

Brownedge St Mary's Catholic High School

Let your light shine



Pathways 2021

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 2024. '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 the 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 we have decided to reduce pupils' option choices down from three to one in their Year 9 studies and extend their key stage 3 curriculum, so to ensure they have a solid foundation and experience to make more informed choices in the future. We strongly believe it is the best action to take for the benefit of all our pupils. Towards the end of Year 9 pupils will be able to choose a further TWO option choices, giving them a total of THREE GCSE options as normal. In order to ensure parity between options chosen, all option choices will have the same numbers of hours allocated to them over their study.

This probably the first time in their education your child is being offered a choice about some of the subjects they will study - this can be both an exciting and daunting prospect; so having access to high quality information, advice and guidance is crucial for parents and pupils

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.

What we want for you as young people is a pathway to continued success, that is broad and balanced and gives you direction to achieve your ambitions. The deadline for making your subject choice request is **Friday 26th March 2021**, which are to be submitted to **Mr Banks or Main 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

Careers Guidance

We understand importance the of GOOD Careers Guidance and pupil receive information in every year to support their future direction and learning journey. **Mrs Sinclair** leads various staff members in school and coordinates a multiple 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 meets the nine GATSBY Benchmarks and is delivered in our Learning for Life lessons
3. A Year 10 Work Experience programme, where available
4. The arrangement of individual visits across various years to places of employment, if and when required.
5. Sampling Days at the local further education colleges and higher education institutions
6. Lunchtime talks throughout Year 10 and 11 by representatives from Industry, Commerce and Further Education; also on issues concerned with employment, training, interview techniques etc.
7. Comprehensive Careers support platform called Start Profile, that guides students through key decisions and signposts to a huge number of resources, information and websites.

Pupils and parents are encouraged to make full use of the above opportunities and others, e.g. the Annual Careers Convention, but parents are asked to give advance notice if they wish to see Mrs Sinclair individually.

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>
'How to decide?' Assembly	During this assembly pupils were given ways to think about how they could combine their choices to maximise future options.	Week beginning 2nd March
Pathways Evening	This is an evening when you and your parents are able to gather information about 'The Pathways' process.	Tuesday 2nd March
GCSE Fact Finding event	This is an opportunity to find out information about the new courses that will available at GCSE level. Be sure to ask lots of questions!	tbc
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.	Thursday 18th March
Submit Pathways Form	It is important that you submit your preferences on this deadline so that you are not disappointed.	Friday 26th March
Confirmation of subject choices	Each pupil will receive confirmation of the courses that they will commence depending on availability and suitability.	Friday 18th June

Making Choices

When choosing your optional courses remember that you are already going to study up to 7 GCSE's in your core curriculum.

Questions you should think about

- Which courses will I enjoy studying most for the next 3 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 (Mrs Sinclair)
- 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.

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



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 from an offered selection, including: Romeo and Juliet, Macbeth, The Tempest.
- 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 in-depth studies of texts such as Animal Farm and 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
English as a foreign language teacher	
Lexicographer	Magazine journalist
Newspaper journalist	Publishing copy-editor
Writer	Academic librarian
Advertising account executive	
Advertising copywriter	Arts administrator
Information officer	Marketing executive
Primary school teacher	Public relations officer
Records manager	
Secondary school teacher	Social media manager



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 4-9 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. There has been a slight reduction in non-calculator work, since only one paper must be tackled without a calculator. 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. The level of challenge on both the Foundation and the Higher Tier has been increased, nearly all of the formulae previously provided on the exam paper have been removed and must now be memorised.

Key Skills

Effective communication is very important. Pupils must use correct spelling and grammar otherwise they are at risk of losing marks.

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
Inheritance and variation
Evolution
Ecology

Chemistry

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

Physics

Forces
Energy
Waves
Electricity
Magnetism
Electromagnetism
Particle model of matter
Atomic structure

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	

Combined Science



Art and Design

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, 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 (coursework) and externally set task (exam). The coursework takes place over a three 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 two terms).

Assessment

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

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

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

In the final term of Year 11 the exam is given 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
Jewellery /Hat Designer	Personal Stylist
Make-up Artist	Potter
Photographer	Sculptor
Product 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 product 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 the small business**

1 hour 30 mins Theme 1
(50%)

Paper 2 **Building a business**

1 hour 30 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.



Catering & Hospitality

Qualification Title	:	Level 2 Award Hospitality & Catering
Awarding Body	:	Eduqas
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, 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. The written external assessment will be available in June 2018 and in the June of each year thereafter. Details of the external assessment are as follows:

Duration: 90 minutes

Number of marks: 90

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 (6 hours) and a 2 course meal (3 hours)

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	



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

Aims

Through the course students are introduced to the core principles of computer science and develop skills in problem solving and computational thinking. This qualification helps pupils to develop an understanding of computer science methods in the real world as well as a study of real computation. Students will develop knowledge and understanding of how technology can be used to proactively help with current issues that impact on modern society, preparing them for the next steps in today's global world.

Overview

Pupils will cover a variety of content through the following topics

- Systems architecture
- Networks
- Security
- Software
- Emerging trends, issues and impact
- Algorithms and programming

Assessment

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

Paper 1: **Computer Systems**

1 hour 30 mins
(50%)

Paper 2 **Computational thinking, algorithms and programming**

1 hour 30 mins

Programming Project

Design, test and refine a program with a written report. This is a project in lessons. It must be completed but does not count towards the final GCSE grade

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.

Computer Science



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:
(40%)

Devising Theatre

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:
(20%)

Performing from a text

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:
(40%)

Interpreting Theatre

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 Design Technology
Awarding Body	:	Eduqas
Curriculum	:	Option

Aims

The new 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

This qualification is assessed through a written examination and controlled assessment.

Component 1

Written examination:

2 hours
(50%)

Design and technology in the 21st Century

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of one area selected from:

- Design Technology and our world
- Electronic systems, programmable components & mechanical devices
- Paper & board
- Natural & manufactured timber
- Ferrous and non-ferrous metals
- Thermosetting & thermoforming materials
- Natural, synthetic, blended & mixed fibres, woven, non-woven and knitted textiles

Component 2

NEA: **Design and make task**

35 hours
(50%)

A sustained design and make task, based on a contextual challenge.

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	Domestic
Appliances Sales	
Electrician	Gas Fitter
Joiner	Maintenance
Engineer	Plumber
Interior designer	Model maker
Product designer	Structural engineer
Clinical engineer	Machine printer
Pattern cutter	Technical textiles
designer	
Designer of: fashion, shoes, jewellery	



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

Identity and culture

Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

Cultural life: celebrations and festivals; reading; music; sport; film and television

Local area, holiday and travel

Holidays: preferences; experiences; destinations

Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

Town, region and country: weather; places to see; things to do

School

What school is like: school types; school day; subjects; rules and pressures; celebrating success

School activities: school trips; events and exchanges

International and global dimension

Bringing the world together: sports events; music events; campaigns and good causes

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	:	Level 1/2 Cambridge National
Awarding Body	:	OCR
Curriculum	:	Option

Aims

The OCR Cambridge Nationals in Health and Social Care has been developed to provide an engaging introduction in the sector for learners ages 14 years and above. It has been designed primarily for young people aged 14-19 who may wish to explore a vocational route focused to this area of study.

Overview

Pupils must complete 4 components of work.

- Essential value of care for use with individuals in care settings.
- An introduction to equality, diversity and discrimination. This unit explores how care workers apply values to individuals who have differing care/support and needs.

Communication

- Learning how to communicate effectively, using verbal, non-verbal and specialist equipment to break down barriers. To understand qualities that contribute to effective care that will promote and enhance individuals.
- Understanding the development and protection of young children in an early years setting.
- Learners will demonstrate an understanding of physical, intellectual and language development milestones of children between 0 – 5 years.

Understanding life stages

- This unit examines the life stages from 5 to 65 years, through childhood, adolescence and adulthood.

Assessment

4 components – 3 assessed as coursework and essential values as an external examination.

Grading

Level 1 **Pass**
 Merit
 Distinction

Level 2 **Pass**
 Merit
 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, Nursery Nurse, Forces Medics, Police, Schools, Social Workers, Counselling, Care, Special Needs, Disability, Teaching, Mental health 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 study the American West c1835-1895. In this topic they will look at the beliefs and lifestyle of the Plains Indians, conflict and tension between the Plains Indians and the US Government and law and order in the American West. Events and people covered include Billy the Kid, Wyatt Earp and the Battle of Little Big Horn 1876.

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 15 mins (30%)
Paper 2:	Period Study and British Depth Study	1 hour 45 mins (40%)
Paper 3:	Modern Depth Study	1 hour 20 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	:	Level 1-2 Certificate
Awarding Body	:	OCR
Curriculum	:	Option

Aims

- Equip young people with the knowledge, understanding and skills they need to design and make, effective digital products for others to use.
- Enable young people to use digital tools as a means of expression to inform, persuade and entertain.
- Foster young people's creativity and develop their independent learning skills.
- Challenge young people to reflect on what they produce and strive for excellence.
- Increase young people's awareness of their responsibilities in the digital world and their respect of other people's rights.
- Equip young people with professional, real-world skills in planning, project management and communication.
- Give young people the knowledge, understanding and skills they need to support future learning and exploit the creative digital industries.

Overview

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity.

Assessment

Mandatory Units

R081 - Pre-production skills. 1hr 15min written examination (25%)

R082 - Creating digital graphics. Practical unit, approx. 30hrs (25%)

Optional Units

There are a wide range of optional units available covering a broad range of creative skills. Two optional units must be taken. Choices for these will be made at a later date

Key Skills

Skills which are needed and will be developed:

- communication skills
- technical aptitude
- analytical skills
- numeracy
- problem solving
- flexibility
- organisational skills
- using initiative

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	:	BTEC Tech Award Music Practice
Awarding Body	:	Pearson
Curriculum	:	Option

Aims

For the new BTEC Tech Award in Music Practice, students will learn about various music products, develop valuable skills and techniques in music creation, performance and production, and explore potential careers in the modern industry.

Overview

This BTEC qualification (level 1 & 2) is the same guided learning hours as a GCSE. Students will learn about different types of music practice – from composition and performance, to songwriting, and the various musical styles and techniques that are required to create them. Students will develop important practical skills that are vital in the modern music industry, from rehearsing to developing skills in technology, equipment and instruments.

Throughout the course students will complete a number of tasks and mini projects. Set by briefs. These will be marked by the teacher. In Year 11, the knowledge and skills learnt throughout the course will be assessed through a task set by the examination board, Pearson.

Assessment

The course has two internally assessed components, and one that's externally assessed (component 3):

Component 1 – Exploring Music Products and Styles (Weighting 30%)

Component 2 – Music skills development (Weighting 30%)

Component 3 – Responding to a Commercial Music Brief (Weighting 40%)

The components build on each other to motivate students by helping them put what they've learnt into practice allowing their confidence to grow in practice at the same time. Skills developed will cover different disciplines, such as creation, production and performance.

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	:	GCSE Physical Education
Awarding Body	:	OCR
Curriculum	:	Option

Aims

- This course allows learners to study physical education in an academic setting. This allows them to critically analyse and evaluate physical performance and apply their experience of physical activities in developing their knowledge and understanding of the subject.

Overview

The topics the pupils will cover are:

- Applied Anatomy and Physiology
- Physical Training
- Socio – cultural Influences
- Sports Psychology
- Health, Fitness and Well-being.
- Practical activity
- Analysing and evaluating performance

Assessment

This qualification is assessed through three separate components.

Physical Factors Affecting Performance Anatomy and Physiology Physical Training
Written Examination 1 hour (30%)

Socio-cultural Issues And Sports Psychology Sports Psychology Socio-cultural Influences Health, Fitness and Wellbeing
Written Examination 1 hour (30%)

Performance with Physical Education
Three sports/activities and one written controlled assessment (40%)

Key Skills

Skills which are needed and will be developed

- A commitment to sports activities either in or outside school to a high level
- a commitment to personal health and physical fitness.
- to enjoy working with others.
- good communication skills.
- to be enthusiastic and able to motivate others.
- a high level of organisational and planning ability
- Ability to show growth mindset in all tasks

Career Opportunities

Aerobics Instructor	Armed Forces
Childcare Assistant	Leisure Manager
Outdoor Pursuits Manager	
Paramedic	PE Teacher
Police & Fire Fighter	Sports Coach
Sports Journalist	Public Relations



Qualification Title	:	VCERT Health and Fitness
Awarding Body	:	NCFE Level 1/2 Technical Award
Curriculum	:	Option

Aims

This qualification is designed for learners who want an introduction to health and fitness that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the health and fitness sector or progress to further study.

Overview

This qualification shows learners how to:

- understand and identify the main body systems and their functions
- understand the principles of training and FITT
- explore how physical activities affect the body in the short and long term
- understand how relevant fitness tests can be used for specific health and skill components of fitness
- understand different lifestyle analysis tools and how to apply them
- create a health and fitness programme.

Assessment

Unit 01	48 GLH	40% Weighting	Externally assessed: written examination (externally marked)
Unit 02	72 GLH	60% Weighting	Internally assessed: synoptic project (externally quality assured)

Key Skills

Learners will develop skills and knowledge:

- in adapting their own ideas and responding to feedback
- in evaluating their own work
- in analysing data and making decisions
- that are essential for the health and fitness sector, such as evaluation skills, responding to data, independent working, working to deadlines and efficient use of resources.

Career Opportunities

Aerobics Instructor	Armed Forces
Childcare Assistant	Leisure Manager
Outdoor Pursuits Manager	
Paramedic	PE Teacher
Police & Fire Fighter	Sports Coach
Sports Journalist	Public Relations



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

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 which requires pupils to have a good ability in mathematics in order to cope with the higher maths skills in the specifications. Pupils in the top set in Year 9 will all follow the triple pathway and cover the curriculum content of the separate science specifications.

Overview

Biology

Cell biology
Organisation
Infection & response
Bioenergetics
Homeostasis and response
Inheritance and variation
Evolution
Ecology

Chemistry

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

Physics

Forces
Energy
Waves
Electricity
Magnetism
Electromagnetism
Particle model of matter
Atomic structure

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 examination. 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
Chemical Engineer
Dentist
Environmental Scientist
Forensic Scientist
Nurse
Occupational Therapist
Pharmacist
Teacher

Bio-Technologist
Chiropractor
Doctor
Food Technologist
Marine Biologist
Pathologist
Oceanographer
Physiotherapist
Vet



Careers Guidance

We understand importance the of GOOD Careers Guidance and pupil receive information in every year to support their future direction and learning journey. **Mrs Sinclair** leads various staff members in school and coordinates a multiple 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 meets the nine GATSBY Benchmarks and is delivered in our Learning for Life lessons
3. A Year 10 Work Experience programme, where available
4. The arrangement of individual visits across various years to places of employment, if and when required.
5. Sampling Days at the local further education colleges and higher education institutions
6. Talks throughout Year 10 and 11 by representatives from Industry, Commerce and Further Education; also on issues concerned with employment, training, interview techniques etc.
7. Comprehensive Careers support platform called Careers Web, accessed through our school website, that signposts a huge number of resources, information, websites, games and support forums to help pupils and parents be as informed as possible in planning future learning journeys

Pupils and parents are encouraged to make full use of the above opportunities and others, e.g. the Annual Careers Convention, but parents are asked to give advance notice if they wish to see Mrs Sinclair individually.

Useful Websites

General Careers

- General careers advice: <http://www.allaboutcareers.com/>
- General careers advice: <http://www.icould.com>
- General careers advice: <https://www.prospects.ac.uk/>
- General careers advice: <http://www.careercamel.com/>
- Careers films: <http://www.careersbox.co.uk/>
- National Careers Service: <http://nationalcareersservice.direct.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: <http://computingcareers.acm.org/>
- Engineering: <http://www.tomorrowsengineers.org.uk/>
- Geography: http://www.prospects.ac.uk/options_geography.htm
- History: http://www.history.org.uk/resources/public_resource_2914_76.html
- 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: <http://www.careersinmusic.com/>
- Police: www.policecouldyou.co.uk
- RAF: www.raf.mod.uk/recruitment
- Science based careers: <http://www.sciencecareerpathways.com/home/>
- Teaching: <http://www.education.gov.uk/get-into-teaching>

Apprenticeships

- The Apprentice Guide - www.apprenticeshipguide.co.uk
- The National Apprenticeship Website - <https://www.gov.uk/apply-apprenticeship>
- North Lancs Training – www.northlancstraining.co.uk
- Rathbone Training – www.rathboneuk.org
- Training 2000 – www.t2k.org.uk

Post-16

- General careers advice: <http://www.allaboutcareers.com/>
- General careers advice: <http://www.icould.com>
- General careers advice: <http://www.careercamel.com/>
- Careers films: <http://www.careersbox.co.uk/>
- National Careers Service: <http://nationalcareersservice.direct.gov.uk>