



BROWNEGE ST MARY'S Catholic High School

"Let your light shine"



Pathways 2026

Year 9



Introduction

This booklet is designed to be a helpful guide for you through the Pathways process. It is aimed to introduce the courses available for study through to final qualification in 2028. 'Pathways' was chosen to specifically name this major event in your child's life as we feel it signifies more clearly the sense in which pupils can select a range of different routes through to their future ambitions. Each route is different, requiring different skills and demands. Your task is to begin to carve the best pathway for you.

This year pupils will be able to choose three GCSE option subjects as they transition fully onto a key stage 4 curriculum. This personalisation for our pupils has ensured they have had a solid foundation and experience to make more informed choices for their future. We strongly believe our curriculum is the best for our pupils and for the benefit of their futures.

Making this decision is not always easy, and there is a lot to consider. That's why it is important to draw on all the support and advice available to you, and this booklet is a good starting point. In it you will find detailed information about each subject as well as valuable careers information to support your decision making.

What we want for our young people is a pathway to continued success, that is broad and balanced and gives you direction to achieve your ambitions. Pathways forms will be distributed at **Parents' Evening on Tuesday 17th March 2026**. The deadline for making your subject choice request is **Thursday 2nd April 2026**, which are to be submitted to **Mr Banks or Pupil Reception**.

Finally we hope that you find the experience exciting and empowering and if you have any further queries please do not hesitate to contact school.

Best wishes

Mrs N. Oddie
Headteacher

Important Dates

Being such an important stage in your child's education, there are a series of events that will help support this period of decision making

<u>Activity</u>	<u>How will this help?</u>	<u>Date</u>
Introduction Assembly	During this assembly pupils were introduced to the process of choosing 3 options and the key events moving forward	Wednesday 25 th February
Pathways Evening	This is an evening when you and your parents are able to gather information about 'The Pathways' process.	Thursday 26 th February
Course Fact Finding event	During this event, pupils will be given further guidance about what to consider when choosing their options and what future considerations to make. It is also an opportunity to find out more about 'new' subjects that they have not yet studied	w/c Monday 9 th March
Parents' Evening	This evening is critical part of the process where you are able to discuss your progress in your subjects with you class teachers as well as your suitability for studying the course as a formal qualification. During this evening an independent careers advisors are available as well further information about subjects not yet studied. Pathway forms will be distributed at this evening.	Tuesday 17 th March
Submit Pathways Form	It is important that you submit your preferences on this deadline so that you are not disappointed.	Thursday 2 nd April
Confirmation of subject choices	Each pupil will receive confirmation of the courses that they will commence depending on availability and suitability.	July 2026

Making Choices

When choosing your optional courses remember that you are already going to study up to 6 GCSE's in your core curriculum.

Questions you should think about

- Which courses will I enjoy studying most for the next 2 years?
- Which subjects am I most likely to be successful in?
- Which subjects will I need for my future career or I might want to study further when I leave school?
- Which courses suit my preferred method of learning? (Think about how the course is assessed)
- Have you worked through your Careers booklet from Learning for Life?

It's good to talk!

It is important that you make the right choices and it can be really helpful to discuss your thoughts and ideas with people around you. Here are some suggestions of who might be of help to talk things through with.

- Your parents/carers
- Your subject teachers/Heads of Faculty
- Your Form tutor
- Your Head of House
- Senior members of Staff
- Careers Advisor (via Mr Richardson)
- Other people, relatives, family friends doing a career you may be interested in.

Consider the type of course

To cater for the needs of our pupils we offer vocational qualifications as well as GCSEs.

GCSEs are the more traditional qualification and will be awarded with a 1-9 grade.

Vocational qualifications aim to help you learn about a specific industry or area of work. Vocational qualifications are awarded a Pass, Merit, Distinction or Distinction*. Most students will be entered for the Level 2 qualification (equivalent to 1 GCSE at grades 5-9), although some may be entered for the Level 1 qualification (equivalent to 1 GCSE at grades 4-1).

In order to ensure this is personalised to the individual, this will be discussed as appropriate.

Subjects List

There are some subject that are compulsory and these are considered our core curriculum. Other subjects are optional and there are available to choose from. Pupils will be able to choose from the list below in year 9.

Ebacc Qualification

It is widely recognised that pupils who achieve the Ebacc qualification are in a strong position for future applications to University education post-18. By studying the suite of Ebacc qualifications you are ensuring that your curriculum is rigorous, ambitious but also balanced in the skills it develops.

To achieve the Ebacc qualification pupils must study **English, Maths, Science, Humanity and a Language**. Therefore at Browndedge, to be able to achieve the Ebacc qualification pupils must study one option from each of this lists below :-

Humanity

History
OR
Geography

Language

French
OR
German

Core Curriculum

- Religious Studies
- English Literature
- English Language
- Mathematics
- Combined Science

Option Curriculum

Pupils choose three from this list to start studying in year 10.

- Art & Design
- Business Studies
- Business Enterprise
- Catering and Hospitality
- Child Development
- Computer Science
- Creative iMedia
- Design Technology
- Drama
- French
- Geography
- German
- Health & Social Care
- History
- Music
- Sports Science
- Triple Science

Qualification Title	:	GCSE Religious Studies (B)
Awarding Body	:	Eduqas
Curriculum	:	Core

Aims

GCSE Religious Studies provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. It develops pupils' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. Pupils will engage with questions of belief, value and meaning and their influence on human life. Religious Studies challenges pupils to reflect on and develop their own values, beliefs and attitudes and helps prepare them for adult life in a pluralistic society and global community.

Overview

Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. The thematic study part of each component will also require pupils to contrast Catholic responses to philosophical and ethical question with answers given by other Christian denominations, Judaism, and answers given by those subscribing to non-religious world views.

Assessment

There are three components of the RS GCSE which are examined externally as three

Component 1: Foundational Catholic Theology

Written examination: 1 hour 30 minutes

- Theme 1: Origins and Meaning
- Theme 2: Good and Evil

Component 2: Applied Catholic Theology

Written examination: 1 hour 30 minutes

- Theme 3: Life and Death
- Theme 4: Sin and Forgiveness

Component 3: Study of a World Faith

Written examination: 1 hour

- Judaism

Religious Studies papers are designed to give all pupils access to the full range of grade and are not tiered.

Key Skills

The course enables pupils to develop their literacy and the ability to construct well-argued, structured written arguments. It will enable young people to become religiously informed and thoughtful, engaged citizens.

Career Opportunities

Advice worker	Aid worker
Archivist	Charity fundraiser
Civil Servant	Counsellor
Doctor	Health and Social care
Journalist	Nurse
Lawyer	Librarian
Museum curator	Nursery worker
Police officer	Teacher
Youth and community worker	





Qualification Title	:	GCSE English Language
Awarding Body	:	AQA
Curriculum	:	Core

Aims

The English Language is rich, varied and exciting, and through a variety of topical stimulus, pupils are given the opportunity to develop their skills of fluency with spoken language, higher-order reading, analysis and critical thinking. This course will also ensure that pupils build on their written communication, specifically developing: creativity with language; confident control of Standard English; extension and cohesion of ideas; as well as spelling, punctuation and grammar.

Overview

In English Language, pupils will follow the AQA Specification, a linear qualification which is divided into 3 units:

- **Explorations of Creative Reading and Writing**, focuses on how writers use narrative and descriptive techniques to engage the interest of readers
- **Writers' Viewpoints and Perspectives**, focuses on how different writers present a similar topic over time.
- **Spoken Language**, which requires pupils to plan, prepare and perform a formal presentation individually in front of an audience.

Assessment

This qualification is assessed by two examinations at the end of Year 11.

Paper 1: Explorations in Creative Reading and Writing
1 hour 45 mins Section A - Reading (one literature fiction text)
Section B - Descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives
1 hour 45 mins Section A - One non-fiction text and one literary non-fiction text
Section B - Non-fiction writing to present a viewpoint

Examinations are **untiered** and there is no longer a requirement to complete controlled assessments. A substantial number of marks (20%) will be awarded for accuracy in spelling, punctuation and grammar. 50% weighting for each paper

Key Skills

AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts
AO2: Explain, comment on and analyse how writers use language and structure
AO3: Compare writers' ideas and perspectives
AO4: Evaluate texts critically and support this with appropriate textual references
AO5: Communicate clearly, effectively and imaginatively; Organise information and ideas.
AO6: Use varied vocabulary and sentence structures for clarity.
AO7: Demonstrate presentation skills in a formal setting
AO8: Listen and respond appropriately to spoken language
AO9: Use spoken Standard English effectively in speeches and presentations.

Career Opportunities

Digital copywriter	Editorial assistant
Lexicographer	Magazine journalist
Newspaper journalist	Publishing copy-editor
Writer	Academic librarian
Advertising copywriter	Arts administrator
Information officer	Marketing executive
Primary school teacher	Public relations officer
Records manager	Secondary school teacher
Social media manager	
English as a foreign language teacher	
Advertising account executive	

Qualification Title	:	GCSE English Literature
Awarding Body	:	AQA
Curriculum	:	Core

Aims

Our English Literature course is a gateway to wider reading experiences as pupils journey through the exploration of a range of famous texts from our cultural and literary heritage. A diverse range of poems, plays and novels are all on the menu. From Simon Armitage and Wilfred Owen, to William Shakespeare and J. B. Priestley, this subject aims to inspire pupils to think beyond the limits of their own lives.

Overview

In English Literature, pupils will follow the AQA Specification, a linear qualification which contains study of:

- A Shakespearean Play – pupils will study an infamous play, Macbeth.
- A 19th Century Novel – pupils will read and investigate the life and times of Charles Dickens, through his novel A Christmas Carol.
- Modern Text – from a wide variety of texts, pupils will complete an in-depth studies of An Inspector Calls.
- A Poetry Anthology – pupils will explore the Power and Conflict anthology, as well as prepare for the unseen element of the exam.

Assessment

This qualification is assessed by two examinations at the end of Year 11.

Paper 1: **Shakespeare and the 19th-century novel.**

1 hour 45 mins Section A - Shakespeare
Section B - 19th-century novel

40% weighting for paper 1
60% weighting for paper 2

Paper 2 **Modern texts and poetry**

2 hour 15 mins Section A - Modern texts
Section B - Poetry
Section C - Unseen Poetry

Examinations are 'closed' book which means books studied are no longer allowed to be available during examinations. Examinations are also **untiered** and there is no longer a requirement to complete controlled assessments.

Key Skills

AO1: Read, understand and respond to texts, developing a critical style and personal response.

AO2: Analyse the language, form and structure used by a writer, using relevant subject terminology.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Career Opportunities

Digital copywriter	Editorial assistant
Lexicographer	Magazine journalist
Newspaper journalist	Publishing copy-editor
Writer	Academic librarian
Advertising copywriter	Arts administrator
Information officer	Marketing executive
Primary school teacher	Public relations officer
Records manager	Social media manager
Secondary school teacher	
English as a foreign language teacher	
Advertising account executive	



Qualification Title	:	GCSE Mathematics
Awarding Body	:	OCR
Curriculum	:	Core

Aims

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Overview

Pupils will study the following concepts in GCSE Mathematics

- 1) Number
- 2) Algebra
- 3) Ratio, proportion and rates of change
- 4) Geometry and measures
- 5) Probability
- 6) Statistics

Assessment

GCSE Maths is assessed through 3 examinations, either higher or foundation level. Higher tier will cover grades 3-9 and foundation covers grades 1-5. All examinations will all be taken at the end of Year 11. Each examination is 1 hour 30 minutes, and are equally weighted. One paper is non calculator and two are calculator examinations. Each exam will draw questions from the full range of the GCSE content of Number, Algebra, Probability, Statistics, Geometry and Measure, Ratio, Proportion and Rates of Change.

Key Skills

Effective communication is very important. Pupils must use show working, particularly on the "show that" questions.

Career Opportunities

Actuarial analyst	Actuary
Chartered accountant	
Chartered certified accountant	
Data analyst	Investment analyst
Research scientist (maths)	
Secondary school teacher	
Statistician	Systems developer
Financial manager	Financial trader
Insurance underwriter	Meteorologist
Operational researcher	
Quantity surveyor	Software tester



Qualification Title	:	GCSE Combined Science
Awarding Body	:	AQA
Curriculum	:	Core

Aims

Science is changing our lives and is vital to the world's future prosperity, All students are taught essential aspects of the knowledge, methods, processes and uses of science. Pupils are helped to appreciate the achievements of science in showing them how the complex and diverse phenomena of the natural world can be described in terms of a number of key ideas relating to the sciences which are inter-linked, and which are of universal application.

Overview

Pupils following Trilogy Science will study Biology, Chemistry and Physics and will gain TWO grades.

Biology

Cell biology
 Organisation
 Infection & response
 Bioenergetics
 Homeostasis and response
 Genetics and Evolution
 Ecology

Chemistry

Atomic structure & Periodic table
 Bonding, Structure & properties
 Quantitative chemistry
 Chemical changes
 Energy changes
 Rate and extent of chemical change
 Organic chemistry
 Chemical Analysis
 Chemistry of atmosphere
 Using resources

Physics

Energy
 Electricity
 Particle model of matter
 Atomic structure
 Forces
 Waves
 Electromagnetism
 Space Physics

Assessment

For Trilogy (Combined Science) there will be 2 exam papers for each subject lasting 1 hour and 15 minutes. Exam papers include a range of questions, including multiple choice, closed short answer and open response questions. There are a number of required practical tasks which will be taught throughout the course, with the assessment of practical skills integrated into the six exams. Skills to learn how to work scientifically are also developed throughout the course.

Key Skills

- Development of scientific thinking
- Experimental skills and strategies
- Analysis and evaluation
- Scientific vocabulary, quantities, units, symbols and nomenclature

Career Opportunities

Bio-chemist	Brewing Scientist
Chemical Engineer	Conservator
Food Technologist	Forensic Scientist
Hairdresser	Lab Technician
Oceanographer	Pathologist
Pharmacist	Photographer
Physiotherapist	Teacher
Textile Technician	Engineer
Vet / Veterinary Assistant	



Qualification Title	:	GCSE Art & Design
Awarding Body	:	Eduqas
Curriculum	:	Option

Aims

Throughout the course pupils will gain an understanding of different concepts of Art and Design, using a variety of materials and processes to build on skills learnt at Key Stage 3. By working beyond their lessons pupils will research and develop their ideas and independently develop their ideas to make their projects personal to their skills and interests.

Overview

The Art & Design course consists of two statutory areas; a portfolio of work (Non Examined Assessment) and externally set task (exam). The NEA takes place over a two year period, during which time pupils will explore a variety of creative processes in areas such as print making, textiles, sculpture, drawing and painting. The aim of the coursework is to allow pupils to learn and develop creative skills prior to working on two extended projects (each lasting approximately three terms).

Assessment

The final GCSE grade comprises of a portfolio (60%) and an examination (40%).

Pupils are assessed against the following criteria in both the portfolio and examination

- Contextual Understanding
- Creative Making
- Reflective Recording
- Personal Presentation

In January of Year 11 the exam is released to pupils; this consists of a selection of starting points that are either one word starters, visual starters or specific tasks. Pupils must choose the question they feel they could work well with and be able to answer the question in a visual fashion. Pupils will use the weeks prior to the exam to prepare work that meets each of the assessment objectives. The exam preparation time extends over a period of 12 weeks and ends with a 10 hour examination.

Key Skills

The Art & Design course will not only develop your techniques and ability across a wide range of media, but also your understanding of different ways of working and ways of approaching different themes. As the course develops, so too will your confidence as you begin to work more and more independently and creatively both in and out of lessons in the development towards your final outcomes.

Career Opportunities

Art Therapist	Art Teacher
Fine Artist	Costume Designer
Fashion Designer	Florist
Gallery Curator	Hairdresser
Make-up Artist	Personal Stylist
Photographer	Potter
Product Designer	Sculptor
Jewellery /Hat Designer	



Qualification Title	:	GCSE Business
Awarding Body	:	EDEXCEL
Curriculum	:	Option

Aims

No matter what you do in life you will interact with businesses. Most of you will work for a business and all of you will buy goods and services from businesses. Apart from being a great qualification to have for university and employers, we teach you to be smarter in your dealings with business, making and saving you money through life. This is achieved by submerging you in the study of Business and Economics, to develop your ability to distinguish between facts and opinions, build arguments and make informed judgements. You will also be able to appreciate the range of perspectives of different stakeholders in relation to business and economic activities as well as consider the extent to which business and economic activity can be ethical and sustainable.

Overview

Throughout the duration of the Business Studies course, pupils will complete a variety of topics, with two themes

1. Investigating small business

Enterprise and entrepreneurship
Spotting a business opportunity
Putting a business idea into practice
Making the business effective
Understanding external influences on business

2. Building a business

Growing the business
Making marketing decisions
Making operational decisions
Making financial decisions
Making human resource decisions

Assessment

This qualification is assessed by two examinations at the end of Year 11.

Paper 1: **Investigating small business**

1 hour 45 mins Theme 1
(50%)

Paper 2 **Building a business**

1 hour 45 mins Theme 2
(50%)

Key Skills

Business Studies will develop and use a variety of skills throughout the course which make you suitable for most career types, for example,

- analytical skills
- organisation skills
- communication skills
- collecting, analysing and interpreting data.

These skills are in great demand and are recognised and highly valued by employers and colleges.

Career Opportunities

- Public Sector Administration
- Marketing
- Retailing
- Teaching
- Accountancy
- Human Resources and PR
- Business studies is a subject that compliments any other and can be utilised in lots of different ways.



Business-Enterprise



Qualification Title	:	BTEC Tech Award Enterprise
Awarding Body	:	Pearson
Curriculum	:	Option

Aims

Enterprise is crucial to the business sector and the UK's economy, with entrepreneurs driving wealth creation through innovative businesses. The aim of enterprise is to foster economic growth, with nearly six million businesses in the UK providing employment and contributing to national turnover. Small and medium-sized enterprises (SMEs) are especially vital, making up 99.9% of businesses and accounting for a large portion of employment and turnover. Studying enterprise at Key Stage 4 offers both practical and theoretical learning, with strong post-16 progression opportunities. This course, developed with Peter Jones from Dragon's Den, highlights the importance of enterprise in driving innovation and economic development.

Overview

Throughout the duration of the Enterprise course, pupils will complete a variety of topics, with three Components:

Component 01 - Exploring Enterprises

Focuses on understanding why businesses succeed, covering market research, customer needs, competitor behaviour, and situational analysis.

Component 02 - Planning and Presenting a Micro-Enterprise

Pupils choose a micro-enterprise idea, develop a business plan, present it, and review the presentation to meet specific requirements.

Component 03 - Marketing and Finance for Enterprise

Pupils study how businesses use marketing to reach their target audience, and complete and analyse financial documents.

Assessment

This qualification is assessed by two non-exam internal assessments (one in Year 10 and one in Year 11) and an external assessment (in May of Year 11):

Component 1: Exploring Enterprises (60 marks, 30% of overall grade)

Assessment: Non-exam internal assessment – Investigative Report

Duration: 6 hours preparation + 5 hours supervised assessment

Component 2: Planning and Presenting a Micro-Enterprise Idea (60 marks, 30% of overall grade)

Assessment: Non-exam internal assessment - Business Plan & Professional Pitch

Duration: 6 hours preparation + 7 hours supervised assessment

Component 3: Marketing and Finance for Enterprise (60 marks, 40% of overall grade)

Assessment: External assessment case study exam

Duration: 2 hours

Key Skills

- Research skills
- Planning and organizing
- Problem solving
- Communication skills
- Critical thinking
- Financial forecasting
- Presentation
- Time management
- Reflective practice

Career Opportunities

- Entrepreneur/small business owner
- Marketing management
- Financial analysis
- Sales management
- Product management
- Events coordination
- Project management
- Digital marketing
- Teaching

Qualification Title : Level 2 Award Hospitality & Catering
Awarding Body : WJEC
Curriculum : Option

Aims

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering management, and event planning.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners 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.

Overview

There are two mandatory units that must be completed

- 1) The Hospitality and Catering Industry
- 2) Hospitality and Catering in Action

Assessment

Unit 1: The Hospitality and Catering Industry will be externally assessed.

Details of the external Year 11 assessment are as follows:

Duration: 80 minutes

Number of marks: 80 (40% of overall grade)

Unit 2: Hospitality and Catering in Action is internally assessed:

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking

Students will be assigned a life brief and will respond with a written portfolio (9 hours) and a 2 course meal (3 hours) (60% of overall grade)

Key Skills

This course allows students to develop core skills of food and nutrition alongside the basic catering guidelines of food preparation. Students will develop knife skills, hygiene, food safety, menu planning and the ability to work alongside others within a catering position. Hospitality will allow the students to develop personal skills and how to provide a service to the community.

Career Opportunities

Head Chef	Baker
Butcher	Cook
Events Manager	Hotel Manager
Health Advisor	Chocolatier
Teacher	Food Retail Manager
Food Critic / Journalist	
Product Tester / Buyer	
Environmental Health Officer	
Nutritionist	
Dietician	





Qualification Title	:	BTEC Tech Award
Awarding Body	:	Pearson
Curriculum	:	Option

Aims

This qualification will provide learners with the knowledge required to further enhance their career options at sixth form, college or in the form of an apprenticeship. The local colleges offer the BTEC Child Development as a T Level at levels 2 and 3. This qualification would ensure a smoother transition for learners wanting to study these courses at the next level. There are also opportunities for learners to apply for live apprenticeship vacancies to progress onto after they finish their exams in school. The demand for early years practitioners has increased recently due to the childcare funding increase from the government which has now been extended to nine-month-old babies. This has placed a huge demand on early years settings as they require the staff to adhere to the correct ratios.

Overview

This qualification offers learners the opportunity to study child development at level 1 and 2. The qualification is designed to provide learners with knowledge in the following areas:

- Conception and pregnancy
- Areas of development 0-5 years: physical, intellectual, language, emotional and social.
- Developmental milestones 0-5years
- Health and developmental checks for 0–5-year-olds
- Factors that could impact growth and development and the impact of these.
- Roles of people involved in measuring growth and development
- Stages of play
- Types of play
- Theories of play
- Health and safety in the early years, including risk assessments, first aid and staff to child ratios.
- Safeguarding young children
- Planning play activities for children 0-5 years
- Recognising children with SEND and planning appropriate activities for inclusion
- The safe use of technology with young children

Assessment

The qualification consists of two pieces of course work, worth 30% each and a final external exam worth 40%. The Pearson Set Assignments (PSA's) are released in September and take place in January and May, and the final exam is in May of the final year.

Key Skills

Skills which are needed and will be developed:

- Good listening skills
- Good communication
- Understanding of others
- Empathy
- Team work

Career Opportunities

The qualification is suitable for learners that are looking to enter professions such as an early years practitioner, nursery manager, family support worker, primary school teacher, speech and language therapist, health visitor, paediatrician, occupational therapist or a childminder.

Qualification Title	:	GCSE Computer Science
Awarding Body	:	Edexcel
Curriculum	:	Option

Aims

This qualification has been developed in collaboration with the computer science community to equip students with the knowledge and practical skills to thrive in the fast-changing world of computer science. It provides a practical approach to developing computational skills including innovative, practical onscreen assessment to ensure you develop the computational skills needed for an exciting digital future.

Overview

Throughout the duration of the Computer Science course, students will study six comprehensive topic areas:

- Computational thinking
- Data
- Computers
- Networks
- Issues and impact
- Problem-solving with programming

Assessment

This qualification is assessed by two examinations at the end of Year 11:

Paper 1: Principles of Computer Science (1h and 30 minutes, 50% of overall grade)

This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short, medium and extended open-response, tabular and diagrammatic items.

Paper 2: Application of Computational Thinking (2hr, 50% of overall grade)

This practical paper will assess Topic 6: Problem solving with programming by designing, writing, testing and refining programs in order to solve problems.

Key Skills

The skills and knowledge developed through this qualification help students to:

- understand and apply the fundamental principles and concepts of computer science
- analyse problems in computational terms
- understand the components that make up digital systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

Career Opportunities

A-level Computing
 Vocational IT qualifications
 Industry-standard IT qualifications
 Degree courses in Computing, Engineering and Science.

Computer Science is not just for people wanting a career in the IT/computing industry. The creative and technical skills you learn are relevant to a host of careers in a range of sectors, from arts and graphics-based roles through to engineering, finance and business.





Qualification Title	:	Level 1-2 Certificate
Awarding Body	:	OCR
Curriculum	:	Option

Aims

- understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the media industry and more widely
- design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirement

Overview

Students must achieve three units: one externally assessed and two Non Examined Assessment (NEA) units

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products.

Assessment

Mandatory Units

R093 - Creative iMedia in the media industry. (40%) - This is a written exam.

R094 - Visual identity and digital graphics. (30%) - This is assessed by completing a set assignment

Optional Units

There are a wide range of optional units available covering a broad range of creative iMedia skills. Students will complete one of these units. Choices for these will be made at a later date. (30%.)

Key Skills

Skills which are needed and will be developed:

- thinking about situations and deciding what is required to be successful
- exploring different options and choosing the best way forward to a solve problem
- exploring and generating original ideas to find imaginative solutions to problems
- selecting the best tools and techniques to use to solve a problem
- appropriate use of media to convey meaning
- use of planning techniques to complete tasks in an organised way which meet deadlines.

Career Opportunities

Air Traffic Control	Architect
Business Administrator	
Business Analyst	Games Designer
Graphic Designer	
Hardware/Software Engineer	
Information Scientist / Librarian	
Journalist	Vehicle Technician
Teacher	Systems Analyst
Warehouse Operative	

Qualification Title	:	GCSE Design Technology
Awarding Body	:	Eduqas
Curriculum	:	Option

Aims

The Design and Technology examination offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Overview

The specification content and assessment requirements are designed to ensure learners develop an appropriate breadth and depth of knowledge and understanding and skills in design and technology. The subject content is presented under two headings: knowledge and understanding and skills. The knowledge and understanding section and the skills section are divided into core content and in-depth content.

Assessment

Component 1: Design and Technology in the 21st Century.

Written examination: 2 hours 50%

Section A - Core knowledge and understanding:

- Design and Technology and our world
- Smart materials, composites and technical textiles
- Electronics systems and programmable components
- Mechanical components and devices
- Materials

Section B - In depth knowledge:

- Natural and manufactured timber

Component 2: Design and make task.

Non-exam assessment: approximately 35 hours 50%

A sustained design and make task, based on a contextual challenge set by Eduqas, assessing candidates' ability to:

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

Key Skills

Understanding design is about learning and developing a creative process which can then be applied in many varied ways. This course develops key skills which are central to successful employment and underpin success in learning independently. It provides opportunities to develop application of number, communication, IT, working with others; problem solving and improving own learning and performance.

Career Opportunities

Auto-Electrics	Armed Forces
Building Services	Architect
Appliances Sales	Electrician
Joiner	Plumber
Maintenance Engineer	
Interior designer	Model maker
Product designer	Structural engineer
Clinical engineer	Machine printer
Pattern cutter	Technical textiles
Quantity Surveyor	
Designer of: fashion, shoes, jewellery	



Drama

Qualification Title	:	GCSE Drama
Awarding Body	:	Eduqas
Curriculum	:	Option

Aims

The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. The course promotes involvement in and enjoyment of drama, as performers and designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

Overview

The Drama course is designed to integrate knowledge and understanding of how drama and theatre is developed and performed across a range of dramatic activities. Across the three components learners will study

- One complete performance text
- Two extracts from a second contrasting performance text placed within the context of the whole text
- Either the techniques of an influential theatre practitioner or the characteristics of a genre of drama

Assessment

This qualification is assessed through three separate components.

Component 1: Devising Theatre (40%)

Students participate in the creation, development and performance of a piece of devised theatre based on **either** the work of a theatre practitioner **or** a genre in response to a stimulus set by Eduqas.

Students must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2: Performing from a text (20%)

Students will be assessed on **either** acting **or** design. Students study **two** extracts from the **same** performance text chosen by the centre. Students participate in **one** performance using sections of text from both extracts

Component 3: Interpreting Theatre (40%)

Written Examination with questions on a set text as well as a live theatre review

Key Skills

The skills you gain while studying a Drama are valued by all types of employers, for example:

- confidence;
- self-presentation;
- teamwork and collaboration;
- time management and organisational skills;
- self-awareness;
- self-discipline;

Career Opportunities

Actor
Arts Administrator – Theatre
Arts/Film Critic
Children & Youth Worker
Community Development Officer
Director
Drama Teacher
Therapist



Qualification Title	:	GCSE French/German
Awarding Body	:	EDEXCEL
Curriculum	:	Option

Aims

Pupil who choose a language will

- show the benefits that learning a language can bring and reinforce the belief that learning languages is a skill for life
- develop the ability to communicate effectively in French and German in a range of situations
- help the candidates to develop a knowledge and understanding of countries and communities in which these languages are spoken
- develop positive attitudes towards others.

Overview

- My personal world: family, friends, relationships, equality
- Lifestyle and well-being: physical and mental health, food and drink, sports
- My neighbourhood: Places in town, shopping, the natural world and the environment
- Media and Technology: music, TV, film, social media, gaming
- Studying and future: school and future opportunities
- Travel and tourism: transport, accommodation and tourist attraction

Assessment

GCSE French and German have a Foundation Tier (with grades 1–5) and a Higher Tier (with grades 4 –9).

There are four examination papers (Listening, Reading, Speaking and Writing) at the same tier. All question papers must be taken in the same series and will take place in May/June in Year 11. Each examination counts for 25% of the GCSE.

Key Skills

There are a variety of skills that this course will develop

- Intercultural awareness
- Self management
- Communication skills
- Critical analysis
- Flexibility
- Problem solving
- Teamwork

Career Opportunities

Air Cabin Crew	Banker
Bar Staff	Tour Guide
Liaison Officer	Immigration Officer
Interpreter	Pilot
Sales & Marketing	YouTuber /Blogger
Teacher	Travel Journalist
Teaching English as a Foreign Language (TEFL)	
Translator	



Qualification Title	:	GCSE Geography A
Awarding Body	:	AQA
Curriculum	:	Option

Aims

Studying Geography gives students the exciting opportunity to travel the world via the classroom, learning about both natural and human world along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. We hope to be in a position to offer an international trip in 2018 to give students a real opportunity to travel to an amazing destination to explore these concepts. It also requires students to complete 2 field trips days (one human and one physical) to help develop these geographical skills. Geography has something to offer for everyone and develops the flexible thinking that our ever changing modern world requires.

Overview

Throughout the course, pupils will study the following topics

- 1) The challenge of natural hazards
- 2) The living world
- 3) Physical landscapes in the UK
- 4) Urban issues and challenges
- 5) The changing economic world
- 6) The challenge of resource management
- 7) Issue evaluation
- 8) Fieldwork
- 9) Geographical skills

Assessment

This qualification is assessed by three examinations at the end of Year 11.

Paper 1:	Living with the physical environment	1 hour 30 mins	(35%)
Paper 2:	Challenges in the human environment	1 hour 30 mins	(35%)
Paper 3:	Geographical applications	1 hour 15 mins	(30%)

Key Skills

Students will also develop academic and life skills from problem solving, research skills, teamwork, development of ICT skills, communication skills through debate and discussion as well as the traditional writing, literacy, numeracy and analytical skills.

Career Opportunities

The flexibility of the geographical qualification allows students to keep their options wide open in terms future careers

- Lawyers
- Doctors
- Teachers
- Environmental consultants
- Planning and development surveyors
- Mining Engineers
- Leisure and Tourism industry which is the fastest growing sector in the UK.



Qualification Title : BTEC Tech Award
Awarding Body : Pearson
Curriculum : Option

Aims

- Understand and apply the fundamental principles and concepts of the rights of individuals person-centred values, effective communication and how to protect individuals in health and social care settings.
- Develop learning and practical skills that can be applied to real-life context and work situations
- Think creatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

Overview

- Valuable communication skills that are extremely attractive in the modern workplace.
- An understanding of health conditions and how they impact growth and development.
- An understanding of the rights of the individual and person-centred values and how to apply these when working with service users.
- Vital knowledge and understanding of how to protect individuals through infection prevention, safeguarding and safety and security measures
- An understanding of growth and development through life stages
- An understanding of the factors that can influence growth and development.
- An understanding of life events and how to support individuals through them
- Transferable skills, such as evaluation, planning, presentations/delivery and research skills.

Assessment

3 components – one externally assessed and two Non Examined Assessment (NEA) units.

Grading

Level 1	Pass	Level 2	Pass
	Merit		Merit
	Distinction		Distinction

Key Skills

Skills which are needed and will be developed:

- Good listening skills
- Good communication
- Understanding of others
- Empathy
- Team work
- Patience
- Positivity
- Discretion

Career Opportunities

Areas of work for Health and Social Care: Nurses, Midwife, Paramedics, Police, Social Workers, Counselling, Care, Special Needs, Disability, Mental health support worker.

Carer in a home or in the community.
Careers in health, such as physiotherapist, occupational therapist etc.



Qualification Title	:	GCSE History
Awarding Body	:	EDEXCEL
Curriculum	:	Option

Aims

This course offers pupils the opportunity to study a variety of Historical time periods, looking at local, national and global topics. Pupils will study topics through a thematic study, a period study, a British Depth Study and a Modern World Depth Study. The syllabus builds on the pupils KS3 studies and supports progression to A level through developing thorough knowledge and application of skills. Students will sit three examinations at the end of the course.

Overview

There will be three examinations which will cover the following topics and themes:

Thematic Study and Historic Environment

Medicine through time; Pupils will study and compare theories about the cause of disease and illness and approaches to prevention and treatment across different time periods; c1250-present. There will be a case study in each time period such as the Black Death 1348 and 1665. Pupils will then study the British sector of the Western Front looking at the development of Medicine and Surgery as a result of the First World War, including the birth of the NHS.

Modern Depth Study

In paper three, pupils will study, in depth, a modern world history topic. This will either be the USA 1954-75: conflict at home and abroad or Weimar and Nazi Germany, 1918-1939. The USA topic covers the Civil Rights Movement and the Vietnam War. The Germany topic covers Weimar Germany in the 1920's (challenges and recovery), the rise of Hitler and life in Nazi Germany.

Period Study and British Depth Study

For the Period Study, pupils will learn about Superpower relations and the Cold War, 1941-91. In this topic pupils will look at the tensions post World War Two between Britain, the USA, and the USSR. They will learn about the development of the Cold War and the Soviet takeover of Eastern Europe. We will study events such as the Hungarian uprising, Cuban Missile Crisis, and the fall of the Berlin Wall.

For the British Depth Study pupils will study Early Elizabethan England 1558-88. Topics include Elizabethan religion, Mary Queen of Scots and the Armada and life in Elizabethan England

Assessment

This qualification is assessed by three examinations at the end of Year 11.

Paper 1:	Thematic Study and Historic Environment	1 hour 20 mins (30%)
Paper 2:	Period Study and British Depth Study	1 hour 50 mins (40%)
Paper 3:	Modern Depth Study	1 hour 30 mins (30%)

Key Skills

- Written and communication skills
- Learning of key facts, names, %, places and events
- Independent research of people and events
- Debating and questioning historical events
- Sequencing causes & consequences

Career Opportunities

Antique Dealer	Archaeologist
Architect	Costume
Economic Development Officer	Designer
Editor	Legal Executive
Housing Officer	Politician
Lawyer	History Teacher
National Trust Warden	Museum Curator
Planning Officer	
Researcher	
Tour Guide operator	



Qualification Title	:	GCSE Music
Awarding Body	:	Eduqas
Curriculum	:	Option

Aims

The Eduqas GCSE in Music is an exciting practical based course. This course promotes creativity, involvement, enjoyment and musical development as performers, composers and through appraising a wide range of music.

Overview

The GCSE Music course is based around 4 Areas of study which are assessed through three different Components.

Areas of Study:

- 1) Musical Forms and Devices (including set work Badinerie by JS Bach)
- 2) Music for Ensemble
- 3) Film Music
- 4) Popular Music (Including set work Africa by Toto)

Three components:

Component 1 Performance: Pupils prepare performances on their chosen instrument, this can be on any musical instrument including vocals. With lessons available in school from our team of visiting peripatetic music tutors.

Their chosen pieces will link to one of the Areas of Study.

This is usually one solo and one Ensemble performances

Component 2 Composition: Pupils compose two pieces of music, one is their own choice and one based on a brief set by the board. (There is one brief for each area of study to choose from.)

Component 3: Appraising

1 hour listening Exam of 8 questions (two questions from each area of study.

Two of the Questions are based on set works

Assessment

Component 1 - Performance - Internally Assessed and Moderated by Eduqas (30%)

Component 2 - Composition - Internally Assessed and Moderated by Eduqas (30%)

Component 3 - Appraising - 1 hour Listening Exam - Marked by Eduqas (40%)

2 Questions based on set works (Badinerie by Bach and Africa by Toto)

6 Questions based on the Areas of Study.

Key Skills

Music requires transferable skills which you will need throughout your life – teamwork, cooperation and listening to others when playing in ensembles; self management and discipline when composing and practising; self-esteem and confidence when performing.

Career Opportunities

Advertising	Agent
Choreographer	Composer
DJ	Dancer
Film Music Editor	Music Therapist
Producer	Music Journalist
Music Teacher	Radio Producer
Retail Buyer	Sound Engineer
Stage Manager	





Qualification Title : Level 1/2 National Certificate

Awarding Body : OCR

Curriculum : Option

Aims

Learners 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. Learners 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

Overview

The topics the pupils will cover are:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport
- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session
- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport

Assessment

Unit RI84: Contemporary issues in sport

1 hour 15 minute written examination, 70 marks (80 UMS)

Unit RI85: Performance and leadership in sports activities

Two sports/activities, leading an activity and three written controlled assessments, 80 marks (80 UMS)

Unit RI86: Sport and the media

Three written controlled assessments, 40 marks (40 UMS)

Key Skills

- Research – students will understand the objective of researching topic areas.
- Analytical Skills – making recommendations to help improve performance
- Creative Thinking – this will involve them exploring and generating ideas
- Planning – planning of events, this will involve managing your time and identifying the resources you will need, as well as reviewing your plans if necessary

Career Opportunities

PE Teacher	Coach
Referee	Personal Trainer
Sports commentator	Sports Journalist
Sports Professional	Armed Forces
Public services	
Leisure Centre Assistant/Manager	
Outdoor Activities Instructor	
Performance Sports Scientist	
Sport and Exercise psychologist	
Sports development officer	

Qualification Title	:	GCSE Biology/Chemistry/Physics
Awarding Body	:	AQA
Curriculum	:	Option

Aims

The Triple Science route covers similar content to the Combined Science pathway but provides pupils with the opportunity to study each of the separate Sciences Biology, Chemistry and Physics in greater depth and really challenges pupils to explore their enthusiasm for science. Pupils following this pathway will achieve three separate Science GCSE qualifications. The triple science pathway is particularly demanding and requires pupils to have a good ability in mathematics in order to cope with the higher maths skills in the specifications. Pupils who follow the triple pathway will cover the curriculum content of the separate science specifications.

Overview

Biology

Cell biology
 Organisation
 Infection & response
 Bioenergetics
 Homeostasis and response
 Genetics and Evolution
 Ecology

Chemistry

Atomic structure & Periodic table
 Bonding, Structure & properties
 Quantitative chemistry
 Chemical changes
 Energy changes
 Rate and extent of chemical change
 Organic chemistry
 Chemical Analysis
 Chemistry of atmosphere
 Using resources

Physics

Energy
 Electricity
 Particle model of matter
 Atomic structure
 Forces
 Waves
 Electromagnetism
 Space Physics

Assessment

Each Science will be examined in 2 papers at the end of Year 11, each 1 hour and 45 minutes in length (6 x papers in total). There are a number of required practical tasks which will be taught throughout the course with assessment of the practical skills being assessed in the final examinations. Pupils will be assessed through a range of question styles including multiple choice, short questions, extended questions and more complex application questions.

Key Skills

- Development of scientific thinking
- Experimental skills and strategies
- Analysis and evaluation
- Scientific vocabulary, quantities, units, symbols and nomenclature

Career Opportunities

Bio-chemist	Bio-Technologist
Chemical Engineer	Chiropractor
Dentist	Doctor
Environmental Scientist	Food Technologist
Forensic Scientist	Marine Biologist
Nurse	Pathologist
Occupational Therapist	Oceanographer
Pharmacist	Physiotherapist
Teacher	Vet

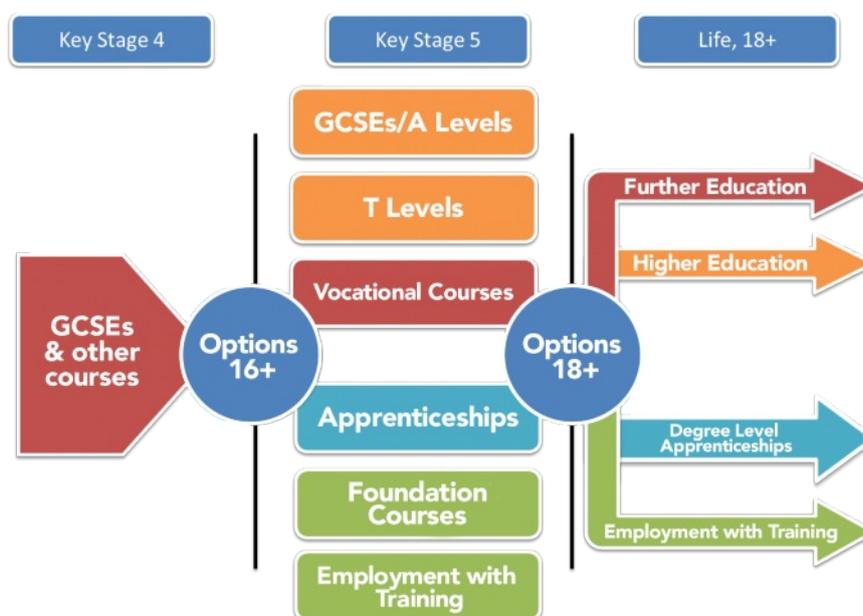


Careers Guidance

We understand the importance of GOOD Careers Guidance and pupils receive information in every year to support their future direction and learning journey. **Miss Mault and Mr Richardson** lead various staff members in school and coordinates an array of external agencies that offer independent information and guidance opportunities. Examples of this include:

1. Assistance in making 13+ subject choices
2. A comprehensive Careers Education Information and Guidance programme which offers independent and up to date information, resources and opportunities open to pupils across ALL years in school. This programme excels in all eight of the GATSBY Benchmarks, as recognised by the Government. Our Careers programme is delivered in Y7-11 through our Learning for Life lessons
3. A Year 10 Work Experience programme.
4. The arrangement of individual visits across various years to places of employment as well as multiple employers and trainers attending school at our annual careers fair.
5. Sampling Days at the local further education colleges and higher education institutions
6. Talks throughout Year 7 - 11 by representatives from Industry, Apprenticeship providers and Further Education; also on issues concerned with employment, training, interview techniques etc.
7. Comprehensive Careers support platform accessed through our school website and social media; this signposts a huge number of resources, information and websites, to help pupils and parents be as informed as possible in planning future learning journeys
8. 1-1 careers guidance meetings for all pupils in Year 10 and 11 with a fully qualified advisor, Mr Richardson.

Pupils and parents are encouraged to make full use of the above opportunities, however parents are asked to give advance notice if they wish to see Mr Richardson individually.



Useful Websites

General Careers

- General careers advice: <https://st-maryshigh.lancs.sch.uk/curriculum/careers>
- General careers advice: <http://www.icould.com>
- General careers advice: <https://www.prospects.ac.uk/>
- General careers advice (subjects): <https://www.careerpilot.org.uk/job-sectors/subjects>
- Careers films: <http://www.careersbox.co.uk/>
- National Careers Service: <https://nationalcareers.service.gov.uk/>

Specific Careers

- Accountancy: <http://www.accaglobal.com/uk/en>
- Army: www.army.mod.uk/join
- Art based careers: <http://www.theartcareerproject.com/art-as-a-career/>
- Computing: <https://www.careerpilot.org.uk/job-sectors/subject/computing>
- Engineering: <http://www.tomorrowseengineers.org.uk/>
- Geography: http://www.prospects.ac.uk/options_geography.htm
- History: <http://www.history.org.uk>
- Foreign languages: http://www.prospects.ac.uk/options_modern_languages.htm
- HR: <http://www.cipd.co.uk/cipd-hr-profession/hr-careers/default.aspx>
- Law: <http://www.lawcareers.net/BeginnersGuide/Intro>
- NHS: <https://www.healthcareers.nhs.uk/>
- Music: <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/creative-arts-and-design/careers-in-music>
- Police: <https://nationalcareers.service.gov.uk/job-profiles/police-officer>
- RAF: <https://recruitment.raf.mod.uk/>
- Science based careers: <https://www.careerpilot.org.uk/job-sectors/subject/science>
- Teaching: <https://getintoteaching.education.gov.uk/>

Apprenticeships

- The Apprentice Guide - www.apprenticeshipguide.co.uk
- The National Apprenticeship Website - <https://www.gov.uk/apply-apprenticeship>
- North Lancs Training – www.nltg.co.uk
- Training 2000 – www.training2000.co.uk

Colleges

- Cardinal Newnam College: <https://www.cardinalnewman.ac.uk/>
- Runshaw College: <https://runshaw.ac.uk/>
- Preston College: <https://www.preston.ac.uk/>
- Myerscough College: <https://www.myerscough.ac.uk/>
- Blackburn College: <https://blackburn.ac.uk/>
- Bolton College: <https://www.boltoncollege.ac.uk/>

Useful Websites

Career links to subject – content and skills

On the website below you can click on a subject and explore career opportunities within that subject. You choose a subject you love and see where it may lead. For example Chemistry linking to being a nurse, renewable energy engineer or vet. It also explores post 16 and 18 courses related to the subjects. A fascinating read.

<https://www.careerpilot.org.uk/job-sectors/subjects>

If you are still exploring options or on a path of discovery, then there's a quiz on BBC Bitesize or research pages through subjects or industries which could be a route to finding your dream career. Visit the website below:

<https://www.bbc.co.uk/bitesize/careers>

Notes

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