSE

Optional Subject

Subject Leader: Mr Brehony

UNIT/THEME	CONTENT	ASSESSMENT
Computer systems	• Systems Architecture • Memory • Storage • Wired and wireless networks, Network topologies, protocols, and layers • System security • System software • Ethical, legal, cultural, and environmental concerns	Written Examination: 1 hour and 30 mins (non-calculator) 50% of the GCSE
Computational thinking, algorithms, and programming	• Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation	Written Examination: 1 hour and 30 mins (non-calculators) 50% of the GCSE
Programming project	• Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions	Non-Examined Assessment (NEA): 20 hours

OUTLINE

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

WHO IS THIS COURSE SUITABLE FOR?

This course is suitable for young people who want to investigate how computers work, and how they are used. You are most likely to enjoy the subject if you have an interest in how computers work, you are a logical thinker; you enjoy problem solving and have good mathematical skills.

POST 16 OPPORTUNITIES AND CAREERS

Students can progress from this qualification to:

- Further studies, for example AS and A-levels.
- Employment, where further training may be available.
- Computer programming and software development.
- Apprenticeships

This course will run if selected by a viable number of pupils

GEOGRAPHY GCSE

Optional Subject - EBacc

Subject Leader: Miss McLauchlan

UNIT/THEME	CONTENT	ASSESSMENT
Unit 1: Living with the physical environment	Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes in the UK	Written examination: 1 hour and 30 minutes 35% of the GCSE
Unit 2: Challenges in the human environment	Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management	Written examination: 1 hour and 30 minutes 35% of the GCSE
Unit 3: Geographical applications Geographical skills	Section A: Issue evaluation Section B: Fieldwork Geographical skills	Written examination: 1 hour and 30 minutes 30% of the GCSE

OUTLINE

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values, and attitudes.

WHO IS THIS COURSE SUITABLE FOR?

Geography promotes a lifelong interest and fascination in how the world works. It is hands on, relevant and fun. It is suitable for students who want to study the features of the earth such as volcanic eruptions and gain an appreciation of the social, economic, and physical processes which shape and change our world.

Geography is a subject which forms part of the EBacc and is well respected by universities and employers.

POST 16 OPPORTUNITIES AND CAREERS

Students can progress from this qualification to a number of different qualifications at Level 3, including AS and A-Levels in Geography, Geology, Environmental Sciences, Travel and Tourism, and Leisure and Recreation. This is a rounded qualification which helps students to understand the world around them, and can be useful in many forms of employment, including: Leisure, Travel & Tourism, Meteorology, Environmental Management, Business & Finance, Social Services and many more.

This course will run if selected by a viable number of pupils

HISTORY GCSE

Optional Subject - EBacc

Subject Leader: Mr Motteram

UNIT/THEME	CONTENT	ASSESSMENT
Paper 1: Understanding the modern world	Section A: Period studies Section B: Wider world depth studies	Written examination: 2 hours 50% of the GCSE
Paper 2: Shaping the nation	Section A: Thematic studies Section B: British depth studies with the historic environment	Written examination: 2 hours 50% of the GCSE

OUTLINE

The subject content for GCSE History

- Conflict and Tension 1894-1918
- Germany 1890-1945, Democracy and Dictatorship
- Norman England 1066-1100
- Britain, Power and the People (1215 to the Present Day)

These four units (each worth 25% of the final mark) cover key people, places and events that shape the world we live in today. They have been carefully selected to build on pupils prior learning whilst adding new knowledge and skills.

WHO IS THIS COURSE SUITABLE FOR?

History is continuously changing the world around us and historic events have helped to shape our 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 may continue to develop in the future. Students with an enquiring mind will find History is one of the most fascinating and rewarding subjects that you can study at St Peter's.

POST 16 OPPORTUNITIES AND CAREERS

Students can progress from this qualification to:

- AS and A-Levels in History and other subjects.
- Vocational qualifications, such as BTEC Nationals.

There are careers that use History directly, such as: museum work, work in Heritage and Tourist Centres, Historian, Archaeologist, and Teaching. However, the skills and knowledge gained by a study of History are valued in many professions for example; Law, Journalism, Police, Business, and the Civil Service.

This course will run if selected by a viable number of pupils

MFL FRENCH GCSE

Optional Subject - EBacc

Subject Leader: Miss Robinson

UNIT/THEME	CONTENT	ASSESSMENT
Unit/Theme 1: Identity and culture	Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals in French-speaking countries/communities	Paper 1 Listening Exam (25% of the GCSE) Foundation: 35 mins Higher: 45 mins
Unit/Theme 2: Local, national, international, and global areas of interest	Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism	Paper 2 Speaking Non-Exam Assessment (25% of the GCSE) Foundation: 7–9 mins Higher: 10–12 mins
Unit/Theme 3: Current and future study and employment	Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions	Paper 3 Reading Exam (25% of the GCSE) Foundation: 45 mins Higher: 1 hour Paper 4 Writing Exam (25% of the GCSE) Foundation: 1 hour Higher: 1 hour 15 mins

OUTLINE

The course covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries and communities where French is spoken.

WHO IS THIS COURSE SUITABLE FOR?

Languages should be accessible for all students and allow students of all abilities to progress and develop a passion for languages through culturally engaging topics.

POST 16 OPPORTUNITIES AND CAREERS

This qualification offers a suitable progression route to AS and A-Level in French language. The range of career possibilities using languages is broad and includes: Travel and Tourism, Translating, Interpreting, Hotel Management, Law, Journalism, Teaching, Sales and Marketing, Banking, Public Relations, and Personal Assistant.

This course will run if selected by a viable number of pupils

MFL SPANISH GCSE

Optional Subject - EBacc

Subject Leader: S Cheung

UNIT/THEME	CONTENT	ASSESSMENT
Unit/Theme 1: Identity and culture	Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals in Frenchspeaking countries/communities	Paper 1 Listening Exam (25% of the GCSE) Foundation: 35 mins Higher: 45 mins
Unit/Theme 2: Local, national, international, and global areas of interest	Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism	Paper 2 Speaking Non-Exam Assessment (25% of the GCSE) Foundation: 7–9 mins Higher: 10–12 mins
Unit/Theme 3: Current and future study and employment	Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions	Paper 3 Reading Exam (25% of the GCSE) Foundation: 45 mins Higher: 1 hour Paper 4 Writing Exam (25% of the GCSE) Foundation: 1 hour Higher: 1 hour 15 mins

OUTLINE

The course covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries and communities where French is spoken.

WHO IS THIS COURSE SUITABLE FOR?

Languages should be accessible for all students and allow students of all abilities to progress and develop a passion for languages through culturally engaging topics.

POST 16 OPPORTUNITIES AND CAREERS

This qualification offers a suitable progression route to AS and A-Level in French language. The range of career possibilities using languages is broad and includes: Travel and Tourism, Translating, Interpreting, Hotel Management, Law, Journalism, Teaching, Sales and Marketing, Banking, Public Relations, and Personal Assistant.

This course will run if selected by a viable number of pupils

SEPARATE SCIENCE GCSE - BIOLOGY | CHEMISTRY | PHYSICS

Compulsory Subject

Subject Leader: S Ashraf

UNIT/THEME	CONTENT	ASSESSMENT
Biology: Paper 1	Same as Combined Science with additional units in Biology, including; the brain, eye structure and protein synthesis.	Written Examination: 1 hour and 45 mins 50 % of the GCSE
Biology: Paper 2	Same as Combined Science with additional units in Biology, including; body controls, homeostasis, and the kidneys.	Written Examination: 1 hour and 45 mins 50 % of the GCSE
Chemistry: Paper 1	Same as Combined Science with additional units in Chemistry, including quantitative testing, alloys and transition metals.	Written Examination: 1 hour and 45 mins 50 % of the GCSE
Chemistry: Paper 2	Same as Combined Science with additional units in Chemistry, including; organic chemistry, qualitative analysis, and nano particles.	Written Examination: 1 hour and 45 mins 50 % of the GCSE
Physics: Paper 1	Same as Combined Science with additional units in Physics, including; radiation, nuclear fission and fusion, and astronomy.	Written Examination: 1 hour and 45 mins 50 % of the GCSE
Physics: Paper 2	Same as Combined Science with additional units in Physics, including; static electricity, rotational forces, gas pressures and electromagnetic induction.	Written Examination: 1 hour and 45 mins 50 % of the GCSE

OUTLINE

This course offers three distinct GCSE's: GCSE Biology, GCSE Chemistry and GCSE Physics.

WHO IS THIS COURSE SUITABLE FOR?

This course is only suitable for students who are capable, enthusiastic scientists and high ability mathematicians and who are presently in Set 1 for Science and Maths. Questions assessing students' use of mathematical skills will make up 10% of the assessments for Biology, 20% for Chemistry, 30% for Physics.

POST 16 OPPORTUNITIES AND CAREERS

This qualification prepares students for progression to A-Level Chemistry, Biology and Physics or a Level 3 qualification in a science related subject. Career opportunities include Medicine, Dentistry, Nursing, Engineering, Computer Science, Forensics and Research.

This course will run if selected by a viable number of pupils

STATISTICS GCSE

Optional Subject

Subject Leader: Ms Razzaq

UNIT/THEME	CONTENT	ASSESSMENT
1. The collection of data. 2. Processing, representing and analysing data. 3. Probability.	You will learn to: • Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle. • Interpret statistical information and results in context and reason statistically to draw conclusions. • Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to: • collect and represent information • calculate summary statistics and probabilities.	Written Examination: Paper 1 1 hour and 30 mins 50% of the GCSE Written Examination: Paper 2 1 hour and 30 mins 50% of the GCSE

OUTLINE

GCSE statistics will involve studying probabilities, manipulating datasets, exploring sampling methods and forming scientific hypotheses. There are three primary areas of study in GCSE Statistics (outlined above) which are assessed in both written exams.

WHO IS THIS COURSE SUITABLE FOR?

Every day, statistics keeps us informed about what is happening in the world around us. Statistics are important because we live in the information world and much of this is determined mathematically by statistics. We gain an advantage if we have a good understanding of data and statistical concepts.

Statisticians' information generates billions of pounds worth of sales for companies by focusing adverts at its target audience, as sales and advertising are based largely on social media and online data analysis. Below the surface of all modern-day business, government, education and healthcare, statistics is a critical element that ensures the advancement of the way we progress.

POST 16 OPPORTUNITIES AND CAREERS

Statistics are used widely in medicine, business, science, teaching, and politics and so having a deep understanding of how to handle and interpret statistics will be advantageous.

Statistics GCSE supports and complements the study of Mathematics, Science and Geography at GCSE as well as Mathematics, Economics and Psychology at A-Level.

ENGINEERING BTEC (TECH AWARD)

Optional Subject

Subject Leader: C Finnegan

UNIT/THEME	CONTENT	ASSESSMENT
Unit 1: Manufacturing Engineering Products	· Learn how to interpret different types of engineering information · Plan how to manufacture an engineering product · Develop skills, knowledge and understanding of tools and equipment	20 hour Controlled Assessment 40% of the qualification
Unit 2: Designing Engineering Products	· Explore how an engineered product is adapted and improved over time · Apply your knowledge and understanding to adapt an existing engineered component	10 hour Controlled Assessment 20% of the qualification
Unit 3: Solving Engineering Problems	· Investigate how design is impacted by a range of external considerations · Explore how engineering achievements have had an impact on modern day life · Develop the understanding and skills to solve engineering problem	External assessment: 1 hour 30 minutes 40% of the qualification

OUTLINE

WJEC Level 1/2 Vocational Award (Technical Award) is a 120 guided-learning-hour (GLH) qualification, with a total qualification time (TQT) of 180 hrs (equivalent in teaching time to one GCSE). All units are compulsory.

WHO IS THIS COURSE SUITABLE FOR?

The course has been designed so that students can develop the knowledge, skills and understanding needed to work in the engineering sector, focusing on acquiring and applying knowledge, skills and understanding through purposeful tasks set in engineering contexts.

POST 16 OPPORTUNITIES AND CAREERS

A Level 2 qualification provides a suitable foundation for progression on to other vocational qualifications at level 3, such as the Level 3 Nationals in Engineering or Electrical/Electronic Engineering. Successful learners at level 2 may also consider general qualifications at Level 3 such as AS or A-Levels in Engineering or Design and Technology-Product Design. You could apply for an Apprenticeship in areas such as manufacturing maintenance engineering, electronics systems, telecommunications maintenance, service engineering or fabrication.

This course will run if selected by a viable number of pupils

HEALTH AND SOCIAL CARE BTEC (TECH AWARD)

Optional Subject

Subject Leader: K Soulsby

UNIT/THEME	CONTENT	ASSESSMENT
Component 1: Human Lifespan Development	• explore various aspects of growth and development across the life stages • explore the different factors that can affect an individual's growth and development • explore different life events • explore how individuals can adapt or be supported through life events	Non-examined assessment Internally assessed Portfolio work 30% of the BTEC
Component 2: Health and Social Care Services and Values	• explore health and social care services • explore barriers that can make it difficult to use these services and how these barriers can be overcome • explore and practise applying the different care values	Non-examined assessment Internally assessed Portfolio work 30% of the BTEC
Component 3: Health and Wellbeing	• explore how factors can affect an individual's health and wellbeing • interpret indicators that can be used to measure physiological health • interpret lifestyle data • explore the features of health and wellbeing improvement plans	Examination set and assessed by the Exam Board 40% of the BTEC

OUTLINE

This BTEC Level 1/Level 2 First Award is a 120 guided-learning-hour (GLH) qualification with a total qualification time (TQT) of 160 hrs (equivalent in teaching time to one GCSE). All components are compulsory.

WHO IS THIS COURSE SUITABLE FOR?

The BTEC First in Health and Social Care has been designed so that students can develop the knowledge, skills and understanding needed to work in the engineering sector. This BTEC will give you an opportunity to study a variety of Health and Social Care sectors, such as health care, social services, community support and nursing.

POST 16 OPPORTUNITIES AND CAREERS

A Level 2 qualification provides a suitable foundation for progression on to other vocational qualifications at Level 3, such as the Edexcel BTEC Level 3 Nationals in Health and Social Care. Successful learners at Level 2 may also consider general qualifications at Level 3 such as AS or A-Levels in Health and Social Care. Alternatively, you could also apply for an apprenticeship as a healthcare science assistant or in dental nursing, to name a few examples.

This course will run if selected by a viable number of pupils

HOSPITALITY AND CATERING (LEVEL 1/2)

Optional Subject

Subject Leader: K Savage

UNIT/THEME	CONTENT	ASSESSMENT
Unit 1: The Hospitality and Catering Industry	• How the environment in which hospitality and catering providers operate • How hospitality and catering provision operates • How hospitality and catering provision meets health and safety requirements • How food can cause ill health • Propose a hospitality and catering provision to meet specific requirements	External assessment: 1 hour and 30 minutes 40% of the qualification
Unit 2: Hospitality and Catering in Action	• The importance of nutrition when planning menus • Menu planning • Cooking dishes	Unit 2 is internally assessed under controlled conditions and externally moderated 60% of the qualification

OUTLINE

This course is a Level 2 in Hospitality and Catering and is a GCSE equivalent.

WHO IS THIS COURSE SUITABLE FOR?

This course is for students who are interested in learning about the hospitality and catering industry and the potential it can offer them for their future careers or further study.

POST 16 OPPORTUNITIES AND CAREERS

Achievement at level 2 can lead to Level 3 qualifications for example:

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

Future career opportunities can range from: waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All these roles require further education and training either through apprenticeships or further and higher education.

This course will run if selected by a viable number of pupils

MUSIC BTEC (TECH AWARD)

Optional Subject

Subject Leader: M Cosadinos

UNIT/THEME	CONTENT	ASSESSMENT
Component 1: Exploring Music Products and Styles	Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.	Non-examined assessment Internally assessed assignments 30% of the BTEC
Component 2: Music Skills Development	Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.	Non-examined assessment Internally assessed assignments 30% of the BTEC
Component 3: Responding to a Commercial Brief	Learners will be given the opportunity to develop and present music in response to a given commercial music brief.	Externally assessed task set by the Exam Board: 20 hrs supervised 40% of the BTEC

OUTLINE

This BTEC Level 1/Level 2 Tech Award is a 120 guided-learning-hour (GLH) qualification with a total qualification time (TQT) of 140 hrs (equivalent in teaching time to one GCSE). All components are compulsory.

WHO IS THIS COURSE SUITABLE FOR?

BTEC Tech Award in Music Practice gives students the opportunity to study a range of genres of music – from traditional Classical and World music to more modern EDM and computer game music. We also look at the different ways in which music is distributed commercially. It is an enjoyable and flexible option that is open to everyone and is highly regarded by Colleges and Universities. Discipline and hard work are essential during written tasks and performance rehearsals; experience on an instrument/vocal is desirable.

POST 16 OPPORTUNITIES AND CAREERS

Students can progress from this qualification to: AS and A-Levels in Music and Music Technology, BTEC National in Music and Music Performance and Apprenticeships or other training. They can also consider the study of music post-16 through the study of a BTEC Level 2 Technical Certificate in Music. Career opportunities include: Self-employed session Musician, Performer, Composer, Musical Arranger, Sound Technician or Engineer, Music Teacher, Conductor and Arts Administration.

This course will run if selected by a viable number of pupils

PERFORMING ARTS BTEC (TECH AWARD)

Optional Subject

Subject Leader: C Callaghan

UNIT/THEME	CONTENT	ASSESSMENT
Component 1: Exploring the Performing Arts	Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.	Non-examined assessment Internally assessed and externally moderated Portfolio work 30% of the BTEC
Component 2: Developing Skills and Techniques in the Performing Arts	Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.	Non-examined assessment Internally assessed and externally moderated Portfolio work 30% of the BTEC
Component 3: Responding to a Brief	Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.	Task set and assessed by the Exam Board 40% of the BTEC

OUTLINE

This BTEC Level 1/Level 2 Tech Award is a 120 guided-learning-hour (GLH) qualification with a total qualification time (TQT) of 150 hrs (equivalent in teaching time to one GCSE). All components are compulsory.

WHO IS THIS COURSE SUITABLE FOR?

BTEC Performing Arts helps students develop both new and existing skills in a range of performance disciplines. Students considering this course will have to prove their dedication and total commitment to discipline and hard work, both in the classroom and in rehearsal time (often outside of school hours), leading to a very high standard of performance.

POST 16 OPPORTUNITIES AND CAREERS

The Pearson BTEC Level 1/Level 2 First Award in Performing Arts provides a good foundation for learners in post-16 education. The qualification provides a suitable foundation for further study within the sector through progression on to qualifications, such as BTEC Nationals, AS or A-Levels in Drama and Theatre Studies and Performing Arts. Future career opportunities include: Stage Management and Production, Acting, Stage Lighting Engineer, Musical Theatre, Radio, and Television.

This course will run if selected by a viable number of pupils

SPORT BTEC

Optional Subject

Subject Leader: Mr Perry

UNIT/THEME	CONTENT	ASSESSMENT
Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.	30% of the BTEC
Component 2: Taking Part and Improving Other Participants Sporting Performance	Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.	30% of the BTEC
Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.	Externally examined in the format of a written exam (Summer Y11) 40% of the BTEC

OUTLINE

This BTEC Level 1/Level 2 Tech Award is a 120 guided-learning-hour (GLH) qualification with a total qualification time (TQT) of 149 hrs (equivalent in teaching time to one GCSE). All components are compulsory.

WHO IS THIS COURSE SUITABLE FOR?

This course encourages personal development through practical participation and performance in a range of sports and exercise activities. It gives learners a wider understanding and appreciation of health-related fitness, sports and exercise. They will learn to develop their people, communication, planning and team-working skills.

POST 16 OPPORTUNITIES AND CAREERS

Achievement at level 2 provides a suitable foundation for further study on to other courses at Level 3 qualifications e.g. GCE in Physical Education. Apprenticeships are also available. Future career opportunities include: Fitness Instructor, Leisure and Sports Manager, Teaching and Professional Physiotherapist.

This course will run if selected by a viable number of pupils

CONTENT

To help students understand:

- The links between living, learning and earning
- A good Personal Statement to be included with college applications
- The demands of the work place and the competitive nature of the work
- What goes on in the working world and how it is changing
- What can make a person's career go well or not go well
- What they can do to improve their own chances of success
- Their starting points and influences on them
- Their own strengths, abilities, weaknesses and interests
- How and where to get information and how to judge its value and trustworthiness
- How to make decisions and deal with consequences.

There are a number of activities that take place outside of careers lessons that aim to increase awareness of the world of work including:

- Specialist assemblies and form time
- A programme of visits to our partner 6th Form Colleges and Universities
- Careers fairs
- Industry specific guest speakers and employer visits
- Year 10 students take part in 1 week of work experience and get the opportunity to have a mock interview
- Year 11 take part in events such as CV & Interview skills workshops with Deloitte
- 1 to 1 guidance interviews

OUTLINE

Time spent at St Peter's is an important stepping stone to future education, work and careers. Throughout year 7 - 11 students follow a programme of Careers Education lessons with 3 main

AIMS

Self-Development and awareness: To help young people understand themselves and the influences on them, build a track record of their experiences and achievements and develop their capabilities.

Career Exploration: To help young people identify and investigate opportunities in learning and work and to understand some of the challenges in working life.

Career Management: To equip young people with skills to make and adjust plans to manage career choices, changes and transitions.

POST 16 OPPORTUNITIES AND CAREERS

St Peter's has a school based Careers Adviser who works with students to give individual information, advice and guidance. Before leaving St Peter's students will understand the full range of educational, employment and training opportunities available to them after 16.

Students will also have an awareness of opportunities at 18 and beyond and have developed skills to effectively manage their own career progression. The school Careers Adviser supports students to ensure that an appropriate post 16 place has been secured and provides transition support. With the requirement for students to stay in education or training up to the age of 18, this has never been more important.

