

YEAR 9

PROSPECTUS

WELCOME TO THE YEAR 9 OPTIONS PROCESS

As students enter Key Stage 4, they stand at a pivotal moment in shaping their future. The choices they make in the coming weeks will influence not only their academic achievement but also their enjoyment and the career paths they pursue. Success at this stage is crucial, as employers, schools, colleges, and universities will look to these achievements when evaluating their potential.

To ensure each student thrives, it is essential that students, parents, and the school unite to provide the best possible Careers Education, Information, Advice, and Guidance (CEIAG). Together, we can empower every student to reach their fullest potential, while also fostering the personal growth and skills that will set them up for a bright and successful future.

Choosing the right GCSE courses is one of the most important steps in every student's educational journey. It is an opportunity to select subjects students are truly passionate about and committed to, laying the foundation for future success. When you choose, choose wisely! You are not just picking subjects – you are shaping your future, discovering your strengths, and opening doors to opportunities you may never have imagined.

With the right guidance and support, countless possibilities become achievable. Everyone – parents, carers, subject teachers, and careers advisors – play a vital role in helping students make informed choices, offering advice and encouragement every step of the way.

Students will be supported throughout this journey, with tailored guidance to help them thrive academically and personally. By working together, we can ensure that every student unlocks their full potential, follows their passions, and achieves brilliant things in the years to come. Remember, students—these choices are the first steps toward the future you dream of, and the journey ahead is full of promise.

Miss Butler
Principal



CURRICULUM

Key Dates Options process 2025-2026

Date	Event
Thursday 6th November	Year 9 Parents Evening
Wednesday 19th November	Year 9 Options Information Evening (Parents)
Wednesday 26th November	Year 9 Options Assembly
Thursday 27th November	Year 9 Options Carousel (Students)
Monday 1st December	Year 9 Options forms accepted from this date
Friday 13th February	Year 9 Options form closing date
June 2026	Year 9 Options Confirmed

English Baccalaureate

This is a government initiative to encourages students to study the following combinations of qualifications:

- English
- Maths
- Science
- A Modern Language (French)
- A Humanities subject (Geography or History)

At St Peter's we believe that each student should choose subjects that best suit their academic potential and interests, to allow them to progress onto Further or Higher Education or employment. Students who aspire to pursue

their studies at University must be aware that some Universities not only base their offers on post 16 exam results (A level equivalent technical qualifications) but also on the results that a student achieves in the English Baccalaureate subjects.

Progress and Attainment 8

Students' performance will be measured on their progress from Key Stages 2 and attainment at Key Stage 4 (Year 11) across 8 subjects. Where appropriate, most students will be encouraged to opt for a broad and balanced curriculum choice. All students will follow a core curriculum of English, Maths, Science and Physical Education.



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ENGLISH LANGUAGE

Subject: English Language

Qualification: GCSE

Exam Board: AQA

What will I study?

English Language

In English Language, students will develop the skills necessary to be able to read, understand and analyse a wide range of fiction and non-fiction texts from the 19th, 20th and 21st century.

Students will also be given the opportunity to write creatively and will produce a variety of texts including short stories, newspaper articles and blogs.

How is this course assessed?

English Language

Paper 1: Explorations in Creative Reading and Writing (50% of overall GCSE)

Paper 2: Writers' Viewpoints and Perspectives (50% of overall GCSE)

NEA: Spoken Language (0% of overall GCSE)

What can this qualification lead to?

Sixth Form:

Students could choose to study an A-level in English Language, English Literature, Media Studies, Film Studies or Creative Writing.

Professional Aspirations:

A qualification in English can open lots of doors!

Students may go on to become writers, teachers, literary critics, publishers, lawyers, journalists or politicians.

Further information:

Please contact **Mrs Hunter** at khunter@stpetershuntingdon.org



<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>



ENGLISH LITERATURE

Subject: English Literature

Qualification: GCSE

Exam Board: AQA

What will I study?

English Literature

In English Literature, students will study the following texts:

- Charles Dickens, A Christmas Carol
- George Orwell, Animal Farm
- William Shakespeare, Romeo and Juliet
- Power and Conflict Poetry Anthology

Students will explore the ways writers use language, structure and form to engage and influence their readers, and will re-visit themes and contexts studied at Key Stage Three.

How is this course assessed?

English Literature

Paper 1: Shakespeare and the 19th Century Novel (40% of overall GCSE)

Paper 2: Modern Texts and Poetry (60% of overall GCSE)

What can this qualification lead to?

Sixth Form:

Students could choose to study an A-level in English Language, English Literature, Media Studies, Film Studies or Creative Writing.

Professional Aspirations:

A qualification in English can open lots of doors!

Students may go on to become writers, teachers, literary critics, publishers, lawyers, journalists or politicians.

Further information:



Please contact **Mrs Hunter** at
khunter@stpetershuntingdon.org
www.aqa.org.uk/subjects/english/gcse/english-language-8700

MATHS

Subject: Mathematics

Qualification: GCSE

Exam Board: AQA

What will I study?

Mathematics is an interconnected subject in which pupils need to be able to move fluently between various representations of mathematical ideas. The programme of study for Key Stage 4 is organised into apparently distinct domains, but pupils should develop and consolidate connections across mathematical ideas. They should build on learning from Key Stage 3 to further develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge wherever relevant in other subjects and in financial contexts.

How is this course assessed?

English Language

100% exam: 1 non-calculator and 2 calculator papers, all equal in weighting.

What can this qualification lead to?

GCSE Maths can lead to academic courses at level 3 including Maths, Engineering, Sports Science and is needed for Science A-Levels. Maths is seen as one of the most sought-after subjects at A level. Many universities consider maths an important admission criterion.

Students applying for apprenticeships or employment with training will require a minimum standard in Maths.

Further information:



Please contact **Mr Arhin** at
marhin@stpetershuntingdon.org
www.aqa.org.uk



COMBINED SCIENCE TRILOGY

Subject: Combined Science Trilogy
Grade 9-1

Qualification: GCSE

Exam Board: AQA

Trilogy (combined science) comprises all three science subjects: Biology, Chemistry and Physics. The scheme of work is written to enable pupils to develop their knowledge and understanding in science through opportunities for working scientifically. There are many opportunities to allow pupils for investigating, observing, experimenting or testing out ideas and thinking about them within lessons including the 21 required practicals that are within the AQA specification.

How is this course assessed?

The pupils are assessed regularly throughout the course and given detailed feedback on how to improve. Their GCSE examinations consist of 6 exam papers (2 in each science subject) of 1hour 15min.

Each paper is worth 16.7% of the GCSE and consist of multiple choice, structures, closed short answer and open response questions. The result of all 6 exams are combined to give 2 GCSE grades.

Pupils can be entered for the higher or foundation tier: higher can achieve between grades 4/4 and 9/9, foundation between grades 1/1 and 5/5.

What will I study?

- **Biology** – cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology
- **Chemistry** – atomic structure and periodic table, bonding structure and properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis
- **Physics** – energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism

All exams are:

Written exam 1hr 15min
Foundation and Higher tier
70 marks (16.7% of GCSE)

Further information:



Mrs Nicholls at
LaNicholls@stpetershuntingdon.org

www.aqa.org.uk/subjects/science/gcse/science-8464/specification

Biology Paper 1	Biology Paper 2	Chemistry Paper 1	Chemistry Paper 2	Physics Paper 1	Physics Paper 2
Topics 1-4 Cell Biology, Organisation, Infection and Response, Bioenergetics	Topics 5-7 Homeostasis and Response, Inheritance, Variation and Evolution, Ecology	Topics 8-12 Atomic Structure, – Structure & Bonding, Quantitative Chemistry, Chemical Changes, Energy Changes	Topics 13-17 Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis.	Topics 18-21 Energy, Electricity, Particle Model of Matter, Atomic Structure	Topics 22-24 Forces, Waves, Magnetism and Electromagnetism

BIOLOGY

Subject: Biology

Qualification: GCSE

Exam Board: AQA

The pupils are assessed regularly throughout the course and given detailed feedback on how to improve. Their GCSE examinations consist of 2 exam papers of 1hour 45min. Each paper is worth 50% of the GCSE and consist of multiple choice, structured, closed short answer and open response questions. Pupils can be entered for the higher or foundation tier: higher can achieve between grades 4 and 9, foundation between grades 1 and 5. It is the expectation that triple pupils will be entered for higher tier.

What will I study?

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

How is this course assessed?

Paper 1 (topic 1-4)

Paper 2 (topic 5-7)

1hr 45min

Foundation and Higher

100 marks (50% GCSE)

Further information:

Please contact **Mrs Nicholls**
(Head of Science and Computer Science faculty)
LaNicholls@stpetershuntingdon.org



www.aqa.org.uk/subjects/biology



CHEMISTRY

Subject: Chemistry

Qualification: GCSE

Exam Board: AQA

This is one of the three subjects that make up triple science. Pupils will be given one GCSE grade based on this subject.

The pupils are assessed regularly throughout the course and given detailed feedback on how to improve. Their GCSE examinations consist of 2 exam papers of 1 hour 45min. Each paper is worth 50% of the GCSE and consist of multiple choice, structured, closed short answer and open response questions. Pupils can be entered for the higher or foundation tier: higher can achieve between grades 4 and 9, foundation between grades 1 and 5. It is the expectation that triple pupils will be entered for higher tier.

What will I study?

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

How is this course assessed?

Paper 1 (topic 1-5)

Paper 2 (topic 6-11)

1hr 45min

100 marks

Foundation and Higher Tier 50%

Further information:

Please contact **Mrs Nicholls**

(Head of Science and Computer Science faculty)

LaNicholls@stpetershuntingdon.org



www.aqa.org.uk/subjects/chemistry

PHYSICS

Subject: Physics

Qualification: GCSE

Exam Board: AQA

This is one of the three subjects that make up triple science. Pupils will be given one GCSE grade based on this subject.

The pupils are assessed regularly throughout the course and given detailed feedback on how to improve. Their GCSE examinations consist of 2 exam papers of 1 hour 45min. Each paper is worth 50% of the GCSE and consist of multiple choice, structured, closed short answer and open response questions. Pupils can be entered for the higher or foundation tier: higher can achieve between grades 4 and 9, foundation between grades 1 and 5. It is the expectation that triple pupils will be entered for higher tier.

What will I study?

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

How is this course assessed?

Paper 1 (topic 1-4)

Paper 2 (topic 5-8)

1hr 45min

100 marks

Foundation and Higher Tier 50%

Further information:

Please contact **Mrs Nicholls**

(Head of Science and Computer Science faculty)

LaNicholls@stpetershuntingdon.org



www.aqa.org.uk/subjects/physics

CORE PE

Subject: Core PE

The KS4 Core PE curriculum we offer includes the traditional sports (such as football, netball, hockey and rugby) but also has wider links with PD, British Values, SMSC, CEIAG, leadership and outdoor education (National Curriculum KS4).

We believe that having a structured timetable supports how Physical Education is valued in our school. We want students to ensure that they have a positive experience, which will enable lifelong involvement. We also know PE and school sport holds the key to unlocking many of the physical and emotional wellbeing issues young people face. We offer a predominately practical course with the following sports covered throughout CORE PE time.

- Badminton
- Basketball
- Cricket
- Football
- Handball
- Hockey
- Netball
- Table Tennis
- Tennis
- Volleyball
- Fitness
- Rounders

We follow the PE national curriculum and students have two hours of Core PE as part of their weekly timetable.

Our Core PE curriculum aims:

- To promote a healthy and active lifestyle and mental well being
- To encourage participation in lifelong sport / physical activity
- To develop key life skills such as teamwork; co-operation; communication; discipline
- To provide an opportunity for students to learn about their strengths and weaknesses in a practical setting
- To promote the importance of having a positive contribution to the community.

Our core PE curriculum provides learners with an understanding of spiritual, moral, ethical, social, legislative, economic, and cultural issues. The Core PE curriculum offers opportunities, which can contribute to an understanding of these issues. The Core PE curriculum provides opportunities for the development of other key skills such as communication, collaborative learning and problem solving.

Further information:

Mrs Houchen at
nhouchen@stpetershuntingdon.org

COMPULSORY PERSONAL DEVELOPMENT

Subject: Compulsory Personal Development

Personal Development: Key Stage 4

The Key Stage 4 Personal Development curriculum has been developed to ensure students' awareness of key issues and to help them make positive life choices in the future. PD lessons are delivered on a weekly basis, integrating RE (the Cambridgeshire SACRE Agreed Syllabus 2023 -28), RSE (the 2020 RSE curriculum), PSHE (the Cambridgeshire Personal Development Framework), CEIAG, SMSC and British Values.

Students consider the importance of democracy, the dangers of increasingly risky behaviours, and environmental issues.

The themes of Safety and Risk, Myself and My Relationships, Citizenship, Rights and responsibilities, Healthy Lifestyles, Relationship and Sex Education, Society and Democracy and Economic Wellbeing are developed and opportunities for discussion are encouraged.

Several themed days and visiting speakers are organised throughout the year to ensure the most up to date and relevant information is given to students.

Further information:

Please contact **Mrs Burniston** at
JBurniston@stpetershuntingdon.org

LEARN
ASPIRE
EXCEED

GEOGRAPHY

Subject: Geography

Qualification: GCSE

Exam Board: AQA



What will I study?

The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces which shape and change our world. Geography looks at the world today and the impacts humans are having on the future of the planet. We investigate the physical processes and factors that produce diverse and dynamic landscapes over time and the issues that concern us in the human environment such as population and development. It is a solid academic subject and well respected by universities and employers alike.

Paper 1: Living with the physical environment.

You will study topics such as 'The challenge of natural hazards', 'The living world' and 'Physical landscapes in the UK'. Geographical skills are included throughout reflecting on the physical environment.

Paper 2: Challenges in the human environment.

This paper focusses on the human elements of Geography and will cover topics such as 'Urban issues and challenges', 'The changing economic world' and 'The challenge of resource management'. Geographical skills are also included reflecting on the human environment.

Paper 3: Geographical application

This paper will ask questions about the fieldwork that you conducted on the compulsory one-day field visit to Sheringham and focus on data collection methods, analysis and evaluations. The skills will also cover data presentation and interpretation. The field trip will take place in the Summer term of Year 10.

How is this course assessed?

100% exam

Paper 1 – external exam 1 hour 30 minutes which is worth 35 % of the GCSE

Paper 2 – external exam 1 hour 30 minutes which is worth 35 % of the GCSE

Paper 3 – external exam 1 hour 30 minutes which is worth 30 % of the GCSE

What can this qualification lead to?

Geography as a GCSE is recognised as a qualification that ensures you can achieve at a higher level due to the ability to analyse and make judgements. GCSE Geography is very flexible qualification as it is a social science, so it fits with other courses such as PE for those that want to develop into the fitness industry or Philosophy and Sociology and History at an A level for those that are social scientists.

Further information:

Please contact **Mrs Savill**, Head of Humanities
ChSavill@stpetershuntingdon.org

Miss Lavender, temporary lead of Geography
rlavender@stpetershuntingdon.org



www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance

HISTORY

Subject: History

Qualification: GCSE

Exam Board: Edexcel

What will I study?

Your GCSE course will involve studying a variety of historical periods and give you a thorough understanding of History over a long period of time:

Paper 1: Thematic Study and Historic Environment.

The thematic study requires students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. We look at Medicine in Britain, 1250-present. This focuses on how understanding of the causes of illness and diseases, treatments and preventions changed over time. This entails the study of Medieval medicine where there is very little progress in medicine to the Industrial and Modern era where the progress was rapid due to the work of key individuals and the development of technology and government intervention.

The Historic Environment section of Paper 1 is linked to the thematic study (medicine) and focuses on a site in its historical context. We will be studying the trenches of the Western Front during the First World War (1914-1918), with a focus on how the environment impacted medical care and what medical progress was made during the war. There is a chance to visit the Ypres Salient in Belgium to see this historic environment and deepen understanding of it.

Paper 2: Period study and British depth study

The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. This paper focuses on AO1 (Knowledge and Understanding) and AO2 (Second Order Concepts).

Students will study the following British depth study options:

- Anglo-Saxon and Norman England, c1060–88

Students will study the following Period study:

- Superpower relations and the Cold War, 1941–91

Paper 3: Modern depth study

This is as above; however, we will only focus on Weimar and Nazi Germany 1918-39. Within this we will look at the aftermath of WW1 in Germany, the rise of Hitler and the Nazis and life in Hitler's Germany including education and the persecution of Jews. This paper focuses on AO3 (Source skills) and AO4 (Interpretation skills) and requires students to look at a range of material to make decisions about the past.

How is this course assessed?

100% exam

Paper 1 – external exam (30%)

Paper 2 – external exam (40%)

Paper 3 – external exam (30%)

What can this qualification lead to?

Students often go on to complete A level History as well as subjects such as English and Sociology. This subject is an ideal choice at GCSE as it develops a wide range of key skills that are cross-subject such as analysis of factors, reaching reasoned judgments, comprehension and evaluation.

Further information:

Please contact **Mrs Ellinor**, Head of History
cellinor@stpetershuntingdon.org



<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html>

ART AND DESIGN: FINE ART

Subject: Art and Design: Fine Art

Qualification: GCSE (60180870)

Exam Board: Eduqas

What will I study?

GCSE Art and Design broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. You will explore broad themes allowing you to experience a diverse range of activities. You will have the opportunity to experiment with different media in order to identify your strengths and preferences allowing you to develop individually as an artist. The aim of the course is to extend your visual language skills and your confidence when making decisions independently. In the context of Art, you will develop critical, practical and theoretical skills that you can transfer to other subjects. You will build a comprehensive portfolio of work to progress to further courses or employment.

Is this the right subject for me?

The GCSE Art and Design is ideal for anyone who:

- is keen to develop their visual and making skills through drawing, painting and printmaking
- is creative, enthusiastic and imaginative
- enjoys visits to galleries, museums and workshops
- is keen to experiment, embrace challenge, make decisions, take risks and solve problems
- is willing to develop and refine their work

Art stretches beyond practical skills with art-based media, the diversity of the creative process means you will gain skills transferable to other subjects and to your future employment:

- Communication and self-direction – projects require decision making, these may be based on choice of imagery, media or context
- Creativity and risk taking – using imagination to experiment, innovate, make independent choices and solve problems which arise as a part of the process
- Collaboration and critical thinking – creating a supportive working environment, being aware of your choices and how these influence others. To make connections and analyse the impact of the wider art world on your work
- Reflection and resilience – creating an artwork is just the start of the dialogue, embrace the setbacks and evaluate to develop diversity and discover solutions

What do I need to know, or be able to do, before taking this course?

The course will enable you to develop your art and design skills; it is important for you to be committed, love the subject and be motivated to develop your skills practically and resource and express your own ideas.

How will I be assessed?

Component 1: Portfolio	Component 2: Externally Set Assignment
60% of GCSE 120 marks	40% of GCSE 80 marks
Internally set and marked; assessed through controlled assessment. Externally moderated.	Externally set theme, internally marked & externally moderated

Each component is assessed separately using 4 assessment objectives, with each AO equally weighted.

AO1 Critical understanding – Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Creative making – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Reflective recording – Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Personal presentation – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

What can this qualification lead to?

You could progress to further education courses at Level 3, for example

- GCE A Level Art and Design
- GCE A Level Photography

You could then progress to an Art Foundation course followed by one of the many art based degree courses for example, Graphic design, Fashion, Photography, Architecture, Automotive Design, Fine Art, Illustration or Games Design.

When you seek employment your portfolio of work will provide evidence of your ability to pursue a sustained two-year GCSE course that covers different assignments and requires you to produce a range of work independently, solving problems and making decisions. There may be opportunities to work in a local design office, graphics or packaging company, advertising and retail or you may choose an apprenticeship.

With Britain's creative industries contributing a record breaking £126 billion to the UK economy in 2022, opting for creative subjects offers an exciting, varied and viable career path.

Further information:

Please contact **Mrs Glover**, Head of Creative Enterprise Faculty at dglover@stpetershuntingdon.org



www.eduqas.co.uk

BUSINESS

Subject: Business
Qualification: GCSE
Exam Board: Edexcel

What will I study?

You will start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You will learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you will move on to investigating business growth. How does a business develop beyond the start-up phase? You will learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You will learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you will explore how the wider world impacts the business as it grows.

Is this the right subject for me?

If you enjoy the following, then the GCSE Business course is the right subject for you.

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through real and relevant local and international brands

How is this course assessed?

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

What can this qualification lead to?

After this qualification you will understand the world of business and have developed skills in:

- making decisions and developing persuasive arguments
- creative and practical problem solving
- understanding data, finance and communication.

It's also a great step preparing you for further and higher education such as A levels and BTEC courses or an apprenticeship.

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

Further information:

Please contact **Mrs Goddard** – Lead of Business Studies agoddard@stpetershuntingdon.org



<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf>

Paper 1 – Theme 1: Investigating small business	Paper 2 – Theme 2: Building a business
Written exam: 1hr 15 minutes, 90 marks 50% of the total GCSE Multiple choice, calculation, short-answer and extended-writing questions There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Questions in Sections B and C will be based on business contexts given in a Source Booklet.	Written exam: 1hr 15 minutes, 90 marks 50% of the total GCSE Multiple choice, calculation, short-answer and extended-writing questions There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Questions in Sections B and C will be based on business contexts given in a Source Booklet.

CHILD DEVELOPMENT

Subject: Child Development
Qualification: OCR Cambridge National in Child Development
Exam Board: OCR

What I will learn?

- The fundamental principles and concepts of a child's development from birth to 5 years old, including health and well-being, creating a safe environment, the nutritional needs of children and their development.
- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Develop the ability to think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.

The qualification consists of 3 mandatory units:

- **RO57** – E (External assessment: Exam) – Health and wellbeing for child development.
- **RO58** – NEA (Non-Examined Assessment: Coursework) – Create a safe environment and understand the nutritional needs of children from birth to five years.
- **RO59** – NEA (Non-Examined Assessment: Coursework) – Understand the development of a child from birth to five years.

What can this qualification lead to?

This engaging qualification prepares learners for further study, particularly in the Childcare sector. The opportunity to develop practical, research, communication and analytical skills can also lend itself to a vast range of roles in wider life and work situations.

In achieving a Level 2 qualification in OCR Cambridge Nationals in Child Development, learners can progress to:

- Employment within the childcare industry.
- Progression to Level 3 courses in early years or other related areas, like Health and Social Care.

Further information:

Please contact **Mrs Houchen**
nhouchen@stpetershuntingdon.org



<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/>



COMPUTER SCIENCE

Subject: Computer Science

Qualification: GCSE

Exam Board: AQA

What will I study?

GCSE Computer Science is a course that will equip you to shape the future of digital technologies.

Paper 1 – focuses on computational thinking, code tracing, problem-solving and programming concepts, including the design of effective algorithms and the designing, writing, testing and refining of code.

Paper 2 – focuses on representing data, computer systems, cyber security, computer networks, as well as the ethical, legal, and environmental impact of digital technology on today's society.

How is this course assessed?

There are two exams weighted at 40% of the final grade each, with the NEA weighted at 20%. This is structured as follows:

Paper 1: 2 hour exam, 90 marks and 50% of GCSE

Paper 2: 1hr 45 minutes exam, 90 marks and 50% of GCSE

What can this qualification lead to?

This course provides an excellent opportunity to progress into digital industries. Whether you intend to become a programmer, a cyber security analyst, a system tester, a project manager or a PR digital consultant, this course provides the skill set needed by the industry.

St Peter's Sixth Form offers the AQA A-Level Computer Science course. Many students who have completed this have progressed to Computing degrees at university.

Further information:

Please contact **Mrs Nicholls**, (Head of Science and Computer Science faculty)

LaNicholls@Stpetershuntingsdon.org



www.aqa.org.uk/subjects/computer-science

DESIGN TECHNOLOGY

Subject: Design Technology

Qualification: GCSE

Exam Board: WJEC Eduqas

What will I study?

Whilst studying this subject you will build your knowledge about the whole life cycle of a product from the energy that powers it to how we recycle it. You will use design skills to explore, create, and evaluate a range of outcomes. Design Technology enables you to use your creativity and imagination to design and make well researched prototypes that solve real and relevant problems, considering your own and others' needs, wants, and values.

Creative design and making is at the heart of what you will do, you should enjoy communicating through drawing and be passionate about problem solving. You will learn how to take design risks, helping you to become resourceful, innovative and enterprising. Design Technology gives you opportunities to apply knowledge from other disciplines, including mathematics, science, art and design and computing. You will develop an awareness of practices from the creative, engineering and manufacturing industries.

What skills will I develop?

Studying Design and Technology 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 all design and technological activity and influences
- Decision making skills
- Develop high quality, imaginative and functional prototypes
- Communication skills

What can this qualification lead to?

A GCSE Design Technology qualification could lead to further technical, creative, or academic qualifications, for example, A Level Product Design.

This course gives you experience in designing and making in a new exciting way, it also opens up a range of possibilities on leaving school in careers such as: Architecture, Advertising, Fashion Design, Graphic Designer, Web Design, Typographer, Interior Design, Jeweller, Ceramicist, Product Engineer, Furniture Designer, Packaging, Communications, Film, Software, Transport, Product Engineering, etc.




How is this course assessed?

You will follow a structure of a lesson each of theory, project work and NEA every week.

The course has two components:	
Component 1: Design and Technology in the 21st Century 50% of the GCSE qualification.	Component 2: Non-examined assessment (NEA), Design and Make Task – 35 hours 50% of the qualification.
A 2-hour written examination – 100 marks. A mix of short answer, structured and extended writing questions assessing your knowledge and understanding of: <ul style="list-style-type: none">technical principlesdesigning and making principlesyour ability to analyse and evaluate design decisions and wider issues in design and technology	NEA – A sustained Design and Make Task, based on a contextual challenge set by the exam board – 100 marks The NEA assesses your ability to: <ul style="list-style-type: none">identify, investigate and outline design possibilitiesdesign and make prototypesanalyse and evaluate design decisions and wider issues in design and technology
Technical principles – Core knowledge and understanding is presented in five clear and distinct topic areas: <ul style="list-style-type: none">Smart materialsDesign and technology and our worldElectronic systems and programmable componentsMechanical components and devicesMaterials In-depth knowledge and understanding is presented in six clear and distinct topic areas: <ul style="list-style-type: none">a. electronic systems, programmable components & mechanical devicesb. papers & boardsc. natural & manufactured timberd. ferrous & non-ferrous metalse. thermoforming & thermosetting polymersf. fibres & textiles	Designing and making principles – You are required to develop and apply the following 10 areas of core knowledge and understanding in your design and make activities: <ul style="list-style-type: none">understanding design and technology practiceunderstanding user needswriting a design brief and specificationsinvestigating challengesdeveloping ideasinvestigating the work of othersusing design strategiescommunicating ideasdeveloping a prototypemaking decisions You are required to demonstrate the following In-depth knowledge and understanding in relation to natural & manufactured timber. <ul style="list-style-type: none">selecting and working with materials and componentsmarking outusing tools and equipmentusing specialist techniquesusing surface treatments and finishes

Further information:

Please contact **Mr Leitch**



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

FRENCH

Subject: French
Qualification: GCSE
Exam Board: AQA

What will I study?

Language is culture. Language is communication.
Language is connection.

Learning a language will develop the opportunities the world has to offer you and your communication skills for your life ahead.

For the GCSE, students will study a range of different topics in the French language, including:

3.1.1 Theme 1: People and lifestyle

Theme 1 covers the following three topics:

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

3.1.2 Theme 2: Popular culture

Theme 2 covers the following three topics:

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

3.1.3 Theme 3: Communication and the world around us

Theme 3 covers the following three topics:

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

How is this course assessed?

Listening (25%)

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

Speaking (25%)

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

Reading (25%)

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from French into English

Writing (25%)


- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French

What can this qualification lead to?

A language GCSE can lead to further study at A level and degree level, opening up work opportunities globally. It can also be of relevance in the UK where employers want people who can speak other languages, in fields such as tourism and retail, computing, customer services, engineering, finance, marketing and the media.

Further information:

Please contact **Mrs Burniston** at jburniston@stpetershuntingdon.org



www.aqa.org.uk/subjects/french/gcse/french-8652/specification

GRAPHIC COMMUNICATION

Subject: Graphic Communication

Qualification: GCSE (60180870)

Exam Board: Eduqas

What will I study?

GCSE Graphics Communication broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development.

Graphic Communication is defined here as the process of creating visual material to convey information, ideas and emotions through the use of symbols, diagrams, drawings, photographs, maps and typography. You will explore practical and relevant critical and contextual sources, such as the work of historical and contemporary graphic designers and the different purposes, intentions and functions of graphic communication. The aim of the course is to develop your creative thinking skills and communication skills through the combination of words and images. You will have the opportunity to experiment with different media, including design software, in order to identify your strengths and preferences allowing you to develop individually as a designer. Outcomes may be two- or three-dimensional, taking the form of posters, brochures, packaging, publicity materials, three-dimensional

point-of-sale and exhibition design. You will build a comprehensive portfolio of work to progress to further courses or employment.

Is this the right subject for me?

The GCSE Graphic Communication is ideal for anyone who:

- is keen to develop their visual and making skills through drawing, modelling and CAD.
- is creative, enthusiastic and imaginative
- enjoys visits to galleries, museums and workshops
- is keen to experiment, embrace challenge, make decisions, take risks and solve problems
- is willing to develop and refine their work

What do I need to know, or be able to do, before taking this course?

The course will enable you to develop your art and design skills; it is important for you to be committed, love the subject and be motivated to develop your skills practically and resource and express your own ideas.

Component 1: Portfolio	Component 2: Externally Set Assignment
60% of GCSE 120 marks	40% of GCSE 80 marks
Internally set and marked; assessed through controlled assessment. Externally moderated.	Externally set theme, internally marked & externally moderated

Each component is assessed separately using 4 assessment objectives, with each AO equally weighted.

AO1 Critical understanding – Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Creative making – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Reflective recording – Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Personal presentation – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

What can this qualification lead to?

You could progress to further education courses at Level 3, for example

- GCE A Level Art and Design
- GCE A Level Photography
- Graphic Design Level 3 Diploma

You could then progress to an Art Foundation course followed by one of the many art based degree courses for example, Graphic design, Fashion, Photography, Architecture, Automotive Design, Illustration, Games Design or Fine Art.

Your portfolio of work will provide evidence of your ability to pursue a two-year GCSE course, covering different assignments and producing a range of work when you seek employment. There may be opportunities to work in a local design office, graphics company, advertising or retail or you may choose an apprenticeship.

Further information:

Please contact **Miss Curry** at
pcurry@stpetershuntingdon.org
– 2iC Creative Enterprise Faculty



www.eduqas.co.uk



THE STUDY OF HAIR AND BEAUTY

Subject: The Study of Hair and Beauty
Qualification: Level 1/2 Technical Award
Exam Board: VTCT

What will I study?

This qualification aims to support you to:

- develop a broad and comprehensive understanding of the hair and beauty sector through class and independent research
- develop knowledge which spans the entire vocational sector and related industries
- develop academic study and transferable skills that will support progression within the hair and beauty sector and more broadly in other careers

This qualification includes three mandatory units

UC090 – Business and entrepreneurship in the hair and beauty sector. This unit will enable you to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.

UC091 – Anatomy, physiology and cosmetic science. This unit will enable you to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.

UC092 – Design in the hair and beauty sector. This unit will enable you to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

In addition, there is assessment by examination – a written theory exam, externally set and externally marked by VTCT which will contribute 40% to the overall qualification grade. The assessment by examination will assess your knowledge and understanding from the content of the 3 mandatory units above.

How is my work assessed?

Written exam – 40% of the course	NEA controlled assessment – 60% of the course
Externally set and externally marked	Externally set, internally marked, externally moderated
This qualification uses Pass, Merit, Distinction, Distinction* (P/M/D/D*) grading.	

What can this qualification lead to?

When you successfully achieve this qualification, you could progress to higher vocationally related qualifications, for example Level 2/3 Diploma in Hairdressing delivered at the Salon at St Peter's. There are additional qualifications which these courses could lead to e.g. Theatrical Make-Up, Nail Technologies, Media Make up, Massage.

Further information:

Please contact **Mrs Forbes** at **aforbes@stpetershuntingdon.org**



www.vtctskills.org.uk

HOSPITALITY & CATERING

Subject: Hospitality & Catering
Qualification: Level 1/2
Exam Board: WJEC Eduqas

What will I study?

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house? This qualification gives you an insight into the hospitality and catering industry and will develop vital skills to move forward into it.

This qualification is made up of 2 units:

Unit 1: The hospitality and catering industry

You will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and catering in action

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

How is this course assessed?

Unit 1 enables you to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

You will be assessed through an exam, which is worth 40% of your qualification.

The exam will:

The exam will be one hour and 20 minutes and worth 80 marks. It will be a balance of short and extended answer questions, based on stimulus material and applied contexts.

Unit 2 enables you to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. You will learn the skills needed to prepare, cook and present dishes. You will also learn how to review your work effectively.

For Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. The assignment brief will be changed each year and will be set by the exam board. This will be worth 60% of your qualification and will take 12 hours.

What skills will I develop?

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

- Communication skills
- Confidence
- Independence
- Organisation
- Problem solving
- Research
- Self-discipline
- Responsibility
- Time management

What can this qualification lead to?

A Level 1/2 Hospitality and Catering qualification could lead to further study of the hospitality industry at college as well as food nutrition. The hospitality industry offers a wide range of exciting opportunities which includes chef de partie, commis chef, concierge, executive chef, front of house manager, head waiter, housekeeper, maître d'hôte, pastry chef, receptionist, sous chef.

Further information:

Please contact **Miss Curry** at **pcurry@stpetershuntingdon.org**



www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_keydocuments

MUSIC

Subject: Music

Qualification: GCSE

Exam Board: OCR

What will I study?

There are five areas of study:

Area of Study 1: My Music

Area of Study 2: The Concerto Through Time

Area of Study 3: Rhythms of the World

Area of Study 4: Film Music

Area of Study 5: Conventions of Pop.

Students develop their understanding of performance and composition through exploration of their own instrument / voice / sequencing using music technology within various styles and genres. They demonstrate their performance skills by performing / sequencing music accurately and with appropriate interpretation. In the composition element they demonstrate knowledge of compositional techniques, use of musical elements and resources, including specific instrumental / technology techniques. The Listening component focuses on Areas of Study 2, 3, 4, and 5 where students demonstrate their knowledge and understanding of musical elements, contexts and language.

How is this course assessed?

Students receive regular written feedback on their coursework progress and formative and summative assessments will take place at regular intervals throughout the course. All the coursework will be assessed and marked internally by St Peter's School Music Department staff and then moderated by external examiners.

By the end of the first year of study students will have completed a free composition based on a style / genre of their choice. By the end of the course students will have completed another composition, this time to a set brief published by the exam board

in the September of Year 11, and two performances, solo & ensemble, either played on a musical instrument, sung or sequenced on the iMac computers.

All students will sit the Listening examination in May / June of Year 11.

Students prepare for the examination using an OCR GCSE Music Revision Guide published by Rhinegold Education and clear & concise Area of Study Knowledge Organisers. These should also be used when completing the weekly revision homework and when revising for progress checks.

What can these qualifications lead to?

Upon completion of the GCSE Level 2 course, students can study 'A' Level Music / Music Technology in the 6th Form or study BTEC Music Technology at Level 3 in readiness for University entrance. Alternatively they can apply for training courses at the BBC or other similar organisations or apply for jobs at record companies and music production companies that specialise in producing music for media, music for computer games and music for the moving image. Students may also wish to apply for places at institutions that specialise in the Performing Arts.

Further information:

Please contact **Mr Goodman**, Head of Music at hgoodman@stpetershuntingdon.org



www.ocr.org.uk

PERFORMING ARTS

Subject: Performing Arts

Qualification: BTEC Level 2 Tech Award

What will I study?

The Drama curriculum centres around three main skills – performing, devising and analysing performance.

The first component students' study is called 'Exploring the Performing Arts'. For this unit, students initially study a range of different theatre styles, from farce in 'One Man, Two Guvnors' to physical theatre in 'Curious Incident of the Dog in the Night Time'. After watching these performances, students get to explore how the roles of an actor, director, designer all contribute to different aspects of this performance through both their own research and their own performance rehearsals. Through keeping a log of their ideas, students develop a portfolio of evidence on how the Performing Arts create meaning.

Component 2 is entitled 'Developing Skills and Techniques in the Performing Arts'. For this component, students will get to hone their own performance skills, exploring aspects of movement, gesture, facial expression, physicality and more. Students will be given time to rehearse a section of a play and refine their performance, considering how they can use costumes, props, lighting and acting skills to shape meaning. Students will also have to complete a set of reflective written milestones where they consider why they have made certain key choices and how they hope these have shaped their final piece.

For the final component, Component 3, students will 'Respond to a Brief' and devise their own piece of theatre. This aspect of the course gives students

an opportunity to create their own piece of theatre from a stimulus. Working in small groups, students generate their own ideas through the processes of devising, rehearsing and a performance. Students are assessed on both their final performance and their reflections on the process of devising.

How are students assessed?

Component 1 – coursework completed by the beginning of May of Year 10

Component 2 – coursework completed by the beginning of December of Year 11

Component 3 – external exam completed by April of Year 11

What can this qualification lead to?

Students can use Drama as a springboard to study A levels in Drama, Media or English. However, the speaking and listening skills that are developed during Drama are invaluable for the presentational skills that many jobs now desire.

Further information:

Please contact **Mrs Chapman** at achapman@stpetershuntingdon.org



PHOTOGRAPHY

Subject: Photography

Qualification: GCSE (60180870)

Exam Board: Eduqas

What will I study?

Photography is defined as creating durable static or moving images by recording light with light-sensitive materials such as photographic film or digitally by means of an image sensor. It can include still photography and other lens-based media.

You will explore practical and relevant critical and contextual sources such as the work of historical and contemporary photographers and the different purposes, intentions and functions of photography which are appropriate to your work. You will need to demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area study such as: photograms; image transfer; photo weave; printmaking; photomontage; digital manipulation of images. Your outcomes can be screen or print-based, comprise still or moving images. You can explore practitioners working in such areas as advertising, photojournalism, fashion, wildlife, industrial and technical photography. The aim of the course is to extend your visual language skills and your confidence when making decisions independently. In the context of photography, you will develop critical, practical and theoretical skills that you can transfer to other subjects.

Is this the right subject for me?

GCSE Photography is ideal for anyone who:

- is keen to develop their visual awareness and creativity through photography, manual manipulation & digital editing
- is creative, enthusiastic and imaginative
- is keen to experiment, embrace challenge, make decisions, take risks and solve problems
- is willing to document, develop and refine their work
- is keen to work independently and actively complete photo shoots outside lessons.
- is willing to use their drawing skills to plan and express their ideas for compositions & photoshoots

What do I need to know, or be able to do, before taking this course?

The course will enable you to develop your art and design skills with Photography as your medium, it is important for you to be committed, love the subject and feel motivated to develop your skills practically and express your own ideas.

How will I be assessed?

Component 1: Portfolio	Component 2: Externally Set Assignment
60% of GCSE 120 marks	40% of GCSE 80 marks
Internally set and marked; assessed through controlled assessment and externally moderated.	Externally set theme, internally marked and externally moderated.
<p>Each component is assessed separately using 4 assessment objectives, with each AO equally weighted.</p> <p>AO1 Critical understanding – Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Creative making – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Reflective recording – Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 Personal presentation – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	

What can this qualification lead to?

You could progress to further education courses at Level 3, for example

- GCE A Level Photography

You could then progress to an Art Foundation course followed by one of the many art based degree courses for example Photography, Graphic Communication, Animation, Media Studies. When you seek employment your portfolio of work will also provide evidence of your ability to pursue a sustained two-year GCSE course that covers different assignments and requires you to produce a range of work independently.

Further information:

Please contact **Mrs Maddocks**,
Lead of Photography at
jmaddocks@stpetershuntingdon.org



www.eduqas.co.uk



RELIGIOUS STUDIES

Subject: Hospitality & Catering

Qualification: GCSE

Exam Board: AQA

What will I study?

GCSE Religious Studies has been designed to encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing the understanding of non-religious beliefs. It has an emphasis on critical analysis and the ability to construct balanced and informed arguments with the context of religious, philosophical and ethical awareness.

Component 1: The study of religions: beliefs, teachings and practices

This paper requires the study of Christianity and Islam. Students will learn to recognise and consider the existence and importance of common and divergent views with their chosen religions' traditions, in the way beliefs, teachings and practices are understood and expressed. They will explore sources of wisdom and authority that underpin and connect teachings, beliefs and practices as well as how chosen religions influence individuals, communities and societies.

Component 2: Thematic studies

Learners will follow a study of philosophical and ethical debates from a mostly Christian perspective.

- Religion and Life

This unit looks at the origins and value of the world, including the use and misuse of the environment. It also explores medical ethics, abortion and euthanasia and attitudes towards death and the afterlife.

- Religion, Peace and Conflict

Through this unit learners will explore attitudes towards violent protest and terrorism, reasons for war, nuclear war and weapons of mass destruction.

They will learn about attitudes to Just Wars and Holy Wars and then look at the other side with pacifism and religious responses to victims of war.

- Religion, Crime and Punishment

This unit covers reasons for crime, attitudes to lawbreakers and the aims of punishment, and arguments for and against capital punishment, as well as Christian attitudes to suffering and forgiveness.

- Religion, Human Rights and Social Justice

During this unit learners will look at issues around social justice, prejudice and discrimination, and attitudes towards wealth and poverty.

How is this course assessed?

100% exam – both papers are equally weighted.

What can this qualification lead to?

Students can go on to complete A level Philosophy as well as other humanities A levels like History, as well as subjects such as English or Sociology. This subject is an ideal choice at GCSE as it develops a wide range of key skills that are cross-curricular such as analysis of factors, reaching reasoned judgments, comprehension, and evaluation.

Further information:

Please contact **Miss Whitbread**,
Lead of Religious Education at
gwhitbread@stpetershuntingdon.org



www.aqa.com

SPORTS STUDIES

Subject: Sports Studies

Qualification: Sports Studies

Exam Board: OCR

What will I study?

Contemporary issues in sport

- Topic Area 1: Issues which affect participation in sport
- Topic Area 2: The role of sport in promoting values
- Topic Area 3: The implications of hosting a major sporting event for a city or country
- Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport
- Topic Area 5: The use of technology in sport

Performance and leadership in sports activities

- Topic Area 1: Key components of performance
- Topic Area 2: Applying practice methods to support improvement in a sporting activity
- Topic Area 3: Organising and planning a sports activity session
- Topic Area 4: Delivering a sports activity session
- Topic Area 5: Reviewing your own performance in planning & delivery of a sports activity session

Increasing awareness of Outdoor and Adventurous Activities

- Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK
- Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities
- Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity
- Topic Area 4: Evaluate participation in an outdoor and adventurous activity

How is this course assessed?

Contemporary issues in sport

1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked

Performance and leadership in sports activities

OCR-set assignment 80 marks (80 UMS)
Centre-assessed and OCR moderated

Increasing awareness of Outdoor and Adventurous Activities

OCR-set assignment 40 marks (40 UMS)
Centre-assessed and OCR moderated

What can this qualification lead to?

- Apprenticeship Framework Levels 1-2
- Vocational qualifications (QCF) Certificate / NVQ Diploma Personal Training & Leisure Management Level 3
- Cambridge Technicals in Sport Levels 2 & 3
- 6th form college

Further information:

Please contact **Mrs Houchen**

– Head of Active Health Faculty

Nhouchen@stpetershuntingdon.org



<https://teach.ocr.org.uk/cambridgenationals2022>

STATISTICS

Subject: Statistics

Qualification: GCSE

Exam Board: AQA

Subject: Statistics

Qualification: GCSE

Exam Board: AQA

Subject: Statistics

Qualification: GCSE

Exam Board: AQA

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data.

What will I study?

- **Section A:** Students will develop an ability to collect, record and process data clearly and strategically in order to prove hypotheses.
- **Section B:** Students will explore how different methods of data gathering may lead to bias results, as well as considering the appropriate data gathering techniques to be used in different mathematical scenarios.
- **Section C:** Students will explore how charts and data visualisation can be used to present data, as well as exploring how to analyse data presented in these charts.
- **Section D:** Students will consider how to calculate statistical measures to compare data.
- **Section E:** Students will use visualisation and calculation to interpret results with reference to different contexts, and to evaluate the validity and reliability of statistical findings.

How is this course assessed?

GCSE Statistics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take two question papers at the same tier. All question papers must be taken in the same series and these exams are sat at the end of Year 11.

Paper 1 and Paper 2

All specification content is assessed in both papers.
Written exam: 1 hour 45 minutes on each paper.

80 marks

50% of GCSE each

Multiple choice, short answer, and a Statistical Enquiry Cycle (SEC) question

Further information:

Please contact **Mr Arhin**
marhin@stpetershuntingdon.org



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