

# **Year 9**

# **Options Booklet**



**Lowton**  
Church of England High School

**March 2021**

## **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 AS/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.

To maintain breadth and balance within your curriculum you should not choose two similar subjects such as Design and Food Technology, or Computer Science along with Creative i-Media.

Option choices are part of your pathway to the future, they are yours and yours alone.

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 one specific 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, it must be the best subject for you.

## **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: qualifications that count for the student
- Nurture and development.
- Social action.

This ensures that students do not narrow their curriculum too early or limit Post 16 options and destinations.

## **Compulsory Subjects - Examination**

All students will follow compulsory GCSE courses of study in: English Language, English Literature, Mathematics, Trilogy or Triple Science, and early entry Religious Education examined in Year Ten. The allocation of science course will be determined by school based on attainment data and pupil targets.

## **Compulsory Subjects - Non-examination**

All students will study non-examination core Physical Education (PE). They will also continue with their personal, social, moral, spiritual and cultural development; including Health and Relationship Education, enterprise skills and Careers education.

## **Optional Subjects - Students choose 3 options**

### **Option Choice 1**

Option 1 must be either History or Geography, this is designed to ensure all students continue to have breadth and balance by continuing with a Humanities discipline.

### **Option Choice 2 & 3**

Students will then choose two more options, plus a reserve option. We ask that you do this in preference order, placing the subject you wish to do the most in Option 2, then your next preference in Option 3, followed by your reserve choice.

Students can select to do both History and Geography if that is their preferred choice, by indicating this preference in option choice 2 or 3.

All students must include a reserve option and be prepared to study that subject.

### **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 progress.
- a subject may not run if there are only a few students opting to follow it.
- certain combinations of subjects may not be possible once option blocks are built.

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.
- bring your PE Kit to lessons and be willing to take part in 1 extra-curriculum club to opt for PE.
- be must be prepared to cook every week in Food and bring in the necessary ingredients. Financial assistance may be available from school.
- be able to play an instrument or sing to 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.

**English Baccalaureate**

This is not a qualification in itself but recognises students’ achievements in gaining good passes in a combination of subjects. These are English, Maths, Humanities, Modern Foreign Languages and Science (including Computer Science).

Students who wish to achieve the English Baccalaureate must choose either Geography or History and French or Spanish.

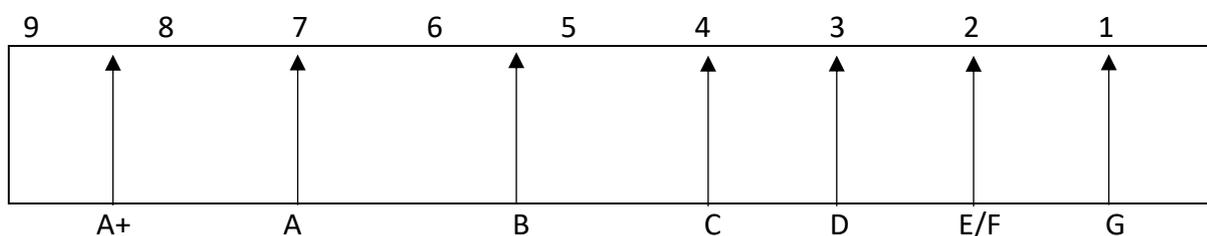
**Subject Time Allocated by Year**

In Year 10 - Based on 50 minute lessons per week

English Language & English Literature	– 5 lessons per week – Dual GCSE course
Mathematics	– 5 lessons per week – Single GCSE course
Science	– 5 lessons per week – Dual / Triple GCSE course
Physical Education (Non-examination)	– 2 lessons per week
Religious Education including PSHE	– 4 lessons per week
3 Options Subjects	– 3 lessons per week each

**Final Assessment of Subjects**

GCSE outcomes will either be by grade or level. Individual subject pages will provide further information. All grades are a PASS at GCSE but for Level 3 qualifications Post 16 grade 4 is a pass and grade 5 is a good pass. Students are often required to have these in English, Maths and Science in addition to their chosen field of study. Students may be able to secure places at college on grade 3 and be able to re-sit English and Maths.



## **Sources of Support & Information**

In order to make the correct choices you need to do your research, and access as much information as possible on the subjects you are considering.

### **In order to help you, you will:**

- have access to the Options webinar held on Monday 8<sup>th</sup> March for parents and students, to explain the process and timeline this term, this is available on our website within the curriculum and options section.
- receive an options booklet – this guide helps you to know what you must study, what you can study, and why you should study these subjects. It also provides a list of what and who can help you and contact information along with key dates and an option form. The back section of the booklet provides a page by page guide for each subject on our KS4 curriculum. The examination board for each qualification is shown under each subject heading and more information about the courses can be found by looking at their websites. The Parents section of the website contains links to all the local colleges as well as specific information for parents to help you to guide your child.
- have access to subject teachers and student work from KS4, to enable you to talk about the courses on offer and the requirements of them, both through lesson time and at a parents' evening on the 15<sup>th</sup> March, booking system now open.
- receive careers lessons, options support and access to a career planning app during RE lessons from the 15<sup>th</sup> to the 31<sup>st</sup> March.

### **You can also:**

- do your own research
- talk through your choices with parents or carers explaining why you want to take the subjects that you have chosen.
- Request to see Mrs O'Hara Moore the school careers advisor at a lunchtime drop in on Monday 22<sup>nd</sup> March, or at parents evening on Monday 15<sup>th</sup> March via the booking system
- Speak with Mrs Gebelli -Y9 co-ordinator or email her - [gebellin@lowtonhs.wigan.sch.uk](mailto:gebellin@lowtonhs.wigan.sch.uk)
- Speak with Mrs Shaw, if you are struggling with the process or require further assistance or information. Email: [shawj@lowtonhs.wigan.sch.uk](mailto:shawj@lowtonhs.wigan.sch.uk)

## **Options Interview Evening – Tuesday 23<sup>rd</sup> March**

The options interview will give students and parents the opportunity to receive support from form teachers or a member of the leadership team. The booking system for this will go live at 9:00am on Tuesday 16<sup>th</sup> March. You should make one appointment with either your form teacher or the member of the leadership team assigned to that form group.

## The Process - Deadline

Completed options form must be handed in by **Monday 29<sup>th</sup> March by 1:10pm** to either your form teacher or Miss Butterworth in B block office.

Students who submit their form late will be processed last and may not secure all their preferences. If there are any problems with the choices made, any students concerned will have the opportunity to discuss their choices further.

## Course Confirmation

We realise the importance of these choices and will endeavour to provide each student with their choice of subjects.

Students and parents will be kept fully informed throughout the options process.

You will be informed if the reserve option has been allocated

You will be contacted and offered another option interview in the event that you could not be allocated your reserve and one of your preferences.

All students will be notified of their course allocation by the end of the May.

## Key Dates – Timeline

Monday 8th March	Options launch via webinar at 5pm
Friday 12th March	Options Booklets issued in Form Time
Monday 15th March	Y9 Parents Evening – With subject teachers
Week commencing 15th to 29th March	Careers/Options lessons in RE/PSHE time
Tuesday 16th March	Options Interview booking system goes live at 9am
Tuesday 23rd March	Options interview evening for students and parents – virtual via parents evening system 4-6:30pm

## Monday 29th March 2021

**Final date for handing in completed options forms by 1:10pm – if students have not already done so. Forms are to be handed in to B Block office for the attention of Miss Butterworth or to form teachers who will pass these on.**

By May Half Term – 2021

Students and parents will be notified of the option choices they have been allocated

## Year 9 Options Form - March 2021

Name of student: \_\_\_\_\_ Form: 9 \_\_\_\_\_

Every student will study Maths, English Literature and Language, Science & RE GCSE plus non-examination core PE. Students will also have **3** option choices as detailed below. Students **must** choose either **History or Geography**, circle your preferred option.

**Pre-Selected Option 1 – History or Geography**

**Remaining 2 Options – Free Choice**

It is important to have breadth of study and we would recommend that pupils make one option a creative, performance or technology subject, these are highlighted in grey.

To take the EBAC you would need to choose a language as one of these two option choices to compliment the Humanities choice in option one.

Students should choose a further two subjects in preference order and a reserve subject from the list below. Ensure you are prepared to study the reserve choice. Complete the option table below to record your choices.

<b>OPTION SUBJECTS</b>
ART
CREATIVE I MEDIA – Do not study in addition to Computer Science
COMPUTER SCIENCE – Do not study in addition to Creative i-Media
DRAMA
DESIGN TECHNOLOGY – Do not choose in addition to FT
FOOD TECHNOLOGY – Do not choose in addition to DT
FRENCH
GEOGRAPHY/HISTORY – Choose this option to study both History & Geography
MUSIC
PE
PHOTOGRAPHY
SPANISH

Complete the table below to record your choices.

<b>Option 1 Pre-selected</b>	<b>Option 2 Free Choice</b>	<b>Option 3 Free Choice</b>	<b>Reserve Option</b>



# English

<b>Qualification</b>	Students will study two GCSEs during their English lessons. They will study English Language and English Literature as two GCSEs. A small minority of students may also follow the Entry Level Certificate.
<b>Overview</b>	Students are provided with a range of activities to develop the following areas: Reading (fiction and non-fiction), Writing, Grammar and Speaking and Listening.
<b>Objectives</b>	<p><b>GCSE English Language:</b> English Language consists of the study of both fiction and non-fiction texts. Students will study extracts from texts written in the 19th, 20th and 21st centuries – both fiction and non-fiction. Students will also be expected to write in a range of styles, such as stories, descriptions, letters, speeches. This course is taken alongside English Literature. Students will sit two exams at the end of the course which will assess both their reading and writing skills. Students will also take part in a speaking and listening presentation which will not be counted as part of their GCSE English Language but will be reported on their final GCSE certificate.</p> <p><b>GCSE English Literature:</b> English Literature consists of the study of modern and traditional Literature, ranging from Shakespeare to the present day. Students will study one Shakespeare play; one pre- 19th century novel, such as ‘A Christmas Carol’; one modern novel or play, such as ‘Blood Brothers’ or ‘An Inspector Calls’ as well as a range of poetry from 1789 to the present day. Throughout the course, students will receive an anthology of poems which they will study in class and for exam preparation at home. Students will sit two exams at the end of the course which will assess their responses to the range of Literature they have studied.</p>
<b>Course Content</b>	<p>Students are arranged into sets according to their ability. As there is no longer any tiering, all students will complete the same exam papers and will be able to achieve the entire range of grades (1 to 9). Students will be assessed through four exams at the end of the courses (two for Language and two for Literature).</p> <p>In all English GCSEs, students will be assessed by the class teacher throughout the course, via classwork and in-class assessments, and by examinations at the end of Year 11. All students are entered for the same examinations.</p> <p>It would be beneficial if students had their own copies of the literature texts studied so that notes can be made for exam preparation although books are not allowed in exams. Details are provided at the start of Year 10.</p>
<b>Assessment</b>	<p>Students will be following the GCSE curriculum which is graded from 1 up to 9 (9 being the highest).</p> <p>Most students will study two GCSEs during their English lessons. They will study English Language and English Literature as two GCSEs. A small minority of students may also follow the Entry Level Certificate.</p>
<b>Pathway to the Future</b>	Students are provided with a range of activities to develop the following areas: Speaking and Listening, Reading (fiction and non-fiction) and Writing and Grammar.



# Mathematics

<b>Qualification</b>	Pearson Edexcel Level1/Level 2 GCSE (9-1) in Mathematics																										
<b>Overview</b>	Students starting Year 10 in September 2021 will be following the new 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.																										
<b>Objectives</b>	<p>The aims and objectives of the GCSE Mathematics' course are to enable students to:</p> <p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> <li>develop fluent knowledge, skills and understanding of mathematical methods and concepts.</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>acquire, select and apply mathematical techniques to solve problems.</li> <li>reason mathematically, make deductions and inferences and draw conclusions.</li> <li>comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li> </ul>																										
<b>Course Content</b>	<p>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.</p> <p>The table illustrates the topic areas and the weightings for the assessment of the Foundation tier and Higher tier:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>TIER</th> <th>TOPIC AREA</th> <th>WEIGHTING</th> </tr> </thead> <tbody> <tr> <td rowspan="6">FOUNDATION</td> <td>Number</td> <td>22 – 28%</td> </tr> <tr> <td>Algebra</td> <td>17 – 23%</td> </tr> <tr> <td>Ratio, Proportion and Rates of Change</td> <td>22 – 28%</td> </tr> <tr> <td>Geometry and Measures</td> <td>12 – 18%</td> </tr> <tr> <td>Statistics and Probability</td> <td>12 – 18%</td> </tr> <tr> <td>HIGHER</td> <td>Number</td> <td>12 – 18%</td> </tr> <tr> <td rowspan="5">HIGHER</td> <td>Algebra</td> <td>27 – 33%</td> </tr> <tr> <td>Ratio, Proportion and Rates of Change</td> <td>17 – 23%</td> </tr> <tr> <td>Geometry and Measures</td> <td>17 – 23%</td> </tr> <tr> <td>Statistics and Probability</td> <td>12 – 18%</td> </tr> </tbody> </table>	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%	HIGHER	Algebra	27 – 33%	Ratio, Proportion and Rates of Change	17 – 23%	Geometry and Measures	17 – 23%	Statistics and Probability	12 – 18%
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	<b>Assessment</b>	<p>Assessment consists of three examination papers each 1hr 30 mins long in the summer of Year 11, (P1 no calculators, P2 and P3 calculators allowed).</p> <p>For all work, as well as examinations, students will require a suitable scientific calculator, a ruler, compasses and protractor (none of which should be provided by school).</p>																									
<b>Pathway to the Future</b>	Good Mathematical skills help with all fields of work. Particular fields include: Accountancy, Actuary, Scientist, ICT																										



# Science

<b>Qualification</b>	AQA GCSE Combined Sciences (Trilogy) - 2 GCSEs awarded. Or AQA Separate Sciences (Triple Science - Biology, Chemistry, Physics)- 3 GCSEs awarded.
<b>Overview</b>	<p>There are 2 main routes for students in Science:</p> <ol style="list-style-type: none"> <li>1. Combined Science</li> <li>2. Separate Science (sometimes referred to as triple Science)</li> </ol> <p>This year Separate (triple) Science will not appear as an option. Instead only those who meet specific attainment criteria will follow this route.</p> <p><b>Combined Science</b>          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.</p> <p><b>Separate Science</b>          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.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To help students develop the important skills, knowledge and understanding necessary for their future careers in our technological society.</li> <li>• To allow students to make informed decisions in the future regarding Science based issues which may impact on everyday life.</li> <li>• To prepare students as thoroughly as possible for progression to a wide variety of careers and A Level Science options.</li> </ul>
<b>Course Content</b>	<p>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 what topics we cover is outlined in the assessment box below and more information can be found on the AQA website: <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></p> <p>For those students who follow the Separate Science GCSEs offered by AQA this includes the key aspects of Biology, Chemistry and Physics which cover all of the core content required in combined Science. Further to this more advanced topics with a greater degree of difficulty, designed to better prepare students for the transition to A Level Sciences, are also included. 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.</p> <p>More information can be found on the AQA website:  <a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>  <a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>  <a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></p>



# Science - continued

<p><b>Assessment</b></p>	<p><b><u>Combined Science</u></b></p> <ul style="list-style-type: none"> <li>• 6 written examinations: 1 hour 15 minutes each.</li> <li>• Foundation and Higher Tier</li> <li>• 70 marks</li> <li>• Exams are equally weighted, 16.7% of GCSE each.</li> </ul> <p><b><u>Biology Paper 1</u></b> Cell Biology, Organisation, Infection and response, and Bioenergetics.</p> <p><b><u>Biology Paper 2</u></b> Homeostasis and response, Inheritance, variation and evolution and Ecology.</p> <p><b><u>Chemistry Paper 1</u></b> Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes and Energy changes.</p> <p><b><u>Chemistry Paper 2</u></b> The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and using resources.</p> <p><b><u>Physics Paper 1</u></b> Energy, Electricity, Particle model of matter, Atomic structure.</p> <p><b><u>Physics Paper 2</u></b> Forces, Waves, Magnetism and electromagnetism.</p> <p><b><u>Separate Sciences</u></b> Each subject has two written examinations: 1 hour and 45 minutes each.</p> <ul style="list-style-type: none"> <li>• 100 marks</li> <li>• Each paper is 50% of GCSE</li> </ul> <p><b><u>Biology</u></b> <b>Paper 1</b> Cell biology, Organisation, Infection and response and Bioenergetics. <b>Paper 2</b> Homeostasis and response, Inheritance, variation and evolution and Ecology.</p> <p><b><u>Chemistry</u></b> <b>Paper 1:</b> Atomic structure and the periodic table, Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes and Energy changes. <b>Paper 2:</b> The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.</p> <p><b><u>Physics</u></b> <b>Paper 1:</b> Energy, Electricity, Particle model of matter, Atomic structure. <b>Paper 2:</b> Forces, Waves, Magnetism and electromagnetism, Space physics</p>
<p><b>Pathway to the Future</b></p>	<p>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.</p>



# Religious Studies

<b>Qualification</b>	GCSE AQA Religious Studies											
<b>Overview</b>	<p>This specification encourages students to:</p> <ul style="list-style-type: none"> <li>develop their interest and enthusiasm for the study of religion and the relationship between religion and the wider world.</li> <li>consider a range of moral decisions and develop their own critical thinking.</li> </ul>											
<b>Objectives</b>	<p>To help students:</p> <ul style="list-style-type: none"> <li>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;</li> <li>express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.</li> </ul>											
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<b>Assessment</b>	<p>Students will complete two examinations. Each examination will last one hour and forty-five minutes</p> <p>Students are taught in mixed teaching groups.</p>											
<b>Pathway to the Future</b>	<p>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.</p>											



# The Personal Development Curriculum (SMSC)

This area of the curriculum covers Work-Related learning, Enterprise, Social, Moral, Spiritual and Cultural in addition to Citizenship and Careers Education and Guidance.

## **Work-Related learning includes:**

- Learning ‘about work’ – using a specific context to increase students’ understanding of the world of work and its contribution to the community.
- Learning ‘through work’ – using the world of work as a resource, environment and context for learning.
- Learning ‘for work’ – equipping students for working life.

## **Enterprise:**

Involves innovation, creativity, risk-management, risk taking, a ‘can-do’ attitude and the drive to make ideas happen.

It is supported by:

- Financial capability which is the ability to manage one’s own finances and to become questioning and informed consumers of financial services.
- Business and economic understanding which is the ability to understand the business context and make informed choices between alternative uses of scarce resource.

Work-Related learning and Enterprise are delivered through both the day to day curriculum and events/activities such as Enrichment Days and Work Experience.

## **Social, Moral, Spiritual and Cultural Development (SMSC):**

Supports the statutory requirements for teaching on sexual relationships, drugs and alcohol, as well as other aspects of personal, social and health education. Much of this is taught across the curriculum, but some aspects are covered in the short course RE qualification, described later in this section.

## **Careers, Education Independent Advice and Guidance (CEIAG):**

The aims of Careers, Education, Independent Advice and Guidance are met in various ways, across the curriculum, either through direct specialised input or within subject areas. Students have access to independent advice and guidance relating to careers opportunities and Post 16 progression.

Students are aware of the facilities available in the Careers Library and how to access the information contained there, although many will not yet have met the school’s Careers Advisor, Mrs O’Hara Moore. Students also have the opportunity to use the Careers Library at lunchtime and to borrow materials or have a 1:1 or small group careers interview.

Students have access to the Careers Library at lunchtime and regular use of the library is a good idea. The leaflets, books and videos in the Careers Library are available for students to browse through or borrow.

Each Year 11 student receives an interview with the Career Adviser to help students plan for Post 16 progression.

Other events within the Careers, Education, Independent Advice and Guidance Programme during Years 10 and 11 usually include:

- A 16+ Opportunities Evening for students and parents, which all local colleges and a range of training providers attend, providing information for students regarding available opportunities when they leave school.
- A Practice Interview with experienced interviewers from the Business community and local colleges or training providers.
- Help and advice in preparing a Personal Statement, Curriculum Vitae, interview tips and other documents to use in interviews or applications.
- Help and advice on applications for College courses and Modern Apprenticeships.

Details of the above will be made available to parents at the appropriate time. If you have any queries regarding the careers advice and guidance available to your daughter/son please contact Mrs Shaw at school.





# Art & Design: Fine Art

<b>Qualification</b>	AQA - GCSE Fine Art
<b>Overview</b>	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.
<b>Objectives</b>	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.
<b>Course Content</b>	<p>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:</p> <ul style="list-style-type: none"><li>• drawing</li><li>• painting</li><li>• sculpture</li><li>• ceramics</li><li>• installation</li><li>• photography</li><li>• printmaking</li><li>• mixed media</li><li>• land art</li></ul> <p>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.</p>
<b>Skills</b>	<p>Within the context of fine art, students must demonstrate the ability to:</p> <ul style="list-style-type: none"><li>• use fine art techniques and processes, appropriate to students' personal intentions, for example:</li><li>• mark-making</li><li>• printing</li><li>• use media and materials, as appropriate to students' personal intentions, for example:</li><li>• charcoal, pastels, pen and ink, crayons and pencil</li><li>• watercolour, gouache, acrylic and oil paint</li><li>• found materials</li><li>• clay</li><li>• different papers and surfaces on which to work</li></ul>
<b>Assessment</b>	<p style="text-align: center;"><b>Component 1: Portfolio - 60% of the qualification</b></p> <p>For this component you will produce a <b>portfolio of work</b> showing your personal response to a variety of <b>starting points</b>. <b><i>The portfolio is internally assessed and externally moderated by AQA</i></b> <b><i>Each student must select and present a portfolio representative of their course of study.</i></b></p> <p><b><i>The portfolio must include both:</i></b></p> <p><b>1 - A sustained project</b> 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</p>



## Art & Design: Fine Art - continued

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.



# Art & Design: Photography

<b>Qualification</b>	AQA GCSE Art and Design: Photography					
<b>Overview</b>	<p>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.</p> <p>Students will be awarded a GCSE grade 1-9 with 9 being the highest.</p>					
<b>Objectives</b>	<p>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.</p>					
<b>Course Content</b>	<table border="1"> <thead> <tr> <th data-bbox="411 808 922 869"> <b>Knowledge and understanding</b> </th> <th data-bbox="927 808 1441 869"> <b>Skills</b> </th> </tr> </thead> <tbody> <tr> <td data-bbox="411 875 922 2078"> <p>The way sources inspire the development of ideas, relevant to photography including:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> <p>The ways in which meanings, ideas and intentions relevant to photography will be communicated</p> <p>Include:</p> <p>The use of figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation. Visual and tactile elements such as:</p> <ul style="list-style-type: none"> <li>• <b>colour</b></li> <li>• <b>line</b></li> <li>• <b>form</b></li> <li>• <b>tone</b></li> <li>• <b>texture</b></li> <li>• <b>shape</b></li> <li>• <b>pattern</b></li> <li>• <b>composition</b></li> <li>• <b>scale</b></li> <li>• <b>sequence</b></li> <li>• <b>surface</b></li> <li>• <b>contrast.</b></li> </ul> </td> <td data-bbox="927 875 1441 2078"> <p>Within the context of photography, students will demonstrate the ability to <b>use photographic techniques and processes</b>, appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>• <b>lighting</b></li> <li>• <b>viewpoint</b></li> <li>• <b>aperture</b></li> <li>• <b>depth of field</b></li> <li>• <b>shutter speed and movement</b></li> <li>• <b>use of enlarger</b></li> <li>• <b>chemical and/or digital processes</b></li> </ul> <p>Use media and materials, as appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>• <b>film</b></li> <li>• <b>photographic papers</b></li> <li>• <b>digital media, programs and related technologies</b></li> <li>• <b>graphic media for purposes such as storyboarding, planning and constructing shoots.</b></li> </ul> </td> </tr> </tbody> </table>		<b>Knowledge and understanding</b>	<b>Skills</b>	<p>The way sources inspire the development of ideas, relevant to photography including:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> <p>The ways in which meanings, ideas and intentions relevant to photography will be communicated</p> <p>Include:</p> <p>The use of figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation. Visual and tactile elements such as:</p> <ul style="list-style-type: none"> <li>• <b>colour</b></li> <li>• <b>line</b></li> <li>• <b>form</b></li> <li>• <b>tone</b></li> <li>• <b>texture</b></li> <li>• <b>shape</b></li> <li>• <b>pattern</b></li> <li>• <b>composition</b></li> <li>• <b>scale</b></li> <li>• <b>sequence</b></li> <li>• <b>surface</b></li> <li>• <b>contrast.</b></li> </ul>	<p>Within the context of photography, students will demonstrate the ability to <b>use photographic techniques and processes</b>, appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>• <b>lighting</b></li> <li>• <b>viewpoint</b></li> <li>• <b>aperture</b></li> <li>• <b>depth of field</b></li> <li>• <b>shutter speed and movement</b></li> <li>• <b>use of enlarger</b></li> <li>• <b>chemical and/or digital processes</b></li> </ul> <p>Use media and materials, as appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>• <b>film</b></li> <li>• <b>photographic papers</b></li> <li>• <b>digital media, programs and related technologies</b></li> <li>• <b>graphic media for purposes such as storyboarding, planning and constructing shoots.</b></li> </ul>
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# Art & Design: Photography - continued

## Assessment

There is no final examination and 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.



# Computer Science

<b>Qualification</b>	OCR Computer Science J277
<b>Overview</b>	<p>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.</p> <p>Students will be awarded a GCSE grade 1-9 with 9 being the highest.</p> <p>Why Study GCSE Computer Science?</p> <ul style="list-style-type: none"><li>• 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</li><li>• This qualification is included in the EBacc and has been approved by BCS(The Chartered Institute for IT)</li></ul>
<b>Objectives</b>	<p>In studying this course you will:</p> <ul style="list-style-type: none"><li>• Understand and apply the concepts of Computer Science, including logic, algorithms and data representation</li><li>• Understand the components that make up digital systems, and how they communicate with one another and other systems</li><li>• Develop your understanding of current and emerging technologies and how they work</li><li>• Understand the impact of digital technology to the individual and wider society</li><li>• Develop computer programs to solve problems, including designing, writing and debugging programs</li><li>• Evaluate the effectiveness of computer programs/solutions.</li></ul>
<b>Course Content</b>	<p>To gain this qualification you will study two units:</p> <p><b>Computer Systems</b> This unit covers the body of knowledge about computer systems. You will develop your understanding of:</p> <ul style="list-style-type: none"><li>• System Architecture</li><li>• Data Representation</li><li>• Network Connections</li><li>• Network Protocols</li><li>• Impacts of Digital Technology</li></ul> <p><b>Computational Thinking, Algorithms and Programming</b></p> <p>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:</p> <ul style="list-style-type: none"><li>• Algorithms</li><li>• Programming</li><li>• Logic &amp; Languages</li></ul>



# Computer Science - continued

<b>Assessment</b>	<p><b>Computer Systems (50%)</b> This is assessed by a written exam paper of 1 hour 30 minutes. There will be a mixture of short and long answer questions.</p> <p><b>Computational Thinking, Algorithms and Programming (50%)</b> 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 &amp; 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.</p>
<b>Pathway to the Future</b>	You can go on to higher study and employment in the field of computer science.



# Creative iMedia

<b>Qualification</b>	OCR Cambridge National Certificate in Creative iMedia
<b>Overview</b>	<p>This is a media sector focused qualification and includes study of film, television, computer graphics, web development, and animation. It has IT at its heart. This qualification has a motivating, hands-on approach to both teaching and learning and delivers skills across the whole range of learning styles and abilities. It engages and inspires students to achieve well.</p> <p>This is a vocational technical qualification specifically aimed at 14 – 16 year olds. Students gain a Level 2 award at Distinction*, Distinction, Merit and Pass or a Level 1 award at Distinction, Merit or Pass. These are equivalent to grades 9-1 at GCSE.</p> <p>Why Study Creative iMedia?</p> <p>Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. The qualification's hands on approach helps students gain the IT skills that are required in creative media.</p>
<b>Objectives</b>	<p>In studying this course students will:</p> <ul style="list-style-type: none"><li>• develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts</li><li>• develop a range of IT skills associated with computer graphics, web development and animation</li><li>• gain a detailed knowledge of IT's potential that will enable students to use it more effectively</li><li>• understand the legal requirements associated with IT and creative iMedia.</li></ul>
<b>Course Content</b>	<p>To gain this qualification students will study four units.</p> <p><b>Unit R081 – Pre-production Skills (Exam):</b> After studying this unit students will be able to:</p> <ul style="list-style-type: none"><li>• understand the purpose and uses of a range of pre-production techniques, for example mind maps, mood boards, work plans, pre-production schedules etc.</li><li>• plan pre-productions of creative digital media products to a client brief</li><li>• understand how to review pre-production documents.</li></ul> <p><b>Unit R082 Creating digital graphics (NEA):</b> After studying this unit students will be able to:</p> <ul style="list-style-type: none"><li>• understand the purpose and properties of digital graphics, and know where and how they are used</li><li>• plan the creation of digital graphics</li><li>• create new digital graphics using a range of editing techniques</li><li>• review a completed graphic against a specific brief.</li></ul> <p><b>Unit R085 Creating a multipage website (NEA):</b> After studying this unit students will be able to:</p> <ul style="list-style-type: none"><li>• explore and understand the different properties, purposes and features of multipage websites</li><li>• plan and create a multipage website</li><li>• review the final website against a specific brief.</li></ul>



# Creative iMedia - continued

	<p><b>Unit R087 Creating a digital animation (NEA):</b> After studying this unit students will be able to:</p> <ul style="list-style-type: none"><li>• explore and understand the different properties, purposes and features of multimedia product</li><li>• be able to plan how to create a multimedia product</li><li>• Create a multimedia product that includes: text, images, gifs video, and hyperlinks</li><li>• Review a multimedia product</li></ul>
<b>Assessment</b>	<p>There will be one written examination, plus three non-examined assessment (NEA) centre. The centre assessed assignments are practical coursework assignments that are completed in lesson time. Each component is worth 25% of the final grade.</p>
<b>Pathway to the Future</b>	<p>Studying this course forms a valuable basis for those wanting to progress to a career within IT and areas within the creative IT industries. It can lead onto a wide range of general and vocational qualifications including:</p> <ul style="list-style-type: none"><li>• other level 2 vocational qualifications in IT, graphics or media</li><li>• level 3 qualifications, such as in IT or Digital Media</li><li>• an IT/Creative Media apprenticeship</li></ul>



# Design Technology

<b>Qualification</b>	AQA GCSE Design and Technology
<b>Overview</b>	<p>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.</p> <p>Students will be awarded a GCSE 1 – 9</p>
<b>Objectives</b>	<p>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 on 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.</p> <p>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.</p> <p><b>AO1:</b> Identify, investigate and outline design possibilities to address needs and wants.</p> <p><b>AO2:</b> Design and make prototypes that are fit for purpose.</p> <p><b>AO3:</b> Analyse and evaluate:</p> <ul style="list-style-type: none"><li>• design decisions and outcomes, including for prototypes made by themselves and others</li><li>• wider issues in design and technology.</li></ul> <p><b>AO4:</b> Demonstrate and apply knowledge and understanding of:</p> <ul style="list-style-type: none"><li>• technical principles</li><li>• designing and making principles.</li></ul>
<b>Course Content</b>	<p>In year ten students will be introduced to a wide range of materials through mini focussed design tasks. The course will be primarily theory and design based to fit with the elements required for the specification. We will also be looking at presentation skills.</p> <p>In year 11 students will focus on examination technique, theory, design skills and their Non Exam Assessment project.</p>
<b>Assessment</b>	<p><b>The course is split into two key areas Non Exam Assessment and Examination. Throughout the course you will be learning within the following 3 key areas:</b></p> <p><b>The examination is 2 hours with a mixture of long and short answer questions, 100 marks and 50 % of your GCSE.</b></p> <p><b>Section A – Core technical principles (20 marks)</b> A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p>



# Design Technology - continued

## Assessment - continued

### 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.

**The Non Exam Assessment is also 50%, 100 marks and approximately 30-35 learning hours. The task assessment blocks are outlined below:**

#### Task(s)

Substantial design and make task

#### Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

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

## Pathway to the Future

This course would be an ideal lead into crafts, joinery, architecture and product design, among other subjects.

**This course may change depending on the cohort of pupils who wish to study this subject discipline.**



# Drama

<b>Qualification</b>	AQA Drama
<b>Overview</b>	<p>This course is ideally suited to learners with a preference for practical and written work.</p> <p><b>You will be required to perform in front of others as part of this course.</b></p> <p>It is vital that you have good attendance as you will be working as part of a group.</p>
<b>Objectives</b>	<p>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.</p>
<b>Course Content</b>	<p><b>Component 1 – Understanding Drama</b></p> <p>You will study Blood Brothers, a live theatre performance and learn about jobs in the theatre</p> <p><b>Component 2 – Devising Drama</b></p> <p>You will be guided to create your own play and keep a written log of your ideas, how your play was developed and an evaluation of the process and final performance.</p> <p><b>Component 3 – Texts in Practise</b></p> <p>You will learn two extracts from a scripted play and perform them</p>
<b>Assessment</b>	<p>Component 1 – written exam at the end of Yr11 40%</p> <p>Component 2 – practical 10% and written assessment 30%</p> <p>Component 3 – practical assessment 20%</p>
<b>Pathway to the Future</b>	<p>A Level / B Tech Drama or Performing Arts</p> <p>Careers where speaking to others and working as part of a team are important. Careers in Theatre, Television, writing, teaching, law, medicine</p> <p>As many universities now assess by individual or group presentations and this qualification would enable students to present their ideas and understanding confidently and effectively.</p>



# Food Preparation & Nutrition

<b>Qualification</b>	WJEC GCSE Food Preparation & Nutrition
<b>Overview</b>	<p>The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.</p> <p>This specification has been designed to enable centres to concentrate on innovative delivery of the course whilst creating a balance between practical and theoretical knowledge and understanding. The layout of the content into six areas of content promotes flexibility of delivery, and releasing two tasks for each of the assessments that constitute the non-examination assessment will ensure learners are able to complete assessments suitable to their needs and that of the centre.</p> <p>Students will be awarded a GCSE grade 1-9 with 9 being the highest.</p>
<b>Objectives</b>	<p>By studying food preparation and nutrition learners will:</p> <ul style="list-style-type: none"><li>- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment</li><li>- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks</li><li>- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</li><li>- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices</li><li>- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</li><li>- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.</li></ul>
<b>Course Content</b>	<p><b>Component 1: Principles of Food Preparation and Nutrition</b></p> <p>Written examination: 1 hour 45 minutes 50% of the qualification 100 marks</p> <p><b>Areas of Content</b></p> <ol style="list-style-type: none"><li>1. Food commodities</li><li>2. Principles of nutrition</li><li>3. Diet and good health</li><li>4. The science of food</li><li>5. Where food comes from</li><li>6. Cooking and food preparation</li></ol>



# Food Preparation & Nutrition - continued

<p><b>Course Content - continued</b></p>	<p><b>Component 2: Food Preparation and Nutrition in Action</b></p> <p>Non-examination assessment 50% of the qualification 100 marks</p> <p>The non-examination assessment is composed of two assessments that are set by WJEC.</p> <p>Both assessments are to be completed in the academic year in which the learner is entered for the qualification. Learners will be able to select from a choice of two tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal (recommended) for completion of the assessment. These recommended assessment hours need to be completed within the centre in compliance with the required regulatory conditions.</p>
<p><b>Assessment</b></p>	<p><b>Component 1: Principles of Food Preparation and Nutrition</b></p> <p>This component will consist of two sections both containing <b>compulsory questions</b> and will assess the six areas of content as listed in the specified GCSE content. <b>Section A:</b> questions based on stimulus material. <b>Section B:</b> structured, short and extended response questions to assess content related to food preparation and nutrition.</p> <p><b>Component 2: Food Preparation and Nutrition in Action – SPLIT INTO 2:</b></p> <p><b>Assessment 1: The Food Investigation Assessment (8 HOURS)</b> A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.</p> <p><b>Assessment 2: The Food Preparation Assessment (12 HOURS)</b> Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.</p> <p><b><u>Assessment objectives</u></b></p> <p><b>AO1:</b> Demonstrate knowledge and understanding of nutrition, food, cooking and Preparation <b>AO2:</b> Apply knowledge and understanding of nutrition, food, cooking and preparation <b>AO3:</b> Plan, prepare, cook and present dishes, combining appropriate techniques <b>AO4:</b> Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others</p>
<p><b>Pathway to the Future</b></p>	<p>Events Management, Chef, Catering Manager, Nutritionist.</p>



# Geography

<b>Qualification</b>	AQA GCSE Geography
<b>Overview</b>	<p>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.</p> <p>Students will be awarded a 1-9 grade, with 9 being the highest.</p>
<b>Objectives</b>	<p>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.</p> <ul style="list-style-type: none"><li>• You should have a keen interest in the world around you. You should be prepared to work hard and research topics by yourself.</li><li>• You will develop a thirst for travelling and enquiring about your local area and the world!</li></ul>
<b>Course Content</b>	<ul style="list-style-type: none"><li>• The study of subjects relevant to those whose life will span much of the twenty-first century.</li><li>• A focus on the dynamic nature of the world we live in.</li><li>• The ability to apply your understanding to complex issues of concern affecting the world and your own lives.</li><li>• An enquiry approach to issues associated with themes and place specific contexts.</li><li>• 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).</li></ul>
<b>Assessment</b>	<p>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.</p> <p><b>Paper 1: Living with the physical environment</b></p> <p><b><u>What is assessed?</u></b></p> <p>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.</p> <p><b><u>How it is assessed:</u></b></p> <ul style="list-style-type: none"><li>• Written exam: 1 hour 30 minutes</li><li>• 88 marks; 35% of GCSE(multiple-choice, short answer, levels of response, extended prose).</li></ul>



# Geography - continued

## Assessment - continued

### 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).

### 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.  
Geographical skills: Maps, graphs and statistics.

#### How it is assessed:

- Written exam: 1 hour 15 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.



# History

<b>Qualification</b>	Edexcel GCSE History 9-1
<b>Overview</b>	<p><b>A good historian is someone who...</b></p> <ul style="list-style-type: none"><li>• Likes to THINK CRITICALLY about the facts.</li><li>• Likes to put forward their OWN ARGUMENTS and is prepared to DEBATE and have their OPINION CHALLENGED.</li><li>• Has a passion for UNDERSTANDING PEOPLE and the decisions they made in the past.</li><li>• Has a THIRST to understand the world around them and actively QUESTIONS it.</li><li>• Likes to construct extended written responses to show their ANALYTICAL skills and ability to construct a logical, reasoned ARGUMENT.</li></ul> <p><b><u>If this sounds like you, then History GCSE is a great option to consider.</u></b> <b>Lessons are active, engaging and are designed to get you to think analytically.</b></p>
<b>Objectives</b>	<p>The objectives of this GCSE course are:</p> <ul style="list-style-type: none"><li>• To develop students' awareness of the world they live in today and the development of the modern world</li><li>• To apply second order historical concepts such as change over time, consequence, significance to address complex historical questions</li><li>• To develop key skills of analysis, evaluation, justification and critical examination of source material</li><li>• To prepare students for further study.</li></ul>
<b>Course Content</b>	<p><b>Paper 1: Thematic study and historic environment</b> <b><i>Medicine in Britain c.1250 – present &amp; The British sector of the Western Front 1914-18: injuries, treatment and the trenches</i></b></p> <p>You will look at the development of <b>medicine in Britain</b></p> <ul style="list-style-type: none"><li>• Medieval Medicine 1200 - 1500</li><li>• Renaissance Medicine 1500-1700</li><li>• Medicine 1700-1900</li><li>• Modern Medicine 1900-2017</li><li>• <i>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.</i></li><li>• <i>The questions include a 12 mark and 20 mark essay response.</i></li></ul> <p>You will complete a study on the <b>British Sector of the Western Front</b></p> <ul style="list-style-type: none"><li>• Key battles</li><li>• Structure of the trench network and evacuation route</li><li>• Treatment of war injuries</li><li>• Overcoming problems</li><li>• Development of plastic surgery</li><li>• <i>The questions focus on sources.</i></li></ul>



# History - continued

<p><b>Course Content - continued</b></p>	<p><b>Paper 2: Period study and British depth study</b>  <b><i>Superpower relations and the Cold War 1941-1991 &amp; Early Elizabethan England 1558-1588</i></b></p> <p><b>Cold War 1941-1991 Superpower relations USA v. USSR</b></p> <ul style="list-style-type: none"> <li>• How and why did the Cold War start?</li> <li>• Key flash points: Berlin Airlift, Hungarian Uprising, Berlin Wall, Cuban Missile Crisis and Prague Spring.</li> <li>• Why was there a period of détente?</li> <li>• What was the Second Cold War?</li> <li>• How did the Cold War end?</li> </ul> <p><b>Early Elizabethan England</b></p> <ul style="list-style-type: none"> <li>• What was Elizabethan society like?</li> <li>• How was Elizabeth threatened as a monarch? Rebellions and attempted invasion</li> <li>• How did Elizabeth keep control?</li> </ul> <p><b>Paper 3: Modern depth study</b>  <b><i>Weimar and Nazi Germany 1918-1939</i></b></p> <ul style="list-style-type: none"> <li>• The Weimar Republic – How and why was it created?</li> <li>• How was the Weimar Republic threatened? Political putsches, economic crises, hyperinflation and international isolation.</li> <li>• How did Stresemann create stability?</li> <li>• How did the Wall Street Crash affect Germany?</li> <li>• The development of the Nazi Party</li> <li>• How did the Nazis come to power?</li> <li>• How did the Nazis create a totalitarian dictatorship that ended democracy?</li> </ul> <p><i>You will look at this 20 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.</i></p>
<p><b>Assessment</b></p>	<p>There are three exam papers. All require extended written answers (essays). Papers 1 and 3 include sources.</p> <p><b><u>Paper 1 Thematic study and historic environment</u></b>  <i>Medicine in Britain c.1250 – present / The British sector of the Western Front</i>  Worth: 30%  Written exam: 1 hour 15 minutes</p> <p><b><u>Paper 2 Period study and British depth study</u></b>  <i>Superpower relations and the Cold War 1941-1991 / Early Elizabethan England</i>  Worth: 40%  Written exam: 1 hour 45 minutes</p> <p><b><u>Paper 3 Modern depth study</u></b>  <i>Weimar and Nazi Germany 1918-1939</i>  Worth: 30%  Written exam: 1 hour and 20 minutes</p>
<p><b>Pathway to the Future</b></p>	<p>Solicitor, Barrister, Curator, Journalist, Legal Executive, Political Researcher, Teacher</p>



# Modern Foreign Languages

<b>Qualification</b>	AQA GCSE French AQA GCSE Spanish
<b>Overview</b>	<p>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.</p> <p>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.</p> <p>Students will be awarded a 1-9 grade, with 9 being the highest.</p>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• A GCSE in another language rewards practical communication skills and adds a European dimension to your studies.</li><li>• 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.</li></ul>
<b>Course Content</b>	<p>You will enjoy this course if you want to study a subject that offers:</p> <ul style="list-style-type: none"><li>• A range of skills and a variety of activities with topics that include media, entertainment and youth culture, education, training and employment and social activities, fitness and health. These topics fall into three broad themes:  Theme 1 – Identity and culture Theme 2 – Local, national, international and global areas of interest Theme 3 – Current and future study and employment</li><li>• The opportunity to improve your communication skills and gain a better insight in to the life and culture of other countries.</li></ul>
<b>Assessment</b>	<p>There are four exams at the end of Year 11. Each exam is worth 25% of your overall GCSE grade.</p> <p>In consultation with your teacher, you will decide whether to take the Higher Tier (grades 4-9) or Foundation Tier (grades 1-5) exam.</p> <p>The details of each exam are given below:</p> <p><b>Paper 1: Listening (25%)</b> Understanding and responding to different types of spoken language. You will be asked to answer questions in both the target language and in English.</p> <p><b>Paper 2: Speaking (25%)</b> Communicating and interacting effectively in speech for a variety of purposes. You will be asked to complete a role play, a photo card task and a general conversation.</p>



# Modern Foreign Languages - continued

## Assessment - continued

### Paper 3: Reading (25%)

Understanding and responding to different types of written language. You will be asked to answer questions in the target language and in English. You will also be asked to complete a translation task from the target language into English.

### Paper 4: Writing (25%)

Communicating effectively in writing for a variety of purposes. You will be asked to complete structured writing tasks and to translate 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 both at GCSE will stand you in good stead for the future.



# Music

<b>Qualification</b>	AQA GCSE Music
<b>Overview</b>	<p>The course has three components/assessment objectives: Understanding Music, Performing Music, and Composing Music. You will explore music from around the world including popular music, music of different cultures and classical music.</p> <p>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.</p> <p>Students will be awarded a 1-9 grade, with 9 being the highest.</p>
<b>Objectives</b>	<p>This course encourages students to:</p> <ul style="list-style-type: none"><li>• develop their own musical interests and skills including the ability to make music individually and in groups and to use music technology</li><li>• evaluate their own and others' music</li><li>• understand and appreciate a range of different kinds of music</li><li>• 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.</li></ul>
<b>Course Content</b>	<p>The course has 3 components – Understanding Music (written exam 40%), Composing Music (30%) and Performing Music (30%). These parts are connected through 4 Areas of Study: Western Classical Tradition (1650-1910), Popular Music, Traditional Music and Western Classical Tradition since 1910.</p>
<b>Assessment</b>	<p><b>Performing (30%)</b> 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.</p> <p><b>Understanding Music (40%) - 1hr30 terminal exam</b> 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 section B where pupils are expected to produce extended responses to questions about set pieces studied over the course.</p> <p><b>Composing Music (30%)</b> Students are required to compose two pieces of music: composition to a brief and free composition. The compositions will be written using real instruments and/or music writing software such as Cubase and Sibelius. Creativity and originality are encouraged, and the students require motivation and initiative to develop their own compositional ideas with teacher guidance.</p>
<b>Pathway to the Future</b>	<p>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.</p> <p>Composer for Film and TV, Performer, Music therapist, Songwriter, Teacher, work with record labels, work in media.</p>

**This course may change depending on the cohort of pupils who wish to study this subject discipline.**



# Physical Education

<b>Qualification</b>	OCR GCSE Physical Education
<b>Overview</b>	<p>All students have a compulsory two lessons of Physical Education per week. To complement this, students may opt to take the GCSE PE course.</p> <p>To take PE as an options students must be committed to bringing the correct PE kit to every lesson and attend at least one extra-curricular sports club.</p> <p>Students will be awarded a 1-9 grade, with 9 being the highest.</p>
<b>Objectives</b>	<p>Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport.</p> <p>Use this knowledge and understanding to improve performance in physical activity and sport.</p> <p>Perform effectively in range of different physical activities by developing skills, techniques and tactics.</p> <p>Understand the contribution that physical activity and sport make to health, fitness and physical wellbeing.</p>
<b>Course Content</b>	<p><b><u>The GCSE course involves:</u></b></p> <ul style="list-style-type: none"> <li>• Component 1: Fitness and the Body Systems</li> <li>• Component 2: Health and Performance</li> <li>• Component 3: Practical Performance skills</li> <li>• Component 4: Analysing and evaluating Performance (AEP)</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Component 1: Fitness and the Body Systems – anatomy and physiology, movement analysis, physical training and use of data. (30% of the marks)</li> <li>• Component 2: Health and Performance – health, fitness and well-being, sport psychology, socio – cultural influences and use of data. (30% of the marks)</li> <li>• 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)</li> <li>• Component 4: Analysing and evaluating Performance (AEP) Evaluate performance in a sport and devise a plan to improve. (10% of the marks)</li> </ul>
<b>Pathway to the Future</b>	<p>A Level/BTEC courses</p> <p>A sport related degree</p> <p>A career in the sports/science industry</p> <p>Careers in: Coaching, Police/Fire Service, Armed Forces, Physiotherapist, Nutritionist</p>