



Pleckgate
HIGH SCHOOL

Year 9 Options 2024

Aspire and Believe, Act and Succeed

Dear Parent/Carer

Your child is at an important stage in their education when they will make important decisions about the subjects they will study in Year 10 and 11. To ensure that your child follows a curriculum pathway that is bespoke and personalised they have been allocated to Pathway P, Q or S. This information was contained in the letter you received on 22nd January 2024.

At Pleckgate we offer a broad range of qualifications to support all curriculum areas, these include GCSEs, Cambridge Nationals and BTEC Awards.

Your child has been studying a rich Key Stage 3 curriculum, including PSHE and a well sequenced carers programme that will support your child in making informed choices about their future aspirations.

This booklet outlines Key Stage 4 curriculum information about each subject area that you will need to help your child make these informed choices.

Please read this booklet carefully and see it as the beginning of the process. It is important that final decisions are made as a result of discussions with your child, class teachers during parent's evenings and a review of academic information for each subject area.

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 your child has made their choices.



James McKenzie
Deputy Headteacher

Key Stage 4 Curriculum

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

Core Subjects

GCSE qualifications in English language, English literature, mathematics, science, a humanities subject (history or geography) and religious education are compulsory for all pupils. Pupils on pathway P will also study for a GCSE in a modern foreign language.

In addition, all pupils attend lessons in core physical education and PSHE. We also offer a wide variety of other qualifications from which pupils may choose.

Setting and groups will be decided by Heads of Department 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 your child is allocated a course in line with their preference. However, this cannot be guaranteed.

It is inevitable that some pupils may need to change their selection due to over subscription or low uptake of a subject.

Key Stage 4 Curriculum



Careers Advice and Guidance

Careers guidance also plays an important part in preparing pupils for life beyond Pleckgate High School.

This will include one-to-one appointments, guest speakers and our on-line careers programme, Unifrog.

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 pupils have secured a 'strong good' grade, currently grade 5 across a core of academic subjects – English, mathematics, history or geography, the sciences and a modern foreign language.

This ensures that all pupils have the opportunity to study a broad range of subjects, allowing further progression. For example, for pupils 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 to pupils.

Curriculum Pathways

Pathway P (curricular hours per week)	GCSE English Language and Literature (5 hrs) (2 GCSEs)	GCSE Maths (4 hrs)	GCSE Combined Science (5 hrs) (2 GCSEs)	GCSE RE and Core PSCHÉ (2.5 hrs)	Core PE (1 hr)	Humanities Option GCSE History Or GCSE Geography (2.5 hrs)	MFL Option GCSE French Or GCSE Urdu Or GCSE Arabic (2.5 hrs)	Open Option (including GCSE Separate /Triple Sciences) (2.5 hrs)
Pathway Q (curricular hours per week)	GCSE English Language and Literature (5 hrs) (2 GCSEs)	GCSE Maths (4 hrs)	GCSE Combined Science (5 hrs) (2 GCSEs)	GCSE RE and Core PSCHÉ (2.5 hrs)	Core PE (1 hr)	Humanities Option GCSE History Or GCSE Geography (2.5 hrs)	Open Option (including GCSE Separate/Trip le Sciences) (2.5 hrs)	Open Option (2.5 hrs)
Pathway S (curricular hours per week)	GCSE English Language and Literature (5 hrs) (2 GCSEs)	GCSE Maths (4 hrs)	GCSE Combined Science (5 hrs) (2 GCSEs)	GCSE RE and Core PSCHÉ (2.5 hrs)	Core PE (1 hr)	Bespoke Curriculum Pathway & additional support.In discussion with Miss Langfeld (7.5 hrs)		

Pupils at Key Stage 4 will follow one of these specifically planned 'Pathways', based upon their performance in assessments at Key Stage 3 and expected levels of achievement.



Making choices

- 01. Which subjects is your child best at?**
- 02. Which subjects does your child enjoy doing?**
- 03. Which subjects does your child's teachers recommend?**
- 04. Will the chosen subject help your child in their possible future career?**
- 05. Has your child checked with everyone who can help and advise them?**

How NOT to choose!

Your child should not choose a subject just because they like the teacher. It may well be that they will not have the same teacher next year.

Your child should not choose a subject because a friend chooses it. It may be right for them but not for your child!

Your child should not choose a subject because it looks easy – all subjects involve two years of continuous hard work and commitment.

Your child should not make assumptions or take advice from people who are not experts.

Remember...

Your child must be prepared to study their reserve choices, so please encourage them to choose these subjects carefully.

Examination Entry

Mathematics, science and MFL subject qualifications are tiered entry at GCSE. The foundation-level paper gives pupils a chance of achieving GCSE grades 1-5 and the higher-level papers gives pupils a chance of achieving GCSE grades 4-9. The Head of Department in the appropriate subject is responsible for making the decision about which tier of paper your child will be entered for and this decision will be made using information about how well pupils have performed on assessments in year 10 and 11.

What to do next...

Read carefully through the next few pages.

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

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



Important dates

Wednesday 24th and Thursday 25th January 2024	Year 9 Options Briefings for pupils and parents
Monday 29th January 2024	Option Booklet published on Google Classroom and school website Year 9 reports uploaded to EduLink
Tuesday 6th February 2024	Year 9 parents' evening
Wednesday 7th February 2024	Google form for submitting option choices emailed to pupils
Thursday 22nd February 2024	Deadline for Google form to be submitted
Thursday 29th February 2024	Meeting with parents/pupils at school to discuss options choices further, by invitation only

Confirm Options Choices

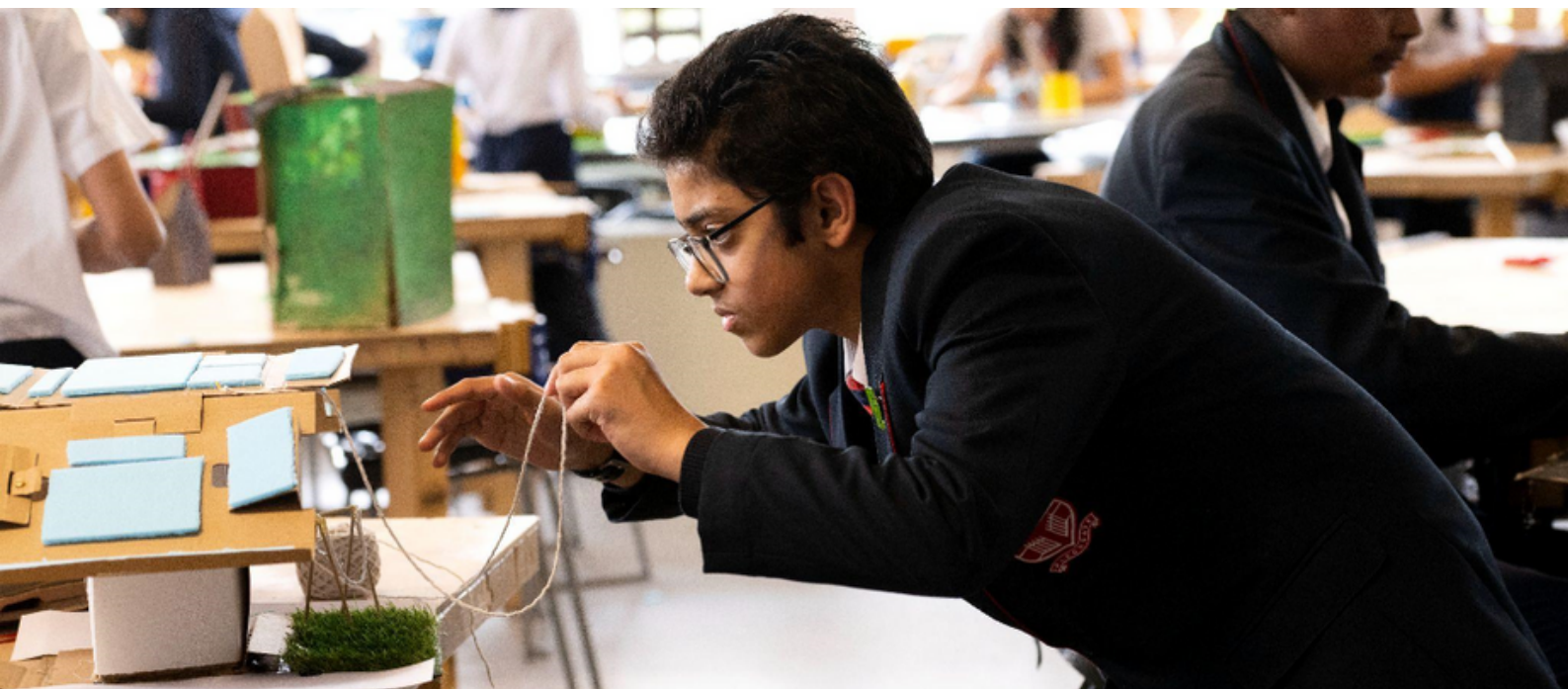
On Wednesday 7th February a link to the Google form to submit curriculum option choices will be emailed to your child's school email account. Please do not attempt to submit curriculum option choices in any other way, they will not be accepted.

The deadline for submission of the options form is **22nd February 2024**. If the form has not been completed by this date your child's curriculum option choices will be made on their behalf.

It is vital that the curriculum options form is completed in the presence of a parent/carer. The details of the parent/carer witnessing the selection process must be provided on the form.

The form contains detailed, specific instructions on how to complete each question. If the form is completed incorrect options choices will be made on behalf of pupils by school.

Please see paper versions of the options forms on the next two pages. We strongly advise that you complete paper copies of these before submitting the online forms.





Year 9 Options Choices- Pathway P

YOU MUST COMPLETE THIS FORM IN THE PRESENCE OF YOUR PARENT OR CARER, WE WILL CONTACT THE NAMED PARENT FOR VERIFICATION

This form will be used to allocate your subject choices for year 10 and 11. It is important that you read through all the advice and guidance in the Options Booklet before you complete this form. If you do not submit this form by **22nd February** we will make your option choices on your behalf.

Please note: We cannot guarantee that you will be allocated your choices.

This form is automatically collecting emails from all respondents. [Change settings](#)

What is your first name (as it appears on EduLink)? *

Short-answer text

What is your surname (as it appears on EduLink)? *

Short-answer text

What is your tutor group? *

- ☐ 9ABI
- ☐ 9ADH
- ☐ 9AHA
- ☐ 9AKH
- ☐ 9DAI
- ☐ 9GBI
- ☐ 9HBR

What is the name of the parent/carer who is present as you complete this form? *

Short-answer text

Please choose your FIRST CHOICE humanities option: *

(Note: your RESERVE CHOICE will be the other subject)

- ☐ GCSE Geography
- ☐ GCSE History

Please choose your FIRST CHOICE languages option: *

(Note: If you chose 'GCSE Arabic' or 'GCSE Urdu' you must be **at least** as proficient in reading/writing these languages as you are French, you will need to sit an assessment to verify this)

- ☐ GCSE Arabic
- ☐ GCSE French
- ☐ GCSE Urdu

What is the name of the parent/carer who is present as you complete this form? *

Short-answer text

Please choose your FIRST CHOICE humanities option: *

(Note: your RESERVE CHOICE will be the other subject)

- ☐ GCSE Geography
- ☐ GCSE History

Please choose your FIRST CHOICE languages option: *


(Note: If you chose 'GCSE Arabic' or 'GCSE Urdu' you must be **at least** as proficient in reading/writing these languages as you are French, you will need to sit an assessment to verify this)

- ☐ GCSE Arabic
- ☐ GCSE French
- ☐ GCSE Urdu

Google Forms

Pathway P

<p>What is the name of the parent/carer who is present as you complete this form? *</p> <p>Short-answer text</p>	
<p>Please choose your FIRST CHOICE humanities option: *</p> <p>(Note: your RESERVE CHOICE will be the other subject)</p> <p><input type="radio"/> GCSE Geography</p> <p><input type="radio"/> GCSE History</p>	
<p>Please choose your FIRST CHOICE languages option: *</p> <p>(Note: If you chose 'GCSE Arabic' or 'GCSE Urdu' you must be at least as proficient in reading/writing these languages as you are French, you will need to sit an assessment to verify this)</p> <p><input type="radio"/> GCSE Arabic</p> <p><input type="radio"/> GCSE French</p> <p><input type="radio"/> GCSE Urdu</p>	<p>Please choose your RESERVE CHOICE optional subject: *</p> <p>(Note: This MUST NOT be the same subject you selected in the list above)</p> <p><input type="radio"/> GCSE Triple Science (three separate GCSEs in Biology, Chemistry and Physics)</p> <p><input type="radio"/> GCSE Art</p> <p><input type="radio"/> GCSE Business</p> <p><input type="radio"/> GCSE Computer Science</p> <p><input type="radio"/> GCSE Drama</p> <p><input type="radio"/> GCSE Design Technology</p> <p><input type="radio"/> BTEC Health and Social Care</p> <p><input type="radio"/> Vocational Hospitality and Catering (Level 1/2)</p> <p><input type="radio"/> BTEC Information Technology</p> <p><input type="radio"/> BTEC Music</p> <p><input type="radio"/> CNAT Sport or GCSE PE (qualification decided by the PE department)</p> <p><input type="radio"/> GCSE Statistics</p>
<p>Please choose your RESERVE CHOICE languages option: *</p> <p>(Note: This MUST NOT be the same subject you selected in the list above)</p> <p><input type="radio"/> GCSE Arabic</p> <p><input type="radio"/> GCSE French</p> <p><input type="radio"/> GCSE Urdu</p>	<p>Would your parent/carer like an invite to discuss your options choices with a member of the Senior Leadership Team on 29th February 2024? *</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes</p>
<p>Please choose your FIRST CHOICE science option: *</p> <p>(Note: Your RESERVE CHOICE will be the other option)</p> <p><input type="radio"/> GCSE Combined Science (two GCSEs awarded for Science)</p> <p><input type="radio"/> GCSE Triple Science (three separate GCSEs in Biology, Chemistry and Physics)</p>	<p>If you selected 'Yes' to the question above please give further information about why you have requested a meeting.</p> <p>Long-answer text</p>
<p>Please choose your FIRST CHOICE optional subject: *</p> <p>(Note: If you selected 'GCSE Triple Science' for your FIRST CHOICE science option you MUST select 'GCSE Triple Science' in the list below, <u>any additional subject will be ignored</u>)</p> <p><input type="radio"/> GCSE Triple Science (three separate GCSEs in Biology, Chemistry and Physics)</p> <p><input type="radio"/> GCSE Art</p> <p><input type="radio"/> GCSE Business</p> <p><input type="radio"/> GCSE Computer Science</p> <p><input type="radio"/> GCSE Drama</p> <p><input type="radio"/> GCSE Design Technology</p> <p><input type="radio"/> BTEC Health and Social Care</p> <p><input type="radio"/> Vocational Hospitality and Catering (Level 1/2)</p> <p><input type="radio"/> BTEC Information Technology</p> <p><input type="radio"/> BTEC Music</p> <p><input type="radio"/> CNAT Sport or GCSE PE (qualification decided by the PE department)</p> <p><input type="radio"/> GCSE Statistics</p>	

 **Pleckgate** HIGH SCHOOL

Year 9 options

Year 9 Options Choices- Pathway Q

YOU MUST COMPLETE THIS FORM IN THE PRESENCE OF YOUR PARENT OR CARER, WE WILL CONTACT THE NAMED PARENT FOR VERIFICATION.

This form will be used to allocate your subject choices for year 10 and 11. It is important that you read through all the advice and guidance in the Options Booklet before you complete this form. If you do not submit this form by **22nd February** we will make your option choices on your behalf.

Please note: We cannot guarantee that you will be allocated your choices

This form is automatically collecting emails from all respondents. [Change settings](#)

What is your first name (as it appears on EduLink)? *

Short-answer text

What is your surname (as it appears on EduLink)? *

Short-answer text

What is your tutor group? *

☐ 9ABI

☐ 9ADH

☐ 9AHA

☐ 9AKH

☐ 9DAI

☐ 9GBI

☐ 9HBR

☐ 9JBA

☐ 9MRO

What is the name of the parent/carer who is present as you complete this form? *

Short-answer text

Please choose your FIRST CHOICE humanities option: *

(Note: your RESERVE CHOICE will be the other subject)

- ☐ GCSE Geography
- ☐ GCSE History

Please choose your FIRST CHOICE science option: *

(Note: your RESERVE CHOICE will be the other option)

- ☐ GCSE Combined Science (two GCSEs awarded for Science)
- ☐ GCSE Triple Science (three separate GCSEs in Biology, Chemistry and Physics)

Please choose your FIRST CHOICE optional subject: *

(Note: if you selected 'GCSE Triple Science' for your FIRST CHOICE science option you *MUST* select 'GCSE Triple Science' in the list below, any additional subject will be ignored)

- ☐ GCSE Triple Science (three separate GCSEs in Biology, Chemistry and Physics)
- ☐ GCSE Arabic
- ☐ GCSE Art
- ☐ GCSE Business
- ☐ GCSE Computer Science
- ☐ GCSE Drama
- ☐ GCSE Design Technology
- ☐ GCSE French
- ☐ BTEC Health and Social Care
- ☐ Vocational Hospitality and Catering (Level 1/2)
- ☐ BTEC Information Technology
- ☐ BTEC Music
- ☐ CNAT Sport or GCSE PE (qualification decided by the PE department)

Please chose your **SECOND CHOICE** optional subject: *

(Note: this **MUST NOT** be the same subject that you selected in the previous question)

- ☐ GCSE Arabic
- ☐ GCSE Art
- ☐ GCSE Business
- ☐ GCSE Computer Science
- ☐ GCSE Drama
- ☐ GCSE Design Technology
- ☐ GCSE French
- ☐ BTEC Health and Social Care
- ☐ Vocational Hospitality and Catering (Level 1/2)
- ☐ BTEC Information Technology
- ☐ BTEC Music
- ☐ CNAT Sport or GCSE PE (qualification decided by the PE department)
- ☐ GCSE Statistics
- ☐ GCSE Urdu

Would your parent/carer like an invite to discuss your options choices with a member of the Senior Leadership Team on 29th February 2024? *

- ☐ No
- ☐ Yes

If you selected 'Yes' to the question above please give further information about why you have requested a meeting.

Long-answer text

Please chose your **RESERVE CHOICE** optional subjects: *

(Note: you can chose as many as you like but these **MUST NOT** be the same subjects you selected in the previous two questions)

- ☐ GCSE Triple Science (three separate GCSEs in Biology, Chemistry and Physics)
- ☐ GCSE Art
- ☐ GCSE Business
- ☐ GCSE Computer Science
- ☐ GCSE Drama
- ☐ GCSE Design Technology
- ☐ BTEC Health and Social Care
- ☐ Vocational Hospitality and Catering (Level 1/2)
- ☐ BTEC Information Technology
- ☐ BTEC Music
- ☐ CNAT Sport or GCSE PE (qualification decided by the PE department)
- ☐ GCSE Statistics



Core subjects

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Combined Science GCSE
- Separate Sciences GCSE
- Religious Studies GCSE
- Physical Education (CORE)
- PSHE

English Language GCSE

It is a legal requirement that any pupil who does not achieve a GCSE grade 4 in English at the end of Year 11 will be required to continue to study the subject until 18

The English curriculum



Alongside the study of the set texts for the English literature GCSE, all pupils write for a wide range of purposes and audiences. In creative writing, there is a strong emphasis on completing full narratives, writing from both personal experience and being more imaginative. Viewpoint writing is also explored in depth, across a range of topics and formats including speeches, letters, articles, reports and reviews.

This leads on to an individual spoken language presentation, when pupils are given the opportunity to express their opinion on a topic that is personal to them and that they feel passionate about. This is internally assessed at the end of Year 10, and pupils can be awarded a pass, merit or distinction mark, which is recorded on their GCSE certificate.

How can pupils progress further with an English GCSE?

English qualifications provide an excellent basis for any career route either academic or vocational. Please see below for examples of both pathways.

Progression Route – ‘Academic’

- A Level English courses
- Degree in English
- All university courses require grades 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.

Examination Board:

Eduqas English Language

How will pupils be assessed?

The English Language qualification is assessed through formal examinations as follows:

English Language:

- 1 x 1hr 45min exam and 1 x 2hr exam
- 1 x Spoken Language individual presentation

Progression Route – ‘Vocational’

- Journalism
- Librarian
- Teaching
- Translator
- Administration
- Marketing
- Public relations
- Advertising
- Publishing
- Careers in Law

English Literature GCSE

It is a legal requirement that any pupil who does not achieve a GCSE grade 4 in English at the end of Year 11 will be required to continue to study the subject until 18

The English curriculum



Our English literature curriculum is engaging and allows pupils to study a range of full texts at GCSE. These include "Macbeth" by William Shakespeare, "A Christmas Carol" by Charles Dickens, "An Inspector Calls" by JB Priestley and a range of poetry from the AQA "Power and Conflict" cluster of poems.

Pupils read the full texts, intensely studying them in Year 10, and then refining their exam skills in Year 11. Pupils are encouraged to read independently, and home learning is needed to enable pupils to develop skills and knowledge required in the examinations. We organise theatre visits and invite theatre companies into school to allow pupils to engage with the texts in performance. Through the study of Literature, pupils learn to link texts with their contexts and empathise with situations in different historical periods, and understand how writers were affected by the contexts they were writing in.

How can pupils progress further with an English GCSE?

English qualifications provide an excellent basis for any career route either academic or vocational. Please see below for examples of both pathways.

Progression Route – 'Academic'

- A Level English courses
- Degree in English
- All university courses require grades 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.

Examination Board:

AQA English Literature

How will pupils be assessed?

The English literature qualification is assessed through formal examinations as follows:

English Literature:

1x 1hr 45min exam and 1 x 2hr 15min exam

Progression Route – 'Vocational'

- Journalism
- Librarian
- Teaching
- Translator
- Administration
- Marketing
- Public relations
- Advertising
- Careers in Law

Mathematics GCSE

It is a legal requirement that any pupil who does not achieve a GCSE grade 4 in maths at the end of Year 11 will be required to continue to study the subject until 18

The mathematics curriculum



There are 243 topics which are tested on the mathematics papers. These are broadly divided into the areas of algebra, ratio and proportion, number, data and statistics and geometry. Any of the topics on the specification can appear on either/all of the papers.

A willingness to persevere with an activity when one feels unsure of their ability is essential. Pupils will be expected to cope with not knowing and to use problem-solving and reasoning skills to work out the answers to problems. Pupils need to be prepared to work and think hard (but the buzz they get when things suddenly fall into place is worth waiting for!).

How can pupils progress further with a mathematics GCSE?

Almost all jobs and careers require individuals to have a maths GCSE, but there are also many careers in which they would make a lot of use of their mathematics. These include business management, psychology, banking, ICT, engineering, and medicine, to name just a few. They will also find that they will need a 4-9 grade for entry to most university courses.

Progression Route – ‘Academic’

- A Level mathematics and engineering courses
- Degrees in mathematics, statistics, all types of engineering, accounting and finance
- 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.

Examination Board:

Edexcel

How will pupils be assessed?

Paper 1 – Non-calculator (Foundation and Higher papers – 1hr 30mins)

Paper 2 – Calculator (Foundation and Higher papers – 1hr 30 mins)

Paper 3 – Calculator (Foundation and Higher papers – 1hr 30 min)

Progression Route – ‘Vocational’

- Astronomer
- Chartered accountant
- Data analyst
- Data scientist
- Investment analyst
- Software engineer

Combined Science GCSE

The science curriculum



If pupils choose combined science they will still study biology, chemistry and physics, however pupils will not cover the same amount of content in each topic as they would in separate science. Pupils will receive 2 GCSE grades but they are not attached to any particular science, they are a 'combination' of their performance in all the sciences.

Pupils will have theory lessons which will increase and enhance their subject knowledge and practical lessons where they will develop their skills. As pupils develop as a scientist they will learn to; **develop hypotheses, design investigations, use scientific apparatus to take accurate and precise readings, present results and analyse their data, draw conclusions and evaluate the validity of their findings.**

Pupils will also engage with the ethical dilemmas which accompany some scientific developments such as the uses of genetic engineering or the role of nuclear energy in combating climate change. In combined science pupils will undertake required practicals which are experiments that they will be asked about during the examinations. Pupils will need to know the methods, how to use the equipment and how to analyse the results.

How can pupils progress further with science GCSEs?

Combined science can also lead to A-level or a vocational course. If pupils wish to study sciences at A-Level then separate science is the better option.

Biology	Chemistry	Physics
Osmosis Food tests Enzymes Photosynthesis Field investigations	Making salts Electrolysis Temperature changes Chromatography Water purification	Resistance V-I characteristics Density Specific heat capacity Force and extension Acceleration Waves

Examination Board:

AQA

How will pupils be assessed?

Combined Science (Combination of Chemistry, Biology, Physics) 2 GCSE's

Study all three sciences but in less depth than Separate Sciences to gain 2 GCSE's.

The course is a mixture of theory and practical science. The course is assessed by 6 x 1hr 15min exams.

Progression Route – 'Vocational'

- Technician
- Health occupations (physiotherapy, dental or veterinary nursing etc..)
- Electrician
- Sports science
- Electronics

Separate Sciences GCSE

The separate science curriculum



Pupils will study for a GCSE in Biology, Chemistry and Physics. This means they will receive 3 GCSE grades. Pupils will have theory lessons which will increase and enhance their subject knowledge and practical lessons where they will develop their skills.

As pupils develop as a scientist, pupils will learn to; **develop hypotheses, design investigations, use scientific apparatus to take accurate and precise readings, present results and analyse their data, draw conclusions and evaluate the validity of their findings.**

Pupils will also engage with the ethical dilemmas which accompany some scientific developments such as the uses of genetic engineering or the role of nuclear energy in combating climate change. Pupils will take required practicals, experiments that pupils will be asked about during the examinations. Pupils will need to know the methods, how to use the equipment and how to analyse the results.

Biology	Chemistry	Physics
Culturing microorganisms Effect of antibiotics on bacterial growth Osmosis Food tests Enzymes Photosynthesis Reaction time Germination Field investigation	Making salts Neutralisation Electrolysis Temperature changes Rates of reaction Chromatography Identifying ions Water purification	Thermal insulation Resistance V-I characteristics Density Specific heat capacity Force and extension Acceleration Waves Light Radiation and absorption

Examination Board:

AQA

How will pupils be assessed?

Separate Sciences (Chemistry, Biology, Physics) 3 GCSE's

Study a GCSE in each science. The course is a mixture of theory and practical science.

The course is assessed by 2 x 1hr 45 min exams per subject.

How can pupils progress further with Science GCSEs?

Separate sciences are the best preparation for pupils wishing to study sciences at A- level.

Progression Route – 'Vocational'

- Medicine
- Dentistry
- Veterinary
- Engineering (Civil, Mechanical, Electrical)
- Research scientist (industrial, medical)

Religious Studies GCSE

The religious studies curriculum



This qualification is for pupils who enjoy learning about the two biggest religions in the UK today; Christianity and Islam and the different beliefs within them. It is for pupils who love giving their own opinion but also listening to other people's opinions and considering why not everyone agrees.

Religious studies prepares pupils to take part in the development of tomorrow's rapidly changing world. Religious Education contributes greatly to understanding the diversity of religion and non-religious belief in our community and the world today. It helps to foster young people's own cultural, social, spiritual and moral development. The lessons learned in Religious Education prepare pupils for responsibilities, experiences and opportunities later in life.

Religious studies allows young people growing up in a diverse society to understand the views and opinions of people whose beliefs and values differ from their own. Lessons provide a space for young people to reflect on their own ideas and develop their thoughts about questions of meaning and ethics. The issues of religion and belief discussed in lessons frequently top the news agenda and RE helps make sense of them. The course consists of the following topics:

- **Religion and Ethics: Christianity**– Christian beliefs, marriage and the family, living the Christian life and matters of life and death.
- **Religion, Peace and Conflict: Islam**– Muslim beliefs, crime and punishment, living the Muslim life and peace and conflict.

How can pupils progress further with a religious studies GCSE?

Religious Studies qualifications provide an excellent basis for any career route either academic or vocational.

Progression Route – 'Academic'

A-Levels, philosophy, sociology, psychology, law, politics.

Examination Board:

Edexcel

How will pupils be assessed?

2 x 1hr 45min exams

Exam 1 – Religion and Ethics: Christianity

Exam 2 – Religion, Peace and Conflict: Islam

Progression Route – 'Vocational'

- Teaching
- Law
- Ministry
- Hospitality
- Tourism
- Public Service Industries
- Social Worker
- Civil Service
- Youth Worker
- Charity Officer

Physical Education (CORE)

The physical education curriculum



The key areas of activity are:

- Badminton
- Football
- Cricket
- Athletics
- Netball
- Table tennis
- Fitness training
- Rounders

All pupils receive one hour of physical education each week with a key focus on activity and the importance of leading a healthy lifestyle.

Other benefits taught include participation in lifelong sport, and the promotion of transferable skills such as communication, leadership skills, resilience, taking responsibility and working as a team.

How can pupils progress further with a Physical Education GCSE?

- Develop health and fitness
- Contribute towards good mental health
- Develop hobbies and interests outside of the classroom
- Develop skill levels in a range of sports
- Learn aspects of health and safety
- Develop self esteem

Progression Route – ‘Academic’

- Apprenticeships
- BTEC
- A-Level
- Degree

Examination Board:

Not applicable. Compulsory one hour per week of physical education is required for all KS4 pupils.

Pupils who wish to take Physical Education as an option should refer to the subject pages for GCSE PE or Cambridge National Sports Studies.

Progression Route – ‘Vocational’

- Athlete
- Health trainer
- Outdoor activities instructor
- PE teacher
- Performance sports scientist
- Personal trainer
- Physiotherapist
- Sports agent
- Sports coach

PSHE

Personal, Social & Health Education



Pleckgate
HIGH SCHOOL

The PSHE Curriculum

The PSHE curriculum focuses on the three core themes of PSHE – Health and Wellbeing, Relationships and Sex Education and Living in the Wider World. PSHE helps pupils develop a breadth of knowledge of the world around them.

The curriculum will give pupils a sense of empowerment and the knowledge, skills and understanding to become aware, active and responsible citizens, both at local, national and global levels. It helps to build confidence in pupils to make well informed decisions on how to stay safe and be involved in their communities and be the best possible version of themselves.

Our curriculum ensures current and future preparation for our pupils to help them become well rounded individuals that are prepared for life after Pleckgate High School. A core purpose of our PSHE programme is to tackle barriers to learning, raise aspirations, and improve the life chances of all pupils. PSHE helps our pupils to really think about themselves, how they treat other people, be aspirational and have good strong values through learning from all 3 core themes and the statutory content for RSE and health and wellbeing. This promotes academic attainment and helps build resilience and positive wellbeing, therefore PSHE is vital for our young people.

There are additional PSHE enrichment activities throughout the year where new themes are explored in greater detail and previous learning is consolidated. These may be delivered by external professional speakers. Pupils will also have opportunities to access certain aspects of the PSHE curriculum in different subject areas, such as, but not exhaustive to, Science, RaW and ICT. Assemblies are also used to address and support key themes running through the PSHE curriculum.

The PSHE curriculum is not examined, however it is a crucial and purposeful educational component. We want all of our pupils, of course, to succeed academically, but we endeavour that through their PSHE learning that they know how to lead happy, healthy and fulfilling lives.

Progression Route

The information learnt in PSHE lessons can help with all future progression routes and if pupils choose a college route they will continue to study the three core themes in PSHE. Career's education is a huge part of the PSHE curriculum in the Living in the Wider World theme where pupils will learn how to make informed decisions about which further education route to take to succeeding in their first job.

Examination Board:

There is no formal assessment for PSHE.

Pupils will be assessed by your teacher in each lesson through question and answer sessions, written pieces of work and constant formative assessment.

Progression Route – 'Vocational'

- Careers advisor
- Child psychotherapist
- Counsellor
- Educational psychologist
- Family support worker
- Youth worker

Option subjects

- Arabic GCSE
- Art & Design GCSE
- Business GCSE
- Computer Science GCSE
- Design & Technology GCSE
- Digital IT BTEC
- Drama GCSE
- French GCSE
- Geography GCSE
- Health & Social Care BTEC
- History GCSE
- Hospitality & Catering BTEC
- Music BTEC
- Physical Education GCSE
- Sports Studies
- Statistics GCSE
- Urdu GCSE

Arabic GCSE

***Important note:** In order to be allowed to study Arabic at GCSE pupils will be expected to pass a competency assessment which will evaluate their ability to read and write Arabic. It is expected that this is at least as good as the competency to read and write French. If pupils do not achieve the required standard their option will be amended to GCSE French*

The Arabic curriculum



The Arabic language course focuses on developing pupils' skills (reading, writing, listening, speaking) so they can effectively communicate with Arabic speakers. This will provide them with a deeper understanding of the society in which they live, in particular, and of Arab culture in general. Arabic is the mother tongue in 22 countries in Asia and Africa, and now ranks sixth among the most widely used languages in the world, with 246 million speakers, in addition to the 1.6 billion Muslims in the world who use it in worship.

During the course, 5 themes are covered:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

Minimum requirements:

Pupils should be comfortable working in two or three tenses and be able to read, write, speak and understand spoken Arabic before starting the course

What can pupils do next with GCSE Arabic?

There is an increasing interest in the Arabic language in the world, and in international organisations such as the United Nations, the International Red Cross, International Relief Agencies and UNESCO, which gives the speaker an advantage and makes them a strong competitor for a future job. Do not forget that mastering the Arabic language may open up opportunities to work in embassies of countries and consulates operating in the Arab countries.

Examination Board:

Edexcel

How will I be assessed?

Listening 35 minutes

Speaking 30 minutes

Reading 50 minutes

Writing 85 minutes

Progression Route

- Government relations specialist
- Foreign-service officer
- Government translator
- Government interpreter
- Development program officer
- Intelligence analyst.

Art & Design GCSE

The art curriculum



Pupils will be given a starting point, such as 'portraits', 'buildings', 'music' or 'fashion'. Pupils will then look at the work of other artists and photographers and develop THEIR OWN ideas from pupils own starting points (photos) which will be developed using different materials and techniques to create a 'final piece' over several months.

Art & design this involves drawing, painting, pastels, sculpture or any other media. pupils require good imagination and creativity as pupils will be marked on how original and unique their work is!

How can pupils progress further with an art GCSE?

The examining board recently did a survey of 100,000 different UK businesses and found that Art based GCSEs were the THIRD most sought-after qualification to these employers!

Over 1,000,000 people in the UK are currently working in Art related jobs. Almost EVERYTHING these days is internet based, and the internet relies on Art and what is called 'visual literacy'. Graphics, Media, magazines, web or game design – they all need Art!

Progression Route – 'Academic'

- A Level or BTEC in Art, Fine Art, Graphics, Fashion, 3D or Ceramics courses
- Degree of Higher National Diploma ('HND') level in all of the above

Examination Board:

AQA

How will pupils be assessed?

Coursework: Pupils will undertake at least two projects during Year 10 and Year 11. Pupil coursework is at least one of these projects, plus the 'best bits' of their other work.

Exam: Pupils have a 10 hour exam that takes place at normal school lesson times – pupils will spend all 5 periods of two days in the art room working on their exam. Don't panic – pupils WON'T spend 10 straight hours in an exam room!

Progression Route – 'Vocational'

- Painter
- Graphic Designer
- Furniture or Interior Designer
- Jewellery, Fashion designer
- Website Design
- Gaming Development
- Television or Media, Museum or Gallery Curator
- Sculptor
- Book Illustrator
- Makeup Artist
- Cake or Food Decorator

Business GCSE

The business curriculum



Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for pupils to explore core concepts through the lens of an entrepreneur setting up a business. In this theme pupils will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, pupils will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

How can I progress further with a Computer Science GCSE?

- Level 3, AS and A level Business
- Degree-level qualifications in Business and Enterprise
- Management qualifications
- Careers in management, marketing, project management, human resources

How can I find out more?

For further information on this course, you should talk to Mrs Coulthard.

Examination Board:

Edexcel

How will I be assessed?

Pupils will sit two examinations:

Theme 1 - Investigating small business (50%)

Theme 2 - Building a Business (50%)

Progression Route – 'Vocational'

- Computer support
- IT analysis
- Web development
- Accounting technician
- Auditor
- Bookkeeper
- Business development manager

Computer Science GCSE

The computer science curriculum



- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Understand how computers manipulate binary data arithmetically (binary addition, binary shifts, two's complement signed integers)
- 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 can pupils progress further with this qualification?

- Level 3, AS 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, please speak to Mrs Coulthard.

Examination Board:

Edexcel

How will pupils be assessed?

Pupils will sit one paper based examination and one on screen practical exam:

Unit 1 – Principles of Computer Science (50%)

Unit 2 – Application of Computational Thinking (50% on-screen, practical assessment of programming using Python)

Progression Route – 'Vocational'

- Technology sales
- Information security
- Database administration
- Network engineering
- Software development
- Cloud engineering
- IT leadership

Design & Technology GCSE

The design and technology curriculum



The written examination: A mix of short answer, structured and extended writing questions assessing pupils knowledge and understanding of five clear and distinct topic areas:

- Design and technology and our world
- Smart materials, electronic systems and programmable components
- Mechanical components and devices
- Materials – characteristics and functions of a wide range of wood, metal, paper, plastics and boards. One material will be studied in more depth than others.

The Non-examined assessment: This is based on a design and make task set by EDUQAS, assessing pupils ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology

Pupils will be expected to be creative and innovative and come up with their own ideas for individual designs for new products independently. They will be able to choose to work with a range of different materials and select one for their non-examined assessment.

How can pupils progress further with a Design and Technology GCSE?

This course provides a suitable foundation for the study of design and technology and engineering at either AS, A level or apprenticeships.

Examination Board:

Eduqas Design and Technology

How will pupils be assessed?

1 x 2hr examination (50%) taken at the end of Year 11

1 x non-examined assessment (coursework) which takes approx. 35 hours (50%) Pupils will be graded 9-1

Progression Route

- Product designer
- Architect
- Electrician
- Engineering
- Technology teacher

Digital IT BTEC

The digital IT curriculum



- Using the Internet and written resources to find out independently how technology has changed our lives and how we rely on IT to shop, work and okay.
- To develop IT- based solutions to resolve practical problems.
- Secure knowledge that underpins effective use of skills, process and attitudes in the sector such as how user interfaces meet user needs.
- How businesses collect and use data to make decisions.
- Being a critical analytical thinker as pupils will check for accuracy, suitability and giving feedback on how to improve work develops their understanding and critical thinking.
- Independently carrying out tasks set by the exam board to improve pupils concentration, determination and organisational skills.

How can pupils progress further with this qualification?

- Vocational Qualifications in BTEC National in IT Level 3.
- Level 3, AS and A level Computer Science
- Computer Forensic

How can I find out more?

For further information on this course, please speak to Mrs Coulthard.

Examination Board:

Pearson BTEC

How will pupils be assessed?

The course is made up of three components: two that are internally assessed and one that is externally assessed.

Component 1 – Exploring User Interface Design Principles (30%)

Component 2 – Collecting, presenting and interpreting data (30%)

Component 3 – Effective digital working practices (40%)

Progression Route – ‘Vocational’

- Computer Forensic
- Cyber Security
- Database Administrator
- Software engineer
- ICT technician or network manager

Drama GCSE



The drama curriculum

The subject content for GCSE drama is divided into three components:

Understanding drama

- Knowledge of drama and theatre.
- Study of one set play.
- Analysis and evaluation of live theatre.

Devising drama (Practical)

- Process of creating devised drama
- Performance of devised drama
- Analysis of own work

Texts in practice (Practical)

- Performance of two extracts from one play

How can pupils progress further with this qualification?

Drama can give pupils a number of transferable skills that many other subjects cannot. These are useful and relevant in whatever career path pupils decide to choose, whether it is related to Drama or not. It teaches pupils presentation and teamwork skills and it helps in developing tconfidence and empathy with others.

If pupils wish to continue studying Drama at a higher level, then studying GCSE Drama will prepare pupils for higher education such as A Level Drama. If pupils wish to pursue Drama as a career option then there are a number of routes that they can take.

Examination Board:

AQA

How will pupils be assessed?

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of nine
- Analysis and evaluation of the work of live theatre makers

Progression Route

- Radio Presenter
- Stunt Artist
- TV Presenter
- Stage designer
- Actor/Actress
- Costume Designer
- Stage Manager
- Makeup Artist
- Theatre Critic

French GCSE

The French curriculum



MFL Core content pupils study all of the following themes on which the assessments are based.

Theme 1: People and lifestyle:

Family, healthy living and lifestyle, life at school/college, education post-16, jobs, ambitions.

Theme 2: Popular culture:

Free time activities, customs, festivals and celebrations, celebrity culture.

Theme 3: Current and future study and employment

My studies, Life at school/college, Education post-16, Jobs, career choices and ambitions.

How can I progress further with a French GCSE?

A French GCSE qualification provides an excellent basis for any career route either academic or vocational.

Progression Route – ‘Vocational’

- Business
- Marketing
- Teaching
- Translator
- International Administration
- Interpreter
- Public relations
- Diplomatic service
- Government
- Advertising
- Publishing
- Careers in international Law
- Any career that involves communication.

Examination Board:

AQA

How will pupils be assessed?

Foundation tier

Listening 35 minutes
Speaking 30 minutes
Reading 45 minutes
Writing 60 minutes

Higher tier

Listening 45 minutes
Speaking 30 minutes
Reading 60 minutes
Writing 75 minutes

Progression Route – ‘Academic’

- A Level French courses

Degree in French with another subject such as:

- Business
- TEFL
- Economics
- Accounting

Geography GCSE

The geography curriculum



Component 1: 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.

Component 2: The Human Environment: (1hr 30min exam) 37.5% of GCSE

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

Component 3: Geographical Investigations: (1hr 30min exam) 25% of GCSE

Urban and rural fieldwork, UK challenges

Pupils will undertake two field trips to contrasting environments to investigate the physical and human world around them. The data and statistics gathered from the field trips will be used to answer examination questions in component 3.

How can I progress further with a Geography GCSE?

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 pupils 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 and tourism and hotel management. Skills that are developed through the study of geography include critical thinking and problem solving. Regardless of the pupils career path, future employment will depend largely on the pupils ability to communicate with colleagues and clients, sharing their expertise to meet their needs and overcome the challenges that they are tasked with.

Examination Board:

Edexcel

How will pupils be assessed?

There will be three, 90 minute written GCSE examinations at the end of year 11.

Examinations are a mixture of multiple choice, short answer and extended answer responses. Marks are also awarded for accurate spelling, punctuation and grammar.

Progression Route – 'Vocational'

- Architectural technologist
- Business analyst
- Cartographer
- Data analyst
- Environmental consultant
- Geographical information systems officer
- Secondary school teacher

Health & Social Care BTEC

The health and social care curriculum



Component 1:

Pupils will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.

Component 2:

Health and social care services and values learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Component 3:

Health and well being learners will explore the factors that affect health and well being, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and well being.

How can pupils progress further with this qualification?

Pupils can go on to study Level 3 health and social care or they can use this qualification and study A Levels in a broad range of subjects relating to the health and social care sectors, for example, they may choose to study psychology or medicine.

Examination Board:

Pearson BTEC level 1 and 2

How will pupils be assessed?

Component 1: Human Lifespan Development – 30 % controlled assessment

Component 2: Health and Social Care Services and Values – 30% controlled assessment

Component 3: Health and Wellbeing – 40% 2 hour examination

Progression Route – 'Vocational'

- Child care
- Psychology
- Nursing
- Social work
- Care worker
- Teaching
- Nutritionist

History GCSE

The history curriculum



ID: 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

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 component includes a compulsory trip.

How can pupils progress further with a History GCSE?

History provides an excellent basis for any career route either academic or vocational.

Progression Route – ‘Academic’

- A Level History courses
- Degree in History

Examination Board:

AQA History

How will pupils be assessed?

Two Exams both 2 hours

Progression Route – ‘Vocational’

- Law
- Politics
- Medicine
- Pharmacy
- Dentistry
- Business

Hospitality & Catering

Vocational Award

The hospitality and catering curriculum



This course will develop pupils 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. Pupils will also develop high level food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Unit 1 – ‘The Hospitality and Catering Industry’ which is examined at the end of year 10 (40%).

Unit 2 – ‘Hospitality and Catering in Action’ which is a centre assessed task completed in Year 11 and includes high level practical work which is carried out in both Years 10 and 11 (60%).

There will be the expectation that pupils will provide their own ingredients for practical sessions.

How can pupils progress further with a vocational award in hospitality and catering?

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education. However this award covers content that would be considered beneficial to professions such as teaching, nursery assistants, nursing and a range of other caring and medical professions.

Examination Board:

Eduqas Level 1 and 2 vocational award in hospitality and catering

How will pupils be assessed?

An on screen examination taken at the end of Year 10 (1 hour 30 mins)

Non- examined unit (coursework) which includes a 3 hour practical examination.

Progression Route

- Level 3 Hospitality or Catering
- Apprenticeships within the Hospitality and catering industry
- A-Levels

Music BTEC

The Music Curriculum



Pupils will learn about different styles of music and pupils will be required to complete practical tasks based around those different styles of music.

The styles of music include; baroque music, film music, rock 'n' roll, minimalism, reggae, motown music and much more! Pupils can research any style of music they are interested in.

There is also a large focus on improving skills as a musician individually through performance and composition.

How can pupils progress further with a BTEC qualification in music?

The skills learnt will help pupils progress onto further study in music. Courses can include;

- BTEC Level 3 Music Technology (same level as A Level)
- BTEC Level 3 Music (same level as A Level)
- A Level Music Technology, A Level Music/Performing Arts
- BTEC Higher Nationals in Music (same level as Year 1/2 of University)
- BA(Hons) degree in Music/Performing Arts
- MA or PhD in Performance/Composition.

Examination Board:

Pearson BTEC Tech Award Level 1/2 in Music Practice

How will pupils be assessed?

Component 1 – Exploring Music Products and Styles (Year 10, submitted in May)

Component 2 – Music Skills Development (Year 10/11, submitted in December)

Component 3 – Responding to a Music Brief (Year 11, submitted in May)

Progression Route

- Composer
- Performer
- Teacher/Tutor
- Sound Engineer
- Recording Studio Manager
- Music Therapist
- DJ
- Music Producer
- Agent

Physical Education GCSE

The physical education curriculum



- Applied anatomy and physiology
- Movement analysis
- Physical training
- Health, fitness and well-being
- Sport Psychology
- Use of data

How can pupils progress further with a GCSE PE qualification?

The skills learnt will help pupils progress onto further study in the Exercise, Physical Activity, Sport and Health sector.

Level 3 vocational qualifications such as the Cambridge Technical in Sport and Physical Activity

AS or A-Levels, such as Physical Education, Psychology, Sociology, Sport and media

Apprenticeship in community activator coach, leisure team members, personal trainer or outdoor activity instructor.

Examination Board:

OCR

How will pupils be assessed?

- 60% is examined by two 1-hour exams in year 11.
- 40% is examined practically.

Pupils will need to choose three sports. Pupils have free choice of over a number of different sports they can be assessed in. A piece of coursework analysing and evaluating Performance (AEP)

Progression Route

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

Sports Studies

Cambridge National

The sports studies curriculum



Pupils will develop knowledge, understanding and skills that they can apply to a range of approaches that are relevant to the workplace or higher education. Pupils will be able to work with independence to create material which shows effective planning, development and evaluation and an ability to demonstrate practical skills and qualities.

Pupils will develop the skills to produce work that is complete and coherent, demonstrating independence and understanding. Pupils will be able to:

- Recall, select and apply knowledge and understanding, using practical sporting examples
- Demonstrate knowledge and understanding of physical and psychological factors that affect performance as well as demonstrating pupils practical performance skills within two sporting activities
- Identify, plan and carry out a range of activities and exercises to prepare for, and recover from, sporting activities
- Demonstrate awareness of how to meet specific needs when developing and delivering different physical activity programmes
- Use technical language and terminology correctly
- Demonstrate evaluative skills.

How can pupils progress further with a Cambridge National in sport studies?

These skills will help pupils progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in sport and physical activity, AS or A-Levels, such as physical education, psychology, sociology, sport or media or an apprenticeship in community activator coach, leisure team members, personal trainer or outdoor activity instructor.

Examination Board:

OCR Cambridge National

How will I be assessed?

R184: Contemporary issues in sport (marked by an exam and assessed externally)

R185: Performance and leadership in sports activities

R186: Sports and the media

Progression Route

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

Statistics GCSE

The statistics curriculum



Pupils will gain experience of:

- Statistical techniques in a variety of authentic investigations, using real-world data in contexts such as populations, climate, sales etc. There will also be the opportunity to identify trends through carrying out appropriate calculations and data visualisation techniques
- The application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- Critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- Understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data
- Understanding ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing.

How can pupils progress further with this qualification?

GCSE statistics is useful for many A Level courses including:

- Maths
- Further Maths
- Geography
- Finance
- Sciences

Examination Board:

Edexcel

How will pupils be assessed?

Pupils will sit two 90 minute examinations at the end of year 11. These are equally weighted.

Progression Route

- Agriculture
- Computer Science
- Health Science
- Pharmaceutical
- Data analyst

Urdu GCSE

***Important note:** In order to be allowed to study Urdu at GCSE pupils will be expected to pass a competency assessment which will evaluate their ability to read and write Arabic. It is expected that this is at least as good as the competency to read and write French. If pupils do not achieve the required standard their option will be amended to GCSE French*

The Urdu curriculum



Studying Urdu at GCSE adds an international dimension to the pupils choice of GCSE subjects, which is something many future employers and universities look for. As well as being a great option if pupils would like to work abroad, language training also develops many skills which are useful in a range of future careers, such as the ability to communicate clearly, being confident speaking in public, and using problem-solving strategies.

Urdu is a living language spoken by 490 million people around the world with over one million speakers around the world! It is not just a practical language spoken on a daily basis, but one that has produced great scholars and poets. Learning Urdu will also help pupils recognise words in Arabic and Persian as many words are common in all three languages.

Course Content:

Pupils following the Urdu GCSE course learn about the following themes and topics:

- Health
- Relationships and Choices
- Leisure
- Holidays
- Environment
- Work and Education

Minimum requirements:

Pupils should be comfortable working in two or three tenses and be able to read, write, speak and understand spoken Urdu before starting the course

Examination Board:

Edexcel

How will pupils be assessed?

The four skills of listening (25%), reading (25%), writing (25%) and speaking (25%) are all assessed by examination at the end of Year 11. The speaking exam will be taken with the teacher, but is assessed externally by examiners.

Progression Route

- Government relations specialist
- Foreign-service officer
- Government translator
- Government interpreter
- Development program officer
- Intelligence analyst.



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