

# Year 9 Options 2022



**Central Lancaster  
High School**



**Dear pupil,**

The purpose of this booklet is to provide you useful information which will help you make informed decisions about which subjects you should study in Years 10 and 11.

The end of Year 9 represents a landmark in your school life as it represents the point at which you embark on examination courses that will have a large influence on the rest of your life. Many of the subjects will be building on the skills and knowledge acquired during Years 7, 8 and 9, but there will be an opportunity to take up new subjects or specialise in areas where you have shown ability and interest.

This booklet is part of the information gathering process which will help you to make your decision about which options to take. Good choices will help to make the next two years both happy and worthwhile.

It is also important that you realise what you are taking on when starting on courses that lead to GCSE exams. You should think carefully before making your choices.

You will be given as much help as possible. There will be revision classes and mock exams as well as many opportunities to talk to teachers about your progress.

Most importantly, it will be down to you. Your success will be determined by your attendance, organisation and effort with both class and homework.



Mr J Cowper  
Principal



# Key Stage 4 Rationale

## English Baccalaureate

The Ebacc is not a qualification in its own right, it is a suite of qualifications. A child is considered to have achieved the EBacc if they have got 'good passes' (currently grade 4 or above) in **English, Maths, the Sciences, History or Geography and a language**. At CLHS we offer the opportunity for pupils to take these subjects together and encourage pupils to take a broad and balanced curriculum.

## Should my child be taking the EBacc?

We encourage our pupils to take the subjects which combine to create the Ebacc as it offers a good basis to build on for later study, for example the languages element helps to improve vocabulary and sentence construction; reinforcing the literacy needed in English, history and geography. It also deepens an understanding of other cultures. Some of the top universities consider EBacc combinations when making offers, and employers understand these subjects and qualifications.



## How are GCSE's graded?

From September 2016 a new grading system for nearly all GCSE subjects has replaced A\*-G. Instead pupils are awarded grades 9-1. See below for a comparison chart provided by Ofqual:

New grading structure	Previous grading structure
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

## What are vocational qualifications?

These qualifications are particular types of work-related qualifications, available in a wide range of subjects. You can take one if you are interested in learning more about a particular sector or industry. Many have been designed in collaboration with industry, so they can equip you with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice.

Level 2 vocational qualifications are awarded at: Distinction\*, Distinction, Merit, Pass

It is also possible to achieve a Level 1 Pass if the Level 2 standard has not been reached.

# How do you make your decisions?

Before making your option choices you need to think about the following things:

- What do you enjoy studying? Two years is a long time to be studying something you don't really like.
- What are you good at? Speak to your class teacher and house tutor about your options.
- Have you decided on a career path? If so, check out the types of qualifications you may need for that career.

**Don't** choose a subject because your friends are doing it, or because you like the teacher (they may not be teaching you!).

## How do you tell the school the decisions you have made?

You will receive an options form with this booklet. Please discuss all the options with your child and then complete the options form.

Whilst we endeavour to ensure all pupils get their first choices, we also ask you to provide us with two reserve choices. The options form should be signed by a parent or carer and returned to school by **Monday 21st March 2022**.

**No news is good news.** When the choices are collated, school will then start to process them and you will receive a letter confirming your Year 10 options. Our aim is to give you the subject choices you want. Where possible we will try to ensure that every pupil receives their first choice. However, on rare occasions this may not be possible and you will be offered your reserve choice. If there are any issues with your choices, you will be contacted at the earliest opportunity.



# What support is there to help with these decisions?



At Central Lancaster High School we pride ourselves in the level of support and guidance we offer our pupils. If you have any questions about the options to choose you can ask for guidance from:

- ⇒ Your house tutor
- ⇒ Mr Clark, your Head of Year
- ⇒ Ms Cottam, our Careers Advisor
- ⇒ Ms Lilley, our Careers Leader
- ⇒ Any subject teacher or Head of Department
- ⇒ Any member of the Senior Leadership Team

**We are all here to help you make the right decision!**

There are also useful websites to help you make your choices:

<http://www.positive-steps.org.uk>

<http://icould.com>

<http://nationalcareersservice.direct.gov.uk>

<http://www.prospects.ac.uk>

<http://www.creative-choices.co.uk>

<http://www.connexionslive.com>

<http://www.learninglinks.co.uk>

# Which subjects are compulsory?

There are some subjects which you **must** take next year, however as we believe in a balanced curriculum we have tried to give you as much choice as possible.

For this reason **all pupils** must take:

- English Language and Literature
- Maths
- Science (either combined or separate)
- History or Geography or French (more than one of these can be opted for)
- Core PE and PSD (non-examination subjects)

You will then choose 3 subjects from the following:

Art and Design	GCSE
Creative iMedia	Vocational
Design Technology	GCSE
Enterprise (Business)	Vocational
French	GCSE
Geography	GCSE
History	GCSE
Hospitality and Catering	Vocational
Music	Vocational
Performing Arts	Vocational
Science (separate)	GCSE
Sports Studies	Vocational
Travel and Tourism	Vocational



## Overview

The English Language GCSE will enable pupils to develop their ability to read critically, write effectively and coherently, use grammar correctly and expand their vocabulary.

The course will empower pupils to be able to actively read and question a wide range of text types and to be able to write with fluency and a clear purpose when they leave school.

### In English Language, pupils will:

- read a range of different text types from different time periods. This will include both fiction and non-fiction
- respond personally to the texts: considering how the reader is expected to feel
- explore the writer's intentions: commenting on what they are trying to communicate to the reader and how well they are achieving this
- analyse how a writer has used language and structure to determine meaning
- learn how to write a narrative that is engaging and entertaining
- learn how to write different non-fiction text types that have various audiences and purposes

## Method of Assessment

For English Language, pupils will sit two examinations at the end of Y11. Their performance in these exams will determine their overall grade. The exams are:

- Component 1 Exam (40%): 20th century Literature reading and creative prose writing.
- Component 2 Exam (60%): 19th and 21st century non-fiction reading and transactional writing.

Pupils will also complete a separate qualification for Spoken Language for which they will complete a formal, individual presentation.

## Awarding Body: EDUQAS

### Pathways:

Sixth Form study: All A Levels and Level 3 vocational courses will need a 'good pass' in GCSE English Language.

**Careers:** All careers will need a 'good pass' in English Language.



## Overview

The English Literature GCSE encourages pupils to develop knowledge and skills in reading, writing and critical thinking. It provides them with opportunities to read widely for pleasure across a range of high quality texts in the genres of prose, poetry and drama and to develop an understanding of how literature is both rich and influential. It enables pupils to make connections across their reading and to develop a clear understanding of literary works.

### In English Literature, pupils will:

- Read a wide range of classic literature fluently and with good understanding
- Read in depth, critically and evaluatively
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English literary heritage
- Acquire and use a wide literary vocabulary to criticise and analyse what they read

It is beneficial for pupils if they can purchase the set texts which will be studied for examination. These are: *A Christmas Carol*, *An Inspector Calls* and *Macbeth*.

## Method of Assessment

For English Literature, pupils sit two examinations at the end of Y11. Their performance in these exams will determine their overall grade. The exams are:

- Component 1 Exam (40%): Shakespeare and the Poetry Anthology.
- Component 2 Exam:(60%) Post 1914 drama, 19th Century Prose and Unseen Poetry.

## Awarding Body: EDUQAS

## Pathways:

Sixth Form study: A Levels in English Literature, History, Sociology.

## Careers:

Education, Philosophy, Law, History.



## Overview

The Mathematics Department delivers an enriched curriculum that emphasises the development of reasoning and problem solving skills, as well as securing fluency. Our aim is to impart a love and passion for maths and to provide the knowledge, understanding and skills needed for further mathematical study and to make competent life decisions.

There is intervention support provided both in and out of maths teaching time as appropriate.

### What does the course involve?

We aim to provide an appropriate blend of co-operative and independent learning, with pupils given opportunities to articulate their reasoning and develop resilience in solving challenging topics.

Throughout key stage four there remains flexibility to change the tier of entry being followed by individual pupils between the foundation and higher course. This is determined by success in examination style progress assessments.

The three assessment strands are:

- Use and apply standard techniques.
- Reason, interpret and communicate mathematically.
- Solve problems within mathematics and other contexts.

## Method of Assessment

Each pupil will take 3 exams at the end of the course. There is one non-calculator paper and two calculator papers, each worth 80 marks.

There are two tiers of examination entry which allow pupils to achieve the following grades:

Higher: GCSE Grades 4-9

Foundation: GCSE Grades 1-5

## Awarding Body: Edexcel

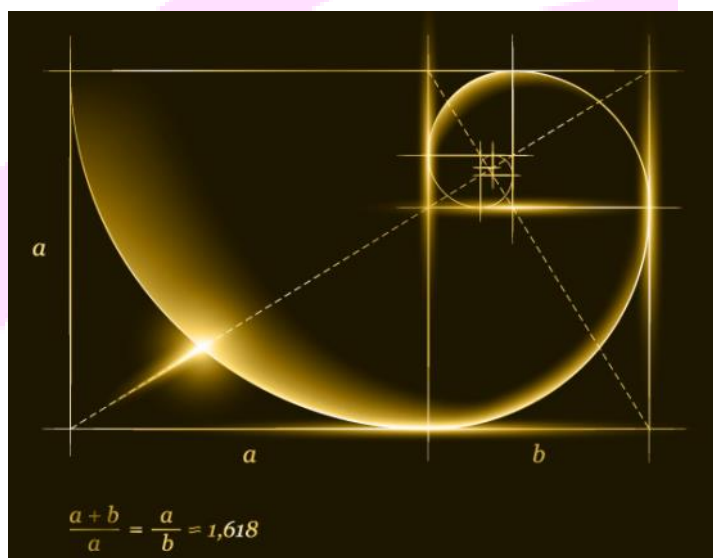
## Pathways:

Sixth form study including A' Level Maths, Science, Economics, Psychology.

Full-time college courses in Engineering.

## Careers:

Science, Engineering, Business Management, Accounting, Statistics.



## Overview

Science provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All pupils should learn essential aspects of knowledge, methods, processes and uses of science. Pupils gain appreciation, through practical and theory lessons, of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas.

## GCSE Combined Science Trilogy (2 GCSEs)

Combined science will develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Pupils will be taught by subject specialists in each area and will have the opportunity to explore different practical investigations and applications of science.

Content covered:

### Biology 1:

- \* Cells, organisation, infection and response and bioenergetics.

### Biology 2:

- \* Homeostasis, inheritance and ecology.

### Chemistry 1:

- \* Atomic structure, bonding, quantitative chemistry, chemical changes and energy changes.

### Chemistry 2:

- \* Rates of reaction, organic chemistry, chemical analysis, atmosphere and using resources.

### Physics 1:

- \* Energy, electricity, particle model and density, atomic structure and radiation.

### Physics 2:

- \* Forces, waves, magnets.

## Method of Assessment

Pupils will sit 6 exams in total. There will be 2 for each of the sciences covering the content outlined above.

Each exam is 1 hour and 15 minutes long and at the end pupils will be awarded 2 grades for their combined science course.

## Awarding Body: AQA

## Pathways:

A Levels in any of the scientific subjects, apprenticeships for companies such as BAE systems, EDF Energy, vocational science courses such as environmental science.

**Careers:** nurse, midwife, mechanical engineer, aeronautical engineer, zookeeper, paramedic, special effects coordinator.



## Overview

### GCSE Separate Science in Biology, Chemistry and Physics (3 GCSEs)

Separate science builds on the key concepts required to have a good understanding of the world around us and delves deeper into different areas. Pupils studying separate sciences cover the same units as those studying combined science however there is additional content within these units to further stretch their understanding.

Content covered:

#### Biology 1:

- \* Cells, organisation, infection and response and bioenergetics.

#### Biology 2:

- \* Homeostasis, inheritance and ecology.

#### Chemistry 1:

- \* Atomic structure, bonding, quantitative chemistry, chemical changes and energy changes.

#### Chemistry 2:

- \* Rates of reaction, organic chemistry, chemical analysis, atmosphere and using resources.

#### Physics 1:

- \* Energy, electricity, particle model and density, atomic structure and radiation.

#### Physics 2:

- \* Forces, waves, magnets, space.

## Additional Content

The additional content covered includes monoclonal antibodies, plant diseases, the brain and the eye in biology, nanoparticles, fuel cells, polymers and spectroscopy in chemistry and static electricity, nuclear fission and fusion, ultrasound, generators and space in physics.

## Method of Assessment

Pupils will sit 6 exams in total. There will be 2 for each of the sciences covering the content outlined above.

Each exam is 1 hour and 45 minutes long and at the end pupils will be awarded 3 grades one for each of the sciences.

## Awarding Body: AQA

## Pathways:

A Levels in any of the scientific subjects, apprenticeships for companies such as BAE systems, EDF Energy, university degree courses in any of the sciences or medicine

**Careers:** nurse, midwife, mechanical engineer, aeronautical engineer, doctor.





## Overview

The course is divided into three main themes:

### 1. Living with the physical environment

In this section study will focus on the challenge of natural hazards including volcanoes, earthquakes and tropical storms. Weather and climate change is also a focus, followed by physical landscapes of the UK, including coastal environments and rivers. Finally, the living world which includes ecosystems such as tropical rainforests and hot deserts.

### 2. Challenges in the human environment

This section covers population, urban growth, the changing economic world and global development. Resource management including the global distribution of food, water and energy and in particular detail the demand for water resources globally are also a focus.

### 3. Geographical applications and skills

This section involves the undertaking two different fieldwork tasks that will be assessed in the final examinations at the end of Year 11. Pre-released material is received 12 weeks prior to the examination which will be studied in lesson time.

## Method of Assessment

Paper 1: Physical Geography. 1hr 30 and worth 88 marks making up 35% of the total GCSE grade.

Paper 2: Human Geography. 1hr 30 and also worth 88 marks, and 35% of the GCSE grade.

Paper 3: Fieldwork & Skills. 1hr 15, worth 76 marks and makes up 30% of the total GCSE grade.

## Awarding Body: AQA

**Pathways:** A-level Geography, BTEC Travel and Tourism.

**Careers:** Environment consultant, pollution analyst, surveyor, town planner, teacher, health education campaigner, GIS specialist, surveyor, cartographer, risk assessor, travel writer/journalist, armed forces.



## Overview

Choosing to study History will help pupils to understand the world we live in, the events of the past and will help to explain the challenges and opportunities of the world today. The course covers a variety of topics ranging from Anglo-Saxon England in 1060 to the end of the Cold War in 1991. Many transferable skills are developed and refined through the study of History.

- History teaches us about key events from the past that have shaped the society in which we live today. We will support you to develop a precise and specific knowledge of the topics we study. You will develop your skills of analysis looking at causes, consequence, similarity, difference, change, continuity and significance.
- History teaches us to look at different interpretations of key events. We firstly identify what these interpretations are but then look deeper into why they might be different and which, if any, we agree with. Additionally, we develop skills of source analysis. We draw information from sources and make judgements on their usefulness.
- History teaches us to communicate as historians and pupils must develop and refine techniques to share their understanding and conclusions.

## Method of Assessment

**GCSE History has 3 exam papers**

**Paper 1** focuses on Crime and Punishment 1000—present day. The paper includes an environment study of Whitechapel in London, 1870-1900 focusing on the 'Jack the Ripper' murders. It is a 1 hour 15 minute exam and is worth 30% of the GCSE.

**Paper 2** covers the Super Power relations and the Cold War, 1941-91 and Anglo-Saxon and Norman England, 1060-88. It is a 1 hour 45 minute exam and is worth 40% of the GCSE.

**Paper 3** focuses on the USA 1954-751 where we study both Civil Rights and the Vietnam.

**Awarding Body:** Edexcel

**Pathways:** Sixth form A level study leading into full time study for a degree at university.

**Careers:** GCSE History will prepare you well for any career path that you choose to follow. The skills that we aim to develop of knowledge, analysis, source work and interpretations are valuable to any line of work that you may choose to pursue.





## Overview

Languages are part of the cultural richness of our society and the world in which we live and work.

Pupils learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society.

The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

## What does the course involve?

- The language course builds upon work already begun in Key Stage 3. We will practice all 4 skills in order to prepare for the final exams at the end of year 11.

## Pupils will learn how to:

- Communicate effectively in French in writing and speaking.
- Develop independence, adaptability, cultural awareness and resilience.
- Develop problem solving skills .

## GCSE topics are:

- Personal Information
- Media and Free time
- Food and healthy living
- Home and Local Area
- School, Education and Career Plans

## Method of Assessment

The exam is a combination of:

Writing: 25%

Speaking: 25%

Listening: 25%

Reading: 25%

All exams are externally marked and no dictionaries are allowed.

## Awarding Body: Eduqas

## Pathways:

Sixth form A level study leading into full time study for a degree at university.

**Careers:** A modern language provides skills that are highly in demand with recruiters in a wide range of industries, all around the world. Examples of careers where a language is in high demand are teaching, journalism, travel and tourism services, publishing, banking, the Armed Forces and marketing.



## Overview

The Level 1/2 Vocational Award in Hospitality and Catering gives pupils experience of the vocational sector, as well as the opportunity to learn in a practical way.

The course is made up of two units:

Unit 1: The Hospitality and Catering Industry

Unit 2: Hospitality and Catering in Action

As part of the course pupils learn about the hospitality and catering sector, the environment in which people in this sector work, how they keep people safe and prevent food related ill health. Through their knowledge of the industry, pupils should be able to propose new hospitality and catering provision for specific locations. In addition to this pupils will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently, legally and financially viably whilst meeting the needs of their potential market.

Throughout the course pupils develop their practical skills in catering, such as knife, pastry and cake making skills. They will learn to prepare and cook with a range of ingredients including meat, fish and eggs. Additionally pupils will learn how a dish can be planned and prepared to meet a clients nutritional needs, as well as how recipes can be adapted to meet special dietary requirements.

## Method of Assessment

Unit 1 is externally assessed through a mixture of short and extended responses.

Unit 2 is internally assessed through a given assignment brief. Pupils must then propose 4 dishes and plan for the production of 2 of these dishes. This unit ends with a practical exam where these dishes are cooked and presented.

## Awarding Body: WJEC

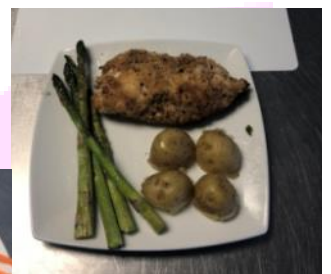
## Pathways:

-Diploma in Professional Cookery or Hospitality and Catering Principles (professional cookery).

Level 3 courses including the Applied Certificate / Diploma in Food, Science and Nutrition and a Diploma in Hospitality and Tourism Management.

## Careers:

Chef, cake decorator, restaurant manager, catering manager, food scientist, environmental health officer.



The course has been designed so that pupils develop their skills in a range of materials and processes, including working in 2D and 3D. Pupils will learn how to develop their own response to a theme using research into other artists and experimentation with a range of media.

Pupils will:

- Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.
- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
- Record ideas, observations and insights relevant to their intentions in visual and/or other forms.
- Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Pupils are not required to have any specialist equipment of their own. However, for some projects it is expected that they will source appropriate materials. It is expected that pupils spend at least one hour a week in the art studios either after school or at lunchtime.

## Method of Assessment

For the GCSE course pupils will need to submit a portfolio of work containing at least one extended project. This is worth 60% of the final grade.

They are also required to complete an Externally Set Assignment which culminates in a 10 hour controlled test in the Spring term of year 11. This is worth 40% of the final grade.

## Awarding Body: AQA

## Pathways:

Sixth form study including A' Level Art and Design or Level 3 BTEC Art and Design.

Full-time college courses in Art and Design.

## Careers:

Product design, architecture, game design, art therapy and make-up artistry.



# Level 2 Certificate in Creative and Performing Arts

## Overview

The RSL Certificate in Creative and Performing Arts is a practical, work related course. You will learn by completing performance related assignments that are based on realistic workplace situations, activities and demands.

The course will prepare you for employment and progression for further education.

It is suitable for all pupils with an interest and talent in the performing arts, and those who thrive on practical learning and course work.

The qualification is equivalent to one GCSE at grade 5-8.5.

There is a written requirement in each unit to research styles, history of performance and keep a comprehensive log of your progress.

Unit 201 is assessed by an external examiner.

### What does the course involve?

The course is made up of two units and can be taken on an Acting or Dance pathway. It is essential that pupils are confident with performing to a live audience to be able to take part in this course.

## Method of Assessment

The course is assessed by all the work created during the course, there is no examination.

50% of the work is an internally assessed portfolio of dance performance and coursework.

50% of the work is externally assessed through a performance project that is filmed and sent to the examiner.

**Awarding Body:** RSL

**Pathways:** Acting and Dance Level 3 courses such as BTEC or RSL L3 Performing Arts, A-Level Dance, Drama or Theatre Studies.

**Careers:** Performance jobs: professional dance or acting.





## Overview

This course is designed to cover a wide range of business topics. You will learn how to set up and survive in business, how to pick the ideal location for your business and look at several different case studies to better understand why some businesses work and others fail. You will also study how the internet has changed the way that many businesses operate and have a chance to plan and run a micro enterprise activity of your own.

**The course involves three units:**

### Component 1: Exploring Enterprises (Coursework)

You will explore different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. You will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

### Component 2: Planning and Presenting a Micro-Enterprise Idea (Coursework)

You will generate two ideas for a micro-enterprise and choose one of these to plan within budget. You will individually present your business plan for your idea in a Dragon's Den style presentation. You will then review the production and delivery of their presentation to make recommendations for improvements.

### Component 3: Marketing and Finance for Enterprise (Exam)

You will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. You will study and complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

## Method of Assessment

The course is assessed through coursework and a written exam. In Component 1 and 2 you will produce various coursework assignments. Each assignment will be based on a real business scenario. Component 3 is assessed by a written exam. This is the only exam and you will be given plenty of opportunities to practice the exam before sitting it.

25% exam, 75% coursework. Units are graded Pass, Merit, Distinction and Distinction\*

## Awarding Body:

Pearson BTEC

## Pathways:

Accounting and Business Level 2, Business Administration, Customer Service and a wide range of business related courses at 6th form of colleges, apprenticeships at local businesses.

## Careers:

Entrepreneur, Accountant, Advertising consultant, Management, Data analyst, Human Resources, Marketing.



## Overview

Pupils will develop a wide range of skills across a variety of units using industry standard software including the Serif suite, Construct and a wide range of web based applications to design, create and evaluate digital products. This course will encourage you to think creatively, innovatively, analytically, logically and critically and well as develop independence and confidence in using skills that would be relevant to the media industry and more widely in the world of work.

**The course involves three units:**

### Unit 1 - Creative iMedia in the media (Exam)

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

### Unit 2 - Visual identity and digital graphics (Coursework)

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

### Unit R099: Digital games (coursework)

In this unit you will learn how to plan, create and review digital games. Topics include:

- Plan digital games
- Create digital games
- Review digital games

## Method of Assessment

Unit 1 will be externally assessed via controlled assessment. (Exam)

The remaining units are coursework based and assessed as you progress through each task. You will be given an opportunity to improve your work once you have submitted it. 25% exam, 75% coursework. Units are graded Pass, Merit, Distinction and Distinction\*

## Awarding Body:

OCR

## Pathways:

Computing courses in web design, programming, game design and graphics at 6th form or college. Apprentices at web design or creative media industries such as Fat Media or Hot Foot Web Design in Lancaster.

## Careers:

Web design, game design, creative industries.



# Cambridge National Certificate in Sports Studies (P.E.)

## Overview

Cambridge National Sports Studies is a combined practical and theoretical learning experience.

The course encourages pupils to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. You will study up to the minute topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media.

You will complete 4 units. These are a mixture of team practical and theoretical units but will be practical as much as possible.

The units are;

- Developing Sports Skills
- Sports Leadership
- Contemporary Issues in Sport
- Sport and the media

Other units that could be selected are;

- Developing skills in outdoor activities
- You will study and perform in 2 sports and receive a grade out of 15 for each one. You will also have the opportunity to officiate in one of your chosen sports.

## Method of Assessment

You will be assessed in an examination in the unit of Contemporary Issues in Sports.

The rest of the units are internally assessed and can range from Level 1 pass to Level 2 Distinction.

The course is 25% exam and 75% coursework.

## Awarding Body: OCR

**Pathways:** A Level Physical Education and Sport, Level 3 Sport and Exercise Science, Level 3 Sports Development and Coaching.

**Careers:** Coach, physiotherapist, reporter, teacher.





## Overview

GCSE Design and Technology is an exciting course, which encourages innovation and creativity. This course has been designed to allow the development of practical skills using hand tools and machinery, alongside an awareness of materials, sustainability/the environment, the design process and production.

This course will also allow you to gain a range of transferable skills such as time management, budgeting and team work; all of which are useful to further study and employment.

Theory based lessons will be blended with practical lessons, this will be 5 hours over week A and B. You will be preparing for the year 11 NEA and exam by completing a series of smaller projects, including; Design focussed earphone holder, CAD focussed grand designs challenge. As well as a 2D design lead gift box task, all this leading up to Christmas. In term 2 and 3 we turn to a mock NEA, where we will draft up our project/ folders in preparation for year 11.

You will study six key theory topics over the two years:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

## Method of Assessment

### Written exam (50% of GCSE)

This exam will assess you in the following areas:

- Core technical principles
- Specialist technical principles
- Designing and making principles

### NEA (50% of GCSE)

This design and manufacturing task and will demonstrate skills in 6 areas; Research & analysis, design brief & specification, generating ideas, developing ideas, realising ideas and evaluation.

## Awarding Body: AQA

## Pathways:

Pupils can go on to study Design Technology, Engineering, or Construction amongst others. These can be at A level or as an apprenticeship. There are also routes into Systems & Electronics, Product Design and Architecture at University.

## Careers:

There are a wide range of careers including; Engineering (mechanical, electrical and civil etc) Product Design, Robotics and the Automotive Industry.



## Overview

This qualification is made up of three units:

### Unit 1 Performing:

You will learn the skills and techniques needed to produce a successful performance of an existing work, such as a piece of music. This unit can be completed through music performance or music technology.

### Unit 2 Creating:

You will learn how to create and refine your own original work in music such as composing music, composition using technology or sound design.

### Unit 3 Music in practice:

You will learn about areas of the music industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea.

### What skills will I develop?

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Research
- Self-discipline

## Method of Assessment

For Units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each unit will take 10 hours and be worth 30% of your qualification.

In Unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.

**Awarding Body:** EDUQAS

**Pathways:** Level 3 qualification for Music Practitioners.

Degrees in Popular Music, Music Technology, Music Composition and Music Business.

**Careers:** Composer, performer, music producer, industry professional.



## Overview

This course can help you take your first steps towards a career in retail travel, customer service, holiday representatives, airport employee and many more. You'll learn skills such as business awareness, customer service and understanding destinations in the UK and worldwide. You will explore some key areas within the sector including accommodation, tourism development and promotion, transport and visitor attractions.

**The course involves three units:**

### Travel and Tourism Organisations and Destinations

You will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. You will then explore the role of different consumer technologies within the travel and tourism industry. Finally you will study the different types of tourism and different types of visitor, and will investigate the features of and routes to popular tourist destinations.

### Customer Needs in Travel and Tourism

You will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. You then apply your understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.

### Influences on Global Travel and Tourism (Exam)

You will consider the factors that may influence travel and tourism and the ways that travel and tourism organisations, destinations and governments respond to these influences and their reasons. You will explore the possible impacts of tourism such as leakage, habitat loss and employment creation, and consider ways these can be managed by destinations, organisations and governments. You will investigate how tourism may bring change to destinations over time and how destinations can encourage, manage and develop tourism.

## Method of Assessment

Unit 2 will be externally assessed via controlled assessment (exam).

The remaining units are coursework based and assessed as you progress through each task. You will be given an opportunity to improve your work once you have submitted it. 25% exam, 75% coursework. Units are graded Pass, Merit, Distinction and Distinction\*.

**Awarding Body:** Pearson BTEC

## Pathways:

BTEC Level 2/3 courses at College, Air cabin crew Level 2 (17 year old), Introduction to Hospitality and Catering, Apprenticeships.

## Careers:

Cabin crew, hotel work, hospitality, events manager, holiday representative.



## Options Evening Arrangements

This will involve a presentation in the school hall about the options process and progression routes into further education and training to all parents and pupils, followed by a carousel of 20 minute subject presentations for parents and pupils to attend.

**Main presentation:** School Hall 6:00pm prompt start

**Subject presentations:** 6:25pm, 6:50pm, 7:15pm & 7:40pm. A bell will sound 5 minutes before the start of each presentation.

Subject	Room
Art and Design	A1
French	D2
Enterprise / Creative iMedia	D9
Geography	D1
History	D4
Hospitality and Catering / Design Technology	A3
Music	A4
Performing Arts	A5
Science	A7
Sports Studies	A8
Travel and Tourism (only at 6.25pm and 6.50pm)	D8

The Heads of Departments for Maths and English will also be available to answer any questions regarding these core subjects in A2.

Ms Cottam, our careers advisor, will be available in Meeting Room 1 from 7.15pm.

Ms Evans, our SENDCo, will also be available all evening in Meeting Room 2.







Central Lancaster  
High School

