



EMMANUEL COLLEGE

*Emmanuel Schools Foundation*

# UPPER SCHOOL

OPTIONS BOOKLET 2022-2024



VALUED, CHALLENGED, INSPIRED



# EMMANUEL COLLEGE

This is an exciting time for our students as they make their choices as to the subjects they wish to carry forward to Years 10 and 11.

This booklet sets out the subjects available at Emmanuel.

The appropriate balance of courses is vital for every child and therefore has to be tailored to their desires, needs and abilities. Final decisions will be made in discussion with senior members of College staff. As you discuss at home together the courses to follow, we would suggest three questions for your son or daughter as a starting point:

*What am I good at?*

*What do I enjoy?*

*What do I want to do next?*

We trust that this booklet will help to clarify the important decisions that our students will be making as they continue to strive towards their highest personal potential.

**Matthew Waterfield MA**  
Principal



Course selection is a mixture of statutory requirements, staff recommendation and student choice. Students study ten or eleven subjects as illustrated below.

## The core examined curriculum

At Emmanuel, all students follow the core curriculum of mathematics, English language and English literature, separate sciences or combined science: trilogy and religious studies.

Mathematics	English language and literature	Separate sciences or combined science: trilogy	Religious studies
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## The common examined curriculum

It is expected that all students will study a language and a humanity subject.

French, German, Spanish or Latin	Geography or history
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## The option choice

Students should choose one subject from Option list 1 and one subject from Option list 2. Students wishing to study both geography and history should choose geography from the humanities option above and history for option 2.

If there is limited interest in a particular course, it may not be offered, and we will work with students to find a suitable alternative.

Option 1	Option 2
Art	Design and technology
Computer science	Economics
Digital information technology	Engineering
Drama	Enterprise
Economics	Food preparation and nutrition
Food preparation and nutrition	History
French	Music
Graphic communication	Music practice
Spanish	Sports studies
Sports studies	



## HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- English language and English literature
- Maths
- Science  
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- History or Geography
- A language  
Ancient or modern



### WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

### EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies, August 2017

## LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities. (The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

### WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.



Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017

**Further Information**  
Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly – they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.



## CHOOSING SUBJECTS

Within the subject descriptions that follow, you will see that in some subjects there is a non-examination assessment (NEA) element. This can be as much as 60% of the total assessment. In many subjects, students can gain good grades with a very good NEA even if they have difficulty with the final examination. This consideration may have a bearing on the choice of option. Staff will give students very clear plans and advice concerning NEA. All students will know what is expected of them in order to meet the different criteria and to gain good marks.

Students following courses with a project or NEA element will have deadlines throughout the course, and these are agreed with the teacher. We try to stagger the deadlines for the submission of coursework throughout the year, but it is important that students organise their time efficiently.

If there are any concerns regarding the standard of any student's work, parents will be informed in order that steps can be taken to ensure each student submits work that represents the potential they are capable of.

It is important to note that when NEA is marked by a member of staff the grades remain provisional until confirmed by the examination board. If a student has any query about a mark their teacher has allocated to their work, they should ask their teacher to explain how the grading has been arrived at. Any further query should be directed in the first instance to Mrs Hall. Where a student, after speaking to Mrs Hall, continues to believe the mark allocated to their work does not fairly reflect the quality of it, they should request a review in writing to the Principal. This should be done within three weeks of receiving notification of the grade, unless there are exceptional circumstances. The Principal will convene a meeting for the student and their parent(s) to present their case. The member of staff who has marked their work will be present at the meeting.

At the end of this meeting the Principal's decision will be final and a written record will be made of the decision, and reasons for it, within a follow up letter to the student's parent(s).

### Paid Part-Time Work

Part-time work in evenings and at weekends is a potential threat to students' studies, both through tiredness and lack of proper homework study. All such commitments must therefore be recorded, and if College believes that any such student's work is suffering because of tiredness or lack of work at home, we expect parents to give us full support in insisting that the part-time work ceases immediately. It is our expectation that no part-time work is done on Monday to Thursday evenings during term-time, with the exception of paper rounds or similar that are completed before 6.00pm. College will not sign any work permits for students in Years 7-11 which go beyond these guidelines.

## ART AND DESIGN

Examination Board: AQA  
Syllabus Number: 8202 (Fine Art)

### Course description and organisation

The art and design course explores practical and critical/contextual work through a range of 2D and 3D processes. It is a fine art, two year course where students can work in a range of art materials and processes.

From the last term of Year 9, students begin to look at the structure of the assessment framework, creating practical solutions to assessment objectives. We aim to increase the range of media and techniques and develop the ability to generate an original outcome from a given starting point.

**In Year 10** students are introduced to the course through a mini project called 'The Everyday'. This introduces students to the assessment objectives and a variety of media and techniques. After October half term students will study the theme 'Portraiture', giving them the opportunity to refine skills, research contextual sources and develop their own style.

**Year 11** begins with students working on final outcomes for the 'Portraiture' unit. Students will begin their actual GCSE exam in the January of Year 11. The preparation period leads to an exam in the April. During this period students will make preparatory studies for the main development and will produce sketchbook work which will show evidence of recording ideas, observations and insights relevant to their intentions in visual form and also include a study of historical/contemporary art. Students are given up to ten hours over two days under controlled conditions to develop their final outcome for the examination. This mark is worth 40% of their final mark and is carried over to be added to the coursework mark.

**In Year 11** all coursework must be completed by the first week in May.

### Assessment arrangements

All work is marked according to four assessment objectives based on developing ideas, recording information, analysis and experimentation, and ability to produce a personal response.

Portfolio: 60%  
Examination: 40%

**Grades 9-1 are available.**

### Career opportunities

This course gives students the skills to consider careers in art and design, graphic communication, architecture, automobile design, photography, film and animation, fashion design, fashion marketing, teaching, printmaking, ceramics, computer graphics and software design, interior design, textile design, stage design and arts administration.

## COMPUTER SCIENCE

Examination Board: OCR  
Syllabus Number: J277

### Course description and organisation

Computer Science is the study of computation and computational thinking, and their application in the design and development of computer systems. It has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. At its heart lies the notion of computational thinking: a mode of thought that provides a framework within which to reason about systems and problems. This mode of thinking is supported and complemented by a substantial body of theoretical and practical knowledge.

Computer Science is deeply concerned with how computers and computer systems work, and how they are designed and programmed. Studying this course will enable you to:

- understand how computer systems operate and communicate
- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- be responsible, competent, confident and creative users of information and communication technology.

### Assessment arrangements

The course is presently assessed by 100% examination.

Two examination papers, each accounting for 50% of the assessment: Computer systems and Computational thinking, algorithms and programming.

**Grades 9-1 are available.**

### Important Information

As computational thinking is essential to this course, students will need to demonstrate such skills either through their maths setting or through the relevant elements of their lower school IT courses.

### Career opportunities

By studying Computer Science you will gain insight into computational systems of all kinds, whether or not they include computers. Computational thinking influences fields such as biology, chemistry, linguistics, psychology, economics and statistics. It allows us to solve problems, design systems and understand the power and limits of human and machine intelligence. Additionally, students who specifically want to go on to higher study and employment in the field of computer science will find it a superb stepping stone.

Examination Board: AQA  
Syllabus Number: 8552

## Course description and organisation

This qualification is very relevant for today's society. Students can learn about how their everyday products work, and what materials and processes have been used in their production. The course places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

**Unit 1:** 2 hour written exam worth 50% of final grade. Students answer all questions in three sections and use class notes and revision materials gathered throughout the course to help them prepare for the exam. The three main topic areas are:

Core technical principles  
Specialist technical principles  
Designing and making principles

**Unit 2:** 30 - 35 hours of Non-Examined Assessment (NEA) worth 50% of the final grade. Students design and make a product from a range of examination board set themes given in June of Year 10. The finished product is internally assessed and externally moderated.

## NEA details and deadlines

Knowledge, understanding and skills in electronics, engineering resistant materials, textiles and product design will be developed through various projects, practical tasks and homework. During the early part of the course, project topics will be compulsory. However, in the final year of the course students will decide on a project from one of the examination board themes. The project should focus on students on their chosen specialist subject area and it is important that students select wisely to ensure that they maintain their interest throughout the year.

**Grades 9-1 are available.**

## Career opportunities

Students will develop a good understanding and technical knowledge of design and technology theory with specific skills in a wide range of subject areas. There is also an element of computer programming, mathematics and science work. The course will be a good foundation for students wishing to take A level Technology or BTEC Engineering and would also be useful for students considering a career in engineering.

Examination Board: Pearson  
Syllabus Number: BZYB3

## Course description and organisation

In this BTEC in Digital Information Technology Students will study three components:  
Component 1 – Exploring User Interface Design Principles and Project Planning Techniques  
Component 2 – Collecting, Presenting and Interpreting Data  
Component 3 – Effective Digital Working Practices

**Component 1:** Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

**Component 2:** Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

**Component 3:** Learners will explore how organisations use digital systems and the wider implications associated with their use.

## Assessment arrangements

**The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction\***

**Component 1** is assessed through an internal assessment with 36 guided learning hours.  
**Component 2** is assessed through an internal synoptic with 36 guided learning hours.  
**Component 3** is assessed through an external assessment lasting 1 hour and 30 minutes. The test contains different types of question and is worth 60 marks.

## What can the qualification lead to?

Study of the qualification will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

## Career opportunities

The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'digital capital of Europe' as it continues to invest billions every year in digital skills and commerce.

Examination Board: AQA  
Syllabus Number: 8261

## Course description and organisation

The drama course is an exciting, creative and challenging course for young actors. During the course students will learn how to use their voice, physicality and facial expression to create diverse characters and engage with an audience.

**Students will study:** Theatre history including the social, cultural and economic backdrop to theatre. How a theatre works, including theatrical terminology. Students will study the set text; *Blood Brothers* by Willy Russell and write live theatre reviews. Students will be expected to attend a minimum of two theatre visits during the course.

**Performance projects will include:** scripted extracts and a devised performance piece developed through improvisation.

## Assessment arrangements

**Unit 1: Understanding Drama:** Written paper 40%

Section A: Theatre terminology multiple choice  
Section B: *Blood Brothers*; set text questions  
Section C: Live Theatre review

**Unit 2: Devising Drama:** Practical 40%  
A 'Devising Log' will record the development of the piece which will be performed; both are assessed.

**Unit 3: Scripted Performance:** Practical 20%  
Performance of two extracts from one play; both assessed.

**Grades 9-1 are available.**

## NEA details and deadlines

Practical assessments take place in College over the two years with final exams taking place in Year 11. The Scripted Unit is examined in the Drama Studio by an AQA examiner in January of Year 11. The Devising Unit exam takes place in March / April in Year 11 and is examined internally and then externally moderated by AQA examiners. Once the exam dates are set, they cannot be changed and all students must perform on the designated exam days. In order to prepare for the written exams students are expected to attend all theatre visits organised as part of their ongoing course. Students will see *Blood Brothers* and another play for the live theatre review section of the exam. The cost for theatre visit to see *Blood Brothers* and one other performance will be approximately £45.

## Career opportunities

Drama GCSE illustrates to an employer an ability to be creative and work with other people as part of a productive team. In addition, Drama GCSE encourages students to develop their self confidence, communication and collaborative skills and well as working towards deadlines. With the addition of further training careers include: performer, actor, director, producer, teacher, drama and theatre workshop leader, youth worker and children's entertainer.

Examination Board: OCR  
Syllabus Number: J205

## Course description and organisation

Economics GCSE is innovative yet retains coverage of the basic economic principles, enabling learners to develop their ability to apply this knowledge to real-life situations in a range of local, national and global contexts. This qualification will teach learners to explain, analyse and evaluate the role of markets and the government within a market economy. They will learn about the basic market models and are encouraged to deepen their understanding of the economic concepts studied by applying these to relevant current and historical economic issues. This should include reading articles with economic data, graphical representations or discussions of economic problems. Learners will be encouraged to make reasoned and informed judgements using both qualitative and quantitative evidence. They will learn how to select and interpret data as well as understand its possible limitations.

## Unit 1: Introduction to Economics

Component 1 introduces learners to the main economic agents, the basic economic problem and the role of markets, including the labour market and the importance of the financial sector.

## Unit 2: National and International Economics

Component 2 focuses on the main economic objectives, such as economic growth, low unemployment, fair distribution of income and price stability, and other roles of government. Other aspects are the importance of international trade and the impact of globalisation.

## Assessment arrangements

Two exams of equal weighting, each lasting 1hr 30 minutes. Each exam has 20 multiple choice questions in part A. Part B consists of three questions, each with a short case study and related short, medium and extended response questions.

**Grades 9-1 are available.**

## Career opportunities

Students of economics develop a host of practical and transferable skills that benefit them in education and in the world of work. These include critical investigation, analytical thinking, oral and written communication, numeracy, research, ICT and handling of data. Furthermore, the potential earnings for students with a degree in economics is among the highest for all graduates, and there are currently shortages of qualified economists.

Economics opens up a wide range of opportunities for further and higher education and interesting and rewarding careers. It also combines well with other social sciences and the humanities, with foreign languages, with mathematics and sciences and with vocational subjects such as engineering, manufacturing and business. It is also very useful for those thinking of careers such as accountancy, business management, banking, finance, government services and professions such as teaching and law.

Examination Board: OCR  
Syllabus Number: J832

#### Course description and organisation

This Cambridge National qualification is aimed at students who wish to study the processes involved in manufacturing new engineered products. It provides students with the knowledge, understanding and skills required to operate manufacturing tools and equipment to make products in accordance with a design specification. It will help them appreciate the processes and systems required to turn a design concept into a high-quality mass-produced product. Students will study a wide range of industry relevant engineering topic areas such as:

- Manufacturing
- Designing
- New technologies
- Materials
- Workshop practices
- Engineering principles
- Health and safety
- Sustainability

#### Assessment arrangements

This course requires the production of practical artifacts and assignment-based portfolios. To ensure the academic rigor of the course, the coursework is carried out under NEA conditions, and includes one examined unit and three mandatory internally assessed practical tasks. The examined unit accounts for 40% of the overall grade.

- Unit R014: Engineering principles. One hour 15-minute written exam.
- Unit R015: Manufacturing a one-off product. NEA.
- Unit R016: Manufacturing in quantity. NEA.

**Grades Pass, Merit, Distinction and Distinction\* are available.**

#### NEA details and deadlines

Introductory projects are used at the beginning of Year 10 to develop skills which lead to the more complex practical tasks used for final assessment.

#### Career opportunities

Successful candidates will find this course of study suitable for progression on to the BTEC National Extended Diploma in Engineering, A-level Design and technology, or if they wish to pursue careers in the engineering industry as apprentices in a wide range of electronic, electrical, and mechanical disciplines.

Examination Board: AQA  
Syllabus Number: 8700

#### Course description and organisation

The syllabus offers all candidates an equal opportunity to demonstrate attainment in speaking and listening, and reading and writing, using a variety of assessment techniques. Additionally, there are many opportunities for students to develop their spiritual, moral and social understanding through the discussion of important issues and the reading of literary and non-literary texts.

#### Assessment arrangements

All texts in the examination will be unseen.

#### Paper 1: Explorations in Creative Reading and Writing

##### What's assessed

- Section A: Reading - one literature fiction text
- Section B: Writing - descriptive or narrative writing

##### How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

##### Questions

Reading (40 marks) (25%) – one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

#### Paper 2: Writers' Viewpoints and Perspectives

##### What's assessed

- **Section A: Reading** - one non-fiction text and one literary non-fiction text
- **Section B: Writing** - writing to present a viewpoint

##### How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

##### Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

#### Non-examination assessment: Spoken Language

##### What's assessed

Presenting, responding to questions and feedback, and use of Standard English

##### How it's assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

**Grades 9-1 are available.**

#### Career opportunities

Essential for entrance to all future career paths; a basic prerequisite.

Examination Board: AQA  
Syllabus Number: 8702

#### Course description and organisation

This course provides for the assessment of a wide range of literature and encourages the making of connections and comparisons between texts and the exploration of cultural and social contexts. The syllabus has some overlap with the English language course.

#### Assessment arrangements

All assessments are closed book: any stimulus materials required will be provided as part of the assessment. All assessments are compulsory.

#### Paper 1: Shakespeare and the 19th-century novel

##### What's assessed

- Shakespeare plays
- The 19th-century novel

##### How it's assessed

- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

##### Questions

**Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

#### Paper 2: Modern texts and poetry

##### What's assessed

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

##### How it's assessed

- Written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

##### Questions

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry:** students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

**Grades 9-1 are available.**

#### Career opportunities

This course helps students develop skills of criticism and analysis and is useful for a range of professions.

Examination Board: Pearson  
Syllabus Number: 603/1916/1

#### Course description and organisation

This BTEC course is ideal for students who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing a small business. The course enables students to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

It is ideally suited to students who enjoy building up a portfolio over a period of time rather than their whole grade being depended on a final exam.

#### Assessment arrangements

Students will study three components across Years 10 and 11:

- Exploring Enterprise internally assessed by NEA.
- Planning and Running an Enterprise internally assessed by NEA.
- Promotion and Finance for Enterprise assessed by an external written exam.

**The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction\*.**

#### Career opportunities

Everyone will work in a business of some description in later life and so enterprise gives a useful introduction to the world of work, as well as providing a solid academic foundation for study in sixth form.

# FOOD PREPARATION AND NUTRITION

Examination Board: AQA  
Syllabus Number: 8585

## Course description and organisation

This course aims to develop students' knowledge and understanding of nutritional requirements and equip them with the skills to produce healthy, balanced and appetising meals for themselves and their families. Students should develop as well informed and discerning consumers with a clear understanding of human nutritional needs in a diverse society.

### Unit 1: Food preparation and nutrition

This unit is divided into five topics of study:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance (where food comes from)

### Unit 2: NEA (Non-Examined Assessment)

**Task 1** – Individual investigation (15%)

**Task 2** – Food preparation task (35%)

## Assessment arrangements

**Unit 1** is externally assessed with a written examination lasting 1hr 45mins. This will cover all topics of the unit 1 syllabus and is worth 50% of the total GCSE.

**Unit 2** consists of two NEA tasks. These two pieces of coursework will be completed within school, are internally assessed and are worth 50% of the total GCSE.

**Grades 9-1 are available.**

## NEA details and deadlines

Skills in developing recipes and producing food will be developed through various projects and practical tasks. During the early part of the course students will study food hygiene and safety and be assessed to gain a Level 2 Certificate in Food Safety. Students may select their individual investigation and food preparation task title from a list set by the exam board.

## Important Information

A sound knowledge and understanding of science, particularly biology and chemistry, are required in order to access some of the theoretical elements of this course.

## Career opportunities

The food industry is a huge and rapidly developing economic sector and as the population increases the need to meet the nutritional demands of all will require ever-increasing numbers of knowledgeable and skilled personnel in careers with the food service industry and beyond, including: dietician, home economist, product development, product research and environmental health officer.

# FRENCH, GERMAN AND SPANISH

Examination Board: AQA  
Syllabus Number: 8658 (French)  
8668 (German)  
8698 (Spanish)

## Course description and organisation

The complete examination consists of four distinct parts which examine the skills of speaking, listening, reading and writing. Candidates are examined at foundation or higher level. Each course aims to develop the ability to understand and use French, German or Spanish effectively for the purposes of practical communication.

The themes and topics on which the assessment material will be based are:

- Relationships with family and friends
- Technology in everyday life
- Free-time activities
- Home town and region
- Social issues (charity work, healthy living)
- Global issues (environment, poverty)
- Travel and tourism
- Current studies, life at school, careers and jobs

GCSE students will be expected to have acquired knowledge and understanding of the grammar of the language concerned.

## Assessment arrangements

Students are entered for one of two tiers, foundation or higher.

- Listening examination: 25%
- Reading examination: 25%
- Speaking examination: 25%
- Writing examination: 25%

**Grades 9-1 are available.**

## Career opportunities

A glance at advertisements in the press will show that an increasing number of companies require their employees to be proficient in/or willing to learn a foreign language. At the present time, many employers are unable to find enough linguists to fill vacancies in an extremely wide range of jobs in business, industry, advertising, banking, finance, public relations, marketing, engineering and law.

# GEOGRAPHY

Examination Board: AQA  
Syllabus Number: 8035

## Course description and organisation

The course helps students to understand how natural environments have been created and examines the relationship between people and their world. A wide variety of topical case studies are investigated that help to highlight the dynamic and ever changing geography of the world in the 21st Century. The course is split into two main teaching units:

**Living with the physical environment** - Natural hazards and climate change, rainforests, hot environments, rivers and coasts.

**Challenges in the human environment** - Urban issues and challenges; changing economic world, resource management

There is also a great emphasis on geographical skills and fieldwork which will be examined across the three written papers.

## Assessment arrangements

Three written examinations:

**Unit 1** - Living with the physical environment: 1 hour 30 min exam (35%).

**Unit 2** - Challenges in the human environment: 1 hour 30 min exam (35%).

**Unit 3** - Geographical application: 1 hour 15 min exam (30%).

**Grades 9-1 are available.**

## Project/coursework details and deadlines

There is no requirement for students to complete coursework. However, students must carry out two days of fieldwork in contrasting locations which will be examined in unit 3, geographical applications.

## Career opportunities

The study of geography allows students to develop the following: communication skills, graphical and cartographical skills, technological skills (including ICT & GIS), interpersonal skills through debate and discussion, literacy and numeracy, problem solving skills and entrepreneurial skills.

These skills are transferable into a wide range of future careers, such as: agriculture and horticulture, distribution and delivery, town and country planning, environmental agencies, surveying, mapping, meteorology, teaching, landscape architecture, travel and tourism.

In addition to these clearly defined career paths, geography combines well with most other subjects at GCSE and A Level and students who study geography to A Level go on to pursue careers as diverse as medicine, accountancy, law and banking.

# GRAPHIC COMMUNICATION

Examination Board: AQA  
Syllabus Number: 8203

## Course description and organisation

The graphic communication course explores the use of visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Students will work in one or more areas of graphic communication, and may explore overlapping areas or a combination of areas.

Students will consider the way sources inspire the development of ideas, including:

- how sources relate to a brief which might have a commercial, social or environmental focus.
- how ideas, themes, forms, issues and needs can provide the stimulus for creative, imaginative, thoughtful and appropriately focused responses.

Students will study the ways in which meanings, ideas and intentions can be communicated. This will include brand identity, intended message and the target audience. It will also include study of the use of colour, line, form, tone, texture, shape, pattern, composition, stylisation, simplification, scale and structure.

Students will develop their ability to use a number of the following methods to convey messages: typography, illustration, digital and/or non-digital photography, hand rendered working methods, digital working methods. They will also explore using a variety of media and materials, which may include: pencil, crayon, pen and ink, watercolour, gouache and acrylic paint, layout materials, digital media, printmaking and mixed media.

## Assessment arrangements

Students will complete a portfolio during the course worth up to 60% of their final mark. They will also complete an externally set assignment worth 40% of their final mark. Students will begin their preparation for the externally set assignment in the January of Year 11 up to when the exam is taken in the April. During this period students will make preparatory studies for the main development and will produce sketchbook work which will show evidence of recording ideas, observations and insights relevant to their intentions. Students are given up to ten hours over two days under controlled conditions to develop their final outcome for the examination.

**Grades 9-1 are available.**

## Career opportunities

This course gives students the skills to consider careers in art and design, graphic communication, architecture, automobile design, photography, film and animation, fashion design, fashion marketing, teaching, printmaking, ceramics, computer graphics and software design, interior design, textile design, stage design and arts administration.

Examination Board: AQA  
Syllabus Number: 8145

## Course description and organisation

The course is organised at looking at themes and in-depth studies across history:

**Period paper** - Germany 1945-1980 Democracy and Dictatorship. This period study focuses on the development of Germany during a turbulent half century of change.

**Wider world depth study** - Conflict and tension between East and West, 1945-1972. This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

**Thematic study** - Britain: Migration, empires and the people: c790 to the present day. This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests.

**British depth study**- Norman England, c1066-c1100. This option allows students to study in depth the arrival of the Normans and the establishment of their rule.

## Assessment arrangements

There are two written examination papers which are equally weighted.

**Grades 9-1 are available.**

## Career opportunities

Suitable as a general qualification for jobs requiring oral and written communication skills and analysis, e.g. journalism, law, civil service, police work and information services. More specific job types are archivists, museum workers, archaeologists, antiques traders/restorers, museum curators and history teachers.

Examination Board: OCR  
Syllabus Number: J282

## Course description and organisation

Most students will have only had some limited access to Latin via the Ignite programme prior to the start of the course so for the first time in the history of Emmanuel College, GCSE Latin is now open to all students. To celebrate this, we are starting an exciting new course called Suburani which is set in a busy district of ancient Rome called the Subura. The course has an action-packed storyline, memorable characters and clear language instructions. As students work through the two books, they will be encounter characters from all over the Roman world including Gaul, Lusitania, Pompeii and of course, Britain. The course is fully supported digitally, and each student will have their own account where homework, exercises and assessments will be completed and recorded in a virtual classroom system.

Students who choose to study Latin at GCSE level are also introduced to classical Greek. At the end of a year of study, they can take a new qualification called The Intermediate Certificate in Classical Greek.

OCR's GCSE (9-1) in Latin will encourage learners to:

- develop insights into the relevance of Latin and of ancient literature and civilisation to our understanding of our modern world of diverse cultures
- deploy their knowledge and understanding of Latin to deepen their understanding of English and other languages
- relate their knowledge and understanding of the ancient world to other disciplines
- develop research and analytical skills which will empower them to become independent learners and enquirers, equipping them for further study in arts, humanities and sciences.

## Assessment arrangements

Three written examination:

**Paper 1: Latin language – 50%**  
Translation and comprehension.  
Translation from English to Latin or grammar questions

**Paper 2: Prose set text -25%**  
Students study a prose set text by a Roman author and answer questions in English on aspects of content and analyse, evaluate and respond to the specific text they have studied.

**Paper 3: Verse set text – 25%**  
Students study an extract from Virgil's Aeneid then answer question in English based on the text and context. They develop skills in analysis and basic scansion of dactylic hexameters.

## Career opportunities

As Latin requires a consistent approach and a logical mind, it commands a great deal of respect from both universities and employers. Students with Latin often go on to study classics, modern foreign languages, English literature, politics and ancient history. Possible careers include teaching in schools and universities, research, politics, journalism, interpreting and creative writing.

Examination Board: EDEXCEL  
Syllabus Number: 1MA1

## Course description and organisation

Teaching towards this universally demanded GCSE has already begun in Year 9. The emphasis is upon a rigorous treatment of every topic area at a demanding pace.

## Assessment arrangements

Students are entered for one of two tiers for which the following grades are available:

**Higher tier:** grades 9-4  
**Foundation tier:** grades 5-1

Sets 1-5 will follow the higher tier scheme of work. Sets 6-9 will follow the foundation tier scheme of work (we have 9 sets from the start of Year 10).

The course is assessed 100% by examination. All pupils will also be subject to a half-termly internal assessment throughout the two year course. This does not count towards their GCSE grade, but will give a good indication of how each student is progressing.

## Career opportunities

Competence in mathematics is required for most vocations and careers.

It is considered to be an essential entrance requirement for higher education.

People entering today's most lucrative industries need to be confident using mathematics on a daily basis. To be sure of this, many employers still look for a traditional mathematics A Level qualification. Researchers at the LSE have found that people who have studied mathematics can earn up to 11% more than their colleagues, even in the same job.

Examination Board: EDEXCEL  
Syllabus Number: 1MU0

## Course description and organisation

GCSE Music, like music in Years 7 - 9 focuses on three main areas of skill:

**Unit 1 Performing.** Individual and an ensemble performance on you instrument.

**Unit 2: Composing.** Using your instrument and Sibelius to compose using a set brief.

**Unit 3: Appraising.** Studying set works from different periods and genres, the four areas of study for Appraising are: Instrumental Music (1700 - 1820), Vocal Music, Music for Stage and Screen, Fusions. These areas of study will be explored using the elements of music; pitch, tonality, structure, sonority, texture, dynamics, tempo, metre and rhythm.

## Assessment arrangements

**Unit 1: Performing** - This unit is worth **30% of final grade.**

- This unit is internally assessed and then externally moderated.
- Your performance work be assessed in the Year 10 and 11 trial exams allowing feedback to be given.
- The final assessment and recording of your performance will take place in late March / early April.

**Unit 2: Composing** - This unit is worth **30% of final grade.**

- This unit is internally assessed and then externally moderated.
- Your composition work will be submitted at various times during the two years for feedback.
- The final submission and recording of your composition and the printing of your score will take place in March during the spring term.

**Unit 3: Appraising** - This unit is worth **40% of final grade.**

- The exam is 1 and ¼ hours long and is externally assessed

**Grades 9-1 are available.**

## Requirements

The requirements for GCSE Music are as follows:

- Students wishing to take GCSE Music should have passed Grade 3 in their musical instrument (including voice). It is recommended that a student be at Grade 5 by the time they are sitting their GCSE.
- The GCSE Music syllabus requires students to be able to read notation. Students who do not play an instrument which regularly makes use of this skill, for example drummers or guitarists will be required to take theory lessons and improve their notation reading skills.
- All GCSE Music students will be expected to attend regular co-curricular music activities such as Senior Choir, Jazz band and/or Orchestra to develop their notation skills and experience of different musical genres.
- It is recommended that GCSE Musicians take individual lessons in their instrument. The cost for College lessons is £13 per half hour lesson.

## Career opportunities

Careers after further training include: performer, composer, arranger, teacher, music journalist, music therapists and many other career paths. Employers also welcome musicians as they are creative, hardworking and can work collaboratively.

Examination Board: Pearson  
Syllabus Number: 603/2973/7

## Course description and organisation

This is a new BTEC course and is for students interested in developing their performance and composition skills as part of a vocational course, as well as exploring the production and organisation of the music industry.

### Music skills and development:

- Participating in workshops and classes you will develop technical, practical, personal, and professional skills and specialise in two of the following areas: music performance, creating original music and music production.
- Learning how musicians share work and collaborate with others, developing your own skills as a musician in how to use blogs, Soundcloud and other platforms to share your work.

### Exploring music products and styles:

- Develop your understanding of different types of music product and the techniques used to create them.
- Exploring how musical elements, technology and other resources are used in the performance, creation, and production of music.

### Responding to a commercial brief

- Apply the skills that you have learned throughout your course in a practical way.
- Focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer, or producer.

## Assessment arrangements

### Music skills and development: internally assessed 30%

- Skills-based portfolio of techniques and skills explored.
- Videos of workshops.
- Teacher observation.

### Exploring music products and styles: internally assessed 30%

A video or audio portfolio, with commentary, that demonstrates students' understanding of different musical genres and styles, focusing on the stylistic features and techniques used in their creation.

### Responding to a commercial brief: externally assessed 40%

Students will respond to the brief either as a music creator and producer, or as a music creator and performer. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of genres that the learners have covered in component 1.

Grades: Pass - Distinction\* are available.

## Requirements

- Students wishing to take BTEC Music will play a musical instrument on a regular basis. It is not compulsory for a student to have passed an ABRSM /Trinity /Rock School exam but will expect students to take lessons in their instrument to develop their skill in order to complete the course.
- The course requires students to have musical theory and notation knowledge. Students will be required to improve on this at the very start of the course.

## Career opportunities

BTEC Award in Music Practice can lead to a future in the music industry, following additional training. Careers such as performers, teachers, producers, sound engineers, software developers, music journalism. Employers also welcome musicians as creative, confident, hardworking, organised, and having the ability to work collaboratively with peers.

Examination Board: AQA  
Syllabus Number: 8062B

## Course description and organisation

The GCSE in Religious Studies is made up of two components of study:

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

#### Content

Beliefs, teachings and practices of Christianity and Judaism

### Component 2: Thematic studies

*Religious, Philosophical and Ethical Studies Themes:*

- Theme D: Religion, Peace and Conflict.
- Theme E: Religion, Crime and Punishment.

*Textual Studies Themes:*

- Theme G: St Mark's Gospel – The Life of Jesus.
- Theme H: St Mark's Gospel as a Source of Religious, Moral and Spiritual Truths.

## Assessment arrangements

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

#### Assessment

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for spelling, punctuation and grammar)
- 50% of GCSE

#### Questions

- Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.
- Each religion is marked out of 48.

### Component 2: Thematic studies

#### Assessment

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for spelling, punctuation and grammar)
- 50% of GCSE

#### Questions

- Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.
- Each theme is marked out of 24.

Grades 9-1 are available.

## Career opportunities

Religious studies will develop a variety of skills. You will analyse, interpret and evaluate information as well as learn how to think and write clearly and logically. Such skills are useful in a great number of careers including education, journalism, medicine and law.

Examination Board: OCR  
Syllabus Number: J829

## Course description and organisation

In this Cambridge National qualification students will have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development, and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. They will also develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

The course is comprised of two compulsory units:

- R184 unit: Contemporary issues in sport- includes participation and barriers to it, ethics, and the promotion of values.
- R185 unit: Performance and leadership in sports activities– In this unit you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.

There are also optional units within the course, which will be agreed with students, but offer the opportunity to study sports leadership and development of the skills required to be an effective leader, planning activities with understanding of risk assessment and health and safety, or studying careers within the sports industry, the paths to them and the wider context of the role they play in society.

## Assessment arrangements

R184 unit: One hour exam

R185 unit: Assessed by non-exam assessment coursework  
One optional unit

Grades Pass, Merit, Distinction and Distinction\* are available.

All students studying sports studies will be expected to participate in co-curricular sports clubs.

## Career opportunities

This qualification offers the chance to develop different types of transferrable skills such as: communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation which can be utilised in many other educational and employment settings.

# COMBINED SCIENCE: TRILOGY

Examination Board: AQA  
Syllabus Number: 8464

The majority of students across the country and at Emmanuel College will study Combined Science. Students in science sets 3-9 will follow this course instead of separate science subjects.

## Course description and organisation

Students following this course will be accredited with two GCSEs in science. There are six modular-topics, assessed in two written papers in each of biology, chemistry and physics, which will be taught over two years:

## Assessment arrangements

Students are entered for either foundation or higher tier test papers, two papers in each of biology, chemistry and physics and each being written examinations of 1 hour 15min duration.

### Biology

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

### Chemistry

8. Atomic structure and the periodic table
9. The properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

### Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure

Grades 9-9 to 1-1 available (depending on tier of entry).

## BIOLOGY

*separate sciences are only for those students in sets 1 and 2*

## CHEMISTRY

## PHYSICS

Examination Board: AQA  
Syllabus Number: 8461

## Course description and organisation

The course comprises of two papers, sub-divided into topics. These include:

### Paper 1:

Cell biology  
Organisation  
Infection and response  
Bioenergetics

### Paper 2:

Homeostasis and response  
Inheritance, variation and evolution  
Ecology

Examination Board: AQA  
Syllabus Number: 8462

## Course description and organisation

The course comprises two papers, sub-divided into topics. These include:

### Paper 1:

Atomic structure and the periodic table  
Bonding, structure, and the properties of matter  
Quantitative chemistry  
Chemical changes  
Energy changes

### Paper 2:

The rate and extent of chemical change  
Organic chemistry  
Chemical analysis  
Chemistry of the atmosphere

Examination Board: AQA  
Syllabus Number: 8463

## Course description and organisation

The course comprises two papers, sub-divided into topics. These include:

### Paper 1:

Energy  
Electricity  
Particle model of matter  
Atomic structure

### Paper 2:

Forces  
Waves  
Magnetism and electromagnetism  
Space physics

## Assessment arrangements

Students are entered for either foundation or higher tier test papers, each being written examinations of 1 hour 45min duration. **Grades 9-1 are available (depending on tier of entry).**

## Career opportunities

Science is a prerequisite for many careers from medicine to engineering.



## EMMANUEL COLLEGE

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