



Pleckgate

HIGH SCHOOL

Key Stage 4

School Curriculum 2019



Pleckgate High School
Pleckgate Road, Blackburn
Lancashire, BB1 8QA

SILVER QUALITY MARK 2016 –



Religious Education Council
of England and Wales



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Introduction

Pleckgate High School

Dear Parent/Carer

The time has come for your child to select the subjects they will follow in Years 10 and 11.

GCSE courses have changed considerably and are now containing higher order thinking skills and advanced problem solving techniques. These take time to fully develop and embed and are, in many cases, subject specific. It is only right, therefore, that we begin these courses in Year 10 to enable your child to achieve their very best.

This booklet outlines all the Key Stage Four curriculum information you will need to help your child make informed choices.

Please see this booklet as the beginning of the process and do read it carefully. It is important that final decisions are made by your child but ideally with your agreement.

I am absolutely confident that your child is taught very well at Pleckgate, supported throughout the courses and given good advice on planning workload and revision techniques. We want to work with you for the benefit of your child.

Please note that while we aim to offer all the courses advised in this booklet, in the event of a group being extremely small, we cannot guarantee that course will run. We will, of course, inform you on an individual basis if we foresee this problem once you have made your choices.



Mark Cocker
Headteacher

Key Stage 4 Curriculum

At Pleckgate High School we aim for all students to follow a broad and balanced curriculum in order to keep as many pathways open to students in the future.

The timetable for subjects is as follows:

| | |
|------------------------------|---------------------------|
| • English Language | 3 periods per week |
| • English Literature | 2 periods per week |
| • Mathematics | 4 periods per week |
| • Science | 4 periods per week |
| • Religious Education | 2 periods per week |
| • Physical Education | 1 period per week |
| • Option 1 | 3 periods per week |
| • Option 2 | 3 periods per week |
| • Option 3 | 3 periods per week |

English, Mathematics, Science, Physical Education and Religious Education are compulsory for all students. However, a large number of courses are still available for students to choose.

Sets and groups will be decided by subject teachers to ensure that your child can access the best possible learning in order to ensure the highest possible level of achievement.

Final Subject Allocation

Every effort will be made to ensure that you are allocated a course in line with your preference, but this cannot be guaranteed. It is inevitable that some students will need to change their selection due to over subscription or low uptake of a subject.

Careers and Post 16

Careers guidance also plays an important part in preparing students for life beyond Pleckgate High School. This will include one-to-one appointments, guest speakers and computer aided careers guidance. Various options are possible beyond Pleckgate High School such as Sixth-Form Colleges for academic and vocational qualifications, National Traineeships, Modern Apprenticeships and other employment opportunities.

What is the English Baccalaureate ?

The English Baccalaureate is not a qualification in itself. The measure recognises where students have secured a 'good' grade, currently grade 5 across a core of

academic subjects – English, Mathematics, History or Geography, the Sciences and a Modern Foreign Language.

The subjects we have included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression. For example, for students hoping to go to university, [The Russell Group guide on making informed choices for post-16 education](#) identifies ‘facilitating subjects’ at A Level. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects they identify are those included in the English Baccalaureate – Mathematics, English, Physics, Biology, Chemistry, Geography, History and languages.

MAKING YOUR CHOICE

Option Recommendation Forms

The school knows you well enough to be able to assess which are your best subjects and your level of ability in each subject. This booklet should be used to help in the decision making process. In making the choices you should also consider:-

- Which subjects are your best?
- Which subjects do you enjoy doing?
- Which subjects do your teachers recommend?
- Will your chosen subject help you in your possible future career?
- Have you checked with everyone who can help and advise you?

How NOT to choose!

- X** Don't choose a subject just because you like the teacher. It may well be that you do not have the same teacher next year.
- X** Don't choose a subject because your best friend chooses it. It may be right for him/her but not for you!
- X** Don't choose a subject because it looks easy - **all** subjects involve two years of continuous hard work and commitment.

REMEMBER

- **No system of Options can please everybody**
- **Pay careful attention to your reserve option, these might end up being the subjects you do, so an informed reserve choice is of vital importance**

EXAMINATION ENTRY

Final examination entry for any subject depends upon a number of factors including:-

- Good attendance
- Completion of mock examinations
- Evidence of achievement of examinable Level

WHAT TO DO NEXT

Read carefully through the next few pages, which give full details of all subjects. The pages indicate where possible the type of subject to follow i.e. whether it is compulsory or optional, which is also indicated on the Options Form.

Think carefully before any decisions are made on which subjects to choose.

Students should use the booklet, their report and discussions with their teachers to help them choose their option subjects.

IMPORTANT DATES:

Wednesday 23rd January

Assembly to Year 9 students advising of the options process and advised to attend parents evening which will incorporate briefings regarding the options process

Tuesday 5th February

Year 9 Parents Evening and Options Choices Briefings

Wednesday 6th February

Follow up assembly for students to explain timescales for options process

Friday 8th February

3rd Super Learning Day – focussing on core information being presented to students on options subjects

Friday 15th February

DEADLINE for return of option forms

Wednesday 27th February

Opportunity for parents or students that need further advice and guidance to make an appointment and meet with a member of SLT

Friday 29th March

FINAL date for any change to options

Options Flowchart: 2019

| | | | | | | | | |
|---|--|---------------|--------------------------------------|------------|-----------|--|--|---|
| Pathway P (curricular hours per week) | English and Literature (5 hrs) (2 GCSE's) | Maths (4 hrs) | Double Science (4 hrs) (2 GCSE's) | RE (2 hrs) | PE (1 hr) | Option A See Option choices (3 hrs) | Option B History Or Geography (3 hrs) | Option C Modern Foreign Language (3 hrs) French |
| Pathway Q | English and Literature (5 hrs) (2 GCSE'S) | Maths (4 hrs) | Double Science (4 hrs) (2 GCSE's) | RE (2 hrs) | PE (1 hr) | Option A See Option choices (3 hrs) | Option B History or Geography (3 hrs) | Option C See Option choices (3 hrs) |
| Pathway C | English and Literature (5 hrs) (2 GCSE'S) | Maths (5 hrs) | Double Science (4 hrs) (2 GCSE's) | RE (2 hrs) | PE (1 hr) | Options & additional support (7 hrs) | | |

Students at Key Stage 4 will follow one of three specifically planned 'Pathways', based upon their performance at Key Stage Three, Teacher Assessment and Target Grades.

Pathway 'P': all pupils within this Pathway will study English Language and Literature, Maths, RE and a Modern Foreign Language, as well as core PE. Their option will be whether they choose to study Geography or History; or to study Triple Science (3 x GCSE's) or Double Science (2 x GCSE's). If they choose Double Science they have an option choice from Block A.

Pathway 'Q': all pupils within this Pathway will study English Language and Literature, Maths, RE and Core and Additional Science as well as Core PE. They will be given THREE Option choices.

Pathway 'C': all pupils within this Pathway will follow a bespoke curriculum including English, Maths, Science and RE as well as tailored qualifications following discussions with Miss Knowles.

Year 9 Options Overview 2019

P Band

English Language
English Literature
Maths
Religious Education
Physical Education
(non examinable)

Science
(double)

Option A

(Recommended for P Band)

Physics
Computer Science
Engineering
Art, Craft & Design
Photography
Child Development
Hospitality & Catering
Physical Education
Sports Studies
Health & Social Care
Drama – GCSE or BTEC
Creative iMedia
Business Studies
Music - GCSE or BTEC

Option B (Humanities)

History
or
Geography

Option A

(Recommended for Q Band)

French
Computer Science
Engineering
Art, Craft & Design
Photography
Child Development
Hospitality & Catering
Physical Education
Sports Studies
Health & Social Care
Drama – GCSE or BTEC
Creative iMedia
Business Studies
Music - GCSE or BTEC

Option C

(Recommended for P Band)

French

Option C

(Recommended for Q Band)

French
Computer Science
Engineering
Art, Craft & Design
Photography
Child Development
Hospitality & Catering
Physical Education
Sports Studies
Health & Social Care
Drama - GCSE or BTEC
Creative iMedia
Business Studies
Music - GCSE or BTEC

OVERVIEW

THESE ARE COMPULSORY SUBJECTS WHICH EVERY STUDENT HAS TO TAKE

ENGLISH LANGUAGE GCSE ENGLISH LITERATURE GCSE

EXAMINATION BOARD: AQA

HOW WILL I BE ASSESSED?

English Language:
2 x 1hr 45min exams

English Literature:
1 x 1hr 45min exam
1 x 2hr 15min exam

SO HOW CAN I PROGRESS FROM THIS?

Progression Route: 'ACADEMIC'

- A Level English courses
- Degree in English
- All university courses require grade 9-4 at least, in English, in order to get onto degree courses.
- Pupils wishing to do A Levels at sixth form level are therefore required to have this qualification in order to progress on to A Level courses.

Progression Route: 'VOCATIONAL'

- Journalism
- Any job involving communication skills
- Librarian
- Teaching
- Translator
- Office work, etc
- Most jobs with career prospects require English in order to progress

N.B.: It is a legal requirement that any student who does not achieve a 'good' GCSE grade in English (currently 'Grade 4') at the end of Year 11 will be required to continue to study the subject until 18.

OVERVIEW

THIS IS A COMPULSORY SUBJECT WHICH EVERY STUDENT HAS TO TAKE

MATHEMATICS GCSE

EXAMINATION BOARD: EDEXCEL

HOW WILL I BE ASSESSED?

There will be 3 examinations each lasting 1hr 30min. There will be 1 calculator paper and 2 non-calculator papers.

The main areas for study for both Higher and Foundation Tier are:

Number
Algebra
Ratio and proportion
Geometry and measures
Probability
Statistics

SO HOW CAN I PROGRESS FROM THIS?

Progression Routes:

- A Level Mathematics courses
- Core Mathematics
- Degree in Mathematics
- Pupils wishing to do A Levels at sixth form level are therefore required to have this qualification in order to progress on to A Level courses

A previous Yr 11 pupil had this to say about this course:

"Maths is Fun, but also challenging"

Mohammed Alom

N.B.: It is a legal requirement that any student who does not achieve a 'good' GCSE grade in Mathematics (currently Grade 4) at the end of Year 11 will be required to continue to study the subject until 18

OVERVIEW

**THIS IS A COMPULSORY SUBJECT WHICH EVERY STUDENT HAS TO TAKE:
TO STUDY SEPARATE SCIENCES STUDENTS IN PATHWAY P SHOULD USE
PHYSICS AS THEIR OPTION CHOICE.**

SCIENCE GCSE

EXAMINATION BOARD: AQA

HOW WILL I BE ASSESSED?

Separate Sciences (Chemistry, Biology, Physics) 3 GCSEs.

Study a GCSE in each science. The course is a mixture of theory and practical science. The course is assessed by 2 x 1hr 45min exams per subject.

Double Science (Combination of Chemistry, Biology, Physics) 2 GCSEs

Study all 3 sciences but in less depth to gain 2 GCSEs. The course is a mixture of theory and practical science. The course is assessed by 6 x 1hr 15min exams.

HOW CAN I FIND OUT MORE?

For further information talk to **Mr Birbeck, Mr Sudworth** or your current Science Teacher

Progression Routes:

Separate science is the best preparation for pupils wanting to study scientific A-Level subjects.

Separate science is also the best choice for people interested in the following careers such as;

- Medicine/Dentistry/Veterinary
- Scientific research, industrial, medical and academic
- Engineering

Both science courses can lead to vocational science courses and careers

Previous Year 11 pupils had this to say about this course:

"I can genuinely say that taking separate sciences has been one of the best choices that I've made when choosing options, not only because it's a lot of fun, but something that colleges will admire - especially if you're willing to put the work in and get the grades"

Simnan Ashraf

"Double science is interesting and is good for getting on to vocational science courses at college. You do a bit less science so you have more time for your other subjects"

Hussain Patel

OVERVIEW

THIS IS A COMPULSORY SUBJECT WHICH EVERY STUDENT HAS TO TAKE

RELIGIOUS EDUCATION GCSE

EXAMINATION BOARD: EDEXCEL

HOW WILL I BE ASSESSED?

100% examination

Religion and Ethics: Christianity- 1hr 45min

Religion, Peace and Conflict: Islam- 1hr 45min

SO HOW CAN I PROGRESS FROM THIS?

Progression Route: 'ACADEMIC'

There are a wide range of courses that you can go on to study with a GCSE in RE: A-Levels- Philosophy, Sociology, Psychology, Law, Politics.

Progression Route: 'VOCATIONAL'

- Public Service Industries such as the Police
- Social Worker
- Civil Service
- Youth Worker
- Charity Officer
- Teaching
- Law
- Ministry
- Hospitality
- Tourism

A current Year 11 pupil has this to say about the Religious Education course:

'In RE you can explore other religions and go out of your comfort zone to find out something new. I enjoy RE and look forward to the lessons'

Saffa Mariam

OVERVIEW

**THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS:
STUDENTS MUST CHOOSE EITHER HISTORY OR GEOGRAPHY**

HISTORY GCSE

EXAMINATION BOARD: AQA

HOW WILL I BE ASSESSED?

Paper 1 (2 hours)

1D: America, 1920-1973: Opportunity and Inequality

Divided Society (Crime, Prohibition, Ku Klux Klan), New Deal, Great Society (Civil Rights, McCarthyism and Equal Rights for Women)

Module 2 - Conflict and Tension in Asia, 1950-75

Conflict in the Korean and Vietnam Wars

Paper 2 (2 hours)

2A: Britain: Health and the People c.1000 to present day

Thematic study of how and why medicine and public health have developed from the influence of ancient medical treatment to the NHS today.

Elizabethan England 1558-1603

Focus on the greatest female of all time – we chart how Elizabeth turned a country torn apart by conflict that set father against son, brother against brother into a shining light of progress – despite having some serious sister issues! This will also include a compulsory trip.

HOW CAN I FIND OUT MORE?

For further information on this course, you should talk to **Mr Bajkowski**, or your current History teacher.

SO HOW CAN I PROGRESS FROM THIS?

Progression Routes:

History, Politics, Law, Medicine, Pharmacy, Dentistry, Business

To give you an idea of what the course is like a pupil has this to say about the course:-

"I don't know the difference between madness and genius...History doesn't either..."

OVERVIEW

**THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS
STUDENTS MUST CHOOSE EITHER HISTORY OR GEOGRAPHY**

GEOGRAPHY GCSE

EXAMINATION BOARD: EDEXCEL A

HOW WILL I BE ASSESSED?

The course will study:

The Physical Environment: (1hr 30min exam) 37.5% of GCSE

The changing landscapes in the UK (Rivers and Coasts), weather hazards and climate change, ecosystems, biodiversity and management.

The Human Environment: (1hr 30min exam) 37.5% of GCSE

Changing cities, global development, resource management (energy resources).

Geographical Investigations: (1hr 30min exam) 25% of GCSE

Urban and rural fieldwork, UK challenges

Examinations are a mixture of multiple choice, short answer and extended answer responses.

Marks are also awarded for accurate spelling, punctuation and grammar.

HOW CAN I FIND OUT MORE?

You can talk to **Miss Swales** or your Geography teacher.

SO HOW CAN I PROGRESS FROM HERE?

There are a number of different qualifications at Level 3 (A-Level) including geography, geology and environmental sciences. **Geography is sought-after by universities**, due to it being a broad subject, as it develops a range of qualities and skills that are beneficial to studying at Higher Education institutions. Therefore, many students go to University to study a wide variety of courses including engineering, architecture, medicine, teaching, town planning and The Sciences i.e. meteorology, hydrology and oceanography. Other routes see careers working for government departments (Environment Agency, DEFRA) and charities dealing with the impact of human and natural disasters.

There are also **vocational courses** which rely on geographical skills, knowledge and understanding such as leisure & tourism and hotel management. Skills that are developed through the study of geography include critical thinking and problem solving. Regardless of your career path, future employment will depend largely on your ability to communicate with colleagues and clients, sharing your expertise to meet their needs and overcome the challenges that you are tasked with.

A previous Year 11 pupil had this to say about the course:-

“Geography is an interesting and challenging subject that I have enjoyed so far. The field trips really helped me understand work we had studied in class and now these are my best topics on the exams. I didn't realise how many science and maths concepts were in some of the units at GCSE geography and it has been good to see some of them in practice”

OVERVIEW

THIS SUBJECT IS COMPULSORY FOR PATHWAY P STUDENTS

THIS SUBJECT IS AN OPTION FOR PATHWAY Q STUDENTS

MODERN FOREIGN LANGUAGES

French

EXAMINATION BOARD: AQA

HOW WILL I BE ASSESSED?

You will have an exam at the end of year 11 in speaking, writing, listening and reading. All skill areas are worth 25% of your final mark. You will cover a series of topics, such as education, holidays, leisure, festivals, family, the environment, social issues and technology. You will be able to learn a lot about the country and its culture – it will be really interesting. You will use video clips, short stories and lots of authentic materials to help you gain the best grade you can. You will have to work hard, but you will have a great sense of achievement at the end of Year 11.

Speaking exam – you will have to have a conversation with your teacher in your foreign language on a choice of topics and do a role play

Writing exam – you will have to write some short or longer passages in your foreign language on a choice of topics and do a short translation from English into your foreign language

Reading exam – you will have to answer questions on passages and texts and do a short translation into English

Listening exam – you will have to listen to people speaking your foreign language and answer questions

HOW CAN I FIND OUT MORE?

For further information you can speak to **Miss Rose** or your Language teacher.

Progression Routes:

The world is getting smaller and smaller – there are no boundaries now between countries and it is becoming more and more important to be able to speak another European language, other than English. There really is no job you cannot do with languages – from working with BMW or Porsche in Stuttgart, to the fashion industry in Paris, to being a tour guide in South America – languages opens doors for you – it's totally up to you where you want to go. It's an exciting time if you have a qualification in another language – you can do anything!

To give you an idea of what the course is like, a current Year 11 pupil has this to say about the course:-

“French is my favourite subject. I love learning about the different cultures and it's a great feeling speaking another language. It is hard work, but definitely worth it.”

Additional Subjects

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

COMPUTER SCIENCE GCSE

EXAMINATION BOARD: OCR

GCSE Computer science will encourage students to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs using a high-level programming language (Python)
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society apply mathematical skills relevant to computer science.

HOW WILL I BE ASSESSED?

Students will sit two examinations:

Unit 1 - Computer Systems (50%)

Unit 2 - Computational Thinking, Algorithms and Programming (50%)

In addition to the examinations students will also complete a mandatory 20 hour programming assessment in their lessons.

SO HOW CAN I PROGRESS FROM THIS?

Progression Routes:

- Level 3 and A level Computer Science
- Computer Programmer
- Software Engineer
- Database Administrator
- Systems Administrator
- ICT technician or network manager

HOW CAN I FIND OUT MORE?

For further information on this course, you should talk to Mr Moore or your IT teacher

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS CAMBRIDGE NATIONAL IN ENGINEERING Level 1/2

EXAMINATION BOARD: OCR Level 1/2 Cambridge National Certificate

HOW WILL I BE ASSESSED?

Engineering enables students to develop skills and understanding which will be of use generally and as part of a progressive career path leading to a further technical or academic engineering qualification. Students will be able to develop a range of skills largely involving, shaping and manipulation of a range of metals and other materials, use of computer aided design and manufacture, joining and assembly, heat and chemical treatment, surface finishing and electronics.

This course has three centre assessed tasks in order to recognise the importance of practical work which adds up to 75% of the final grade and 25% is based on an examination.

Pupils need to have a good understanding of maths (at least level 3+ or above) to be able to opt for this subject.

HOW CAN I FIND OUT MORE?

Further details are available from **Mrs Turnbull**

SO HOW CAN I PROGRESS FROM THIS?

Progression Routes

- Civil and Structural Engineer
- Joinery
- Plumbing
- Electrician
- Builder
- Sheet Metal Worker
- Mechanical Engineer

To give you an idea of what the course is like a current pupil has this to say about the course:-

“For me, Engineering has been amazing, I have learnt new and exciting things like how to use the machines and tools and now I know how they all work in industry. Engineering is a CNAT and some of it is hard work but it is also really fun to do as well and the teacher helps. Taking Engineering as an option has opened up a lot of opportunities for me for when I leave Pleckgate.”

By Jade McClernon – Year 11

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

ART, CRAFT AND DESIGN GCSE

EXAMINATION BOARD: AQA

HOW WILL I BE ASSESSED?

Students must explore, develop and refine work into a personal response using fine art and at least one other process listed below:

- Graphic communication
- Textile design
- Three-dimensional design
- Photography

Unit 1 – Portfolio of Work – Worth 60% of overall grade.

Unit 2 – Externally Set Task – Worth 40% of overall grade.

HOW CAN I FIND OUT MORE?

For further information talk to: **Miss Bracewell, Mr Stokes or Miss Caswell.**

SO HOW CAN I PROGRESS FROM THIS?

Progression Route: 'ACADEMIC'

GCSE A Level to AS Level in Art

BTEC first certificates & diplomas in a range of art based subjects (e.g. art & design; textiles; photography; interior design; fashion; graphic design)

Progression Route: 'VOCATIONAL'

| | | |
|-----------------------|------------------|------------------|
| Art gallery assistant | Graphic designer | Animator |
| Theatre set designer | Art therapist | Ceramicist |
| Florist | Website designer | Art conservator |
| Medical Illustrator | Photographer | Textile designer |
| Architect, etc. | | |

To give you an idea of what the course is like, a past pupil had this to say about the course:

“Art is challenging and time consuming but I don’t think there is a more rewarding subject out there. Art gave me the chance to express myself in ways I didn’t think were possible. It became more than a subject and part of who I am as a person. It isn’t just the grade it’s the learning process that drives the course. The course is 60% coursework so you’ve got to try your best to produce high quality work at all times. It might be difficult at times but it is completely worth it in the end.”

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

PHOTOGRAPHY GCSE

EXAMINATION BOARD: AQA

HOW WILL I BE ASSESSED?

There are no official prior learning requirements for this course but a keen interest in art and photography is necessary. This is a strong foundation course for A levels related to art and design.

Component 1 – Portfolio

This part of the course is worth 60% of the final GCSE and there are no specific time limitations.

It is a non-examination assessment which is moderated by the exam board.

There are two main requirements for component 1. Firstly a sustained project with the opportunity to develop a subject/theme using a variety of skills and knowledge. Secondly, evidence of further work which can include mini-projects, independent studies, trials, experiments and ideas from gallery/exhibition visits.

Component 2 – Externally set assignment.

This part of the course is worth 40% of the final GCSE. There is a period of preparation followed by 10 hours of supervised work. The externally set assignment is released in January.

The exam board will set an assignment with 7 options. Students must choose 1 option and demonstrate creative responses using a variety of knowledge and skills. Students can discuss their starting point with the teacher but the supervised 10 hours of work must be independent.

Areas of study

For both component 1 and 2 of the AQA GCSE Photography course students are required to work in one or more of the following areas:

- Portraiture
- Location photography
- Studio photography
- Experimental imagery
- Installation
- Documentary photography
- Photo-journalism
- Moving image: film, video and animation
- Fashion photography

Students must develop ideas and apply knowledge, understanding and skills to realise their own intentions through photography.

Within the context of photography, students must demonstrate the ability to:

- Use photographic techniques and processes, appropriate to their intentions such as:
 - Lighting
 - Viewpoint
 - Aperture
 - Depth of field
 - Shutter speed and movement
 - Use of enlarger
 - Chemical and/or digital processes

Students should use media and materials appropriate to their intentions, for example:

- Film
- Photographic papers
- Chemicals appropriate to darkroom practices
- Digital media, programs and related technologies
- Graphic media for purposes such as storyboarding, planning and constructing shoots.

For further details regarding GCSE photography, studying art and design at college and careers in photography, please speak to a member of the art department.

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

CHILD DEVELOPMENT Cambridge National Level 1/2

EXAMINATION BOARD: OCR Cambridge National Certificate Level 1 and 2

HOW WILL I BE ASSESSED?

This course allows you to study the care and development of children from conception to five years. The examined unit covers topics such as: responsibilities of parenthood, contraception and reproduction, antenatal, health, delivery, postnatal checks, illnesses and child safety. There are two centre assessed units, one shows an understanding of equipment and dietary needs of children from birth to five years and the second is a 'child study' where you will visit a child of your choosing, carrying out activities with them and observing their development.

The final grade is based on 50% non-examined assessment (coursework) 50% examination.

Students will be expected to know of a friend or relative that they can study on a regular basis for six months from June in Year 10. The child needs to be four or under when they start the study.

HOW CAN I FIND OUT MORE?

For further information you should talk to **Mrs O'Connor**.

SO HOW CAN I PROGRESS FROM HERE?

Progression Routes:

Nursery assistant, nursing, midwifery, teacher and other care professions

To give you an idea of what the course is like, a current pupil has this to say about the course:-

'I find Child Development interesting and I've learnt new things about babies and toddlers. It is my favourite subject.'

Zahraa Hussain – Year 11

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS HOSPITALITY & CATERING EDUQAS Level 1/2

EXAMINATION BOARD: EDUQAS Level 1/2 Award in Hospitality and Catering

HOW WILL I BE ASSESSED?

This course will develop your knowledge and understanding of a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. You will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

The course comprises of 60% Centre assessed task and 40% examination.
There will be the expectation that pupils will provide their own ingredients for practical sessions.

HOW CAN I FIND OUT MORE?

For further information you can talk to **Mrs O'Connor** or your Key Stage 3 Technology teacher.

SO HOW CAN I PROGRESS FROM THIS?

Progression Routes: 'ACADEMIC'

AS and A Level courses in Food/Sports Science Physical Education
BTECS in Food and Nutrition, Catering, Hotel Management

Progression Routes: 'VOCATIONAL'

- Catering and Hospitality
- Child Care
- Sports Science
- Dietician
- Nursing
- Medicine
- Care workers
- Food & Nutrition, amongst many others within this sector

To give you an idea of what the course is like a current pupil has this to say about the course:-

'I chose catering because I enjoy baking and experimenting with flavours at home. Doing the course has enabled me to deepen my understanding of food whilst enjoying my passion.'

Amna Hanif Year 11

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS PHYSICAL EDUCATION GCSE

EXAMINATION BOARD: OCR

HOW WILL I BE ASSESSED?

As of September 2016 our popular PE qualification has been updated with engaging topics that can be taught in a practical way, with a smoother, clearer progression from GCSE to A level and beyond. Students will receive a well-rounded introduction to the world of PE, sport, and sport science through the combination of physical performance and academic challenges.

They will study towards two final exams worth 60% of the qualification, whilst 40 % of their final mark will come from marks gained whilst taking part, and being assessed in three sports of their own choice.

This qualification is suited to pupils who have a love for sport and PE and are also willing to study the subject academically.

HOW DO I FIND OUT MORE?

For further information on this course speak to **Mr Haworth** or your PE teacher.

SO HOW CAN I PROGRESS FROM THIS?

Progression Routes:

As well as going on to study related courses at College and University PE develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include progression into such areas as:-

- Recreational Management
- Leisure Centres
- Coaching
- Officiating
- The Fitness Industry
- The Armed Forces and Civil Service
- Physiotherapy
- Teaching

To give you an idea of what the course is like, a previous pupil had this to say about the GCSE course:

"GCSE PE is more than just a subject. It helps you keep fit and the more you study the subject the more you will want to learn. The teachers are inspirational and they motivate you to do better each day".

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

SPORTS STUDIES

Cambridge National Level 1/2

EXAMINATION BOARD: OCR

HOW WILL I BE ASSESSED?

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/Physical Education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Students will complete 4 units; each with their own focus. There are two mandatory units, which learners will study. This will include 'Contemporary issues in sport' which is the only unit that is assessed via written exam. The remaining 3 units are broken up into sections and are written pieces of coursework.

HOW DO I FIND OUT MORE?

For further information on this course speak to **Mr Haworth** or your PE teacher.

SO HOW CAN I PROGRESS FROM THIS?

As well as going on to study related courses at College and University PE develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include progression into such areas as:-

- Recreational Management
- Leisure Centres
- Coaching
- Officiating
- The Fitness Industry
- The Armed Forces and Civil Service
- Physiotherapy
- Teaching

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

HEALTH AND SOCIAL CARE Cambridge National Level 1/2

EXAMINATION BOARD: OCR

HOW WILL I BE ASSESSED?

The Cambridge Nationals in Health and Social take a more sector-based focus, whilst also encompassing some core Health and Social studies. Students have the opportunity to apply theoretical knowledge about different sectors and service providers of Health and Social Care. They will learn about service providers, health and nutrition, life stages from childhood to adulthood and care values. Students will develop a good understanding of organisations such as the NHS, residential and nursery provision and care plans.

Students will complete 4 units; each with their own focus. There are two mandatory units, which learners will study. This will include Social Care values and wide variety of service care providers and care user's rights. The two compulsory units are assessed via written exam. The remaining 2 units are broken up into sections and are written pieces of coursework.

HOW DO I FIND OUT MORE?

For further information on this course speak to **Miss Roxby or Miss Blears**

SO HOW CAN I PROGRESS FROM THIS?

As well as going on to study related courses at College and University Health and Social Care develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include progression into such areas as:-

- Nursing
- Child Care
- Health Visitor
- Social Work
- Teaching and Educational Consultancy
- Care planning and residential care programmes

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

DRAMA GCSE

EXAMINATION BOARD: OCR

HOW WILL I BE ASSESSED?

Brief Outline of Course Requirements:

30% Devising drama - Learners will research and explore a stimulus, work collaboratively and create their own devised drama.

30% Presenting and performing texts - Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.

40% Performance and response - Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.

HOW CAN I FIND OUT MORE? To find out more please speak to Miss Roxby.

SO HOW CAN I PROGRESS FROM HERE?

Progression Routes:

Television/film actor/theatre actor, teacher, educational consultant, stage manager, arts administrator, drama therapist, television production assistant, radio presenter, theatre director, youth and community worker, personnel manager, social worker, journalist, marketing manager, charities administrator, lecturer, editor, box office manager, director of PR/marketing, news reporter, literary agent, etc

To give you an idea of what the course is like, a current Year 11 pupil has this to say about the course:-

“Drama is great because you learn so many different techniques and no two lessons are ever the same. It helps enormously with your confidence and teaches you a lot of life skills, such as public speaking, team work and reflective learning.”

Kiah Page-Masterman Year 11

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

DRAMA BTEC First Award in Performing Arts

DRAMA QUALIFICATION AND EXAM BOARD: Pearson BTEC Level 1/First Award in Performing Arts

HOW WILL I BE ASSESSED?

Brief Outline of Course Requirements:

This course covers a range of performance skills not just drama – see below.

Core units:

1 Individual Showcase - In this unit you will: **A:** understand the skills required for the selected progression opportunity **B:** present a self-promotional response to the selected progression opportunity.

2 Preparation, Performance and Production - In this unit you will: **A:** take part in the preparations for a live performance **B:** demonstrate performance or production skills and techniques in a performance.

Optional specialist units:

3 Acting Skills - In this unit you will: **A:** explore and develop your acting skills and review your own practice **B:** use your acting skills within rehearsal and performance.

4 Dance Skills - In this unit you will: **A:** explore and develop your dance skills and review your own practice **B:** use your dance skills within rehearsal and performance.

5 Musical Theatre Skills - In this unit you will: **A:** explore and develop your musical theatre skills and review your own practice **B:** rehearse and perform musical theatre work combining singing, acting and dancing skills.

6 Music Performance Skills - In this unit you will: **A:** explore and develop your music performance skills and review your own practice **B:** use your music performance skills within rehearsal and performance

7 Production Skills for Performance - In this unit you will: **A:** explore and develop your technical, design or construction skills and review your own practice **B:** demonstrate technical, design or construction skills and techniques during a production process.

HOW CAN I FIND OUT MORE? To find out more please speak to Miss Roxby.

SO HOW CAN I PROGRESS FROM HERE?

Progression Routes: Television/film actor/theatre actor, teacher, educational consultant, stage manager, arts administrator, drama therapist, television production assistant, radio presenter, theatre director, youth and community worker, personnel manager, social worker, journalist, marketing manager, charities administrator, lecturer, editor, box office manager, director of PR/marketing, news reporter, literary agent, etc

To give you an idea of what the course is like, a current Year 11 pupil has this to say about the course:-

“Drama is great because you learn so many different techniques and no two lessons are ever the same. It helps enormously with your confidence and teaches you a lot of life skills, such as public speaking, team work and reflective learning.”

Kiah Page-Masterman Year 11

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

Creative iMedia Cambridge Nationals Level 1/2

EXAMINATION BOARD: OCR

The Cambridge Nationals in Creative iMedia will equip students with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Students will demonstrate effective use of these skills to develop creative media products to meet client requirements.

HOW WILL I BE ASSESSED?

25% external examination – Written paper on Pre-production Skills

75% coursework – You will complete 1 mandatory unit on Creating Digital Graphics and an additional two units from a range of optional units including Web Design, Comic Design, Animation, Photography and Game Design

SO HOW CAN I PROGRESS FROM THIS?

Progression Routes:

- Level 3 ICT
- Web Designer
- Graphic Designer
- Game Artist
- 3D Designer

HOW CAN I FIND OUT MORE?

For further information on this course, you should talk to Mr Moore, Head of ICT.

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

BUSINESS STUDIES GCSE

EXAMINATION BOARD: Edexcel

The aims and objectives of this qualification are to enable students to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to make informed judgements
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

HOW WILL I BE ASSESSED?

Students will sit two examinations:

Paper 1 - Investigating small business (50%)

Paper 2 - Building a Business (50%)

SO HOW CAN I PROGRESS FROM THIS?

Progression Routes

- Level 3 and A level Business
- Careers in management, marketing, project management, human resources

HOW CAN I FIND OUT MORE?

For further information on this course, you should talk to Mr Moore, Head of ICT.

OVERVIEW

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

MUSIC GCSE

EXAMINATION BOARD: AQA

HOW WILL I BE ASSESSED?

There are 3 parts to the exam:

1. Understanding Music (40%)
2. Performing Music (30%)
3. Composing Music (30%)

Students will need to be able to perform on a musical instrument to a standard of at least Grade 3 equivalent, and have a strong interest in the subject.

HOW CAN I FIND OUT MORE?

To find out more, please speak to **Miss Millest**.

SO HOW CAN I PROGRESS FROM THIS?

Progression Routes:

- College and University
- A Level Music
- There are a number of alternative courses available in Music/Audio Production

A current pupil has this to say about the course:

"Studying music although is harder than I expected, especially the theory and composing, I really enjoy the subject You have to be able to play or sing an instrument well, and perform to each other in class2."

For more information:

<http://www.aqa.org.uk/subjects/music/gcse/music-8271>

O V E R V I E W

THIS SUBJECT IS AN OPTION FOR PATHWAY P AND Q STUDENTS

MUSIC – BTEC Award in Music Practice

MUSIC QUALIFICATION AND EXAM BOARD: Pearson BTEC Level 2 Tech Award in Music Practice

HOW WILL I BE ASSESSED?

Brief Outline of Course Requirements:

This course develops a range of musical skills including music production and commercial skills.

Core units:

1 Exploring Music Products and Styles – In this unit, you will: **A:** Develop appreciation of styles and genres of music **B:** Explore techniques used to create music products.

2 Music Skills Development – In this unit, you will be: **A:** Exploring professional and commercial skills for the music industry **B:** Applying and developing individual musical skills and techniques.

3 Responding to a Commercial Music Brief – In this unit, you will be exploring: **A:** Performing stylistically accurate cover versions. **B:** Creating original music using existing stylistic frameworks and traits. **C:** Stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point.

HOW CAN I FIND OUT MORE? To find out more please speak to Mrs Millest.

SO HOW CAN I PROGRESS FROM THIS?

Progression Routes:

- College and University
- A Level Music
- There are a number of alternative courses available in Music/Audio Production

A current pupil has this to say about the course:

“Although studying music is harder than I expected, especially the theory and composing, I really enjoy the subject. You have to be able to play or sing an instrument well and perform to each other in class.

For more information: <https://qualifications.pearson.com/content/dam/pdf/btec-awards/music-practice/2017/specification-and-sample-assessments/Spec-BTEC-Tech-Award-in-Music-draft.pdf>