

LHA GUIDED PATHWAYS

Which
Direction
will you
take?



CORE SUBJECTS

**GCSE & BTEC
AWARDS**

**The English
Baccalaureate
(Ebacc)**



DUE DATE

 **LHA**
LOSTOCK HALL ACADEMY

**Complete the online Microsoft
Form by the deadline of Tuesday
24th February 2026 at 9am**

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YEAR 9 GUIDED PATHWAYS



This is an important stage in your child's education and we aim to provide you with the necessary information to understand the guided pathways.

This booklet contains a description of the content and assessment of each subject offered. Please read through this information carefully with your son or daughter.

Your child will have a number of aspects to consider depending on their pathway. There will be compulsory elements as well as some choices to make.

All students will study a number of compulsory subjects during Years 10 and 11:

- English Language - GCSE
- English Literature - GCSE
- Mathematics - GCSE
- Combined Science (2 GCSEs) or Triple Science (Biology, Chemistry and Physics, 3 GCSEs). Often students in P1 take Triple Science with other groups taking Combined Science. Final decisions regarding Science entries will be made later in the year.
- Physical Education (Core)
- Personal Development

We look forward to sharing more information with you during our Pathways Evening Event, being held in school on Thursday 5th February 2026, starting at 6pm and ending by 8pm.

The English Baccalaureate (Ebacc)

This is a combination of subjects which the Government believes provide a 'broad and balanced' education. The Government ambition is for 90% of students to study EBacc. The LHA Trust Board strongly encourages our students to take the EBacc pathway. To achieve the English Baccalaureate students must achieve a GCSE grade 5+ or above in the following subjects:

- English Language
- English Literature
- Mathematics
- 2 Sciences (can include Combined Science, Computer Science or Triple Science)
- A modern foreign language
- A Humanities subject (History or Geography)

QUALIFICATIONS



GCSEs

- GCSE consists of a mix of mainly written examinations with a limited number of subjects retaining internal Non Examination Assessments (NEAs).
- All students in Year 10 will be following the most recently updated specifications in all subjects and are therefore assessed using the new numerical grading system which runs from grades 9 - 1. For some subjects such as English, Maths and Science, students will begin to develop an understanding of GCSE style work in the latter part of Year 9. It is important to take into account the considerable rise in standards introduced in these specifications for these subjects. The table shows how the new GCSE grades compare to the 'old GCSE grades':

New Grade	
1 (Lowest Pass Grade)	G and F
2	E
3	D
4	C (bottom C)
5	C/B (top C and bottom B)
6	B (mid and top B)
7	A
8	A*
9 (Exceptional GCSE Pass Grade)	Higher than A*

- Subjects with dual award are given two grades e.g. 9-9, 9-8, 8-7 etc.
- Some subjects have two tiers of assessment – Foundation and Higher. Foundation Tier leads to grades 5 to 1. Higher Tier leads to grades 9 to 4. Decisions on which tier of entry are made later in the course and are based on the professional judgement of the teacher.
- GCSEs can be used to meet the entry requirements for Level 3 courses (e.g. 'A' levels, L3 BTECs and 'T' Levels), apprenticeships, jobs and other forms of training.
- Having 5+ GCSEs at Grade 5 or above (including English and Maths) gives you a wider choice of post 16 options.

Technical Awards and Vocational Qualifications

These are work-related qualifications such as BTEC, NCFE etc. and they cover a broad range of knowledge and skills in an area of work. They may be offered at Entry Level, Level 1 or Level 2 or most commonly Level 1/2.



Raising of the Participation Age

The Education and Skills Act 2008 raised the age of participation in learning to 18. This means that students currently in Year 9 will continue learning to the age of 18.

Your child can choose to learn at college, with a training provider through an apprenticeship or with an employer if training is included.

In addition, those students who don't achieve Grade 4 + in Maths and English GCSEs will continue to study these until they achieve the standard required or reach the age of 18, whichever occurs first.

Proposed Educational Visits

The following visits are currently being considered to take place during KS4. There will invariably be limited capacity with students being considered upon application. There may be occasions when, despite the best efforts of staff, a visit cannot go ahead; if this is the case, students will be advised asap.

ART AND DESIGN/PHOTOGRAPHY

Visit to Liverpool Tate and Walker art galleries during Yr 10

Day visit to London galleries during Yr 10 (limited capacity)

FOOD PREPARATION AND NUTRITION

Year 10 visit to the BBC Good Food Show at the NEC, Birmingham

GEOGRAPHY

Visit to Italy (May Half Term of Yr 10)

HISTORY

Visit to Poland (February half term of Yr 11)

PERFORMING ARTS

Theatre visit - Yr 10 and Yr 11

SPANISH

Madrid - MFL (October half term of Yr 10/11) *Biennial*



Frequently Asked Questions

WHY ARE LANGUAGES IMPORTANT WHEN EVERYONE SPEAKS ENGLISH?

6% of the world's population speak English as their 1st language and approximately only 17% can speak English. That's 83% that can't speak English at all!

OTHER PEOPLE DON'T SPEAK LANGUAGES, WHY SHOULD I?

Less than 10% of English 15-year-olds can speak a foreign language, compared with an average of 42% across 14 European countries. Only 32% of Britons aged 15-30 can read and write in more than one language whilst the EU average is 80%. In a global economy, those without language skills are losing out on jobs and opportunities.

ARE LANGUAGES IMPORTANT FOR MYSELF AND THE UK?

'(The) slump in modern languages threatens economy and national security. The decline in pupils studying a foreign language is bad for them - and bad for Britain' TEC, December 2024.

Over a 3rd of companies said they were moving some or all of their operations to outside of the UK after Brexit.

Deficient language skills and the assumption that "everyone speaks English" are costing the UK economy around £48bn a year, or 3.5% of GDP, according to research by Professor James Foreman-Peck for the Department of Business, Innovation and Skills (BIS), The Guardian, December 2023.

WHAT ABOUT MY EMPLOYMENT OPPORTUNITIES?

A DfE spokesman said: "In our globalised economy, language skills add value and widen opportunities for individuals, communities and society.

Learning a language "helps to equip pupils with the knowledge and cultural capital they need to succeed in life". Ofsted.

Particularly after Brexit it is more important to have foreign language skills in order to not lose out on job opportunities both here in the UK and abroad. People who speak a foreign language earn up to 20% more than those who don't!

LANGUAGE GCSES ARE DIFFICULT AREN'T THEY?

The GCSE that you will study is brand new and is more in line with expectations of other GCSE subjects. The only vocabulary and grammar that you will need are those which you learn in class and at home which are based on the 2000 most frequently used words in Spanish this will mean you will understand most of what you read/hear. You have already covered over half of these words.

WHAT OTHER ADVANTAGES ARE THERE?

The many cognitive benefits of learning languages are undeniable. People who speak more than one language

FAQ CONTINUED...



have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills. They switch between competing tasks and monitor changes in their environment more easily than monolinguals, as well as display signs of greater creativity and flexibility. If that weren't enough, as we age, being bilingual or multilingual also helps to stave off mental ageing and cognitive decline." Lead with languages 2021

Other advantages are resilience, literacy, increased confidence, communication skills, increased performance in English and Maths and cultural awareness. On average students who take a language at GCSE get a grade higher in English and Maths than those who don't.

WHERE CAN LANGUAGES LEAD?

Languages are an advantage for any career. They allow you to view the world in two ways. The job market is more competitive than ever. Having an advantage over others is vital and languages can provide a wide skillset that demonstrates highly valued attributes to employers. It is also an advantage for anyone wanting to start their own business in the future.

Languages can change the lives of the students who study them to become global citizens who have the skills to compete for the courses and jobs that they want and be successful.

GCSE ENGLISH LANGUAGE



Course Content

The English Language course develops the skills of reading, writing and spoken language. In the Reading Component students read a range of 19th, 20th and 21st century texts, improving their reading comprehension and knowledge of the writers' craft. In response to reading texts, students develop the skills of retrieval, explanation, synthesis, analysis, comparison and evaluation.

In the Writing Component students develop skills in communicating clearly and effectively for a given purpose and audience. Technical accuracy of writing is developed, alongside building a varied range of sentence structures and vocabulary.

In the Spoken Language Component students develop skills in spoken Standard English to demonstrate presentation skills in a formal setting.

Exam Board & Certificate

Eduqas English Language - studied by all groups, Single Award

Assessment

The course is assessed by 100% examination and will be graded 1-9 (9 being the highest). The grade is comprised of 50% examination assessment of reading skills and 50% examination assessment of writing skills. The assessment of the Spoken Language Component, although a compulsory part of the course, does not contribute to the overall grade.

ASSESSMENT COMPONENT 1: EXAMINATION - 1 HOUR 45 MINUTES

* Section A (20%) - Reading

A range of questions on one extract of literature from the twentieth century

*Section B (20%) - Writing

One creative writing task drawn from a selection of four titles

ASSESSMENT COMPONENT 2: EXAMINATION — 2 HOURS

*Section A (30%) - Reading

A range of questions on two extracts of non-fiction writing from the nineteenth and twenty-first centuries

*Section B (30%) - Writing

Two compulsory transactional writing tasks

ASSESSMENT COMPONENT 3: SPOKEN LANGUAGE

*One formal presentation, including responses to questions

Controlled Assessment

There are no controlled assessment requirements for GCSE English Language.

GCSE ENGLISH LITERATURE



Course Content

Students read a range of literary texts from the 16th century onwards, developing the skills of comprehension and analysis. In response to literary texts students develop critical writing that is informed by textual evidence and analyse language, structure and context.

Exam Board & Certificate

Eduqas English Literature - studied by all groups, Single Award.

Assessment

The course is assessed by 100% examination and will be graded 1-9 (9 being the highest). 5% of the total marks reflect accuracy of spelling, punctuation and grammar. Students are not allowed to take copies of the studied texts into the examinations.

ASSESSMENT COMPONENT 1:

Shakespeare and Poetry Examination - 2 hours

* Section A (20%) - Shakespeare

One question based on an extract from a play and one essay

* Section B (20%) - Poetry from 1789 to present day

Two questions based on the New Eduqas Poetry Anthology (15 poems), one of which involves comparison.

ASSESSMENT COMPONENT 2:

PROSE/DRAMA AND UNSEEN POETRY EXAMINATION - 2 HOURS 30 MINUTES

*Section A (20%) - Post 1914 Prose/Drama

One essay question

* Section B (20%) - 19th Century Prose

One essay question

* Section C (20%) - Unseen Poetry

Two questions on unseen poems, one of which involves comparison.

Controlled Assessment

There are no controlled assessment requirements for GCSE English Literature.



Course Content

The aim and objectives of the Edexcel GCSE (9 - 1) in Mathematics are to enable students to :

Develop fluent knowledge, skills, and understanding of mathematical methods and concepts, including: number, algebra, ratio, proportion, rates of change, geometry, measures, statistics and probability.

Acquire, select and apply mathematical techniques to solve problems.

Reason mathematically, make deductions and inferences, and draw conclusions.

Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Exam Board & Certificate

Pearson Edexcel, Single Award

Assessment

This is a linear course which means that the examinations are taken at the end of the course in the summer term of Year 11. There are three examination papers; two with a calculator and one without a calculator.

Examinations are available at 2 levels; Higher and Foundation, where grades are available as follows:

HIGHER: Grades 9-4

FOUNDATION: Grades 5-1

Each tier assesses the functional elements of mathematics; 30% for the Foundation tier and 25% of the Higher tier.

Controlled Assessment

There are no controlled assessment requirements for GCSE Mathematics.

Additional Requirements

Throughout Key Stage 4 students will be required to equip themselves with standard mathematical equipment, such as a pair of compasses, protractors etc. as well as a **Casio scientific calculator**.

GCSE COMBINED SCIENCE



Course Content

The qualification GCSE Combined Science covers all of the three science disciplines: Biology, Chemistry and Physics. Many of these topics build on the work covered at Key Stage 3 and prepares students for future prospects including A-Level Biology, Chemistry and Physics as well as BTEC Science courses.

The content covered across KS4 includes:

Biology (7 Units):

Cell Biology, Organisation, Infection & Response, Bioenergetics, Homeostasis & Response, Inheritance, Variation & Evolution and Ecology

Chemistry (10 Units):

Atomic Structure & The Periodic Table, Bonding, Structure & Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate & Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources

Physics (7 Units):

Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves and Magnetism & Electromagnetism

Exam Board & Certificate

AQA, GCSE Combined Science Trilogy, Double award, worth 2 GCSEs is awarded at the end of Year 11.

Assessment

There are six 1 hour 15-minute examination papers; two papers for each science discipline (Biology, Chemistry and Physics). The final grades are a result of a combined average across the six papers.

Examinations are available at two levels; Higher and Foundation, where grades are available as follows:

Higher: Grades 9/9 - 4/3

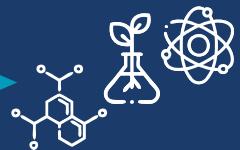
Foundation: Grades 5/5 - 1/1

A suite of required practical tasks are completed by the students during the course and these practicals will be included as questions in their exam papers.

Controlled Assessment

There are no controlled assessment requirements.

GCSE TRIPLE SCIENCE



Course Content

This course covers topics in Biology, Chemistry and Physics in greater depth and detail than the Combined Science course.

Triple Science is a challenging academic course as it includes more content than the Combined Science course. The GCSE Separate Sciences will provide a solid foundation for future progression on to A Level Biology, Chemistry and Physics courses as well as many areas of work and industry.

The content covered across KS4 includes:

Biology (7 Units):

Cell Biology, Organisation, Infection & Response, Bioenergetics, Homeostasis & Response, Inheritance, Variation & Evolution and Ecology

Chemistry (10 Units):

Atomic Structure & The Periodic Table, Bonding, Structure & Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate & Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources

Physics (7 Units):

Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves, Magnetism & Electromagnetism and Space

Exam Board & Certificate

AQA, GCSE Biology, GCSE Chemistry, GCSE Physics, worth 3 GCSEs awarded at the end of Year 11.

Assessment

There are six 1 hour 45-minute examination papers; two papers for each science discipline (Biology, Chemistry and Physics). Students will then receive a grade for Biology, Chemistry and Physics. These will be determined by the total result of the two papers for each discipline.

Examinations at LHA are only currently available at one level which is Higher, the grades that are available are grades 9-4.

A suite of required practical tasks are completed by the students during the course and these practicals will be included as questions in their exam papers.

Controlled Assessment

There are no controlled assessment requirements.

GCSE ART & DESIGN



Course Content

A creative, personalised and exciting course providing experience and experimentation in several areas of Art and Design:

- Fine Art (drawing, painting, printmaking, mixed media)
- Graphic Communication (illustration, packaging, digital imaging)
- 3D Design (ceramics, sculpture).
- Photography (studio lighting, digital, techniques and processes)
- Textiles (constructed and embellished fabrics, costume)

The course is broad based and you are encouraged to work to your strengths and interests. eg. choice of media, hobbies and interests. The course involves looking at the work of artists/designers and craftspeople, with participation in gallery visits/workshops with artists.

Exam Board & Certificate

AQA, GCSE Art and Design (Art, craft and design), Single Award

Assessment

Unit 1: 60% Portfolio of work over 2 years (2 assignments completed in class and homework time).

Unit 2: 40% Externally Set Assignment (guided preparation, 10 hours supervised exam time).

Controlled Assessment

Students will produce:

- Sketchbooks
- 2D & 3D Artwork
- Exhibition work

TEACHING

Each student is supported so they develop individually and express themselves creatively. Students are able to reflect on and develop their work through constant dialogue between student and teacher. This will allow students to develop the skills to explore, create and communicate their own ideas for art. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.

Why Should I Choose this Course?

Development of employability skills:

Creativity, problem solving, generation of ideas, imagination.

Career opportunities for example:

▪ Graphic Design	▪ Teaching	▪ Photography	▪ Advertising
▪ Media (Film/TV)	▪ Curator	▪ Illustration	▪ Interior Design
▪ Fashion/Textile Design	▪ Animation	▪ Architecture	▪ Set Design
▪ Arts Business	▪ Website Design	▪ Game Design	▪ Sculptor
▪ Jewellery Design	▪ Ceramic Artist	▪ Fine Artist	▪ Art Historian
▪ Printmaking			
▪ Leads to A Levels, BTEC and study at degree level (BA Hons).			

GCSE BUSINESS STUDIES



Course Content

If you enjoy communicating ideas; thinking creatively; making decisions; calculating profit and investment returns; solving problems and learning about business through local and international brands, then GCSE Business is the right subject for you!

You'll start by exploring the world of businesses through the lens of an entrepreneur, learning how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make business effective, manage money and see how the world around us affects businesses.

Then you'll move onto investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and decisions, issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

This qualification is useful for the following careers: Accountant, Investment Banker, Human Resources, Marketing, Insurance, Management Consultant, Project Manager and Entrepreneur.

Exam Board & Certificate

Business Studies AQA, Single Award

Assessment

PAPER 1—THEME 1: Written exam (50%) - Influences of operations and HRM on business activity -
90 minutes written paper.

PAPER 2—THEME 2: Written exam (50%) - Influences of marketing and finance on business activity -
90 minutes written paper.

There are three sections in each paper. Each section increases in complexity, starting with multiple choice questions, moving to a case study/data response stimuli with questions. There is one tier of entry. Good literacy, world awareness and numeracy skills will aid success as we calculate profit, ratios, investments and write giving advice on a wide range of topics affecting business.

Controlled Assessment

There are no controlled assessment requirements.

Why Should I Choose this Course?

This is a really interesting course that develops enterprising minds! After this qualification you'll understand the world of business and have developed skills in:

- Making decisions and persuasive arguments
- Creative and practical problem solving
- Understanding data, finance and communication.
- It's a great step to prepare you for further and higher education and a GCSE business course prepares you for a role within business which helps you gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

GCSE COMPUTER SCIENCE



Course Content

Computer Science is an exciting, practical subject that allows you to develop skills relevant to the future. You will be able to understand how people work together to develop world changing programs and applications such as Facebook and Spotify. Be part of one of the most disruptive and innovative industries. Gain skills and develop your understanding of how to create and develop programs and software to build your career potential.

Students will learn about how computers function, how they store and process data, how they connect and communicate with other computers, and how they can be used to solve problems.

Computational thinking: Learn the process of thinking through a complex problem, breaking it down into small parts and develop potential solutions. **Theoretical content:** You'll delve in to the world of cyber security and the ethical, legal and environmental impacts of digital technology, along with data representation and computer networks.

Software development: Learn core concepts of computer programming and understand how to implement and test a design to make sure it works effectively. Learn a programming language such as Python.

Wide variety of job prospects including: Programmer, Day trader, Machine learning, CAD designer, Games Developer, Software Developer, Teacher, Music data analyst, MI5, MI6 and GCHQ.

Exam Board & Certificate Assessment

Edexcel, GCSE Computer Science, Single Award

PAPER 1 PRINCIPLES OF COMPUTER SCIENCE: Written paper: 1 hour and 30 minutes worth 50% of the qualification - 75 marks.

This paper consists of five compulsory questions with a range of multiple-choice, short response and extended response questions. Topics include computational thinking, systems architecture, memory and storage, computer networks, data representation and current issues.

PAPER 2: APPLICATION OF COMPUTATIONAL THINKING: On screen, practical exam: 2 hours and is worth 50% of the qualification - 75 marks.

This paper will assess students practical programming knowledge using the language of Python. It consists of 6 compulsory coding questions requiring students to design, write, test and refine programs provided to them in order to solve problems. Students are supported by a Programming Language Subset (PLS) document that they can use within the exam.

Controlled Assessment

There are no controlled assessment requirements.

Why Should I Choose this Course

Computer Science is a massively growing industry in the modern world and complements subjects that use problem solving, data analysis and understanding how to interpret results to provide a clear working path. Alongside the practical expertise you'll gain transferable skills which are valued in both higher education and the world of work such as: problem-solving and analysis of how to develop your skills to understand identify and solve problems.



Course Content

Throughout this qualification, learners will gain valuable knowledge of:

- engineering disciplines
- the science and mathematics that is applied in engineering
- how to read engineering drawings
- properties and characteristics of engineering materials and know why specific materials are selected for engineering applications
- engineering tools, equipment and machines
- production planning techniques
- processing skills and techniques applied to materials for a manufacturing task.

Exam Board & Certificate

NCFE Level 1 / Level 2 Technical Award in Engineering

Assessment

UNIT 1 - Externally assessed written examination – 1.5 hours - 40%
A mixture of multiple-choice, short-answer and extended-response questions.

UNIT 2 - Internally assessed: synoptic project – 72 hours - 60%
The synoptic project will be externally set by NCFE, internally graded by the centre and externally quality assured by NCFE

Synoptic project

A different synoptic project brief will be released every December. Therefore learners must use the synoptic project brief released in the December of the academic session they wish to finish the overall qualification.

Why Should I Choose this Course?

This Level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in engineering and be able to apply their learning. This qualification has been designed to sit alongside the requirements of core GCSE subjects, and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content, which is concrete and directly related to those experiences. It is distinct from GCSE Engineering, as it encourages the learner to use knowledge and practical tools to focus on developing transferable skills in practical engineering, accompanied by the theoretical knowledge to help with progression into employment and onto further education. The study of engineering is the application of maths and science to solve real world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. Learners will be able to read technical drawings, select appropriate materials along with tools and machinery, and know how to carry out a practical task, working in a safe manner in line with current health and safety legislation. The qualification focuses on an applied study of the engineering sector and learners will gain a broad understanding and knowledge of the working in the sector.

This qualification can form part of entry requirements for further study.



Course Content

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The course involves a mix of the scientific theory of how and why food is cooked, along with practical cookery skills to give students an understanding of all aspects of food preparation and nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

Exam Board & Certificate

AQA, GCSE Food Preparation and Nutrition Single Award. In some circumstances we offer an alternative vocational course, equivalent to GCSE but geared towards catering and hospitality. This decision is made depending upon the needs of the group.

Assessment

Paper 1 (Exam) - 50%

Paper 1 - 1 hour 45 minutes exam assessing theoretical knowledge of food preparation and nutrition, covering all aspects of the course

Multiple choice questions (20 marks)

Five questions each with a number of sub questions (80 marks)

Non-Exam Assessment (NEA)

Task 1: Food investigation and 1,500 - 2,000 words portfolio - 15%

Assesses students' understanding of the working characteristics, functional and chemical properties of ingredients. Students will carry out practical investigations and complete a written report including photographic evidence related to the chosen task.

Task 2: Food preparation assessment and portfolio including photographic evidence - 35%

Assesses students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Why Should I Choose this Course?

This course is ideal for students who have a love of cooking for pleasure as well as those wishing to pursue a career in the food industry. It gives students a practical as well as theoretical knowledge of many food preparation skills and an understanding of healthy diets as aspects of nutrition.

Students will be qualified to go on to further study or embark on an apprenticeship or full time career in the catering or food industries.



Course Content

PAPER 1: LIVING WITH THE PHYSICAL ENVIRONMENT

This section includes the study of:

- **The Challenge of Natural Hazards** - Tectonic Hazards, Weather Hazards and Climate Change.
- **The Living World** - Ecosystems, Tropical Rainforests and Hot Environments.
- **Physical Landscapes in the UK** - Coastal Landscapes and River Landscapes
- **Geographical Skills** e.g. Map Skills

PAPER 2: CHALLENGES IN THE HUMAN ENVIRONMENT

This section includes the study of:

- **Urban Issues and Challenges**
- **Changing Economic World** - Why are there gaps between development in high income and low income countries? How can we close that gap?
- **The Challenge of Resource Management** - Resource management and a choice of Supply and Demand regarding Food, Water or Energy.

PAPER 3: GEOGRAPHICAL APPLICATIONS

- **Geographical Skills** e.g. Analysis of source material.
- **Issue evaluation/decision making**
- **Fieldwork** (1x Urban, 1x Rural) -
Additional fieldwork opportunity in Year 10: Italy/Vesuvius trip. Geographers take priority for a place on the visit
- **Geographical Skills**

Exam Board & Certificate

AQA, GCSE Geography, Single Award

Assessment

PAPER 1 - 1 hr 30 minutes - Living with the Physical Environment (35% of total marks) - Year 11 exam in June

PAPER 2 - 1 hr 30 minutes - Challenges in the Human Environment (35% of total marks) - Year 11 exam in June

PAPER 3 - 1hr 30 minutes. Pre released material 12 weeks prior to exam date. (30% of total marks)

There is only one tier of entry and grades will be awarded 9-1 based by outcome from the 3 exam papers.

Controlled Assessment

There are no controlled assessment requirements.

Why Should I Choose this Course?

The course contains more relevant topics to todays society - such as global supply and demand of food/water and energy. Jobs in the future will be heavily linked to reducing the impact of climate change, and adapting to the effects of climate change. Many of the units contain links to sustaining our planet whether this be population, environment or economy. The skills and knowledge acquired in Geography can be transferred to any work situation whether it is linked to Geography or not. It compliments subjects such as History or English and Science subjects, since Geography itself can be classed as an art or science. The skills and knowledge gained from the GCSE Geography course are useful whether going straight into work or into further education.



Course Content

Students for GCSE History will sit two exams, both are worth 50% of the overall grade. Controlled assessment no longer applies and students will sit both of their exams at the end of Year 11. The new number system grading policy will be adopted by GCSE History, as with all other subjects. Paper One is based on Modern World History and Paper Two is based around shaping Britain as a nation.

Exam Board & Certificate

AQA , GCSE Modern World History, Single Award

Assessment

Paper One has two sections. **Section A** will focus on Germany, 1890–1945: Areas covered in **Section A** include: The role and rule of Kaiser Wilhelm, the impact of WW1 on Germany, the establishment of Hitler's Dictatorship: the Reichstag fire; Night of the Long Knives; Hitler becomes Führer, the Final Solution and the impact of the Holocaust and censorship and propaganda; SS and Gestapo; opposition to the Nazis. **Section B** will focus on Conflict and tension, 1918–1939. Areas covered in **Section B** include: The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims, the Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations, the development of tension: Hitler's aims and Allied reactions. Escalation of tension: re-militarisation of the Rhineland; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement, the outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war.

Paper Two has two sections. **Section A** is a thematic study which will enable students to gain an understanding of how medicine has developed over time. It will allow students to compare and contrast medical advancements and enable them to explain how medicine has helped to improve people's lives. **Section B** is a British depth study focusing on one particular time period or significant figure that has helped shape our nation. The study which we have chosen is based on Queen Elizabeth I.

Controlled Assessment

There are no controlled assessment requirements.

Why Should I Choose this Course?

GCSE History is a valued qualification in the eyes of both employers and Colleges of Higher Education. Students obtaining a GCSE in History have a distinct advantage when pursuing academic studies at a higher level as they have not merely proved that they can retain dates, facts and details about events in the past, but they have the skills needed to comprehend, analyse, interpret and evaluate the events they have studied. These skills are important and benefit students who go onto further study in a full range of courses, not just related to history. Careers in which GCSE History and a higher History qualification are highly regarded include: Accountancy, Armed Forces, Banking, Civil Services, Journalism, Law, Politics, Television, Media and Teaching.



Course Content

Media plays a central role in contemporary society and culture. In GCSE Media Studies students learn how media products shape perceptions through representations, viewpoints and messages. Exploration of the media includes analysis of a wide range of media products including film, television, music video/online media, video games, newspapers, radio, magazines, advertising and marketing. In addition to studying media products, students learn about media industries and their commercial importance in society. Alongside the effect of media ownership and control, students learn about product processes and how audiences are targeted for economic gain. GCSE Media Studies also gives students the opportunity to use their acquired knowledge on media creatively, by developing their own media product. For example, students may be asked to create their own print or online magazine, or create marketing material for a new film.

Exam Board & Certificate

Eduqas GCSE Media Studies, Single Award

Assessment

The course is assessed by 70% examination and 30% controlled assessment.

It will be graded 1-9 (9 being the highest).

Assessment Component 1 (40%): Exploring the Media Examination - 1 hour 30 minutes

Section A - Exploring Media Language and Representation

- One question assessing media language in relation to a set product
- One two-part question assessing representation in relation to a set product

Section B - Media Industries and Audiences

- One stepped question on media industries
- One stepped question on audiences

Assessment Component 2 (30%): Understanding Media Forms and Products Examination — 1 hour 30 minutes

Section A - Television

- One question on media language or representation
- One question on media industries, audiences or contexts

Section B - Music (music videos and online media)

- Questions on media industries
- Questions question on audiences

Controlled Assessment

Assessment Component 3 (30%) requires students to produce their own media product for an intended audience in response to a choice of briefs set by the examination board, applying knowledge and understanding of media language and representation.

Why Should I Choose this Course?

During the GCSE Media course you'll develop and practise a range of skills which will equip you for progression to A Level study. These skills will also help you hugely in other areas of the Academy's curriculum, such as English, Humanities and the Arts. Looking further ahead, over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. A qualification in Media Studies helps you to move towards these courses, as well as to those in a range of other areas. If university isn't for you, there is a huge array of career opportunities in the media, and it's an industry that is growing very quickly. If you are interested in the idea of a career in TV and film production, advertising, journalism, interactive media, digital marketing, technical production, special effects, web design, then studying Media at GCSE level is a great place to start.

Media Studies nurtures emotionally intelligent, perceptive and socially aware critical thinkers who are alert to the world around them.



Course Content

GCSE Music is designed for students who sing or play an instrument and have a genuine interest in all styles of Music including Classical, Jazz, Film and Popular. The course ideally suits students who have achieved or are the equivalent of grade 2 ABRSM or above. All of the local colleges offer A-level courses in Music meaning that choosing the subject will give students the best opportunity to continue studying Music at college. Students will undertake three main activities throughout the course:

These include:

- Listening & Appraising Music
- Performing Music
- Composing Music

Exam Board & Certificate

Eduqas GCSE Single Award

Assessment

LISTENING & APPRAISING (1.5 hour examination) - 40% weighting

PERFORMING (1 x solo performance, 1 x group performance) - 30% weighting

COMPOSING MUSIC (1 x composition to a brief 1 x free composition) - 30% weighting

Controlled Assessment

Compositional work will need to be tracked using a composing log and students will be expected to develop musical ideas and write about how they did this. One hour per week in lesson time will be allocated for composing and each student will need to be able to work independently on their own compositions. The aim is to complete one composition in Year 10 (free composition) and one composition in Year 11 (composition set to a brief).

Why Should I Choose this Course?

Students opting for Music will need to have a genuine interest in the subject and be prepared to study in a structured and enjoyable manner. The course is practical-based and prepares students for further study in A Levels, BTEC, NVQ, GNVQ and study at degree level. It is essential that students who opt for Music can play an instrument or sing before starting the course in September. Music requires self-motivation, confidence and team-working skills to succeed.



Course Content

The Award gives learners 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 cover the:

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

Exam Board & Certificate Assessment

Edexcel Pearson BTEC Award in Performing Arts, Level 1/2

COMPONENT 1: EXPLORING THE PERFORMING ARTS

Students develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

COMPONENT 2: DEVELOPING SKILLS AND TECHNIQUES

Students will develop their performing arts skills and technique through the reproduction of **acting**, **dance** and/or **musical theatre** repertoire as **performers**.

COMPONENT 3: RESPONDING TO A BRIEF

Students will be given the opportunity to work as part of a group of **performers** to contribute to a workshop performance in response to a brief and a stimulus.

Controlled Assessment

Components 1 and 2 are internally assessed assignments, set by the exam board. Component 1 – 12 hours assessed response. Component 2 – 15 hours supervised response.

Why Should I Choose this Course?

Choosing to study BTEC Performing Arts is an important decision and one you should have made for the right reasons. The course is demanding, intensive and designed to allow those students with a talent or interest in **Acting, Dance or Musical Theatre Performance** and want to achieve a good qualification. You will enjoy the course if you want to study a subject that is both practical and creative. You will find that Performing Arts will help you feel more confident and prepare you to deal with a range of different situations and people, regardless of whether you wish to work within the industry.

After completing the course, you can continue on to further vocational and academic study as well as apprenticeships and traineeships. The transferable skills such as self-reflection, communication, teamwork and problem solving will also support progress in the present and the future.

GCSE PHOTOGRAPHY



Course Content

This exciting course aims to provide students with a broad knowledge and understanding of digital photography and image manipulation. Through experimental work and technique, students will have the opportunity to develop a wide range of photographic skills that will inform their own personal interests and self-directed study.

The course offers practical experience in:

- Traditional methods of photography
- Exploration of photographic media, techniques and processes Image manipulation in Photoshop
- Lighting and studio technique
- Professional working practice
- Creative layout and presentation technique

Exam Board & Certificate

AQA, GCSE Art and Design, Photography, Single Award

Assessment

60% Portfolio of work over 2 years (2 assignments completed in class and homework time).

40% Externally Set Assignment (Guided preparation, 10 hours supervised exam time).

Controlled Assessment

Over the two year course students will complete two units of work and an externally set assignment. The first unit will focus on experimental work within digital photography, image manipulation and creative sketchbook work.

TEACHING

Each student is supported so that they develop individually and express themselves creatively. Students are able to reflect on and develop their work through the constant dialogue between student and teacher. They are encouraged to develop their strengths through their own personal interests and areas of study. The course involves looking at the work of artists and photographers, with participation in gallery visits/workshops and competitions.

Why Should I Choose this Course?

Development of employability skills:

Creativity and imagination, technical ability, image manipulation and computer skills.

Career opportunities for example:

- General or social - weddings and portraits.
- Advertising and editorial - advertisements, magazines and photo
- Libraries and other news publications.
- Fashion - photographing models and clothing for magazines and catalogues.
- Corporate (industrial/commercial) - company promotional material
- Scientific or medical.

GCSE RELIGIOUS STUDIES



Course Content

Students will consider a range of philosophical, religious and ethical issues such as Good and Evil and Human Rights alongside a detailed study of Christianity and Islam. Students will deepen their understanding of divisive issues in our society, reflect and develop their own responses to these and gain understanding of a range of answers given to the issues from Christianity, Islam and non-religious world-views.

Exam Board & Certificate

Eduqas, GCSE Religious Studies, Single Award

Assessment

PAPER 1: (2 hours, 50% of grade)	Issues of Relationships, Issues of Life and Death, Issues of Good and Evil and Issues of Human Rights
PAPER 2: (1 hour, 25% of grade)	Beliefs, teachings and practices of Christianity
PAPER 3: (1 hour, 25% of grade)	Beliefs, teachings and practices of Islam

Controlled Assessment

There are no controlled assessment requirements.

Why Should I Choose this Course?

This course contains many issues which are relevant in today's society such as marriage/divorce, gender roles, abortion, euthanasia, good/evil, free will, suffering, justice, poverty and human rights. We will explore a variety of diverse viewpoints, gain understanding of the beliefs that affect people's attitudes and develop the students own responses to them. In addition to gaining knowledge of a wide range of social issues the course also develops a student's skill at evaluating viewpoints, developing their ability to construct well-argued, informed, balanced and structured written arguments. The course challenges them to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to preparation for adult life in a global community. Religious studies nurtures emotionally intelligent, perceptive, socially aware students who are alert to the world around them.

Employability skills: Analysis, evaluation, making considered judgments, making well argued and balanced written arguments, empathy and understanding others.

Career links: Police and social work, medical professionals e.g. nursing, journalism, legal professions e.g. solicitors, management, media, teaching, public services: and any role that might involve interacting with people from a variety of backgrounds.



Course Content

The course creates opportunities for all students to learn the language, developing linguistic competence in all four modalities: reading, listening, writing and speaking. The course focuses on SSCs ('phonics'), Grammar and Vocabulary building upon KS3 knowledge. The course is designed to provide all students with the knowledge to speak spontaneously, share their ideas and develop their oral confidence. It will develop all students' linguistic ability and will help to improve literacy skills as well as support a deeper understanding of English. It will provide all students the opportunity to develop personal and essential life and job skills including resilience, creativity, critical thinking, teamwork, confidence, problem solving and independence. Through music, films and literature, all students will have access to the Spanish-speaking world. Authentic material will give students access to a wide variety of viewpoints and different experiences. The course will equip and inspire students for life and to be able to compete successfully in local, national and global settings.

Exam Board & Certificate Assessment

This is a new exam course from September 2024. It is now more aligned with the other GCSE courses.

Edexcel , GCSE Spanish Single Award

Students are assessed in the format of 4 exams, each one accounting for 25% of the final grade. They are entered for either Foundation Tier or Higher Tier.

SPEAKING EXAM - Task 1: Read aloud and 2 short unprepared questions. Task 2: Role play in a transactional setting. Task 3: Picture description, 2 short unprepared questions and follow-on conversation (thematic context chosen in advance)

LISTENING AND UNDERSTANDING EXAM - Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Dictation

READING AND UNDERSTANDING EXAM - Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Translation into English

WRITING EXAM - Picture task (Foundation tier only).Two writing responses (both tiers, with a choice of two options for each question). Translation into French (both tiers)

Why Should I Choose this Course?

You will have the exciting opportunity to go on a trip to Spain in year 10/11. You will have the chance to practise Spanish and experience the amazing culture.

Spanish is the official language of 21 countries and is the 2nd most spoken language in the world. Therefore, by speaking English and Spanish you can communicate with more than 1 billion people. An amazing quality for both your personal and professional life.

Achieving a grade 5 or above in Spanish will contribute to the English Baccalaureate qualification(EBacc). Language learning equips the student with a raft of transferable skills; presentational skills, problem solving skills, team working skills, listening skills and good metacognition strategies. Languages, therefore, make you highly employable. Jobs may require a language for different reasons - because it is integral to the position, because it is an added bonus or because it is an indicator of general ability and outlook.

Many employers frequently recruit applicants with conversational ability, who may not be word perfect, as they believe they can help break the ice, deepen cultural understanding and open business access to new markets. Any career can be enhanced by languages, and those with language skills earn considerably more than those who don't, as much as 20%. In today's economic climate, a language GCSE is invaluable and sets you apart from others.

For more detail please see the Language FAQ pages 7and 8.



Course Content

This qualification encourages students to understand and apply the fundamental principles and concepts of Sport Studies. It aims to enhance learning and practical skills that can be applied to real-life contexts and work situations. Students will be encouraged to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there.

They will research topical and contemporary issues in sport, including; why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and the impact that hosting high profile events have in sport, as well as how technology is used within sport. There is also a practical element to the course and students will develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions.

Exam Board & Certificate

OCR Level 1/Level 2 Technical Award

To achieve this qualification, students must complete three units: one externally assessed and two internally assessed (NEA) units. The units of study that students will complete are listed below:

- (R184) **CONTEMPORARY ISSUES IN SPORT** - 40% of course (assessed by external written exam)
- (R185) **PERFORMANCE AND LEADERSHIP IN SPORTS ACTIVITIES** - 40% of course
(assessed by set assignment and level of practical performance in two separate sporting activities)
- (R186) **SPORT AND THE MEDIA** - 20% of course (assessed by set assignment)

Controlled Assessment

There are no controlled assessment requirements.

Practical Assessment

As part of the **R185** unit, students are assessed on their performance (skills and techniques/tactics and strategies) in **two separate sporting activities** (these can be individual or team sports from the OCR approved list of activities). Students have to submit and **logbook** for both sporting activities as evidence of their level of participation within each. With this in mind it is strongly recommended that students who choose this course already participate in **a minimum of one sport at school and club level**.

Why Should I Choose this Course?

Completion of this course will help students develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical activity component of sport. It will provide the knowledge and skills required to progress into a career in the sports industry as well as providing them with a valuable social-science based background if they choose to progress at Level 3 into a sports media or leadership focused course.

ONLINE FORM



This is an example of the form you need to complete online

All students should have one tick in Block A, one tick in Block B and one tick in Block C.

All students must choose at least one of the Ebacc subjects (Computer Science, Modern Foreign Language, Geography or History) from whichever column they wish to select it.

Complete the online Microsoft Form by the deadline of Tuesday 24th February 2026 at 9am. The links to the form will be shared with students via the student bulletin. Information will be shared with parents and carers via Synergy.

LHA GUIDED PATHWAYS - SPRING 2026

Name:	Tutor:				
<p style="text-align: center;">GCSE ENGLISH BACCALAUREATE SUBJECTS All students must choose at least ONE of the subjects listed as an Ebacc subject</p>					
SUBJECTS TO CHOOSE (choose one per block)					
BLOCK A	✓	BLOCK B	✓	BLOCK C	✓
Art and Design		Business Studies		Art and Design	
Engineering NCFE		History (Ebacc)		Art and Design Photography	
Food Preparation and Nutrition		Media Studies		Computer Science (Ebacc)	
Geography (Ebacc)		Music		Geography (Ebacc)	
History (Ebacc)		Physical Education CNAT		Performing Arts BTEC	
Religious Studies		Spanish (Ebacc)		Physical Education CNAT	
FOUNDATION PATHWAY - by invitation					
Personal & Social Development					
OTHER INFORMATION					
All groups can only run if there is sufficient demand.					
Please complete the Microsoft Form version of this online by 9am on 24th February 2026					
Signature of Student _____			Signature of Parent/Carer _____		



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