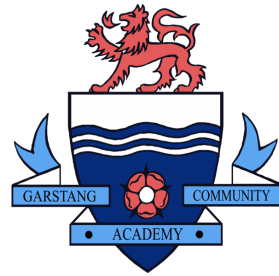


KS4
CURRICULUM PREFERENCES
2023



GARSTANG COMMUNITY ACADEMY

Key Information



The Curriculum Preferences Process

Please be assured that we will support you throughout the curriculum preferences process, so please do not worry unduly. This booklet is a great place to start; take the time to carefully read through the information with your son/daughter and do not hesitate to contact us if you have any questions regarding the content.

We aim to provide students with a broad and balanced key stage 4 curriculum which meets their needs, aspirations and future careers. A broad and balanced range of subjects is more useful than a narrower range. Students should be aware that they are expected to study a range of EBacc subjects including triple science. We encourage all students to be ambitious. Every 'preference form' will be carefully scrutinised to ensure the qualifications chosen by students provide an aspirational curriculum which we deem to be appropriate.

Students will need to carefully select an extra subject as a reserve choice in case their other choices do not provide a broad and balanced curriculum or a low uptake means that a course is unable to run.

A message to students

It's time to choose!

We will help you pick the best subjects for you. Remember to be ambitious, reach for the stars! Don't be put off studying subjects that you think are difficult; it's important to challenge yourself and build resilience. Think about what you are good at and the subjects you enjoy rather than who you like teaching you. Think about what you want to do when you leave school. If you don't know, and most students don't, select a broad range of subjects to keep your options open in the future. Don't think about what your friends might pick, don't be influenced by anyone else, these are important decisions and like every other serious decision you make while you are at school, we are here to help - just ask.

Key Dates

Tuesday 14th March - Curriculum Evening - 6pm –7.30pm

An opportunity to find out more about the KS4 curriculum, speak to subject leaders and find out how to select your curriculum preferences.

Monday 20th March - Form deadline



Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- **English language and English literature**
- **Maths**
- **Science**
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- **History or Geography**
- **A language**
Ancient or modern

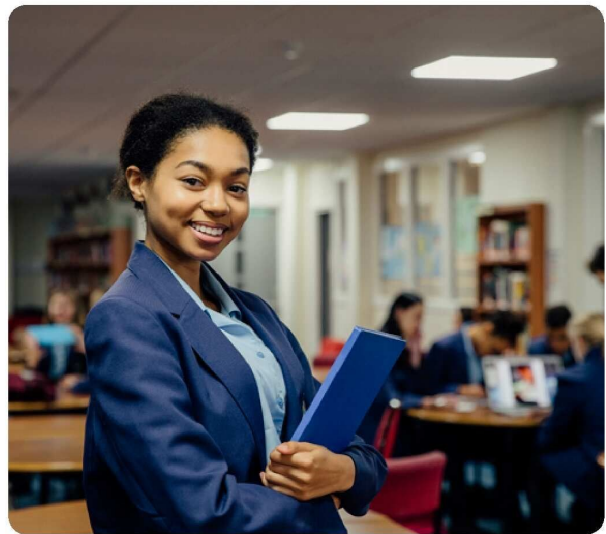
WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.



The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017



Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly — they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.

COMPLUSORY SUBJECTS

GCSE English	5 hours per week
GCSE Mathematics	4 hours per week
GCSE Triple Science	6.5 hours per week
Physical Education	1 hour per week
PHSE	1 hour per week
(RE, Citizenship, Sex Education, Study Skills & Work Related Learning)	

EXTRA EBacc - 2.5 hours per week

GCSE Computer Science
GCSE French
GCSE Geography
GCSE History

SPECIALIST OPTIONS - 2.5 hours per week

GCSE Art & Design
GCSE Business Studies
Child Development (OCR Cambridge National)
Creative iMedia (OCR Cambridge National)
GCSE Design & Technology
Hospitality & Catering (Level 1/2 Technical Award)
GCSE Music
Performing Arts (Eduqas Level 2 Technical Award)
Performing Arts Drama (BTec)
GCSE Physical Education
GCSE Religious Education
Sports Studies (OCR Cambridge National)

English

GCSE - EBACC

Mrs L Banks : Subject Leader



'When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'

James Earl Jones

The importance of studying of English.

The importance of understanding our language, its heritage and its vast array of vocabulary enables each individual to understand the world around them, helps support in the current study of all subjects and any future study but more importantly, it helps individuals communicate successfully, build positive relationships both socially and professionally as they understand the nuances of our rich language

Course Content

The course includes the exploration of fiction and non fiction texts> Students are required to display skills in analysing, the language, and structure of texts. They will need to be able to evaluate , summarise and compare texts. In addition they will develop transactional and creative writing skills.

Paper 1: Explorations in Creative Reading & Writing

1 hour 45 minutes (80 marks / 50% of qualification):

- **Section A - Reading (40 marks / 25%)**
One single text -C20th Literature
- **Section B - Writing (40 marks / 25%)**
One creative writing task either a description or narrative.

Paper 2: Writers Viewpoints and Perspectives

1 hour 45 minutes (80 marks / 50% of qualification)

- **Section A – Reading (40 marks / 25%)**
One non-fiction text and one literary non-fiction text.
- **Section B - Writing (40 marks / 25%)**
Writing to present a viewpoint.

Spoken Language: one presentation/speech, including responses to questions and feedback (does not form part of final grade).

What Qualification will I get?

A GCSE that is recognised as an EBacc qualification.

Future Pathways:

English Language underpins all careers as it helps with clear communication..

Some Careers you could consider with an English Language qualification:

- Journalist
- Teacher—Primary or Secondary
- English as a foreign language teacher
- Lexicographer
- Private tutor
- Writer
- Web content manager
- Librarian
- Education consultant
- Admin assistant
- Proof reader
- Lawyer
- HR officer



English Literature

GCSE - EBACC

Mrs L Banks : Subject Leader



“When we read great literature, something changes in us that stays changed. Literature remembered becomes material to think with.”

Donald Hall

The importance of studying English Literature.

Studying English literature opens up a world of inspiration and creativity, while also developing skills that are essential for today's global environment. It is a chance to discover how literature makes sense of the world through stories, poems, novels and plays. It is also a chance to sharpen one's own ability to write, read, analyse and persuade.

Course Content:

Students study a range of literary texts and genres. These include , Shakespeare, 19th Century fiction, a modern play and poetry. Students will learn how to analyse the meaning of texts and relate this to the context in which they were written..

Paper 1: Shakespeare and the 19th Century Novel - 1 hour 45 minutes (64 marks / 40% of qualification)

Section A: Shakespeare Play

Students will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: The 19th Century Novel

Students will be required to write in detail about an extract from the novel and then to write about the novella as a whole

Paper 2: Modern Texts and Poetry - 2 hours and 15 minutes (96 marks / 60% of qualification)

Section A: Modern Texts

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B: Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C: Unseen poetry

Students will answer one question on one unseen poem and one question comparing this poem with a

What Qualification will I get?

A GCSE that is recognised as an EBacc qualification.

Future Pathways:

A qualification in English Literature displays to your future employers the fact that you understand and analyse situations.

Some careers you could consider with an English Literature qualification:

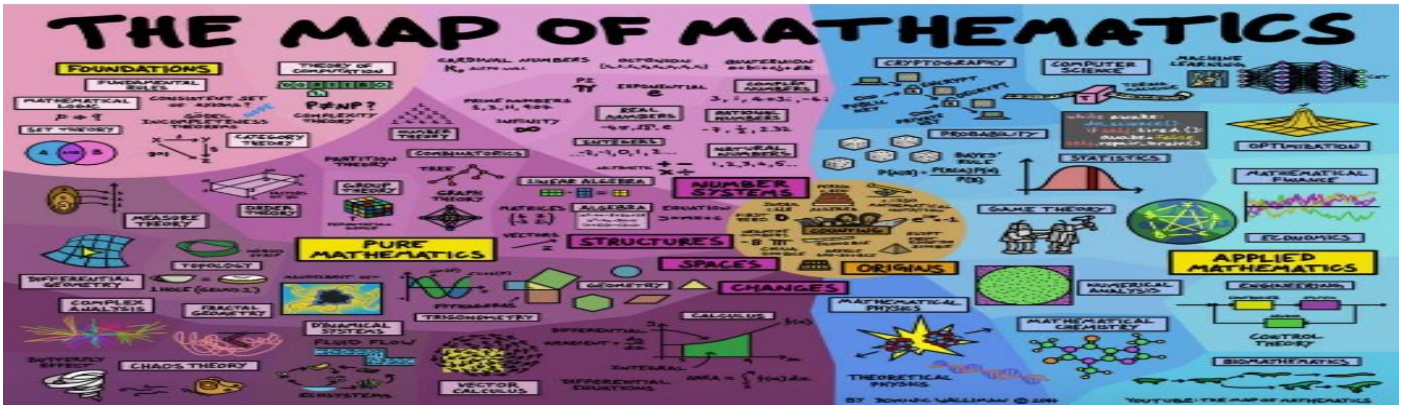
- Journalist
- Teacher—Primary or Secondary
- Actor
- Creative director
- Theatre critic
- Speech Writer
- Poet
- Author
- Librarian
- Communication manager
- Proof reader
- Lawyer
- Political Analyst



Maths

GCSE - EBACC

Mr D Bennett : Subject Leader



"Mathematics is not about numbers, equations, computations, or algorithms: **it is about understanding.**"

William Paul Thurston

The importance of studying mathematics

Studying mathematics isn't just about answering a calculation, maths is about creating building blocks and rules that we need in order to communicate.

Studying maths helps us find patterns and structure in our lives. Practically, maths helps us put a price on things, create graphics , build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions

Course Content

The mathematics specification is dividing into 6 strands; number, algebra, geometry, ratio and proportion, statistics and probability. The aims and objectives of this qualification are to develop fluent knowledge, skills and understanding of mathematical methods and processes. By acquiring these, students will be able to problem solve, reason mathematically and communicate appropriately given a variety of contexts.

Assessment

There are 3 exam papers for both foundation and higher tier of entry. The first paper is non-calculator with papers 2 and 3 allowing the use of a calculator. All three papers consist of 80 marks, with the combined total of the three papers being used to calculate the grade achieved. Below you can find a breakdown of the topic areas assessed in each tier.

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

What qualification will I get?

A GCSE in mathematics, there may also be an opportunity to study further mathematics in Year 11.

Future Pathways & Careers

Essential for A level Mathematics and A Level Further Mathematics

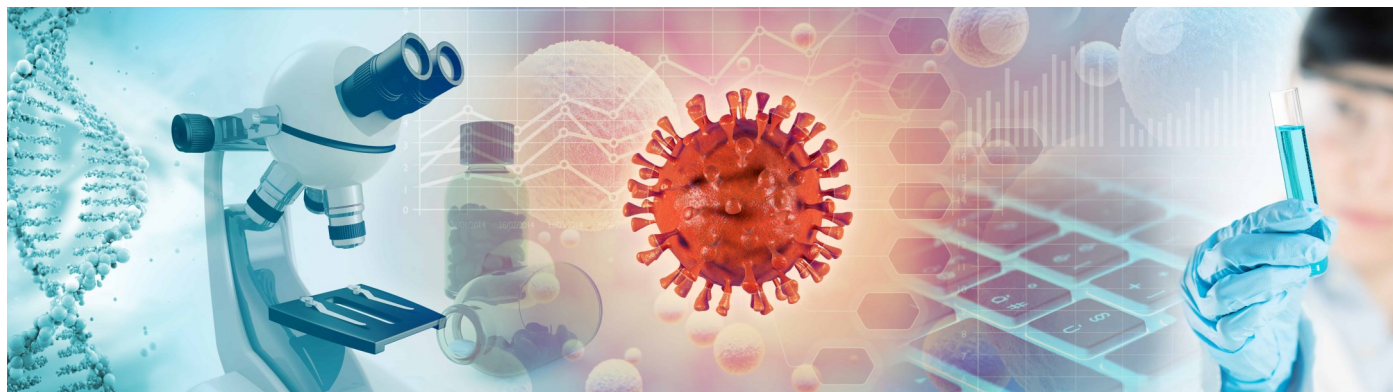
- Computer science
- Architecture, building and planning
- Education
- Business and communications
- International relations
- Engineering
- Accountancy
- Data Analyst
- Software Engineer



Triple Science

GCSE - EBACC

Mrs R Hoy : Subject Leader



“I have no special talent. I am only passionately curious.”

Albert Einstein

“Scientists have become the bearers of the torch of discovery in our quest for knowledge.”

Stephen Hawkins

The importance of studying triple science

Science sparks and develops our natural curiosity to explore and learn about the world around us. We encounter science in everything we do, understanding how things work and developing our knowledge and understanding of the world around is important and we enjoy teaching our students scientific concepts and developing their understanding. Science has a practical element and our students are taught observational and analytical skills through conducting investigations, forming conclusion and evaluating methods and data.

Course Content

Biology: Cells and control, genetics, natural selection and genetic modification, health, disease and development of medicines, plants structures and their functions, animal coordination, control and homeostasis, exchange and transport in animals, ecosystems and material cycles.

Chemistry: States of matter, methods of separating and purifying substances, acids, obtaining and using metals, electrolytic processes, reversible reactions and equilibria, the periodic table, alloys and corrosion, quantitative analysis, dynamic equilibria calculations involving volumes of gases, chemical cells and fuel cells, rates of reaction, Earth and atmospheric science, qualitative analysis, hydrocarbons, polymers, alcohols and carboxylic acids, bulk and surface properties of matter including nanoparticles.

Physics: Motion and forces, waves, light and electromagnetic spectrum, particle model, radioactivity, uses of radioactivity, astronomy, forces doing work, forces and their effects, electricity and circuits, static electricity, magnetism and motor effect, conservation of energy, particle model, forces and matter, electromagnetic induction.

Assessment

Biology, Chemistry and Physics GCSEs are 100% externally assessed. There are six exams at the end of the course each lasting 1 hour and 45 minutes and totalling 100 marks each. The papers will include multiple-choice, short answer questions, calculations and extended open-response questions

Students will be assessed and entered for the correct tier of entry, either foundation or higher, in order to maximise their potential.

Paper 1: Biology Paper 1

Paper 2: Chemistry Paper 1

Paper 3: Physics Paper 1

Paper 4: Biology Paper 2

Paper 5: Chemistry Paper 2

Paper 6: Physics Paper 2

What qualification will I get?

3 GCSEs which are recognised as part of the EBacc

Future Pathways & Careers

- A level biology, chemistry, physics
- T-level science
- Nurse
- Lab technician
- Education
- Engineering
- Medicine
- Veterinary medicine
- Biochemistry
- Environmental scientist
- Marine biologist
- Food production
- Forensic Scientist



French

GCSE - EBACC

Mrs R Duczak : Subject Leader



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

Rita Mae Brown

Why study French?

Languages can bring enormous benefits both personally and professionally. Research has shown that language capability can increase in individuals brainpower as well as improve our levels of trade with the rest of the world. Therefore, it is no surprise that those who speak another language have the opportunity to have a higher salary and employment rate .

A GCSE language qualification on your record will catch the eye of anyone reading your job, college, apprenticeship or university application, and will be valued by future employers. Above all else, learning a language is something that can open your mind and allow you to see the world in new and exciting ways. Students must choose to study French in order to achieve the English Baccalaureate (EBacc).

Course Content

The syllabus provides opportunities for students to acquire knowledge and understanding, to apply the four main skills of Listening, Reading, Speaking and Writing, as well as develop a cultural awareness of the ways in which people live and work in French speaking countries. The following themes will be studied in depth to achieve this: Identity and Culture, Local, National, International and Global Areas of Interest and Current and Future Study and Employment.

Assessment

Paper 1	Listening	25%
	(Foundation 35 minutes, Higher 45 minutes)	
Paper 2	Speaking	25%
	(Foundation 7-9 minutes, Higher 10-12, plus preparation time)	
Paper 3	Reading	25%
	(Foundation 45 minutes, Higher 1 hour)	
Paper 4	Writing	25%
	(Foundation 1 hour, Higher 1 hour 15 minutes)	

Who should choose this course?

Anyone who enjoys French

What qualification will I get?

A GCSE which is recognised as part of the EBacc

Future Pathways & Careers

Essential for A level French

- Travel industry
- Fashion
- Education
- Business and communications
- International relations
- Journalism
- Sports industry
- Law



Geography

GCSE - EBACC

Mr G Felvus : Subject Leader



“You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. I can’t imagine a subject more relevant in schools. We’d all be lost without it.”

Michael Palin

Why study Geography?

Geography inspires a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. Geography also develops lifelong skills in relation to applying and reasoning out information to form well-argued conclusions to everyday issues in the world around us.

Course Content

The syllabus provides opportunities for students to acquire knowledge and understanding, apply skills and techniques, and develop a sensitive awareness of the ways in which people interact with their human and physical environments. A range of skills will be developed and used through practical work, geographical investigation and use and interpretation of data, including ICT, maps and photographs. A sensitive awareness of the environment will be developed through an appreciation of the attitudes and values of decision-makers in society.

Assessment

Paper 1	Living with the Physical Environment (1 hour 30 minutes)	35%
Paper 2	Challenges in the Human Environment (1 hour 30 minutes)	35%
Paper 3	Geographical Applications (1 hour 15 minutes)	30%



Paper 3 is an assessment of skills: 15% is based on fieldwork, 15% is the interpretation of unseen materials.

Who should choose this course?

Anyone who enjoys Geography

What qualification will I get?

A GCSE which is recognised as part of the EBacc

Future Pathways & Careers

Essential for A level Geography

Specific careers are listed below. In addition, Geography is seen as a desirable entrance qualification into most career routes due to the broad and balanced grounding it gives to understanding and reasoning the world around us and the skills gained from reasoning out and forging argued viewpoints in relation to everyday events.

- GIS and computer science
- Architecture, building and planning
- Education
- Business and communications
- International relations
- The oil industry
- Meteorology
- Geology
- Engineering
- Agriculture



History

GCSE - EBACC

Mr D Farquarson : Subject Leader



‘A people without the knowledge of their past history, origin and culture is like a tree without roots’.

Marcus Garvey

Why study History?

Studying history helps us to understand the past. It is of huge importance that the past does not remain an unexplored place. History helps us understand how events and people from the past have shaped the world we live in today. In history we learn about ourselves and how we came to be and also develop an ability to avoid the mistakes of the past and create better pathways for our future societies. Studying history serves to develop analytical and interpretation skills that enable us to question and not settle for information at face value, which is of huge importance in the context of today.

Course Content

The syllabus provides opportunities for students to acquire knowledge and understanding, apply skills and techniques, and develop a broad and deep awareness of the past. There is focus on British history and Britain’s interactions with the wider world and also international history and the tensions that developed throughout the inter war period, with particular focus on Germany. A range of skills will be developed and used through the analysis of historical sources and evaluation of interpretations. A deep and broad understanding of past people and events will be developed throughout the course.

Assessment

Paper 1	Germany 1900-1945: Democracy and Dictatorship Conflict and Tension: Inter war years 1918-1939 (2 hours)	50%
Paper 2	Norman England: 1066-1100 Britain, Migration and Empire 790-Present day (2 hours)	50%

Who should choose this course?

Anyone who enjoys History

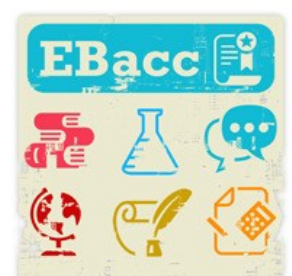
What qualification will I get?

A GCSE which is recognised as part of the EBacc

Future Pathways & Careers

Essential for A level History

- Archaeologist
- Costume designer
- Genealogist
- Historic buildings inspector
- Author
- Journalist
- Librarian
- Museum Education Officer
- Professional Researcher
- Tour Guide



Computer Science

GCSE - EBACC

Miss S Edge : KS4 Lead



“Everybody should learn to program a computer, because it teaches you how to think.”

Steve Jobs

Why study Computer Science?

Every single one of us use computers in our day-to-day lives for everything from gaming and communicating by email or on social media to finding information and shopping. In 2023 96.2% of the population have a smart phone and 63.1% have a laptop or desktop computer, we use computing devices everyday for work and school.

Computer Science was introduced to give you more advanced skills so you can make computers work for you. It also teaches you about the ever-changing risks of using the internet, so you can keep your personal information safe and avoid security risks.

It gives you a variety of skills you can apply to your other subjects and in your career, and opens the doorway to new and emerging career paths. IT companies like Google and Microsoft helped the government design the course because they want to make sure young people have the digital skills employers look for today.

Course Content

The syllabus provides opportunities for students to understand and apply the fundamental principles and concepts of computer science including problem solving and logical thinking. Students will analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. Students will learn how to think creatively, innovatively, analytically, logically and critically. Gain an understanding of the components that make up digital systems, and how they communicate with one another and with other systems. Student will delve into the impacts of digital technology to the individual and to wider society.

Assessment

Paper 1: Principles of Computer Science

Written examination—1 Hour 30 Minutes—75 Marks (50%)

Paper 2: Application of Computational Thinking

Onscreen examination—2 Hours—75 Marks (50%)

Who should choose this course?

Anyone who enjoys Computer Science

If you have a very logical way of thinking

You are interested in learning how to code

You want to learn how computers work

What qualification will I get?

A GCSE which is recognised as part of the EBacc

Future Pathways & Careers

- Apprenticeships available:
 - Software developer
 - Cyber Security Technologist
- Further Qualifications:
 - A Level—Computer Science (Not required)
- Some Careers:
 - App Developer
 - Automotive Engineer
 - Computer Games Developer
 - Cyber Intelligence Officer
 - Head of IT
 - IT Project Manager
 - Software Developer

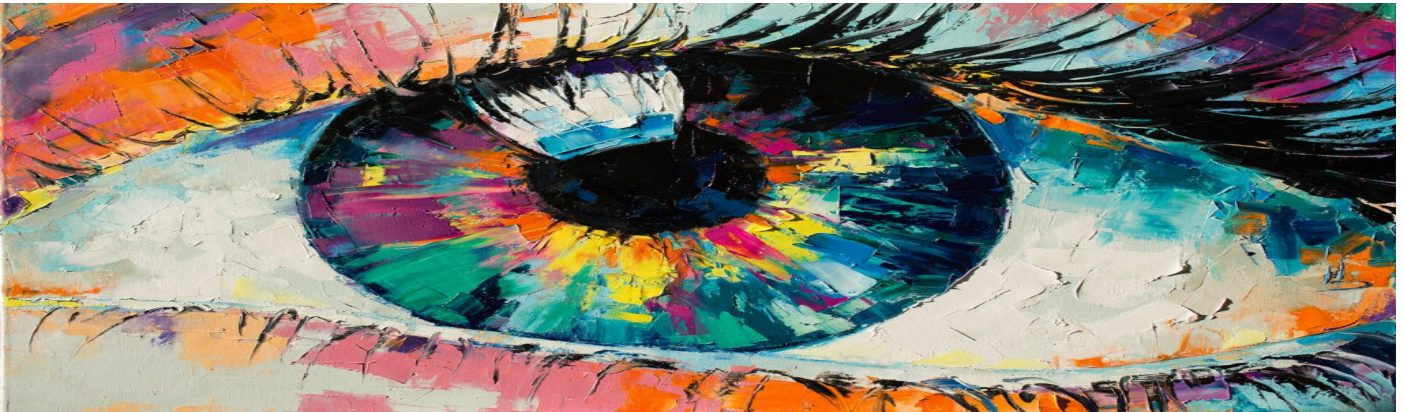


Art & Design

GCSE

Mrs J Crow : Subject Leader Creative Arts

Mr J Colluney: Principal Teacher



‘Art isn’t about drawing; it’s about learning to see. What organisation doesn’t need this ability?’

Edwin Catmull

Why study Art?

Art is a subject which allows you to develop your own individual creativity. You will have the opportunity to learn about the work of other artists and use that as a means to develop your own individual style. Taught lessons will allow you to develop your knowledge of artistic techniques and processes– allowing you to refine your own artistic interests and to create exciting and interesting final pieces.

Course Content

The syllabus provides opportunities for students to develop their artistic skills by researching the work of some of the greatest artists from the past and present and using the approaches used by these artists to allow you to develop your own style. You will be required to develop, refine and record your ideas, leading to a final creative response which reflects your learning and the development of your skills.

Assessment

Unit 1: *Portfolio of work - 60%*

Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.

Unit 2: *Externally set assignment- 40%*

In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

Who should choose this course?

Anyone who enjoys Art.

What qualification will I get?

A GCSE qualification

Future Pathways & Careers

Essential for A level Art

- Artist
- Teacher
- Graphic Designer
- Set Designer
- Fashion Designer

Business Studies

GCSE

Ms A Ashworth : Subject Leader



“ I haven’t failed. I’ve just found 10,000 ways that won’t work.” Thomas Edison

“Be nice to nerds, the chances are you’ll end up working for one.” Bill Gates

Why study Business Studies?

Business Studies gives you the opportunity to learn about the many areas of business and how these are applied in real-life situations. You will be able to study how small, national and international businesses are operated and explore the basics of starting up a new business venture. You will gain a good understanding of what it means to be enterprising, how human resources operate in a business, how to research and market a business and how businesses can manage their finances.

Course Content

The specification introduces students into what it means to be entrepreneurial and the types of skills that entrepreneurs need. You will learn the basics of running a small business, from finance to marketing. You will then go on to look at national and multinational businesses and how they differ from small businesses. A range of skills will be developed, including ICT skills, numerical calculation skills and extended writing skills. You will become confident in applying your theoretical business knowledge to real life business scenarios and making judgements and evaluating business success.

Assessment

Paper 1	Investigating small businesses (1 hour 45 minutes)	50%
Paper 2	Building a business (1 hour 45 minutes)	50%

Assessment is a combination of multiple choice, short answer, calculation and extended response questions. 2/3 of questions are based on real business scenarios.

Who should choose this course?

Anyone who aspires to start and run their own business. If you think you would be interested in studying businesses who are in the news, and are interested in what makes a business successful, then this is for you. You will all work in a business someday, so this course will provide an understanding of how businesses operate.

What qualification will I get?

A GCSE qualification.

Future Pathways & Careers

A great stepping stone to A Level Business or Economics, so vocational courses such as BTEC or Cambridge Technicals.

Degree pathways or careers in:

- Business
- Economics
- Law
- Management
- Accounting
- Marketing
- Human Resources
- International Business

Child Development

OCR Cambridge National

Mrs J Crow : Subject Leader

Mrs E Kinlock: Principal



‘The first five years have so much to do with how the next eighty turn out’

Bill Gates

Why study Child Development?

Educating and nurturing young children is a vital role in today’s society. This course will allow you to develop your understanding of how children grow– from conception to adulthood, exploring how to keep them safe, how to nurture their growing minds and bodies and what normal development milestones might look like.

Course Content

The syllabus provides opportunities for students to develop their knowledge of child development through the exploration of three topics of study exploring how children grow, what equipment might be needed to support them on their journey to adulthood and explore developmental norms and the importance of play.

Assessment

Unit 1: Health and well-being for child development

Written paper OCR-set and marked (80 marks)

Unit 2: Understand the equipment and nutritional needs of children from birth to five years

Centre-assessed tasks OCR-moderated (60 marks)

Unit 3: Understand the development of a child from birth to five years

Centre-assessed tasks OCR-moderated (60 marks)

Who should choose this course?

Anyone with an interest in child development

What qualification will I get?

A Level 2 Cambridge National Certificate

Future Pathways & Careers

Useful for further study in Child Development/Child Care

- Nursing
- Medicine
- Teaching
- Early Years Practitioner
- Nursery Nurse
- Social worker

Creative iMedia

OCR Cambridge National

Ms A Ashworth : Subject Leader



"The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent." Malcolm X

Why study Creative iMedia?

This course focuses on developing a strong understanding of what the media is, and how it impacts on life today. The media is a huge influence on all our lives, and having a good understanding of what it is will help you to become confident citizens of the 21st Century digital era. The course is varied, and provides opportunities for you to develop practical ICT skills in a range of different media.

Course Content

As well as studying the theoretical side of the media, you will create practical digital media products. These may include graphics, websites, game concepts/design, animation, sound, photography or video. Pupils will learn the processes involved in pre-production, such as work schedules, research, planning, budgeting and legislation, before developing their own media products. There will be opportunities to try out different types of media production and the practical projects will allow you to develop and express your creative, as well as your technical skills.

Assessment

R093 Mandatory exam 1 hour 30 minutes duration.	40%
R094 Mandatory unit, internally marked and moderated by OCR. Approximately 10–12 hours.	25%
R095 to R099 One optional unit, internally marked and moderated by OCR. Approximately 12–15 hours.	35%

Who should choose this course?

This course is great for those interested in gaining practical skill in media production. If you think you would be interested in a subject that has a large creative component, where you will be designing and then creating your own projects, then this would be a good course for you.

What qualification will I get?

A Cambridge National qualification that is equivalent to one GCSE.

Future Pathways & Careers

A great stepping stone to A Level Media Studies, so vocational courses such as BTEC or Cambridge Technicals.

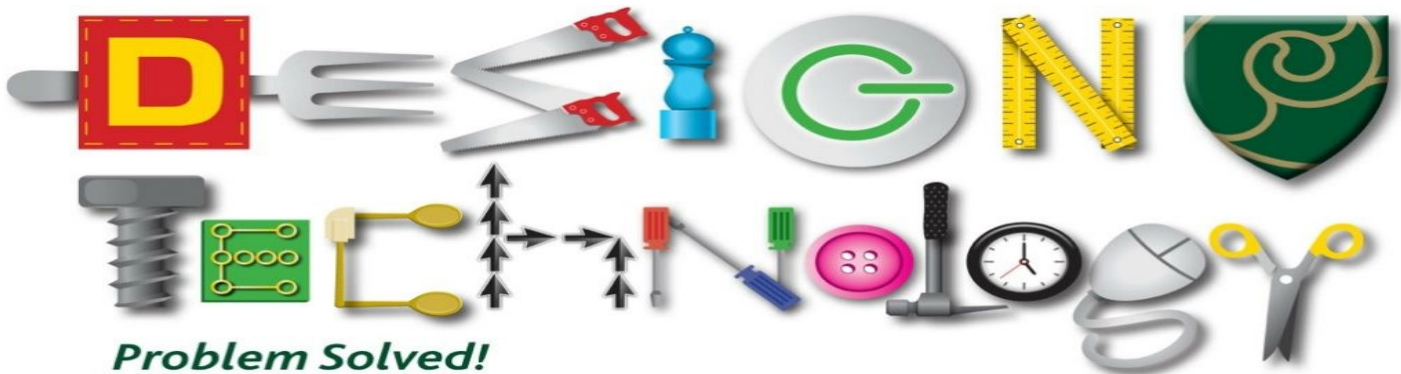
Degree pathways or careers in:

- Media
- Advertising
- Business
- Film and TV Production
- Radio
- Web development
- Graphic Design
- Photography
- Animation

Design & Technology

GCSE

Mrs K Langley : Subject Leader



‘Design and Technology should be the subject where mathematical brainboxes and Science whizz kids turn their bright ideas into useful products’

James Dyson

‘Design is a funny word. Some people think design is how it looks. But of course, if you digger deeper , it’s really how it works’

Steve Jobs

Why study Design and Technology?

Design and Technology brings together many different disciplines within the creative sphere. Maths, Science, Engineering, Art, graphics, design and creativity all come together to design and make stunning products. Pushing your own boundaries and setting yourself a creative challenge is what this subject is all about. If you are creative and enjoy practical ways of learning then this subject is for you. Sketching, drawing, using wood, metals and plastics and other materials available will allow you to take control of your own creativity and design. The way in which we learn in design is by trying out our ideas and making them work. It’s not always easy, but the challenge is satisfying and different to the challenges found in other subjects. It is hands on and practical, supported with theoretical concepts to underpin the knowledge and understanding. Oh and by the way, it’s great fun!

Course Content

The students will begin Year 10 working on a range of small activities designed to develop, challenge and build their skills and confidence in a range of materials. They will become confident and competent in all of the designing and making skills in readiness for their final GCSE piece of coursework. As they are involved in the design element they will also be able to work in disciplines that appeal to them, so lots of flexibility.

Assessment

There are two parts to the assessment process; the examination and the Non-Examined Assessment. Further details are below.

Design and make task (NEA):

A substantial design and make task over 30-35 hours

50% of the GCSE

3 contexts set by the exam board, but students able to choose.

External exam

Sections A, B and C (multiple choice, (20 Marks) short answer questions (30 Marks), one extended design element (50 Marks))

50% of GCSE

Who should choose this course?

Those who want:

- To learn in a different way
- To be creative
- To be hands on
- To open up career opportunities (significant shortages currently in Engineering and the trades)
- To keep their careers open as you aren't sure what you want to do (and that's fine at this stage in your education)

What qualification will I get?

You will get a GCSE in Design and Technology through AQA

Future Pathways & Careers

Essential for A level Product design

Recommended for:-

- Engineering: aeronautical, mechanical, electrical, agricultural, electronic, computer
- Art and Design A level, T Level and BTEC courses at colleges locally, Preston's college, Lancaster and Morecambe College, Cardinal Newman
- Ideal for those thinking about apprenticeships in Engineering and manufacturing
- Working within trades; plumbing, construction, joinery
- Students keen to apply for university
- Graphic design, Jewellery Design, fashion design, interior design
- Garden and landscape design

Hospitality & Catering

Level 1/2 Technical Award

Mrs K Langley : Subject Leader



“Cooking with kids is not just about ingredients, recipes, and cooking. It’s about harnessing imagination, empowerment, and creativity.”

GUY FIERI

Why study Hospitality and Catering ?

Following this satisfying, and meaningful course will encourage students to gain an insight into the hospitality and catering sector. With their design work and dish ideas, the pupils are to be encouraged to be innovative and creative. The course will give students the chance to pick up new abilities and deepen their grasp of a life skill that they will always carry with them and require. It will encourage students' independence, provide them the freedom to take risks, and help them grow as people. Students will be able to balance their studies and gain a deeper level of knowledge and comprehension in both a practical and written environment. Students will be challenged by this course and encouraged to reach their full potential while having fun.

Course Content

This award provide learners with opportunity to study a vocational subjects alongside GCSEs as part of a broad programme of study. The course provides opportunities for pupils to develop their practical skills, a range of keys skills and their capacity for imaginative, innovative thinking, creativity and independence.

Through unit 1 learners will gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. While unit 2 will enable learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes and they will also learn how to review their work effectively.

Music

GCSE

Mrs J Crow : Subject Leader



‘Where words fail, music speaks’

Hans Christian Anderson

Why study Music?

Music is all around us and part of our everyday life experience. Music is recognised by universities and employers as a subject that requires creativity, team work and academic study and so is well respected as a GCSE choice. The study of music allows you to develop your own musicianship while learning about the music composed by others. You will spend your time playing your chosen instrument, creating your own music and exploring composition techniques.

Course Content

The syllabus provides opportunities for students to develop their skills across the core areas of performing, composing and listening/appraising. Teaching is focused on 8 set works that are chosen by the exam board and range from works by Queen to Beethoven, Purcell to John Williams– there really is something that everyone will enjoy listening to. In performing lessons, you will work on your own instrument or use your voice and have opportunities to play together in class and in concerts and events. Composition work allows you to use Sibelius software to create and develop your ideas and to work in any style that you choose.

Assessment

Component 1 : Performing - students will perform and record a variety of pieces throughout the course. One SOLO PERFORMANCE (15%) and one ENSEMBLE PERFORMANCE (15%) will be submitted to the exam board at the end of the two years. The expected level of instrumental skill for candidates is grade 4 at ABRSM or Rock School standard by the end of the course

Assessment - 30% of the overall mark (Internally Assessed and Externally Moderated)

Component 2 : Composing - students will learn a variety of compositional and arranging techniques. Two COMPOSITIONS each worth (15%) will be submitted to the exam board, one to a brief set by the board at the start of year 11, and one to a brief chosen by the student.

Assessment - 30% of the overall mark (Internally Assessed and Externally Moderated)

Component 3 : Appraising - students will develop their listening and appraising skills through the study of music across a variety of genres and styles. This unit is assessed in a listening examination at the end of Y11. The content for this unit is grouped into 4 distinct Areas of Study (AOS) each comprising two set works.

Assessment - 40% of the overall mark (Externally Marked Exam)

Who should choose this course?

Anyone who enjoys Music! If you play an instrument or sing well then you can do very well at this course.

What qualification will I get?

A GCSE qualification which is highly regarded by further education providers and employers

Future Pathways & Careers

Essential for A level Music

- Performing
- Teaching
- Theatre Management
- Arts Management
- Sound Engineering

Performing Arts

Eduqas Level 2 Technical Award

Mrs J Crow : Subject Leader



‘The performing arts tend to unify people in a way nothing else does’

David Rubenstein

Why study Performing Arts?

The study of the performing arts provides you with an opportunity to build on your existing skills whilst developing new ones. It gives you the opportunity to work in groups or alone and to learn how to develop performances (music or drama) from page to stage. Studying the performing arts is a great way to build your confidence and provides an outlet for self-expression.

Course Content

This course is ideal for students with an interest in music and drama who wish to combine their study rather than studying individual disciplines. You will be able to develop your confidence as a performer (musician or actor) and explore the professional world of the performing artists by learning how to work to a brief.

Assessment

All work undertaken must be in one of four performance disciplines: Music, Drama, Musical Theatre or Music Technology.

Unit 1: Performing- Students work with an existing piece of music, theatre or dance to create a performance.

Internally assessed– 60 marks

Unit 2: Creating– Students create an original performance. For this unit, students are also able to explore aspects of technical theatre such as costume design, lighting or sound design.

Internally assessed– 60 marks

Unit 3: Performing Arts In Practice– Students develop their understanding of how the professional performing arts world works by responding to a brief set by the exam board.

Externally assessed– 80 marks

Who should choose this course?

Anyone with an interest in music and drama who wishes to combine both into one option

What qualification will I get?

A Level 2 Technical Award in Performing Arts

Future Pathways & Careers

Required for further study in Performing Arts

- Actor
- Musician
- Musical Theatre performer
- Theatre Producer
- Arts Manager
- Theatre Manager
- Choreographer

Performing Arts Drama



BTec

Mrs J Crow : Subject Leader Creative Arts

Mrs E Kinlock: Principal Teacher



‘Drama aids self-discovery like nothing else’

Rory Kinnear

Why study Performing Arts- Drama?

Drama is a subject which allows you to develop your ability to express yourself. You will have opportunities to perform in class and in front of audiences, helping you to grow in confidence as a performer. Studying drama will help you to develop your own voice and know how to share it!

Course Content

The syllabus provides opportunities for students to develop their dramatic skills by exploring the work of a range of theatre practitioners. You will explore set plays and create performances of them, and have the opportunity to create brand new, original pieces of drama. You will have the opportunity to explore dramatic techniques and learn more about how theatre comes together.

Assessment

Component 1 - Exploring the Performing Arts

This unit will help students to understand the requirements of being a professional actor. They will develop knowledge and understanding of a range of performance styles and disciplines. Students will look at elements such as roles, responsibilities and the application of skills as well as studying the work of different practitioners and the process of creating performance work.

This is an internally assessed unit - 30%

Component 2 - Developing Skills & Techniques in the Performing Arts

This unit will continue to develop students skills and techniques as an actor through the process of putting a performance together. Students will work from existing scripts to reproduce the work in performance. Throughout this process, they will continually review their progress and consider how to make improvements.

This is an internally assessed unit - 30%

Component 3 - Performing to a Brief

In this unit students will be given the opportunity to create a workshop performance in response to a given brief and stimulus.

This is an externally assessed unit - 40%

Who should choose this course?

Anyone who enjoys their Drama lessons.

What qualification will I get?

A BTEC Qualification

Future Pathways & Careers

Required for further study in Drama

- Actor
- Teacher
- Director
- Theatre Manager
- Lawyer– or any role where you need to speak with confidence

Physical Education

GCSE

Mrs K Rainbow : Subject Leader



I never lose. I either win or learn.

Nelson Mandela

Why study Physical Education?

The course will appeal to you if you have a keen interest in sport, and play competitively inside and outside of school.

This course develops knowledge and understanding about key aspects in sport, the benefits and impact of sport and exercise and how to further improve your own performance.

Course Content

The syllabus provides opportunities for students to develop an awareness and scientific approach to physical activity looking at the way to body moves and functions. Students will study psychology factors and analyse contemporary issues in sport. Alongside this we will take a more sensitive approach to the sociological aspects that impact participation in sport. A range of skills will also be developed in order to improve student's own sporting performances in three chosen sports.

Assessment

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes, 36% of the qualification, 90 marks

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes, 24% of the qualification, 70 marks

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated

30% of the qualification, 105 marks (35 marks per activity)

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated

10% of the qualification, 20 marks

Who should choose this course?

Those who have an interest in PE and play sport regularly outside of school in a competitive environment.

What qualification will I get?

A GCSE

Future Pathways & Careers

Essential for A level PE

- Sports Science
- Sports psychologist
- Sports coaching
- Physiotherapist
- PE teaching
- Public Services
- Officiating

Religious Education

GCSE

Miss N Hockey : Subject Leader



‘RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning’.

GCSE Student

Why study Religious Education?

Religious education is important because like every other subject, it provides a particular set of materials through which pupils come to understand important things about the world, and themselves. It is the study of religion and beliefs and it stands in the curriculum as a set of ideas and practices which have shaped and continue to shape our world. The business of religious education is an exploration of the influence of religions and beliefs on individuals, culture, behaviour and national life.

Course content

This GCSE covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

Assessment

Component 1: The study of religions: beliefs, teachings and practices

Beliefs, teachings and practices.

of two from: • Buddhism • Christianity • Catholic Christianity • Hinduism • Islam • Judaism • Sikhism. Christianity and Catholic Christianity is a prohibited combination.

1 hour and 45 minutes written exam

Component 2: Thematic studies

Either four religious, philosophical and ethical studies themes or two religious, philosophical and ethical studies themes and two textual studies themes.

1 hour and 45 minutes written exam

Who should choose this course?

To be successful in this GCSE, you will need to be able to discuss and evaluate key issues, including contemporary moral issues such as the death penalty.

Religious Studies is a literacy based subject. Therefore, students also need to be competent in extended writing and be keen to learn new subject-specific terminology.

What qualification will I get?

A GCSE

Future Pathways & Careers

- Politics
- Civil service
- Journalism
- Media
- Charity sector
- Law
- Nursing



Sports Studies

OCR Cambridge National

Mrs K Rainbows : Subject Leader



“What you put into it, is what you get out of it..”

Mo Farah

Why study Sports Studies?

Anyone who has a genuine interest in Sport and Physical Activity. Students should be participating in physical activity outside of school. On this course they will improve their leadership, communication, strategic thinking and planning as well as increasing their knowledge about sport, physical activity and leisure. This award will not only provide a pathway to access to further education but will also help develop many skills that will be valued in the work place

Course Content

R184: Contemporary Issues in sport— topical and contemporary issues in sport, learning about issues which affect participation in sport. Develop knowledge about ethical behaviour in sporting events. Understand the role of governing bodies.

R185: Performance and Leadership in Sports Activities—understanding key components of performance. Organising, planning and leading a sporting activity.

R187: Increasing Awareness of Outdoor and Adventurous Activities—developing a knowledge of provision for outdoor activities. For example, safety aspects . Complete a mandatory outdoor adventurous activity session.

Assessment

R184: Contemporary Issues in sport (40%)

1 hour and 15 minutes written examination. 70 marks.

R185: Performance and Leadership in Sports Activities (40%)

Assignment based. 80 marks.

R187: Increasing Awareness of Outdoor and Adventurous Activities (20%)

Assignment based. 40 marks.

Who should choose this course?

Anyone who enjoys PE and takes part in sport.

What qualification will I get?

Technical Award (OCR Level 1/Level 2 Cambridge National)

Future Pathways & Careers

- A level PE
- Apprenticeships (exercise, physical activity, sport and health sector)
- Cambridge Nationals (Level 2/3)