

Key stage 4 course information

For courses starting September 2024



Every effort has been made to ensure that the information contained within this guide is accurate at the time of publication (February 2024).

The school will aim to run all the courses described in this booklet but final decisions will depend on student numbers and our ability to staff each course.

Core subjects

All students will study English, Mathematics, Science, Religious Studies. They will also participate in a session of games.

Subject	Exam board	Level 2 Grades	Level 1 Grades	Entry level Grades	Exam	Practical
English Language	CAIE	A*ABC	DEFG		100%	-
English language entry level	ASDAN				-	100%
English Literature	Edexcel	98765	4321		100%	-
Mathematics	WJEC	A*ABC	DEFG		100%	-
Mathematics entry level	WJEC			E3, E2, E1	85%	15%
Combined Science	Edexcel	98765	4321		100%	-
Science entry level	OCR			E3, E2, E1	-	100%
Religious Studies	WJEC	A*ABC	DEFG		100%	-
Short Course (half a GCSE)	WJEC	A*ABC	DEFG		100%	-
Religious Studies entry level	AQA			p	-	100%



Course List

Students study 4 additional subject, alongside their core subjects to make up their curriculum.

Subject	Exam Board	Course Code	Level 2 Grades	Level 1 Grades	Entry Grades	Exam	NEA
<u>Art</u>	WJEC		A*ABC	DEFG		40%	60%
<u>Ceramics</u>	WJEC		A*ABC	DEFG		40%	60%
<u>Business & Marketing</u>	SQA		L5 Pass			-	100%
<u>Business Studies</u>	CAIE	0450	A*ABC	DEFG		100%	-
<u>Child Development</u>	OCR	J809	L2 Pass	L1 Pass		40%	60%
<u>Computer Science</u>	AQA	82525	98765	4321		100%	-
<u>Digital Skills</u>	SQA			L4 pass		-	100%
<u>Drama</u>	WJEC		A*ABC	DEFG		40%	60%
<u>Fashion and Textiles</u>	WJEC	3602	A*ABC	DEFG		50%	50%
<u>Food and Nutrition</u>	WJEC	3560	A*ABC	DEFG		40%	60%
<u>French</u>	WJEC	3800	A*ABC	DEFG		100%	-
<u>Geography</u>	CAIE	0460	A*ABC	DEFG		100%	
<u>Health & Social</u>	OCR	J835	A*ABC	DEFG		40%	60%
<u>History</u>	OCR		98765	4321		100%	-
<u>History-Entry Level</u>	OCR	R435B			E1,E2,E3		
<u>Information Technology (ICT)</u>	SQA		L5 Pass			-	100%
<u>Media</u>	WJEC		A*ABC	DEFG		60%	40%
<u>Music</u>	WJEC		A*ABC	DEFG		30%	70%
<u>Physical Education (PE)</u>	WJEC	3550QS	A*ABC	DEFG		50%	50%
<u>Personal Development Programme</u>	ASDAN		-	-	Pass	-	100%
<u>Product Design</u>	WJEC	3603	A*ABC	DEFG		50%	50%
<u>Practical Cookery</u>	SQA	C877 75	ABC	D		25%	75%
<u>Practical Woodworking</u>	SQA	C862 75	ABC	D		30%	70%
<u>Spanish</u>	WJEC	3810	A*ABC	DEFG		100%	-
<u>Sport</u>	BTEC		D*DMP	L1 Pass		40%	60%

Courses offered at UCM

Engineering	OCR	L2 pass	L1 Pass		25%	75%
Child development & Care	CACHE	L2 pass			-	100%
Hairdressing and Beauty	TBC				-	100%
Hospitality and Catering	City and Guilds		L1 pass		-	100%
Construction	TBC			E03	-	100%
Short Course pathway	various		L1 pass		-	100%



English Language

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Exam board information:

Cambridge IGCSE English First Language (0500)

Course content:

Reading 50%. Students will read a wide range of non-fiction, literary non-fiction and fiction texts to develop the following skills:

- Reading for explicit meaning
- Inferring implicit meaning
- Identifying language techniques and understanding the impact of language choices
- Identifying structural techniques and understanding the impact of structural choices
- Analysing the effects created by writers' choices
- Understanding and responding to complex ideas and opinions
- Locating and selecting information
- Summarising

Writing 50%. Students will produce a wide range of shorter and more extended writing pieces in order to develop the following skills:

- Understanding and applying conventions of a range of written text types
- Planning for purpose, audience and text type
- Learning and applying techniques to persuade, argue, inform, review, analyse, explore, discuss, describe, narrate and explain
- Responding to and adapting texts
- Effectively using a range of sentences structures and types
- Employing a wide range of vocabulary and punctuation accurately
- Proof-reading and self-correcting

Skills that will be developed:

- Literacy and ICT skills
- Grammatical and proof-reading skills
- Creativity skills
- Making meaning and connections
- Personal reflection skills
- Independent learning skills
- Listening skills
- Interpersonal skills through debate, discussion and peer assessment
- Communication skills
- Evaluative and analytical skills

How the course will be assessed:

100% Written Examination

Component 1. Reading



- 2 hour paper - structured and extended writing questions based on three reading texts

Component 2. Directed Writing and Composition

- 2 hour paper - Extended writing question and a composition task

Students will sit the papers in the Summer series of examinations in Year 11.

To be successful:

All students take this IGCSE. Some find the skills harder than others. For all students, a positive attitude and a willingness to keep trying will support their learning.

In addition to this:

- Read widely - absolutely anything will do - books, websites, messages, film reviews, newspapers, magazines, speeches, instructions etc.
- Ask questions about what you are reading - What is the writer trying to achieve? How are they doing it?
- Write accurately in all your subjects - pay attention to sentence structure, punctuation and grammar.
- When you are revising or reading for other subjects, summarise what you have learned.

Onward pathways:

English IGCSE at C or above is a requirement for a huge number of career and training paths. As well as this, it will help you in all areas of further study or work. It is a requirement for onward study of English Language, English Literature or Media A Levels (grade B or above).

Further information:

Teachers in the English Department will be pleased to assist with any questions you may have.

Further information from the Cambridge Examination Board can be found at:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-english-first-language-0500>



English (Short Course)

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Exam board information:

ASDAN

Course content:

The ASDAN short course aims to encourage learners to read fluently and write effectively. It covers reading, writing and speaking and listening and allows learners to progress at their own pace so that they can develop their knowledge and skills, and complete assessments when they are ready. It is accessible and relevant and can be an effective stepping stone to the IGCSE course.

Skills that will be developed:

- The ability to read and understand a range of non-fiction and literary texts
- Use knowledge gained from reading to inform their own writing
- Development of grammar, vocab, reading and speaking skills
- Using IT effectively to support learning
- Teamwork, coping with problems and learning effectively
- Confidence in using spoken language to communicate and effectively participate in group activities, listening and responding appropriately

How the course will be assessed:

- Up to 60 hours of English Language and Literature activities, corresponding to different aspects of English: developing communication skills, speaking and listening, reading and writing styles, reading for pleasure, writing for a purpose and reading for a purpose.
- Students will complete tasks independently and in small groups, recording skills they've used.

To be successful:

- Students will need to engage with, and complete tasks to the best of their ability, gaining up to 6 credits from 60 hours of work.

Onward pathways:

Level 1 and level 2 English Language courses

Further information:

Teachers in the English Department will be pleased to assist with any questions you may have.

Further information from the ASDAN Examination Board can be found at:

<https://www.asdan.org.uk/short-courses/>



English Literature

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Exam board information:

Pearson Edexcel International GCSE 9-1 (4ET1)

Course content:

The course aims to encourage and develop students' ability to enjoy the experience of reading literature in different forms. They will engage with a range of poetry, drama and prose texts from different time periods. Texts will be studied critically, considering the context in which they were written. Students will be encouraged to develop an informed personal response.

Component 1 - Poetry and Modern Prose 60%

Students will study one set of poetry from a range of literary periods, and one modern novel. They will answer a question on each in the examination, the poetry question testing skills of comparison. As well as this, they will write a response about an unseen poem. This is a closed text exam, so texts cannot be taken into the examination. This question will require an informed personal response, testing knowledge of the content of the texts; an understanding of characters, relationships, situations and themes; analytical skills to demonstrate an understanding of the writer's intention and how language, form, structure and contextual factors can be used to create meaning.

Possible texts for examination:

- *To Kill a Mockingbird* (Harper Lee),
- 16 Selected Poems from the Pearson Edexcel Anthology

Component 2 - Modern Drama and Literary Heritage Texts - 40%

Students will study one modern play and may take this text into the exam. They will be expected to write an essay on each text, testing their skills of analysing how language, form, structure and contextual factors can be used to create meaning. They will also be tested on their skills to maintain a critical writing style and informed personal response.

Possible texts for examination:

- *An Inspector Calls* (J B Priestley)
- *Macbeth* (William Shakespeare)

Skills that will be developed:

- Cultural and historical understanding
- Research and sourcing of information
- Making meaning and connections
- Personal reflection skills
- Independent learning skills
- Interpersonal skills through debate, discussion and peer assessment
- Communication skills
- Presentation skills
- Evaluative and analytical skills
- Literacy, grammatical and proof-reading skills



How the course will be assessed:

100% Written Examination - 2 papers

- Component 1 (60%) - Poetry and Modern Prose - Set text (closed text) - 2 hours – three questions
- Component 2 (40%)- Modern Drama and Literary Heritage Texts (open text) - 1 hour 30 minutes – two questions

Students will sit the paper in the summer series of examinations in Year 11.

All students take this IGCSE.

To be successful:

- enjoy reading texts
- be curious about the contexts of writing and how events in the world affect people
- be prepared to read in detail
- be analytical
- be able to work out what is meant in texts beyond the obvious
- be able to make connections between ideas and events
- a positive attitude and a willingness to keep trying will support their learning.

Onward pathways:

You will need GCSE Literature to study A Level Literature at St Ninian's. The skills you develop in GCSE Literature will support your studies at A Level in the following subjects:

- English Literature
- Drama
- English Language
- History
- Politics
- Extended Project Qualification

Further information:

Teachers in the English Department will be pleased to assist with any questions you may have.

Further information from the Pearson Edexcel board can be found at:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/english-literature-2016.html>



Mathematics

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Exam board information:

WJEC GCSE in Mathematics

Course content:

All candidates will study the following topics:

1. Number
2. Algebra
3. Geometry and Measure
4. Statistics

Skills that will be developed:

The aims are to enable candidates to:

- develop knowledge, skills and understanding of mathematical methods, techniques and concepts
- make connections between different areas of mathematics
- select and apply mathematical methods in real-world contexts
- reason mathematically, construct arguments and simple proofs, and make logical deductions and inferences
- develop and refine strategies for solving a range of mathematical and real-world problems
- communicate mathematical information in a variety of forms
- interpret mathematical results and draw and justify conclusions that are relevant to the context

How the course will be assessed:

The three assessment objectives in WJEC GCSE Mathematics are:

- A01 Recall and use knowledge (50-60%)
- A02 Select and apply mathematical methods (10-20%)
- A03 Interpret and analyse problems and generate strategies to solve them (25%- 35%)

WJEC GCSE Mathematics is assessed via two written papers at the appropriate tier.

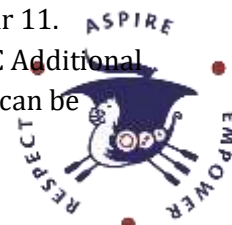
- Unit 1 consists of non-calculator questions, requiring candidates to demonstrate a full range of mental and non-calculator skills.
- Unit 2 permits the use of an electronic calculator.

Candidates who follow the **Higher** curriculum may achieve grades **A* to C**.

Candidates who follow the **Intermediate** curriculum may achieve grades **B to E**.

Candidates who follow the **Foundation** curriculum may achieve grades **D to G**.

- In the summer of Year 10 all students will be entered for “early entry” GCSE at the most appropriate tier. This is an opportunity for students to gain positive examination experience, and a snapshot of their attainment at this point in time.
- Our expectation is for students to gain their best and final grade at the end of Year 11.
- Candidates who are successful at Higher tier in Year 10 will prepare for the WJEC Additional Mathematics examination in Year 11. Candidates sitting Additional Mathematics can be awarded Distinction/Merit/Pass.



To be successful:

To be successful requires learners to:

- recall and use mathematical facts and concepts, and standard mathematical methods
- follow direct instructions to solve problems involving routine procedures
- select and apply mathematical methods to solve non-standard or unstructured, multi-step problems
- solve unfamiliar problems by breaking them into smaller, more manageable tasks
- answer questions that span more than one topic area of the curriculum
- use mental calculations and perform calculations without the aid of a calculator
- make estimates
- use an electronic calculator effectively
- reflect on results and evaluate the methods employed
- understand and use the statistical problem-solving cycle
- make decisions when tackling a given task, for example, choose how to display information
- communicate mathematically, using a wide range of mathematical language, notation and symbols to explain reasoning and to express mathematical ideas unambiguously

Onward pathways:

Successful WJEC GCSE Mathematics candidates gain lifelong benefits, including:

- the development of their mathematical knowledge
- confidence, by developing a feel for numbers, patterns and relationships
- an ability to consider and solve problems and present and interpret results
- skills in communication and reasoning using mathematical concepts
- a solid foundation for further study

This qualification supports progression to:

- GCE AS and Advanced Level in Mathematics
- GCE AS and Advanced Level in Further Mathematics
- GCE and other further qualifications in disciplines, such as the Sciences, Economics or Business
- Further education or employment where mathematical skills are always required

Further information:

Ms Alison Lewis, Subject Leader for Mathematics at SNHS

www.wjec.co.uk/qualifications/mathematics/r-mathematics-gcse-2015/wjec-gcse-maths-spec-from-2015-r-e.pdf



Combined Science

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Exam board information:

Edexcel

Course content:

The course covers a wide range of topics in biology, chemistry and physics. These include;

- Cells
- Genetics
- Natural Selection
- Health and Disease
- Chemical Changes
- Rates of Reaction
- Equilibria
- Motion and Forces
- Light and the Electromagnetic Spectrum
- Electricity and Circuits

Skills that will be developed:

Alongside the subject knowledge you will gain you will also develop you will also develop a wide range of soft skills including;

- Critical thinking
- Mathematical skills
- Problem solving
- Analysis
- Research

How the course will be assessed:

The course is assessed through six exams at the end of year 11.

There are two exams each for Biology, Chemistry and Physics.

These exams use multiple styles of question including;

- Multiple-choice questions.
- Scaffolded & short answer questions.
- Calculations.
- Extended open response questions



To be successful:

We encourage all students to try their best and engage with the challenge that is science.

The most successful learners are genuinely curious about the natural world and want to discover its inner workings and secrets, they want to know more and to delve deeper.

For those struggling students, asking for help can be key to understanding, and we find that those who ask for help are more likely to succeed.

Onward pathways:

Science offers many onward pathways including science A-levels which could lead to varied careers in medicine, veterinary science, research, engineering and more.

Further information:

Dr Houghton, Subject Leader for Science at SNHS

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html>



Religious Studies

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Exam board information:

WJEC GCSE Religious Studies

Course content:

Students will study eight units over the course of Year 10 and 11 and two religions:

Religion and Philosophical Issues

- Beliefs: God, Jesus, The Qu'ran
- Practices : Morality, The Church, The 5 Pillars, Obligatory Acts
- Life and Death: Origin of the World, Value of Human Life, Beliefs about death and the afterlife
- Good and Evil: Crime and Punishment, Forgiveness, Good, evil and suffering

Religion and Ethical Themes

- Beliefs: The Bible, The afterlife, Prophethood
- Practices: Life's journeys, Special Places, The Ummah, Festivals
- Relationships: Family, Contraception, Nature of relationship
- Human Rights: Issues of equality, Gender and Discrimination

Skills that will be developed:

Knowledge & Understanding: Throughout the course students will gain an in depth understanding of moral issues facing us in the world today and how religions have responded to these. Students will be able to express their understanding coherently in written responses.

Evaluation: Students will develop their own reasoning skills and, by the end of the course, will be able to structure well argued responses, expressing clear insights into the different areas of study.

Exam Skills: A great deal of effort is put into teaching students how to approach exams successfully. Students will learn techniques that will hopefully support them in all areas of the school curriculum.

Personal Development: It is hoped that by engaging with content and lessons students will be exposed to a number of different ideas and opinions. Students will be encouraged to develop and express their own world view.

How the course will be assessed:

100% written examinations

Full course: Two written papers (2 hours each)

Half course: One written paper (2 hours)

Exams take place in the summer series of year 11

To be successful:

Students need to have:

- a willingness to discuss and write about a variety of current issues.
- an interest in the beliefs which motivate a person's behaviour.



- the ability to interpret and apply religious teachings to a range of topics.
- the desire to be a motivated and independent learner.

Onward pathways:

Whilst it is accepted that GCSE Religious Studies it is not an essential qualification for specific career pathways, the academic discipline and transferrable skills developed can be useful in many areas of employment.

- GCSE study may lead on to an A-Level in Religious Education
- Many students go on to have a successful career in law, teaching, social work, police and probation services and journalism.

Further information:

Teachers in the Religious Education Department (Ms F Malyan [Head of Department], Miss A Clucas, Mrs A Daugherty, Mrs L Parr and Miss K Annesley) will be pleased to assist with any questions you may have.

Further information from the Welsh Joint Education Committee can be found at:

http://www.wjec.co.uk/qualifications/religious-studies/r-religious-studies-gcse-2017/wjec-gcse-religious-studies-spec-from-2017-e.pdf?language_id=1



Religious Studies Entry level

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Exam board information:

AQA Entry level Certificate

Course content:

The AQA Entry Level Certificate is a pathway available to students who may find the GCSE syllabus difficult to access. The course consists of a variety of topics suited to the needs of our students.

Current moral and ethical units are available for study for example;

- Religious attitudes to Drug Abuse,
- Religious expressions in Society:
- Media and Religion and Citizenship:
- Human Rights.

Skills that will be developed:

Skills that will be developed:

The Entry Level Certificate allows students to not only learn about religious and moral issues but also develop their reflective learning and metacognition to allow lifelong learning skills such as:

- Teamwork
- Resilience
- Independent Learning
- Use of English

How the course will be assessed:

This course is assessed continuously throughout the year and there will be no final examination.

To be successful:

Students need to have the willingness to

- discuss and write about a variety of current issues.
- consider the beliefs which motivate a person's behaviour.
- interpret and apply religious teachings to a range of topics.

Onward pathways:

Entry Level allows students to progress onto more detailed study of RE at level 2

Further information:

Teachers in the Religious Education Department (Ms F Malyan [Head of Department], Miss A Clucas, Mrs A Daugherty, Mrs L Parr and Miss K Annesley) will be pleased to assist with any questions you may have.



Art

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Exam board information:

WJEC GCSE Art & Design

Course content:

The WJEC GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the development of creative practice. This course broadens experience, develops imagination and technical skills, fosters creativity, and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for Art, Craft and Design and, through a program to develop critical, practical, and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts, and design fields.

Students explore practical and relevant critical and contextual sources such as the work of historical and contemporary fine artists and the different purposes, intentions, and functions of fine art as appropriate to their own work. They demonstrate the ability to work creatively with processes and techniques appropriate to their chosen area study such as: painting (various media); drawing (various media); printing (e.g. screen printing; etching; aquatint; lithography; block printing; stencils; carving; modelling; constructing; mosaic; mobiles; environmental art; graffiti; kinetic media; light-based media; digital media; mixed media. Fine art offers a choice of traditional, digital media and processes and involves expressive use of a particularly wide range of materials, techniques, and skills, including those that are recyclable.

Skills that will be developed:

WJEC art and design (fine art) encourages learners to:

- actively engage in the creative process of art, craft, and design to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative, and intuitive capabilities when exploring and making images, artefacts, and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials, and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical, and expressive skills
- develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies, and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft, and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft, and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft, and design.



How the course will be assessed:

60% Coursework (September Y10 until December Y11)

- Students develop through a series of workshops and projects a portfolio of work - demonstrating skills, understanding and ideas.
- From Easter Y10 students develop a single body of work that reflects their experiences and ideas.

40% Examination (Starts January Y11)

- After a preparation period to gather, explore and develop ideas and the production of a portfolio of work explaining how work was developed.
- Students sit a “Controlled test” - exam conditions 10 hours.

To be successful:

Successful students will demonstrate:

- Particularly good observational drawing skills.
- An interest in researching and gathering a wide variety of imagery to do with the theme.
- Explore a wide variety of artists that interest them.
- Take creative risks developing a selection of ideas. - Exploring and developing ideas and responses to the theme is particularly important.
- Demonstrate resilience and produce high quality personal final pieces.

Student will be required to:

- Work hard and act upon advice given.
- Work independently and wrestle with their ideas, concept, and designs to push their creative responses.
- Complete work outside of lessons by attending club or at home

Onward pathways:

WJEC GCSE Art leads well into A-level art as well as creative courses at college.

Fine Art is a discipline which develops creative problem-solving skills and independence. As such it is respected by universities and prospective employers. Specifically, it can lead to a career as an Artist; museum and art gallery work; curating; architecture; advertising; film making; photography; teaching; interiors and furniture; tourism; craft; ceramics; jewelry; fashion and costume design; footwear; theatre and set stage design. Many of these things are encompassed in the creative industries which are based on individual creativity, skill, and talent.

Interesting internet links are:

www.creative-choices.co.uk.

<http://www.theartcareerproject.com/art-as-a-career/>

Further information:

For further information you should talk to Mr Mason, the Head of Art, or your Art teachers.

<https://www.wjec.co.uk/qualifications/art-and-design/r-art-and-design-gcse-from-2016/>

<https://www.wjec.co.uk/qualifications/art-and-design/r-art-and-design-gcse-from-2016/0-GCSE-Art-and-Design-Specification-for-teaching-from-2016-wales-only-e.pdf>



Ceramics

This is the same course as Art, but all outcomes will be in a 3d medium.

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Exam board information:

WJEC Art and design (3d Design)

Course content:

The WJEC GCSE in Art and Design 3D design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. This rewarding and immersive program of study broadens experience, develops imagination and technical skills, fosters creativity, and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for 3d design and, through a broad introductory foundation program, to develop critical and practical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts, and design fields.

Students undertaking this title must explore practical and relevant critical and contextual sources such as the work of historical and contemporary three-dimensional designers and makers, as well as the different purposes, intentions, and functions of three-dimensional design as appropriate to their own work. Students should demonstrate the ability to work creatively with processes, techniques, and materials, including those that are recyclable, appropriate to the chosen area of study such as: computer-aided design, model making; prototyping; constructing and assembling. An understanding of the relationship between form and function is essential.

Skills that will be developed:

WJEC art and design 3D encourages learners to:

- actively engage in the creative process of art, craft, and design to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative, and intuitive capabilities when exploring and making images, artefacts, and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials, and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical, and expressive skills
- develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies, and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft, and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft, and design.



How the course will be assessed:

60% Coursework (September Y10 until December Y11)

- Students develop through a series of workshops and projects a portfolio of work - demonstrating skills, understanding and ideas
- From Easter Yr 10 students develop a single body of work that reflects their experiences and ideas.

40% Examination (Starts January Y11)

- After a preparation period to gather, explore and develop ideas and the production of a portfolio of work explaining how work was developed
- Students sit a “Controlled test” - exam conditions 10 hours

To be successful:

Successful students will demonstrate:

- A keenness to produce observational drawings.
- An interest in researching and gathering a wide variety of imagery to do with the theme.
- Explore a wide variety of artists that interest them.
- Take creative risks developing a selection of ideas.
- Explore a multitude of alternative ideas.
- Demonstrate resilience and produce high quality personal final pieces.

Student will be required to:

- Work hard.
- Act upon advice given.
- Work independently and wrestle with their ideas, concept, and designs to push their creative responses.
- Completing design work outside of lesson time at club or at home

Onward pathways:

WJEC Art and design 3D leads well into A-level art as well as creative courses at college.

Art and design 3d are disciplines which develop creative problem-solving skills and independence. As such it is respected by universities and prospective employers. Specifically, it can lead to a career as an Artist; museum and art gallery work; curating; architecture; advertising; film making; photography; teaching; interiors and furniture; tourism; craft; ceramics; jewelry; fashion and costume design; footwear; theatre and set stage design. Many of these things are encompassed in the creative industries which are based on individual creativity, skill, and talent.

Interesting internet links are:

www.creative-choices.co.uk.

<http://www.theartcareerproject.com/art-as-a-career/>

Further information:

For further information you should talk to Mr Mason (SAM) the Head of Art or Miss Miller (GEM) as well as your Art teachers.

https://www.wjec.co.uk/qualifications/art-and-design/r-art-and-design-gcse-from-2016/01-GCSE-Art-and-Design-Sample-Assessment-Materials-for-teaching-from-2016-wales-only-e.pdf?language_id=1



Business & Marketing

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Exam board information:

SQA National Progression Award Level 5

Course content:

Unit 1: Management of Marketing and Operations

Unit 2: Marketing: Basic Principles and Applications

Unit 3: Event Organisation

Unit 4: Management of People and Finance

Unit 5: Promoting a Business

Skills that will be developed:

- Organisation skills
- Independent learning skills
- Project management skills
- Entrepreneurial skills

How the course will be assessed:

This is assessed via internal assessment only. There are no external examinations.

To be successful:

- Students need an interest in Business and how businesses market their products
- Willing to work independently and as part of a team.

Onward pathways:

After completing an SQA Level 5 in Business & Marketing, students can:

- Potentially progress to study Level 3 BTEC Enterprise.
- Use the qualification as a foundation to start up their own business.
- Use the knowledge and skills gained to seek employment.

Further information:

Teachers in the Business Education Department will be pleased to assist with any questions you may have.

Further information from the Scottish Qualifications Authority can be found at:

<https://www.sqa.org.uk/sqa/46206.html>



Business Studies

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Exam board information:

Cambridge IGCSE Business Studies (0450)

Course content:

- Topic A - An Introduction to Business
- Topic B – Business Ownership
- Topic C - Marketing
- Topic D - The Structure and Control of Business
- Topic E - People in Business
- Topic F - Finance
- Topic G - Production
- Topic H - The Economy, Government & Business

Skills that will be developed:

- Literacy, Numeracy and ICT skills
- Creativity skills
- Personal Reflection skills
- Problem Solving skills
- Independent Learning skills
- Listening skills
- Interpersonal skills through Debate, Discussion and Peer Assessment
- Entrepreneurial skills
- Communication skills
- Evaluative and Analytical skills

How the course will be assessed:

Two exam papers at the end of Year 11 (100% examination). Each examination is 90 minutes.

To be successful:

Students need to have:

- An excellent work ethic, both in lessons and out of school.
- Good literacy and numeracy skills.
- A willingness to keep on trying.
- An ability to work with others.

Onward pathways:

After completing an IGCSE in Business Studies, students can:

- Progress to study a variety of A level subjects including Business Studies, Economics or Enterprise.
- Use the qualification as a foundation to start up their own business.
- Use the knowledge and skills gained to seek employment.



Further information:

Teachers in the Business Education Department will be pleased to assist with any questions you may have.

Further information from the Cambridge Examination Board can be found at:

www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-business-studies-0450



Child Development

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Exam board information:

OCR level 1/2 in Child Development

Course content:

- Component 1: Children's Growth and Development
- Component 2: Learning through play
- Component 3: Supporting children to play, learn and develop

Skills that will be developed:

Students will gain transferable skills during their studies such as self-reflection, communication, teamwork and problem solving, which will support their current and future progression.

How the course will be assessed:

Component 1: 30%. Internally assessed, externally verified

Component 2: 30%. Internally assessed, externally verified

Component 3: 40%. External 2hour examination

Final Grades:

The qualification grades are awarded on the following scales:

Level 2 - Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2)

Level 1 - Distinction (D1), Merit (M1), Pass (P1) and

Unclassified.

To be successful:

Organisation, time management. Observational skills and ability to recall and evaluate their findings.

Students should have access to a child from the age of birth until 5 years of age.

Onward pathways:

Working with children eg the CACHE Diploma in Child Care and Education.

Teaching

Midwifery, nursing etc.

Further information:

Please speak with Mrs L Sharpe



Computer Science

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Exam board information:

AQA Computer Science (8525)

Course content:

As part of this course students will have the opportunity to learn programming skills, (primarily using the C# programming language), and to apply these skills, together with Computational thinking to a range of problem-solving activities. In addition, there is a theoretical element of this course which concentrates on computer architecture and software development.

Skills that will be developed:

- Understand and be able to apply a range of standard algorithms;
- Become independent and discerning users of computing;
- Use Computational Thinking and Computer programming skills to problem-solve;
- Understand how numbers are encoded by computers and the mathematical principles that underpin this.
- Evaluate the impact of computer technology on society.

How the course will be assessed:

100% written exam:

(Summer Y11)

- Paper 1 (50%) 2 hours - short answer and longer answered questions.
- Paper 2 (50%) 1 hour 45 minutes - short answer, longer answer and extended response questions.

Examinations will take place in the Summer series of Year 11

To be successful:

- Be curious: Students explore, ask questions and problem solve.
- Show commitment: Students show focus when engaged in activities.
- Persistence: Students engage with an activity until they are satisfied with their progress.
- Reflective: Students can reflect on their own learning, respond and take action after receiving feedback.
- Independent: Successful students will be able to think through, act and find solutions to problems for themselves.
- Resilient: Students need to keep motivating and challenging themselves to improve.



Onward pathways:

This qualification provides a broad and solid foundation for further study. The Computer Science GCSE is recognised as a STEM subject, and is invaluable preparation not only for continuing with Computer Science at A level and beyond, but the skills developed, and the capabilities gained are relevant and applicable for a wide range of academic pathways, including engineering, medicine, technology, or other scientific endeavours.

Further information:

Speak with Mr J Hopkins, Mrs L Cashen

[AQA | Computer Science and IT | GCSE | Computer Science](#)



Digital Skills

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Exam board information:

SQA NPA PC Passport Level 4 or 5

SQA NPA Digital Media Production level 4 or 5

Course content:

PC Passport

The National Progression Award in PC Passport at SCQF levels 4 and 5 aims to provide knowledge and skills in using word processing, spreadsheet and presentation software in a collaborative, cloud-based environment. It seeks to deliver up-to-date skills in using a range of Microsoft Office applications. All units have equal weighting and are assessed through the completion of coursework and multiple-choice on-line tests.

Digital Media.

The National Progress Award in Digital Media at SCQF levels 4 and 5 introduce learners to techniques that are important in the digital media sector such as audio, still images and moving images. In addition to developing knowledge and understanding of digital media, learners will develop practical, technical and transferable skills — including oral, written and evaluation abilities.

Skills that will be developed:

- How to create, retrieve and store a range of assets
- Using tools to edit and adapt a range of office and Media based resources
- How to use IT tools and devices for working and communicating collaboratively
- Challenge students to reflect on what they produce
- Increase students awareness of their responsibilities in the digital world and their respect of other people's rights
- Equip students with professional, real-world skills in planning, project management and communication

How the course will be assessed:

The Digital Media and PC Passport course will be assessed through the completion of a series of practical tasks and online multiple choice tests.

To be successful:

- Be curious: Students explore, ask questions and problem solve.
- Show commitment: Students show focus when engaged in activities.
- Persistence: Students engage with an activity until they are satisfied with their progress.
- Reflective: Students can reflect on their own learning, respond and take action after receiving feedback.
- Independent: Successful students will be able to think, act and find solutions to problems for themselves.
- Resilient: Students need to keep motivating and challenging themselves to improve.



Onward pathways:

This qualification provides a broad and solid foundation for further study of various aspects of It and creative computing. It also enhances young people's overall digital literacy and gives them a solid foundation for further study and employment.

Further information:

Contact: Mrs C Aldridge or Mrs J Needle

<https://www.sqa.org.uk/sqa/38458.html> (PC Passport)

<https://www.sqa.org.uk/sqa/82256.html> (Digital Media)



Drama

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Exam board information:

WJEC GCSE Drama

Course content:

Unit One (40%) Devised Practical Performance (June/July Y10)

Students will devise a practical performance based on a theme and linked with a particular practitioner or genre. Candidates may choose either acting or a theatre design skill. Students will complete a written report on the work they have completed.

Unit Two (20%) Performance from a Text (April/May Y11)

Students will be assessed on either their acting or a theatre design skill in a scene from a published play.

Unit Three (40%) Written Examination (Summer Y11)

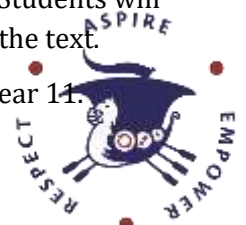
Students will be assessed on their ability to analyse one set text - 'Two Faces' by Manon Steffan Ros - as an actor, designer and director. They will also evaluate live theatre seen as part of the course.

Skills that will be developed:

- Team work
- Planning
- Decision making
- Problem solving
- Organisation
- Prioritisation
- Verbal communication
- Leadership
- Ability to influence others
- Negotiation
- Research
- Analysis
- Evaluation and assessment
- Physical and vocal performance
- Theatre design
- Creativity

How the course will be assessed:

- **Unit One** is assessed by the course teacher in June/July of Year 10. All students will be assessed on their understanding of the chosen practitioner or genre and the development of their ideas in performance. Acting candidates will be assessed on their use of voice and movement as well as their ability to listen, respond and interact. Theatre design candidates will be assessed on the effectiveness of their chosen design option: either lighting, sound, or costume and make-up. The written report will be completed as a controlled assessment and marked by the course teacher.
- **Unit Two** will be externally assessed by a visiting examiner in April/May of Year 11. Students will be assessed on the effectiveness of their chosen skill as well as their interpretation of the text.
- **Unit Three** is a 90 minute, externally assessed, written examination in May/June of Year 11.



To be successful:

A successful Drama student is:

- hardworking
- enthusiastic
- thoughtful
- considerate
- happy to experiment
- happy to learn from mistakes
- able to think around problems
- happy to start again from scratch
- happy to lead
- happy to follow
- happy to give advice
- happy to take advice
- happy to commit to after school rehearsals
- prepared to come on trips to see live Drama
- passionate about Drama

Onward pathways:

Throughout the GCSE Drama course, students are encouraged to collaborate with others, engaging in stimulating and creative activities with confidence. These fundamental co-operative, collaborative and social skills are useful across all kinds of disciplines, careers and life experiences in general.

Students with a A*-C in GCSE Drama can expect to be looked upon favourably by colleges and employers, who are keen to work with people who have the confidence and inter-personal skills that the subject affords them.

GCSE Drama can lead on to further study in:

- Drama
- Theatre Studies
- Performing Arts
- Expressive Arts at A-level and above
- Other related subjects such as English, Music, Dance, Art and Design.

Career opportunities for students who study Drama at a higher level include:

- the media
- theatre
- television
- radio
- the film industry
- arts administration
- drama therapy
- education.

Further information:

Do not hesitate in contacting Mr John Dowty or Mr Harry Wilkinson if you would like more information regarding any aspect of GCSE Drama.



Further information can be found at the WJEC examination board website:

<http://www.wjec.co.uk/qualifications/drama/drama-gcse>



Fashion and Textiles

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Exam board information:

WJEC Fashion and Textiles

Course content:

This WJEC GCSE in Fashion and Textiles offers a unique opportunity for learners to identify and solve real problems by designing and making products. Students will learn the importance of participating confidently and successfully in an increasingly technological world; and the need to be aware of, wider influences on Fashion, including historical, social/cultural, environmental and economic factors.

Skills that will be developed:

The aims of the Course are to enable learners to develop:

- understanding design and technology practice takes place within contexts
- identifying and understanding user needs
- writing a design brief and specifications
- investigating challenges and developing ideas
- using design strategies
- communicating design ideas, developing a prototype and making decisions

How the course will be assessed:

50% course work

50% Written examination (Summer Y11)

To be successful:

Students need to be prepared to make decisions for themselves. Find ways around problems and not be put off when or if things go wrong. They must use tools and equipment safely. Be able to work independently and source materials from home.

Onward pathways:

Progression routes to Further Study:

- As/A Level Design and Technology: Textiles
- BTEC / Degree Courses in Fashion Design , Art and Design , Textiles and Art etc.
- Progression routes to Careers and Employment:
- Manufacturing: construction roles within the fashion / clothing / furnishings industry.
- Industry: retail work, fashion design, laboratory technician within the fabrics / clothing industry. Advertising and marketing of fabric items.

Further information:

Mrs Newey



Food and Nutrition

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Exam board information:

WJEC GCSE Food and Nutrition (3560)

Course content:

Topics covered include:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Skills that will be developed:

Nutrition, diet and healthy eating. Practical food skills. Food science. Knowledge and understanding of the 6 areas of the course content above. Evaluating and sensory analysis of food products made. Nutritionally analysing products using the Nutrition Program.

The course will develop practical skills and knowledge and understanding of healthy eating which are essential life skills.

How the course will be assessed:

40% written examination: 1 hour and 30 minutes examination paper (Summer Y11)

60% controlled assessment:

- Assessment 1 - 10 hours - The Food Investigation Assessment (20%)
- Assessment 2 - 15 hours - The Food Preparation Assessment (40%)

To be successful:

Organisation and time management. An appreciation of food and an interest in food preparation and cooking of food. An interest in current dietary issues.

Onward pathways:

WJEC Level 3 Certificate in Food Science and Nutrition.

Further hotel, catering and restaurant management.

Pathway to Sports Science, dietician courses, Social Work, Nursing etc.

Teaching Food Technology in Primary and Secondary schools.

Food industry eg product development.

Further information:

Mrs Freegard, or Mrs Merrick

WJEC web site: <http://www.wjec.co.uk/qualifications/food-and-nutrition/>



French

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Exam board information:

WJEC GCSE in FRENCH

Course content:

The following topics will be studied:

- Youth Culture
- Lifestyle
- Customs and Traditions
- Home and Locality
- France and French-speaking countries
- Global sustainability
- School Life
- The World of Work
- Jobs and Future plans

Skills that will be developed:

During the course, students will develop the following skills:

- Literacy and numeracy skills,
- Problem-solving and analytical skills,
- Communication and negotiation skills,
- Reading comprehension, interpreting and summarising skills,
- Listening skills,
- Grammatical and proof-reading skills,
- Cultural awareness,
- Social skills,
- Information skills,
- Ability to work in a team and presentation skills,
- Confidence, experience.

How the course will be assessed:

25% Speaking:

- Unit 1 - Oral test: 7-9 minutes (Foundation tier); 10-12 minutes (Higher tier). Three tasks: one role play, one photo card discussion, one conversation. (April/May Y11)

25% Listening: (Summer Y11)

- Unit 2 - Assessment of 35 minutes (Foundation tier) or 45 minutes (Higher tier)

25% Reading: (Summer Y11)

- Unit 3 - Assessment of 1 hour (Foundation tier) or 1 hour 15 minutes (Higher tier)

25% Writing: (Summer Y11)

- Unit 4 - Assessment of 1 hour 15 minutes (Foundation tier) or 1 hour 30 minutes (Higher tier)

To be successful:

To be successful, pupils must be willing to develop their desire to communicate: using a language is a social activity and language learning will lead to social interaction in the class. Pupils must therefore be willing to narrate and express points of view and when they listen to others, to draw conclusions. They



must be willing to work in a team, take risks, enjoy a challenge and participate. They must acquire skills to give themselves a global edge by being culturally open-minded and get beneath the surface. An ability to organise revision time, persevere, seek out information and review one's own learning over the course is essential.

Onward pathways:

University:

Choosing MFL at school WILL open doors to a university degree. You can combine a language

- with other subjects such as *European Legal Studies *European Management *Leisure and tourism
- with related modules in areas such as *popular culture * drama *film and media *history *politics and society *linguistics etc...
- as a joint degree with another discipline e.g. * Spanish and Computer Science *Marine Sciences with French *Politics and Spanish *French and Maths
- you can also take a language option at some point in your degree e.g. *French for lawyers *Spanish for engineers * Beginners' Chinese

A Languages Degree will include a year abroad, a much sought after and unique experience valued from employers, who value the fact that you have been working/studying with people from a variety of cultures. Please also bear in mind that French is spoken on five continents; according to the Financial Times, French is the language in demand in the UK.

Careers:

Linguists work for a range of organisations worldwide, including universities and colleges, high tech companies, research institutions, consulting firms, government and the military and in the fields of law, accountancy, journalism, intelligence, diplomacy, medicine, scientific research, marketing, the travel industry.

A knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are one of the main requirements. They are a strong asset for the following jobs: legal assistants, museum curators, bilingual sales representatives, technical and engineering positions.

For other jobs a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with a language plus ICT, law, finance or sales skills are much sought-after.

Please consult: <http://www.all-languages.org.uk/uploads/files/Press%20Releases/Work%20Talk.pdf>

Further information:

Please contact: Ms Laporte, Mrs Taylor

<http://www.wjec.co.uk/qualifications/french/r-french-gcse-from-2016/index.html>



Geography

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Exam board information:

Cambridge iGCSE Geography (0460)

Skills that will be developed:

Successful Cambridge IGCSE Geography candidates develop lifelong skills, including:

- An understanding of the processes which affect physical and human environments;
- An understanding of location on a local, regional and global scale;
- The ability to use and understand geographical data and information;
- An understanding of how communities around the world are affected and constrained by different environments.

The course develops numeracy skills that will support learning in the Mathematics and Science courses, and requires written fluency of answers which will support the development of English language to express ideas and opinions.

How the course will be assessed:

Written examinations: two papers (Summer Y11)

- Paper 1 Geographical themes - This consists of 3 questions from 3 themes each worth 25 marks. Students have to answer one question from each of themes which are: Population and settlement, The natural environment and Economic development. The exam paper is 1hour 45mins and is 45% of the final GCSE.
- Paper 2 Geographical skills - Candidates answer all questions which will test their skills, decision making and interpretation of information. The paper also involves students using 1:25,000 and 1:50,000 maps. This paper is worth 27.5% of the final GCSE and lasts 1 hour 30mins.
- Paper 4 Alternative to coursework – Candidates will be given exemplar coursework material and have to interpret and evaluate methods and results of data. This will be practiced through two fieldtrips and exam-style questions in class.

To be successful:

What skills are required?

- Ability to recognise and observe spatial patterns and processes in reality
- Proficiency in communication
- Ability to read and understand maps, graphs, charts
- Ability to undertake scientific research
- Aptitude for accurate details
- Engage in decision-making and problem solving skills
- Aptitude for statistics and mathematics
- Ability to use computers to analyse electronic information



Onward pathways:

There are two main branches of Geography: Human and Physical:

Human Geographers work in diverse fields such as in development agencies, urban and regional planning, transportation, estate agencies, tourism and eco-tourism, and international relations.

Physical Geographers study patterns of physical processes such as climate, hazards, soils, water and water quality, oceans, landforms and vegetation. These studies are important to understand how situations and elements of the environment are changing, how they require increasing conservation, management and planning in our world in impacts and the use of resources are rapidly increasing

Careers in Geography

Representative jobs held by geographers include:

Biogeographer/Ecologist, Cartographer, Climatologist, Coastal Zone Manager, College/University Lecturer/Researcher, Community Development, Conservation Officer, Conservationist, Consultant in a range of geographical fields, Development, Facilitator, Delivery Manager, Diplomat, Earth Scientist, Economic Development Planner, Environmental Educator, Environmental Impact Analyst, Environmental Manager, Environmental Planner, Foreign Service Officers, Geographic Information Specialist, Geologist, Geomorphologist, Hazardous Waste Planner, Health Services Planner, Hydrologist, Land Use Planner, Map Editor, Map Librarian, Map, Air Photo & Satellite Image Interpreter, Market Researcher, Meteorologist, Military Planner, Natural Resource Manager, Police, Regional Planner, Remote-Sensing Analyst, Social Ecologist, Social Scientist, Soil Scientist, Teacher (primary & secondary), Tourism Development / Tour Guide, Traffic Manager, Transportation Planner, Travel Agent, Urban/City Planner, Water Resource Manager.

Further information:

For further information you should talk to one of your geography teachers or look on the Cambridge international exam website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-geography-0460/>



Health & Social

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Exam board information:

OCR Health and Social Care

Course content:

Component 1: Principles of care in health and social care settings

Component 2: Supporting individuals through life events

Component 3: Creative and therapeutic activities OR Health promotion campaigns

Skills that will be developed:

- Communication skills
- Powers of analysis and critical thinking
- Self-discipline
- Empathy
- Independent learning and organization

How the course will be assessed:

- Component 1: External assessment 1hr 15mins
- Component 2: Internal assessment 10-12 hours
- Component 3: Internal assessment 10-12 hours

Final Grades:

The qualification grades are awarded on the following scales:

Level 2 - Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2)

Level 1 - Distinction (D1), Merit (M1), Pass (P1) and

Unclassified.

To be successful:

- You need to have a keen interest in the Healthcare sector and be knowledgeable about the various branches of it.
- You need to be organised and manage your time effectively.

Onward pathways:

BTEC Health and Social Care is an ideal qualification for those who want a broad background in health and social care or are considering a career in the Healthcare profession or working with children.

Further information:

Mrs L Sharpe



History

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Exam board information:

OCR B (J411)

Course content:

The SNHS GCSE History course covers five modules, organized into three component groups for the purpose of assessment.

Component Group 1 – British History

- The People’s Health, c. 1250 to present
- The Elizabethans, 1580-1603

Component Group 2 – History Around Us

- The site study- Castle Rushen

Component Group 3 – World History

- The Making of America, 1789-1900
- Living Under Nazi Rule, 1933-1945

Skills that will be developed:

The options for each study cover a wide range of fascinating history, introducing different periods, places and cultures. In addition to developing a comprehensive knowledge of the time periods studied and an understanding of how events and individuals we consider have shaped the world we live in; GCSE History students will also develop skills including:

- an ability for clear expression both written and verbal
- putting forward ideas and arguments in a concise manner
- gathering, investigating and assessing information
- basing judgements and opinions on evidence
- organising material in a logical and coherent way

How the course will be assessed:

There is equal weighting given to the five studies, each representing 20% of the GCSE.

Paper 1 will ask students to complete questions relating to their study of British History; People’s Health and The Elizabethans, totaling 80 marks (40 marks per topic) and being 1 hour 45 minutes in duration.

Paper 2 requires students to answer a question in examination conditions based on their in-depth study of the Castle Rushen site, totaling 40 marks and being 1 hour in duration.

Paper 3 will ask students to complete questions relating to their study of World History; The Making of America and Living Under Nazi Rule, totaling 80 marks (40 marks per topic) and being 1 hour 45 minutes in duration.



To be successful:

In GCSE History students must have:

- An excellent work ethic
- A desire to overcome adversity
- An ability to work individually and with others
- Most importantly, an interest in the world around them

Onward pathways:

After completing a GCSE in History students can make use of the skills they have developed and expanded in almost any area of life. Students may choose to continue their History career at A-Level and degree level, or put to good use the analysis, communication and organisation skills they have developed in any other area of interest they may have.

John F Kennedy, Sacha Baron Cohen, Louis Theroux, Seb Coe, Anita Roddick, Steve Carrell and Shakira all studied History at university, so the options are limitless!

Further information:

Teachers in the History Department (Miss Reid, Mr Dargan, Ms Stringfield and Miss Jackson) will be pleased to assist with any questions you may have.

Further information from the OCR Examination Board can be found at:

<https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf>

Link to website/past papers: <https://schoolhistory.co.uk/past-papers/ocr-gcse/>

Link to revision guide: <https://www.amazon.co.uk/My-Revision-Notes-History-Schools/dp/1510404066>



History – Entry Level

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Exam board information:

OCR B (R435)

Course content:

The SNHS Entry level History course is organized into three component groups for the purpose of assessment.

Component Group 1 – British History: (Thematic study.)

- Peoples Health from 1250.

Component Group 2 – World History: (Depth Study)

- The Elizabethans 1580-1603.

Component Group 3 – History Around Us: (Study of a local historical site).

- The site study- Castle Rushen.

Skills that will be developed:

The options for each study cover a wide range of fascinating history, introducing different periods, places and cultures. In addition to developing a comprehensive knowledge of the time periods studied and an understanding of how events and individuals we consider have shaped the world we live in;

Entry level History students will also develop skills including:

- an ability for clear expression both written and verbal
- putting forward ideas and arguments in a concise manner
- gathering, investigating and assessing information
- basing judgements and opinions on evidence
- organising material in a logical and coherent way

How the course will be assessed:

The Entry level course is comprised of 100% internally assessed tests and tasks which are externally moderated.

Assessment 1: The Thematic study will ask students to complete a series of questions relating to their study of British History; Specifically; Peoples Health, totaling 40 marks (40% of total marks for the course). Timing of the assessment will be in accordance with the needs of learners.

Assessment 2: The Dept study requires students to answer a series of questions based on their in-depth study of the Making of America totaling 30 marks and being (30% of total marks for the course). Timing of the assessment will be in accordance with the needs of learners.

Assessment 3 will ask students to complete two tasks relating to their study of Castle Rushen;

The first task requires learners to complete a guide to the site up to 150 words.

The second task requires learners to explain the importance of the site over time, (at least 50 years) and should be up to 250 words. Total of 30 marks (30% of the total marks for the course)



To be successful:

In Entry Level History students must have:

- An excellent work ethic
- A desire to overcome adversity
- An ability to work individually and with others
- Most importantly, an interest in the world around them

Onward pathways:

After completing the Entry level course in History students can make use of the skills they have developed and expanded in almost any area of life. Students may choose to continue their History studies or put to good use the analysis, communication and organisation skills they have developed in any other area of interest they may have.

Famous Historians are John F Kennedy, Sacha Baron Cohen, Louis Theroux, Seb Coe, Anita Roddick, Steve Carrell, Shakira and Karl Marx. The options are limitless!

Further information:

Teachers in the History Department (Miss Reid, Mr Dargan, Ms Stringfield and Miss Jackson) will be pleased to assist with any questions you may have.

Further information from the OCR Examination Board can be found at:

<https://www.ocr.org.uk/Images/313160-specification-entry-level-history-r435.pdf>



ICT

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Exam board information:

SQA NPA PC Passport Level 5

SQA NPA Data Science Level 5

Course content:

PC Passport

The NPAs in PC Passport at SCQF level 5 aims to provide knowledge and skills in using word processing, spreadsheet and presentation software in a collaborative, cloud-based environment. It seeks to deliver up-to-date skills in using a range of popular software, such as Microsoft Office and Google Apps. All units have equal weighting and are assessed through the completion of coursework and multiple-choice on-line tests.

Data Science

Upon successful completion of the PC Passport course (above), it is anticipated that students will complete the NPA in Data Science. This is a new course created by SQA to give students a broad introduction to the discipline, focusing on data analysis knowledge and skills. The course would include two mandatory units in Data Citizenship and Data Science and a third optional unit which will be Data Security.

Skills that will be developed:

You will develop skills including:

- how to use IT tools to improve productivity; such as using automated tools like templates and short cuts
- how to create, retrieve and store documents
- how to present information clearly and apply different formatting techniques to enhance the presentation of documents
- how to use IT tools and devices for working and communicating collaboratively.
- You will analyse data to find patterns and you will find out how to interpret graphs, charts and tables to spot important points, trends or errors.
- You will learn how to use data that you have found or gathered to answer questions and to suggest changes.

How the course will be assessed:

For both courses, students will carry out an assessments through each of the units of work as well as some closed book online multiple choice assessments.



To be successful:

- Be curious: Students explore, ask questions and problem solve.
- Show commitment: Students show focus when engaged in activities.
- Persistence: Students engage with an activity until they are satisfied with their progress.
- Reflective: Students can reflect on their own learning, respond and take action after receiving feedback.
- Independent: Successful students will be able to think through, act and find solutions to problems for themselves.
- Resilient: Students need to keep motivating and challenging themselves to improve.

Onward pathways:

These two group awards will give students a rounded knowledge of ICT that will give them confidence when approaching any A-level course or entering the world of work.

Further information:

Contact: Mrs Aldridge

<https://www.sqa.org.uk/sqa/38458.html> (PC Passport)

<https://www.sqa.org.uk/sqa/91458.html> (Data Science)



Media

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Exam board information:

WJEC GCSE in Media Studies

Course content:

Unit 1: Exploring the Media

- *Section A: Representations* – explore how gender and events are portrayed in advertisements, video game covers, and newspapers.
- *Section B: Music* – explore media language, representation, industry and audience in the context of music. Study products from magazines, websites, social media, music videos, and radio programmes to understand how stars are portrayed.

Unit 2: Understanding Television and Film

- *Section A: Wales on Television* – discover how a place and its culture are shown in TV programmes. Explore their impact on the industry and popularity. Learn about media concepts such as language, representation, industry, and audience appeal.
- *Section B Contemporary Hollywood Film* – develop an understanding of how Hollywood films use genre and narrative features to appeal to audiences worldwide.

Unit 3: Creating Media

- Students will produce a magazine (front cover, contents page and one additional page) in any genre aimed at teenagers. Students will be required to complete development work (research and planning) as well as reflective analysis on the production.

Skills that will be developed:

- Critical thinking and decision-making
- Appreciation and understanding of the importance of media
- Practical skills
- How to use subject-specific terminology to analyse media products
- Understanding of media products in industry contexts
- Evaluate and reflect on their own work

How the course will be assessed:

- Unit 1: Exploring the Media – 1 hour and 30-minute written examination – 30% of GCSE
- Unit 2: Understanding Television and Film – 1 hour and 30-minute written examination – 30% of GCSE
- Unit 3: Creating Media – coursework – 40% of GCSE

To be successful:

The best Media Studies students should be able to:

- apply practical skills creatively;
- individually research and evaluate;
- manage information and projects;
- manage their time effectively;
- analyse critically and reflect on their own learning.



Onward pathways:

GCSE Media Studies provides a suitable foundation for the study of media studies and related courses in further education. It will also help you hugely in other areas such as English Language, Drama and Social Sciences.

Studying Media Studies at GCSE is also a great starting point for many career opportunities such as TV and Film production, advertising, journalism, interactive media, digital marketing, technical production, special effects, web design and post-production.

Further information:

Please contact Mrs Needle

Find out more - https://www.wjec.co.uk/qualifications/media-studies-gcse/#tab_keydocuments



Music

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Exam board information:

WJEC

Course content:

- Appraising: 30% - Written exam (June of Year 11) based on four areas of study; Musical Forms and Devices, Music for Ensemble, Film Music, Popular music
- Performing: 35% - Minimum of two pieces - one solo and one ensemble. One piece must link to an area of study.
- Composing: 35% - Two compositions one of which is based on a brief set by the exam board. You also do a written evaluation of the piece set by the exam board.

Skills that will be developed:

Skills that are developed through studying music at this level include perseverance, collaborating with others, confidence and creativity.

Specific musical skills developed include reading musical notation, understanding of different styles of music both classical and pop, composition and performing.

How the course will be assessed:

30% Written Examination

- Listening is assessed through a final exam at the end of the course.

70% Performing/ Composing

- Performing is assessed internally and externally moderated by the exam board
- Composition is assessed internally and externally moderated by the exam board

To be successful:

You should be able to read music and have an open mind with regards to listening to different styles of music. You also need to be self-motivated, willing to practice in your own time and be able to work independently in lessons on composition and performing work.

Onward pathways:

Several past pupils who have taken GCSE Music have gone on to study Music or Performing Arts at a higher level and are now enjoying successful careers in the industry. Others have used the skills developed in this subject in other areas such as teaching, event management, recording engineering, advertising and broadcasting.

Further information:

Please contact Ms Temple.

Further information about the course can be found on the WJEC site

https://www.wjec.co.uk/qualifications/music-gcse/#tab_keydocuments



PE

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Exam board information:

WJEC GCSE Physical Education

Course content:

- Unit 1 - Exam (50%)
 - Introduction to physical education Written examination: 2 hours (100 marks)
- Unit 2: The active participant in physical education - non-exam assessment (50% of qualification) (100 marks)
 - Learners will be assessed in three different activities in the role of performer in at least one individual sport, one team sport and one other.
 - One activity will be a major activity which will have a personal fitness programme linked to the activity.

Skills that will be developed:

- an ability to plan, perform, analyse and improve, and evaluate physical activities
- an understanding of effective and safe performance
- an understanding of the role of sport and physical activity in society and in the wider world
- an excellent foundation for advanced study
- an enjoyment of physical activity

How the course will be assessed:

50% Written examination (Summer Y11)

50% Coursework (Practically assessed throughout the two years with live moderation, video evidence collected and written coursework)

To be successful candidates must:

- Have an outstanding attitude towards PE
- Play to a high standard in a number of sports.
- Have their performances videoed for marking and moderation

Onward pathways:

Sports courses in Further and Higher Education (A' level, BTEC, Degree Courses, etc)

Many careers including: Teaching; the forces, physiotherapy; Leisure and Recreation Industry

Further information:

Mr Kelly or any PE Teacher



Personal Development Programme

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Exam board information:

ASDAN

Course content;

Personal Development Programmes offer imaginative ways of developing, recording, and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges.

The Personal Development Programmes (PDP) feature 12 modules. Each learner will work from their own student book and compile a portfolio of evidence to show what they have done. Content is directed by the student.

Module titles are:

1. Communication
2. My Community
3. Sport & Leisure
4. Independent Living
5. My Environment
6. Number Handling
7. Health and Wellbeing
8. World of Work
9. Science and Technology
10. The Wider World
11. Expressive Arts
12. Beliefs and Value

Skills that will be developed:

ASDAN's methodology revolves around reflective learning and metacognition to develop and accredit a range of personal skills that prepare young people for further study, employment, and life.

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas:

- Ability to learn
- Teamwork
- Problem solving,
- IT skills
- Literacy
- Numeracy.



How the course will be assessed:

The course requires students to study a minimum of 6 modules, which are further divided into sections A and B. Each section is expected to take at least 10 hours to complete. 10 hours is worth one credit. Students gain 1 or 2 credits for each section completed.

- 6 credits are needed to achieve a bronze certificate
- 12 credits are needed to achieve a silver certificate
- 18 credits are needed to achieve a gold certificate

To be successful:

Students will also have to demonstrate the following competences:

- Working with Others
- Improving own Learning and Performance
- Problem Solving
- Planning and Carrying out a Piece of Research
- Communication through Discussion
- Planning and Giving an Oral Presentation

Onward pathways:

ASDAN allows students to work towards independent learning, progressing through various challenges whilst developing their skills. This supports students' skill development which is beneficial for further education or employment.

Further information:

For further information you should talk to Miss Christian, or Mr Dargan

<https://www.asdan.org.uk/personal-development-programmes/>



Product Design

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Exam board information:

WJEC Design & Technology Product Design 3603QS

Course content:

You will study the following 2 areas:

- Knowledge and Understanding
 - Impact of new and emerging technologies
 - Energy and how it is generated
 - Modern and smart materials
 - Ecological and social footprint
 - Investigating and analyzing the work of others
- Skills
 - Identify and understand user needs
 - Investigate and develop design ideas
 - Making design decisions and communicating them to others
 - Manufacturing prototypes

This will allow you to develop knowledge and understanding of Product Design, its impact on daily life, and develop a broad understanding of materials, systems and processes.

Skills that will be developed:

Studying Product Design will enable you to develop a wide range of transferable skills for further education, work and life:

- Creative and innovative thinking
- Use of imagination and experimentation
- Ability to critique and refine your own ideas
- Knowledge and understanding of a product's life cycle, sustainability and making greener choices
- Decision making skills
- Develop high quality, imaginative and functional prototypes
- Communication skills
- Consider how past and present cultural influences have shaped our world.

This subject allows pupils the opportunity to use whatever aspect of technology they feel necessary to produce their own coursework products.



How the course will be assessed:

50% Written examination - 2 hour paper (Summer Y11)

- This paper will test application of knowledge and understanding of materials, components, processes, techniques, technologies and the evaluation of commercial practices and products.

50% Controlled Assessment - 40 hours.

- This consists of a 3D product and a concise design folder. Students will be encouraged to devise their own project outlines. Students have the freedom to use the type and variety of materials necessary to satisfy their design brief.

To be successful:

Students need to be prepared to make decisions for themselves. Find ways around problems and not be put off when or if things go wrong. They must use tools and equipment safely.

Onward pathways:

There are many career paths that Product Design could take you down; from carpenter to architect all the way to aerospace engineer.

You could of course carry on studying at advanced level here at SNHS, which would allow you the opportunity to study a range of design and/or engineering courses at university.

Further information:

Contact D&T Staff Team.



Practical Cookery

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Exam board information:

SQA Practical Cookery C739 74

Course content:

This Course aims to develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the course anticipates their future needs in that it enables them to learn how to prepare and cook food for themselves and others. It also develops their organisational skills, which have an application in a variety of contexts.

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking
- Added value Unit: Producing a meal

Skills that will be developed:

The Course aims to enable learners to:

- use a range of cookery skills, food preparation techniques and cookery processes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of ingredients, their uses and an awareness of responsible sourcing
- develop an awareness of current dietary advice relating to the use of ingredients
- work safely and hygienically

The course will also develop student's skills relating to numeracy (money, time and measurement) and their thinking skills (remembering, understanding and applying)

How the course will be assessed:

100% Practical Assessment for National 4 and 25% exam and 75% practical assessment for National 5

To be successful:

Students need a positive attitude and a willingness to "have a go", even if things go wrong. Students will be required to bring ingredients into school for their practical work.

Onward pathways:

Further study, qualifications in hospitality or related areas
Employment and/or training

Further information:

Contact: Mrs Merrick Mr Brueton

https://www.sqa.org.uk/files/nq/CfE_CourseSpec_N4_SocialStudies_Hospitality_PracticalCookery.pdf



Practical Woodworking

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Exam board information:

SQA Practical Woodworking C76274/C86275

Course content:

The National 5 Practical Woodworking course provides a broad introduction to practical woodworking.

Practical Woodworking courses provide opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to

- Manual dexterity and control.
- Safe working practices and matters of health and safety.
- Handling a range of tools, equipment and materials safely.
- Reading drawings and diagrams.
- Measuring and marking out, cutting, shaping and finishing materials.
- Problem-solving and sustainability issues.

Skills that will be developed:

Course activities also provide opportunities to build self-confidence and to enhance skills in

- numeracy
- planning, organising and communicating.
- flexibility, enthusiasm, perseverance, reliability and confidence.

How the course will be assessed:

30% written examination (Summer Y11)

70% Practical Assessment

To be successful:

Students need to be prepared to make decisions for themselves. Find ways around problems and not be put off, when or if, things go wrong. They must use tools and equipment safely and accurately to produce high quality products.

Onward pathways:

This course offers a more vocational pathway that will lead on to various courses at Univeristy College Isle of Man. the IOM College eg. joinery, plumbing and construction.

Further information:

Contact: D&T Staff Team



Spanish

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Exam board information:

WJEC GCSE in SPANISH

Course content:

The following topics will be studied:

- Youth Culture
- Lifestyle
- Customs and Traditions
- Home and Locality
- Spain and Spanish-speaking countries
- Global sustainability
- School Life
- The World of Work
- Jobs and Future plans

Skills that will be developed:

During the course, students will develop the following skills:

- Literacy and numeracy skills,
- Problem-solving and analytical skills,
- Communication and negotiation skills,
- Reading comprehension, interpreting and summarising skills,
- Listening skills,
- Cultural awareness and social skills,
- Information skills,
- Ability to work in a team and presentation skills,
- Confidence and experience.

How the course will be assessed:

25% Speaking:

- Unit 1 - Oral test: 7-9 minutes (Foundation tier); 10-12 minutes (Higher tier). Three tasks: one role play, one photo card discussion, one conversation. (April/May Y11)

25% Listening: (Summer Y11)

- Unit 2 - Assessment of 35 minutes (Foundation tier) or 45 minutes (Higher tier)

25% Reading: (Summer Y11)

- Unit 3 - Assessment of 1 hour (Foundation tier) or 1 hour 15 minutes (Higher tier)

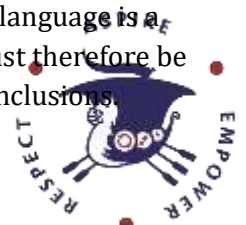
25% Writing: (Summer Y11)

- Unit 4 - Assessment of 1 hour 15 minutes (Foundation tier) or 1 hour 30 minutes (Higher tier)

To be successful:

To be successful, pupils must be willing to develop their desire to communicate: using a language is a social activity and language learning will lead to social interaction in the class. Pupils must therefore be willing to narrate and express points of views and when they listen to others to draw conclusions.

They must be willing to work in a team, take risks, enjoy a challenge and participate.



They must acquire skills to give themselves a global edge by being culturally open-minded and get beneath the surface.

An ability to organise revision time, persevere, seek out information and review one's own learning over the course is essential.

Onward pathways:

Choosing MFL at school WILL open doors to a university degree. You can combine a language

- with other subjects such as *European Legal Studies *European Management *Leisure and tourism
- with related modules in areas such as *popular culture * drama *film and media *history *politics and society *linguistics etc...
- as a joint degree with another discipline e.g. * Spanish and Computer Science *Marine Sciences with Spanish *Politics and Spanish *French and Maths
- you can also take a language option at some point in your degree e.g. *French for lawyers *Spanish for engineers * Beginners' Chinese

A Languages Degree will always include a year abroad, a much sought after and unique experience valued from employers, who value the fact that you have been working/studying with people from a variety of cultures.

Careers:

Linguists work for a range of organisations worldwide, including universities and colleges, high tech companies, research institutions, consulting firms, government and the military and in the fields of law, accountancy, journalism, intelligence, diplomacy, medicine, scientific research, marketing, the travel industry. A knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are one of the main requirements. They are a strong asset for the following jobs: legal assistants, museum curators, bilingual sales representatives, technical and engineering positions. For other jobs a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with a language plus ICT, law, finance or sales skills are much sought-after.

Please consult: <http://www.all-languages.org.uk/uploads/files/Press%20Releases/Work%20Talk.pdf>

Further information:

Please contact: Mrs Salamanca Travé, Miss H.Devlin, Mrs Taylor, Miss Herrero Uceda

<http://www.wjec.co.uk/qualifications/spanish/r-spanish-gcse-from-2016/index.html>



Tech Award in Sport

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Exam board information:

Pearson BTEC Tech Award in Sport (2022)

Course content:

Component 1: Preparing participants to take part in sports 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.

Assessment: Coursework. Assessment task will be set by the exam board.

Weighting: 30% of total course

Dates: Ongoing between January and April in year 1 of study (Year 10)

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.

Assessment: Coursework. Assessment task will be set by the exam board.

Weighting: 30% of total course

Dates: Ongoing between September and December in year 2 of study (Year 11)

Component 3: Developing fitness to improve others 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.

Assessment: Exam. Assessment task will be set by the exam board.

Weighting: 40% of total course

Dates: May/June in year 2 of study (Year 11)

Skills that will be developed:

- an ability to plan, analyse and evaluate physical activities
- knowledge, skills and understanding of a range of relevant physical activities
- an understanding of effective and safe performance
- an understanding of the role of sport and physical activity in society and in the wider world

How the course will be assessed:

- 40% Written examination (Year11)
- 60% Coursework (Completed in Year 10 and Year 11)

To be successful candidates must:



- Be highly motivated and enthusiastic about sport
- Be able to meet ongoing deadlines at regular intervals in Y10 and Y11
- Have good knowledge of ICT
- Be willing to work beyond the classroom at home.

Onward pathways:

- Sports courses in Further and Higher Education (A' level, BTEC, Degree Courses, etc)
- Teaching; Forces: Police, Fire, Armed; Physiotherapy; Leisure and Recreation Industry; Personal Training and many more.

Further information:

Miss Christian or Mr Smit



