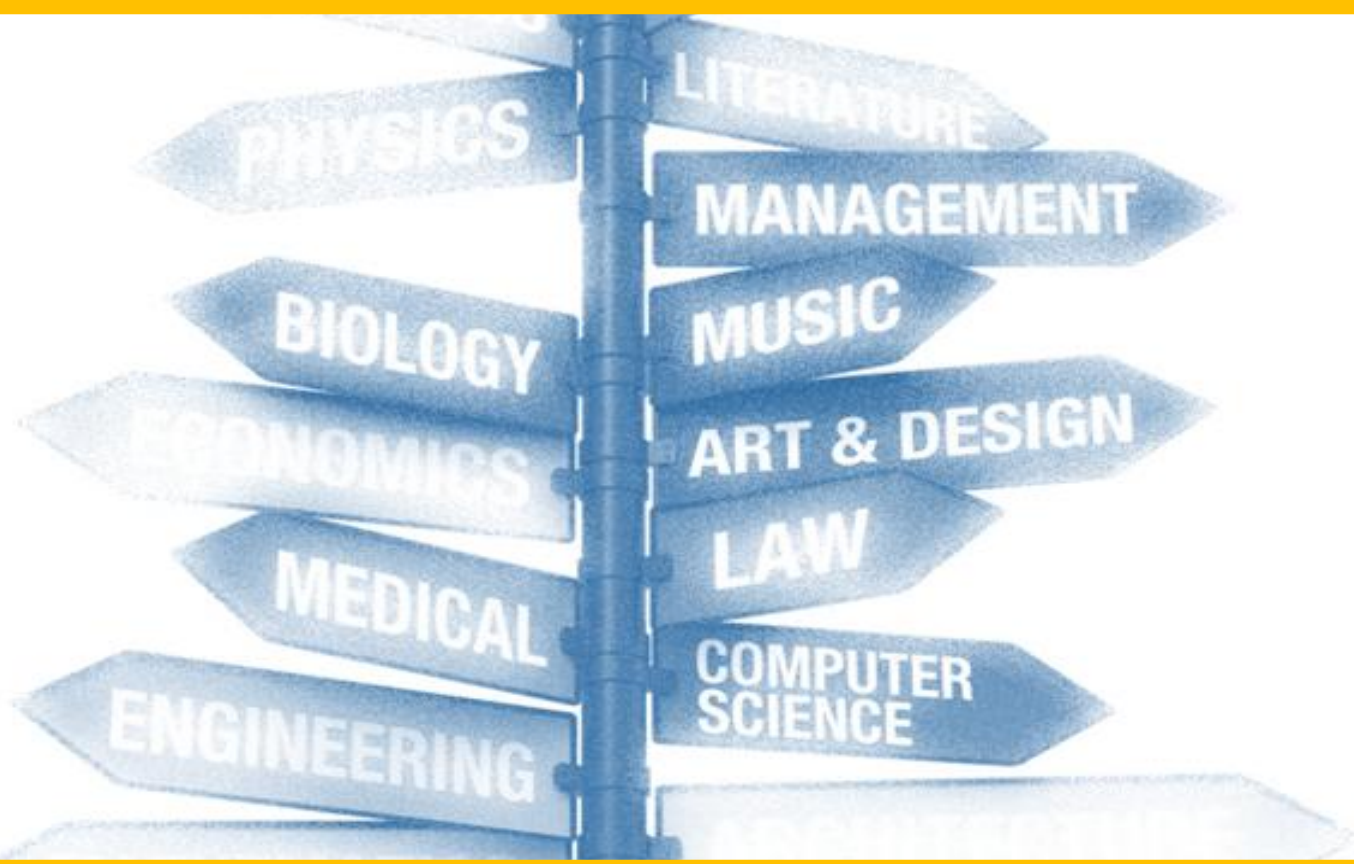




Lowton

Church of England High School



Options 2026

Advice for pupils, parents and carers

The Importance of Making Good Choices

One of the most important decisions to be made at this stage of your education is which options to study during year ten and eleven in Key Stage 4. Pupil outcomes in chosen subjects have a significant impact on future career choices; college applications; courses of study at A level; apprenticeships and job applications. In order to make the right choices you should first consider that there is a link between attainment, enjoyment and interest. If you enjoy a subject you work harder at it, spend more time on it and ultimately succeed within it.

Curriculum Intent

We believe in ensuring that our students follow a **broad and balanced** curriculum that allows each individual to flourish, thrive and succeed. Our curriculum is based on:

- **Academic rigour.**
- **Nurture and development.**
- **Social action.**

You should consider or opt for a subject because:

- You enjoy it.
- You have an interest in it.
- It maintains breadth and balance in your curriculum.
- It links with, or develops the skills and knowledge required, within the vocations or career pathways you are currently exploring or interested in.
- You are already succeeding and achieving well in that subject.

You should not pick an option subject because:

- Of the subject teacher, as there is no guarantee that you will be taught by that teacher, it must be the **subject** that you choose.
- Your friend/s have chosen that option, there is no guarantee you will be in the same group as multiple classes exists in many subjects.

All students **MUST** include a reserve option and be prepared to study any of these subjects.

This is important because:

- Some subjects are very popular and may become oversubscribed, in the event of this school will allocate the places available based on criteria of engagement, attitude and attainment.
- A subject may not run if there are only a few students opting to follow that course.

When making your subject choices you should also:

- Be prepared to perform in front of an audience and moderator, both individually and in a group, if you choose Drama as a subject.
- Be able to play an instrument or sing to a graded level to opt for and be successful at Music GCSE. You will be required to perform in front of an audience and moderator both individually and in a group.
- Bring your PE Kit to lessons and be willing to take part in 1 extra-curricular club to opt for PE.
- Be prepared to cook every week and bring in the necessary ingredients to opt for Hospitality & Catering. Financial assistance may be available from school.

Y10 Curriculum information

Compulsory Subjects – Examination

All students will follow compulsory GCSE courses of study in:

- English Language
- English Literature
- Mathematics
- Early entry Religious Studies examined in Year 10.
- Double or Triple Science (the allocation of science course will be determined by school).
- Only **one** triple science class will run.

Compulsory Subjects - Non-examination

All students will study the following non-examination subjects:

- Core Physical Education (PE) – 2 x 50 minute periods per week
- Pupils will also continue with their personal, social, moral, spiritual and cultural development; including Health and Relationship Education, Enterprise skills and Careers education.

Curriculum time allocation Year 10 2026/27

In Year 10 - Based on 50 minute lessons per week

- English Language & English Literature (5 lessons per week in total)
- Mathematics (5 lessons per week)
- Science (5 lessons per week – Double/Triple GCSE course)
- Core Physical Education (Non-examination: 2 lessons per week)
- Religious Studies including PSHE (4 lessons per week)
- 3 Options Subjects (3 lessons per week)

Options timeline and choices

Timeline for the options process


- 1) **Tuesday 17th March** – Year 9 Assembly
- 2) **Thursday 19th March** – Year 9 Parents' Evening 3.30pm to 6.30pm
- 3) **Thursday 19th March** – Options booklets distributed at parents' evening
- 4) **Week beginning 23rd March** – Subject talks or videos in lessons
- 5) **Friday 24th April** – All options forms completed and returned

How will you make your option choices?

You will be able to opt via an online Microsoft forms link shared on Satchel One from Thursday 19th March. You will also be given this options form in hard copy. The preferred option is for you to opt via Microsoft forms, however any paper copies must be returned to Miss Butterworth in the A block office.

An example of how to complete the form

- 1) You must choose either History or Geography.
- 2) If you would like to be considered for Travel and Tourism instead of Geography or History, tick the box. This is just an expression of interest.
- 3) You must also choose 2 subjects from the list.
- 4) If you have ticked GCSE PE and would like to be considered for Sports Science instead, tick the box. This is just an expression of interest.
- 5) If you would like to be considered for Hospitality and Catering instead of one of the selected subjects, tick the box. This is just an expression of interest.



Options Form 2026

Please complete your name and form in the boxes below

Forename:	Joseph
Surname:	Barrow
Form:	9.1

How will you make your option choices?

You will be able to opt via an online Microsoft forms link shared on Satchel One from Thursday 19th March. You will also be given this options form in hard copy. The preferred option is for you to opt via Microsoft forms, however any paper copies must be returned to Miss Butterworth in the A block office.

Please answer the questions below.

1) You must choose GCSE Geography or GCSE History, please tick the subject you would like to study.

Geography	History
<input checked="" type="checkbox"/>	<input type="checkbox"/>

2) If you would like to be considered for a place on the new BTEC Travel and Tourism course, instead of GCSE Geography or GCSE History please tick the box.

Travel and Tourism
<input checked="" type="checkbox"/>

3) You must choose 2 more subjects from the following suite of GCSE subjects. Please tick the subjects you would like to study:

Fine Art	Photography	Physical Education	French	Spanish	Music	Drama	Design Technology	Computer Science	Geography	History
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4) If you have chosen GCSE Physical Education and would like to be considered for a place on the new OCR Cambridge National: Sports Science course, instead of GCSE Physical Education, please tick the box.

Sports Science
<input checked="" type="checkbox"/>

5) If you would like to be considered for a place on the BTEC Hospitality and Catering course, instead of one of your choices from question 3 please tick the box.

Hospitality and Catering
<input checked="" type="checkbox"/>

Choose 2 reserve subjects which cannot be the same as you have already chosen	Priority 1	Fine Art
	Priority 2	French

Parent/Carer name: _____ Parent/Carer signature: _____

All options forms (digital or paper) must be completed and returned by Friday 24th April.



Qualification

WJEC Eduqas Level 1/Level 2 GCSE (9-1) in English Language and WJEC Eduqas Level 1/Level 2 GCSE (9-1) in English Literature

Overview

Students will study two GCSEs during their English lessons. They will study English Language and English Literature. A small minority of students may also follow the Entry Level Certificate.

Students are given the opportunity to:

- Read widely – fiction and non-fiction texts
- Write formally and analytically about what they have read
- Write in a range of styles and for different audiences
- Write with a good degree of accuracy
- Speak formally and listen attentively to others

Objectives

The objectives of GCSE English Language are:

- To read critically and with a good degree of comprehension - both fiction and non-fiction
- To summarise, synthesise and compare information from one or more texts
- To evaluate the writer's use of language, form, structure and grammatical features
- To write clearly and coherently, with purpose and impact on the reader
- To speak clearly, coherently and in Standard English alongside listening carefully and responding appropriately.

The objectives of GCSE English Literature are:

- To read, understand and respond to texts in an appropriate style
- To use textual references appropriately, exploring language, form, structure and grammatical features
- To understand the placement of texts in history and society

Course Content

English Language

Students will study a range of texts from the 19th, 20th and 21st centuries, exploring the writers' use of language, structure and form. These texts will cover fiction and non-fiction.

In addition, students will write in a variety of styles and forms e.g. stories, letters, articles and speeches.

English Literature

Students will study a range of texts, modern and traditional. These texts will include: one Shakespeare play (Macbeth), one modern play (either 'An Inspector Calls' or 'Blood Brothers') and one 19th century novel (A Christmas Carol). Poetry will be studied via an anthology containing a range of poems from 1789 to the present day and also through unseen responses.

No books may be taken into the examinations.

Students would benefit from having their own copies of the texts so that they can make notes for revision purposes.

Assessment

There are four exam papers (two for each GCSE)

English Language

Component 1 – Fiction (40%) Students will respond to an unseen fiction text and will write their own short piece of fiction. Written exam: one hour 45 minutes.

Component 2 – Non-fiction (60%) Students will respond to two pieces of non-fiction text and will write two pieces of non-fiction. Written exam: two hours.

English Literature

Component 1 – 40% Students will answer essay-based questions on the Shakespeare play they have studied and the anthology poetry. Written exam: two hours.

Component 2 – 60% Students will answer essay-based questions on the modern play, the 19th century novel and unseen poetry. Written exam: two hours 30 minutes.

A small number of students may sit Entry Level Certificate in English in year 10.

Pathway to the Future

Teacher, writer, journalist, researcher, editor, copywriter, social media management, website content writer, media communications, law.



Qualification Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics

Overview Students starting Year 10 in September 2026 will be following the current GCSE curriculum which is graded from 1 up to 9 (9 being the highest). Students are arranged into sets according to ability and tier of entry. Foundation Tier goes from grade 1 up to grade 5. Higher Tier goes from grade 4 up to grade 9. There will also be a crossover group that will aim to do the Higher Tier, but a final decision will be made at the end of year 10.

Objectives The aims and objectives of the GCSE Mathematics' course are to enable students to:

Substantive knowledge

- develop fluent knowledge, skills and understanding of mathematical methods and concepts.

Disciplinary knowledge

- acquire, select and apply mathematical techniques to solve problems.
- reason mathematically, make deductions and inferences and draw conclusions.
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Course Content The GCSE course in Mathematics gives students the opportunity to develop knowledge, skills and understanding of mathematical methods and concepts, and work in the following content: Number, Algebra, Ratio, proportion and rates of change; Geometry and measures; Probability; Statistics.

The table illustrates the topic areas and the weightings for the assessment of the Foundation tier and Higher tier:

TIER	TOPIC AREA	WEIGHTING
Foundation	Number	22 – 28%
	Algebra	17 – 23%
	Ratio, Proportion and Rates of change	22 – 28%
	Geometry and Measures	12 – 18%
	Statistics and Probability	12 – 18%
Higher	Number	12 – 18%
	Algebra	27 – 33%
	Ratio, Proportion and Rates of change	17 – 23%
	Geometry and Measures	17 – 23%
	Statistics and Probability	12 – 18%

Assessment Assessment consists of three examination papers each 1hr 30 mins long in the summer of Year 11. Paper 1 is non-calculator, Paper 2 and Paper 3 allow the assistance of a scientific calculator.

For all work, as well as examinations, students will require a suitable scientific calculator, a ruler, pair of compasses and a protractor (none of which should be provided by school). School will provide tracing paper if required.

Pathway to the Future Good mathematical skills help with all areas of work, especially when looking at leadership roles. Particular fields include:

Artificial Intelligence, Financial Advice, Actuarial Statistics, Scientist, Computer Programming, Data Analyst, Auditing, Research, Economist, Engineering, Air Traffic Control, Cyber-Intelligence, Insurance Underwriting, Sales, Construction, Gaming Design, Education, Politics and many more.



Qualification AQA Level 1/Level 2 GCSE (9-1) in Combined Science: Trilogy - 2 GCSEs awarded.
or
AQA Level 1/Level 2 GCSE (9-1) in Biology/Chemistry/Physics - 3 GCSEs awarded.

Overview There are 2 main routes for students in Science:

1. Combined Science
2. Separate Science (sometimes referred to as triple Science)

Separate (triple) Science will not appear as an option, instead only those who meet specific attainment criteria will follow this route as part of their normal lesson timetable with an additional lesson after school each week.

Combined Science

Science, alongside Mathematics and English, is a core subject in the national curriculum.

The Combined Science GCSE offered by AQA is designed to inspire and challenge students of all abilities and aspirations. Students will study units in Biology, Chemistry and physics and will be awarded a double 1-9 grade in 'Science' with 9-9 and 9-8 being the highest and 1-1 the lowest.

Separate Science

The separate science GCSEs go into more depth and pupils will gain 3 separate GCSEs in Biology, Chemistry and Physics. These will each be awarded a grade from grade 9 being the highest to grade 1 being the lowest. This will not appear in the options for pupils and only those who meet academic attainment requirements will be selected to complete this route of study.

Objectives

- To help students develop the important skills, knowledge and understanding necessary for their future careers in our technological society.
- To allow students to make informed decisions in the future regarding Science based issues which may impact on everyday life.
- To prepare students as thoroughly as possible for progression to a wide variety of careers and A Level Science options.

Course Content The Combined Sciences GCSE offered by AQA includes key aspects of Biology, Chemistry and Physics and assesses each subject separately. The combined scores of the Biology, Chemistry and Physics examinations will be used to award an overall GCSE grade from 9-9, 9-8, 8-8, 8-7 etc. all the way to 1-1. The detail of the topics we cover is outlined in the assessment box below and more information can be found on the AQA website:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

For those students who follow the Separate Science GCSE route, this includes the key aspects of Biology, Chemistry and Physics which appear in combined Science. Further to this the course also contains more advanced topics with a greater degree of difficulty, designed to better prepare students for the transition to A Level Sciences. The three subjects are assessed individually and a separate GCSE grade is awarded for each. Students therefore acquire three Science GCSE grades as opposed to the two grades acquired by students who select the Combined Sciences option.

More information can be found on the AQA website:

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463>



Assessment

Combined Science

- 6 written examinations: 1 hour 15 minutes each.
- Foundation and Higher Tier
- 70 marks
- Exams are equally weighted, 16.7% of GCSE each.

Biology Paper 1

Cell Biology, Organisation, Infection and response, and Bioenergetics.

Biology Paper 2

Homeostasis and response, Inheritance, variation and evolution and Ecology.

Chemistry Paper 1

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

Chemistry Paper 2

The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and using resources.

Physics Paper 1

Energy, Electricity, Particle model of matter, Atomic structure.

Physics Paper 2

Forces, Waves, Magnetism and electromagnetism.

Separate Sciences

Each subject has two written examinations: 1 hour and 45 minutes each.

- 100 marks
- Each paper is 50% of GCSE

Biology

Paper 1 Cell biology, Organisation, Infection and response and Bioenergetics.

Paper 2 Homeostasis and response, Inheritance, variation and evolution and Ecology.

Chemistry

Paper 1: Atomic structure and the periodic table, Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes and Energy changes.

Paper 2: The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.

Physics

Paper 1: Energy, Electricity, Particle model of matter, Atomic structure.

Paper 2: Forces, Waves, Magnetism and electromagnetism, Space physics

Pathway to the Future

People with STEM (Science, Technology, Engineering and Mathematics) qualifications are in demand, putting them in a stronger position in today's competitive job market. Studying STEM subjects leads directly to a huge variety of exciting and rewarding career opportunities, and with STEM skills students could make an important contribution to many of the big challenges facing society today. Possible careers that studying Science can lead onto include; Nursing and Midwifery, Engineering, Medicine and Dentistry, Forensics, Conservation, Military Medic, Marine Biologist, Astronaut, Architect and many more.

More careers in Science information can be found below. It really is a rewarding and noble career route that benefits society:

<https://www.bbc.co.uk/bitesize/tags/zjb8f4j/jobs-that-use-science/1>

<https://nationalcareers.service.gov.uk/job-categories/science-and-research>



Qualification AQA Level 1/Level 2 GCSE (9-1) in Art and Design

Overview This GCSE is designed to bring Fine Art to life and to help you develop your artistic skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expression are endless. Students will be awarded a GCSE grade 1-9 with 9 being the highest.

Objectives This is an inspiring GCSE that will encourage you to consider a wide range of approaches to expressing yourself through different materials, media and techniques. It will help you gain knowledge and understanding of different types of art and technologies of today and in the past, and in different societies and cultures.

Course Content In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as those listed below:

- Drawing
- Painting
- Sculpture
- Ceramics
- Installation
- Photography
- Printmaking
- Mixed media

Students are encouraged to use a wide range of materials, techniques and processes, but may choose to specialise in an area of choice for Component 2.

Skills Within the context of Fine Art, students must demonstrate the ability to:

- use Fine Art techniques and processes, appropriate to students' personal intentions, for example:
 - mark-making
 - printing
- use media and materials, as appropriate to students' personal intentions, for example:
 - charcoal, pastels, pen and ink, crayons and pencil
 - watercolour, gouache, acrylic and oil paint
 - found materials
 - clay
 - different papers and surfaces on which to work



Assessment

Component 1: Portfolio - 60% of the qualification

For this component you will produce a portfolio of work showing your personal response to a variety of starting points.

The portfolio is internally assessed and externally moderated by AQA

Each student must select and present a portfolio representative of their course of study.

The portfolio must include both:

1 - A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

2 - A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

Component 2: Externally Assessed Assignment - 40% of the qualification

AQA will provide a separate externally set assignment with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

This component is internally assessed and externally moderated by AQA

Pathway to the Future

The course is good preparation for progression to A Level in Art and Design: Fine Art, 3D art or Graphic Communication or a suitable college/vocational course.

It could lead towards a career in fine art, new media, games development, games technologies, designing, photography, architecture, teacher and more.

If you have a specific interest in drawing and painting, sculpture, printmaking and experimenting with new materials then this is the course for you.



Qualification OCR Level 1/2 GCSE (9-1) in Computer Science

Overview This course gives you an in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming.

Students will be awarded a GCSE grade 1-9 with 9 being the highest.

Why Study GCSE Computer Science?

- It is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life
- This qualification is included in the EBacc and has been approved by BCS (The Chartered Institute for IT)

Objectives In studying this course, you will:

- Understand and apply the concepts of Computer Science, including logic, algorithms and data representation
- Understand the components that make up digital systems, and how they communicate with one another and other systems
- Develop your understanding of current and emerging technologies and how they work
- Understand the impact of digital technology to the individual and wider society
- Develop computer programs to solve problems, including designing, writing and debugging programs
- Evaluate the effectiveness of computer programs/solutions.

Course Content To gain this qualification you will study two units:

Computer Systems

This unit covers the body of knowledge about computer systems. You will develop your understanding of:

- System Architecture
- Data Representation
- Network Connections
- Network Protocols
- Impacts of Digital Technology

Computational Thinking, Algorithms and Programming

This unit builds on the knowledge and understanding gained in the first unit and allows you to develop your computational thinking and programming skills. You will also develop your understanding of:

- Algorithms
- Programming
- Logic & Languages

Assessment **Computer Systems** (50%) This is assessed by a written exam paper of 1 hour 30 minutes. There will be a mixture of short and long answer questions.

Computational Thinking, Algorithms and Programming (50%) This is assessed by a written exam paper of 1 hour 30 minutes. There will be a mixture of short and long answer questions. This paper will be split into Section A & Section B. Section A will focus on the topics mentioned above. Section B will focus on Programming skills. You will be asked to complete, re-write, and write your own algorithms.

Pathway to the Future You can go on to higher study in College and University and employment in the field of computer science. Jobs you could go into:

Programmer, Web Developer, Games Developer, Teacher, App Developer, 3D printing Technician, IT Technician, Computer Games Tester, Data Scientist



Qualification AQA Level 1/Level 2 GCSE (9-1) in Design and Technology

Overview This syllabus is aimed at students wishing to explore their designing skills and who wish to understand the theory of materials and manufacturing processes. The course is based around understanding how different materials perform and how they are received by a client when combined within a product. This course is primarily design and theory based with some elements of making. It is ideal for those students wishing to undertake an academic route through design.

Students will be awarded a GCSE 1 – 9

Objectives GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences of Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

AO1: Identify, investigate and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate:

- design decisions and outcomes, including for prototypes made by themselves and others
- wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of:

- technical principles
- designing and making principles.

Course Content In year ten students will be introduced to a wide range of materials and processes through mini focussed design and make tasks. The course will also include a substantial amount of theory and designing skills to fit with the elements required for the specification. We will also be looking at presentation skills. In year 11 students will focus on examination technique, theory, design skills and their Non-Exam Assessment project.

Assessment The course is split into two key areas Non-Exam Assessment and Examination.

- **Written exam: 2 hours**
- **100 marks**
- **Worth 50% of the GCSE**

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

In addition:

- at least 15% of the exam will assess maths
- at least 10% of the exam will assess science.



Assessment - continued

- **Non-exam assessment (NEA): 30–35 hours approx and completed in class**
- **100 marks**
- **50% of GCSE**

Substantial design and make task – a context will be sent from the examination board. Previous contexts have included ones such as outdoor living, securing and storing personal possessions and more recently educational toys and games. You will then break this down to create a design brief and prototype for a client of your choice. The relationship between client and designer is a key focus of this work and you must use CAD/ CAM effectively and appropriately.

You will submit:

a 20-page A3 portfolio that outlines your design journey and decisions
Photographs of complex cardboard prototyping
Photographs of developmental harder materials prototyping
Photographic evidence of a completed and functional final prototype

Assessment criteria:

- **Identifying and investigating design possibilities (10)**
- **Producing a design brief and specification (10)**
- **Generating design ideas (20)**
- **Developing design ideas (20)**
- **Realising design ideas (20)**
- **Analysing & evaluating (20)**

In the spirit of the iterative design process, the above will be awarded holistically where they take place and not in a linear manner

Pathway to the Future

This course would be a possible lead into:

A-levels: Engineering, Sciences, Mathematics, Product design, Art and design

Vocational study: Product design, mechanics, mechanical engineering, fashion and beauty, art and design, B-Tech qualifications, apprenticeships with companies such as Vodafone, Dyson, United Utilities, BAE and in subjects' areas such as **carpentry, construction, food manufacture, fashion and textiles, interior manufacturing, and engineering technology** (the list is almost endless when combined with grade 4 and above science, maths and English)

Careers: Engineering, marketing and communications, architecture, armed forces, props and stage management, fashion design, product designer, innovations management, mechanic, laboratory assistant, crafts and creative pathways, fabrication such as steel engineering and so many more!



Drama

Qualification

AQA Level 1/Level 2 GCSE (9-1) in Drama

Overview

The course has three components: Understanding Drama, Devising Drama and Texts in Practice. It is ideally suited to learners with a preference for practical and written work.

You will be required to perform in front of others as part of this course, including 2 practical examinations.

It is vital that you have good attendance as you will be working as part of a group.

Students will be awarded a 1-9 grade, with 9 being the highest.

Objectives

Drama offers students the opportunity to explore a range of creative as well as critical thinking skills while engaging and encouraging them to become imaginative and confident performers. It implements and instils key skills applicable to a variety of careers as you learn to present yourself in public with confidence. You will also learn to collaborate, communicate and negotiate with others, think analytically and evaluate effectively. You will gain the confidence to pursue your own ideas, reflect and refine your efforts. Whatever the future holds, you will emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. Many universities now assess students in all subjects by individual and group presentations.

Course Content

Component 1 – Understanding Drama – 40% (end of Y11)

You will study 'Blood Brothers', a live theatre performance and learn about jobs in the theatre.

Component 2 – Devising Drama – 40% (Year 10)

You will be guided to devise your own performance with a group and keep a written log of your ideas, including how your play was developed and an evaluation of the process and final performance.

Component 3 – Texts in Practice – 20% (Year 11)

You will learn and perform two extracts from a scripted play to a visiting examiner.

Assessment

Component 1 – Understanding Drama

- Written examination - 40%

Component 2 – Devising Drama

- Practical performance - 10%
- Written assessment - 30%

Component 3 – Texts in Practice

- Practical assessment - 20%

Pathway to the Future

A Level /BTEC Drama and/or Performing Arts.

Careers where speaking to others and working as part of a team are important.

Careers in Theatre, Television, writing, teaching, law, medicine.

As many universities now assess by individual or group presentations, this qualification would enable students to present their ideas confidently and effectively.



French or Spanish

Qualification Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French/Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish

Overview New technology and improved travel and communications is bringing the world within our grasp. Learning other languages and appreciating associated cultures will help you to have a better understanding of the world. After Brexit, languages have even more value, highlighting the importance of GCSE language learning.

You have developed important language skills and knowledge at Key Stage 3. The GCSE course builds on this and introduces you to a wider range of language structures and vocabulary. You will learn to recognise these and to apply your new knowledge to different contexts. You will learn about the different countries of the world where your target language is spoken.

Students will be awarded a 1-9 grade, with 9 being the highest. There is a foundation and a higher tier.

Objectives

- A GCSE in another language rewards practical communication skills and adds a European dimension to your studies enabling you to go into virtually any career in the future.
- Learning another language can enhance your employment and mobility prospects whether you want a career in business, engineering, fashion or world class football. It encourages you to express yourself, your likes, dislikes, ideas and opinions and develops self-confidence.

Course Content You will enjoy this course if you want to study a subject that offers:

- A range of skills and a variety of activities with topics that fall into these broad themes:
 - Media and Technology
 - My Personal World
 - Studying and my future
 - My Personal World
 - Lifestyle and Wellbeing
 - Travel and Tourism
 - My Neighbourhood
- The opportunity to improve your communication skills and gain a better insight in to the life and culture of other countries. Experience how and what it is like to live in another country.

Assessment There are four exams at the end of Year 11. Each exam is worth 25% of your overall GCSE grade. The details of each exam are given below:

Paper 1: Speaking (25%)

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

Paper 2: Listening (25%)

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

Paper 3: Reading (25%)

Understand and respond to written texts. Inferring meanings of words. Translating from the target language into English.

Paper 4: Writing (25%)

Writing text in the language in response to simple and familiar stimuli. Translating from English into the target language.

Pathway to the Future A language qualification at any level increases your employability (there are many multinational companies operating in the north west of England). For those who are considering studying at university in the future, you can do a language module as part of many degrees e.g. law, business, English, you don't have to do just a languages degree.

Studying a language at GCSE makes it easier to pick up other languages from scratch at sixth-form college and even at university. The skills and techniques you will gain from studying a language at GCSE will stand you in good stead for the future.



Qualification AQA Level 1/Level 2 GCSE (9-1) in Geography

Overview Students opting for Geography will experience the new and improved examination syllabus. Whilst the core concepts of what is studied will remain, the focus will be towards making Geography more topical and therefore more relevant to students' lives.

Students will be awarded a 1-9 grade, with 9 being the highest.

Objectives Geography gives students the chance to explore exciting, ever changing subjects from climate change to dealing with the world's expanding population. Geography is more relevant today than it ever has been and is a subject that opens doors to a wealth of careers.

- You should have a keen interest in the world around you. You should be prepared to work hard and research topics by yourself.
- You will develop a thirst for travelling and enquiring about your local area and the world!

Course Content

- The study of subjects relevant to those whose life will span much of the twenty-first century.
- A focus on the dynamic nature of the world we live in.
- The ability to apply your understanding to complex issues of concern affecting the world and your own lives.
- An enquiry approach to issues associated with themes and place specific contexts.
- The importance of fieldwork as an essential element of an integrated approach to teaching and learning, which will be essential in your assessment (Including a minimum of two fieldwork investigations).

Assessment The assessment of the course is based in three examinations taken at the end of Year 11. There is only 1 tier of entry suitable for all candidates. There is no coursework element, however students will be examined on the fieldwork investigations that they have conducted in Paper 3.

Paper 1: Living with the physical environment

What is assessed?

The challenge of natural hazards: Earthquakes, Volcanic Eruptions, Tropical Storms, Climate Change.

The living world: Ecosystems, Tropical Rainforests, Hot Deserts.

Physical landscapes in the UK: Rivers and Coasts.

Geographical skills: Maps, graphs and statistics.

How it is assessed:

- Written exam: 1 hour 30 minutes
- 88 marks; 35% of GCSE (multiple-choice, short answer, levels of response, extended prose).

Paper 2: Challenges in the human environment

What is assessed?

Urban issues and challenges: Population and Urbanisation.

The changing economic world: Globalisation and Development.

The challenge of resource management: The importance of food, water and energy.

Focus on Water

Geographical skills: Maps, graphs and statistics.

How it is assessed:

- Written exam: 1 hour 30 minutes.
- 88 marks; 35% of GCSE (multiple-choice, short answer, levels of response, extended prose).



Assessment - continued

Paper 3: Geographical Applications Paper 3: Geographical applications

What is assessed?

Issue evaluation: A critical thinking and application exercise based on pre-released material.

Fieldwork: Based on two contrasting fieldwork studies conducted throughout the course.

Unseen Fieldwork and Geographical skills: Maps, graphs and statistics.

How it is assessed:

- Written exam: 1 hour 30 minutes.
- 76 marks; 30% of GCSE (multiple-choice, short answer, levels of response, extended prose).
- Pre-release resources booklet made available 12 weeks before Paper 3 exam.

Pathway to the Future

Geography could lead you to exciting career prospects –

- Policy and Government (town planners, housing officers, social services)
- The Physical Environment (coastal engineer, river engineer, meteorology)
- Geographical Information Systems (defence analyst, cartographer, crime analyst, hydrologist)
- Travel and Tourism (hotel manager, travel writer, expedition manager, incident response manager, transport)
- Business (sustainability manager, sales associates, resource manager)
- Society (police, teaching, prison service, fundraising officer)
- Development and Global Issues (armed forces, working for charities)

Geography achieves good examination results nationally and is one of the most versatile subjects. Geography is also classified as a science subject in many universities when studied at A Level.



Qualification Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History

Overview A good historian is someone who...

- Likes to THINK CRITICALLY about the facts.
- Likes to put forward their OWN ARGUMENTS and is prepared to DEBATE and have their OPINION CHALLENGED.
- Has a passion for UNDERSTANDING PEOPLE and the decisions they made in the past.
- Has a THIRST to understand the world around them and actively QUESTIONS it.
- Likes to construct extended written responses to show their ANALYTICAL skills and ability to construct a logical, reasoned ARGUMENT.

If this sounds like you, then History GCSE is a great option to consider. Lessons are active, engaging and are designed to get you to think analytically.

Objectives The objectives of this GCSE course are:

To develop students' awareness of the world they live in today and the development of the modern world

- To apply second order historical concepts such as change over time, consequence, significance to address complex historical questions
- To develop key skills of analysis, evaluation, justification and critical examination of source material
- To prepare students for further study.

Course Content **Paper 1: Thematic study and historic environment**
Medicine in Britain c.1250 – present & The British sector of the Western Front 1914-18: injuries, treatment and the trenches

You will look at the development of **medicine in Britain**

- Medieval Medicine 1200 - 1500
- Renaissance Medicine 1500-1700
- Medicine 1700-1900
- Modern Medicine 1900-2017
- You will investigate how ideas about cause of illness, prevention of illness and treatment of illness changed and developed including the role of key individuals such as Galen, Harvey, Jenner, Pasteur, Watson and Crick, Fleming, Florey and Chain.

You will complete a study on the **British Sector of the Western Front**

- Key battles
- Structure of the trench network and evacuation route
- Treatment of war injuries
- Overcoming problems
- Development of plastic surgery
- The questions focus on sources.

Paper 2: Period study and British depth study
Superpower relations and the Cold War 1941-1991 & Early Elizabethan England 1558-1588

Cold War 1941-1991 Superpower relations USA v. USSR

- How and why did the Cold War start?
- Key flash points: Berlin Airlift, Hungarian Uprising, Berlin Wall, Cuban Missile Crisis and Prague Spring.
- Why was there a period of détente?
- What was the Second Cold War?
- How did the Cold War end?

Early Elizabethan England

- What was Elizabethan society like?
- How was Elizabeth threatened as a monarch? Rebellions and attempted invasion
- How did Elizabeth keep control?



Course Content - continued

Paper 3: Modern depth study

Weimar and Nazi Germany 1918-1939

- The Weimar Republic – How and why was it created?
- How was the Weimar Republic threatened? Political putsches, economic crises, hyperinflation and international isolation.
- How did Stresemann create stability?
- How did the Wall Street Crash affect Germany?
- The development of the Nazi Party
- How did the Nazis come to power?
- How did the Nazis create a totalitarian dictatorship that ended democracy?

You will look at this twenty year period in detail considering what it would have been like as an ordinary German to live through it and how lives changed during the inter-war period.

Assessment

There are three exam papers. All require extended written answers (essays). Papers 1 and 3 include sources.

Paper 1 Thematic study and historic environment

Medicine in Britain c.1250 – present / The British sector of the Western Front

Worth: 30%

Written exam: 1 hour 20 minutes

Paper 2 Period study and British depth study

Superpower relations and the Cold War 1941-1991 / Early Elizabethan England

Worth: 40%

Written exam: 1 hour 50 minutes

Paper 3 Modern depth study

Weimar and Nazi Germany 1918-1939

Worth: 30%

Written exam: 1 hour and 30 minutes

Pathway to the Future

Solicitor, Barrister, Curator, Journalist, Legal Executive, Political Researcher, Teacher, Academic researcher, Archivist, Heritage Manager



Qualification **WJEC Eduqas Level 1/2 in Hospitality and Catering** (Vocational award which is equivalent to GCSE)

Overview Why choose Level 1/2 in Hospitality and Catering? According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes.

Objectives By studying Level 1/2 in Hospitality and Catering learners will:
Unit 1: Hospitality and catering industry: You will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.
Unit 2: Hospitality and catering in action: You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs

Course Content **Unit 1 The hospitality and catering industry Written examination:**
1 hour 20 minutes 40% of qualification 80 marks
In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.
1.1 Hospitality and catering provision
1.2 How hospitality and catering providers operate
1.3 Health and safety in hospitality and catering
1.4 Food safety in hospitality and catering

Unit 2 Hospitality and catering in action Controlled assessment:
approximately 12 hours 60% of qualification 120 marks
Unit 2 Hospitality and catering in action: is assessed through a Non-examination assessment task (NEA) which will be completed under controlled conditions, marked by your teacher, externally moderated by WJEC. This assessment will allow you to showcase the food preparation skills you have developed through your practical lessons.
An assignment brief will be provided by WJEC which will include a scenario and several tasks.

Assessment **Unit 1 The Hospitality and catering industry: is assessed through a written examination**
This unit is externally assessed through a written examination which contributes **40%** to the overall qualification grade. Duration: **1 hour 20 minutes**
Number of marks: **80**
Format: short and extended answer questions based around applied situations.
Learners will be required to use stimulus material to respond to questions.

Unit 2 Hospitality and catering in action: is assessed through a Non-examination assessment task (NEA)
This will be completed under controlled conditions, marked by your teacher, externally moderated by WJEC. This assessment will allow you to showcase the food preparation skills you have developed through your practical lessons.



Assessment - continued

In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

9 hours will be allocated for this assessment. It is worth **60%** of qualification. It will be marked as Level 1 Pass, Level 2 Pass, Merit or Distinction. There are three scenarios that you can choose from. You will need to propose 4 nutritious dishes that you think could be served in the catering outlet. You will need to plan for the production of 2 dishes. You will need to prepare cook and serve 2 dishes with accompaniments during a set practical session. Written evidence will be needed to show coverage of the Assessment Criteria.

Assessment objectives

AO1 Demonstrate knowledge and understanding from across the specification.

AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions.

Pathway to the Future

After completing the WJEC Vocational Award in Hospitality and Catering you may be interested in progressing to other qualifications relevant to working in the sector, such as: WJEC Level 3 Applied Certificate/Diploma in Food Science and Nutrition Level 2/Level 3 Diplomas in Hospitality and Catering Level 2/Level 3 Diplomas in Professional Cooking Level 3 Diploma in Hospitality and Tourism Management.



Qualification

AQA Level 1/Level 2 GCSE (9-1) in Music

Overview

The course has three components: Appraising Music, Performing Music, and Composing Music. You will explore music from around the world including popular music, music of different cultures and classical music.

All students are expected to be able to play an instrument or sing to a competent level before choosing Music as a GCSE or be prepared to take one up now that you are willing to perform on. Basic keyboard skills would also be an advantage to any student wishing to choose Music who does not class the piano as their performance speciality.

Students will be awarded a 1-9 grade, with 9 being the highest.

Objectives

This course encourages students to:

- develop their own musical interests and skills including the ability to make music individually and in groups and to use music technology
- evaluate their own and others' music
- understand and appreciate a range of different kinds of music
- actively engage in the study of music theory and conventions in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

Course Content

The course has 3 components – Appraising Music (written exam 40%), Composing Music (30%) and Performing Music (30%). These parts are connected through 4 Areas of Study: AoS1: Western Classical Tradition 1650-1910, AoS2: Popular Music, AoS3: Traditional Music and AoS4: Western Classical Tradition since 1910.

Assessment

Performing (30%)

Students are encouraged to develop their performance skills during the course and must perform one solo and one ensemble (group) piece for their final assessment. As well as instrumental and vocal performances, DJ skills and technology based performance are also accepted as performance options.

Appraising Music (40%) - 1hr 30min written exam

The final examination takes the form of a listening test where students will respond to questions based on short musical excerpts, drawing on music from all Areas of Study. Recorded excerpts of music will be provided on a CD with a variety of styles of questions to be answered. There is also a selection of set works which students will study in detail and complete a section of the exam about these pieces of music. For examination from Summer 2026, the study pieces are listed below:

- AoS1: Beethoven: *Symphony No.1, Movement 1: Adagio molto – Allegro con brio*
- AoS2: Queen: *Bohemian Rhapsody, The Seven Seas of Rhye and Love of My Life*

Composing Music (30%)

Students are required to compose two pieces of music: composition to a brief and a free composition. The compositions will be written using real instruments and/or music writing software such as BandLab. Creativity and originality are encouraged, and the students will develop their own compositional ideas with teacher guidance.

Pathway to the Future

Music qualifications are highly regarded by colleges of further education and employers alike as musicians are trained to work methodically and to be self-disciplined amongst other transferable knowledge and skills.

Composer for Film and TV, Performer, Music therapist, Songwriter, School Teacher, Instrumental teacher, work with record labels, work in media.



Qualification

AQA Level 1/Level 2 GCSE (9-1) in Art and Design (Photography)

Overview

This GCSE is designed to bring Art and Design Photography to life and to help you develop your artistic skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expression are endless. This GCSE will offer you the opportunity to use digital technologies to create expressive artwork.

Students will be awarded a GCSE grade 1-9 with 9 being the highest.

Objectives

As a Photography student, you will be expected to demonstrate skills through a variety of processes and techniques when using differing approaches to making images. You will be required to demonstrate Knowledge, Understanding and Skills in Still imagery.

Course Content

Knowledge and understanding

The way sources inspire the development of ideas, relevant to photography including:

- how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements.
- how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.

The ways in which meanings, ideas and intentions relevant to photography will be communicated Include:

The use of figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation. Visual and tactile elements such as:

- colour
- line
- form
- tone
- texture
- shape
- pattern
- composition
- scale
- sequence
- surface
- contrast

Skills

Within the context of photography, students will demonstrate the ability to use photographic techniques and processes, appropriate to students' personal intentions, for example:

- lighting
- viewpoint
- aperture
- depth of field
- shutter speed and movement
- use of enlarger
- chemical and/or digital processes

Use media and materials, as appropriate to students' personal intentions, for example:

- film
- photographic papers
- digital media, programs and related technologies
- graphic media for purposes such as storyboarding, planning and constructing shoots.



Assessment

The course is based on continuous assessment. The course consists of two units:

Component 1: Portfolio (60% of the qualification)

For this Component you will produce a portfolio of work showing your personal response to a variety of starting points.

The portfolio is internally assessed and externally moderated by AQA

Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1 - A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

2 - A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

Component 2: Externally Assessed Assignment (40% of the qualification)

AQA will provide a separate externally set assignment with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

This component is internally assessed and externally moderated by AQA.

Pathway to the Future

The course is good preparation for progression to A Level in Art and Design: Photography – Lens and Light-based Media or a relevant college/vocational course. It could lead towards a career in fine art, new media, games development or games technologies, as well as digital photography and video, and more.

If you have a specific interest in capturing the world through a lens, filmmaking or creating animations this is the course for you.



Physical Education

Qualification

OCR Level 1/Level 2 GCSE (9-1) in Physical Education

Overview

All students have a compulsory two lessons of Physical Education per week. To complement this, students may opt to take the GCSE PE course.

To take PE as an option subject students must be committed to bringing the correct PE kit to every lesson and play sport at a club setting or attend at least one extra-curricular sports club.

Students will be awarded a 1-9 grade, with 9 being the highest.

Objectives

Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport.

Use this knowledge and understanding to improve performance in physical activity and sport.

Perform effectively in a range of different physical activities by developing skills, techniques and tactics.

Understand the contribution that physical activity and sport make to health, fitness and physical wellbeing.

Course Content

The GCSE course involves:

- Component 1: Fitness and the Body Systems
- Component 2: Health and Performance
- Component 3: Practical Performance skills
- Component 4: Analysing and evaluating Performance (AEP)

Assessment

- Component 1: Fitness and the Body Systems – anatomy and physiology, movement analysis, physical training and the use of data. (30% of the marks)
- Component 2: Health and Performance – health, fitness and well-being, sport psychology, socio – cultural influences and the use of data. (30% of the marks)
- Component 3: Practical Performance – Assessed in 3 best sports (must cover both areas of individual and team games) through skills during individual and team practices and general performance skills. (30% of the marks)
- Component 4: Analysing and evaluating Performance (AEP) - Evaluate performance in a sport and devise a plan to improve. (10% of the marks)

Pathway to the Future

A Level/BTEC courses at college followed by a sport related degree could lead to any career in the sports, coaching/fitness or science industries.

Other possible linked careers are available such as Physiotherapy, Nutrition/Dietetics, Police/Fire Service, Armed Forces, Journalism, Data Analysis, Psychologist.



Personal, Social, Health and Economic Education (PSHE)

Qualification

N/A

Overview

The PSHE curriculum covers three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Objectives

The PSHE course encourages student to:

- Develop the knowledge, understanding, and skills to manage their lives now and in the future.
- Cultivate the qualities and attributes needed to thrive as individuals, family members, and members of society.
- Be enterprising and make effective transitions, positive learning and career choices, while achieving economic wellbeing.
- Reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter, both now and in the future.

Course Content

Health and Wellbeing

- Mental Health and Emotional Wellbeing
- Mental Health and the Media
- Gang Culture
- Drugs, Alcohol, and Tobacco Education
- Gambling
- First Aid and Healthy Lifestyle Choices (Physical Health, Healthy Eating, Exercise)
- Relationships
- Families and People Who Care for Me
- Caring Friendships

Respectful Relationships

- Online Relationships and Online Safety
- Consent
- Sexuality and Gender Identity
- STIs (Sexually Transmitted Infections) and Contraception
- Sex and the Media
- Healthy Relationships and Consent
- Online Behaviours and Digital Literacy

Living in the Wider World

- Financial Decision-Making and Awareness
- Career Development (CV writing, Personal Statements, and Cover Letters)
- Work Experience
- Extremism, Democracy, Government, Rights & Responsibilities
- The Role of Social Media in Relationships and Society

The PSHE curriculum is also delivered through Enrichment Days.

Assessment

N/A

Pathway to the Future

PSHE education helps pupils to develop skills crucial for navigating the challenges and opportunities of the modern world such as teamwork, communication, resilience, and personal responsibility. These skills are highly valued by employers and are vital for future success.



Qualification

AQA Level 1/Level 2 GCSE (9-1) in Religious Studies Specification A

Overview

You have already begun your Religious Studies GCSE in Year 9, you will complete the exam for this GCSE at the end of Year 10. The Religious Studies specification encourages students to:

- develop their interest and enthusiasm for the study of religion and the relationship between religion and the wider world.
- consider a range of moral decisions and develop their own critical thinking.
- gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

Students are taught in mixed teaching groups.

Objectives

To help students:

- develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning;
- express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

Course Content

The course is split into two papers:

1. Religion (50%) – Two Religions

- Christianity (25%)
- Judaism (25%)

2. Thematic Studies (50%) – 4 Themes

- Religion and Families
- Religion and Life
- Religion, Crime and Punishment
- Religion and Human Rights

Assessment

In Year 10 students will complete two examinations:

Paper 1 Religions – Christianity and Judaism:

- **Christian Beliefs and Christian Practises**
- **Jewish Beliefs and Jewish Practises**

Paper 2 Themes –

- **Theme A Religion and Relationships:** *Sex, marriage and divorce. Families and gender equality*
- **Theme B Religion and Life:** *The origins and value of the universe. The origins and value of human life*
- **Theme E Religion, Crime and Punishment:** *Religion, crime and the causes of crime. Religion and punishment*
- **Theme F Human Rights and Social Justice:** *Human Rights. Wealth and Poverty*

Each examination will last one hour and forty-five minutes.

Pathway to the Future

Religious Studies is a valuable GCSE qualification. It gives students the opportunity to reflect on the beliefs and values of others and express their own opinion. The course equips students for life in modern Britain. The skills, knowledge and understanding acquired through studying religion could be used in some of the following occupations: Teaching, Police, Nursing, Social Work, Journalism, Advisory work, Civil Service, Human Resources, Charity, Health care, Probation Services, Public Relations and Law.



Qualification

OCR Cambridge National in Sport Studies

Overview

All students have a compulsory two lessons of Physical Education per week. To complement this, students may opt to take the Sport studies course.

To take Sport Studies as an option subject students must be committed to bringing the correct PE kit to every lesson and play sport at a club setting or attend at least one extra-curricular sports club.

Students will be awarded a grade of either a level 1 or a level 2 pass, merit or distinction which equates to GCSE grades 1-9.

Objectives

Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport.

Use this knowledge and understanding to improve performance in physical activity and sport.

Perform effectively in a range of different physical activities by developing skills, techniques and tactics.

Understand the contribution that physical activity and sport make to health, fitness and physical wellbeing.

Course Content

The Sport Studies course involves:

- Unit R184: Contemporary issues in sport
- Unit R185: Performance and leadership in sports activities
- R187: Increasing awareness of Outdoor and Adventurous Activities

Assessment

- Unit R184: Written paper on participation in sport, Olympic values, hosting sports events, the role of National Governing bodies and technology in sport. (40% of the marks)
- Unit R185 Assessments of practical performance in two sports and planning and leading a sports session. Written analysis of performance in performing and leading sports sessions. (20% of the marks)
- Component 3: Written assignments on OAA provision, equipment and safety, planning an OAA trip, and evaluating performance in an OAA session. (40% of the marks)

Pathway to the Future

A Level/BTEC courses at college followed by a sport related degree could lead to any career in the sports, coaching/fitness or science industries.

Other possible linked careers are available such as Physiotherapy, Nutrition/Dietetics, Police/Fire Service, Armed Forces, Journalism, Data Analysis, Psychologist,



Travel & Tourism

Qualification BTEC Travel & Tourism (Level 1/Level 2)

Overview If you love learning about new places around the world, new cultures and planning holidays, then the Btec Travel & Tourism course is for you! The qualification provides an engaging introduction to the world of Travel & Tourism, whilst giving you the opportunity to practice and develop a range of skills. Students will be awarded a Level 1 or Level 2 qualification with Pass, Merit, Distinction available.

Objectives This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills through vocational contexts, by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements and the influences on global travel and tourism. The course will help you to build and develop useful skills.

Course Content There are three components covering the following;

Component 1: Travel & Tourism Organisations and Destinations. You will investigate travel & tourism organisations, their aims and how they work together. You will explore types of travel and tourism, the features that make destinations appealing to visitors and different travel routes.

Component 2: Customer needs in travel & tourism. You will investigate how organisations use market research to identify travel and tourism trends and customer needs and preferences. You will apply your understanding by selecting products and planning a holiday to meet customer needs and preferences.

Component 3: Influences on Global Travel and Tourism. You will explore the different factors that may influence global travel and tourism and how organisations and destinations respond to these factors. You will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Assessment

Component	GLH	Qualification Weighting	Marks available	Type of assessment	Length of Assessment	Availability
Component 1: Travel and Tourism Organisations and Destinations	36	30%	60	Internal assessment (PSA*) with 5 tasks. Externally moderated	4 hours of monitored preparation and 6 hours of supervised sessions	Twice a year: October release for December/January moderation (from 2023) February release for May/June moderation (from 2023)
Component 2: Customer Needs in Travel and Tourism	36	30%	60	Internal assessment (PSA*) with 4 tasks. Externally moderated	5 hours of monitored preparation and 6 hours of supervised sessions	Twice a year: October release for December/January moderation (from 2023) February release for May/June moderation (from 2023)
Component 3: Influences on Global Travel and Tourism	48	40%	60	External synoptic exam. Externally marked	2 hours	Twice a year in Jan/Feb and May/Jun (from 2024)

Pathway to the Future Once you have completed the qualification, you will have developed an understanding of the travel & tourism sector. You will have developed a range of skills. You could progress to a Level 2 programme or to a Level 3 programme, such as A Levels, a T Level or a Btec National. Career paths could include travel blogger, hotel manager, museum manager, journalist or resort representative. If you want to continue studying Travel & Tourism, suitable Level 2 and Level 3 courses are available at Wigan & Leigh College and Bolton College.



Lowton

Church of England High School