



# The Priory School

Educating Students for Success in Life

The Priory School  
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Headteacher: Mr Geraint Edwards

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March 2025

Dear Student / Parent / Carer

Over the coming weeks your child will be making important decisions about the next two years and the courses they are going to study.

Each student has been allocated a specific 'pathway' which will offer them the range of subjects we feel will enable them to be engaged, motivated and succeed.

## **Your child has been placed on Learning Pathway 1**

Students on this pathway will have the opportunity to gain up to nine qualifications, so it is important that they make the right decisions. For this reason we have provided you with this booklet. The subjects your child requests will usually have a strong bearing on their future studies and their eventual career choice. This, together with the fact they will have to live with their subject choices for nearly two years, underlines the need to get this process right. If a student is motivated and enjoys what they are doing, they are far more likely to do well.

As you go through the process, your child should discuss their ideas with as many people as possible, for example brothers, sisters, teachers, careers adviser or a senior member of staff. All these can give much needed guidance and support. We feel we have a wide range of interesting and exciting courses to offer, whilst still ensuring students follow a broad and balanced course in line with National Curriculum requirements. It is our intention to run all the courses outlined in this booklet, however if group numbers are too small or we are unable to staff the subject, we may be unable to run a course. We would contact you if your child has requested an option which we are unable to run. Currently students are free to request to study any of the available subjects (some subjects do require certain target grades), and if it is not possible for them to be placed on a subject they have requested, we will always communicate this to the students and ensure that an alternative is provided.

Applications will need to be submitted online via Options Online. The details for this will be sent out by email after the Pathway Evening. Students will need to request an humanity – geography or history and 3 other subjects in order of preference and one reserve. Requests need to be submitted by Friday 4<sup>th</sup> April 2025.

Please contact me should you have any questions.

Yours faithfully

**Mrs F. Nearney**  
Deputy Headteacher

## Curriculum Outline

The Post 14 curriculum at The Priory School provides continuity and progression from the breadth of subjects studied at the foundation of Key Stage 3. It prepares all students for the opportunities, responsibilities and experiences of adult life, including Work Related Learning and Careers. The curriculum ensures an individualized learning culture where there is equality of opportunity for all to succeed.

### Learning Pathway 1

This route offers a maximum of 9 qualifications (including English Language and Literature, Mathematics, double Science and at least one humanity (Geography or History)). Students can study both if they wish. Students will have three additional subjects to take. Students with GCSE target grades of 5 and above would be placed on this learning pathway.

Learning Pathway 2			Year 10 allocation of hours (Sept 2025)
English Language and Literature (GCSE)			7
Maths (GCSE)			6
Science (GCSE)			10
Cultural Respect and Responsibility			1
Humanity (Geography or History) GCSE			6
Core PE			5
<b>3 additional subjects</b>			3 x 5
Art GCSE	Health and Social Care BTEC	PE GCSE*	
Creative Computing BTEC	History GCSE	Performing Arts BTEC	
Design and Technology GCSE	Media Studies GCSE	Philosophy and Ethics GCSE	
Film Studies GCSE	Music* GCSE	Sport Studies OCR National	
Food Preparation and Nutrition GCSE	Music Practice BTEC	Travel and Tourism BTEC	
<b>Total</b>			<b>50</b>

### Subjects with additional criteria

The list below shows which subjects have additional criteria attached to them. Students need to have a target grade, detailed below, in order to study a certain subject. Target grades have been sent out separately.

Subject	Criteria
PE GCSE*	Target grade 5 in Science
Music GCSE*	Minimum of grade 2 Music

## Important Dates and Websites

Event	Date
Year 9 Learning Pathways Parents' Evening	Thursday 27 <sup>th</sup> March 2025
Subject request applications completed online deadline	Friday 4 <sup>th</sup> April 2025
121 student interviews with SLT, (Senior Leadership team) and other key staff to review and finalise learning pathways subjects	Thursday 24 <sup>th</sup> April to Friday 2 <sup>nd</sup> May 2025

### Websites for more information on courses:

Please find the examination board for each course at the top of the information sheet.

The Priory School website

[www.priory.herts.sch.uk](http://www.priory.herts.sch.uk)

The Department for Education

[www.gov.uk](http://www.gov.uk)

Examination Boards

[www.pearson.com](http://www.pearson.com)

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.wjec.co.uk](http://www.wjec.co.uk)

[www.ncfe.org.uk](http://www.ncfe.org.uk)

## Requesting the 'right' subjects; advice for students

### Consider the following:

- Which subjects do you enjoy studying?
- Which subjects do you achieve highly in?
- Which subjects do you need for your chosen career?

### **For students....**

#### **Do....**

- Read this booklet carefully and ask for help if you have a question.
- Listen carefully in form time when Post 14 Pathways are being discussed.
- Talk about your potential subjects with your parents, Form Tutor and teachers.
- Research in the careers section of the library and on the websites given in this booklet.
- Attend the Post 14 Pathways event with your parents on **Thursday 27<sup>th</sup> March**.
- Ensure your subject requests are completed online by **Friday 4<sup>th</sup> April**.

#### **Don't....**

- Request a subject just because you like the teacher – it is the subject that is important (and you may not get that teacher!).
- Request a subject just because your best friend or friends have chosen it – your best friend may be good at it, but you might prefer a different choice.
- Be put off requesting a subject because one of your friends does not like it.

During this process the key people to contact are Mrs White (Head of Key Stage 4), Mr Freeland (Head of Key Stage 3), Miss Havelange (Head of Year 9), Mrs Emler (Head of Raising Aspirations), or Mrs Nearney (Deputy Headteacher). We are all here to help and support with important decisions you have to make.

## English Language GCSE

<b>Criteria for taking the subject at Post 14</b>	N/A
<b>Qualification</b>	GCSE
<b>Examination board</b>	AQA
<b>Examination board website</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Staff Contact</b>	Ms Lacey – <a href="mailto:HLacey@priory.herts.sch.uk">HLacey@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- Reading stamina - ability to read widely and with confidence.
- Ability to infer meaning from language.
- Secure knowledge and understanding of key subject terminology.
- To write accurately using a range of punctuation and sentence structures.
- To write for specific audiences, purposes and in a range of different forms.
- To speak fluently, confidently and in standard English.

### What will you be studying on this course over the next 2 years?

The English Language course is taught through an integrated approach, alongside English Literature.

Students' main focus for reading will be on perfecting their analytical skills when dealing with unseen texts. Students will be given the opportunity to read and explore a range of 19<sup>th</sup>-, 20<sup>th</sup>- and 21<sup>st</sup>-century fiction and literary non-fiction through extract-based study. Students will be taught a number of skills including: information retrieval, summary, language and structural analysis and comparison to ready them for the exams.

For writing we will draw on the skills already built at KS3 in terms of writing for specific audiences, purposes and in a range of different forms. Our main areas of focus will be descriptive and narrative writing for Paper 1 and argumentative and persuasive writing for Paper 2. Students will be taught the features of different forms of writing and be expected to draw on their knowledge gained from reading to complement their writing.

The final component of the GCSE Language qualification is the Spoken Language Endorsement. For this, students will be required to plan and present to their teacher and/or peers on a previously agreed topic. It is a requirement that students are given time to respond to questions after their presentation to extend and elaborate where necessary.

### How will the course be examined?

Students are examined across two 1 hour and 45 minute exams. Their overall grade is made up of 50% reading and 50% writing. Students will also complete a separately endorsed 'Spoken Language' qualification for which they will be awarded either 'Pass', 'Merit' or 'Distinction'.

#### **Paper 1: Explorations in Creative Reading and Writing 50%**

- Section A Reading / Section B Writing.

#### **Paper 2: Writers' Viewpoints and Perspectives 50%**

- Section A Reading / Section B Writing.

#### **Non-examination Assessment: Spoken Language**

- Presenting / Responding to questions and feedback / Use of Standard English.

<b>What career options could this course lead to?</b>
The skills learnt through the study of English allow students to choose from many different employment sectors and occupations. Many successful English students follow careers in management or administration, either for a company or in the public sector. Teaching and other education work are the next most common career destinations. A large number of English students choose to work in a creative field, such as writing, publishing, PR or acting. However, there is huge variety in English-related career choices: legal, financial and sales positions are also popular.

## English Literature GCSE

<b>Criteria for taking the subject at Post 14</b>	N/A
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<b>Qualification</b>	GCSE
<b>Examination board</b>	AQA
<b>Examination board website</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Staff Contact</b>	Ms Lacey – <a href="mailto:HLacey@priory.herts.sch.uk">HLacey@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- Reading stamina - ability to read widely and with confidence.
- Understanding of a range of conventions of prose, drama and poetry.
- Ability to infer meaning from language.
- Secure knowledge and application of key subject terminology.
- To explore texts in relation to the context in which they were written.

### What will you be studying on this course over the next 2 years?

The English Literature course is taught through an integrated approach, alongside English Language.

Students' main focus for the exams will be on perfecting their analytical skills when dealing with a range of pre-taught literary texts. All students will be taught a Shakespeare play (*Romeo and Juliet* or *Macbeth*), a 19<sup>th</sup>-century novel (*The Strange Case of Dr Jekyll and Mr Hyde* or *A Christmas Carol*), an anthology of 15 poems from the AQA *Power and Conflict* anthology and one further text (*An Inspector Calls*). In addition, students will be taught the necessary skills to explore and compare unseen poetry. In dealing with the texts, students will be required to research relevant contextual details to explore the wider implications of the themes present in the texts and to apply their knowledge when analysing writers' choices.

### How will the course be examined?

Students are examined across two closed-book exams.

For Paper 1, students will be given an extract from their taught text to explore but they will also be required to relate the given extract to their wider knowledge of the text.

For Paper 2, section A, students get a choice of two questions to answer. For section B, students will be given a printed poem from the anthology to explore and make connections to one other poem from the collection.

#### Paper 1

#### Shakespeare and 19<sup>th</sup> Century Novel      40%

- Section A Shakespeare / Section B The 19<sup>th</sup> Century Novel.

#### Paper 2

#### Modern Texts and Poetry      60%

- Section A Modern Texts / Section B Poetry / Section C Unseen Poetry.

<b>What career options could this course lead to?</b>
<p>The skills learnt through the study of English allow students to choose from many different employment sectors and occupations. Many successful English students follow careers in management or administration, either for a company or for the Government. Teaching and other education work are the next most common career destinations. A large number of English students choose to work in a creative field, such as writing, publishing, PR or acting. However, there is huge variety in English-related career choices: legal, financial and sales positions are also popular.</p>



## Mathematics GCSE

<b>Criteria for taking the subject at Post 14</b>	N/A
<b>Qualification</b>	GCSE
<b>Examination board</b>	EDEXCEL
<b>Examination board website</b>	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a>
<b>Staff Contact</b>	Mrs Parsons – <a href="mailto:FParsons@priory.herts.sch.uk">FParsons@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- Use a wide range of mathematical skills and knowledge to solve problems.
- Use logic and reason to solve problems.
- Breakdown problems into small steps in order to solve them.
- Follow a process and present workings clearly.
- Learn how to use a calculator to solve problems quickly and effectively.

### What will you be studying on this course over the next 2 years?

The course is broadly split into the following topics;

- Number
- Shapes and measures
- Algebra
- Handling data
- Probability
- Ratio, proportion and rates of change.

The aims of the course, as outlined by the examining board, are to; develop fluent knowledge, skills and understanding of mathematical methods and concepts; acquire, select and apply mathematical techniques to solve problems; reason mathematically, make deductions and inferences, and draw conclusions; comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

### How will the course be examined?

GCSE Mathematics is a linear course, which is 100% written examination at the end of Year 11. There are two overlapping tiers of entry, which allow a full and balanced opportunity for candidates at all levels of attainment to show what they know, understand and can apply. Tier entry will be decided and discussed with students based on their progress through the course. Foundation tier allows students to access Grades 1-5 whereas the higher tier allows students to access Grades 4-9.

Students will take three examination papers, each marked out of a total of 80 marks and each 1 hour and 30 minutes in duration. Two of the examinations papers will allow the use of a calculator whilst the other is non-calculator.

Set 1 students are also taught the Edexcel Level 3 Algebra Award. This is to develop their knowledge and understanding of concepts in algebra and core mathematical techniques, so to assist in bridging the gap between the GCSE and A Level syllabus. Students are assessed through one written non-calculator examination paper, which is awarded either a Pass or Fail grade.

### What career options could this course lead to?

Mathematics can lead to a wide range of career opportunities including accountancy, engineering, actuary, medicine, science, architecture and computing. It also develops analytical and problem-solving skills that are transferable to a wide range of other careers.

## Combined Science (Double award) GCSE

<b>Criteria for taking the subject at Post 14</b>	N/A
<b>Qualification</b>	GCSE Combined Science Trilogy
<b>Examination board</b>	AQA
<b>Examination board website</b>	<a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>
<b>Staff Contact</b>	Mrs Matthews – <a href="mailto:CMatthews@priory.herts.sch.uk">CMatthews@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- Ability to write concisely using good English and appropriate scientific language.
- Ability to present data in tables and graphs and to draw conclusions from it.
- Ability to plan and evaluate scientific experiments.
- Ability to use numeric data in calculations; remember and choose the most appropriate equation; rearrange equations when required; and use appropriate units.
- Ability to apply scientific knowledge and understanding to real life contexts.
- Ability to deal with large amounts of factual information, selecting the appropriate information and applying it to problems.

### What will you be studying on this course over the next 2 years?

Students start studying their GCSE Combined Science Trilogy course in Year 9 and continue with ten lessons every two weeks through Years 10 and 11. The subject is taught in sets according to ability across the year and each set is taught by two science teachers. The lessons will cover scientific theory and application as well as practical work. The latter will include, but not be limited to, twenty one “required practical activities” designated by the exam board.

The following topic areas will be studied:

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> </ul>	<ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure, and the properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism and electromagnetism</li> </ul>

#### **How will the course be examined?**

GCSE Combined Science Trilogy is a linear course leading to a double award, equivalent to two GCSEs. All components are assessed at the end of Year 11. The course is split between biology, chemistry and physics, with each subject receiving an equal weighting.

The assessment is made up of six exam papers, each 1 hour and 15 minutes long. Each paper will assess knowledge and understanding from distinct topic areas, with two papers covering the biology topics, two for chemistry and two for physics. Each paper can be taken at either Foundation or Higher tier, with the maximum grade possible on the easier Foundation Tier paper being grade 5. Students need to take the Higher Tier papers to achieve grades 6 to 9.

A range of question types will be used, including multiple choice, short answer and those that require extended responses. There is no separate, formal assessment of practical skills. However practical work is at the heart of science and at least 15% of the overall marks in the papers will draw on the knowledge and understanding that students gain from carrying out the required practical activities. The papers will also require students to demonstrate a range of mathematical skills and to recall key physics equations.

#### **What career options could this course lead to?**

Success in GCSE science is a key requirement for a wide range of career opportunities, often involving further study and higher level qualifications. These include; engineering, forensic scientist, medicine, physiotherapist, research scientist and teaching.

## Triple Science (Biology, Chemistry and Physics) GCSE

<b>Criteria for taking the subject at Post 14</b>	N/A
<b>Qualifications</b>	GCSE Biology / GCSE Chemistry / GCSE Physics
<b>Examination board</b>	AQA
<b>Examination board websites</b>	<a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461">http://www.aqa.org.uk/subjects/science/gcse/biology-8461</a> <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a> <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a>
<b>Staff Contact</b>	Mrs Matthews – <a href="mailto:CMatthews@priory.herts.sch.uk">CMatthews@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- Ability to write concisely using good English and appropriate scientific language.
- Ability to present data in tables and graphs and to draw conclusions from it.
- Ability to plan and evaluate scientific experiments.
- Ability to use numeric data in calculations; remember and choose the most appropriate equation; rearrange equations when required; and use appropriate units.
- Ability to apply scientific knowledge and understanding to real life contexts.
- Ability to deal with large amounts of factual information, selecting the appropriate information and applying it to problems.

### What will you be studying on this course over the next 2 years?

Students start studying their GCSE Triple Science courses in Year 9 and continue with eleven lessons every two weeks through Years 10 and 11. Science is taught in sets according to ability across the year and each set is taught by three specialist Science teachers. The lessons will cover scientific theory and application as well as practical work. The latter will include, but not be limited to, the “required practical activities” designated by the exam board. There are eight required practical activities for each of the three subjects.

The following topic areas will be studied:

Biology	Chemistry	Physics
<ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> </ul>	<ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure, and the properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism and electromagnetism</li> <li>• Space physics</li> </ul>

#### **How will the course be examined?**

The Triple Science GCSEs are linear courses leading to three completely separate GCSEs in Biology, Chemistry and Physics. All components are assessed at the end of Year 11.

The assessment is made up of two exam papers, each 1 hour and 45 minutes long, for each of the three GCSEs. Each paper will assess knowledge and understanding from distinct topic areas. Each paper can be taken at either Foundation or Higher tier, with the maximum grade possible on the easier Foundation Tier paper being grade 5. Students need to take the Higher Tier papers to achieve grades 6 to 9.

A range of question types will be used, including multiple choice, short answer and those that require extended responses. There is no separate, formal assessment of practical skills. However, practical work is at the heart of science and at least 15% of the overall marks in the papers will draw on the knowledge and understanding that students gain from carrying out the required practical activities. The papers will also require students to demonstrate a range of mathematical skills and to recall key physics equations.

#### **What career options could this course lead to?**

Success in GCSE Science is a key requirement for a wide range of career opportunities, often involving further study and higher level qualifications. These include engineering, forensic scientist, medicine, physiotherapist, research scientist and teaching.

## Art and Design GCSE

<b>Criteria for taking the subject at Post 14</b>	N/A
<b>Qualification</b>	GCSE
<b>Examination board</b>	OCR
<b>Examination board website</b>	<a href="http://www.ocr.org.uk/qualifications/gcse-art-and-design-j170-j176-from-2016/planning-and-teaching/">http://www.ocr.org.uk/qualifications/gcse-art-and-design-j170-j176-from-2016/planning-and-teaching/</a>
<b>Staff Contact</b>	Mr Evans – <a href="mailto:TEvans@priory.herts.sch.uk">TEvans@priory.herts.sch.uk</a>

### What key skills will I need to have to be successful on this course?

- A keen interest in the visual arts.
- Enjoy drawing, painting and exploring materials and techniques.
- An interest in researching and studying the work of practitioners through practical study.
- Commit to developing their studies away from the classroom through extended studies.
- The ability to work to deadlines on projects.

### What will you be studying on this course over the next 2 years?

#### **Component 01: Portfolio**

Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study, including sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work. The portfolio must provide evidence that the student has met all four assessment objectives.

#### **Component 02: Externally set task**

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.

### How will the course be examined?

Students will be assessed on portfolio of work produced during the course worth 60% and an externally set exam worth 40%. The following objectives are used and have an equal weighting.

- AO1** Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3** Record ideas, observations and insights relevant to intentions as work progresses.
- AO4** Present a personal and meaningful response.

### What career options could this course lead to?

GCSE Art can lay the foundation for a number of careers in a wide range of industries; acquisitions specialist, antique appraiser, commercial artist, fashion designer, film production, photojournalist, police sketch artist, set designer, television production and web designer.

## BTEC Creative Computing

<b>Criteria for taking the subject at Post 14</b>	A predicted grade 4 in English and a predicted grade 4 in Computing
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<b>Qualification</b>	BTEC
<b>Examination board</b>	Pearson
<b>Examination board website</b>	<a href="#">Creative Media Production (2022)   BTEC Tech Awards   Pearson qualifications</a>
<b>Staff Contact</b>	Mr Woolston – <a href="mailto:AWoolston@priory.herts.sch.uk">AWoolston@priory.herts.sch.uk</a>

### What key skills will I need to have to be successful on this course?

- Good writing skills are essential.
  - Students must be evaluative and self-reflective.
  - Passion and interest for digital media and computing. Students must have a good understanding of and a genuine interest in media products, including movies and videogames.
- Resilience when learning new skills.

### What will you be studying on this course over the next 2 years?

Students will cover the following units:

- 1 Exploring Media Products**  
Learners will develop their understanding of the relationship between media products, their audiences and purposes. Learners will explore media products from an interactive media perspective.
- 2 Developing Digital Media Production Skills**  
Learners will develop and apply skills and techniques in media production processes by creating a media product from the interactive design sector
- 3 Create a Media Product in Response to a Brief**  
Learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief

If students have previously enjoyed creating videos and editing images in Year 8, or designing websites in Year 9 then this might be the course for them.

If students have previously enjoyed learning about computer hardware, computer programming, cyber security, or artificial intelligence, the GCSE Computer Science course is a better option.

This course does not include teaching on programming, newspapers, films, TV shows or video games.

### **How will the course be examined?**

In this qualification, unit 1 and 2 are non-exam internally-assessed components, which will be assessed through Pearson-set assignments.

Each Pearson-set assignment will:

- Provide a vocational context to engage learners and to set the scene for the tasks to be completed across all the learning outcomes.
- Give learners clear tasks with the associated marks and the approximate time to complete each task.
- Give clear structures for evidence and specify the form(s) of evidence that learners should produce.
- Ensure that learners are drawing on the specified range of teaching content.
- Allow learners to select and apply their learning using appropriate self-management of tasks if a component contains synoptic assessment.

Unit 3 is an external assessment, which will comprise of the following:

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will apply their practical skills to the creation of a media product in response to a brief. Learners will submit their ideas, pre-production planning and final media product in a portfolio of evidence.

A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is 10 hours and should be arranged in the period timetabled by Pearson. The assessment availability is May / June only. The first assessment is May / June 2025.

### **What career options could this course lead to?**

This course lends itself to students who are interested in Computing and IT roles that focus on the graphic design aspect. This could include website designers, content creators, app builders, social media specialists, video editors, digital advertising, user interface designers and digital designers.



## Design and Technology GCSE

<b>Criteria for taking the subject at Post 14</b>	N/A
<b>Qualification</b>	GCSE
<b>Examination board</b>	AQA
<b>Examination board website</b>	<a href="https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a>
<b>Staff Contact</b>	Mrs Blacklaws – <a href="mailto:RBlacklaws@priory.herts.sch.uk">RBlacklaws@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- Problem solving and coming up with innovative solutions to problems for a specific target market.
- Creativity in design and making and the ability to draw/communicate your ideas.
- A keen interest in how products are made, what materials they are made from and the ability to research.
- Organisational skills and the ability to work to and meet project deadlines.

### What will I be studying on this course over the next 2 years?

Design and Technology includes all types of materials and specialisms. Students will study a wide range of materials, including timbers, polymers (plastics), metals and papers and boards. Lessons for this course will be taught through a mixture of both theory and practical elements depending on the place in the specification. All students will study the core theory elements: new and emerging technologies; energy generation and storage; developments in new materials; systems approach to designing; mechanical devices; and materials and their working properties. All students will then partake in a non-examined assessment (coursework), which will comprise of a folder of research, design work, planning and evaluating a prototype of their design, as well as a 2-hour exam.

### How will the course be examined?

- **Component 1:** Non-examined assessment (coursework) (50%).
- **Component 2:** 2-hour exam (50%).

### What career options could this course lead to?

A GCSE in Design and Technology can lay the foundation for a number of careers in a wide range of industries: three-dimensional design, construction, graphic design, interior design, jewellery design, product design, engineering and many more!

## Film Studies GCSE

<b>Criteria for taking the subject at Post 14</b>	N/A
<b>Qualification</b>	GCSE
<b>Examination board</b>	Eduqas
<b>Examination board website</b>	<a href="https://www.eduqas.co.uk/qualifications/film-studies-gcse/#tab_keydocuments">https://www.eduqas.co.uk/qualifications/film-studies-gcse/#tab_keydocuments</a>
<b>Staff Contact</b>	Mr Sala Diaz – <a href="mailto:JSalaDiaz@priory.herts.sch.uk">JSalaDiaz@priory.herts.sch.uk</a>

### What key skills will I need to have to be successful on this course?

- Positive approach to learning and an interest in films.
- Good verbal and written communication skills.
- Creatively minded with the desire to develop wider practical skills.

### What will you be studying on this course over the next 2 years?

GCSE Film Studies allows students to critically study a range of films, from Contemporary UK to US and other international films. Students will begin in our introduction by developing the key writing skills necessary to analyse film sequences. Then study will focus on six films to study over the two years, exploring key concepts such as genre, representation of gender and race, messages and contexts.

The course will also include an NEA (coursework) unit, making up 30% of the final grade allowing students to display their own critical understanding of the concepts by filming a sequence or writing a screenplay. The remaining 70% of the course is then made up of two written exams, taken at the end of their Year 11 study.

Film Studies is an engaging and ever-developing subject, allowing students to gain a valuable insight into a subject area that shapes the world around them. It supports very well GCSE English Language and Literature as well as GCSE Media Studies, offering a wide range to develop students' creative voice and analytical skills.

### How will the course be examined?

The course is split into three sections, of which 70% is assessed through examination in the final year of study. NEA coursework makes up the final 30%:

- **Component 1:** Key Developments in US Film (exam-based assessment).
- **Component 2:** Global Film - Narrative, representation and film style (exam-based assessment).
- **Creating Film: NEA** (Non-examined assessment – coursework).

### What career options could this course lead to?

The course will develop students' understanding of film and would be a great pathway into a variety of higher education courses within Sixth Form or colleges. Knowledge of film can be a great asset to study any of the courses we are offering in the Media and Film department at The Priory School: Film Studies A Level, Media A Level and Cambridge Digital Media. The content and style of learning would also develop skills appropriate to some apprenticeships in the film industry.

## Food Preparation and Nutrition GCSE

<b>Criteria for taking the subject at Post 14</b>	N/A
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<b>Qualification</b>	GCSE
<b>Examination board</b>	AQA
<b>Examination board website</b>	<a href="http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585">http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585</a>
<b>Staff Contact</b>	Mrs Blacklaws – <a href="mailto:RBlacklaws@priory.herts.sch.uk">RBlacklaws@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- A keen interest in the origins of food and how cooking works
- A keen interest in food science
- A good grasp of basic cookery skills, such as bread-making and pastry
- Organisational skills and the ability to work to and meet project deadlines.

### What will you be studying on this course over the next 2 years?

Lessons will be taught over 2 weeks with 2 hours of practical and 3 hours of theory, although this can differ at certain times of the year. It is worth noting that it is not all cooking. The areas that you will study as part of the specification are as follows: nutrition and health, food science, food safety, food choice and food provenance. Students will also then partake in 2 non-examined assessments (coursework) in Year 11, which will involve them producing a body of work developed around a brief and practical outcomes. There is also a 1hr 45-minute exam at the end of the course based on all the theory learnt from the specification.

### How will the course be examined?

- **Component 1:** Non-examined assessment 1 (coursework) (15%)
- **Component 2:** Non-examined assessment 2 (coursework) (35%)
- **Component 3:** 1hr 45-minute exam (50%)

### What career options could this course lead to?

A GCSE in Food Preparation and Nutrition can lay the foundation for a number of careers in a wide range of industries: food writer, food technologist, chef, food scientist and many more!

## BTEC Health and Social Care

<b>Criteria for taking the subject at Post 14</b>	N/A
<b>Qualification</b>	Level 1/2 BTEC Tech Award
<b>Examination board</b>	Pearson
<b>Examination board website</b>	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html</a>
<b>Staff Contact</b>	Miss Willcox – <a href="mailto:AWillcox@priory.herts.sch.uk">AWillcox@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- The ability to manage your time well in controlled assessments.
- Good literacy skills for writing up assignments.
- Good oral skills to support discussion in class.
- The ability to work in groups and individually.

### What will you be studying on this course over the next 2 years?

The course is split into three components over the two years. Students will study the components in chronological order starting with Component 1 in Year 10 and finishing Component 3 in Year 11 as this is the synoptic unit.

- **Component 1: Human Lifespan Development:** In this component students will study the development of physical, intellectual, emotional and social skills over the lifetime of an individual. Students will also consider factors that may affect development.
- **Component 2: Health and Social Care Services and Values:** Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.
- **Component 3: Health and Wellbeing:** This component is a synoptic unit. That means that students will be using the information from the previous two components as well as the new information from this section. Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

### How will the course be examined?

- **Component 1:** Internal assessment in controlled conditions (external moderation) (30%). These assessments will take place in Year 10.
- **Component 2:** Internal assessment in controlled conditions (external moderation) (30%). These assessments will take place in Year 11.
- **Component 3:** Exam (40%). This will be examined in Year 11.

### What career options could this course lead to?

This course naturally leads on to the BTEC National Level 3 Award in Health and Social Care and can lay the foundation for a number of careers in a wide range of occupations: social services, teaching, midwifery, nursing, police officer, youth worker, and working with people with additional needs.

## History GCSE

<b>Criteria for taking the subject at Post 14</b>	N/A
<b>Qualification</b>	GCSE
<b>Examination board</b>	Edexcel
<b>Examination board website</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>
<b>Staff Contact</b>	Mr Cussen – <a href="mailto:RCussen@priory.herts.sch.uk">RCussen@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- General knowledge and interest in the past.
- Sound levels of literacy in reading and writing and willingness to develop these.
- Ability to describe the events from the past using facts.
- Revising actively to remember key information and details.
- Organisation and time management.
- Ability to read, understand and evaluate sources.

### What will you be studying on this course over the next 2 years?

The course is made up of four topics, two in Year 10 and two in Year 11.

#### Year 10:

**The American West 1835-95:** You will learn about the lives of American Indians and how and why different European settlers came to live in the “Wild West” looking for gold, building railways, and pushing the Indians off their land.

**Migrants in Britain 800-present:** Describing and explaining the reasons for migration to Britain over the last 1200 years from the Vikings to modern migration from across the world, making Britain the multicultural country it is. You will learn about how Britain has welcomed some migrants, but others have faced challenges that they still struggle with today.

#### Year 11:

**USA 1954-75: conflict at home and abroad:** This shows the Civil Rights campaigners like Martin Luther King and Malcolm X who fought for equal rights for black Americans, a struggle which carries on today. At the same time you will learn how the richest country in the world was losing the Vietnam War and the impact this had on its people.

#### **Elizabethan England 1558-1588:**

Elizabeth was Henry VIII’s youngest daughter who overcame sexism, attacks from her own cousin, the Spanish Armada and religious arguments to become one of England’s greatest rulers, in a “Golden Age” for our country.

### How will the course be examined?

There are three exams all sat at the end of Year 11:

**Paper 1:** Migration 800-present: 1 hour 15 minutes (30% of total grade), a mix of essay writing and source skills.

**Paper 2:** Elizabethan England and the American West: 1 hour 40 minutes (40% of total grade), shorter factual questions with some essay testing of factual knowledge.

**Paper 3:** USA 1954-75: 1 hour 20 minutes (30% of total grade), with questions based on understanding sources and the ability to write logical opinion pieces.

<b>What career options could this course lead to?</b>
A GCSE in history shows that you have a high level of literacy and that you are able to analyse complex information. Possible careers could include law, accountancy, media, business, HR and recruitment. However, history is widely recognised and respected as promoting good communication and analytical thinking and is therefore seen as an extremely valuable qualification for a far wider range than just these careers.

## Media Studies GCSE

<b>Criteria for taking the subject at Post 14</b>	A predicted grade 4 in English or above
<b>Qualification</b>	GCSE
<b>Examination board</b>	OCR
<b>Examination board website</b>	<a href="https://www.ocr.org.uk/qualifications/gcse/media-studies-j200-from-2017/">https://www.ocr.org.uk/qualifications/gcse/media-studies-j200-from-2017/</a>
<b>Staff Contact</b>	Mr Sala Diaz – <a href="mailto:JSalaDiaz@priory.herts.sch.uk">JSalaDiaz@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- Positive approach to learning and an interest in a variety of media platforms.
- Good verbal and written communication skills.
- Creatively minded with the desire to develop wider practical skills.

### What will you be studying on this course over the next 2 years?

The course allows students to critically study a range of texts from a variety of media platforms. Students will begin by developing the key skills necessary to critically analyse and create media products. Study will then focus upon some of the key institutional values associated with media industries, such as film marketing, television crime drama, music, radio and the developing newspaper industry.

The course will also include an NEA (coursework) unit, making up 30% of the final grade allowing students to display their own critical understanding of the concepts developed in the classroom. The remaining 70% of the course is then made up of two written exams, taken at the end of their Year 11 study.

Media Studies is an engaging and ever-developing subject, allowing students to gain a valuable insight into a subject area that will continue to shape the world around them. It supports very well GCSE English Language and Literature as well as GCSE Film Studies, offering a wide range to develop students' creative voice and analytical skills.

### How will the course be examined?

The course is split into three sections, of which 70% is assessed through examination in the final year of study. NEA coursework makes up the final 30%:

- Television and Promoting Media (exam-based assessment).
- Music and News (exam-based assessment).
- Creating Media - NEA (Non-examined assessment – coursework).

### What career options could this course lead to?

The course will develop students' understanding of a wide variety of media platforms and would be a great pathway into a variety of higher education courses within Sixth Form or colleges. Knowledge of Media can be a great asset to study any of the courses we are offering in the Media and Film department at The Priory School: Media A Level, Film Studies A Level, and Cambridge Digital Media.

The content and style of learning would also develop skills appropriate to some apprenticeships in the media and related industries.

## Music GCSE

<b>Criteria for taking the subject at Post 14</b>	<p>Minimum grade 2 standard on an instrument or voice. (You do not have to have done the actual graded exam).</p> <p>It is a requirement that you attend at least one ensemble group within the department to ensure you have material for your group performance.</p>
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<b>Qualification</b>	GCSE
<b>Examination board</b>	Edexcel
<b>Examination board website</b>	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html</a>
<b>Staff Contact</b>	Mrs Creak – <a href="mailto:LCreak@priory.herts.sch.uk">LCreak@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- Competent performer.
- Creativity.
- General interest in all genres of music.
- Time management to balance commitment to extra-curricular music groups and studies.
- Knowledge of music theory or willingness to learn.
- Commitment to music both in and out of school.

### What will you be studying on this course over the next 2 years?

You will study all three areas of composing, performing and appraising over the next two years. Composition and appraising will be covered in the five lessons you receive every two weeks. Performance skills will be covered through instrumental lessons and private practise. During your lessons, you will compose using a range of techniques and software and will be able to choose whichever method you feel most comfortable using for your final work. In addition to this, you will also study 8 set works from the following 4 areas; instrumental music, vocal music, music for stage and screen and fusions.

If you want to know which units at KS3 are linked to GCSE Music, then look at your Yellow Assessment Tracker Card as this will show you.

### How will the course be examined?

You will be examined in each of the three areas separately:

#### **Performing (30%)**

You will be required to perform as a soloist AND within a group. The total length of the performance time is 4 minutes, with the solo and ensemble piece being at least one minute long. This will be recorded during Year 11.

#### **Composing (30%)**

You will compose 2 pieces of music. You will start one piece in Year 10 and complete this in Year 11. The other will be written to a brief released by the exam board at the start of Year 11. Both of these pieces carry an equal weighting of 15% each.

#### **Appraising (40%)**

You will sit a 2-hour exam in the final summer term. Six of the questions will be related to listening extracts from the pieces you have studied over the course. They will be short-answer questions. The next 2 questions are theory knowledge based and will be from unfamiliar pieces (which will be played in the exam). The final section requires you to compare a section of one of your set pieces with a piece you have not heard before. You will receive a score for both pieces and they will be played to you as well. You will then be required to complete a 12-mark response to the question.



<b>What career options could this course lead to?</b>
GCSE Music can lay the foundation for a number of careers in a wide range of industries including sound engineer, TV and film production, performer, composer, music publisher, conductor, teacher and radio presenter.

## BTEC Level 1/2 Tech Award in Music Practice

<b>Criteria for taking the subject at Post 14</b>	<p>An enjoyment of music and an interest in sound production/technology</p> <p>*** Please note that you DO NOT have to be able to play an instrument to do this qualification. Please speak to your class teacher about this.***</p>
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<b>Qualification</b>	<b>BTEC Level 1/2 Tech Award in Music Practice</b>
<b>Examination board</b>	Edexcel (Pearson)
<b>Examination board website</b>	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html</a>
<b>Staff Contact</b>	Mrs Creak – <a href="mailto:LCreak@priory.herts.sch.uk">LCreak@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- The ability to work in a team.
- Independent thinker who is well organised and can work to deadlines.
- Good with doing practical activities.
- Willingness to try new things.
- Computer literate.
- An interest in music from 1950s onwards.

### What will you be studying on this course over the next 2 years?

This course is divided into 3 components:

- **Component 1:** You will explore a variety of styles of music including pop, jazz, world music, film and computer music. As well as this, you will learn about the way music is created in these styles and experiment with performing and creating music in this way. You will also learn how to use the iMac computers and software to create your own pieces and set up equipment to record musicians. You will produce a portfolio for this unit containing all the work you complete along the way which you will then use to form part of an externally moderated unit which you will complete by May of Year 10. This is worth 30% of your overall grade.
- **Component 2:** Will evaluate your skills as a performer, composer or producer and put a plan in place to develop your skills in 2 of these areas. You will then review these at various points over time and will then hand in all your evidence to be marked. This will be completed to suit an externally set assignment and will be moderated at Christmas in Year 11. This is worth 30% of your overall grade.
- **Component 3:** This unit is externally assessed and completed in Year 11 (although you will learn the required skills during activities in Year 10 as well as a mock exam in Year 11). You will be given a list of 10 popular songs and asked to use elements to create a new piece. You can choose to either perform your new version or use computer software to produce it instead. Once this is completed, it is sent off to be marked. This is worth 40% of your overall grade.

### How will the course be examined?

This qualification does not have a written exam. However, one of the units has a set timescale and is externally assessed. You have one month to complete this task and it will be done by Easter of Year 11. The other units are all internally assessed and then externally moderated. You will be set assignments with work booklets to complete in order to ensure you have all the material you require for the assessments.

<b>What career options could this course lead to?</b>
A music practitioners' qualification can lay the foundation for a number of careers in a wide range of industries, such as sound engineer, stage manager, sound designer, sound technician, recording technician and studio manager.

## BTEC Performing Arts

<b>Criteria for taking the subject at Post 14</b>	N/A
<b>Qualification</b>	Level 2 BTEC Tech Award in Performing Arts
<b>Examination board</b>	Edexcel
<b>Examination board website</b>	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html</a>
<b>Staff Contact</b>	Mr Evans – <a href="mailto:TEvans@priory.herts.sch.uk">TEvans@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- To enjoy and feel confident when performing to an audience.
- Confident working in groups devising drama based upon various stimuli.
- An understanding of the key skills used to explore and develop drama.
- Enjoy watching and analysing the repertoire of key practitioners and their own work.
- The ability to work to deadlines on projects.

### What will you be studying on this course over the next 2 years?

Students will undertake 3 units over the 2 year period:

#### **Unit 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.

#### **Unit 2: Developing Skills and Techniques in the Performing Arts**

Learners will develop their performing arts skills and techniques through the reproduction of acting, or musical theatre repertoire as performers or designers.

#### **Unit 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.

### How will the course be examined?

**Unit 1: Exploring the Performing Arts:** Internally set task, internally marked and externally moderated worth 30% of assessed course. This takes place typically during the Summer of year 1 where the awarding body release an assignment to be completed within a specific time window. This unit is internally assessed and externally moderated.

**Unit 2: Developing Skills and Techniques in the Performing Arts:** Internally set task, internally marked and externally moderated worth 30% of assessed course. This takes place typically during the Autumn of year 2 where the awarding body release an assignment to be completed within a specific time window. This unit is internally assessed and externally moderated.

**Unit 3: Responding to a brief:** Externally set task, externally marked worth 40% of assessed course. This takes place typically during the summer of year 2 where the awarding body release an assignment to be completed within a specific time window. This unit is externally assessed.

### What career options could this course lead to?

This qualification can lay the foundation for a number of careers in a wide range of industries: broadcast journalist, choreographer, lighting technician, sound engineer, make-up artist, film camera operator, TV director, TV producer film production assistant, media work, the leisure business, qualities that can be applied in the study of law, advertising, sales, hospitality and tourism.

## Philosophy and Ethics GCSE

<b>Criteria for taking the subject at Post 14</b>	N/A
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<b>Qualification</b>	GCSE
<b>Examination board</b>	AQA
<b>Examination board website</b>	<a href="http://www.aqa.org.uk/subjects/religious-studies">http://www.aqa.org.uk/subjects/religious-studies</a>
<b>Staff Contact</b>	Miss Watkins – <a href="mailto:cwatkins@priory.herts.sch.uk">cwatkins@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- An ability to discuss and evaluate different viewpoints
- An interest in finding out about philosophical, ethical, moral and religious issues
- Knowledge and understanding of religious beliefs and philosophical ideas in Christianity/Islam
- General literacy skills.

### What will you be studying on this course over the next 2 years?

Over the two years you will be studying a variety of different topics which are split into 2 main categories:

Religion	Philosophical and Ethical Issues
<ul style="list-style-type: none"> <li>• Christian beliefs and practices</li> <li>• Muslim beliefs and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Matters of Life and Death (origins of the universe, value of human life; abortion/euthanasia) through Christianity</li> <li>• Marriage and The Family (marriage, sex, divorce and gender equality) through Christianity</li> <li>• Peace and Conflict (pacifism, conflict, war, weapons of mass destruction and justice) through Islam</li> <li>• Crime and Punishment (capital punishment, forgiveness, drugs and alcohol) through Islam.</li> </ul>

Throughout the course you will be required to formulate your own opinions about the issues studied, as well as be able to consider other points of view. You will learn to become aware of and express your own beliefs in a safe and questioning environment, whilst learning to be accepting of the beliefs and opinions of others. The course involves discussion and thinking, which will show your awareness of others' beliefs as well as making you aware of the multi-cultural and multi-faith society in which we live. A variety of different teaching and learning methods will be used throughout the lessons, including discussions, videos, role play, written tasks and blended learning.

### How will the course be examined?

- **Component 1:** 1hr 45-minute exam on Christianity and its associated themes (50%)
- **Component 2:** 1hr 45-minute exam on Islam and its associated themes (50%)

Each paper has four sections – one section for each unit you have learnt. The structure to the questions is the same across the two papers, with a mixture of 'outline', 'explain' and 'evaluate' questions – skills and question types that you should already be aware of from your P&E career through Years 7 to 9. There is no coursework involved, all marks are gained in the examinations. Regular exam questions will be set (both as assessments and just as practice for the whole class) during the course of the 2 years to ensure you are fully equipped for the exam in Year 11.

<b>What career options could this course lead to?</b>
Careers that philosophy and ethics would be useful for include law, police, nursing, medicine, teaching, charity work, social work, scientific research, and HR and recruitment. Philosophy and ethics can be used for any job that requires knowledge and understanding of people and resolving difficult situations. A GCSE in philosophy and ethics shows that you have a high level of literacy and that you are able to analyse complex information and reach balanced conclusions.

## Physical Education GCSE

<b>Criteria for taking the subject at Post 14</b>	Targeted grade of 5 at GCSE Science (Double or Triple Course)
	Commitment to regular representative sport at club and / or school level.

<b>Qualification</b>	GCSE
<b>Examination board</b>	AQA
<b>Examination board website</b>	<a href="http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582">http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</a>
<b>Staff Contact</b>	Mrs Foy – <a href="mailto:HFoy@priory.herts.sch.uk">HFoy@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- Ability to apply own experiences of sport to written responses.
- Time-management skills to balance commitment to extra-curricular sport and studies.
- Secure knowledge and understanding of key concepts in science.
- Commitment to sport in and out of school.
- General knowledge and interest of sport.

### What will you be studying on this course over the next 2 years?

The theory element of the course will be delivered over five lessons every two weeks. Students also have five practical lessons every two weeks in core PE lessons. In theory lessons students will study the physiology and movement of the body. They will also learn about social and cultural aspects of sport. Students will study the following topics:

- Applied Anatomy and Physiology.
- Movement Analysis.
- Physical Training.
- Use of Data.
- Sports Psychology.
- Socio-Cultural Influences.
- Health, Fitness and Wellbeing.

In practical lessons, students will participate in a wide variety of sports. They will work towards meeting set criteria, which includes the demonstration of core skills and the ability to use these skills in pressurised situations, including game or competitive situations. Students are assessed in three activities. This must include one individual activity and one team sport. Students will be expected to take part in a chosen sport(s) within their own personal time to improve their performance and understanding. If they are choosing to be assessed in a sport that is not football, badminton or netball, they will need to be training and competing in those sports outside of lesson time.

### How will the course be examined?

GCSE Physical Education is a linear course. All components are assessed at the end of Year 11. The course is weighted in the following way:

**Component 1:** Theory examinations (60%).

**Component 2:** Practical assessment (30%).

**Component 3:** Analysis of performance coursework (10%).

The theoretical assessment is made up of 2 exam papers that are 1 hour and 15 minutes long each. One paper examines the physiology and movement of the body and the other is based upon social and cultural aspects of sport.

Students are assessed in the practical component throughout the duration of the course. At the end of the course students participate in a practical moderation day. Students are assessed in three activities. This must include one individual activity and one team sport. Students will be expected to take part in a chosen sport(s) within their own personal time to improve their performance and understanding. For some activities students must provide video evidence to support the mark they have been awarded.

Students are required to complete coursework that evaluates their own and others' performances. They have to identify the strengths and weaknesses of a performer, link this to their understanding of theoretical concepts and provide an action plan for improvement. This is all through a written piece of coursework.

### What career options could this course lead to?

Students wishing to undertake jobs related to sport such as teaching Physical Education, sports coaching, careers in the leisure industry, personal trainer, physiotherapist and careers in sports development.



## OCR Cambridge National Sports Studies Level 2

<b>Criteria for taking the subject at Post 14</b>	Commitment to sport either at school or through extracurricular involvement at club level
	General interest in sport and physical activity

<b>Qualification</b>	Cambridge Nationals Sports Studies Level 1/2 Award / Certificate
<b>Examination board</b>	OCR Cambridge Nationals
<b>Examination board website</b>	<a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/">https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/</a>
<b>Staff Contact</b>	Mrs Foy – <a href="mailto:HFoy@priory.herts.sch.uk">HFoy@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- Ability to work as part of a team to carry out key tasks.
- Ability to work independently to complete written coursework assignments.
- Leadership skills such as communication, organisation, ability to plan, resilience etc.
- Reacting positively to feedback to improve work.
- Wider reading and interest in sport.

### What will you be studying on this course over the next 2 years?

The course is divided into three units which consist of the following:

#### **Contemporary issues in sport**

In this unit students will learn about a range of topical and contemporary issues in sport, relating to:

- Participation levels in sport and barriers to participation.
- Promotion of values and ethical behaviour.
- The role of high-profile sporting events.
- The role of national governing bodies.
- How technology is used within sport.

Students will be assessed through a one hour and fifteen minute externally marked written examination.

#### **Performance and leadership in sports activities**

Students will be assessed in two practical sports. This should be through one individual and one team sport. They will be expected to know and write about the skills, techniques, tactics and strategies used in these sports. Students will need to identify their own strengths and weaknesses in practical performance. In the leadership section, students need to risk assess, plan, deliver and review safe and effective sports activity sessions. This will give them an opportunity to develop a range of transferable skills. Students are assessed through several pieces of written coursework in this unit.

#### **Sport and the Media**

Students will explore different sources of media. They will apply real life examples that demonstrate both the positive and negative aspects of the relationship between media and sport. They will also develop their abilities to evaluate and interpret the different ways in which the media represents sport. Students are assessed through several pieces of written coursework in this unit.

### How will the course be examined?

The course is weighted in the following way:

**Component 1:** Coursework (63%).

**Component 2:** External exam (37%).

The course is assessed through a written examination for one unit and through a series of written coursework pieces for the other two units. Practical performance is also assessed.

Contemporary Issues in Sport is assessed through a written examination. The examination paper is 1 hour 15 minutes long and involves short and long answer questions.

In Performance and Leadership in Sports Activities, students are assessed practically by departmental staff and a witness statement is written to describe their level of ability. Students also produce a series of written coursework pieces to fulfil the unit criteria.

Sport and the Media is assessed through a number of pieces of independently produced written coursework.

The coursework based units are marked internally, with an external moderation process at the end of the course.

### What career options could this course lead to?

This vocational qualification would prepare students well for any career involving sport including event management, working in a sports centre, working in the leisure industry or a career in personal training.

## Travel and Tourism

<b>Criteria for taking the subject at Post 14</b>	N/A
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<b>Qualification</b>	Level 1/2 BTEC Tech Award
<b>Examination board</b>	Pearson
<b>Examination board website</b>	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/travel-and-tourism.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/travel-and-tourism.html</a>
<b>Staff Contact</b>	Miss Willcox – <a href="mailto:AWillcox@priory.herts.sch.uk">AWillcox@priory.herts.sch.uk</a>

### What key skills will you need to have to be successful on this course?

- The ability to manage your time to complete controlled assessments.
- Good literacy skills for writing up assignments.
- Good organisational skills to have notes written clearly and in the relevant detail.
- Good oral skills to support discussion in class.
- The ability to work in groups and individually.

### What will you be studying on this course over the next 2 years?

The course is split into three components over the two years. Students will study the components in order as component 3 is a synoptic unit.

- **Component 1: Travel and Tourism Organisations and Destinations:** In this component students will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. Learners will understand the different types of tourism and different types of visitor, and will investigate the features of and routes to popular tourist destinations.
- **Component 2: Customer Needs in Travel and Tourism:** Learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.
- **Component 3: Influences on Global Travel and Tourism** This component is a synoptic unit. That means that students will be using the information from the previous two components as well as the new information from this section. Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

### How will the course be examined?

- **Component 1:** Internal assessment in controlled conditions set by Pearson (external moderation) (30%). These assessments will take place in Year 10.
- **Component 2:** Internal assessment in controlled conditions set by Pearson (external moderation) (30%). These assessments will take place in Year 11.
- **Component 3:** External assessment set and marked by Pearson completed under supervised conditions (40%). These assessments will take place in Year 11.

### What career options could this course lead to?

This course naturally leads on to the BTEC National Level 3 Award in Travel and Tourism and can lay the foundation for a number of careers in a wide range of occupations related to the travel and tourism industry such as working in a hotel, working for a tour operator, work within the airline industry or at a visitor attraction.