

Brownedge St Mary's Catholic High School

Let your light shine



Pathways 2019

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 2022. '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 choose the right subjects, carving the best pathway for you.

For 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. The process by which Year 8 will make their subject choices for GCSE has already begun with some lessons in school earlier this term, and will continue through a series of events over the coming weeks.

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 requests is **Friday 29th March 2019**, which are to be submitted to **Mr Banks or Main Reception**.

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

Best wishes

Mr M. Reynolds
Headteacher

Our Curriculum

Our Curriculum at Key Stage 4 comprises of **Core** subjects and **Option** subjects, which uniquely combine to form your child's Pathway to their future.

Core Curriculum

These are the subjects that ALL pupils must study and take 75% of available teaching time. These subjects are

- Religious Studies
- English Language
- English Literature
- Mathematics
- Science
- PE
- Learning for Life

Option Curriculum

These are the subjects that pupils are able to choose from. Pupils are encouraged to study a broad and balanced curriculum which we suggest should include at least one humanities* subject AND/OR at least one language*. Please read the relevant pages of this booklet alongside other research you may do to find out what subjects would be best for you. Below you will find a list of possible subjects from which you can choose 3 to study.

Art & Design

Catering & Hospitality

Drama

French*

German*

History*

Music

Business Studies

Computer Science

Design Technology

Geography*

Health & Social Care

Creative iMedia

Physical Education (option)

Our most recent OFSTED Inspection stated

“The curriculum is a strength of the school. It is broad and balanced with academic and vocational courses that are very precisely matched to the changing needs and ambitions of pupils. The curriculum is regularly reviewed and new courses have been introduced, for example, computer science, to further stretch the most-able learners. Pupils therefore make good progress and all move on to the further education or training courses of their choice at the end of Year 11”

Careers Guidance

We understand importance 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 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.

Careers Guidance

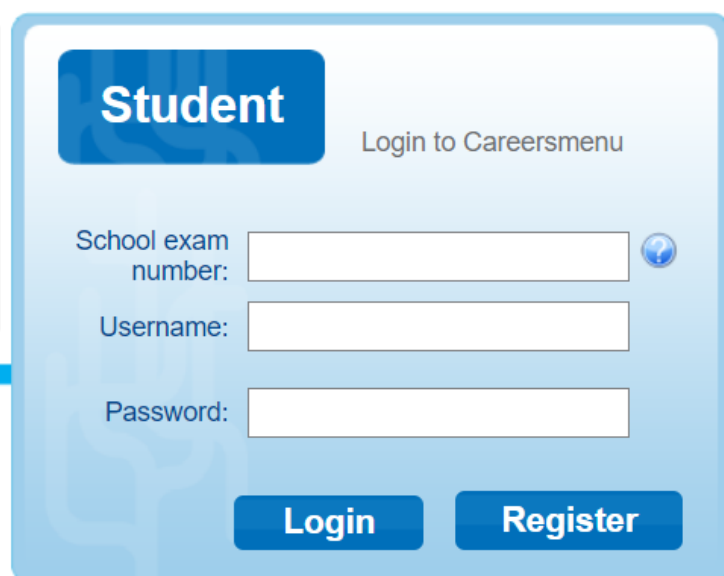
Careers Web is Brownedge St Mary's new careers support platform. It provides unlimited access for students and parents to over 1300 careers resources to help investigate a range of topics including post 14, 16 & 18 options, information on different qualifications, job profiles, possible future career pathways, Apprenticeships and current Labour Market Information (LMI).



Every pupil in school has an account created for them automatically. Pupil's wishing to access Careers Web will need to login into the Student Resource Centre area of Careers Web.

Student Login procedure:

Go to the school webpage <https://www.st-maryshigh.lancs.sch.uk/> At the top of the page click the Careers tab. This will take you to the Careers Web platform from here click **Students** then click **Go to Student Resource Centre**. This will take you to the login page, login by completing the box:



School exam number: 46701

Username: This is the same as your school computer username

Password: changme - once logged in for the first time you will need to reset this for one you will remember

Then click login.

For support with Pathways options resources can be found in the *What are my options sections*.

Parents can create their own account by visiting the school website clicking *Careers* at the top then *Parents—Parents Reference Library—* then following the instructions that will appear in the onscreen box.

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>
Careers lesson (Learning for Life)	<p>This lesson was an introduction to making subject choices for a future career. It looked at where to begin and how to approach the process.</p> <p>During the lesson your child was also directed where and from whom they could get extra help.</p> <p>Remember Mrs Sinclair (Careers) is located in the main office. Available everyday Monday to Friday 8.30am to 4.30pm</p>	Week beginning 25 th February
'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 4 th March
Pathways Evening	This is an evening when you and your parents are able to gather information about 'The Pathways' process.	Thursday 7 th March
GCSE Fact Finding event	<p>This is an opportunity to find out information about the new courses that will be available at GCSE level.</p> <p>Be sure to ask lots of questions!</p>	Tuesday 12 th March
Parents' Evening	This evening is a critical part of the process where you are able to discuss your progress in your subjects with your class teachers as well as your suitability for studying the course as a formal qualification.	Thursday 21 st March
Submit Pathways Form	It is important that you submit your preferences on this deadline so that you are not disappointed.	Friday 29 th March
Confirmation of subject choices	Each pupil will receive confirmation of the courses that they will commence depending on availability and suitability.	Friday 14 th 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	:	EDEXCEL
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. Pupils 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 be 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



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 Studies
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 on-line 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

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	



Qualification Title	:	GCSE Computer Science
Awarding Body	:	EDEXCEL
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

- Topic 1 Problem Solving
- Topic 2 Programming
- Topic 3 Data
- Topic 4 Computers
- Topic 5 Communication and the Internet
- Topic 6 Emerging trends, issues and impact

Assessment

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

Paper 1: **Principles of Computer Science**

1 hour 40 mins Topics 1-6
(50%)

Paper 2 **Application of Computational Thinking**

2 hours Topic 1-2
(50%)

Programming Project

Design, test and refine a program with a written report. This is a 20 hour 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

Students will be encouraged to develop their practical skills and enhance their appreciation and understanding of Drama. Students are encouraged to keep a drama log throughout the course, in which they record their progress week by week. The log assists students in preparing for the written exam.

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	:	WJEC
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:

- Electronic systems & mechanical devices
- Paper & board
- Natural & manufactured timber
- Ferrous and non-ferrous metals
- Thermosetting & thermoforming materials

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
Health & Safety Officer
Maintenance Engineer
Plumber
Telecommunications



Qualification Title	:	GCSE French/German
Awarding Body	:	AQA
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

There are three themes and twelve topics

1. Identity & Culture

Me, my family and friends

Technology in everyday life

Free-time activities

Customs and festivals in French/German-speaking countries/communities

2. Local, national, international and global areas of interest

Home, town, neighbourhood and region

Social issues

Global issues

Travel and tourism

3. Current and future study and employment

My studies

Life at school/college

Education post-16

Career choices and ambitions

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	Bilingual Secretary
Customs & Excess	Officer
Diplomatic Services	Immigration Officer
Interpreter	Pilot
Sales & Marketing	Social Worker
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 45 mins	(35%)
Paper 2:	Challenges in the human environment	2 hour 15 mins	(35%)
Paper 3:	Geographical applications	1 hour	(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. The following units have been chosen.

- R085 - Creating a multipage website. Practical unit, approx. 30hrs (25%)
 R092 - Developing digital games. Practical unit, approx. 30hrs (25%)

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	:	GCSE Music
Awarding Body	:	Eduqas
Curriculum	:	Option

Aims

This music course offers an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study, which are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices, and pupils will explore these forms and devices further in the other three areas of study. Music for Ensemble allows pupils to look more closely at texture and sonority. Film Music and Popular Music provide an opportunity to look at contrasting styles and genres of music.

Overview

Knowledge and Understanding is developed through four interrelated areas of study.

- 1) Musical Forms and Devices
- 2) Music for Ensemble
- 3) Film Music
- 4) Popular Music

This course has three skills components; performing, composing and appraising. An integrated approach to the three skills serves to highlight the importance of the relationship between composer, performer and audience.

Assessment

This qualification is assessed through three separate components.

Component 1: (30%)	Performing Music Two performances on any instrument (including voice). One solo, one in a group. This is internally assessed.
Component 2: (30%)	Composing and Appraising Music Two pieces of music written by you. This is externally assessed.
Component 3: (40%)	Listening Examination This is a formal examination which is sat at the end of the course.

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
Musician	Music Journalist
Music Teacher	Radio Producer
Retail Buyer	Sound Engineer



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	I hour	(30%)

Socio-cultural Issues And Sports Psychology	Sports Psychology	Socio-cultural Influences	Health, Fitness and Wellbeing
Written Examination	I 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	:	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



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>

Useful Contacts

Title	Surname	Email	Job Title
Mr	Reynolds	head@	Headteacher
Mrs	Oddie	oddie@	Deputy Headteacher
Mrs	Dudaniec	dudaniecl@	Assistant Head
Mrs	Higham	highama@	Assistant Head
Miss	Mault	mault@	Assistant Head
Mrs	Ainsworth	ainsworthf@	PE/Head of TERESA
Mr	Banks	banksj@	Head of Assessment/Creative iMedia
Mrs	Bland	blandc@	Head of Expressive Arts/Head of BOSCO
Mrs	Brock	brockj@	Head of MFL
Mrs	Canfield	canfieldj@	Head of DREXEL
Mrs	Crew	crewa@	Head of English
Mr	Crusham	crushamm@	Head of P.E
Mrs	Faulds	faulds@	Head of Science
Mr	Goodall	goodalln@	Head of Geography
Mrs	Hewitt	hewitts@	Des. Tech./Head of TERESA
Mr	Lin	lind@	Head of ROMERO
Miss	Parkinson	parkinsonk@	SEN Coordinator
Mr	Perkins	perkinsh@	Head of Music
Mrs	Pontifex	pontifexr@	Head of Maths
Miss	Smith	s.smith@	Head of History
Mrs	Stockton	stocktonk@	Head of Art
Mrs	Thompson	rmthompson@	Head of RE
Mrs	Thornton	lotta@	Food Technology
Mr	Wilson	wilson@	PE/Head of KOLBE

Notes

Every effort has been made to ensure that the information contained within this guide is accurate at the time of publication (February 2019). The School will aim to run all of the courses described in this booklet, but final decisions will lie with the School and will depend upon student numbers. Please note that there is also a limit to the number of groups which can be offered in some subjects, due to accommodation and staffing constraints. Please remember that when your son/daughter makes his/her request of Option subjects, he/she is indicating a preference. The School tries to satisfy all choices, but may not be able to do so in all cases. Please also be aware that specifications can change over the 3 year period and school may respond to that change by offering a substitute subject qualification or examining body.



Pathways Form 2019

Hand your form to Mr Banks or direct to
Reception by Friday 29th March at the latest

Name_____

Form_____

All students study the Core Curriculum of Religious Studies, English, Mathematics, Science, Physical Education and Learning for Life. The remaining 7 hours each week are your choice. In order for us to understand your requests it is important that you complete all aspects of this form.

Step 1. Write about you and your future

Write about the career you may be interested in, the subjects you are particularly good at or enjoy.

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Name_____

Form_____

Step 2. Research your choices

Before making your choices think about the information you have had from different subject areas. Use the checklist below to make sure you are ready to make your choices.

- Worked through your careers booklet from learning for life
- Looked at the careers weblinks on the school website
- Checked out some potential courses you may take when you leave school, and their entry requirements?
- Discussed and agreed your choices with your parent/carer

Step 3. Choose your subjects

Select one subject from Column 1 and then select three subjects from Column 3 in order of preference. Be sure to get your teacher to sign you form in agreement.

	Column 1	Select 1	Column 2 *	Select 3
* for Column 2 number your subjects 1-3 in order of preference	French		Art & Design	
	Geography		Business	
	German		Computer Science	
	History		Catering & Hospitality	
			Drama	
			Design Technology	
			French	
			Geography	
			German	
			Health & Social Care	
			History	
			iMedia	
			Music	
			Physical Education	
	Subject teacher's signature	1.	1.	
2.				
3.				

Form Tutor's signature	
Parent Comment & signature	
Pupil's signature	