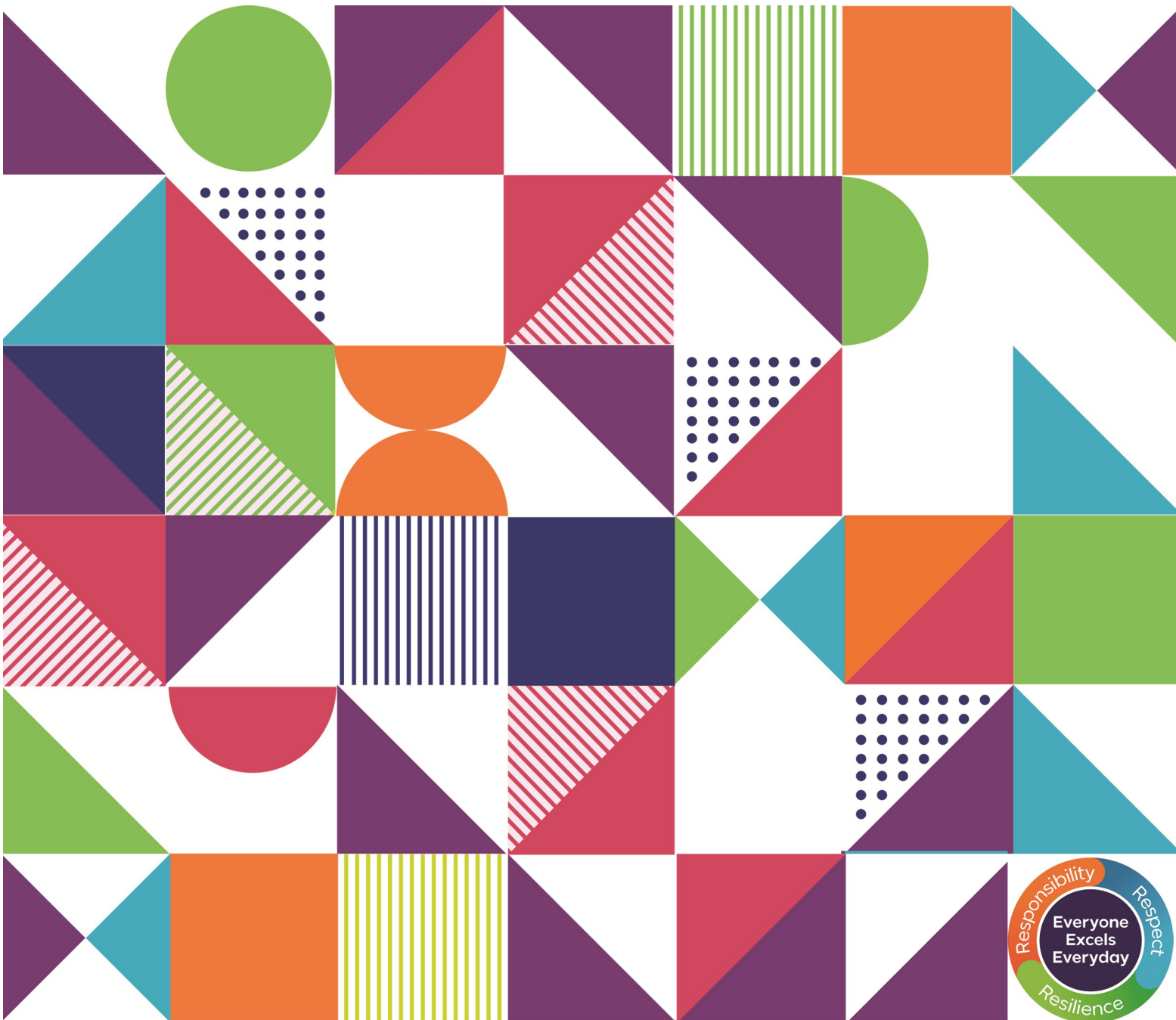




# COURSE SELECTION

## 2024 - 2026

### HANDBOOK



"EVERYONE EXCELS EVERYDAY"



# FOREWORD

This booklet provides information on the option choices available and the core subjects to be taken in Year 10 from September 2024.

## INTRODUCTION FOR STUDENTS

As a student at Hollingworth Academy you have reached an important time in your education. As your assembly has detailed, it is very important to remember that the choices you make will now influence your future career or university course options.

Although this may seem like a big decision, Hollingworth will offer you plenty of advice and support to help you make the right choices.

You should read this booklet carefully and be prepared to ask your teachers questions about what your possible subject options involve.

## INTRODUCTION FOR PARENTS/CARERS

Hollingworth Academy works with students to ensure that their education supports their future ambitions. Our options process is an important part of this, and we work with you to fully involve you during this decision making process.

This booklet provides initial and important information about the options process, including about how we make recommendations regarding options choices that students should undertake. During the Information, Advice and Guidance (IAG) Evening you are given more information about those options and what they involve, and a chance to visit subject Heads of department and subject teachers to ask questions and gain more detailed information.

# WORLD CLASS EDUCATION

HOLLINGWORTH ACADEMY HAS A SIMPLE VISION; **'EVERYONE EXCELS EVERYDAY'**.

The vision we have for our academy is that we excel in providing a World Class education where all students make outstanding progress which:

- Fosters proactive engagement with memorable experiences.
- Nurtures them to develop social attitudes and behaviours founded upon the values of **RESPECT, RESPONSIBILITY, and RESILIENCE**.
- Enables them to be thriving, positive and influential members of any inclusive, successful community.



We are committed to supporting each individual student whilst at the same time providing academic breadth through the wide diversity of courses available at Key Stage 4.

Mr B Larkin  
Assistant Headteacher

# CONTENTS



Page No.

Choices Events Programme

5

Making Choices

6

The Key Stage 4 Curriculum

7

Section One – Core Subjects

8 to 13

Section Two – Foundation Subjects GCSE

14 to 32

Important Points to Consider

33

CEIAG & Xello

34

Inspiring IAG Award & Careers

35

Floor Maps & Notes

36 to 39

# YEAR 9 CHOICES PROGRAMME 2024 - 2026

EVENT	DETAILS	DATE
Launch of Year 9 Choices Programme	Year 9 assembly during tutor time.	Wednesday 10 <sup>th</sup> January 2024
Options Evening Parent Letter	A letter inviting parents to the Options Evening Event due to take place on Thursday 18th January.	Wednesday 10th January 2024
Options Evening Booking Opens	Parents will be asked to sign up to attend our Options Evening parental event on WisePAY.	Booking Opens - Thursday 11th January 2024. Booking Closes - Thursday 18th January 2024
Year 9 GCSE Options Information Evening	Parents' Evening event to guide parents/carers through the Choices Event Programme.	Thursday 18th January 2024
Course Selection Handbook 2024 - 2026	Distribution of the Course Selection Handbook 2024-2026 will be done during the Year 9 GCSE Options Evening.	Thursday 18th January 2024
Distribution of Choices Selection 2024-2026 forms	All forms to be distributed via Google Classrooms and completed online.	Friday 19th January 2024
Choices Selection 2024-2026 form returns	Choices Selection Forms to be returned via Google Classroom.	Friday 2nd February 2024
Individual Student Interviews	Individual student interviews will take place with Mr Larkin, Miss Hobbs and other members of the Senior Leadership Team to determine suitability of subject combinations.	Week commencing Monday 26th February 2024
Email sent home with choices confirmation.	An email will be sent home with the details of each student's choices confirmed for the next academic year.	Friday 24th May 2024
<p>The Careers Advisor, Lynsey Lovelock, is in school every Tuesday and Thursday.  <i>This occasionally may be subject to change.</i>            Students can request appointments by emailing: <a href="mailto:careers@hollingworthacademy.co.uk">careers@hollingworthacademy.co.uk</a></p>		

# MAKING CHOICES



During Key Stage 4 students will have a twenty-five period timetable. The Core subjects of English, Mathematics, Science and PE will take up 16 hours each week. The remaining nine hours will be taken up by their three chosen Foundation subjects, each having three hours per week. At least one of their choices must be History or Geography.

Students will make four choices and they must be selected in order of preference. Their fourth choice will be used as a backup subject where we can't accommodate a student's first three preferences. A subject will be withdrawn if only a small number of students choose it. Whilst every effort is made to provide students with their first three choices there will be times where this is not possible.

Students must return their Year 9 Choices Selection 2024 – 2026 Form via Google Classroom by Friday 2<sup>nd</sup> February 2024. The form will be available from Friday 19<sup>th</sup> January 2024.

Please be assured that any concerns relating to subject choices will be discussed with students and their parents or carers by Mr Larkin, Miss Hobbs or other members of the Senior Leadership Team.

## **A student is most successful in their chosen Foundation Subjects if they:**

- Choose subjects they enjoy.
- Believe and have confidence they will gain success in the subject.
- Understand how the subject will help them to achieve post-16 goals.
- Have an excellent attitude to learning in the subjects they want to choose.
- Opted for subjects that best fits their ability and interest.
- Considered the balance of learning activities within the subjects they have chosen.

## **A student should not make any decisions until they have:**

- Read all the information in this handbook.
- Listened to the KS4 Course Information from the teachers during Options Evening.
- Listened to the Positive Steps advisor.
- Talked to their parents.

## **A student should not choose a subject because:**

- They think it is easy (*none of the courses are easy*).
- They like the teacher in that subject (*it is likely they won't be taught by that teacher*).
- Their best friend has chosen it (*their friends might be in a different teaching group*).

**Remember:** A balanced choice of subjects is the best approach.

A balanced choice will give students a range of experiences.

A balanced choice will be more helpful to students in the future.

*Please note your child cannot study a combination of Art and Design and Photography.*



# KEY STAGE 4 CURRICULUM

The National Curriculum is made up of the Core and Foundation subjects.

Every student must study the Core subjects.

Students are asked to choose three Foundation subjects that they wish to study. They will also choose a reserve or back-up subject.

## CORE SUBJECTS

- English
- Mathematics
- Combined Science
- Physical Education
- RISE

## FOUNDATION SUBJECTS

- Art & Design
- Constructing the Built Environment
- Dance
- Design & Technology
- Digital Information Technology
- Drama
- Engineering
- Enterprise
- Food Preparation & Nutrition
- Geography
- Health and Social Care
- History
- Music
- Photography
- Physical Education: Sports
- Religious Studies
- Spanish
- Triple Science (Biology, Chemistry, Physics)

## How the timetable is structured:

There are twenty-five lessons every week:

- \* 16 lessons are allocated to the Core subjects.
- \* 9 lessons are allocated to 3 chosen Foundation subjects.

At least one of their chosen Foundation subjects **MUST** be History or Geography.



# SECTION 1 – CORE SUBJECTS



- English
- Mathematics
- Combined Science
- Physical Education
- **RISE Curriculum** (*PSHCRE: Personal, Health, Citizenship and Religious Education*)



## ADDITIONAL INFORMATION:

- Careers
- The Futures Hub



# ENGLISH LANGUAGE AND ENGLISH LITERATURE



**FACULTY:** English Language & English Literature

**CONTACT:** Mr J Rogers

**NAME OF COURSE:** AQA GCSE English Language (8700)  
AQA GCSE English Literature (8702)

**QUALIFICATION RECEIVED:** Two GCSEs

**ASSESSMENT:** 100% examination

## ENGLISH LANGUAGE

**Paper One:** Explorations in Creative Reading and Writing 50%

**Paper Two:** Writers' Viewpoints and Perspective 50%

## ENGLISH LITERATURE

**Paper One:** Shakespeare and the 19<sup>th</sup> Century Novel 40%

**Paper Two:** Modern Texts and Poetry 60%

**CONTENT OVERVIEW:** All students will be preparing for their English Language and English Literature GCSEs. The Programmes of Study for both GCSEs are designed to embed the knowledge and skills necessary for success in the examinations at the end of the course.

Hard work, dedication to independent revision, and good attendance will be essential to ensure that students achieve their best possible GCSE grades. Wider reading, particularly of non-fiction texts, will benefit students in their English Language and English Literature GCSEs.

## SKILLS DEVELOPED:

English Language:

- Reading and understanding the conventions of a range of written texts (fiction and non-fiction).
- Inference and deduction.
- Analysis of writing features (including vocabulary, punctuation, structural features, etc.)
- Using written language accurately, appropriately and for effect.

The Literature GCSE will involve the close study of:

- Poetry.
- Shakespeare.
- Pre-1914 prose.
- Modern drama.

**CAREER AND EDUCATIONAL PATHWAYS:** Students who study English Language and Literature find opportunities with many different employers. Public and private sector organisations such as the National Health Service (NHS), educational institutions, local and national government, financial and legal firms rely on the skills that are acquired from the study of English.

Careers include the following: a Lawyer, a Teacher, a Journalist, an Animator, Stage Production, Digital Copy Writer, Editor, Marketing Executive, Web Content Manager and many more.

**OTHER INFORMATION:** This is an EBacc subject.





**FACULTY:** Mathematics

**CONTACT:** Mrs K McBride

**NAME OF COURSE:** Pearson Edexcel Level 1/Level 2 GCSE in Mathematics (1MA1)

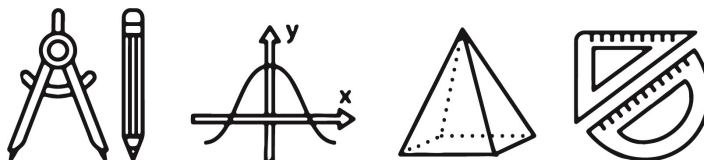
**QUALIFICATION RECEIVED:** GCSE

**ASSESSMENT:** Three written papers – each paper will be out of 80 marks and worth 33.33%.  
Paper One – calculator not allowed.  
Paper Two & Three – calculator allowed.  
Students are given one hour and 30 minutes to complete each paper.

**CONTENT OVERVIEW:** The new curriculum for GCSE Mathematics has incorporated significant changes. The volume and difficulty of the content being covered has increased along with more emphasis being placed on problem solving and mathematical reasoning. To accommodate the increased challenge, a new grading structure has been put in place with a system of 1-9 replacing the old G-A\*. This means that the knowledge and skills required to achieve what is considered the benchmark by the government is greater, and there is now a grade above the A\* which was considered the highest grade in the previous GCSE.

Whilst retaining the majority of the topics in the previous curriculum, the new curriculum now includes several new topics, many of which being brought down from the A Level qualification. These include:

- Functions
- Set Notation
- Iterative Processes
- Quadratic Sequences
- Areas under graphs



Work to prepare for these changes has been ongoing for some time in the Mathematics department and we are very confident that the scheme of work being delivered fully prepares students for the new, more challenging curriculum.

This is an exciting time for the Mathematics department and our students, as the much-needed increase in challenge, along with more emphasis on developing problem solving and reasoning skills, can only serve to help our students beyond their time at Hollingworth along whichever pathway they choose.

**SKILLS DEVELOPED:** Mathematics develops and nurtures skills that students will come to rely on in any future career, even if they are not aware of it. The need to think about and solve problems with a logical approach goes well beyond careers that openly use Mathematics. Having a GCSE in Mathematics demonstrates that they have the resilience and perseverance to identify a problem, explore, and call upon various methods to reach a logical solution.

**CAREER AND EDUCATIONAL PATHWAYS:** The most common career paths in Mathematics tend to be in Engineering, Finance, Accountancy and Computing to name a few. However, Mathematics is a 'facilitator' subject at A Level, meaning it is highly valued by universities when applying for degrees. In fact, some degrees will require qualifications in Mathematics even though a student may think the degree they want to do has nothing to do with Mathematics. In short, Mathematics can only serve to increase their career and further educational pathways. This is a compulsory subject, which means their grade will be comparable with every other prospective applicant for a job or course. Therefore, the better the grade a student can achieve, the better their prospects.

**OTHER INFORMATION:** This is an EBacc subject.



**FACULTY:** Science

**CONTACT:** Mr P Bremner

**NAME OF COURSE:** AQA GCSE Combined Science:  
Trilogy (8464)

**QUALIFICATION RECEIVED:** Two GCSEs

**ASSESSMENT:** Written papers 100%

**CONTENT OVERVIEW:** Combined Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity.

The combined award in Science will enable students to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them.

**SKILLS DEVELOPED:** Throughout, students will develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments.

Students will also develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

**CAREER AND EDUCATIONAL PATHWAYS:** There are many options available to students with GCSE Combined Science. GCSE Science grades allow students to access both academic qualifications in Science such as A Levels, as well as a wide range of vocational courses; health related careers; forensic sciences; engineering, and many more. Students may choose to study for further qualifications in Science or simply use their qualification to access other courses.

**OTHER INFORMATION:** This is an EBacc subject.





All students will be involved in Physical Education for one period each week and will have the opportunity to participate in a variety of activities. Students will continue to be offered extra opportunities to develop their skills by joining school teams and clubs.

**CONTACT:** Mr S Mannion



## ADDITIONAL INFORMATION

### CAREERS

Help and advice is available for all students regarding career opportunities to help them prepare for the future. All students complete Career Education units of work as part of the PSHCRE programme, learning key skills that are important for employment or training. The academy has a well resourced careers library and IT resources (web based). In addition to this, students also have individual and group appointments with our Positive Steps advisor. Other events include careers interviews, visitors from post-16 establishments and the Careers Fair.

**CONTACT:** Mrs C Calveley



RISE covers many life issues that students face during childhood, adolescence and into adult life. It equips students with knowledge about themselves, their bodies, health and how to successfully manage risk. They will cover the statutory requirements for Relationship and Sex Education (RSE) and Health education. RISE aims to encourage the skills and attitudes needed to help students prepare for different stages of their lives, for example, how we make decisions; self-awareness; self-esteem; problem solving; and resisting peer pressure. RISE can enrich students' lives by making them feel positive about themselves, informing them how to enjoy a healthy lifestyle, feel safe and responsible. It will help build knowledge, confidence and self-esteem, as well as helping them take responsibility for themselves, their choices and behaviour. They also become aware of what is meant by cultural diversity, group identity and the values of a democracy.

The curriculum is thematic and there are three themes all students simultaneously study: Health and Wellbeing, Relationships and Sex Education and Living in the Wider World.

## HEALTH AND WELLBEING

"Big Questions" in KS4:

- Why is it important to take care of my health in adult life?
- Why is there a stigma surrounding mental health?
- How effective is meditation when dealing with exam stress?

## RELATIONSHIPS AND SEX EDUCATION

"Big Questions" in KS4:

- Why is safe sex important?
- What are the negative effects of pornography?

## LIVING IN THE WIDER WORLD

"Big Questions" in KS4:

- How do Human Rights influence UK law?
- What does it mean to be radicalised?

RISE lessons will be delivered during an extended tutor time once a week.

**CONTACT:** Mrs S Walmsley



**THIS COMPLETES THE SECTION ABOUT CORE SUBJECTS**

## SECTION 2 – FOUNDATION SUBJECTS



- Art & Design
- Constructing the Built Environment
- Dance
- Design & Technology
- Digital Information Technology
- Drama
- Engineering
- Enterprise
- Food Preparation and Nutrition
- Geography
- Health & Social Care
- History
- Music
- Photography
- Physical Education: Sports
- Religious Studies
- Spanish
- Triple Science

# ART AND DESIGN



FACULTY: Creative Art

CONTACT: Ms J Dawson

NAME OF COURSE: AQA GCSE Art & Design (8201)

QUALIFICATION RECEIVED: GCSE

ASSESSMENT: Portfolio 60%  
: Controlled Test 40%



**CONTENT OVERVIEW:** Students will follow an exciting course of study working in 2 and 3 dimensions. The creative projects students undertake will allow them to experiment with a wide range of ideas, materials, processes and techniques.

**SKILLS DEVELOPED:** These include drawing, painting, printmaking, Photoshop, 3D sculpture, mixed media and textiles. Projects are based around their own interests and ideas and they will be expected to work independently. Students will complete three coursework projects and a sketchbook will accompany each project.

## CAREER AND EDUCATIONAL PATHWAYS:

- Advertising
- Illustration
- Photography
- Product Design
- Printmaking
- Typography
- Web/Game Design
- Animation
- Packaging
- Architecture
- Promotional Materials
- Fine Art

**OTHER INFORMATION:** Art and Design is a popular subject and has an excellent reputation and record of successful results. The creative industries play a significant role in the UK economy and workforce.



# CONSTRUCTING THE BUILT ENVIRONMENT



**FACULTY:** Vocational Studies

**CONTACT:** Mr K Smith

**NAME OF COURSE:** Constructing the Built Environment Level 1/2

**QUALIFICATION RECEIVED:** Eduqas Level 1/2 Vocational Award in Constructing the Built Environment

**ASSESSMENT:** Coursework 60%  
: Examination 40%

**CONTENT OVERVIEW:** The construction industry employs over 3 million people in the UK alone and offers a diverse range of employment opportunities. Careers are available in all phases of the construction process, including initial ideas and designs, building, and the ongoing planning and maintenance of structures.

The Level 1/2 Award in Constructing the Built Environment is designed to support students to develop an awareness of the different professions within the construction industry and the environment that they work in. It provides students with a broad introduction to the different trades involved in the sector and the types of career opportunities available.

This is a two-year course (120 GLH). Students are to complete three units that are graded Pass, Merit and Distinction.

- **UNIT ONE:** Introduction to the Built Environment (exam).
- **UNIT THREE:** Constructing the Built Environment.

**SKILLS DEVELOPED:** Besides the knowledge students gain through studying Construction, this course prepares students to enter employment in the construction sector or to progress to further education. The course helps to develop skills such as: independent learning, logical thinking, problem solving, working as a team, research, ICT skills and planning; which is directly relevant to the changing needs of the profession.

**CAREER AND EDUCATIONAL PATHWAYS:** Building Trades • Project Management • Architecture • Quantity Surveyor • Apprenticeships • Studying Civil Engineering or Construction Management at University • BTEC/City & Guilds Courses in: Brickwork, Plumbing, Electrics, Plastering, Tiling and Carpentry.

**ENTRY CRITERIA / SKILLS REQUIRED:** The desire to work hard to learn the specialist skill sets required for students contemplating a career within the construction industry. To be chosen via the Constructing the Built Environment selection process.





# DANCE



**FACULTY:** Performing Arts

**CONTACT:** Mrs J Thompson

**NAME OF COURSE:** Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

**QUALIFICATION RECEIVED:** BTEC Award in Performing Arts - Dance

**ASSESSMENT:** The course is made up of three components which all students will complete.

**Component 1 (30%):** Exploring the Performing Arts. You will develop and understand the requirements of being a dancer across a range of performance disciplines and performance styles. You will study professional practitioner's choreography.

**Component 2 (30%):** Developing Skills and Techniques in the Performing Arts. You will develop dance skills and techniques. You will take part in workshops to develop technical and expressive dance skills.

**Component 3 (40%):** Performing to a Brief. You will work as part of a team to create a dance performance in response to a given brief.

Assignments and units will be assessed using the grading system: Distinction\*, Distinction, Merit, Pass.

**CONTENT OVERVIEW:** Dance is a powerful and expressive subject that encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and students will study a range of dance styles. They can choose any style to perform and choreograph in, providing it meets the assessment criteria. The study of professional works will develop students' ability to critically appraise dances of different styles and cultural influences and provides a springboard for engaging practical tasks.

**SKILLS DEVELOPED:** Employers look for the following qualities: effective communication; team work; managing others; problem solving; analytical skills; flexibility and adaptability; decision making; independent judgment; time management; enquiry and research skills; imagination and creativity; IT skills; ability to relate issues to a wider context. Dance will give students the opportunity to develop **ALL** of these skills.

**CAREER AND EDUCATIONAL PATHWAYS:** As stated above, the skills dancers develop are transferable to all career pathways. However, Britain and the North West in particular, have globally significant cultural and creative industries that provide many career opportunities. Those that continue to study Dance beyond Hollingworth can find careers as, for example, Professional Dancers/Performers, Choreographers, Dance Teachers, Costume Designers, Makeup Artists, Theatre Technicians, Marketing, Arts Administrators, Dance Photographers, Physiotherapists, Yoga or Pilates Teachers, Aerobics or Zumba Teachers, Sports Massage Therapists.

**OTHER INFORMATION:** Dance, a largely practical course, suitable for those with vast or little experience. It is important for students to choose a balance of subjects, have subjects that they enjoy and can inspire and motivate them to do well in all their areas of study. In addition to helping students acquire subject knowledge, Dance promotes fitness, a healthy lifestyle, teamwork and creativity.





**FACULTY:** Design and Technology (D&T)

**CONTACT:** Ms V Smith

**NAME OF COURSE:** OCR GCSE Design & Technology (J310)

**QUALIFICATION RECEIVED:** GCSE

**ASSESSMENT:** Coursework 50%  
: Written Paper 50%

**CONTENT OVERVIEW:** Design and Technology is a creative and rewarding course that successfully blends both academic and hands on skills. During the course, students will apply their current and ongoing knowledge of STEM (Science, Technology, Engineering and Maths) to design, develop and manufacture a product that meets the demands of the coursework task. Alongside this, students will explore the principals of design, including CAD/CAM and design movements, ergonomics and human interaction, sustainability and the environment, scales of production and quality control amongst others.

**SKILLS DEVELOPED:** By studying Design and Technology, students will develop many transferable skills that can open up a world of opportunities for students who enter one of the creative industries. Design and Technology prepares young people to cope in a rapidly changing technological world. It will develop skills required to participate responsibly in home, school and community life (citizenship) and will enable students to think and intervene creatively to improve that world. Design and Technology develops students' ability to become autonomous, creative problem-solvers and supports students working as individuals and with others.

**CAREER AND EDUCATIONAL PATHWAYS:** There are many pathways available to students who have studied Design and Technology. The creative industries alone are worth a staggering £500 billion and hold 29% of the UK economy with three times more growth than any other sector. students may choose to continue their academic studies at A Level and university, whilst some may choose more vocational options and apprenticeships.

- Architecture
- Graphic Design
- CAD Technician
- Aeronautical Engineering
- Civil Engineering
- Construction
- Branding / Advertising
- Engineering
- Product Design
- Fashion Design
- Teaching
- Landscape Design

**OTHER INFORMATION:** The Coursework Task (50%) undertaken by the student involves the independent researching, designing, planning, manufacturing and testing of a single fully functional product or prototype. 2D and 3D software is used extensively throughout the course and students will gain experience in using a range of hand tools and equipment such as the laser cutter, 3D printers, CAM Router and other CNC (computer controlled) machines.





**FACULTY:** Information Technology and Computing      **CONTACT:** Mrs J Howard

**NAME OF COURSE:** Pearson Edexcel Level 1/2 BTEC Tech Awards:  
Digital Information Technology

**QUALIFICATION RECEIVED:** BTEC Tech Awards: Digital Information Technology (GCSE equivalent)

<b>ASSESSMENT:</b> Component One: User Interface	<i>Internal Assessment</i>
Component Two: Collecting, Presenting Data	<i>Internal Assessment</i>
Component Three: Effective Digital Practices	<i>External Assessment</i>

**SKILLS DEVELOPED:** The digital sector is a major source of employment in the UK. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The modern world expects digital skills to be as important as English and Mathematics. Having both technical skills and business understanding is the key to success. The BTEC qualification will allow students the opportunity to demonstrate knowledge, understanding and skills that they need to be successful in further education and employment.

This qualification will cover three areas of study:

**One: Exploring User Interface Design Principles and Project Planning Techniques**

Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

**Two: Collecting, Presenting and Interpreting Data**

Students will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

**Three: Effective Digital Working Practices**

Students will explore how organisations use digital systems and the wider implications associated with their use.

**EDUCATIONAL PATHWAYS IN:**

- A Levels.
- Level 3 BTEC in IT.
- A wide range of degree level opportunities at university.

**CAREERS AND OPPORTUNITIES IN:**

- |                             |                           |
|-----------------------------|---------------------------|
| • Data Handler              | • Software Engineering    |
| • Data Analyst              | • IT / Network Technician |
| • Project Planner           | • Teaching                |
| • User Interface Specialist |                           |





**FACULTY:** Performing Arts

**CONTACT:** Mrs R Kirkpatrick

**NAME OF COURSE:** Pearson Edexcel BTEC Level 2 Tech Award  
in Performing Arts (YPN49)

**QUALIFICATION RECEIVED:** BTEC Award in Performing Arts - Drama

<b>ASSESSMENT:</b> Component One: Exploring the Performing Arts	30%
: Component Two: Developing Skills and Techniques	30%
: Component Three: Performing to a Brief	40%

**CONTENT OVERVIEW:** The course represents a thorough and challenging experience for our students and features a wide range of opportunities to devise, create, research, analyse and, of course, perform drama to a variety of audiences. Students will encounter, explore and analyse theatre and film performances and the work of drama and theatre practitioners, from a range of styles, periods and idioms. They will get a taste of what it is like to be a professional actor, by monitoring and improving personal and performance skills. In addition, students will explore a range of published texts, develop their ability to devise drama in response to contemporary issues; and learn what it takes to mount a production for a public audience.

Drama is powerful because its unique balance of thought and feeling of theory and practical application. This makes learning exciting, challenging and relevant to real life concerns. It develops artistic skill and transferable skills for life. ***Students will need to have a positive 'can do' attitude and enjoy expressing themselves creatively and in performance.*** In return, they will experience a growth in personal qualities such as confidence, independence, literacy and deep thinking skills.

**SKILLS DEVELOPED:** Drama teaches skills that are life enhancing and vital for the 21<sup>st</sup> century workplace: effective communication; teamwork; problem solving; analytical skills; flexibility and adaptability; decision making; independent judgement; logical argument; enquiry and research skills; imagination and creativity; written, oral and visual literacy; and the ability to relate issues to a wider social, cultural or historical context.

**CAREER AND EDUCATIONAL PATHWAYS:** All post-16 colleges accept BTEC qualifications as part of their standard entry requirements of five good GCSE qualifications. This qualification also gives students the grounding they need to access further academic study in Performing Arts at A Level.

Drama can lead to any number of careers, both inside and outside of the creative industries. If students have aspirations to have a career outside of the arts, they can benefit from the many transferable skills which are prized by employers and universities. Students with an interest in the arts can benefit from the plentiful opportunities that exist nationally or in and around Manchester; which is internationally recognised as an important centre of art and culture.

So whether students want to work in Education, Law, Marketing and Sales, Hospitality, Management, Business, Social Welfare, Public Services, Advertising or any other career that involves working with people, or want to be an Actor, Director, Designer, Film-Maker, Writer, Broadcaster, Journalist or work in any creative field, then Drama is of benefit.





**FACULTY:** Engineering and Construction

**CONTACT:** Mr K Smith

**NAME OF COURSE:** EDUQAS Level 1-2 Award in Engineering

**QUALIFICATION RECEIVED:** EDUQAS BTEC Level 1/ Level 2 Award in Engineering

**ASSESSMENT:** Coursework       60%  
                  : Examination       40%

**CONTENT OVERVIEW:** EDUQAS Technical Award in Engineering is a course that the Engineering and Construction departments are delivering to Key Stage 4 students.

It is imperative in today's rapidly changing world for students to have access to as many skills as possible, in order to give them the best start within their future careers and education. The BTEC Tech Award in Engineering is a vocational course that gives students an insight into industrial processes and practices. Over the two-year period, students will gain knowledge and skills through completing three theory based and practical units, each comprising numerous activities and tasks, one of which is an externally marked controlled assessment. This course will create a solid foundation for the student to build upon after leaving school, whether they choose to proceed further in this area at college or decide to venture into the world of engineering.

**SKILLS DEVELOPED:** The Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which covers the following:

- Development of key engineering practical and technical skills, such as research, observation, measurement, making, using computer-aided design (CAD) and disassembly.
- Knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry.
- Knowledge of the stages involved in planning and implementing an engineering project.
- Knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

This Award complements the learning in other GCSE programmes, such as GCSE Design and Technology, by broadening the application of design and make tasks, working with an engineering brief, testing and evaluation.

#### **CAREER AND EDUCATIONAL PATHWAYS:**

- Vocational Courses and T Levels.
- Apprenticeships in Engineering.
- A wide range of degree level engineering opportunities at university.

#### **CAREERS OPPORTUNITIES IN:**

- Sheet Metal and Fabrication
- Welding
- Draughtsman
- Design Engineers
- Precision Engineering
- Teaching





FACULTY: Business

CONTACT: Mrs J Howard

NAME OF COURSE: Enterprise

QUALIFICATION RECEIVED: Pearson BTEC Tech Award Enterprise

**ASSESSMENT:**

Component	Component Title	GLH	Level	How assessed
1	Exploring Enterprises	36	1/2	Internal
2	Planning for and Pitching an Enterprise Activity		1/2	Internal
3	Promotion and Finance for Enterprise	48	1/2	External Synoptic

*Four grades at Level 2 – Pass, Merit, Distinction, Distinction\**

**CONTENT OVERVIEW:** Students experience the world of business every day through their use of technology and their role as consumers in society. It is vital that they learn about how business impacts on their lives and that we help them consider if running their own enterprise is a suitable option for them in the future.

Within the Enterprise curriculum, students will explore into the local, national and international business environment. Here they will consider what constitutes business success and the strategies that businesses of all sizes have to take to achieve it. Students will gain experience completing business plans and financial documents whilst also learning the importance of personal financial management – a concept we believe students benefit from extensively in later life.

**COMPONENT 1: Exploring Enterprises**

Students will examine different local enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

**COMPONENT 2: Planning for and Pitching an Enterprise Activity**

Students will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.

**COMPONENT 3: Promotion & Finance for Enterprise**

Students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Students will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

**CAREER AND EDUCATIONAL PATHWAYS:** There are many options available to students who take Business Studies. If they are particularly entrepreneurial, they might even consider starting up their own business. With further qualifications and training, they could also consider moving into the following areas: Management Consultancy; Trading; Teaching; Chartered Accountancy; Advertising; Investment Banking; Bank Management; Retail Buying and many more.

**OTHER INFORMATION:**

Useful websites to support your child’s learning:

[tutor2u.net](http://tutor2u.net)

[bbc.co.uk/bitesize/subjects/zpsvr82](http://bbc.co.uk/bitesize/subjects/zpsvr82)

<https://smallbusiness.co.uk/>



# FOOD PREPARATION AND NUTRITION



**FACULTY:** Food Technology

**CONTACT:** Mrs L Bibby

**NAME OF COURSE:** Eduqas GCSE in Food Preparation & Nutrition

**QUALIFICATION RECEIVED:** GCSE

**ASSESSMENT:** Students will complete two components of the GCSE and are required to work independently during practical and written assessments:

- **Component One: Principles of Food Preparation and Nutrition (50%).** This will consist of a written examination based on the six topics studied across Year 10 and Year 11.
- **Component Two: Food Preparation and Nutrition in Action (50%).** This will consist of two practical assessments including a three hour practical exam. Each assessment will make up a percentage of the overall grade.
- **Assessment One: Food Science Investigation (15%)**
  - \* An eight hour scientific food investigation to be carried out on a food commodity.
  - \* Students will produce a 1,500 – 2,000 word written report on research, planning, carrying out the task, analysis and evaluation.
- **Assessment Two: Food Preparation (35%)**
  - \* A twelve hour project on preparing, cooking and presenting a menu based on a specific dietary need, lifestyle choice or food topic.
  - \* Students will investigate the task and produce a fifteen page written report on research, menu planning, preparation, presentation of dishes and evaluation.
  - \* Students will carry out the task by completing a three hour practical exam.

*Students are responsible for providing their own ingredients for trial recipes and exams.*

**CONTENT OVERVIEW:** This course is designed to give students an opportunity to gain knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

Students will complete six topics focusing on:

- Food Commodities.
- Principles of Nutrition.
- Diet and Good Health.
- The Science of Food.
- Where Food Comes From.
- Cooking and Food Preparation.



**SKILLS DEVELOPED:** Students will complete a mixture of practical, experimental and theory lessons working individually or as part of a team. They will carry out a weekly technical recipe to develop their cooking skills and will be required to participate in all practical lessons providing ingredients when necessary.

**CAREER AND EDUCATIONAL PATHWAYS:**

- This course provides a suitable foundation for the study of WJEC Level 3 Food, Science and Nutrition.
- Further education of food related courses, training (e.g. modern apprenticeships) or full time career in the catering or food industries.

# GEOGRAPHY



**FACULTY:** Humanities    **CONTACT:** Mr M Edmondson

**NAME OF COURSE:** AQA GCSE Geography (8035)

**QUALIFICATION RECEIVED:** GCSE

**ASSESSMENT:** One Human Geography exam (35% of overall grade)  
 : One Physical Geography exam (35% of overall grade)  
 : One Issue Evaluation and Fieldwork exam (30% of overall grade)

**CONTENT OVERVIEW:** This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the interaction, both positive and negative, between the man-made and natural worlds. The course outline is shown below:

HUMAN GEOGRAPHY	
<b>Urban Issues</b>	Global population growth and megacities. Mumbai – slums, sanitation and poverty, urban planning. Manchester – industrial growth, deprivation, pollution, regeneration.
<b>Changing Economic World</b>	Economies in developing countries – e.g. Coca Cola in India, environmental impacts of development. Economy of the UK – the growth of the IT and science sectors, transport (e.g. High Speed 2), the North-South Divide, the European Union.
<b>Resources</b>	Consumption and management of food, water and energy in the UK. Global energy issues – energy insecurity, fossil fuels, renewable energy.
PHYSICAL GEOGRAPHY	
<b>Natural Hazards</b>	Plate tectonics, earthquakes, volcanoes and tsunamis in Haiti and Japan. Tropical storms – Typhoon Haiyan, Philippines. Climate change and extreme weather in the UK.
<b>Living World</b>	Malaysian rainforest – causes and impacts of deforestation, ecotourism. Svalbard, Norway—What are the characteristics of a cold environment, what are the opportunities and challenges and why do they need protecting.
<b>UK Physical Landscapes</b>	Coastal and glaciated landscapes - what are the key physical features of both, how are they used by people and how can they be managed.

**SKILLS DEVELOPED:** Throughout the course, students will be expected to develop their skills in map reading, statistics, written literacy, fieldwork collection and presentation. Additionally, we are delighted to run fieldwork opportunities with our GCSE students, for which students undertake one day of off-site; which is planned to be along the coastline in Cleveleys and Blackpool. The department also offers invitations for students to undertake optional international visits, we have previously visited Naples in Italy and are currently planning a visit to Iceland in 2025.

**CAREER AND EDUCATIONAL PATHWAYS:** There are many options available to geographers. Geography is widely studied in colleges and is deemed a 'facilitating subject' among Russell Group universities at A Level. Geography graduates often go into earth sciences, weather forecasting, international development, urban planning, travel and tourism, engineering, conservation and teaching. The skills students learn will be applicable to a wide number of careers.

**OTHER INFORMATION:** This is an EBacc Subject





**FACULTY:** Vocational Studies

**CONTACT:** Mr S Mannion

**NAME OF COURSE:** Health & Social Care

**QUALIFICATION RECEIVED:** Pearson Edexcel – BTEC Tech Award Level 1, Level 2 in Health & Social Care

**ASSESSMENT:**

Component	Component Title	GLH	Level	How assessed
1	Human Lifespan Development <b>(30% of course total)</b>	36	1/2	Internal
2	Health and Social Care Services and Values <b>(30% of course total)</b>	36	1/2	Internal
3	Health and Wellbeing <b>(40% of course total)</b>	48	1/2	Synoptic / External

*Four grades at level 2 – Pass, Merit, Distinction, Distinction\**

**CONTENT OVERVIEW:** About 3 million people work in health or social care. Health care roles include doctors, pharmacists, nurses, midwives and health care assistants, while social care roles include care assistants, occupational therapists, counsellors and administrative roles. Together they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise so they will continue to play a key role in UK society, and the demand for people to fill these vital jobs will increase.

**COMPONENT 1: Human Lifespan and Development**

Students will explore how individuals develop physically, emotionally, socially and intellectually over time and investigate how various factors, events and choices impact individuals’ growth and development.

**COMPONENT 2: Health and Social Care Services and Values**

Students will learn which health and social care services are available and identify why people might need to use these services. Students will look at the care values the sector has to make sure people get the care and protection they need.

**COMPONENT 3: Health and Wellbeing**

Students will explore the different factors that might influence health and wellbeing, identify key health indicators and how to interpret them. Students will create a health and wellbeing improvement plan for a person, which includes targets and recommendations of support services available.

**CAREER AND EDUCATIONAL PATHWAYS:**

Doctor • Pharmacist • Nurse • Midwife • Health Visitor • Health Care Assistant • Paramedic • Psychologist • Care Assistant • Counsellor • Social Worker • Community Development • Occupational Therapists • Administration.

**OTHER INFORMATION:**

Useful websites to support your child’s learning:

<https://www.mind.org.uk/information-support>

<https://www.learningdisabilitytoday.co.uk>

<https://www.healthcareers.nhs.uk/working-health/working-social-care>

<https://www.bbc.co.uk/programmes/b00790v0>

<https://www.healthsocialcarejobs.co.uk/>

# HISTORY



**FACULTY:** History

**CONTACT:** Mrs V Burke

**NAME OF COURSE:** AQA GCSE History (8145)

**QUALIFICATION RECEIVED:** GCSE



- ASSESSMENT: Paper One:**
- Understanding the Modern World: USA 1920-73. (50% of Overall Grade)
  - A Wider World Depth Study: Conflict and Tension between East & West 1945-72.
- Paper Two:**
- Shaping the Nation: Health & the People c1000 to the present day. (50% of Overall Grade)
  - A British Depth Study: Elizabethan England including the historic environment.

**CONTENT OVERVIEW:** History provides students with an understanding of how social, political and economic factors can determine nations' identities and the political conduct. Students can apply this learning to the current situation of the world around them. In GCSE paper one, we focus on the USA during a 50-year period of fast change and exciting development and its impact. In addition, analysing an overview of the Cold War period of wars and politics; how and why international conflict occurred. In GCSE paper two, we focus on how the history of Britain has been shaped, via the Elizabethan topic, the complexities of society are evaluated along with the connection of a community to its physical historic environment. In Health and the People, we evaluate the interplay of changes and continuity, such as war, treatment of diseases, surgeons and technological advances, sanitation, vaccinations, key figures and their impact, over a long sweep of time.

This GCSE provides an enriching curriculum that remains relevant to both local and global issues. History focuses on the way that nations make an impact on both our social identities and world conflicts, such as:

USA 1920-73:	Roaring 20s, Hollywood, Ku Klux Klan, Great Depression, Roosevelt, Rock n Roll, Martin Luther King, JFK, LBJ, Red scare & McCarthyism, Roe versus Wade.
East & West 1945-72:	Cold War Superpowers, N. Korea, NATO, Space-race, Arms-race, Berlin Wall, Cuban Missile Crisis, Vietnam, Czechoslovakia, President Nixon & Brezhnev.
Health & the People:	Hippocrates, Harvey, Edward Jenner, Pasteur and vaccination, antiseptics & Lister, role of public health reformers, impact of war, NHS & Welfare State.
Elizabethan England:	Gentry, theatre & Shakespeare, rebellions and religious conflict, Spanish Armada, Sir Walter Raleigh & Francis Drake, execution of Mary Queen of Scots.

**SKILLS DEVELOPED:** Throughout the course, students will be expected to develop their evaluation skills, source analysis and written literacy. We are delighted to run a trip to Berlin (though this is a paid visit).

**CAREER AND EDUCATIONAL PATHWAYS:** There are many options available to historians. Employers value not only the content studied during the GCSE course, but the way students of History are trained to think. History is a widely respected academic subject, esteemed by all universities. History teaches the skills essential for a career in law, politics, and the civil service. It is beneficial to the Armed Forces and complements creative industries too, such as acting and the Arts.

**OTHER INFORMATION:** This is an EBacc Subject.



**FACULTY:** Performing Arts

**CONTACT:** Mr Keeley

**NAME OF COURSE:** AQA GCSE Music (601/8131/X)

**QUALIFICATION RECEIVED:** GCSE

Whatever hopes a student has for their final years of study at school, GCSE Music is a wise choice. When a student has a passion for a subject, they're much more likely to enjoy their study and be motivated to revise and practise. Yet there are so many other reasons why they'll benefit from studying music.

**CONTENT OVERVIEW:** GCSE Music aims to promote an appreciation and enjoyment of the subject in students of a wide range of ability. Those who engage in musical activity, both inside and outside the classroom, will find the course rewarding. All students will be provided with instrumental lessons, free of charge.

## ASSESSMENT:

### COMPONENT 1: UNDERSTANDING MUSIC

**What is assessed:**

- Listening
- Contextual understanding

**How it is assessed:** Exam paper with listening exercises and written questions using excerpts of music.

**Questions:**

- Section A: Listening – unfamiliar music (68 marks).
- Section B: Study pieces (28 marks).

**The exam is 1 hour and 30 minutes.**

This component is worth 40% of GCSE marks (96 marks).

### COMPONENT 2: PERFORMING MUSIC

**What is assessed:** Music performance

**How it is assessed:**

As an instrumentalist and/or vocalist and/or via technology:

- Performance 1: Solo performance (36 marks).
- Performance 2: Ensemble performance (36 marks).



**A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.** This component is 30% of GCSE marks (72 marks). Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.

### COMPONENT 1: COMPOSING MUSIC

**What is assessed:** Composition

**How it is assessed:**

- Composition 1: Composition to a brief (36 marks).
- Composition 2: Free composition (36 marks).

A minimum of three minutes of music in total is required. This component is 30% of GCSE marks (72 marks). Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

**CAREER AND EDUCATIONAL PATHWAYS:** Performer, Teacher, Songwriter, Sound Technician, Community Musician, Conductor, Music Therapist, Private Tutor, Manager, Administrator, Recording Engineer, Promoter or even Music Publisher. You could work in the arts/creative industries. This might include work in Film, TV, Theatre, Radio, or Creative Education. More jobs in music business related areas are careers in Digital Marketing; PR; Technology; Social Media; Ticketing and Merchandising.

Music is an academic subject in its own right, but it actually benefits other subjects too. A recent study in the UK found that playing a musical instrument appears to enhance general performance in other subjects at GCSE. Other studies have shown that music benefits learning by activating all areas of the brain: auditory (sound processing); motor (rhythm processing); and limbic (emotions). So by choosing music, students could actually be improving their chances of doing well in their other subjects.

# PHOTOGRAPHY



**FACULTY:** Art and Design

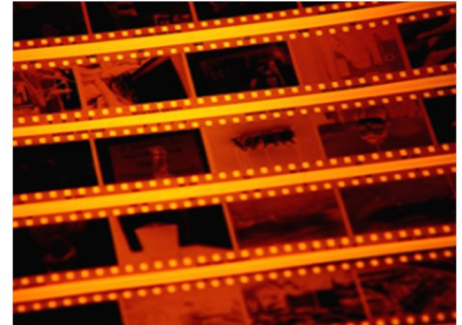
**CONTACT:** Ms J Dawson

**NAME OF COURSE:** AQA GCSE Art and Design  
(8206) (Photography)

**QUALIFICATION RECEIVED:** GCSE

**ASSESSMENT:** This course is assessed through two units:

- **Unit One:** This is made up of three projects and is worth 60% of the grade.
- **Unit Two:** This external exam is worth 40% of the grade.



**CONTENT OVERVIEW:** Work produced will be of a practical and written nature. Students will be expected to use academic language in their written work and show an understanding of how images are used in the media today. Having an opinion and being able to articulate it, will be beneficial. Learning about photography will develop students' creative skills, as well as their thinking and processing skills. Students must be interested in taking photographs of a variety of subject matters, including portraits.

The students' work will be a combination of digital images and printed photos. Technical understanding of how cameras work and what can be achieved with light will be taught in lessons.

**SKILLS DEVELOPED:** Compositional skills, working for a purpose and working in small groups.

**CAREER AND EDUCATIONAL PATHWAYS:** Courses in Fashion, the Arts and Media at all the local colleges.

**OTHER INFORMATION:** Places are restricted on this course. Students' average attitude to learning will be taken into consideration to assess their suitability for this course.





**FACULTY:** Physical Education

**CONTACT:** Mr S Mannion

**NAME OF COURSE:** Pearson BTEC Tech Award Level 1/2 in Sports (QN: 603/7068/3)

**QUALIFICATION RECEIVED:** BTEC Technical Award in Sports

**ASSESSMENT:** Examination 40% Evidence Portfolio 60%

**CONTENT OVERVIEW:** The BTEC course is a “hands on” course. It focuses on the development of knowledge and skills in a practical learning environment and enables both academic and vocational progression (A level and BTEC Level 3) in post-16 education. Learning is split between practical learning activities, written theory work and project-based assignments. 60% of the final grade is generated from seven internal assignments and 40% is from the written examination.

Formal assessments are split into three components:

COMPONENT TITLE	%	HOW IT IS ASSESSED
Preparing participants to take part in sport.	30	Internal assessment (3 assignments)
Taking part and improving other participants’ sporting performance.	30	Internal assessment (4 assignments)
Developing fitness to improve other participants’ performance in sport	40	External exam

- **COMPONENT ONE (Three Internal Assignments 30%).** During this unit students will:
  - \* Explore the different types of provision of sport and physical activity.
  - \* Explore the barriers to participation and ways to overcome these barriers to increase participation in sport.
  - \* Research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.
- **COMPONENT TWO (Four Internal Assignments 30%).** During this unit students will:
  - \* Investigate the components of fitness and their effect on performance.
  - \* Take part in practical sport.
  - \* Explore the role of officials in sport.
  - \* Learn to apply methods and sporting drills to improve other participants’ sporting performance.
- **COMPONENT THREE (Internal Synoptic 40%).** During this unit students will:
  - \* Develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity.
  - \* Develop an understanding of the body and fitness testing.

Completed assignments will take the form of posters/displays, presentations, portfolios, practical observations, video presentations, and written or ICT based presentations.

**SKILLS DEVELOPED:** The PE course will develop both practical written based skills. It will also develop valuable personal skills such as leadership, resilience and teamwork.

**CAREER AND EDUCATIONAL PATHWAYS:** The course will allow further study at college including A Level PE and Level 3 BTEC courses. The qualification will provide opportunities in the PE, leisure and sport industry.

# RELIGIOUS STUDIES



**FACULTY:** Humanities

**CONTACT:** Mrs G Hawkesworth

**NAME OF COURSE:** WJEC Eduqas GCSE in Religious Studies

**QUALIFICATION RECEIVED:** GCSE

**ASSESSMENT:** Examination One - Issues of Religion 50%  
: Examination Two - Christian Beliefs and Practices 25%  
: Examination Three - Islam Beliefs and Practices 25%



**CONTENT OVERVIEW:** Eduqas GCSE in Religious Studies takes a distinctive issues-based approach to the study of religious, philosophical and ethical studies in the modern world. Through the study of Christianity and Islam, students will gain an insight into the beliefs, teachings and practices of Muslims and Christians, and apply these in relation to the issues of Relationships, Life and Death, Good and Evil and Human Rights ;alongside non-religious worldviews such as Atheism and Humanism.

Eduqas GCSE Religious Studies provides opportunities for students to understand more about the world, the religious challenges it faces and their place within it. Following the course will deepen understanding of the two religions and alternative worldviews and their effect on society. It will develop students' competence in a wide range of skills and approaches and enable young people to become religiously informed, thoughtful and engaged citizens.

**SKILLS DEVELOPED:** This course develops the ability to investigate different beliefs and practices, analyse reasons for such beliefs and practices and gain a deeper understanding of the effects of these beliefs on society and the wider world. Students will also develop skills of empathy, evaluation, debating, forming informed judgements and reflection to enable them to evolve into very rounded individuals.

**EDUCATIONAL PATHWAYS:** A Level Religious Studies  
A Level in Philosophy  
A Level in Theology  
A Level in English

**CAREER OPPORTUNITIES:** Social Work, Armed Forces, Teaching, Police, Law and Medical Services.





**FACULTY:** Modern Foreign Languages

**CONTACT:** Mrs H Whittle

**NAME OF COURSE:** Pearson Edexcel Level 1/Level 2 GCSE in Spanish (1SP0)

**QUALIFICATION RECEIVED:** GCSE

**ASSESSMENT:** Students will complete four examinations, which are all equally weighted at 25%

- : Listening 25%
- : Speaking 25%
- : Reading 25%
- : Writing 25%

All assessments will be externally marked and completed as a terminal exam at the end of Year 11. Students can be entered for the examinations at Foundation or Higher tier, but must sit the same tier for all four papers.

**CONTENT OVERVIEW:** The course will cover the compulsory themes of:

- **My personal world** (*family, friends, relationships and equality*).
- **Lifestyle and wellbeing** (*physical wellbeing, mental wellbeing, food and drink and sports*).
- **My neighbourhood** (*places in a town, shopping, transport, the natural world and environment*).
- **Media and technology** (*social media, gaming, music, TV and film*).
- **Studying and my future** (*school, future opportunities, work and travel*).
- **Travel and tourism** (*tourist attractions and accommodation*).

**SKILLS DEVELOPED:** Students will learn how to adapt their current knowledge of Spanish culture and vocabulary to the range of topics to be studied. There will be a greater emphasis on complex structures, grammar and phonics, to enable students to communicate accurately with increased spontaneity. They will also translate short texts from and into the target language and students will also learn to deal with authentic literary texts and dictation from Spanish into English.

**CAREER AND EDUCATIONAL PATHWAYS:** There are many options available to linguists. Once you have learnt one foreign language, it becomes easier to learn other languages. At university, you have the choice to study one language on its own, with another language or with other subjects. The degree combinations are vast. Many people do joint honours in the original language they studied and start a new language from scratch, such as Russian, Arabic or Chinese. Foreign languages also combine with any other subject, such as Law, Politics, Geography, History, Maths, Drama or Forensic Science. There is an increasing demand for a second language from many employers in England due to the transferable skills that one develops through learning a language. As well as becoming a translator or interpreter, linguists often work in the following fields:

- Journalism, Editing and Publishing.
- Imports, Exports and Logistics.
- Travel and Tourism.
- Diplomatic Services.
- International Aid.

**OTHER INFORMATION:** This is an EBacc subject.



# TRIPLE SCIENCE (BIOLOGY, CHEMISTRY, PHYSICS)



**FACULTY:** Science

**CONTACT:** Mr P Bremner

**NAME OF COURSE:** AQA GCSE Biology (8461)  
Chemistry (8462)  
Physics (8463)

**QUALIFICATION RECEIVED:** GCSE Biology  
GCSE Chemistry  
GCSE Physics

**ASSESSMENT:** Written papers 100%

## CONTENT OVERVIEW:



- **BIOLOGY**  
Provides students with a good understanding of human biology, organisms, evolution and the environment.
- **CHEMISTRY**  
Provides students with a good understanding of organic and inorganic chemistry and how chemistry is used in business and industry. It also covers how manufacturing can affect the global and local environment.
- **PHYSICS**  
Provides students with a good understanding of physics concepts and applications. Students will be able to construct a scientific approach to solving problems and asking and answering questions about the fundamental laws that govern natural phenomena.

Triple Science provides more opportunities to enjoy a deeper knowledge and understanding of Science. It is predominantly chosen by high achieving students who wish to progress to A Level sciences.

**SKILLS DEVELOPED:** Throughout, students will develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments.

Students will also develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

**CAREER AND EDUCATIONAL PATHWAYS:** There are many options available to students with Science GCSEs. Students can access both academic qualifications in Science such as A Levels, as well as a wide range of vocational courses. Biology, Chemistry and Physics are popular A Level subjects and there are many Science courses available to study at university.

**OTHER INFORMATION:** This is an EBacc subject.





# IMPORTANT POINTS TO CONSIDER

## STUDENTS CANNOT STUDY:

- A combination of Art & Design and Photography.

## TO STUDY:

- Triple Science. Ideally, students should be in Science Set 1 or 2.

## BROAD AND BALANCED IS BEST:

- Will the **combination** of their choices open doors to further education, training or employment opportunities?
- Have they considered the balance of learning activities within the subjects they have chosen?

## REMEMBER:

Sometimes it is possible that a course will be withdrawn if only a small number of students choose it. Every effort will be made to provide students with their first three choices, but sometimes this is not possible and so we will use their fourth choice.

Students must return their Year 9 Choices Selection 2024 – 2026 Form via Google Classroom by Friday 2nd February 2024.

Any concerns relating to subject choices will be discussed with individual students and Mr Larkin or other members of the Senior Leadership Team.





## Careers Education, Information, Advice and Guidance (CEIAG)

Hollingworth's Careers Education, Information, Advice and Guidance programme makes a major contribution in preparing young people for opportunities, responsibilities and experience of life. CEIAG at Hollingworth offers opportunities for Years 7 to 11 to hear from a range of education and training providers about technical education qualifications and apprenticeships; to allow young people to have the knowledge and skills they need to make informed choices.

We strive at all times to conform to the current "best practices" in Careers Education, Information, Advice and Guidance; as laid out by the government in the Gatsby Benchmarks. We do this through a variety of meaningful employer encounters such as:

- Careers Fairs.
- Careers lunches.
- Appointments with our Positive Steps Careers Advisor, Lynsey Lovelock.
- Careers in the curriculum.
- Visits to sites and work places.
- FE taster days at local Sixth Forms, Colleges and Universities.

## Managing Careers & Tracking Encounters: Xello



Xello is an engaging, online program that helps students define their future goals and transform their aspirations into actionable plans for success. The program puts students at the centre of their college and career planning experience. Students have their own Xello account and build a profile exploring and showcasing their skillsets, career matches, employer experiences and post-16 destination goals. Students have access to a range of educational 'lessons' that inform and education students on essential employability skills and students can complete a number of quizzes to learn about their own personal learning styles and personality traits.

**WEBSITE:** <https://gmacs.login.xello.co.uk/>

**USERNAME:** School Username

**PASSWORD:** Date of Birth using the YYYYMMDD format e.g. 20110103 if born on 3rd January 2011

## INSPIRING IAG AWARD

Hollingworth Academy holds the prestigious Quality in Careers Standard (QiCS) quality mark. The Quality in Careers Standard is the national quality award for Careers Education, Information, Advice and Guidance (CEIAG) in schools, colleges and work-based learning. There are six key areas that are assessed, each underpinned by the principles of equality, diversity and raising aspirations.

- Management and Leadership.
- Design and Delivery of CEIAG.
- Working with Partners.
- Information and Communication.
- Outcomes for Young People.
- Involving Parents and Carers.

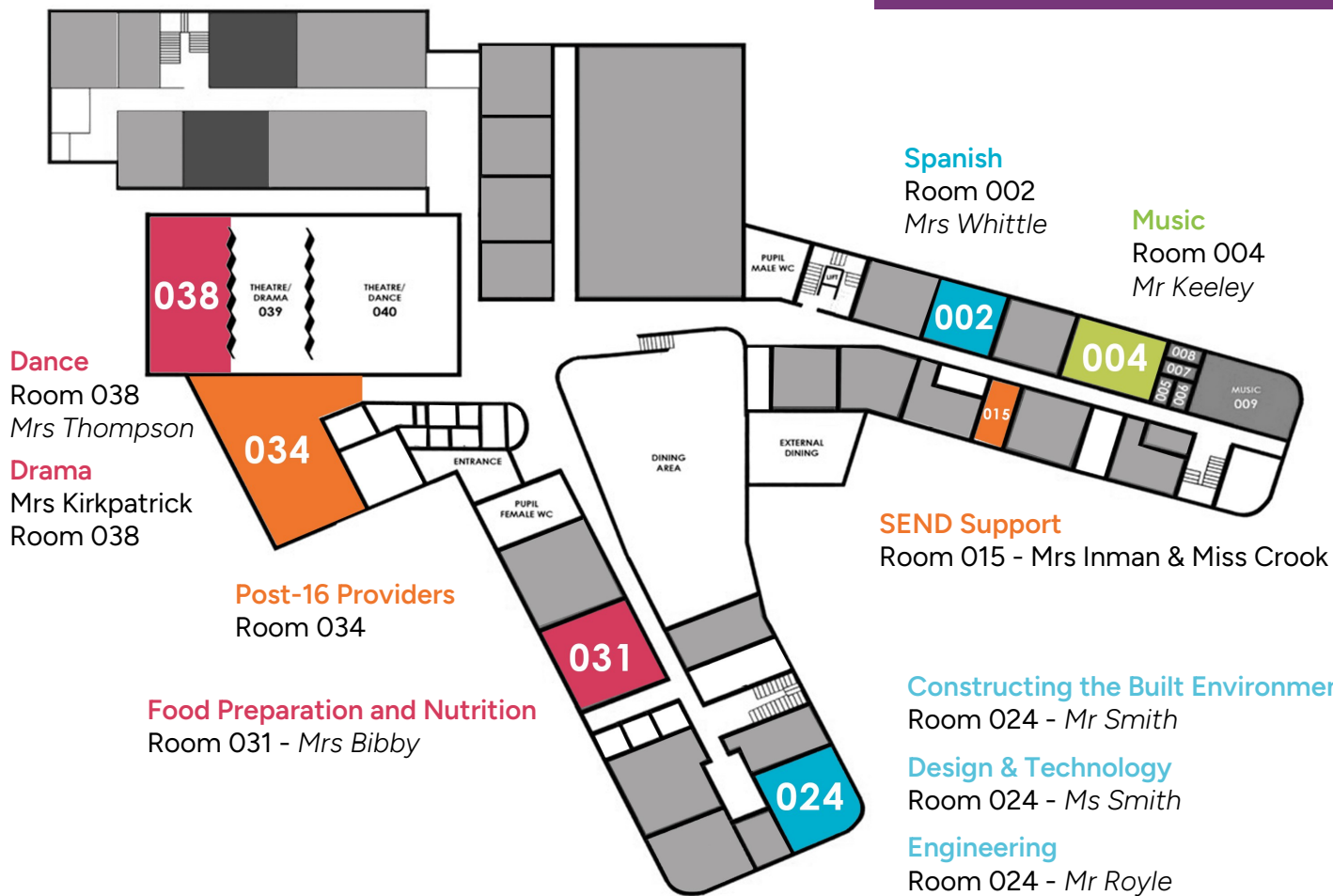
This externally accredited award acknowledges the commitment staff at Hollingworth make to deliver consistently high quality Careers Education, Information, Advice and Guidance (CEIAG) to all students. This ensures that our NEET (Not in Education, Employment or Training) figures for past students at the school always compare very favourably to the national average.

## CAREERS - WEBSITES

There are a number of useful careers websites that can be accessed via the school homepage where both students and parents/carers can obtain information.

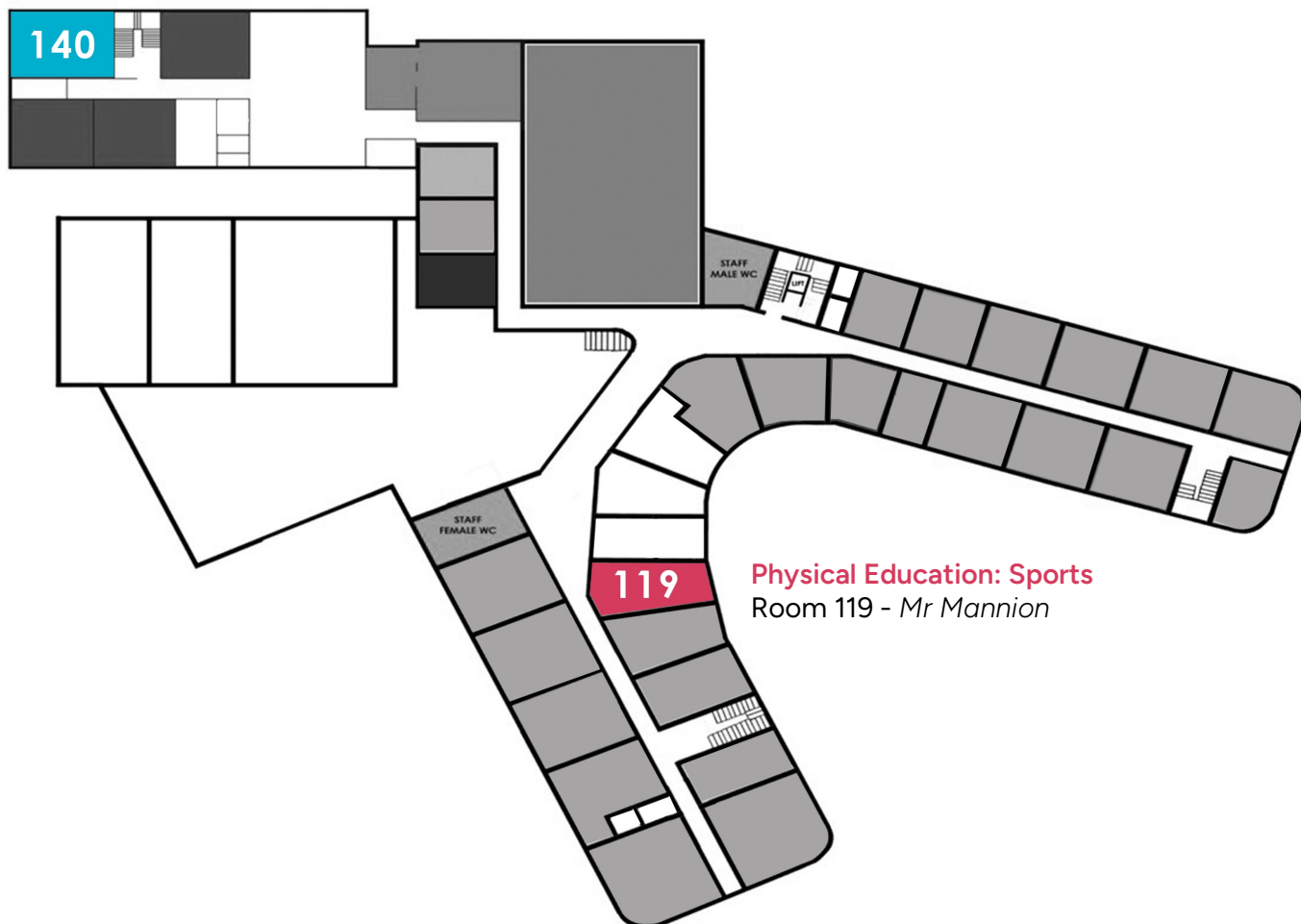
- **THE NATIONAL CAREERS SERVICE:** [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)  
The National Careers Service website provides careers advice and information on a wide range of jobs, training course resources and funding.
- **THE NATIONAL APPRENTICESHIP SERVICE:** [www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)  
As the name suggests, this is a nationwide website relating to apprenticeship opportunities.
- **APPRENTICESHIPS IN ROCHDALE, HEYWOOD AND MIDDLETON:**  
[www.rochdaleapprenticeships.org](http://www.rochdaleapprenticeships.org)  
If you live in Rochdale, Middleton or Heywood, you can access additional support in applying for an Apprenticeship. By completing the online application, students will be contacted by local specialists who can answer any questions they may have and support with their application.

# GROUND FLOOR MAP



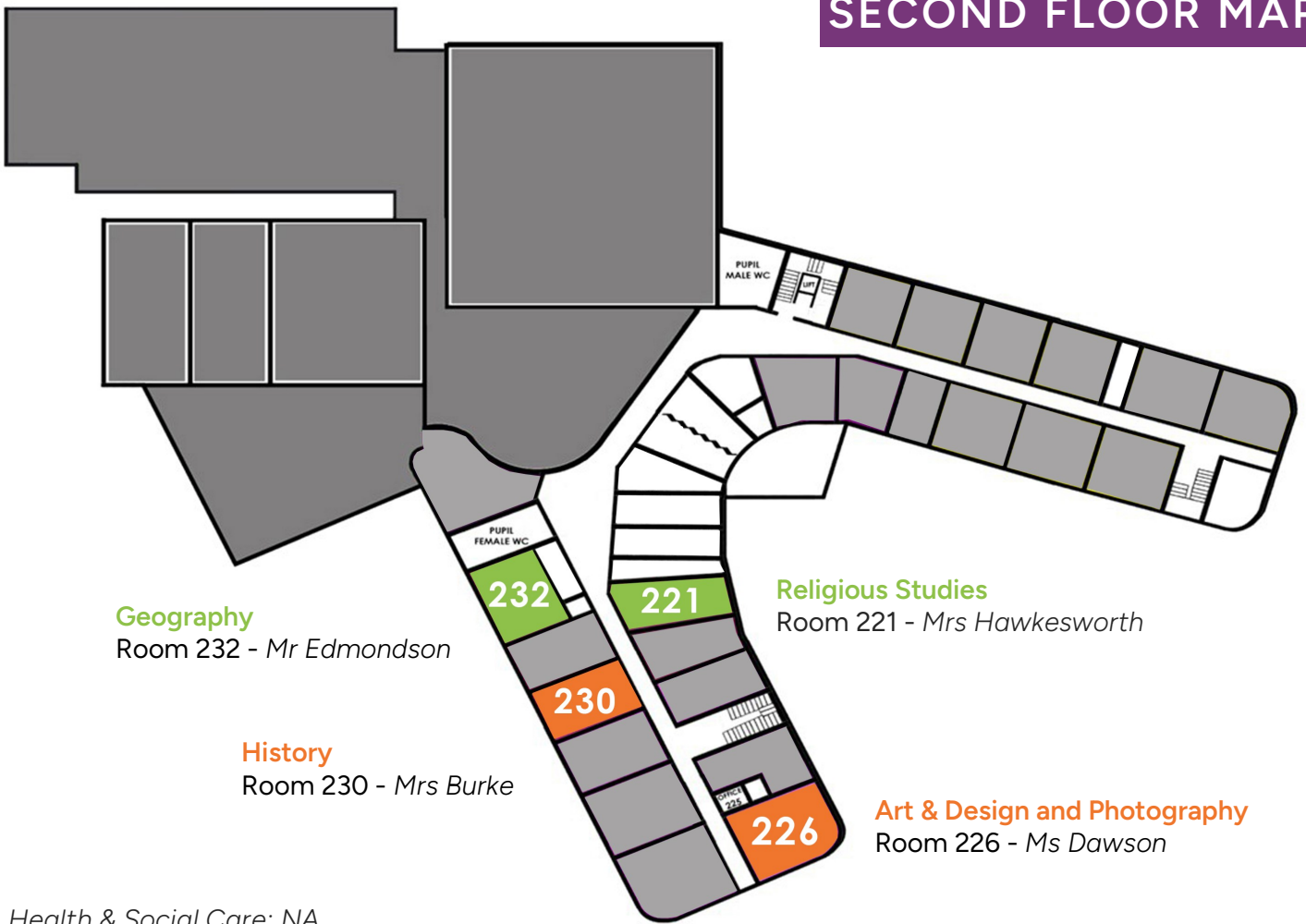
## Digital Information Technology & Enterprise

Room 140 - Mrs Howard



# FIRST FLOOR MAP

# SECOND FLOOR MAP



**Geography**  
Room 232 - Mr Edmondson

**History**  
Room 230 - Mrs Burke

**Religious Studies**  
Room 221 - Mrs Hawkesworth

**Art & Design and Photography**  
Room 226 - Ms Dawson

Health & Social Care: NA  
Triple Science: NA

## NOTES




---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---







**"EVERYONE EXCELS EVERYDAY"**

**T** | 01706 292800   **E** | [info@hollingworthacademy.co.uk](mailto:info@hollingworthacademy.co.uk)   **W** | [www.hollingworthacademy.co.uk](http://www.hollingworthacademy.co.uk)  
**A** | Cornfield Street, Milnrow, Rochdale, Lancashire, OL16 3DR

Hollingworth Learning Trust is a charitable company limited by guarantee and registered in England and Wales with company number 8314692