

# Cockermouth School

## GCSE Preferences – Blue Pathway

### Subject Information: September 2025



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## 1. Introduction

The preferences process provides an opportunity for our Year 9 students to refine their pathway and to plan for the next stage in their educational journey. Over the next few weeks we will be looking for you to make decisions about the subjects that you wish to study in Key Stage 4.

All students will have a curriculum offer that is made up of core subjects and preference subjects. Core subjects are the subjects that everyone studies, the preference subjects are the ones that we need you to select from.

It is important when making these decisions that our students are supported and as well informed as possible. This booklet contains information about all of the courses that are on offer. You will see some details about the specification and exam board, some guidance as to the skills that are required to be successful in the subject and some advice as to where these qualifications may lead you.

Some of these subjects will be things that you have previously studied, but there are options for you to study courses that are not within your current curriculum.

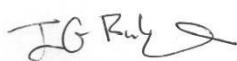
Prior to reading this booklet you should have done some thinking about the subjects that you are interested in and potential career pathways. It is important now that you read all of this information and try to make selections that support this work.

You may well have questions about this process and require support in making these decisions. If you do, there are several people that you can speak to.

- If the question is subject specific, we would encourage you to contact the Head of Department directly. The email contact of this member of staff is provided within the course information.
- If the question relates to your individual circumstances and you would like some guidance on what might work best for you, we would encourage you to speak to your form tutor or the Pastoral Lead for Year 9, Miss Mower ([mowerj@cockermouthschool.org](mailto:mowerj@cockermouthschool.org)).
- If the question is linked to this process, around the combination of subjects, the pathway that has been allocated or more general advice around preferences, we would encourage you to email [year9transition@cockermouthschool.org](mailto:year9transition@cockermouthschool.org).

The deadline for Year 9 preferences to be completed is **Friday 10 January 2025**.

This is an exciting time and a unique opportunity to make a choice that will help you to follow a curriculum that is right for you and based around the things that you enjoy and can excel at. Please take the time to make the right selection and seek all the advice and guidance that you need.



**Mr I Routledge**  
**Assistant Headteacher:**  
**Transitions, Careers and Engagement**

## 2. How the preference process works

### 2.1 Core Subjects

As you move to GCSE, you will have some subjects that are compulsory. These are your core subjects.

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science (students in the top set in Year 10 will do three separate sciences, all others will do combined sciences equivalent to 2 GCSEs).

You will also attend lessons in PE and Personal Development.

### 2.2 Preference Subjects

#### Blue Pathway

As well as these subjects, you must choose one from:

Geography, History, French or Spanish

In addition to these subjects you will also express a preference for three more subjects; this could include studying both French and Spanish or both Geography and History.

When making decisions you should aim to express a preference for a balance of subjects that maintains a breadth of curriculum and avoid certain combinations of subjects as these may restrict your post-16 options and be problematic in the future. Studying Art, Craft and Design alongside Fine Art or Photography, or Fine Art and Photography is not possible, neither is studying or Design and Technology with Engineering. If you are considering studying Computer Science and Creative iMedia then it is **essential** you speak Mr Whitehead, Head of Computing **before** submitting your final preferences.

Some students on the blue pathway will follow a slightly different path; whilst we are aspirational for all of our students we understand that it is not appropriate for everyone to follow a full, traditional curriculum offer at Key Stage 4. Individual conversations will take place with those students (and their families) who we feel will benefit from an adapted curriculum model.

### 2.3 General Information

In order to construct the timetable, we have to group courses together in blocks so they can be timetabled at the same time. We will look at all of the preferences and work out the best subjects to group together. Although the vast majority of students will be able to follow their chosen preferences, we cannot guarantee that every combination of subjects can be timetabled. If this is the case, we will ensure discussion and further advice is offered.

### 3. Advice on selecting preference subjects

When you are deciding what to study next there are some things you should consider:

- You should select subjects that you will enjoy, as you will have to work hard to maximize your potential.
- You should select subjects that give you the best possible chance of success, it is important to carefully consider what you have an aptitude for and interest in.
- You should select subjects based on curriculum content and not the teacher. You can be sure what you will be studying but you cannot guarantee who your teacher will be.
- You should not select subjects based on what your friends are doing, as you need a timetable that works for you and your interests. Your friend should be choosing the right thing for them and a good friendship allows you both to follow your own individual interests.
- As a school, we are clear that we ensure equal opportunities across all subjects, so do not be influenced by people telling you that certain groups or cohorts of students should or should not be studying certain courses. The choice of preference subjects is a matter for the individual.

#### 3.1 Non-Examination Assessments

Some subjects in Years 10 and 11 include Non-Examination Assessments (NEA) as part of their course. This work is completed at various times during the two years. It can take a wide variety of forms and the marks will contribute towards your final grade in that subject.

To be completed effectively, you will be required to organise your work carefully, to plan and meet strict deadlines and to work on your own.

In some subjects, there will be costs for consumables and for field trips.

If NEAs are missed, this can cause difficulties for you. Consequently, it is very important that there should be no avoidable absence from school in Years 10 and 11. You should be aware that the proportion of marks allocated for NEAs is subject to change.

#### 3.2 Tiers of Entry

Some subjects have 2 tiers of entry: the Foundation Level, which has work graded at 5 to 1 and the Higher Level which has work graded at 9 to 4. Teachers will make decisions regarding tiers of entry during the course. These decisions will be based around giving the students the best possible chance of success, whilst ensuring that the examinations are at an appropriate level for the individual to access successfully.

## 4. Preferences and Career Choices

When considering choices for GCSE courses, you should already be considering the subjects you may wish to study after Year 11. Whilst it is the case with some subjects that entry on to post-16 courses is dependent upon having studied that subject in Years 10 and 11, this is not always true. This may be relevant if you are struggling to narrow your choice of GCSE subjects down at this stage. It would be advisable for you to discuss your situation with the teachers of the relevant subjects indicated in this booklet.

If you have a particular career in mind then it is always advisable to check which subjects are required for entry, along with the grade requirements. However, it is most important that you choose your subjects for the right reasons; most importantly that you really enjoy a subject and are good at it. To choose a subject that has presented difficulties in the past, because you need it for a particular career is not a good idea.

If you are considering higher education, then it is worth remembering that three or four subjects taken at GCSE may have to be studied to A Level for entry to university, meaning you are making choices for four rather than two years of study. Please do not worry if you have not decided on a particular career pathway at this stage, as this is perfectly normal. Every student will get the opportunity to have a one-to-one careers interview with an independent careers adviser before the end of Year 11.

At the end of Year 10, you will be required to undertake one week of work experience as this is crucial for developing an understanding of the world of work. It is an opportunity to gain confidence and to find out if you actually enjoy a specific job whilst developing skills and knowledge that you can use in the future. Work experience is also essential for some career related higher education courses such as medicine and physiotherapy, so planning for this now is important.

We have invested in a piece of online software called Unifrog, which all students have access to. A Unifrog task has been set to Year 9 students, which encourages them to carefully consider their interests, competencies and potential career paths alongside their preference choices. This is an important piece of work and thinking and we would encourage all of our students to complete this task, to inform this process.

Alongside this Unifrog provides a wealth of information on careers, apprenticeships and further and higher education opportunities. We encourage our students to access Unifrog throughout their time at Cockermouth School, so that they can continue to make informed choices and to ensure that they can follow an aspirational and personalised pathway towards higher education, apprenticeships or employment.

## 5. Core Subjects

### GCSE English Language

#### *Specification Information*

All students prepare for the same exam in English Language which means students can achieve between grades 1 to 9 regardless of the set they are in. Two lessons a week are dedicated to the study of this GCSE. Reading and writing skills are covered in relation to fiction and non-fiction texts from the 19<sup>th</sup> century to the present day. Students are expected to learn and use the terminology of the subject. There is also a spoken language component where students prepare and deliver a speech. The course is 100% examination.

*Exam Board* – AQA

#### *Assessment*

Paper 1	Explorations in creative reading and writing	50% of the total GCSE marks 1hr 45 mins  <b>Section A: Reading</b> one literature fiction text (25% of total GCSE)  <b>Section B: Writing</b> descriptive or narrative writing (25% of total GCSE)
Paper 2	Writers' viewpoints and perspectives	50% of the total GCSE marks 1hr 45 mins  <b>Section A: Reading</b> one non-fiction text and one literary non-fiction text (25% of total GCSE)  <b>Section B: Writing</b> Writing to present a viewpoint (25% of total GCSE)

#### *Aptitudes Needed*

- The ability to communicate clearly in writing.
- The ability to interpret the effects writers create.
- The ability to analyse the ways in which writers construct meanings and create effects in a range of texts.
- The ability to present your own views clearly, in speech and in writing.
- The ability to listen to the views of others.

#### *Next Steps*

Possible careers include journalism, teaching, publishing, broadcasting, social work, nursing, HR, banking, law, management, marketing, advertising, public relations, arts, administration.

For further information contact

Ms C Quine

Director of English

[quinec@cockermouthschool.org](mailto:quinec@cockermouthschool.org)



## GCSE English Literature

### Specification Information

All students prepare for the same exam in English Literature which means students can achieve between grades 1 to 9 regardless of the set they are in. Three lessons a week are dedicated to the study of this GCSE. Critical reading skills are covered in relation to fiction texts from the 16<sup>th</sup> to 20<sup>th</sup> century: prose/drama/poetry. Students are expected to learn and use the terminology of the subject. The course is 100% examination

*Exam Board* - AQA Specification A

### Assessment

Paper 1	Shakespeare and the 19 <sup>th</sup> century novel	40% of the total English Literature GCSE marks 1 hour 45 minutes <b>Section A: Shakespeare</b> One question that requires detailed analysis of an extract from a Shakespeare play studied in class and broader understanding of the play as a whole. <b>Section B: 19<sup>th</sup> century novel</b> One question, which requires detailed analysis of an extract from a 19 <sup>th</sup> century novel studied in class and broader understanding of the novel as a whole.
Paper 2	Modern texts and poetry	60% of the total English Literature GCSE marks 2 hours 15 minutes <b>Section A: Modern texts</b> One question on a prose or a drama text studied in class. <b>Section B: Poetry</b> One question on a named poem and one of the student's choice from the anthology studied in class. <b>Section C: Unseen poetry</b> Question 1: on an unseen poem Question 2: a comparison of two unseen poems

### Aptitudes Needed

- The ability to communicate clearly in writing and to develop arguments.
- The ability to interpret the effects writers create.
- The ability to understand different ideas and interpretations.
- The ability to analyse the ways in which writers construct meanings and create effects in a range of texts.
- The ability to voice your own views clearly, in speech and in writing.
- The ability to listen to the views of others.

### Next Steps

Possible careers include journalism, teaching, publishing, broadcasting, social work, nursing, HR, banking, law, management, marketing, advertising, public relations, arts, administration.

For further information contact

Ms C Quine

Director of English

[quinec@cockermouthschool.org](mailto:quinec@cockermouthschool.org)

## GCSE Mathematics

### Specification Information

- There are two levels of course. The Foundation level, which has grades 5 to 1 and the Higher level which has work graded at 9 to 4.
- The Foundation level focuses largely on number work, but in order to achieve a grade 5, students will need to be able to achieve success with basic algebra, Pythagoras' Theorem and trigonometry, mensuration of simple shapes, including circles and some advanced algebra like quadratic equations.
- The Higher level also has an element of number work but there is a much greater emphasis on algebraic techniques. The course also develops students' understanding of trigonometry and introduces some more difficult work, including vectors, proportionality, circle theorems and advanced mensuration.

*Exam Board* – Pearson Edexcel

### Assessment

External Exam	There are three exams, the first is non-calculator. Each will be one and a half hours long. There is no controlled assessment in Mathematics.
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### Aptitudes Needed

The best students work swiftly, accurately, drawing upon their previous knowledge and applying it appropriately to a range of problems. Determination to succeed and to keep trying, even when the work is difficult, is a great help. Listening to advice and feedback and acting upon it also helps students improve, especially with regard to setting out work and communicating their thought process on paper.

### Next Steps

Most training schemes and jobs require at least a grade 4 or 5 in Mathematics. An excellent grade is required to go on to study A Level Mathematics or Further Maths and this opens up higher level training and university courses such as Engineering, Physics and indeed Mathematics itself. People with a degree in Mathematics regularly find a well-paid, challenging and satisfying job.

For further information contact

Miss K Poole

Director of Maths

[poolek@cockermouthschool.org](mailto:poolek@cockermouthschool.org)

## GCSE Science

### *Specification Information*

The majority of students will complete a Dual Award Combined Science qualification that includes Biology, Chemistry and Physics; this qualification is equivalent to two GCSEs. The department will use information from Year 9 to identify a cohort to sit three separate GCSEs in Biology, Chemistry and Physics, covering the content from the Combined Science route and some additional content. For all students, Biology, Chemistry and Physics are taught in separate lessons by subject specialists; **both routes are suitable preparation for A Level.**

### *Exam Board – AQA*

### *Content Covered*

Within the Biology lessons, students will cover Cell biology, Organisation, Infection and response, Homeostasis and response, Biogenetics, Evolution and ecology, Inheritance and variation. The Chemistry syllabus covers Atomic structure and the periodic table, Bonding and the properties of matter, Quantitative chemistry, Chemical changes, Organic chemistry, Chemical analysis and the Chemistry of the atmosphere. Students in Physics will study Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnetism and electromagnetism.

### *Assessment*

For both routes, assessment is 100% by examination sat in the Summer of Year 11.

Combined Science	Six exams, each one hour and 15 minutes in length. Two in each of Biology, Chemistry and Physics.
Separate Science GCSEs	Each GCSE (Biology, Chemistry and Physics) consists of two exams, each one hour and 45 minutes in length. Therefore, each candidate will sit six science exams in total.

Practical work is at the centre of the GCSE courses and, although no longer formally assessed, students must complete a number of required practicals in order to be awarded the qualifications.

### *Information regarding grading:*

If entered for triple science the students will only be entered for the higher tier and consequently will receive three separate grades between 9 and 4.

Students sitting combined science will receive two grades separated by a hyphen. The grading scale has 17 points beginning with the highest grade 9-9, followed by 9-8, 8-8, 8-7, 7-7, 7-6 all the way to 2-2, 2-1 and then the lowest grade on the scale 1-1. A grade of 7-6 indicates that the candidate's work was worth one GCSE at grade 7 and one GCSE at grade 6. As a result, a strong pass would be grade 5-5 and a standard pass would be grade 4-4.

### *Information Regarding Tier Entry:*

It is important to note that science remains one of the tiered subjects, this means that the department must choose whether to enter a candidate for higher or foundation exams. The tiers have the same names as they did for the pre-2018 specifications but the tiers are very different for the new specification. The higher tier is now very much an extension tier for higher ability students and is targeted at students who should achieve a grade 6 or above and aiming to access the sixth form to study academic qualifications. The maximum grade available on the higher tier paper is a grade 9-9 and the minimum is a grade 4-4. It is important to note that the decision to enter students for higher tier is not without risk as if the candidate falls below the marks needed for a 4-4 the candidate would not pass the GCSE. The foundation paper grading range is from 1-1 to 5-5 and hence suitable for students aiming for a strong pass to help them access college, apprenticeships or vocational courses

in the sixth form.

### *Aptitudes needed*

- An investigative approach to your studies; be prepared to ask 'why?'
- Good mathematical and data analysis skills.
- An ability to communicate clearly in writing and verbally, making use of subject specific language.
- Experimental skills including the use of apparatus and planning investigations.

### *Next Steps*

Both Triple Science and the Higher tiered Combined Science provide the preparation for entry onto A Level Biology, Chemistry and Physics courses in the Sixth Form; either route is also acceptable for those planning to follow science-based courses at university.

The department also currently offers Medical Science at A Level, which may be suitable for students from Triple Science and both tiers of Combined Science.

In recent years, students who have gone on to university have studied accounting, architecture, dentistry, engineering, medicine amongst numerous other courses.

For further information contact  
Mr R Smith  
Director of Science  
[smithr@cockermouthschool.org](mailto:smithr@cockermouthschool.org)

## Personal Development

Personal Development is about the personal and social development of students. It is a vehicle, through which we prepare our students for the opportunities, responsibilities and experiences of life both now and in the future.

The Department offers an exciting, stimulating and thought-provoking experience to all students covering subjects such as:

- Religion, Philosophy and Ethics
- Citizenship
- Personal, Social and Health Education
- Careers

It is however not simply about acquiring knowledge but also about the development of skills, including debate and discussion. Critical enquiry, empathy and understanding.

Areas of focus through Year 10 and 11 include:

- Personal Identity
- Relationships
- Parenthood and Pregnancy
- Health and Wellbeing
- Equality
- World of Work
- Post 16 Options
- Well being
- Financial Capability
- Safer Lifestyles

At Key Stage 4 students will receive 3 lessons per fortnight unless they are in top sets for science in which case they will have 2 lesson per fortnight.

For further information contact

Miss A Messenger

Head of Department

[messenger@cockermouthschool.org](mailto:messenger@cockermouthschool.org)

## CORE Physical Education

Physical Education is part of the Core National Curriculum in KS4 and it is our aim to consolidate the work done in KS3 and try to extend student learning through 2 key pathways. In Key Stage 4, most students will have two periods of PE per week; students taking triple sciences will have one lesson per week.

In Year 10 and 11 students will study a varied programme of study and follow one of two pathways. The performance pathway students have a strong link to GCSE PE and will seek to improve knowledge and performance across a variety of sports including rugby, football, netball, hockey, basketball, athletics, cricket, rounders, volleyball, health-related exercise and others. The participation pathway students take part in the same sports and disciplines but have a greater emphasis on activity and participation.

During year 11 both pathways allow an element of choice by allowing students to opt into activities. The choice is given to students in readiness for them to follow the activities we hope they will take on into post-school life.

During core PE some year 10 students will have the opportunity to complete a leadership award. This is delivered during core time and offers opportunities for our year 10 students to develop the leadership, communication and organisational skills. The programme also allows opportunities for students to support our extra-curricular and primary sports programme as leaders, coaches and officials.

The expectations of participation, bringing appropriate kit and effort have not changed from KS3, and with the full participation and commitment of students, we are sure that the programme on offer will be both varied and rewarding.

For further information contact  
Mr J Charters  
Head of Department  
[chartersj@cockermouthschool.org](mailto:chartersj@cockermouthschool.org)

## 6. Preference Subjects

### GCSE Art

There are two courses offered within GCSE Art. Students may study one of GCSE Art, Craft and Design **OR** GCSE Fine Art

### GCSE Art, Craft and Design

#### *Specification Information*

This subject offers the chance for students to produce practical and contextual work using a wide variety of materials, techniques, processes and technologies. This general course in Art and Design enables students to explore many aspects of Art, Craft and Design. Students can work in the disciplines of drawing and painting, sculpture, print making, and multi-disciplinary.

Students are taught how to record ideas and observations through drawing, painting and photography whilst developing their ideas through research and investigations. The study of the work of both traditional and contemporary artists, craftspeople and designers is an important part of the course and teaches students how to express their thoughts and feelings about artists' work and the world around them.

*Exam Board – AQA*

#### *Assessment*

UNIT1: PORTFOLIO OF WORK	Two extended projects of work, which is internally assessed and is worth 60% of the final GCSE grade
UNIT 2: EXTERNALLY SET TASK	An externally set question paper in which students are expected to develop their own work informed by preparatory studies from the question of their choice

#### *Aptitudes Needed*

- Creative, enjoy experimentation, hands-on approach to work.
- Research and independent learning skills are at the heart of the course.
- Interested in some elements from Drawing & Painting, Design, Photography, Multi-disciplinary Art and Ceramics.
- Hardworking and able to meet deadlines.

#### *Next Steps*

The broad experience the course offers will enable students to progress to A Level Art, Craft & Design. Taking this course can be the starting point for a diverse range of careers in the creative industries, such as architect, art historian, art therapist, accessory designer, antiques, car designer, teaching primary/secondary, illustrator, environmental designer, film/cinema work, animator, forensic artists, furniture design, special effects make-up artist, interior designer, photographer, lighting designer, set and prop designer, photojournalist, visual merchant designer.

For further information contact  
Mrs N McMullen  
Head of Department  
[mcmullenn@cockermouthschool.org](mailto:mcmullenn@cockermouthschool.org)

**NB** – Students are unable to take GCSE Art, Craft & Design with GCSE Fine Art or GCSE Art, Craft & Design with GCSE Photography

## GCSE Fine Art

### Specification Information

This exciting Art and Design course seeks to encourage students to look deeper into the concepts and context of Fine art both contemporary and historical. It is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. Students will develop their understanding of multiple disciplines, which, include; sculpture, printing, photography, installation, mixed media, textiles, painting and drawing they will see how these are applied in today by Fine artists in many industries. The course develops skills in both traditional and contemporary processes and technologies; it seeks to bring the past and the present together to reveal innovative ways of producing art.

The study of the work of both traditional and contemporary artists and designers is an important part of the course and teaches students how to express their thoughts and feelings about artists' work and the world around them.

### Exam Board – AQA

### Assessment

UNIT1: PORTFOLIO OF WORK	Two extended projects of work, which is internally assessed and is worth 60% of the final GCSE grade
UNIT 2: EXTERNALLY SET TASK	An externally set question paper in which students are expected to develop their own work informed by preparatory studies from the question of their choice

### Aptitudes Needed

- Creative, visual, hands-on, approach to work.
- Research and independent learning skills are at the heart of the course.
- Interested in some elements of sculpture, printing, photography, installation, mixed media, textiles, painting and drawing.
- Hardworking able to meet deadlines.

### Next Steps

The broad experience the course offers will enable students to progress to A Level Art, Craft & Design. Taking this course can be the starting point for a diverse range of careers in the Creative Industries such as advertising, art direction, art historian, art therapist, concept art, fine artist, game artist, gaming, design for print, animation, production for theatre/television/film, creative director, marketing.

For further information contact

Mrs N McMullen

Head of Department

[mcmullenn@cockermouthschool.org](mailto:mcmullenn@cockermouthschool.org)

**NB** – Students are unable to take GCSE Fine Art with GCSE Art, Craft & Design or GCSE Fine Art with GCSE Photography.



## GCSE Business

### Syllabus Information

The course covers the areas of Management, Personnel, Marketing, Finance, Production plus Objectives and Strategy. Over the two years you will study a wide range of real businesses and deal with a variety of issues, theories and examples, developing skills such as essay writing, case study use and data interpretation.

Unit 1, in Year 10, is called “Investigating Small Business” and is based around the start-up and development of a new Business. Issues and topics covered include raising funds, researching the market, dealing with competitors and promoting products.

Unit 2, in Year 11, is called “Building a Business” and is based around developing and building an existing Business. Issues and topics covered include recruiting and managing staff, widening product ranges, expanding operations and dealing with the wider economy.

*Exam Board* – Pearson Edexcel

### Assessment

Investigating Small Business 1hr 45mins Written Paper 50% of GCSE	Both papers have the same structure and have three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks.  The papers, both taken at the end of Year 11, consist of calculations, multiple-choice, short-answer and extended-writing questions.  Questions in Section A are based on theory and examples Questions in Sections B and C will be based on business contexts given in the paper.
Building a Business 1hr 45mins Written Paper 50% of GCSE	

### Aptitudes Needed

You need to be willing to learn new theory, to engage in constructive discussion and to consider the real world. If you are able to explain your ideas well, think about how things affect you and others, and work logically, you will be able to succeed at Business. Academically, you must be able to write essays, interpret case studies and be confident dealing with numbers.

### Next Steps

Business Studies develops research and analytical skills backed up by theory and real world awareness so is of use alongside any other subject, and in any future career direction. Many of you will wish to study Business and/or Economics at post-16, and GCSE will provide excellent grounding for advanced study. Further, Business is a core skill as everyone will work in a Business (or organisation with Business principles) at some time in the future. Many students continue to study Business, Economics, Management, Marketing or Accountancy at university, and another cohort use their GCSE Business knowledge and skills to help secure a Business-related apprenticeship such as Administration, Project Management etc.

For further information contact  
Mr S Dawson  
Head of Department  
[dawsons@cockermouthschool.org](mailto:dawsons@cockermouthschool.org)

## GCSE Computer Science

### Specification Information

The GCSE Computer Science course gives you fantastic opportunities to work with a variety of technologies and the Internet of Things. The course will give an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, you will get to grips with a real programming language (Python) and learn how to use it to solve problems. Through the study of programming, you will develop critical thinking, analysis and problem solving skills. Recent additions to the course include Cyber Security, which is a growth industry in the UK.

### Exam Board - OCR

### Assessment

Computer systems 50% of GCSE 1hr 30 minute Written Paper	Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.
Computational thinking, algorithms and programming 50% of GCSE 1 hour and 30 minutes Written paper	Students apply knowledge and understanding gained in component 01. You develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.
Practical programming	Students are to be given the opportunity to undertake a programming task(s) during the course of study, which allows you to develop your skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

### Aptitudes Needed

You must have a keen and lively interest in computing and have good mathematical ability, as much of computing is about logical thinking and using Algorithms. You will need a logical mind with a persistent and methodical approach to solving problems and writing computer programs. Students will also need to be committed to developing their programming skills both in and out of lessons.

### Next Steps

The course provides excellent preparation for higher study and employment in many fields where you will have to use a computer including computer science, cyber security, engineering and web based industries. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Computing skills provide excellent preparation for students who want to study or work in areas that rely on IT, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

For further information contact  
Mr N Whitehead  
Head of Department  
[whiteheadn@cockermouthschool.org](mailto:whiteheadn@cockermouthschool.org)

**NB** – Students who wish to take GCSE Computer Science and Creative IMedia **MUST** speak to Mr Whitehead **before** submitting their preference choices.

## Cambridge Nationals - Creative IMedia

### Specification Information

Our Creative IMedia qualification is equivalent to a single GCSE award. It builds on key concepts from Key Stage 3 by exploring the everyday practical use and impact of Information Technology alongside a deeper understanding of how it functions.

Topics studied and assessed include:

- \* Sectors in the Media Industry
- \* IT Products used in the Media Industry
- \* Job Roles in the Media Industry
- \* Legal Issues
- \* Research methods & Data Types
- \* Pre Production Planning use of IT
- \* Emerging Technologies
- \* Distribution Considerations File Types

Exam Board - OCR

### Assessment

Unit 1 – 40% R093: Creative iMedia in the media industry 1 hr 30 mins Externally assessed exam	Students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.
Unit 2 – 25% R094: Visual identity and digital graphics	Students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.
Unit 3 – Optional unit 35%	An optional unit will be chosen to investigate in greater depth. Selected from : Characters and Comics Animation with Audio Interactive Digital Media Visual Imaging Digital Games

### Aptitudes Needed

This course will suit students interested in IT and computers, who want to learn more about effective use of applications and the creative side of IT rather than programming and problem solving aspects of Computer Science.

### Next Steps

As well as moving on into the Sixth Form, the course provides excellent preparation for higher study and employment in the field of IT, web based industries and business. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. IT skills provide excellent preparation for students who want to study or work in areas that rely on IT, in addition to providing a solid foundation for employment and apprenticeships.

For further information contact  
Mr N Whitehead  
Head of Department  
[whiteheadn@cockermouthschool.org](mailto:whiteheadn@cockermouthschool.org)

**NB** – Students who wish to take Creative IMedia and GCSE Computer Science **MUST** speak to Mr Whitehead **before** submitting their preference choices.

## GCSE Design and Technology: Product Design

### Specification Information

Students will develop and evolve their design thinking and manufacturing skills so that they can be successful in all areas of Design and Technology: Product Design. Within the key stage 4 curriculum, hands on experience of the full design process motivate students. Using a range of skills including; investigative and research skills, iterative design skills, modelling, manufacturing as well as critical analysis, and evaluative skills.

We allow students to experiment and take risks in a safe and positive learning environment. We challenge students to produce high quality outcomes that are commercially viable in today's society. Students will also gain experiences of product design in the real world; how to solve problems with feasible design solutions as well as gaining knowledge of careers within the industry (see examples below).

### Exam Board – AQA

### Assessment

Component 1: Written examination 50% of course	Written paper focusing on design and technical principles within the Design and Technology industry.
Component 2: Non-Examined Assessment 50% of course	Non-Examined assessment consisting of a portfolio with a final working prototype.

### Aptitudes Needed

Students will develop problem-solving skills and should be able to apply creativity in order to produce high quality, innovative products. Students will be expected to develop their drawing and presentation skills as well as manufacturing skills. Design and technology involves the whole process from gathering inspiration to testing and evaluating the result. Students must be invested in all stages of the process. Students will also be developing their knowledge and understanding of technical and design principles within the industry as well as designing for real world situations.

### Next Steps

Next steps of study would include A Level Product Design, which can lead to various degrees in the design, and engineering industry (examples include Product Design, Graphic Design and Design engineering). The subject also supports opportunities for many apprenticeships within the Design and Technology industry.

CAD technician  
Colour technologist  
Furniture designer  
Interior and spatial designer

Automotive engineer  
Materials engineer  
Production designer  
theatre/television/film

Product or graphic designer  
Purchasing Manager  
Product Manager  
Fashion designer and more...

For further information contact  
Miss E Pattinson  
Head of Department  
[pattinson@cockermouthschool.org](mailto:pattinson@cockermouthschool.org)

**NB** – Students are unable to take both GCSE Design and Technology and Cambridge National Level 1/2 in Engineering Manufacture.

## GCSE Drama

### *Specification Information*

Over the two years you will study a course which is both practical and written, with a practical focus at the heart of all that you will do. This will allow you to develop your confidence and understanding of how we communicate through theatre. You will study acting, design and technical theatre as well as studying play texts and devising/writing your own pieces of theatre. The course includes a practical and written exam in which you get the opportunity to explain and analyse what you have learnt practically during the studying of the various playtexts.

*Exam Board* – Pearson Edexcel

### *Assessment*

Component 1:40%	Devising a piece of original theatre: Portfolio and Performance
Component 2:20%	Performance from Text: Practical performance and written character intentions sheet
Component 3:40%	Theatre Makers in Practice: Written exam 1 hour 45mins

### *Aptitudes Needed*

If you enjoy:

- Expressing yourself in an active and exciting way
- Working in a group
- Contributing your ideas and taking on-board those of others
- Exploring ideas by putting yourself in other people's shoes
- Playing many parts in different imaginary situations
- Creating your own drama work
- Looking at plays written by other people
- Practical work
- Analysing characters, themes, situations and plot

Then GCSE Drama is the ideal subject for you.

### *Next Steps*

The skills you gain such as self-confidence, communication, teamwork, resilience, and independence are desirable to any potential career you might wish to enter. There are, of course, a whole host of jobs within the Performing Arts industry that a GCSE in Drama will give you a sound start in, such as acting, set, costume, lighting and sound design, stage management as well as directing and scriptwriting.

For further information contact

Miss J Mossop

Head of Department

[Mossopj@cockermouthschool.org](mailto:Mossopj@cockermouthschool.org)

## Cambridge Nationals Level 1/2: Engineering Manufacture

### Specification Information

The Cambridge Nationals in Engineering Manufacture is aimed at learners who wish to study the processes involved in manufacturing new engineered products. Learners are provided with the knowledge and skills required to operate manufacturing tools and equipment used to make products from the requirements of a design specification. Learners will develop their understanding of the processes and systems required to transfer a design concept into a product.

Engineering manufacture is a discipline of engineering dealing with different manufacturing practices and processes using machines, tools and equipment that turn raw materials to new products.

*Exam Board* – OCR

### Assessment

Unit R014: Principles of engineering manufacture.	Written paper focusing on materials and manufacturing processes. (30% of qualification.)
Unit R015: Manufacturing a one-off product.	Plan, prepare and make a pre-production product by conventional methods to develop a suitable product. (30% of qualification.)
R016: Manufacturing in quantity.	Production of CAD drawings of a product to produce a batch of CNC manufactured examples. Demonstration of CAD/CAM processes. (40% of qualification)

### Aptitudes needed and next steps in study

Students will develop problem-solving skills and should be able to apply creativity in order to produce high quality engineered products. Students will be expected to develop their drawing and presentation skills as well as CAD/CAM and manufacturing skills. Students will also be developing their knowledge and understanding of technical principles within the industry.

### Next Steps

Next steps of study would include A Level Product Design which can lead to various degrees in the design and engineering industry (examples include Product Design and various Engineering qualifications). The subject also supports opportunities for many apprenticeships within the Engineering and Design and Technology industry such as Mechanical engineering, Design engineering, Technician, Product Designer and many, many more.

For further information contact  
Miss E Pattinson  
Head of Department  
[pattinsone@cockermouthschool.org](mailto:pattinsone@cockermouthschool.org)

**NB** – Students are unable to take both GCSE Design and Technology and Cambridge National Level 1/2 in Engineering Manufacture.

## GCSE Food Preparation and Nutrition

### Specification Information

GCSE Food Preparation & Nutrition is a challenging and extensive course, which focuses on high level practical cooking skills, nutrition and food science. It will enable you to develop and extend your food preparation skills through a variety of tasks and using an increasing range of ingredients, methods of cooking and equipment. As well as gaining a secure knowledge of the working characteristics of food, the course will also ensure that students develop a thorough understanding of nutrition; why and how to eat a healthy diet, what the nutrients do in our bodies and how to meet the nutritional needs of individuals, including those with special dietary needs and food allergies. You will learn more about how culture, religion, ethics, marketing and advertising affect our choice of food as well as understanding current food issues such as food waste, sustainability and the environmental impact of feeding a growing world population.

The food preparation skills are divided into 5 core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance (Knowing where food is grown, reared or caught and the impact this can have on local and global communities)

### Exam Board - AQA

#### Assessment

Written paper 1h 45m 50% of the total marks.	20 marks – multiple choice. 80 marks – A mixture of short-answer questions as well as some requiring extended answers.
Non-exam assessment (NEA) 50% of the total marks.	<b>Task 1:</b> One task approx. 10 hours in September Year 11 <b>Task 2:</b> One task approx. 20 hours in November Year 11

#### Aptitudes Needed

This course is a practical subject; an interest in cooking and food in general is essential. Students will need to be well organised, bring ingredients to cook each week and be prepared to experiment with a variety of foods and flavours. Although there are no specific requirements for prior learning this course builds on the skills covered in Cooking & Nutrition at Key Stage 3.

Unit 2 of the course requires students to create a portfolio of work and so IT skills are an advantage. Students need to be creative and good at managing their time effectively.

#### Next Steps

Nutrition is an applied science, so it is a great option if you are considering studying or following a career in a variety of scientific roles including private and public health, the media, biochemistry, physiology, medicine, social and environmental sciences, sports nutrition or health and social care. This subject is ideal for those students who really enjoy food and cooking and who are wishing to study Sciences at A Level, particularly Chemistry and Biology. The food industry is one of the biggest employers in the UK and is the biggest manufacturing sector. It can lead to careers in research, agriculture, PR, law, product development, nutrition, health, environmental health and even starting your own business. It leads into a wide variety of further education opportunities from university to college and apprenticeships.

For further information contact

Ms L Felmingham

Head of Department

[felminghaml@cockermouthschool.org](mailto:felminghaml@cockermouthschool.org)

## GCSE Geography

### Specification Information

Students learn about the changing geography of the UK and current global issues related to the environment and society. The course gives students the tools to understand the world in which they live. They study how the local and global environment can be managed, enabling them to be the decision-makers of the future. The course builds on students' learning in KS3 as well as introducing many new themes. Map skills, data presentation techniques and analysis of data will be taught through all topics. There will be three field trips to experience topics at first-hand and carry out data collection in both physical and human geography.

<b>People in the UK</b> UK population growth; effects of immigration; our ageing population; ethnic diversity; economic growth in the UK and study of a major city and its challenges.	<b>Global Ecosystems</b> Tropical rainforests and coral reefs; threats to biodiversity; protection through ecotourism, biosphere reserves and sustainable forestry.
<b>Landscapes of the UK</b> Study of one river basin and a coastal landscape; geomorphic processes; human impact on the landscape and its future management.	<b>Development &amp; Urbanisation</b> Economic change in emerging nations; the role of world trade & international aid; growth of the world's major cities; their environmental problems & solutions.
<b>The UK's Environmental Challenges</b> Britain's climate; flooding events; future energy resources; impacts of commercial fishing and mechanisation of farming.	<b>Environmental Threats to the Planet</b> Global climate change; theories and evidence for it; tropical storms; droughts and El Niño/ La Niña effects.

### Exam Board - OCR

### Assessment

Papers 1 & 2 Core content	Test knowledge and understanding of the topics above. Questions of 1 – 12 marks. Worth 60% of GCSE.
Paper 3 Geographical Skills	Tests skills in use of maps, data & fieldwork results; as well as the ability to use knowledge synoptically. Questions of 1 - 12 marks. Worth 40% of GCSE.

### Aptitudes Needed

- Interest in the natural world and human impact on the planet.
- Curiosity about local, national and global differences in society and living standards.
- Ability to use maps, diagrams and ICT to investigate topics and illustrate work.
- Willingness to put forward opinions about the management of the human and physical environment.

### Next Steps

GCSE Geography, as a highly academic subject provides students with a good academic grounding and the skills to succeed not only at A Level Geography but in a range of other science/humanities based subjects at A Level. Geography is a valued subject for university admissions tutors and in the work place as it allows students to demonstrate a range of transferable skills such as essay writing, analysis, statistics and numeracy; as well as showing a student has a critical understanding of important issues.

There are a wide range of possible career paths for geography students as it is such a broad subject. Common career areas include: nature conversation, sustainable energy, cartography and surveying,



## GCSE Preferences – Subject Information

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aviation, military and defence, politics, urban planning and design, research, geographical information systems, engineering, mining, environmental sciences, finance, international relations, international development, NGOs and charity, local government, tourism, and environmental law.

For further information contact  
Dr R Suckling  
Acting Head of Department  
[sucklingr@cockermouthschool.org](mailto:sucklingr@cockermouthschool.org)

## Cambridge Nationals Health and Social Care

### Specification Information

The OCR Cambridge National Level 1/2 in Health and Social Care is designed to provide you with specialist work-related skills by giving you knowledge and understanding of Health and Social Care through real life scenario's and experiences. You will learn how to apply your knowledge, both on your own and as a member of a team.

Exam Board – OCR

### Assessment

<b>Exam</b> 40% Mandatory	<b>R032: Principles of care in health and social care settings</b> In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.
<b>Coursework</b> 60% R033 is Mandatory. One other optional unit must be completed.	<b>R033: Supporting individuals through life events</b> In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.  <b>R034: Creative and therapeutic activities</b> In this unit you will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional and social benefits of these. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.  <b>R035: Health promotion campaigns</b> In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people.

### Aptitudes Needed

- An interest in working with and supporting a wide variety of people
- A desire to assist others with their health and well-being
- An ability to communicate clearly in writing and verbally
- The ability to work independently to carry out research and write coursework
- A willingness to listen to and accept different ideas, views and opinions

### Next Steps

The course gives you knowledge and understanding of the health and social care sector and allows you to move on to further or higher education and follow careers in a wide variety of areas such as: care support; nursing, midwifery; physiotherapy; occupational health, social work; nursery nursing; teaching and radiography.

## GCSE Preferences – Subject Information

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A level 2 qualification in this subject provides an excellent route to study beyond the age of 16, for health and social care at Cockermouth School as well as other post-16 qualifications. A qualification in health and social care studies is valuable for a wide range of careers, such as, nursing, medicine, teaching, care and social work, child care, the civil service and the police force. One of our former health and social care students is now a primary teacher at a local school.

For further information contact  
Mrs D Ashbridge  
Head of Department  
[ashbridged@cockermouthschool.org](mailto:ashbridged@cockermouthschool.org)

## GCSE History

### *Specification Information*

The Medicine in Britain study is the story of the development of science and its place in British society. The study begins in the Middle Ages and finishes with a focus on the rise of technology in the twentieth century. Studying Superpower Relations and the Cold War is a story of mistrust and nervous tension, of spying and treachery. Students will study why America and the Soviet Union became locked in a deadly battle of words; how close we came to nuclear catastrophe and what was really going on in the minds of leaders such as Stalin or Kennedy.

The study of Anglo-Saxon England and the impact of the Norman Conquest covers a number of key aspects of medieval history, many of which students will be familiar with from previous study. The Battle of Hastings, Motte and Bailey castles, the Feudal System and the Domesday Book. Studying Weimar and Nazi Germany offers students a fascinating analysis of how, between the First and Second World Wars, a democratic Germany became a one-party dictatorship.

*Exam Board* – Pearson Edexcel

### *Assessment*

Unit	Assessment	Proportion of grade
<b>Thematic study:</b> Medicine in Britain c.1250 to the present and The British Sector of the Western Front, 1914-18: injuries, treatment and the trenches.	Paper 1	30%
<b>British depth study:</b> Medieval Britain.	Paper 2	20%
<b>Period study:</b> Superpower Relations and the Cold War, 1941-91	Paper 2	20%
<b>Modern depth study:</b> Weimar and Nazi Germany.	Paper 3	30%

### *Aptitudes Needed*

Students need to have an interest in people and their lives as well as a willingness to apply themselves to a range of activities. Aside from reading and writing, students may also be asked to make models, write and perform plays, create newspapers, design board games and prepare posters for display.

### *Next Steps*

History is a very versatile subject in terms of the skills it offers. A History GCSE shows you can think for yourself. It shows you are able to consider evidence and question the reliability of it. It shows you can collect facts together and structure an account, which brings together a range of evidence and views. It shows you can develop supported arguments and that you do not believe everything you are told. Many jobs require these kinds of skills and include those in law, the media, and journalism to name but a few. Students with GCSE History can use their qualification to apply for a course leading to a Level 2 or Level 3 qualification or an apprenticeship. Students can go on to study A Level History providing they meet the Sixth Form entry requirements. At degree level, students may consider a wide range of course. Related courses very wide-ranging including archaeology, economics, politics, philosophy, law, business studies, marketing and heritage studies. Our former students have gone on to follow many varied career paths including International Development, Human Rights Law and Archaeology.

For further information contact  
Mr S Ashworth  
Head of Department  
[ashworths@cockermouthschool.org](mailto:ashworths@cockermouthschool.org)

## GCSE Languages French, Spanish

### *Specification Information*

The course content covers three themes: people and lifestyle; Popular culture; communication and the world around us. Each theme is then broken down into smaller topic areas.

### *Exam Board - AQA*

### *Assessment*

There is a Foundation Tier and a Higher Tier. Students must take all four question papers at the same tier.

Paper 1 Listening	25% of GCSE
Paper 2 Speaking	25% of GCSE This paper is conducted by the teacher in school, recorded and sent to the exam board for marking.
Paper 3 Reading	25% of GCSE
Paper 4 Writing	25% of GCSE

### *Aptitudes Needed*

- You need to be open-minded, willing to learn about another culture and a different way of doing things and not worry about making mistakes.
- You should be prepared to persevere.
- Being able to listen and read carefully, offer opinions and look for language patterns will all help you learn another language.

### *Next Steps*

Teaching, Translating, Interpreting, Business service industries, Technology and IT, Engineering, Scientific research. Language skills can bring opportunities to work in an increasingly global marketplace. Currently, there is a strong demand for linguists across all the main occupational sectors.

Next steps: Students can go on to study A Levels in MFL subjects, provided they meet the Sixth Form entry requirements. Studying a language can lead on to university courses in MFL and employment in areas such as business, travel and education. It will give you a wide range of transferable skills to prepare you for future employment, such as listening and speaking skills. One of our former students now works as a doctor in Peru after studying Spanish at A Level. One of our former French students went on to teach English in China and another is working for a law company in London.

For further information contact  
Mrs P Champion  
Head of Department  
[championp@cockermouthschool.org](mailto:championp@cockermouthschool.org)

## GCSE Music

### Specification information

- **Perform** a piece as part of a group or ensemble; perform another ensemble piece or a solo piece. Perform on your instrument or voice, in any style.
- **Compose** two pieces of music. Do this using music software on a computer (DAW).
- **Listen to & discuss** pieces in these styles, identifying what makes them sound the way they do: popular music, film music, music for ensemble, musical forms and devices.

### Exam Board - EDUQAS

### Assessment

<b>Listening</b> 40% of grade	Formal examination with music extracts.
<b>Performing</b> 30% of grade	Two performances – one solo and one ensemble.
<b>Composition</b> 30% of grade	Two compositions – one set by EDUQAS and one free choice.

### Aptitudes Needed

You can perform on your voice/ instrument/as a DJ      You like creating your own music  
 You are open-minded to different styles of music      You work well on your own and with others  
 You respond positively to constructive criticism

**Does this sound like you? Then you should be doing this course!**

### Next Steps

Any job that requires you to:

Work independently, analyse your own or someone else's work, develop original ideas. Work as part of a team to solve problems and create a product, respond articulately to others.

You'll be doing a lot of these things on the course and these transferable skills are very valuable in a wide range of future careers.

Go on to study A-Level Music in Sixth Form, provided you meet the Sixth Form entry requirements. Go further after Sixth Form; take a degree in Music at university, or a degree in performance or composition at a music conservatoire. Make a career of it! Look at all these possibilities:

Band member	Recording engineer	Music librarian
Singer-songwriter	Stage manager	Music journalist/ blogger
Orchestra player	Sound technician	Music publishing
Musical theatre performer	Sound effects technician	Artist manager/ agent
Composer	Sound designer	Arts administration
Arranger	Community arts worker	Instrument repairer
DJ/ MC	Live event manager	Instrument manufacturer
Classroom teacher	Music therapist	
Instrument or voice teacher	YouTube channel	

For further information contact

Mr P Relph

Head of Department

[relphp@cockermouthschool.org](mailto:relphp@cockermouthschool.org)

## GCSE Photography

### *Specification Information*

This invigorating Art and Design course seeks to encourage students to look deeper into the concepts and processes of photography both contemporary and historical. It is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. Students will develop their understanding of multiple disciplines, which, include; portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

Students will see how Photographers apply these today in many industries. The course develops skills in both traditional and contemporary processes and technologies. It seeks to bring the past and the present together to reveal innovative ways of producing photographs.

The study of the work of both historical and contemporary photographers is an important part of the course and teaches students how to express their thoughts and feelings about artists' work and the world around them.

### *Exam Board – AQA*

### *Assessment*

UNIT1: PORTFOLIO OF WORK	Two extended projects of work, which is internally assessed and is worth 60% of the final GCSE grade
UNIT 2: EXTERNALLY SET TASK	An externally set question paper in which students are expected to develop their own work informed by preparatory studies from the question of their choice

### *Aptitudes Needed*

- Creative, visual, hands-on, approach to work.
- Research and independent learning skills are at the heart of the course.
- Interested in some elements of portraiture photography, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.
- Hardworking able to meet deadlines.

### *Next Steps*

The broad experience the course offers will enable students to progress to A Level Art, Craft & Design. Taking this course can be the starting point for a diverse range of careers in the Creative Industries such as advertising, art direction, concept art, fine artist, game artist, gaming, animation, photography, production for theatre/television/film, creative director, photojournalist, marketing, illustration and advertising.

For further information contact

Mrs N McMullen

Head of Department

[mcmullenn@cockermouthschool.org](mailto:mcmullenn@cockermouthschool.org)

**NB** – Students are unable to take GCSE Photography with GCSE Art, Craft and Design OR GCSE Photography with GCSE Fine Art.

## GCSE Physical Education

### Specification Information

The course provides our students with an exciting opportunity to gain a greater understanding of PE and immerse themselves in the world of sport. The course provides students with the opportunity to develop a wide range of skills including communication, interpreting and analysing data, as well as analysing and evaluating performances.

Exam Board – OCR

### Assessment

<b>Theory</b>	Overall <b>60%</b> of the course.
Paper 1 (30%)	Physical factors effecting performance topics <ul style="list-style-type: none"> <li>• Function of the human body during physical activity</li> <li>• Understanding the adaptations which occur through diet and training</li> <li>• Various training methods and how to optimise performance.</li> </ul>
Paper 2 (30%)	Socio-cultural and Sports Psychology topics <ul style="list-style-type: none"> <li>• Sports psychology theory</li> <li>• Energy usage in relation to diet, nutrition and hydration</li> <li>• The impact of sport on society and patterns of participation</li> <li>• The commercialisation of sport and use of drugs in sport.</li> </ul>
Non-Exam Assessment (NEA) (40%)	<ul style="list-style-type: none"> <li>• Students are continually assessed in THREE activities from the GCSE PE Activity List (<a href="https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment-gcse.pdf">https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment-gcse.pdf</a>).</li> <li>• This must be one individual and a team/group activity, one additional from either (30% of the NEA).</li> <li>• There is one written controlled assessment on Analysing and Evaluating a Performance (10% of the NEA).</li> </ul>

### Aptitudes Needed

- Successful learners have a real interest in sport; practically and theoretically.
- Students must be prepared to work in mixed groups, as well as independently.
- Extra-curricular contributions are very important to our GCSE and we will expect to see a firm commitment at the sessions offered.

### Next Steps

A GCSE in PE allows students to go on to study A Level PE. At degree level, students may consider courses in physical education, sports and exercise science, sports development, sports studies, sports coaching or physiotherapy to name a few. Our former students have gone on to become PE teachers, physiotherapists and professional athletes. Possible careers include a performer/coach; leisure and health industries such as Physiotherapy, Biomechanics, Dietitian, Sports Management or Sports Psychology.

For further information contact  
 Mr J Charters  
 Head of Department  
[chartersj@cockermouthschool.org](mailto:chartersj@cockermouthschool.org)



## GCSE Religious Studies

### *Specification Information*

GCSE Religious Studies offers students an opportunity to explore religious, philosophical and ethical issues which are apparent in today's society whilst enabling them to gain knowledge and understanding of two world religions.

There are 3 main areas for study.

Component 1:	The study of religious, philosophical and ethical studies in the modern world. It consists of 4 distinct themes: <ul style="list-style-type: none"> <li>Relationships, Life and death, Good and evil, Human Rights</li> </ul>
Component 2:	The study of Christianity with a focus on: <ul style="list-style-type: none"> <li>Beliefs and teachings, Practices</li> </ul>
Component 3:	The study of Islam with a focus on: <ul style="list-style-type: none"> <li>Beliefs and teachings, Practices</li> </ul>

### *Exam Board - EDUQAS*

### *Assessment*

There will be 3 examinations in this subject which will be taken at the end of Year 11. Students will take one 2 hour paper in Religion, Philosophy and Ethics and 2 further papers, the first on Christianity and the second on Islam; these will each be 1 hour in length. There is no coursework in this subject.

### *Aptitudes Needed*

This course gives students an opportunity to think about real-life issues, they will develop an understanding of religions and non-religious beliefs, such as atheism and humanism, form personal insights and express their views, while developing the essential reading and writing skills needed to achieve their Religious Studies GCSE.

Religious Studies is important because:

- Issues of religion and belief are frequently prominent in the news and Religious Studies helps students to make sense of them.
- It allows young people growing up in a diverse society to understand the views and opinions of people whose beliefs and values differ from their own.
- It provides space for young people to reflect on their own ideas and develop their thoughts about questions of meaning and ethics.
- Religious Studies develops students' ability to express themselves, ready for the world of work and higher education.

An enquiring mind, interest in contemporary issues and a positive work ethic are needed to achieve success on this course.

### *Next Steps*

Religious Studies is a well-respected qualification. By studying this subject students will develop skills to engage in debate and discussion, such as understanding and empathy, critical thinking, communication and evaluation. This qualification in Religious Studies will be useful in any careers where you will be expected to work with others and require good people skills – so practically all careers going, including, nursing, social work, armed forces, police, law, advertising, teaching, the list is endless!

For further information contact

Miss A Messenger

Head of Department

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Mr R J King BSc

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