

# CONGLETON HIGH SCHOOL

## GCSE Options Booklet 2025

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Together in the Pursuit of Excellence

Our vision is to inspire scholarly excellence  
in all students.

We work as a community to provide  
support, care and guidance that enables  
students to excel.

Our values of curiosity, courage, and  
ambition shape confident, happy learners  
who make a valuable contribution to  
society.

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## **Core EBacc subjects**

### Humanities Choice

• Geography	17
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**Core EBacc subjects are also available in our open options to allow students to study both Geography and History Open Options – Students select three subjects from the following extensive list:**

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# INTRODUCTION

We know this is an exciting time for students as they start to explore the qualifications available to them in Key Stage 4, make their requests to study subjects and begin to shape their future career.

Today's young people are growing up in a fast-changing world. Most will change careers several times in their working lives. Many will have the opportunity to work abroad or work for companies with international links. They will all experience changes brought on by increasing technological developments, greater globalisation and more reliance by employers on a multi-skilled, flexible workforce.

Therefore, we have carefully constructed a curriculum that enables students to follow a broad and balanced programme of study, which will allow them access to many different pathways at the end of Year 11.

At the same time, we also aim to give opportunities for students to specialise, to meet the needs of those with particular interests and strengths. Ours is a 'personalised curriculum': invaluable preparation for work, further training and academic study at the highest level.

'Together in the Pursuit of Excellence'

# IMPORTANT DATES

Please be assured that we will invest significant time in supporting you to make decisions about Option choices. The process and key dates is summarised below and we look forward to welcoming families to our Options Evening on Thursday 23rd January 2025.



## **Year 9 Options Assembly**

This year group assembly launches the Options process with students



## **Options Booklet**

The Options booklet will be available on our website and emailed to parents



## **Options Evening 5pm - 7pm**

Subject specialists will be available to talk through courses



## **Options form goes live**

Students are able to complete requests for Options



## **Deadline**

All Options requests need to be completed by this date

Careers Adviser - Jaydeen Pickford, email: [jpickford@congletonhigh.com](mailto:jpickford@congletonhigh.com)

# THE ENGLISH BACCALAUREATE (EBACC)

## **What is the EBacc?**

The EBacc is not a qualification in its own right – it is a combination of GCSE subjects, that offer an important range of knowledge and skills you will need to have in almost any career you may choose.

The Department for Education recommends these core subjects, which make up the EBacc:

- English Language and English Literature
- Maths
- Science Combined or three single sciences from Biology, Chemistry, Physics and Computer Science
- History or Geography
- A language – we offer Spanish

## **Planning for the future**

While you may not have decided on your future career path yet, studying EBacc subjects at GCSE will give you access to a full range of employment options. The broad range of subjects will equip you with the knowledge and skills all employers are looking for. If you are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

We strongly encourage CHS students to choose the EBacc pathway as we feel this provides them with a strong foundation for future success.

## **Who is the EBacc for?**

All students have the option to follow an EBacc pathway if they wish at CHS, we ask that our students study at least one of the EBacc subjects with the Humanities choice of History or Geography.

In order to follow the full EBacc pathway we encourage students to select Spanish as one of their open options.

# WHY IT IS IMPORTANT TO STUDY A LANGUAGE AT GCSE

<p><b>The statistics speak for themselves...</b></p> <ul style="list-style-type: none"> <li>• <b>Job prospects.</b> Language proficiency opens up a wide range of job prospects, with studies showing that bilingual employees earn, on average, 5-20% more than their monolingual counterparts.</li> <li>• <b>Important skills.</b> 39% of employers in the United Kingdom consider language skills a high priority, particularly in finance, law, and hospitality.</li> <li>• <b>Putting you ahead of the pack!</b> Foreign language skills provide a competitive advantage both for businesses and job seekers—if they form part of a broader set of useful skills. Employers tend to demand a higher level of oral than written skills in languages.</li> <li>• <b>Diversity and inclusion.</b> More important than ever before in the modern workplace. Learning a language can play a key role in developing cultural awareness.</li> </ul>	<p><b>The soft skills language learning gives you...</b></p> <ul style="list-style-type: none"> <li>• <b>Listening Skills.</b> We have two ears and one mouth for a reason! Through listening, you can improve your language learning skills. You may also gain more friends as the majority of people just love to talk about themselves or their lives.</li> <li>• <b>Memory Skills.</b> It will come as no surprise that learning a second language requires you to memorise new words and phrases. Language learning can boost your memory!</li> <li>• <b>Team Work.</b> Surround yourself with positive like-minded people. Language learning is a social skill. So do not shut yourself away with a grammar book to learn a language. Remember you are not an island!</li> <li>• <b>Patience.</b> Things will not always go to plan and that's okay. Some days you will make progress and other days you will not. Try not to get angry or frustrated. Be patient with language learning. Rome wasn't built in a day.</li> </ul>
<p><b>The transferable skills...</b></p> <ul style="list-style-type: none"> <li>• <b>Cognitive skills</b> Problem solving, decision-making, critical thinking</li> <li>• <b>Interpersonal skills</b> Communication, active listening, intercultural sensitivity</li> <li>• <b>Intrapersonal skills</b> Adaptability, self-motivation</li> <li>• <b>Literacy skills</b> Improve skills in listening, talking, reading and writing</li> </ul>	<p><b>How language learning can support your future plans...</b></p> <ul style="list-style-type: none"> <li>• Having a language GCSE puts you one step ahead of everyone that doesn't have one!</li> <li>• It will give you the chance to speak to people abroad with more confidence.</li> <li>• Many university degrees look favourably on having a language GCSE (Law and Economics for example).</li> <li>• It opens up the job market by giving you access to jobs in other countries.</li> </ul>

# OPTION REQUESTS STRUCTURE

## Core



English Language



English Literature



Mathematics



Science



Core RE



Core PE



PSHE

## Humanity - choose one

Geography

History

## Open Options - all students must choose **THREE** options - labelled 1, 2 and 3, plus a reserve (R)

Art

Business

Child Development

Computer Science \*

Drama

Engineering

Media Studies

Food Preparation

Geography

History

Health and Social Care

Music

PE/Sports Studies

Photography

RE (GCSE)

Sociology

Spanish

Statistics \*

Triple Science \*

Design & Technology

\* *Teacher invite*



# ENGLISH LANGUAGE

CORE

GCSE

Exam Board: WJEC EDUQAS Course Code: C700QS QAN: 601/4505/5

## Subject Overview

Students will explore a range of fiction and non-fiction texts, including 19th Century texts. They will be tested on their ability to read and respond to texts not previously studied, and their ability to write accurately and engagingly in both fiction and non-fiction forms.

## Assessment Structure

There will be two final exam papers constituting 100% of the marks towards the final grade. 50% Reading and 50% Writing. There is also a compulsory Spoken Language assessment recorded as an endorsement on the exam certificate.

Paper One requires reading a 20th Century fiction extract and responding to it, showing understanding of content and the writer's methods and then writing a piece of Creative Prose of 450-600 words.

Paper Two requires reading 19th and 21st Century non-fiction texts. Students are tested on their ability to select, analyse, synthesise and evaluate the content and writers' methods. Students have to write two non-fiction texts. These can be articles, speeches, letters, reports, reviews or guides.

## Characteristics for Success

- Reading for pleasure, including books from a wide range of genres, time periods and cultures.
- Reading both fiction and non-fiction texts.
- Writing at length.
- A reflective learner who proofreads writing.

## Pathways and careers

Journalist, social media content writer, lawyer, trainer, policy writer, teacher, copywriter, speech and language therapist, media producer/ presenter, editor, proof reader

# ENGLISH LITERATURE

CORE

GCSE

Exam Board: AQA 8702 QAN Code 601/4447/6

## Subject Overview

Students will study a range of British prose, poetry and drama and learn to read and respond to poetry they have not previously studied. They will develop the essential literacy skills that are the focus of English Language GCSE. Through the medium of literature, they will explore character, context, settings and language, encouraging open-mindedness and empathy and character development. GCSE Literature develops analytical and critical thinking skills that are vital to students' futures. Learning to construct thesis statements, craft detailed and developed arguments and show perceptive insight, will hone their essay writing to be concise and cogent. They will learn about kingship, tragedy, political power structures, oppression and the power of literature to convey important messages about society and individuals. Students study how writers craft their work and use structure and language for effect. All students will study Shakespeare's 'Macbeth', AQA Anthology Poetry, 'A Christmas Carol' and a Modern text that may include 'Blood Brothers' or 'An Inspector Calls'.

## Assessment Structure

There are no tiers; all students take the same exams.

Paper 1: Macbeth and A Christmas Carol is 40% of the final grade

Paper 2: Modern Text, Anthology Poetry + Unseen Poetry is 60% of the final grade

## Characteristics for Success

- Reading for pleasure, including books from a wide range of genres, time periods and cultures.
- A desire to understand the time periods in which texts are written and how this relates to the content of the text.
- An appreciation and inquisitiveness around why texts are created.
- A developing ability to explore the methods that writers use to convey their ideas

## Pathways and careers

Journalist, social media content writer, lawyer, trainer, policy writer, teacher, copywriter, speech and language therapist, media producer/presenter, editor, proof reader

# MATHEMATICS

CORE

GCSE

Exam Board: Pearson Edexcel IMA1

## Subject Overview

GCSE Mathematics is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. GCSE Mathematics is a core subject in the National Curriculum and is a key requirement for many job roles as it demonstrates an understanding of numbers and an ability to work with them. It includes transferable skills that may help them in their other subjects.

During the course students will learn how to use problem solving strategies and work efficiently by breaking down complex situations into simpler steps. They will be able to explore, identify and interpret mathematical situations and communicate them clearly. There is a particular emphasis on the following key areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

## Assessment Structure

Two tiers of entry – Foundation/Higher

Paper 1 – non calculator

Paper 2 – calculator

Paper 3 – calculator

## Characteristics for Success

- Students need to think hard, be resourceful and resilient.
- They need to persevere when the answer is not immediately apparent to them and have the determination to achieve.
- Through effort, all pupils are capable of understanding, applying, and improving at Mathematics.

**Everybody uses Mathematics. Whatever subjects you study in the future, whatever job you get, you will find Mathematics useful. It is fundamental to the study of Physical Sciences and Engineering of all kinds, and is increasingly being used in Medicine and Biological Sciences, Geography and Economics, and in Business and Management Sciences. It is essential to the operations of industry and commerce in both the office and the workshop.**

**Academic Research • Automotive • Biosciences • Business • Chemicals • Construction Consultancies • Defence • Engineering • Exploration • Financial Services • Government Healthcare • Insurance • IT & Computing • Manufacturing • Media Metals & Minerals Operational Research • Pharmaceuticals • Recruitment • Science • Telecoms**

# COMBINED SCIENCE

CORE

GCSE

Exam Board: AQA Trilogy

## Subject Overview:

This course covers a broad range of content from the Human Body and Systems to Ecology in Biology, to Atomic Structure and Petrochemicals in Chemistry and Electricity and Forces in Physics.

## Assessment Structure:

Terminal, written GCSE exams in Y11 in each of the 6 units (two each of Biology, Chemistry and Physics). Students can be entered for higher or foundation tier depending on ability.

Each paper is 70 marks in 1hr 15 mins and of equal weighting to the overall dual grade (16.7% each)

As part of each unit, there are endorsed practicals that students will investigate through the course and make up part of the examined content.

## Characteristics for Success

- Students need to think scientifically, questioning in a logical, critical and analytical way.
- Students will need to challenge their own understanding, perceptions and judgements of the world around them.
- They need to use and apply a range of mathematical skills across all three sciences.

## Pathways and careers:

Supports apprentices in: Electrician ~ Plumber ~ Building trades ~ Mechanics

Can lead to college courses in: Forensics ~ Sports science ~ Health care

Can support careers in: Radiotherapy ~ Lawyer ~ Journalism

Amongst many others

# TRIPLE SCIENCE

OPTIONS

GCSE

Teacher Invite

Exam Board: AQA

Can only be accessed with a recommendation from a student's science teacher. Takes 1 open option block space but students receive 3 x GCSEs: one in each of Biology, Chemistry and Physics.

## Subject Overview

This incorporates all the content covered in the combined science course with some exciting additional extras including space physics and forensic techniques.

## Why triple?

The greater breadth and depth of content is for considering A-levels or careers in science or those who have a real passion for the subject. Whilst not taking Triple Science does not bar you from future study in this area, the cross over between content on the Triple Science and A-level courses helps support any future study in this field.

## Assessment Structure

This option gives you three separate GCSEs, each assessed with two exams of equal weighting (50% each) of 100 marks lasting 1hr 45mins. All exams are sat at the end of Y11. There are endorsed practicals associated with each subject (with additional ones from the combined course to cover the extra content) which students will investigate throughout the course and make up part of the examined content.

## Characteristics for Success

- Students need to think scientifically, questioning in a logical, critical and analytical way.
- Students will need to challenge their own understanding, perceptions and judgements of the world around them.
- They need to use and apply a range of mathematical skills across all three sciences.

## Pathways and careers

See all set out in Combined science plus the following areas of study:

Astrophysics • Veterinary science • Medicine • Pharmacology • Chemical Engineer • Midwifery • Dentistry • Amongst many others

### Subject Overview

The course will give you the opportunity to:

- Become informed about different beliefs and religious practices across Great Britain and globally.
- Identify, investigate and respond to fundamental questions of life raised by religious and human experience.
- Debate and question social, moral and ethical issues and explore religious views on these issues.
- Understand that religious traditions in Great Britain are diverse and include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religions and non-religious beliefs, such as atheism and humanism.

### Students will be given the opportunity:

- To be engaged, inspired, challenged and equipped with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society.
- To make sense of the bigger picture of the multi-religious, multi-secular world they live in.
- To debate and challenge a range of ethical and moral issues that are topical in today's society. Many of these issues may have an impact on their own personal lives now or in the future.
- Develop their own moral compass, recognising the difference between right and wrong. This will enable them to make informed personal choices; develop empathy and understanding of others.
- Students will also be given the opportunity to engage with a range of people from religious and non-religious backgrounds. This includes external speakers such as prison chaplains from Thorn Cross prison and from the Humanist society in Manchester.

### Pathways and careers

This course has been designed to give you an opportunity to develop wider skills. It will challenge your assumptions and prompt you to develop and articulate your own ideas about important ethical issues. It is well thought of in the workplace as it allows you to develop empathy towards different cultures and religions.

## Subject Overview

In Years 10 and 11 students will experience a number of activities to try and promote a life-long engagement with physical activity. Students will continue to develop their skills in team and individual sports developing their knowledge and understanding from KS3. They will also be given the opportunity to develop their overall fitness levels as well as an understanding of the importance of physical activity on their mental health.

Students will be given the opportunity to

- Develop your individual skill
- Play the full version of the activity
- Plan perform and evaluate a fitness programme to improve your performance in the activity
- Plan a tournament for the group
- Take on another role in the activity such as a coach or official

## Characteristics for Success

- Students are required to actively participate in practical-based lessons.
- A willingness to learn and improve their own skill level.
- Students need to be organised and bring the correct kit for every lesson.

## Pathways and careers

Throughout Core Physical Education, there are opportunities for you to use skills, which will be useful to you in the world of work these include

- Showing leadership skills
- Relying on yourself and others when working on tasks in teams
- Assessing and managing risk in activities such as Trampolining
- Demonstrating innovative approaches to solving problems

# PERSONAL, SOCIAL AND HEALTH EDUCATION

CORE

PSHE is delivered at Key Stage 4 through a combination of PSHE lessons and assemblies, as well as through other areas of the curriculum.

During Years 10 and 11 students are encouraged to gain knowledge and develop the skills necessary to make informed choices. The areas covered include:

- “Choosing a healthy lifestyle” which includes relationship and sex education (RSE)
- “Emotional health”
- “Careers guidance”
- “Global citizenship”
- “Informed choices” which includes coping with crisis and challenging offensive behaviour

Target setting and preparation for the world of work are also covered within the PSHE programme. Employers and those in Further Education value the skills that are developed in PHSE because they say something about the student as an individual. These skills often include the student “working with others” and “problem solving”. Every student in Years 10 and 11 will be given the opportunity to develop these skills.



# GEOGRAPHY

GCSE

Exam Board: AQA

CORE

+OPTION

## Subject Overview

The world in which we live in is likely to change more in the next 50 years than ever before. Geography explains how and helps students understand how society prepares for those changes. Choose Geography to study issues that cities face, why some countries are more developed than others, climate change, tectonic hazards, sustainable urban living and more.

## Assessment Structure

During the GCSE course students will study for 3 examination papers. Exams make up 100% of the marks with papers 1 and 2 being worth 35% each and Paper 3 worth 30%.

Unit 1 Living with the Physical Environment Section A

Unit 2 Challenges in the Human Environment Section A

Unit 3 Geographical Applications. Section A

## Characteristics for Success

- Students are expected to fully engage in all lessons and have a keen interest in global issues, both in and outside the classroom.
- They should be prepared to both work independently and engage with other students in the room in a respectful way.
- Students must be prepared to develop a range of transferable skills including an ability to view situations from multiple perspectives; developing written discussions; statistical and data manipulation; an ability to evaluate different situations; and understanding the interconnected nature of today's modern society.

## Pathways and careers

GCSE Geography is a stepping stone to a whole range of subjects at A Level and BTEC level and job opportunities from pilot, architect, journalist, working with the environment, engineering, travel and tourism. Geography is a good choice in terms of getting a job as geographers can create concise reports, handle data, make decisions as well as think creatively.

# HISTORY

GCSE

Exam Board: AQA

CORE

+OPTION

## Subject Overview

History is an ideal subject for any student wanting to develop an enquiring and analytical mind. Through exploring the past, students are better able to understand the present. They also develop skills which are essential across a wide range of subjects, courses and careers such as evaluating evidence, essay writing, assessing and forming interpretations, analysing causes and observing changes over time.

## Assessment Structure

**Paper 1 – Modern World History** (2 hours) is worth 50% of the total marks. It is split into two sections:

Section A: America (1920 – 1973)

Section B: Conflict in Asia (1950 – 1975).

**Paper 2 – Shaping the Nation** (2 hours) is worth 50% of the total marks, and is divided into two sections:

Section A: Migration and Empires (790 – Present)

Section B: The Reign of Edward I (1272 – 1307)

## Characteristics for Success

- Students will be expected to have a keen interest in the subject and an excellent attitude to learning.
- They should be able to complete independent reading and research around the different topics, and be prepared to revise regularly and act on feedback to improve their work.
- Students must be prepared to develop writing, source analysis and interpretation analysis skills, and will need to complete extended writing on a regular basis.

## Pathways and careers

Historians have the knowledge and skills to pursue a range of careers including: Journalist, lawyer, teacher, civil servant, museum officer, librarian, archivist, heritage sector professional, army officer, police detective, political researcher, and conservation officer.

# ART AND DESIGN (FINE ART)

OPTIONS

GCSE

Exam Board: AQA

## Subject Overview

Central to the course is the development of drawing skills and the ability to use a range of media with understanding and confidence. The course encourages the development of painting, drawing, print making, creative textiles, sculpture (including Ceramics) and computer aided art.

Up to February in Year 10 the course is structured to increase levels of self-confidence within different media. This leads onto the production of a personal project chosen by the student in which they will research artists, designers or craftspeople of their choice and go onto produce work in any media inspired by their research.

Visits to art galleries or museums are organised as an important addition to support students' coursework.

## Assessment Structure

The externally set task (40% of final grade) consists of selecting a starting point from a list determined by the examining board. Students then have unlimited time to produce preparatory studies such as drawings, experimentation and relevant research culminating with a ten-hour practical examination piece that may be a sculpture, a painting, a print or a piece of creative textiles.

Coursework Portfolio (60% of final grade) consists of one extended project, along with supporting studies of their choice. Students will be required to keep a sketchbook of homework, independent research, initial drawing and development pieces which leads to a final piece that can be a print, clay sculpture, textile piece or a painting/drawing.

## Characteristics for Success

- Students should have a keen interest in any aspect of Art and Design, including drawing and painting, sculpture, ceramics, printing or textiles.
- Students are required to keep sketchbooks (both in class and as homework) which they will record all research, Critical Studies, development of ideas and experimentations. This is an essential element of their course work.
- Homework is essential for the successful completion of this course. It will be set each week and is part of their course work submission alongside the class tasks.

## Pathways and careers

Understanding of how to create a visual impact is valued by many employers, as are problem-solving, analysis, a practical approach and creative thinking - all skills developed within GCSE Art and Design. Over 300 different art related degree courses are available, leading to numerous employment opportunities in Architecture, Product Design, Fashion and Marketing, Textiles, Graphics, Games Design, Illustration, Jewellery Design to name but a few.

# BUSINESS – ENTERPRISE AND MARKETING

OPTIONS

Vocational

Exam Board: OCR

## Subject Overview

Are you planning on starting your own business? Working for someone else? If so, Business could be the subject for you! This dynamic course will provide a grounding in a range of areas involved in starting and running a business. From new start-ups to established businesses, we explore how businesses attract and keep their customers; research and develop business proposals; create a brand identify; manage the financial aspects of the business and much more. You will develop your own marketing campaign for a new product, with a focus on practical skills and a mixture of coursework and exam assessment. Whether you aspire to be the next great entrepreneur or have a different career focus in mind, a qualification in Business brings the wide range of transferable skills, knowledge and understanding which employers are looking for.

## Assessment Structure

The course will be assessed through both examination (40%) and coursework (60%). Grades are awarded from Pass (equivalent to GCSE Grade 4) to Distinction\* (equivalent to GCSE Grade 9).

## Students will study three units:

- Enterprise and Marketing Concepts (External examination)
- Design a business proposal (Coursework)
- Market and Pitch a business proposal (Coursework)

## Characteristics for Success

- Students should have an interest in how the world works – the way people and businesses interact.
- You should be able to work both independently and with other students – Business requires both teamwork and periods of individual focus and creativity.
- A willingness to listen to and act upon feedback is essential. As a new subject for students at GCSE level, accepting that mistakes can be made and having a focus on excellence are important characteristics for success in the subject.
- The ability to apply theoretical concepts to the real world is important. Being able to walk around a shop, look at an advert or see something on the news and link your learning to it will drive you to success in the subject.

## Pathways and careers

This qualification will provide you with a broad range of transferable skills which can be applied to either further study of Business or to the world of work. It compliments a wide range of subjects, from creative areas such as Art and DT through to History, Computer Science and Languages. Whether you want to work in a top city office, start your own business, become a designer or anything in between, Business provides a solid pathway into a huge range of careers.

# CHILD DEVELOPMENT AND CARE IN EARLY YEARS

OPTIONS

Vocational

Exam Board: CACHE NCFE

## Subject Overview

The qualification offers an engaging programme for those students who want to acquire a background in Childcare services, covering key knowledge and practical skills required in this vocational sector. The qualification covers the growth and development across infancy and early childhood, considering the biological and environmental factors that can influence development; the child-centred approach to care; the function of the early years provision and the importance of play.

## Assessment Structure

Students will sit two summative assessments:

Non-Exam Assessment (NEA) – 50% – students will complete a 14 hour (divided into sessions) case study analysis centred around a patient.

Examination – 50% – sat at the end of Year 11.

## Characteristics for Success

- Ability to cope with a rigorous course of study; organisational skills; being able to work to deadlines and respond positively to targets; good literacy and written skills; interested in young children.
- Ability to consider how theory is applied to practice to support children and their families in care settings.

## Pathways and careers

Examples of appropriate employment to which a student of the CACHE Level 1/2 in Child Development might progress include: Nursery Nurse, Care Assistant, Child-minder, Pre-School/ Nursery School Assistant. The qualification would also be a good foundation for training for nursing and professions such as child psychology, a social worker, teaching and play therapy.

# COMPUTER SCIENCE

OPTIONS

GCSE

Teacher Invite

Exam Board: OCR

## Subject Overview

The course gives students a real, in-depth understanding of how computers work. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give them an insight into what goes on 'behind the scenes', including programming and algorithms, which many students find absorbing.

The course will develop critical thinking, analysis and problem-solving skills through the study of programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. Additionally, students will learn about network technologies; legal issues; how data is stored and many other topics which help to make the computer all around us solve problems for us.

## Assessment Structure

The course consists of two units -

Unit Assessment Weighting

Computer Systems: written paper 1 hour 30 mins 50%

Computational thinking, algorithms and programming: written paper 1 hour 30 mins 50%

## Characteristics for Success

- Develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts
- Acquire and apply a knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming
- Use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Develop the skills to work collaboratively Evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society

## Pathways and careers

Students could opt to continue their studies on the A level Computer Science or our BTEC in IT.

Analyst • CAD Designer • Day Trader • Digital Media • Digital forensics • Games Developer • Machine Learning Engineer • Network engineer • Programmer • Software Developer

# DESIGN AND TECHNOLOGY

OPTIONS

GCSE

Exam Board: AQA

## Subject Overview

Design Technology is an exciting practical and creative qualification. This course will allow students to learn about a mixture of materials, develop core skills to make high quality products using woods, metals and polymers. They will design and make a project which demonstrates their making skills using a range of materials. This is an exciting and engaging mix of theory and practical outcomes suitable for creative and practical minded individuals. Delve into the world of designing for clients and outside sources to push students into real world contexts and solution solving environments.

## Assessment Structure

### What's assessed

Core technical principles • Specialist technical principles • Designing and making principles

### How it's assessed

Written exam: 2 hours, 50% of overall grade

### Questions

Section A – Core technical principles (20 marks)

Section B – Specialist technical principles (30 marks)

Section C – Designing and making principles (50 marks)

### Characteristics for Success

- Be innovative and willing to question design concepts and fashions
- Work in groups and independently;
- Know how to meet deadlines and enjoy designing and making.

## Pathways and careers

Graphic designer • User experience (UX) • Photographer • Interior designer • Multimedia artist & animator • Art director • Advertising & promotions manager • Fashion designer • Product designer • Architect • Automotive designer • Furniture maker • Interior designer • Any managing role due to your problem solving mind • Jewellery designer • Product design Engineer • Architectural modelling

# DRAMA

OPTIONS

GCSE

Exam EDEXCEL

## Subject Overview

Throughout this course students will devise theatre, perform scripted play texts and interpret plays over three components in an exciting, inspiring and practical course. They will create, perform and write about drama informed by their theoretical knowledge of Drama and Theatre. Additionally, they will attend live theatre performances to develop skills as informed and thoughtful audience members.

## Assessment Structure

*Component 1 : Devising Theatre – 40% of the final grade: Internally assessed*

Explore the techniques and practices, specialise in a style of their choice and work as a theatre company to create a performance which they will perform and evaluate.

*Component 2 : Performing from a text – 20% of the final grade: Externally assessed*

Develop your performance skills, study two extracts from a performance text and perform two extracts to an audience.

*Component 3 : Written Examination – 40% of final grade: Externally assessed*

Section A: Interpreting Theatre (45marks). Study a play practically as an actor, designer and director. Answer questions showing their understanding of the play and how it should be performed and staged to an audience.

Section B : Live Theatre response (15 marks). Analyse and evaluate one piece of live theatre viewed during the course. Explore how theatre is created and communicates meaning to an audience from the view point of an actor, director or designer.

## Characteristics for Success

- Willingness to perform in front of others
- Understanding that the GCSE is not purely practical; you will be required to conduct independent research, document your processes, evaluate your performances and sit a written exam.
- Passion and enthusiasm for Drama and performing
- Confidence, resilience, patience and creativity.

## Pathways and careers

Develop life-skills and attributes including decision-making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others – skills which will serve well in most career choices.

## Future Career Opportunities:

Actor, Singer, Producer, Director, Choreographer, Stage Manager, Stage Manager, Lighting Technician, Theatre Manager, Arts Marketer, Presenter, Teacher, Lawyer, Police, Management and leadership.



# ENGINEERING

OPTIONS

VOCATIONAL

Exam Board: OCR

## Subject Overview

The engineering sector continues to suffer from a skills gap to keep up with rapidly developing technologies. New entrants to the engineering sector need to build the underpinning knowledge and specific skills needed to meet the needs of modern engineering industries. This engineering course is ideally placed to give students these skills.

## Assessment Structure

The course has 3 parts

**R038** – Principles of engineering design (Exam)

**R039** – Communicating designs (Coursework)

**R040** – Design evaluation and modelling (Coursework)

## Characteristics for Success

- Enjoy investigating how products are manufactured.
- Enjoy designing and modifying product designs
- Accurate and precise when making
- Work in groups and independently
- Know how to organise their time and meet deadlines

## Pathways and careers

Engineers can work in any industry that produces a final product, with opportunities in aerospace, automotive, biotechnology, clothing, food & drink, medicine – so much is possible!

The OCR Cambridge National in Engineering design offers several progression routes:

- Apprenticeships and advanced apprenticeships.
- A level/Tech courses in engineering.
- A level product design

# FOOD PREPARATION AND NUTRITION

OPTIONS

GCSE

Exam Board: Eduqas

## Subject Overview

The Eduqas GCSE in Food Preparation and Nutrition will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages them to cook a range of dishes, and will enable them to make informed decisions about food and nutrition and will allow them to acquire the knowledge and understanding they will need in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

## Assessment Structure

This course has three assessments

1. **Written exam: 1 hour 45 minutes:** Food preparation and nutrition Theoretical knowledge of food preparation and nutrition.

Non-exam assessment (NEA)

1. **Task 1: Food investigation (15%)** Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food. This task theme is set annually by the exam board. Practical investigations are a compulsory element of this. Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.
2. **NEA task. Task 2: Food preparation assessment (35%)** Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the exam board set chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

## Characteristics for Success

- A love of food and willingness to experiment with recipes; organisational skills; willingness to work hard on a range of practical tasks and design work; keen to have a go at new skills and try out ideas.

## Pathways and careers

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in Science based food studies, Nutrition, Personal Training and Catering industries.

# HEALTH AND SOCIAL CARE

OPTIONS

Vocational

Exam Board: CACHE NCFE

## Subject Overview

The Level 1/2 Technical Award in Health and Social Care will enable learners to develop knowledge, understanding and skills in relation to the health and social care sector. The qualification will cover a range of topics including the introduction to the health and social care sector, professional practice, human growth and development through different life stages and the care planning cycle. The qualification is split into eight units.

## Assessment Structure

Students will sit two summative assessments:

Non-Exam Assessment (NEA) – 50% – students will complete a 13 hour (divided into sessions) case study analysis centred around a patient.

Examination – 50% – sat at the end of Year 11.

## Characteristics for Success

- Ability to cope with a rigorous course of study; organisational skills; being able to work to deadlines and respond positively to targets; good literacy and written skills
- Ability to consider how theory is applied to practice to enrich the life of those who use services

## Pathways and careers

Examples of appropriate employment to which a student of the CACHE Level 21 in Health and Social Care might progress include: Nursery Nurse, Care Assistant, Child-minder, Pre-School/ Nursery School Assistant. The qualification would also be a good foundation for training for nursing and professions such as occupational therapy, midwifery, physiotherapy, pharmacy, a social worker and health promotion.

# MEDIA STUDIES

OPTIONS

GCSE

Exam Board: WJEC EDUQAS Course Code 3680QS QAN Code: 600/5575/3

## Subject Overview

Students will explore a range of types of media products, from television shows and print adverts to a film's promotional campaign and a video game. Students will explore the techniques that media producers use to communicate and the ideas that media products construct about the world; they will delve into the factors that shape the media industry as a business and explore the ways in which audiences choose and enjoy the media (and the ways in which they are targeted by media producers). In addition, students will create a media product of their own: perhaps part of a TV show or a website design, showcasing their understanding and creativity. They will gain a broad insight into the world of media, building production and organisation skills in their filming and editing, and an appreciation of how media can shape our perception of the world.

## Assessment Structure

70% of the course is assessed through two exams at the end of Year 11: Exploring the Media (40%) which considers a wide range of media products; and Understanding Media Forms and Products (30%) which takes a more detailed look at television programmes and music videos. The remaining 30% is awarded for a coursework project. This changes every year, but always involves researching, planning and producing a media product.

## Characteristics for Success

- Curiosity about the ways in which the media (television, adverts, radio, news, video games etc) work and create messages for us, their audience.
- An analytical approach: a readiness to think closely about why this image, or that colour, or this word, or that layout...
- An enjoyment of creativity and an ability to stay organised and meet deadlines, for making the most of the coursework project.
- An appetite for consuming media of various forms (i.e. watching television, listening to the radio, reading the news) and using them as opportunities to apply the principles learnt in the subject.

## Pathways and careers

The Media is one of the largest employment sectors. There are multiple opportunities to work in TV, film, radio, print media and social media in both creative and technical roles.

# MUSIC

OPTIONS

GCSE

Exam Board: OCR

## Subject Overview

Throughout the GCSE Music course students will be performing, composing and listening in a wide variety of musical styles – popular music, world music, film music and classical music. There are opportunities to use music technology such as sequencing and recording. They will continue their practical music making both in groups and as individual performers. During the two years students will need to record a solo and an ensemble. They will be composing their own music, using music sequencing software. They will also listen to both recorded and live musical performances and learn how to analyse and describe what they hear. We listen to music of all musical styles and from different periods of history.

## Assessment Structure

### Unit 1 – 30% (Solo Performance – 15% Composition – 15%)

Performance on the learner's chosen instrument. Composition to a brief set by the learner.

### Unit 2 – 30% (Ensemble Performance – 15% Composition to a Brief – 15%)

Ensemble performance. Composition to an OCR set brief

### Unit 3 Listening Exam – 40%

Listening and appraising. A written paper, with audio recording. Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 and 5.

## Characteristics for Success

- Passion and enthusiasm for music and performing.
- To be able to play an instrument, be it voice or instrumental.
- Confidence performing in front of others and sharing ideas within a group.
- Students are encouraged to take up instrumental/vocal lessons if they are not already receiving them.

## Pathways and careers

You may wish to study Music due to personal interests, or students may wish to go into a job where experience of music is useful. These might include careers in the music industry, publishing, entertainment, teaching or any job which involves communication and expressive skills.

# PHOTOGRAPHY

OPTIONS

GCSE

Exam Board: AQA

## Subject Overview

This course will allow students to develop a range of different photography skills based around themes such as nature, architecture, portraiture, food and collections. They will be introduced to the fundamental aspects of camera control which include aperture, shutter speed and lighting (ISO). Professional digital SLRs will be used throughout and for post-production, Adobe Photoshop will be used for editing purposes along with a wide variety of photography gadgets from light wands to drawing tablets, housed in our purpose built photography studio.

Students will learn how ideas, themes, subjects and feelings can inspire the way they capture images and manipulate them in post-production. Following images being taken, students will be taught how to use Photoshop to edit and develop ideas. The work of historical and contemporary photographers, artists and graphic designers will also be studied in relation to students' own work.

## Assessment Structure

Students will be marked on both their coursework (60%) and an externally set task (40%).

The coursework element will consist of an extended project, the theme of which students will be able to discuss with their teacher.

## Characteristics for Success

- Students should have a keen interest in photography as well as many other aspects of art.
- Homework is essential for the successful completion of this course. It will be set each week and is designed to become part of the coursework submission.
- Gallery and museum visits are a valuable extension to work in class time and are organised to support the coursework project.

## Pathways and careers

Following the completion of this course, students could progress onto any creative higher education which may include A-Levels, BTECs and then onto degree level. Possible further education courses and career pathways include wedding photography, crime scene photography/forensic science, nature photography, photo journalism, sports journalism, fashion photography, graphic design/website development, film and television production and social media manager, to name a few. Demonstrating a creative mind-set to any future employers and independent problem solving skills.

Two courses are available on the PE/Sports Studies offer. Students will be guided towards the most appropriate course.

### Subject Overview

GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.

### Assessment Structure

1. Practical performance (30%)
2. Two written papers (60%)
3. Written coursework (10%)

### Written Assessment

Exam 1 – Applied Anatomy & Physiology and Physical Training

Exam 2 – Socio-cultural Issues and Sports Psychology

### Practical Assessment

The practical performance will consist of three practical activity assessments. One from the 'individual' list, one from the 'team' list, and one other from either list. Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules.

### Coursework

Analysing and Evaluating Performance (AEP)

- analyse aspects of personal performance in a practical activity
- evaluate the strengths and weaknesses of the performance
- produce an action plan which aims to improve the quality and effectiveness of the performance.

### Characteristics for Success

- The course will require students to actively participate in practical based lessons.
- Students need to be organised and bring the correct kit for every lesson and complete all the homework set.
- Students need to have a sound level of sporting ability in most sports and be able to play in at least one school team.

### Pathways and careers

Post 16– A level PE and Btec Foundation Diploma in Sport

PE Teacher primary or secondary, Sports Coach, Physiotherapist, Sports Psychologist, Sports Journalism, Police, Paramedic, Nutritionist, Sports management

# SPORTS STUDIES

OPTIONS

Vocational

Exam Board: OCR

## Subject Overview

The Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to explore the impact the media has on sport.

## Assessment Structure

**Contemporary issues in sport** - one hour written exam worth 40% of the overall mark

**Performance and leadership in sports activities** - Set assignments worth 40% of the overall mark.

Develop students' skills both as a performer in two different sporting activities, and as a leader. They will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform.

**Sport and the media** - Set assignments worth 20% of the overall mark

**Specialist - Sport and the media:** Students will explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products.

## Characteristics for Success

- Students will be expected to have a keen interest in the subject and an excellent attitude to learning.
- Students must actively participate in practical based lessons and theory-based lessons.
- Students should demonstrate skills in leadership, organisation, target setting, teamwork, problem-solving and communication.

## Pathways and careers

Post 16 - A level PE and Btec Foundation Diploma in Sport, Cambridge Technical level 3 Sport

PE Teacher primary or secondary, Sports Coach, Physiotherapist, Sports Psychologist, Sports Journalism, Police, Paramedic, Nutritionist, Sports management



# RELIGIOUS EDUCATION

OPTIONS

GCSE – Full Course

Exam Board: Eduqas

## Subject Overview

The course will give students the opportunity to:

- Become informed about different beliefs and religious practices across Great Britain and globally.
- Identify, investigate and respond to fundamental questions of life raised by religious and human experience.
- Debate and question social, moral and ethical issues and explore religious views on these issues.
- Understand that religious traditions in Great Britain are diverse and include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religions and nonreligious beliefs, such as atheism and humanism.

## Assessment Structure

Component 1: Philosophical and Ethical issues in the Modern World Issues of Relationships Issues of Life and Death Issues of Good and Evil Issues of Human Rights

Component 2: Study of Christianity

Component 3: Study of a World Faith (Islam)

## Assessment

Component 1: Written examination: 2 hours 50% of qualification

Component 2: Written examination: 1 hours 25% of qualification

Component 3: Written examination: 1 hours 25% of qualification

## Characteristics for Success

- Students need to have an enquiring mind and must show respect for other world views and other people's opinions.
- They should be well-read on current affairs and be able to bring this learning into the classroom.
- They must be prepared to develop analysis skills and write extended answers.

## Pathways and careers

This course has been designed to give you an opportunity to develop wider skills. It will challenge your assumptions and prompt you to develop and articulate students' own ideas about important ethical issues. It is well thought of in the workplace as it allows you to develop empathy towards different cultures and religions.

# SOCIOLOGY

OPTIONS

GCSE

Exam Board: AQA

## Subject Overview

This will be an ideal course if students are intending to work in situations which require an understanding of people, such as care work, customer service, counselling, childcare, youth work, teaching, social and probation work, law, police etc. By studying Sociology, students will develop transferable skills, including how to:

- Investigate facts and make deductions
- Develop opinions and new ideas on social issues
- Analyse and better understand the social world

## Assessment Structure

The course is made up of two papers:

Paper 1- The Sociology of Families and Education, which comprises of these two topics as well as relevant areas of social theory and methodology.

Paper 2 - The Sociology of Crime and Deviance and Social Stratification which comprises of these two topics and relevant areas of social theory and methodology.

## Characteristics for Success

- Sociology students need to be dedicated to the pursuit of excellence. Are they willing to work towards becoming self-monitoring learners, deeply engaged in the process of reflecting, self-reviewing, evaluating and adjusting learning strategies?
- Students will have the ability to consider how wider issues can impact on those in society, investigate facts and make deductions.
- Sociology students will be able to develop opinions and new ideas on social issues, be analytical in their approach and develop a better understanding of the social world.

## Pathways and careers

Examples of appropriate employment to which a student of GCSE Sociology might eventually progress include: Social Work; Health and Social Welfare; Speech Therapy; Police Force; Criminology; Journalism and the Media; Tourism and Leisure; Law; Trainee Management; Personnel Management; Marketing; Scientific and Social Research and Teaching.

# SPANISH

OPTIONS

GCSE

Exam Board: Edexcel

## Subject Overview

Students will study the following themes over a 2-year course:

My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology • Studying and my future • Travel and tourism

Students will improve your vocabulary and grammatical knowledge, exam skills and cultural understanding across the GCSE.

## Assessment Structure

This qualification is linear, meaning that all students sit all their exams at the end of the course. There are four exam papers and each one (listening, speaking, reading and writing) counts for 25% of the overall marks.

GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must enter for all 4 skills at the same tier.

Paper 1: Speaking

Paper 2: Listening

Paper 3: Reading

Paper 4: Writing

## Characteristics for Success

- Students should be prepared to spend time outside of lessons practising vocabulary across a range of topics.
- Students need to show resilience, as a fear of failure can hold students back when learning a foreign language.
- A successful student will be able to get their point across in the foreign language with a range of vocabulary and grammatical structures.
- Students need to demonstrate problem-solving skills, by being able to work out the meaning of new language by using that which they already know.
- Students should be inquisitive about the life and culture of Francophone and Hispanic countries.

## Pathways and careers

Languages can make a difference in the workplace. Studying Spanish will enable you to keep open a wide range of future career paths and may even enable you to work abroad. Possible career paths include travel and tourism, work in industry and business, translating and teaching. It is useful for sportsmen and women to be able to communicate widely.

Learning Spanish also builds transferable skills such as problem-solving, critical thinking, communication and adaptability.

# GCSE STATISTICS & LEVEL 2 FURTHER MATHEMATICS

OPTIONS

Teacher Invite

GCSE

Exam Board: GCSE Statistics – Pearson Edexcel Level 2 Further Mathematics – AQA

## Subject Overview

Choosing this option will allow students to gain qualifications in both Statistics and Further Mathematics. Students opting for this course will need to be expecting to achieve grade 7, 8 or 9 in GCSE Mathematics at the end of Year 11.

**GCSE Statistics** provides students with a critical appreciation of statistics and its place in everyday life. With a focus on handling data and probability, students acquire skills in, and an understanding of, statistical concepts and methods. GCSE Statistics develops skills that students will use in other subjects such as Science and Geography, and reinforces techniques needed for GCSE Maths as well as supporting progression to A-Level Maths.

## Course Content

- Planning and collecting data
- Processing, representing and analysing data
- Probability

**Level 2 Further Mathematics** Level 2 Certificate in Further Maths is a unique qualification designed to stretch and challenge high achieving Mathematicians who are expected to achieve the top grades in GCSE Mathematics and are likely to progress to study A-level Mathematics.

Course Content: Algebra • Geometry • Calculus • Matrices • Trigonometry • Functions and graphs

## Assessment Structure

Paper 1 – Calculator

Paper 2 – Calculator

## Characteristics for Success

- Students need to think hard, be resourceful and resilient.
- They need to persevere when the answer is not immediately apparent to them and have the determination to achieve.

## Pathways and careers

A good grounding in Statistics demonstrates that students have the ability to deal with numbers, data, reading graphs, looking at patterns and making decisions. These skills will be enormously useful in many professions. It can be particularly useful for students who need the skills and techniques of Statistics for the study of A Level Biology, Economics, Geography, Psychology and Business Studies.

AQA Level 2 Certificate in Further Maths could lead on to further study in Maths and Further Maths, at A-level, and/or other related subjects such as Physics, Chemistry, Biology, Electronics, Psychology, Environmental Studies or Applied Science.

# ROOM GUIDE

CHS Core	Room
English Lang	H2
English Lit	H2
Maths	H3
Science	A0-09
Geography	H10
History	H7
Core RE	H8
Core PE	BO-12

Open Options	Room
Art	FO-06
Business	H1
Child Development	Common Room
Computer Science	H1
Design & Technology	BO-15
Drama	H5
Engineering	BO-18
Food	BO-23
Health and Social	Common Room
Media Studies	GO-11
Music	H6
PE & Sport	BO-12
Photography	FO-06
Spanish	H4
Sociology	Common Room
Statistics & Further Maths	H3
Triple Science	A0-09
RE - GCSE	H8





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