

CHORLTON HIGH SCHOOL



CURRICULUM PATHWAYS

2020

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1: WELCOME...

Dear Students, Parents and Carers,

The Chorlton High School Year 8 Curriculum Pathways booklet is an important guide to the learning pathways available to students as they move into Year 9. It outlines the programmes of study available to them and provides essential information as they begin to personalise their curriculum for the future.

In Year 9 students begin to shape their own learning pathways. Through Year 7 and 8 students at Chorlton High School experience phenomenal breadth in their curriculum; they will have been able to explore three technology disciplines, study two modern foreign languages and experience four discrete Arts subjects in addition to the more traditional subjects on their curriculum timetable. In Year 9 the focus shifts to developing a deeper understanding of the subjects that they have chosen to specialise in. Students will choose a number of subject areas and the additional concentrated time in these lessons will enable them to 'master' the subject, fostering deeper conceptual understanding of the subject. This will build powerful knowledge which ensures that all students are sufficiently challenged according to their starting points, and grasp the key concepts needed for high-level success at Year 11 and beyond.

The feedback from our current Year 10 and 11 students tells us that they relish the opportunities for increased pace and challenge during their Year 9 Curriculum. In addition to this, rates of attainment and progress have rapidly increased due to enhanced levels of engagement and motivation. We believe that continuing with this approach will best prepare our students for the revised GCSEs and the new Technical Awards that all students will study after Year 9.

Year 9 is therefore a transitional year, preparing students for continuing success in their studies. As students progress through Year 9 and into Year 10 they will begin to move toward a qualification based course. As you may be aware educational reforms by the current Government have led to the revision of qualifications and the introduction of new GCSE specifications in all subjects. The overviews and guidance here is based on the most up to date materials from examination boards. However, it is important to point out that the information contained in the booklet may be subject to change; if this is the case we will inform you as more information is made available.

The school offers a wide range of subjects, the variety of which has been recognised both locally and nationally. We are extremely proud of both the standards our students achieve and the fact that we support students in shaping a curriculum which will ensure the best possible chances for future success. Our aim as we move into Year 9 is to enable all our students to become successful learners through a combination of academic rigour and creative approaches that allow them to explore subjects at a deeper level. This in turn will lead our students onto the most appropriate qualifications, ensuring that they can move onto further education, employment or training and become successful, creative and happy.

I wish all Year 8 students success this year and hope that they continue to aim for excellence in their learning journey through Year 9.

Ms Z. Morris
Headteacher



2: IMPORTANT DATES

Choosing your learning pathway is an important decision.

The choices that you make now will shape what you will be doing in school over the next three years.

You must make sure that you take these choices seriously and take advantage of the help that is on offer to you.

WHAT WILL HAPPEN OVER THE NEXT THREE WEEKS?

WEDNESDAY 22ND JANUARY: YEAR 8 CURRICULUM PATHWAYS EVENING AT 6:00PM – 8:00PM

At this event Ms Morris, Headteacher, will explain the rationale behind our Year 8 Curriculum Pathways process and you will have an opportunity to explore the different subjects and qualifications on offer at our Subject Marketplace. Staff from all curriculum areas will be on hand to discuss and share exemplar work from each pathway being offered to students.

MONDAY 3RD FEBRUARY – THURSDAY 6TH FEBRUARY: PATHWAYS INTERVIEWS

To ensure that all students are supported in making their decisions regarding their future areas of study, students will be allocated a 10-minute appointment with a member of staff. These interviews will give students an opportunity to ask any questions about the pathways on offer or to find support with any concerns they may have. All students will be issued with an appointment card for their interview.

FRIDAY 7TH FEBRUARY: CURRICULUM PATHWAYS PROCESS CLOSES

By this date all Year 8 students will be expected to have handed their completed Curriculum Pathways Form to their Form Tutor in Tutor time.



3: THE PROCESS

The Pathways Process at Chorlton High School is designed to allow all students to choose a path that enables them to learn at a deeper level in Year 9, embracing a wider understanding of the subject to provide a firm foundation as they move onto more advanced material. In Year 10 the students will be directed towards the most appropriate qualification that enables the best progression to further education, employment or training.

We recognise that all our students are different and that the path they take must suit them as individuals; for this reason, support is offered at all stages of the process.

WHAT DO STUDENTS STUDY?

All students must study the compulsory core:

- **MATHEMATICS:** This will lead to all students completing their GCSE Mathematics at the end of Year 11.
- **ENGLISH:** This will lead to all students completing both their GCSE English Language and GCSE English Literature.
- **SCIENCE:** All our students will follow GCSE Combined Science which leads to two GCSEs. Some students will go onto study GCSE Triple Science.
- **PHYSICAL EDUCATION:** All students will undertake an hour of PE each week. In these lessons students will undertake a variety of diverse physical activities as well as providing students with an opportunity to develop an understanding of their own health and well-being.
- **RELIGIOUS EDUCATION:** In line with statutory guidance all students will undertake an hour of Religious Education each week. At Chorlton High we enable this through our RESPECT curriculum where students increase awareness of their personal, social, spiritual, moral and cultural development and the role they play as citizens in modern Britain.

In addition to these core subjects, students can choose subjects from a range of grouped curriculum areas. It is vital that these choices work together to construct a timetable of varied and valuable skills, which translate into nationally recognised qualifications. Moving into Year 10 we offer a full range of GCSE qualifications and Technical Awards such as BTEC, NCFE and OCR Cambridge Nationals. Technical Awards are high quality qualifications that provide students with the opportunity to apply their knowledge in a practical situation and develop practical skills in that subject area. They are equivalent in level to GCSE exams, but are also linked to professional qualifications and often feature a smaller proportion of terminally assessed work than GCSEs. It is important to remember that students are choosing the subject and not necessarily the qualification.

In order to provide a solid basis for Further and Higher Education the vast majority of students will be directed to include within their selection, subjects from the following headings:

- 1 x ARTS
- 1 HUMANITY (History or Geography)
- 1 MFL – for many of our students.
- 1 GENERAL subjects

However, it is very important to us that all students follow a pathway which will allow them to reach their full potential. For this reason, some students will be guided along a pathway which may be slightly different to the one outlined above.

WHAT IS THE EBACC AND DO ALL STUDENTS STUDY IT?

*The EBACC or English Baccalaureate, is the term used by the Government for the combined group of subjects - English, Mathematics, Sciences, History or Geography and a Modern Foreign Language.

In our school many of students do follow the full EBACC, but not all. We will help all students follow a pathway that supports their interest, challenges them academically and supports them into potential pathways for the future.

4: COMPULSORY CORE

ENGLISH LANGUAGE AND LITERATURE

“A book can be a star, a living fire to lighten the darkness, leading out into the expanding universe.” - Madeleine L'Engle

SUBJECT INTENT

Studying English at Chorlton High School allows learners to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft. With a huge emphasis on creativity and the discovering and utilising of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum. We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.

STUDENTS WILL CONTINUE ONTO BOTH OF THE FOLLOWING QUALIFICATIONS

GCSE ENGLISH LITERATURE

Students will study a range of high quality literature.

This will include:

- at least one play by Shakespeare
- at least one 19th century novel
- a selection of poetry since 1789, including representative Romantic poetry
- fiction or drama from the British Isles from 1914 onward.

GCSE ENGLISH LANGUAGE

Students study a range of high-quality, challenging texts from the 19th, 20th and 21st centuries.

The texts, across a range of genres and types, are explored in terms of language, structure and authorial intent; as well as supporting students in developing their own writing by providing effective models. The texts will include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online).

HOW IS IT ASSESSED?

Students will be assessed in two terminal exams at the end of the qualification. Students will be assessed on their ability to respond critically to the texts studied over the course of the qualification in two closed book exams, as well as their ability to respond critically to unseen works of literature. Students are also required to effectively compare across texts.

HOW IS IT ASSESSED?

Students will be assessed in two terminal exams at the end of the qualification. Students are assessed equally on their writing skills as well as their ability to read for meaning. Students will also take part in a Spoken Language unit which will allow students to develop their communication skills.

WHY STUDY IT?

English at Chorlton High School prepares students to be successful adults who are sure of their place in the world, know their opinion is valuable, and have a real sense of belonging to society. It prepares them to be adults who can read with a critical eye and write with a true sense of purpose, both creatively and for necessity. It broadens their understanding of the world through the ever changing texts used to develop their understanding of what is happening around them. With a strong understanding and passion for the subject of English, they will be met with a future of boundless potential. The functional skills our English provision offers, alongside the rich array of challenging texts they are not only exposed to, but encouraged to form their own opinions on and be inspired by, all contribute to the ability to not only read and write; but to form opinions; to explore deeper meanings; to empathise; to become more socially and emotionally intelligent and to shine. English sits centrally, at the heart of an education – preparing students for whatever future career they wish to pursue. To gain access to many further post 16 courses, apprenticeships or employment there is an expectation that students will have gained a good GCSE pass in English.

5: COMPULSORY CORE

MATHEMATICS

“God used beautiful Mathematics in creating the world .” - Paul Dirac

SUBJECT INTENT

Maths is a universal language that explains the world around us. The study of mathematics enables you to make sense of everyday situations, forge links between topics and establish connections to real life context. Maths fosters curiosity, equipping students with various strategies to tackle problems; it empowers students with resilience to take risks, get it wrong, form a new strategy and start again, with determination and drive to reach the final answer. Maths is logical thinking, reasoning, intuition, analysis, construction, generalisation and beauty.

STUDENTS WILL CONTINUE ONTO THE FOLLOWING QUALIFICATION

GCSE MATHEMATICS

Students study six main topic areas. These are:

1. Number (including structure and calculation; fractions, decimals and percentages; measures and accuracy)
2. Algebra (including notation and manipulation; graphs; solving equations and inequalities and sequences)
3. Ratio, Proportion and Rates of Change
4. Geometry and Measures (including properties and constructions; measuring lengths, areas, volumes and trigonometry)
5. Probability
6. Statistics

HOW IS IT ASSESSED?

GCSE Mathematics will be assessed with a terminal exam at the end of Year 11. This consists of one Non-Calculator Paper and two Calculator Papers; each of these exams lasts 1 hour 30 minutes.

WHY STUDY IT?

Mathematics not only provides students with key numeracy skills, required in everyday life, but is also the best subject to develop analytical, research and problem solving skills. Many topics covered will be relevant and necessary to further study of many subjects, from statistical analysis in Science to ratio and proportion in the arts, algebra in fields of ICT and numeracy in everyday life. Hence, a successful Maths GCSE is highly regarded. To gain access to many further post 16 courses, apprenticeships or employment there is an expectation that students will have gained good GCSE pass in Mathematics.

6: COMPULSORY CORE

SCIENCE

“Look deep into nature, and then you will understand everything better.” - Albert Einstein

SUBJECT INTENT

The intent of the Science department is to convey to students that Science underpins everything.

At Chorlton High School we study:

- **PHYSICS:** to be able to understand the fundamental principles that govern all energy and matter in the Universe. Physics gives us tools to understand nature from the scale of sub-atomic particles up to the inter-galactic scale of the universe.
- **CHEMISTRY:** to be able to understand the nature of substances: how they are composed, their behaviour, and their physical and chemical properties. Chemistry allows us to identify unknown substances, monitor concentrations and synthesise new chemicals. Above all, Chemistry is about finding solutions to the problems that concern us and our surroundings.
- **BIOLOGY:** to be able to understand life and thereby understand ourselves. Biology allows us an understanding of the amazing complexity of many life processes and mechanisms. Biology encourages us to seek out reasons for strange, surprising and sometimes unusual observations.

STUDENTS WILL CONTINUE ONTO ONE OF THE FOLLOWING QUALIFICATION PATHWAYS

GCSE COMBINED SCIENCE

Students will study a range of topics in Biology, Chemistry and Physics. The modules will be studied in depth to allow students to develop a clear understanding. Students will practise skills regularly including practical work and investigations.

- Biology topics include: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.
- Chemistry topics include: Atomic structure and the Periodic Table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.
- Physics topics include: Energy, Electricity, Particle model of matter, Atomic Structure, Forces, Waves, Magnetism and Electromagnetism.

This qualification awards a student with two GCSEs.

GCSE BIOLOGY, CHEMISTRY AND PHYSICS (TRIPLE SCIENCE)

In Year 10, students who excel will be directed to study Triple Science, which explore the 3 areas of Combined Science in more depth.

This qualification awards a student with three GCSEs.

HOW IS IT ASSESSED?

There are six papers: two Biology, two Chemistry and two Physics. Each exam is 1hr 15 mins (1hr and 45 mins for Triple Science) and students will be entered for either Foundation (Grades 1-5) or Higher (Grades 4-9). Each of the papers will assess knowledge and skills from distinct topic areas. Questions types are multiple choice, structured, closed short answer and open response.

WHY STUDY IT?

- Biology is the study of the variety, complexity and interdependence of the living world. In recent decades it has seen revolutions in fields such as genetics (thanks to the work of the human genome project) and clinical therapies designed to treat diseases once thought to be incurable, such as certain cancers or Cystic Fibrosis. Understanding living organisms, from single-cells to human beings themselves, has a variety of practical applications. Understanding the wider world around us and how organisms interact with each other and their ecosystems plays a vital part in the environmental sciences. Ecology can lead to an appreciation of global changes and the impacts which humans have on our planet.
- Core concepts introduced in Chemistry form an important part of any professional scientist's toolkit, regardless of their specialisation. Chemistry graduates possess adaptability and an analytical cast of mind which makes them attractive to a very broad spectrum of employers.
- Physics is often combined with other subjects such as Biology in Biophysics or Medical Physics in separate disciplines that students could potentially study at university. Studying Physics opens many doors for students, as employers in diverse fields will hire physicists for their mathematical, modelling, and critical thinking skills. Physics (often with Mathematics) is required for engineering

7: COMPULSORY CORE

PHYSICAL EDUCATION

SUBJECT INTENT

In line with statutory guidance all students will undertake an hour of Physical Education each week. In these lessons students will undertake a variety of diverse physical activities as well as providing an opportunity for students to develop an understanding of their own health and well-being.

By following the programme of study in core PE students are encouraged to learn about the importance of developing habits that will lead to them adopting a healthy active lifestyle in the future. This will include students identifying the benefits exercise, creating their own personal programmes and developing motivational practice techniques to prompt regular exercise. Alongside this, students experience a rotation of different sports and fitness activities, with the emphasis on students developing, practicing and evaluating their skills in both individual and groups activities. Students will also develop the ability and experience of sports leadership within lessons.

Students with an interest in PE should also carefully consider choosing PE as an pathway subject, which would enable them to study the subject at a deeper level.

RELIGIOUS EDUCATION - RESPECT

SUBJECT INTENT

In line with statutory guidance all students will undertake an hour of RESPECT / RE each week. Students will develop their awareness of their personal, social, spiritual, moral and cultural development and the role they play as citizens in modern Britain. These are called RESPECT lessons.

In Respect, our aim is to create confident, well-rounded citizens for the future. We educate students to think about others, the world around them and their role within it.

Learners are encouraged to articulate their own opinions whilst considering and appreciating those different to their own with respect and compassion. Within Respect we create classrooms where each voice is valued and every contribution enhances the learning of all. Through our three year spiralled curriculum students gain a deep body of knowledge on contemporary social issues and are taught to engage with topics of moral concern with increasing prowess. As an oracy based subject students develop critical thinking, resilience and tolerance through collaborative work and lively whole class discussion.

At the end of the course students are equipped with the knowledge, skills and attributes they need to keep themselves healthy and safe, prepare for life and work after education, understand the world's communities and discover their place in it.

Whilst study of the RESPECT curriculum does not give students an external accreditation, it provides students with a rich understanding of ethical, moral and social issues faced in modern society. It also compliments and enhances understanding of the ethics issues studied by students who study RE.

8: ARTS SUBJECT CHOICES

INTRODUCTION

“The arts, it has been said, cannot change the world, but they may change human beings who might change the world.” - Maxine Greene



THROUGH YEAR 9 TO 11 ALL STUDENTS WILL FOLLOW AT LEAST ONE ARTS SUBJECT

WHY?

The study of the Arts enables students to develop knowledge, skills, values and attributes that can play a significant role in young people's development, creating opportunities for them to express their ideas and form their values, and equipping them to navigate a rapidly changing world.

At Chorlton High School we place a high importance on the development of creativity, that develops our young people as confident, curious thinkers; they use skills developed in Arts lessons to explore and discover new concepts, finding new ways to shape and express their ideas as they work cooperatively with other students in new art forms.

There is also compelling evidence of the value of engaging in the Arts to children's employability and their health and wellbeing. Arts education has been shown to increase children's transferrable skills including communication, teamwork and resilience.

THE ARTS SUBJECT CHOICES ARE:

- Art (leading to GCSE Art) or (GCSE 3D Art)
- Dance (leading to GCSE Dance or BTEC in Performing Arts)
- Design and Technology (leading to GCSE Design and Technology)
- Drama (leading to GCSE Drama or BTEC in Performing Arts)
- Media (leading to GCSE Media or BTEC in Creative and Digital Media)
- Music (leading to GCSE Music or BTEC in Music Technology)
- Photography (leading to GCSE Photography)

9: ARTS SUBJECT CHOICES

ART AND PHOTOGRAPHY

“Art makes children powerful.” - Bob and Roberta Smith (Patrick Brill OBE RA)

SUBJECT INTENT

Art facilitates the opportunity for students to be creative and learn how to express themselves. We want students to be able to question, critique, describe, subvert their world and Art can provide this. Teaching Art enables self-expression and adds to democracy.

Art and Photography helps to develop creativity, commitment and curiosity. We want to work with young people who recognise the importance of the Arts and the positive role it can play in developing the future of our creative industries.

STUDENTS CAN CHOOSE FROM ONE OF THE FOLLOWING QUALIFICATIONS:

GCSE PHOTOGRAPHY

Year 9 is a foundation year to prepare you for the GCSE Art Course with Photography specialism that you will start in Year 10. During the foundation year you will complete a 3D photographic sculpture based on the theme of Science Fiction. During Year 10 and 11 you will complete 2 coursework projects which contribute 60% of your final grade. There is also a practical exam in Year 11, which is 40% of your final grade. This 2-day exam adds up to ten hours spent on producing a personal response.

GCSE ART, CRAFT AND DESIGN

Year 9 is a foundation year to prepare you for the GCSE course that you will start in Year 10. During the foundation year you will complete a 3D sculpture based on the theme of Science Fiction. Throughout Years 10 and 11 you will complete 2 coursework projects, which contribute to 60% of your final grade. There is also a practical Art exam in Year 11, which is 40% of your final grade. This 2-day exam adds up to ten hours spent on producing a personal response.

GCSE THREE DIMENSIONAL DESIGN

Year 9 is a foundation year to prepare you for the GCSE Art course with a Three Dimensional Design specialism that you will start in Year 10. During the foundation year you will complete a 3D sculpture based on the theme of Science Fiction. Throughout Years 10 and 11 you will complete 2 coursework projects, which contribute to 60% of your final grade. There is also a practical exam in Year 11, which is 40% of your final grade. This 2-day exam adds up to ten hours spent on producing a personal response.

HOW IS IT ASSESSED?

Artists and Photographers are assessed on how well they can:

- Develop ideas informed by artists and art work demonstrating analytical understanding
- Refine ideas by experimenting and selecting appropriate resources
- Record relevant ideas, observations and insights in visual forms
- Present a personal response, realising intentions and making informed connections with the work of others

WHY STUDY IT?

Art, Photography and Three Dimensional Design is ideal for students who enjoy art and who love drawing and the making process. Students should be keen to learn about lots of other ways of expressing themselves and be dedicated to trying lots of different media and skills to develop a really exciting portfolio. Students will explore painting, photography, 3D sculpture, textiles, mixed media as well as using computer software, such as Photoshop. Many of our students go on to study Art, Three Dimensional Design and Photography at A Level and beyond with great success. All our students grow in confidence and feel empowered in an increasingly visual world. Excellent attendance and an excellent homework record are important, as ALL classwork is part of your coursework.

10: ARTS SUBJECT CHOICES

DANCE

“We dance for laughter, We dance for tears, We dance for madness, We dance for fears, We dance for hope, We dance for screams, We are the dancers, We create the dreams” - Albert Einstein

SUBJECT INTENT

We study dance in order to inspire creativity, develop curiosity and explore the limitless capabilities of our bodies. We challenge our students to respond to the world around them and to find ways to communicate their ideas, motivate others and present themselves with confidence and flair. We work in an environment that is built on mutual respect for the subject and those studying it. We promote fun. We reap the benefits of studying a subject that provokes debate, opportunities to problem solve and advocates physical and mental wellbeing. Studying dance allows us to engage with different cultures, and historical events. We are researchers, performers, creators, leaders and independent learners.

STUDENTS WILL CONTINUE ONTO ONE OF THE FOLLOWING QUALIFICATIONS

GCSE DANCE

Dance focuses on the study of professional dance works, learning set performance work and developing choreography skills. Although largely practical, GCSE Dance does involve a written examination and the academic study of professional performance work.

TECHNICAL AWARD IN PERFORMING ARTS

The award gives learners the opportunity to develop dance specific knowledge and skills in a practical learning environment.

The main focus is on:

- development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- processes that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the Performing Arts, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

HOW IS IT ASSESSED?

60% practical work and 40% written exam. Students study six professional dance works and are assessed on their performance skills, technical ability and choreography throughout a number of tasks. The written exam paper includes a range of short and extended answers. Students are expected to improve their technique by attending extra-curricular opportunities and by performing in the Dance Department performances. Although students study a number of styles the main style you will perform in is Contemporary Dance. This style is very versatile and requires students to perform barefoot.

This course is assessed through a number of internal practical and written elements in addition to an externally assessed exam at the end of the course.

WHY STUDY IT?

Studying Dance at Chorlton High School is an investment in the future; the versatility it offers means that our students become highly skilled in a number of areas. As well as evoking a passion and appreciation for dance and theatre with a good grounding for further vocational study in performance, this subject will also provide a broad range of transferable skills which sets our students apart from others. Our learners are confident presenters of ideas, articulate, empathetic and curious; they know how to work with others to bring an idea to life. They can plan effectively, work under strict time pressures and can unpick theatrical design (whether that's set, costume, lighting or sound) and find meaning. Dance challenges our learners to be driven, independent individuals. Some of our students have continued to study A-Level and BTEC National qualifications at Loreto Sixth form and Pendleton College. A number of ex-students have moved on to working as professional dancers with one even working in 'New Adventures' with famous choreographer Matthew Bourne!

11: ARTS SUBJECT CHOICES

DESIGN TECHNOLOGY

“Design is a funny word. Some people think design means how it looks. But of course, if you dig deeper, it’s really how it works.” - Steve Jobs

SUBJECT INTENT

Design and Technology helps to prepare young people to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on D&T including historical, social, cultural, environmental and economic factors. Young people gain the opportunity to work creatively when designing and when making. They can then apply technical and practical expertise to their ideas. Young people explore technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles which helps to contextualise the world of Design and Technology. Students benefit from the study of Design and Technology in a range of ways, not only does this subject allow them to be creative but they learn across a range of subjects including Maths, Science, Geography and History as well as ICT. They learn also how to be aware, considerate and understanding of the needs of others, the varying approaches when considering people of different cultures and faiths and how this can impact on the design and manufacture of goods.

STUDENTS WILL CONTINUE ONTO THE FOLLOWING QUALIFICATIONS

GCSE DESIGN AND TECHNOLOGY

This course enables students to explore the world of Design and Technology to help them understand the design process of exploring, creating and evaluating through a range of modern contextual challenges and projects.

This will allow students to work with a range of materials and processes to help achieve a design solution. As well as the theory behind Design and Technology, students will develop skills in design and drawing, practical skills and physical making and modelling. Students will also investigate the areas of Science, Technology, Engineering and Maths (STEM) which will enable them to understand a range of factors that affect how products are designed, made and used. STEM is also a hugely growing sector in the UK right now giving students masses of opportunities for further study after GCSEs and beyond in a wealth of careers or industries.

HOW IS IT ASSESSED?

Students studying GCSE Design and Technology will be assessed through:

- 50% examination at the end of the course (this will test knowledge and understanding).
- 50% controlled assessment activities which will take place from Year 10 (this will assess design, making and evaluating principles).

WHY STUDY IT?

Are you a problem solver? Are you creative? Are you interested in how things work? Do you want to work in any of the design and manufacturing industries? Please don't think this course is all practical however, as you will use research and investigation skills, design skills, evaluation skills and practical skills together to design and create products in a range of materials. There are a number of skills that are taught that help prepare young people for their future, this includes communication, teamwork, problem solving, initiative and enterprise, planning, organising and self-management.

12: ARTS SUBJECT CHOICES

DRAMA

“Art is not a mirror held up to reality but a hammer with which to shape it.” - Bertolt Brecht

SUBJECT INTENT

In an ever changing world, drama and theatre offer the stability and creative opportunity to explore and discover in a safe and supportive environment. Studying current and historical events inspires us to develop our local, national and global responsibility, prompting emotional intelligence, resilience, empathy and a strong social conscience. Our students work as a drama family, they care for and support each other as they are challenged with provocative themes and questions. The centre of our ethos is that exploration through drama and theatre educates, promotes and empowers change, an ethos that is ever more important in fractious times. Drama helps develop creative, invested and passionate young people who recognise how theatre can be used to create positive change. Drama students at Chorlton High School have the privilege of working with a strong and passionate team of very experienced teachers. They will explore style and genre as well as developing their own acting skills through many practical performances. Reviewing live theatre performances in order to develop analytical and evaluative understanding helps students expand their own opinions and can even challenge prejudice. Students become skilled at breaking down theatre to create meaning and subtext which then empowers their own practical performances.

STUDENTS WILL CONTINUE ONTO ONE OF THE FOLLOWING QUALIFICATIONS

GCSE DRAMA

Drama focuses on the study of ‘Scripted and Devised’ Drama. Although largely practical it does involve a written examination, which involves the academic study of practical work completed during the course and the study of a scripted play. Performance work is marked with detailed criteria allowing capable performers and directors to be awarded marks. GCSE is not an easy option and a good level of English is recommended in order to succeed.

TECHNICAL AWARD IN PERFORMING ARTS

Learners will research different performing arts disciplines and show/reveal their creativity when developing ideas for a performance and develop the practical skills associated with performing arts. The course requires self-discipline, motivation and commitment. In addition, students will develop a broad knowledge of creative business practices, including functions and roles, marketing and event management and they will develop their knowledge of how to put on a live production. The analysis and evaluation of skills will come through independent, team and collaboration work and students will develop and awareness if industrial practices and employment opportunities.

HOW IS IT ASSESSED?

The 60% ‘Scripted and Devised’ coursework is assessed via observation of planning, a rehearsal diary, directorial skills and a live performance for an audience. Students are marked for their progression in lessons, through the rehearsal diary and for their performance. The remaining 40% of the course is a written examination paper focusing on evaluative responses to the practical work undertaken in lessons, a set text and the review of a live production.

Unit 1: Unlocking creativity (30%, internally assessed)
Unit 2: The production/performance (30%, internally assessed)
Unit 3: The performing arts experience (40%, externally assessed)
The externally set exam will assess students on their knowledge and understanding of the performing arts industry using a combination of multiple choice questions, short answers, extended responses, design/devising questions.

WHY STUDY IT?

We study a wide variety of practitioners from Stanislavski to Brecht and never shy away from studying challenging themes. Our set text means we can pick apart in detail a character’s motivation and intent and how an actor can create this on stage through detailed and in depth rehearsal strategies. Enrichment opportunities include live evening performances and theatre visits. The skills developed in drama such as confidence, team work, engagement and problem solving are transferable to all situations. A Drama student’s strength of character, their confidence, maturity and empathy are often commented on. Our course embeds an emotive investment in learning and talented, inspirational young performers. These courses are not just for students who want to go into the theatrical profession, it is ideal for students considering A-Level study. The personal and social skills developed are transferable to all further education courses and any area of employment. The Drama department has a long standing reputation for being a centre of excellence in the local and wider community with results consistently outperforming national average. As a performer you will have opportunities to perform to paying audiences, you will study and perform a whole class play and create your own pieces of theatre. All students grow in confidence and presentation skills while exploring thought provoking, exciting stimuli.

13: ARTS SUBJECT CHOICES

MEDIA

“Who in the world am I?” - Alice (Alice in Wonderland)

SUBJECT INTENT

The modern world is exciting, fast-paced, ever-developing. Media presence in all of our lives is constant and increasingly influential. It is vital that we arm our students with the understanding and knowledge to recognise the signs and codes of Media products, in order to make their way in the world. For some, in an ever-growing sector, Media Studies could open the door to a future career. Students need to have a sense of history about what came before, and understand the culture and social context that surrounds the creation and development of all media products.

STUDENTS WILL CONTINUE ONTO ONE OF THE FOLLOWING QUALIFICATIONS

GCSE MEDIA

Media Studies challenges students to think about all of the media we are surrounded by in our everyday lives. You will look at:

- Media language: how the media texts communicate their meanings through codes and conventions.
- Representation: how the media portray events, issues, individuals and social group.
- Media institutions: how the media industries' processes of production, distribution and circulation affect media forms and platforms.
- Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them and how audiences become producers themselves.

BTEC CREATIVE AND DIGITAL MEDIA

1. Digital Media Sectors and Audiences - in this unit, learners will explore the digital media industry. Students will also explore the different types of audiences and how audiences can engage with the different sectors. This is an external assessment.

2. Planning and Pitching a Digital Media Product - in this unit, learners will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas of a product that they then plan to produce.

Optional specialist units are chosen from a list of: Digital Moving Image Production; Digital Audio Production; Digital Publishing Production; Website Production; Digital Games Production

HOW IS IT ASSESSED?

Controlled Assessment – 30% practical. You will plan your own media product for a specific audience, on a given theme. You will write a very brief 'statement of intent', carry out independent research, develop your ideas and create an original piece of Media in your chosen platform. Written Exam - Two written papers each 35%. Each paper will be a mixture of multiple choice, short answers and an extended written response. They will be assessing your knowledge and understanding of the 9 Media Platforms: TV, Radio, Online, Video Games, Advertising and Marketing, Social Media, Newspapers and Magazines.

Evidence for assessment may be generated through a range of diverse activities, including assignment and project work (e.g. production of a video, radio programme, website, or game), case studies (e.g. case study on a successful film), research (audiences, different websites) and presentations.

WHY STUDY IT?

It is a creative and challenging subject which is perfect if you have a natural interest in any aspect of Media – including TV, film, radio, news reporting, advertising and marketing, and much more. You will design media products and use your writing and communication skills to analyse your products and persuade customers to use them. You should choose Media Studies if you are interested in media, enjoy using technology and have good writing skills.

14: ARTS SUBJECT CHOICES

MUSIC

“Every musician remembers their first lesson. That moment when you feel the spark of inspiration ignite, and your entire world catches fire. The rush of revelation. The earth-rattling epiphany that music is no longer just a sound, its every breath you’ll ever take again. A puzzle that you’ll never solve, though you hold all the pieces. That moment when you’re handed the key to an alternate universe where everything is beautiful, everything is free, and nothing will ever be quite the same again. For some, the first day of the rest of their lives.” - Dave Grohl

SUBJECT INTENT

Music intends to inspire, provide motivation and nurture passion for all students to help them develop their musicianship and transferrable skills further. Studying music shows a real drive and determination to improve ourselves, not only as musicians but also humans. It has been scientifically proven that playing an instrument or singing releases endorphins which promotes wellbeing. We harness this as a department to support students on their creative, happy and successful journey through school.

STUDENTS WILL CONTINUE ONTO ONE OF THE FOLLOWING QUALIFICATIONS

GCSE MUSIC

The subject content is divided into three components: Understanding Music, Performing Music and Composing Music. This course will enable students to compose music using instruments and computer software, and to perform and listen to and appraise music of various styles and cultures. Areas of Study are: Western classical tradition 1650-1910, Popular music, Traditional music and Western classical tradition since 1910. Students will learn about types of music based on the different elements that affect composition and the stylistic features of particular music. Students that opt for this course are required to have instrumental or vocal lessons from the beginning of the course and must be prepared to rehearse regularly in their own time; performance makes up 30% of the final grade. They learn appraisal skills in relation to set study pieces and there are many opportunities to compose as well as develop skills as a performer.

BTEC LEVEL 2 IN MUSIC TECHNOLOGY

Students studying Music Technology need to have a basic understanding of composing using a Digital Audio Workstation (DAW). Students learn about knowledge of the music industry, how to produce and promote a musical product, they get a hands on knowledge of recording and working within a studio and also learn how to compose music

HOW IS IT ASSESSED?

In GCSE Music Understanding Music is assessed through listening exercises using excerpts of music. Performance is assessed through an individual piece with accompaniment and an ensemble performance. Then there is a composition, responding to a brief and then a free task.

A written exam.
3 units of coursework covering studio recording techniques, composition and production skills.

WHY STUDY IT?

Studying music enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.

15: HUMANITIES SUBJECT CHOICES

INTRODUCTION

“Science is the collection of nature’s answers; the humanities the collection of men’s thoughts.” - Sir Gavin de Beer



THE MAJORITY OF STUDENTS WILL STUDY EITHER HISTORY OR GEOGRAPHY. STUDENTS MAY CHOOSE TO STUDY BOTH SUBJECTS.

WHY?

Research into the human experience adds to our knowledge about our world. Through these subjects students learn about the values of different cultures and communities. They develop a greater understanding about the great accomplishments of the past, help us understand the world we live in, and give us tools to imagine the future.

Through the study of History and Geography students also will develop skills of critical analysis, gathering evidence and evaluating arguments. They learn how to critically examine texts and other sources carefully, learning skills that can make your interpretation precise and convincing. The more concentrated time in Year 9 enables student to examine concepts at a much deeper level, that will enable to learn and to begin to empower them to you to think for yourself, to learn to work in teams with others, and to present your case in writing, in discussions and in presentations.

THE HUMANITIES SUBJECT CHOICES ARE:

- Geography
- History

16: HUMANITIES SUBJECT CHOICES

GEOGRAPHY

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

- Barack Obama

SUBJECT INTENT

Geography helps students to make sense of the world around them and the challenges we all face. We want our students to see how relevant Geography is in our modern and complex world and for students to understand this world and the role they play in the future of it. We want our students to become well-rounded and worldly people that know; think; study and explore like a Geographer.

We want all our GCSE Geography students to:

- Know Geography - as they develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.
- Think like a Geographer - as they gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.
- Study like a Geographer - as they develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses.
- Explore like a Geographer - as they apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.

STUDENTS WILL CONTINUE ONTO THE FOLLOWING QUALIFICATION

GCSE GEOGRAPHY

There are 2 main branches to Geography; Human and Physical.

Physical Geography: Links to science and looks at the natural elements of the world, at CHS that includes; Tectonic Hazards, Weather Hazards, Climate Change, Ecosystems and distinctive landscapes.

Human Geography: is a social science. Human Geography is about how humans interact with the world. At CHS this include: Development, Population change, UK in the 21st Century and resource reliance.

We feel that this blend of old and new Geography is refreshing and modern and will prepare our students for an ever changing world. Alongside the core topics, students will also study Geographical Skills, e.g. map and graph skills and will have to use these successfully in their exams. Whilst skills have always been important in Geography, this course will require students to have a much deeper understanding of using them and evaluating which is the most appropriate when applying them in an exam.

HOW IS IT ASSESSED?

- Our Natural World (01) - 70 Marks - 1 hour 15 minutes exam
- People and Society (02) - 70 Marks - 1 hour 15 minutes exam
- Geographical Exploration (03) - 60 Marks - 1 hour 30 minutes exam

WHY STUDY IT?

Students learn a vast variety of skills which link to most other subjects and will set them up for college. Geography links to all careers; employers love the mix of technical and social skills people get from studying geography, which they see as very transferable, i.e. useful for a whole range of jobs. According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment! Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting. The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop. As geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.

17: HUMANITIES SUBJECT CHOICES

HISTORY

“A people without the knowledge of their past history, origin and culture is like a tree without roots.” - Marcus Garvey

SUBJECT INTENT

Students who have opted to deepen and develop their understanding of History will work towards a Grade 9-1 GCSE History following the Edexcel specification. We aim to explore medicine thematically taking time to understand how causes of illness, treatments and prevention were different through the Medieval Era, Renaissance, Industrial Period and Modern Age. Students will draw upon their chronological understanding from KS3 to firmly place events in time whilst investigating how factors such as the Government, War, Individuals and Church all shaped society and in some respects – hindered progress. This is a fantastic opportunity for students to unpick new eras and challenge misconceptions that the past was always dirty.

Year 10 History is exciting, political and relevant; it is popular with students as they have to think critically about how dictatorships form, why an entire country was able to be indoctrinated, and how the fear of the atomic bomb alongside communism and capitalism shaped an entire era. Through interesting lesson enquiries, discussion and debate students will be able to analyse interpretations from History, never settling for a shallow response but continually pushing for a deeper explanation. By examining language and tone, students will understand why history is always useful and how it can help us to understand the propaganda of the modern world. It is by Year 10 that students blossom, drawing from the roots they made in Year 9 and in lower school to maturely construct their opinions using a range of academic vocabulary. They know the world that they live in is complicated and are able to use their knowledge to justify why.

By Year 11 are students are confident in their knowledge and understanding of history, but we aim to broaden their narrative by transporting them to the Middle Ages and unpicking whether society a thousand years ago was really any different from today. Students think they are familiar with the stories of 1066, but through engaging lesson enquiries and the use of academic literature, we intend to impress that they are only now responsible and mature enough for the real narrative.

STUDENTS WILL CONTINUE ONTO THE FOLLOWING QUALIFICATION

GCSE HISTORY

In Year 9 students undertake a Thematic Study and study an Historic Environment. The Thematic Study will be Medicine Through Time 1250 – the present day and the Historic Environment is the British sector of the Western Front, 1914–18: injuries, treatment and the trenches. In Years 10 and 11 students will go on to study:

- Period Study - Superpower relations and the Cold War, 1941–91.
- British Depth Study - The Norman Conquest, 1066-88.
- Modern Depth Study - Germany, 1918-39.

HOW IS IT ASSESSED?

History will be assessed through three separate examinations at the end of Year 11. The exams will be built around extended essay writing and therefore good written English skills will be important. There is no coursework or controlled assessment so good factual recall and memory skills are vital.

WHY STUDY IT?

History gives students the ability to research, filter and prioritise information. It provides a framework for questioning sources of information and evaluating which are trustworthy and reliable. History is a challenging and rewarding subject that helps us to understand the world around us and how the past shapes the future; it gives us a solid knowledge of the culture on which the country is founded. We study a variety of topics in order to cover politics, conflict, economics and ordinary people's lives. History helps to develop excellent written and verbal communication skills. It prepares you for careers in the arts, media, journalism, teaching, social work, the Civil Service and law. A good History candidate takes an interest in the world around them, asks questions and reads widely.

18: MODERN FOREIGN LANGUAGES

INTRODUCTION

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart” - Nelson Mandela



STUDENTS MAY WISH TO CHOOSE FRENCH OR SPANISH.

WHY?

Knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life skill. Languages teach you communication skills and adaptability. The study of languages in Year 9 also enables students to develop their cultural awareness.

Learning a foreign language builds a deeper understanding of your own and in addition to the obvious benefits for the key skills of communication and literacy, MFL learners are required to work collaboratively with their peers and develop independent skills. The study of MFL requires students to explore the notions of citizenship and personal and social responsibility, equipping them with the skills needed to excel in an increasingly small world. Furthermore, through developing respect, tolerance and interest in other cultures foreign language learning allows students to empathise, communicate and work successfully with others around the world.

THE MFL SUBJECT CHOICES ARE:

- French
- Spanish

19: MODERN FOREIGN LANGUAGES

FRENCH AND SPANISH

“Language is the road map of a culture. It tells you where its people come from and where they are going.” - Rita Mae Brown

SUBJECT INTENT

The French and Spanish curricula at Chorlton High School intend to ignite a curiosity and love of languages and other cultures. Through a focus on both culture and communication the MFL department aim to foster a passion for exploring a foreign Language and comparing it to our own. Language learning provides an insight into others' countries and cultures and thus widens our intellectual horizons.

We aim to broaden students' knowledge and skills beyond the subject specification, allowing learners to communicate with people with whom it would otherwise be impossible. The MFL courses aim to develop the students' communicative competence in the four equally important attainment targets of listening, speaking, reading and writing. Lessons are taught as far as possible in the target language thus allowing the students to see it as a valid medium of communication. Furthermore, MFL students are challenged by authentic target language materials which not only develops literacy skills but also strengthens students' resiliency and problem solving skills.

Perhaps most importantly language learning at Chorlton High School intends to broaden students' horizons and their understanding of their place within the world. Through studying French and Spanish students will see the benefits of travelling the world, visiting some of the most spectacular destinations Europe or South America has to offer, and ensuring they have the skills to communicate and have meaningful and life changing experiences.

STUDENTS CAN CHOOSE FROM ONE OF THE FOLLOWING QUALIFICATIONS

GCSE FRENCH

Through studying a modern language, students develop their ability and confidence in communicating with native speakers in speech and writing. French is the only language, along with English, which is spoken on all five continents.

There are four areas of study:

Listening: understanding and response

Speaking: communication and interaction

Reading: understanding and response

Writing: communication

GCSE SPANISH

Through studying a modern language, students develop their ability and confidence in communicating with native speakers in speech and writing. With some 400 million speakers, Spanish is the fourth most commonly spoken language in the world.

There are four areas of study:

Listening: understanding and response

Speaking: communication and interaction

Reading: understanding and response

Writing: communication

HOW IS IT ASSESSED?

Each of the four areas studied are with 25%. Listening, Reading, Speaking and Writing are externally assessed.

20: GENERAL SUBJECT CHOICES

INTRODUCTION



THE GENERAL SUBJECT CHOICES ARE:

- Business Studies
- Computing (leading to Computer Science or Technical award in IT)
- Food and Nutrition
- PE (leading to GCSE PE or Health and Fitness)
- RE
- Statistics
- Travel & Tourism

When it comes to students completing their Pathways forms, students can choose any subject, not just those above.

TECHNICAL QUALIFICATIONS

A number of subjects in this section can lead onto Technical Awards. Over the past few years just as GCSEs have been reformed, so too have other qualifications. These Technical awards are now regarded by school, employers, colleges and universities as high currency qualifications that have equivalent weighting to GCSEs. As Technical Awards they provide student with the opportunity to apply their knowledge in a practical/ professional situation and develop practical skills in that subject area. They are assessed in way that enabled students to demonstrated their ability through there practical work, with a smaller proportion of the courses assessed through a final written exam.

21: GENERAL SUBJECT CHOICES

BUSINESS STUDIES

“Your most unhappy customers are your greatest source of learning” - Bill Gates – Founder Microsoft

“Great things in business are never done by one person. They are done by a team of people” - Steve Jobs – Cofounder Apple

SUBJECT INTENT

Studying Business at Chorlton High School allows learners to be exposed to the various ways in which a Business is established, run and the benefits of business on key stakeholders associated with that business.

We aim to provide students with the tools and knowledge needed to learn to appreciate the variety of Business sectors, be it small independent businesses or large corporations and understand how they operate, considering Human resources, Finance, and Business ownership. Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.

STUDENTS WILL CONTINUE ONTO THE FOLLOWING QUALIFICATION

Year 9 will give students an introduction to business concepts and ideas with a series of lessons and mini projects aimed at developing students' knowledge and understanding of the world of business. Students will then progress through to study the GCSE Business specification looking at the 6 key study areas;

- Business in the real world
- Influences on Business
- Business Operations
- Human Resources
- Marketing
- Finance

HOW IS IT ASSESSED?

GCSE Business will be examined at the end of Year 11 (this is a linear course). There are two examination papers each worth 50% of the qualification.

Paper 1: Influences of operations and HRM on business activity

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2: Influences of marketing and finance on business activity

- Business in the real world
- Influences on business
- Marketing
- Finance

WHY STUDY IT?

Business is an interesting and exciting qualification, which gives a real insight into the world of business and the people who work in these areas. The chances are you will be working in Business yourself in some capacity in the future. Real life examples help showcase the range of business areas and how they interact. You will be able to make links to other qualifications too, such as Geography, History and Design & Technology.

22: GENERAL SUBJECT CHOICES

COMPUTING

“I do not fear computers. I fear the lack of them.” - Isaac Asimov

“I believe that at the end of the century the use of words and general educated opinion will have altered so much that one will be able to speak of machines thinking without expecting to be contradicted.” - Alan Turing

SUBJECT INTENT

Use and understanding of computers gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Can you solve problems? Are you a computational thinker? Do you have a scientific and mathematical way of thinking? Computers are changing every part of our lives at an ever increasing rate – why not drive the future?

STUDENTS WILL CONTINUE ONTO ONE OF THE FOLLOWING QUALIFICATIONS

GCSE COMPUTER SCIENCE

This is a GCSE which will inspire students to develop their learning and knowledge of computer systems. The challenging content has been designed not only to allow for a solid basis of understanding of the difference between Computer Systems and Programming but also to engage students and get them thinking about real world application. The course consists of two external exams and one piece of controlled assessment.

*NB GCSE Computer Science is a challenging course and will only suit students doing well in Mathematics.

BTEC TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:

- development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

HOW IS IT ASSESSED?

In GCSE Computer Science students will answer a mixture of short and long answer questions based on the content of computer systems. This includes; systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, system security, system software, ethical, legal, cultural and environmental concerns. Students will answer a mixture of short and long answer questions, some of which will require writing program code. The content of this unit consists of; algorithms, programming techniques, producing robust programs, computational logic, translators and facilities languages and data representation.

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the digital sector and specialist skills and techniques in project planning, designing user interfaces and manipulating and interpreting data. Components 1 and 2 are assessed through internal assessment. There is one external assessment. Component 3 looking at 'Effective Digital Working Practices, requires learners to analyse and interpret information in relation to different scenarios.

WHY STUDY IT?

If you enjoy the idea of programming and getting a deeper understanding of how software, hardware, security and networks work then this is the course for you. It will challenge you and help to give you the skills to be a part of the changing digital landscape. It's hard work but very rewarding! You never know, you could invent the next big digital craze. There is a huge demand for people with Computer Science skills, especially in programming and cyber-security.

The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'digital capital of Europe' as it continues to invest billions every year in digital skills and commerce.

23: GENERAL SUBJECT CHOICES

FOOD AND NUTRITION

“A recipe has no soul. You, as the cook, must bring soul to the recipe.”- Thomas Keller

“Everything in food is science. The only subjective part is when you eat it.”- Alton Brown

SUBJECT INTENT

Studying Food and Nutrition will help students to develop not only basic practical skills in food preparation but also empower them with the knowledge of where their food comes from and how to use ingredients wisely to make the most of their nutritional value. In addition, they will begin to develop an understanding of the world of food science and how various cooking techniques can alter the function and performance of individual foods. Students will be given the opportunity to work creatively with ingredients developing new and interesting dishes where they can then apply technical and practical expertise to their ideas. Students will benefit from the study of Food and Nutrition in a range of ways, not only does this subject allow them to be inventive and creative but they also learn across a range of subjects including Maths, Science, Geography and ICT.

STUDENTS WILL CONTINUE ONTO THE FOLLOWING QUALIFICATION

GCSE FOOD PREPARATION AND NUTRITION

This subject equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook and enables them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. GCSE Food Preparation and Nutrition enables students to make the connections between food theory and practice so that they are able to apply their understanding of food and nutrition to practical cooking.

This course requires students to explore their knowledge and understanding of Nutritional needs and Health, Food Science, Food Safety, Food Choices and Food Provenance. Students will also develop a range of skills relating to preparation and cooking techniques safely using a range of tools and equipment, as well as sauce making, dough making and preparing a variety of meats and vegetables in different ways amongst others.

HOW IS IT ASSESSED?

50% Non-exam assessment. 50% written examination. The written exam consists of multiple choice questions (20 marks) and five topics based extended answer questions (80 marks).

Non-exam assessment consists of two tasks:

Task 1: Food investigation - Students will investigate the working characteristics, functional and chemical properties of ingredients through a number of investigations. Students will then produce a written report on their findings.

Task 2: Food Preparation assessment. This will assess students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours (students will provide evidence of this through a portfolio of work).

WHY STUDY IT?

Are you inquisitive? Are you interested in cooking and nutrition? Are you interested in how food flavours and textures are put together and how ingredients work in a product? Do you want to work in any of the food manufacturing, nutritional or catering and hospitality industries?

In GCSE Food Preparation and Nutrition, you will be able to use a range of skills that will enable you to lead creative, happy and successful lives, as well as using and developing a broad range of employability skills which will help you when you go into the world of work. Please don't think this course is all practical however, as you will use research and investigation skills, planning skills, evaluation skills and practical skills together to adapt and create products with a range of materials and ingredients for a range of different needs.

24: GENERAL SUBJECT CHOICES

PE

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic creative intellectual activity.” - J F Kennedy

SUBJECT INTENT

Physical Education supports the curriculum's vision for our young people by enabling students to become confident, connected, actively involved, lifelong learners. PE helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life. Chorlton High School aims to begin, support and continue a pathway into sport and exercise through an enthusing, inspiring curriculum, extra-curricular programme and school-community club links. At CHS whether your passion is in invasion games, net and wall games, strike and field games, track and field athletics, gymnastics based, or swimming, you can learn transferable skills, cognitive and social skills. You will be able to apply these skills into a plethora of conditioned and competitive situations. This development can help lead to improved physical, mental and social health whilst exposing you to a future hobby or career. We encourage our students to approach all physical activity with a positive attitude and an open mind, we guide students to independently develop their skillset and explore different ways to utilise these skills we develop teamwork, cooperation, communication, creativity and leadership. Students will learn to cope with physical and mental challenge thorough PE.

STUDENTS WILL CONTINUE ONTO ONE OF THE FOLLOWING QUALIFICATIONS

GCSE PE

Over the duration of the GCSE PE course students will explore:

- Health, Fitness and Well-being
- Socio-cultural influences on participation in physical activity and sport
- Sports Psychology
- Physical Training
- Movement Analysis
- Applied Anatomy & Physiology
- Practical Performance

NCFE HEALTH AND FITNESS

This qualification will provide learners with experience of using different training techniques and methods to enable them to use within further education, or apprenticeships. It will also provide them with the opportunity to develop and experience their own fitness programme.

The objectives of this qualification are to help learners to:

- prepare, plan and develop a personal health and fitness programme
- understand the benefits of fitness
- know the functions of the main body systems
- understand the benefits of a healthy balanced diet and how it affects lifestyles.

HOW IS IT ASSESSED?

In GCSE PE there are two written exams (60% total) at the end of Year11. Practical performance is worth 30% (one team activity, one individual activity and additional team or individual activity). The final 10% is on a written controlled assessment based on a Personal Exercise Programme.

Unit 1 - Body Systems and Principles of Training
(Externally assessed written exam) - 40%

Unit 2 - Preparing and Planning for Health and Fitness
(Internally assessed)- 60%

A range of portfolio evidence will be used from the following methods; written assignments, information leaflets, and educational posters, video blogs, role play, presentations, interviews and practical demonstrations.

WHY STUDY IT?

PE has a vast selection of sporting roles and activities for practical assessment which cater for a wide variety of individual needs. Studying PE is an investment in the future in either further education in PE, a sports-related career or simply a knowledge of how embed a healthy active lifestyle to fully enjoy and embrace the demands of life. Physical Education is a subject which can have one the biggest impacts on the quality of life, through either promoting a healthy mind and body. Everyone can benefit from a healthy lifestyle or a life blessed with sport and exercise because there is a sporting or physical activity which is accessible for all.

25: GENERAL SUBJECT CHOICES

RE

“Diversity is the hardest thing for a society to live with, but the most dangerous thing for a society to be without” - William Sloan Coffin Jr

SUBJECT INTENT

It is our firm belief that in order to understand the world, you need to understand religion. Religion is so intertwined in our history, society and culture. Through a variety of teaching strategies, study of diverse world views and current issues we enable our students to understand what's going on in the world and break it down so they can make sense of it. Learning about different faiths, cultures and lifestyles is one of the many lessons that Religious Education offers. In fact, no other subject provides the same opportunity to learn about different communities from around the world. The Religious Education curriculum at Chorlton High gives students a chance to develop an understanding of different cultures and an empathy for people from all walks of life. In RE, in addition to learning about beliefs and practices of the 6 main world religions, students consider the many possible answers to 'Ultimate questions such as 'Why are we here?' 'Is there life after death?' and 'Why is there evil in the world?'. Later in the course students are encouraged to address ethical and moral issues such as 'Should we be able to choose when we die?' 'Is prison effective?' and 'Is there ever a 'just war?' Throughout the course, students are taught to think critically. Through debate students develop their reasoning skills and ability to appreciate opinions that differ from their own. By the end of the course students are well equipped to effectively articulate their own beliefs, interrogate arguments, to question and evaluate effectively.

STUDENTS WILL CONTINUE ONTO THE FOLLOWING QUALIFICATION

GCSE RE

The GCSE in Religious Studies allows students to engage with the key beliefs, teachings and practices in Christianity and Islam, whilst also studying some of the key themes in philosophy, ethics and contemporary moral issues. The course enables students to examine in detail, teachings and attitudes from the main world religions on issues such as war, animal rights, abortion, crime and punishment and euthanasia. Students are also encouraged to engage in discussion and lively debate on their personal response to such issues.

HOW IS IT ASSESSED?

The course is assessed through two exams, both sat at the end of the course. One of the exams will assess understanding on religious beliefs and practices, the other will focus on ethical, philosophical and moral issues.

WHY STUDY IT?

Religious Studies is a valuable qualification that will significantly broaden students' understanding of the world around them and provide a firm foundation for future study. Students' who do not come from a faith background should not be discouraged from studying for the qualification; all that is needed is an open mind and a willingness to engage in discussion. For those wishing to pursue careers in politics, journalism, education, medicine, law or social work, a GCSE in Religious Studies is invaluable as it not only allows you to study and understand how beliefs affect actions, but also to engage with questions regarding our existence and the meaning of life. A successful GCSE grade in the subject will be looked upon favourably by colleges such as Loreto and Xaverian, which as Catholic colleges will require students to study Religious Studies alongside their A level courses. Philosophy/ Theology A level is an extremely popular course at both colleges, a successful GCSE in the subject would provide an outstanding foundation to future study.

26: GENERAL SUBJECT CHOICES

HEALTH AND SOCIAL CARE

“The best way to find yourself is to lose yourself in the service of others.”- Mahatma Gandhi

“If you want others to be happy, practice compassion. If you want to be happy, practice compassion.”- Dalai Lama

SUBJECT INTENT

The Health and Social Care course introduces students to the topics, issues and legislation that is important to be aware of in health, social care and early years setting. It will prepare students to become knowledgeable and considerate adults who have the ability to nurture and care for others both in the world of work and their personal lives.

In addition, the course allows students to develop cross curricula links with many other subjects offered within the school, including English, Science, RE and ICT, utilising and expanding the knowledge and skills they have gained in a variety of ways.

STUDENTS WILL CONTINUE ONTO THE FOLLOWING QUALIFICATIONS

BTEC HEALTH AND SOCIAL CARE

The qualification gives learners the opportunity to investigate:

- The different life stages and the development through each life stage including nutritional needs of each life stage for good health.
- The rights of individuals and the values of care to be used when working in a Health and Social Care setting and the protection of young children in an early years setting.
- Factors that affect health and well-being, learning about physiological and life style indicators.

HOW IS IT ASSESSED?

Students are assessed through a variety of units based on life stages, health and social care settings and health and well-being. Assessment includes a number of internally assessed tasks which will require students to apply their knowledge of the topic studied to a real life scenario producing a portfolio of work to showcase this. As well as this, students will also have once externally assessed task/exam.

WHY STUDY IT?

The majority of students taking this course will, at some time in the future become parents. At its most basic level the course will give these students a basic understanding of what is happening to them at this time and how to ensure that their children develop successfully. Some students may wish to use a qualification in this subject as a stepping stone to a career working with children or adults. It is widely accepted that it can be used as a base starting point for those wishing to pursue a career in education e.g nursery nurse, within a health care setting e.g nurse or community based setting e.g social worker.

27: GENERAL SUBJECT CHOICES

STATISTICS

“Statistics is the grammar of Science” – Karl Pearson

SUBJECT INTENT

Statistics is the science and, arguably, also the art of learning from data. As a discipline it is concerned with the collection, analysis, and interpretation of data, as well as the effective communication and presentation of results relying on data. Statistics lies at the heart of the type of quantitative reasoning necessary for making important advances in the sciences, such as medicine and genetics, and for making important decisions in business and public policy. From medical studies to research experiments, from satellites continuously orbiting the globe to social network sites, from polling organizations to United Nations observers, data are being collected everywhere and all the time. Knowledge in statistics provides you with the necessary tools and conceptual foundations in quantitative reasoning to extract information intelligently from this sea of data.

STUDENTS WILL CONTINUE ONTO THE FOLLOWING QUALIFICATION

GCSE STATISTICS

Students will study the main topic areas of:

1. The collection of data
2. The processing of data
3. The representation of data
4. The analysing of data
5. Probability

Students are required to:

A01: demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to:

- collect and represent information
- calculate summary statistics and probabilities.

A02: Interpret statistical information and results in context and reason statistically to draw conclusions.

A03: Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle.

HOW IS IT ASSESSED?

GCSE Statistics will be assessed with terminal exams at the end of Year 11. This consists of 2 exam papers: each of these exams lasts 1 hour 30 min. The papers contain short, medium and extended response questions. Questions cover statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle. Calculators may be used in both examinations.

WHY STUDY IT?

Statistics is about making decisions when there is uncertainty. The GCSE Statistics course gives students the opportunity to look at statistics more deeply than they do in their mathematics course and to understand the collection, presentation, analysis and interpretation of data. Perhaps one of the most versatile areas of maths, it complements subjects such as Science, Geography, Business and Economics, and opens the door to a variety of careers – from weather forecasting to the biological sciences.

28: GENERAL SUBJECT CHOICES

TRAVEL AND TOURISM

"It is the fate of all great tourist spots to become terrible tourist spots because as soon as everyone finds out they're great tourist spots, they fill up with tourists." - Ben Pobjie, Australia - What Happened?

SUBJECT INTENT

A student that chooses to study BTEC Tech Award, Travel and Tourism will gain knowledge that underpins the effective use of skills, processes and attitudes in the sector such as the appeal of different tourist destinations to different types of customer, and the factors that influence travel and tourism. They will develop skills as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers. They will explore the attitudes that are considered to be very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities.

STUDENTS WILL CONTINUE ONTO THE FOLLOWING QUALIFICATION

In Component 1, learners will investigate travel and tourism organisations, their aims and how they work together. They will explore types of travel and tourism and the features that make destinations appealing to visitors.

In Component 2, learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. They will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

In Component 3, learners will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. They will apply their understanding by selecting products and services, and planning a holiday to meet customer needs and preferences.

HOW IS IT ASSESSED?

Students will complete three Components as part of this BTEC TECH Award:

Component 1: Travel and Tourism Organisations and Destinations and Component 3: Customer Needs in Travel and Tourism

These components are assessed through internal assessments (two in Component 1 and two in Component 3) They are designed to test students understanding of the components Learning Aims and are graded internally and moderated both internally and by the exam board. Pupils will complete these assessments in exam conditions, but with some support from their teacher. Pupils also have the opportunity to re-sit each assessment (without formal feedback) if they do not meet the grade in the first instance.

Component 2: Influences on Global Travel and Tourism

This component is assessed through an exam that is set and marked by the exam board and completed in exam conditions. It is a 2-hour exam and is worth 70 marks.

WHY STUDY IT?

A BTEC Tech Award in Travel and Tourism complements the learning in GCSE programmes such as GCSE Geography and GCSE Business by broadening learners' experience and skills participation in different contexts, with the opportunity for them to practically apply their knowledge and skills through project work such as investigating different travel and tourism organisations, how they identify trends and customer needs to provide products and services, the factors influencing tourism, and the impact of tourism on destinations.

29: WHAT TO DO NEXT...

Once you have read your Pathways Booklet and discussed with your teachers and at home what the best choices are for you, fill in your form. You should aim to have a balanced choice. Choose subjects you enjoy and those in which you feel confident of achieving your best. It is important to remember that students are choosing the subject and not necessarily the qualification.

IF YOU ARE UNSURE ABOUT ANYTHING THEN

ASK FOR HELP!

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

To support our students with their aspirations and with thoughts about future career routes, we have a license for the following website:

KUDOS www.cascaid.co.uk/kudos

Kudos is slightly different as users have to create an account, so that Kudos can save their interests etc.

The first time you log on all you need to do is enter the License code: **goalgood51**

It will ask you to then put in a username and password, then your details and email address.

This website:

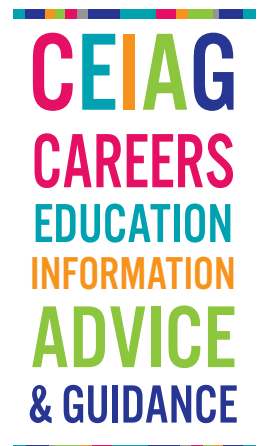
- Offers impartial online careers information, advice and guidance.
- Explains the content of various qualifications and the routes they may open.
- Maps skills and interests with suitable careers.
- Maps subjects with related careers.
- Provides information on hundreds of different jobs.

For further advice the school employs a dedicated Careers Advisor – Ms J Patrick.

Any student can book an appointment through the Library and meet with her individually or as a small group.

Parents can email her directly at: careers.advisor@chorltonhigh.manchester.sch.uk

For further information please visit: www.chorltonhigh.manchester.sch.uk/student-life/careers



30: COMPLETING YOUR PATHWAYS FORM

All students will study the Core Curriculum Qualifications (English, Mathematics, Science and compulsory Physical Education and Religious Education) so these will be automatically allocated to you.

As Chorlton High School specialises in creative learning, all students should choose one or more subjects listed in the Arts choices box on your Pathways form. After you've selected your Arts choice you can then choose your other subjects according to the instructions on your Pathways form.

Everyone must also put down two reserve choices in case first choices are over-subscribed. If subjects are over-subscribed the school will allocate places based on these choices. We will attempt to offer as many students as possible their first choices but due to the demand for some courses or specified class sizes, places can be limited.

YOU MUST:

- Make sure you think carefully about your ambitions and how you can achieve them.
- Don't take subjects because you like/dislike a particular teacher as staffing can change.
- Your friends can be a great support but might have different ambitions to you so choose the subjects that YOU want to do.
- Ask people for information: your teachers, parents, older students, college admission tutors.
- Make sure you listen in all the assemblies and attend the Curriculum Pathways Evening.

ONCE YOUR FORM IS IN:

- All of the choices will be processed.
- Numbers for each subject will be checked against availability of rooms and teachers.
- We will attempt to accommodate as many of your choices as possible.
- When the process is complete all of Year 8 will be informed of the outcome of their choices; this will be towards the end of the Summer Term.

FOR GENERAL ENQUIRIES PLEASE CONTACT:

Your Form Tutor
Ms Osborne, Head of Year 8
Mrs Wilson, Head of Lower School
Ms Henderson, Assistant Headteacher Year 8
Mr Dawson, Deputy Headteacher

FOR SUBJECT ENQUIRIES PLEASE CONTACT THE FOLLOWING TEACHERS:

3D ART:
ART:
PHOTOGRAPHY:
DESIGN & TECHNOLOGY:
MEDIA:
COMPUTING:
DANCE:
DRAMA:
ENGLISH:
FOOD PREPARATION AND NUTRITION:
BUSINESS:

Ms Needham
Ms Needham
Ms Needham
Mrs Hassan
Ms McKie
Mr Rayworth
Ms Meekums
Ms Prudhoe
Ms Fusaro
Mrs Hassan
Mr Rayworth

GEOGRAPHY:
HISTORY:
ACCESS & ACHIEVEMENT:
MATHEMATICS:
MODERN LANGUAGES:
MUSIC:
RELIGIOUS STUDIES:
SCIENCE:
TRAVEL & TOURISM:
STATISTICS:

Mr Scott
Mrs Scott
Ms Wickstead
Mrs Sheehan
Mr Felda
Mr Scott
Ms Stedman
Mr McCreath
Mr Scott
Mrs Sheehan

31: WHERE CAN THESE SUBJECTS LEAD?

ART and PHOTOGRAPHY

Designer, Therapist, Painter, Photographer, Film Maker, Animator, Arts writer, Critic, Photojournalist, Illustrator, Art director, Gallery curator, Jewellery design, Web design, Cartoonist, YouTuber, Set designer, Arts worker and...

COMPUTING and ICT

Web/Multimedia designer, Data Analyst, Software Engineer, Computer Sales Rep, Engineer, IT Technician, Database Developer, Programmer, Systems Manager, Helpdesk operator, Graphic/ Games Designer and...

DANCE

Choreographer, Dancer, Instructor, Performer, Teacher, Cruise Ship entertainer, Therapist, Arts Management, Film, Musical Theatre Artist, Events artist, Fitness coach, Dance Workshop developer and...

DRAMA

Performer, Script writer, Production Assistant, Journalist, Presenter, Stage Hand, Cruise Ship entertainer, Costume assistant, Radio and TV worker, Play/ Drama Therapist, Media planner, Community Arts Worker and...

DESIGN TECHNOLOGY

Engineer, Animator, Illustrator, Graphic/ Fashion Designer, Craft Worker, Designer, Technician, Interior Designer, Floor layer, Sign Writer, Material design, Animator, Web Designer, Motor Vehicle worker, Green goods and...

ENGLISH

Editor, Writer, Legal Assistant, Lawyer, Teacher, Journalist, Advertiser, Linguist, Librarian, Event manager, Reporter, Researcher, Director, Proof reader, Publicist, Producer, Receptionist, Speech Therapist, Salesperson, Civil Servant and...

FOOD and NUTRITION

Chef, Dietician, Food Scientist, Nutritionist, Cook, Caterer, Food processor, Farming, Retailer of food stuffs, Hospital team, Event planner, Working in hospitality, Food Inspector, Food writer, Recipe developer, Food taster and...

GEOGRAPHY

Environmentalism, Researcher, Meteorologist, Travel agent, Air traffic controller, Farmer, Hydrologist, Transport planner, Ecologist, Demographer, Recycling officer, Researcher, Surveyor, Refuse collector, Rural/City planner and...

HISTORY

Journalist, Lawyer/Barrister, Criminologist, Politician, Writer, Editor, Teacher, Archaeologist, Anthropologist, Legal Secretary, Current Affairs reporter, Museum employee, Tour guide, Researcher, Working in local government and...

MATHS

Accountant, Statistician, HR, Programmer, Banking, Sales, Cashier, in Computing, Plumber, Trader, Engineer, Bar Manager, Analyst, Financier, Electrician, Data Manager, Economist, Business person, Surveyor, Web designer and...

MEDIA

Writer, Agent, Blogger, Entertainer, Journalist, Public Relations, Acting, Advertising, Publishing, Gamer, Model maker, Events Organiser, Working in Radio, TV, Film & Social Media platforms, Marketing, Animator and...

MODERN FOREIGN LANGUAGES

Diplomat, Interpreter, Pilot, Archaeologist, International traveller and worker, Marketing Manager, Travel Agent, Public Relations Officer, Politician, Travel Rep, Teacher, Receptionist, Advisor and....

MUSIC

Performer, Musician, DJ, Producer, Music Critic, Promotions, Recording Artist, Music Therapist, Composer, Peripatetic Music teacher, Audio Engineer, Instrument technician, Youtuber, Copyist, Music Engineer and...

RE & SOCIAL SCIENCES

Social Worker, Sociologist, Local Government Officer, Care Assistant, Health Care worker, Public Service officer, Community Worker, Carer, Nursery Nurse, Childminder, Playgroup worker, Housing Officer, Adult Education and...

SCIENCE

Nurse, Doctor, Dentist, Medical sales, Vet, Forensic, Scientist, Dentist, Physicist, Biologist, Chemist, Pharmacist, Zoologist, Optician, Geneticist, Sports Scientist, Health Worker, Geologist, Conservationist, Lab Technician, Astronomer and...

FOR MORE CAREERS INFORMATION LOG ONTO:

www.cascaid.co.uk/kudos using the password provided.