



Ormskirk School

# Key Stage 4

# OPTIONS

# BOOKLET

— 2025-2027 —



# Welcome

Dear Parents/Carers

This booklet provides comprehensive information about subject choices and the workload to be expected by students in Years 10 and 11.

In Years 10 and 11 the curriculum followed by students is different from Key Stage 3. At Key Stage 4 students study a combination of compulsory subjects and options. The programme is designed to give students a deeper understanding of their chosen programmes of study that allows for higher course progression post 16 and designed to maximise the outcomes and therefore future opportunities. and whilst this is a very exciting opportunity for students it is important we act as joint guardians of the option process to ensure wise and appropriate decisions are made.

I hope that the option process will be a partnership between teachers, parents and each young person. You will have views on the range of subjects you would like your daughter/son to follow. However, it is the young people themselves who have to complete the courses and so it is vital that we work together with them to enable each pupil to make the right individual choice.

Pathway 1

Core Subjects + Spanish + 1 Humanity (History/Geography) + 1 other Option  
(English Baccalaureate route)

Pathway 2 Core Subjects + 3 Options

Pathway 1 is recommended for those students who intend to move onto A Level study and then University.

If, when you have been through the curriculum booklet, you have any queries please contact your House Progress Lead or Mr Stewart (Assistant Headteacher/Curriculum & Data).

Yours sincerely



Mr C G Stewart  
Assistant Headteacher/ Curriculum & Data

# Foreword

Dear Student

This booklet has been prepared to help you make some important decisions about the courses that you will take in Years 10 and 11.

The booklet gives information about all the courses that you will take in Years 10 and 11, explains which courses you have to take and which are optional.

Please do not rush into making your choices. You need to read this booklet and listen to other information that your teachers will give you. You also need to discuss this information with your parents and teachers.

No one is going to tell you that Years 10 and 11 are easy and you will be expected to take increasing responsibility for your own learning and success. Be sure to look ahead, to plan carefully and to organise your time well.

You will be able to gain more information from the Parents Evening in January and the Options Evening in February.

You can gain additional information and guidance from:

- Progress Tutors and Subject Staff
- Jayne North and Jane Pearson (Careers Advisers)
- Mrs Wenham (Careers Leader)

I hope that you will enjoy your work in Years 10 and 11, and that you will achieve to your own highest standards.



Mr C G Stewart  
Assistant Headteacher/ Curriculum & Data

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# A Note About Time

Time will probably seem to go more quickly when you are in Years 10 and 11. The 'two-year' courses in fact last for about five school terms, because in May and June of Year 11 you will be taking your final examinations. In any case, there are more demands on your time and the way you organise all your time will be very important.

The school week is currently divided into 25 lessons, each one lasting one hour. Each lesson represents 4% (one twenty-fifth) of the week. English, Mathematics and Science are Core subjects and take up 15 lessons per week (56%) of your time. The option subjects will take up 36% of your time. The remaining time will be taken up with PE.

You will need to make homework a priority. Make sure you plan to make the most of your time, and don't leave everything until the last minute. In Years 10 and 11, homework assignments are sometimes given over a longer period of time and involve different tasks. Organisation, therefore, becomes very important.

Some of the decisions which you need to make about your work in Years 10 and 11 are not decisions about which optional courses you should take, but how you are going to work towards success and achievement in all the courses you will be taking. Your preparation for Year 10 has already begun.



Remember that good attendance is vital for success. Aim for 100% attendance and do not have any time off school unless there are sound medical reasons for doing so. Make sure you not only complete your coursework during the two years, but also that you meet all deadlines and that you finish all assignments to the highest possible standards. Organise your homework carefully and balance your homework with your social life and other worthwhile pursuits. When you are in school, make the most of all the opportunities there are to learn new knowledge and skills in lessons and other activities.

## IMPORTANT DATES IN THE OPTIONS PROCESS

- **January 2025**  
Options work in Tutorial
- **Thursday 16th January 2025**  
**Y9 Virtual Parents Evening**  
The opportunity to talk with option subjects about the suitability of certain subjects
- **Thursday 6th February 2025**  
Parents' Options Information. Subject stalls and opportunities to pose questions.
- **End of February**  
Students will make choices online through a Microsoft form. Requests for individual appointments can also be made to discuss options with a member of staff.

## Compulsory Courses

Most students in Years 10 and 11 will take the full range of National Curriculum subjects at Key Stage 4.

This range of compulsory subjects is designed to prepare young people for adult life, for further study, training and employment.

Subject	Lessons per week	Examined (Yes/No)
English (Language and Literature)	4.5	Yes – 2 GCSEs
Mathematics	4.5	Yes – 1 GCSE
Biology, Chemistry and Physics	6	Yes – 3 GCSEs
General Physical Education	2-4	No

## Optional Courses

Students have the opportunity in Years 10 and 11 to study 3 additional courses. One subject should be chosen from each of the option columns. These will be shared later. At least 1 choice needs to be either History, Geography or Spanish.

**We will always try to accommodate your choices; however, this is not always possible.**

- **If a subject is oversubscribed then we will need to talk to those pupils and if necessary staff will make the decision as to whom they feel the course is most appropriate for**
- **If only a small number of pupils opt for a course then it may not run; in this case pupils will be asked to make another choice**

### NOTE

In both these cases, students will be given time to consider alternative choices and be able to talk to their parents before making a decision.

## Examinations & Qualifications-GCSE

Most of the subjects taken in Years 10 and 11 lead to recognised national qualifications. The separate subject sections in this booklet go into more detail.

GCSE stands for General Certificate of Secondary Education. Most students will take GCSEs in the compulsory subjects of English, Mathematics and Science. Optional subjects also lead to GCSEs in most subjects.

GCSEs have recently been reformed with changes to English and Maths having been made in September 2015 and most other subjects changed from September 2016.

### The reformed GCSEs:

- are more demanding
- have been designed for a two-year period of study
- are linear, so students will take all of their exams at the end of the course
- non-exam assessment has been removed or reduced in the majority of GCSEs
- have a new grading scale from 9 to 1 (with 9 being the highest)

The DfE have a factsheet for parents if you would like to read more about the new GCSEs.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/706497/Parent\\_factsheet\\_FINAL\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706497/Parent_factsheet_FINAL_.pdf)

New grading structure	Old grading structure
9	
	A*
8	
7	A
6	B
5	STRONG PASS (DfE) 5 and above = top of C and above
4	STANDARD PASS (DfE) 4 and above = bottom of C and above
	C
	D
3	
	E
2	
	F
1	
	G
U	U



# Other Qualifications

This year we are also offering other qualifications including Cambridge Nationals and BTECs for students to follow. These allow students to achieve the equivalent of a GCSE 1-9.

These qualifications tend to be more work related qualifications suitable for a wide range of students built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background. The qualifications are recognised by schools, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide.

These courses offer a practical hands-on approach that is often lacking in more traditional academic routes. Students have to undertake a number of units for which they present evidence, based on real-life work and studies. This allows them to demonstrate their skill and knowledge.

Some students thrive during the pressure of exams; others often fail to achieve their potential due to worries or nerves. When studying this way, progress is measured throughout the course, allowing the student to gauge their own performance on a continuing basis, just like in a real workplace. Students are more engaged and motivated as a result, as they can see their own progress through the course rather than waiting to the end to sit an exam. The courses do include an appropriate element of external assessment; however, this is not necessarily an exam - it could be a task, a test or a performance, depending on the subject.

For many students, the non-GCSE route could be the better option.

More information about these courses is given later in the booklet.

Students will be given information, advice and guidance to help them decide which is the appropriate course for them.

## Help in making decisions

**How do you know which is the right pathway for you?** You need to consider:

### 1. The nature of the courses

- Is it theory or practical based?
- Is it all exam or is there some non-exam assessment?

### 2. What is right for you

- Which subjects?
- Which courses?

### 3. How do you know which subjects are right for you?

- Do you enjoy the subject at KS3?
- Are you showing good progress at KS3?
- Do you have an idea of your career plan – Post 16/A levels/BTEC/applied qualifications/future career, etc?

### In addition:

- You should take your time to choose your options
- You should not choose an option just because your friend has chosen it
- You should choose a course for the subject not because of a particular teacher (that teacher may not teach you in Years 10 and 11)
- You should talk to parents and teachers before making your final decision
- You should ensure that you have a broad and balanced curriculum

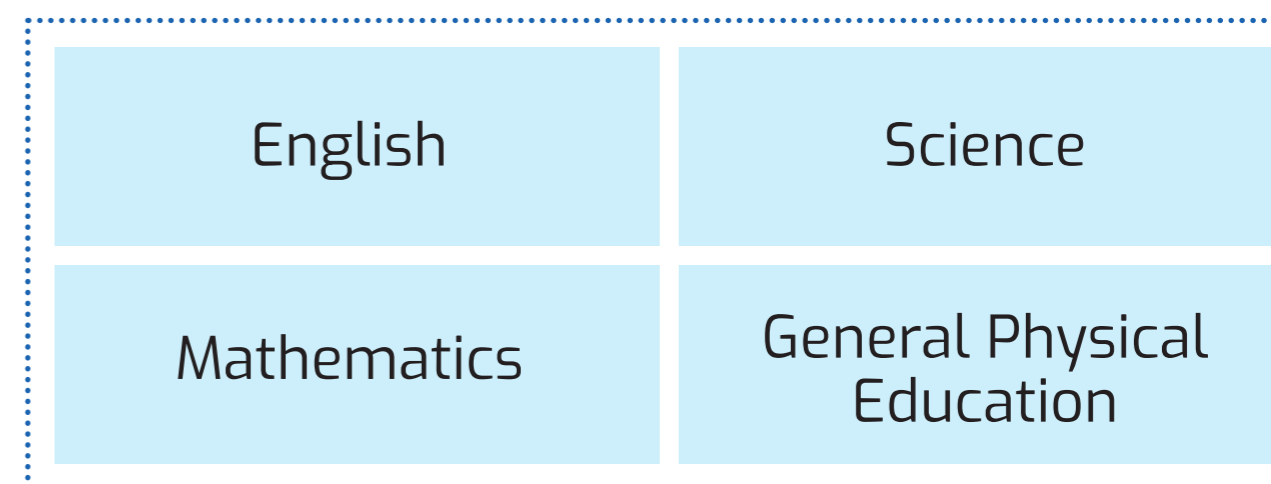
It is you who follows the courses so you should be happy with your choices. Be sure to read this entire booklet and give yourself time to receive other information before you complete your Options Form. You need to choose carefully as it is likely to be difficult to accommodate changes and there may be implications for your future career plans.

It is strongly recommended that if you are considering moving onto A Level study and then onto University, you follow Pathway 1 - the English Baccalaureate - where 2 of your options are a Language and a Humanity (History or Geography).

### REMEMBER

- If a subject is oversubscribed then we will need to talk to those pupils and if necessary staff will make the decision as to whom they feel the course is most appropriate for
- If only a small number of pupils opt for a course then it may not run; in this case pupils will be asked to make another choice

## Compulsory Courses



# GCSE English Language and Literature

All students will study both Language and Literature, leading to two separate GCSE qualifications.

## Why study English Language?

English Language gives students the opportunity to look at the language they use every day in a variety of contexts. It provides students with the opportunity to study selections from a range of prose fiction and a range of 20th and 21st century non-fiction texts. It encourages students to be analytical, logical, creative, accurate and evaluative. Furthermore, English Language provides students with the opportunity to develop the communication skills needed for a successful future.

## GCSE English Language

Exam Board: AQA

The English Language GCSE will be 100% exam assessed. Examinations are in one tier only and students will be awarded a grading of 9 to 1 (9 being the highest grade awarded).

### The content of the course requires learners to:

- demonstrate an understanding of the conventions of written language, including grammar, spelling and punctuation;
- experiment with language to create effects to engage the audience;
- express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication;
- form independent views and challenge what is heard or read on the grounds of reason, evidence or argument;
- write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes.

**Assessments** - all texts in the exam will be unseen

### Paper 1: Explorations in Creative Reading and Writing

#### What's assessed -

- **Section A: Reading** - one literature fiction text
- **Section B: Writing** - descriptive or narrative writing

#### Assessed

- written exam: 1 hour 45 minutes
- 80 marks, 50% of GCSE

#### Questions

- Reading** (40 marks) (25%) - one single text
- 1 short question, 2 longer form questions and 1 extended question

**Writing** (40 marks) (25%)

- 1 extended writing question

### Paper 2: Writers' Viewpoints and Perspectives

#### What's assessed

**Section A: Reading** - One non-fiction text and one literary non-fiction text

**Section B: Writing** - writing to present a viewpoint

#### Assessed

- written exam: 1 hour 45 minutes
- 80 marks, 50% of GCSE

#### Questions

- Reading** (40 marks) (25%) - two linked texts
- 1 short form question, 2 longer form questions and 1 extended question

**Writing** (40 marks)(25%) - 1 extended writing question

### Non-Examination Assessment: Spoken Language

#### What's assessed

- presenting
- responding to questions and feedback
- use of Standard English

#### Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

## Why study English Literature?

English Literature provides students with an opportunity to develop their analytical skills; widen their horizons through literature and learn the skills of inference and analysis of language. The ability to consider the way in which people have expressed ideas is an important skill when communicating in the wider world and the study of books and plays is an excellent way that students can demonstrate their ability to do just this. The demanding nature of the course helps students to develop a habit of reading widely and regularly – an increasingly important skill in our communications based society.

## GCSE English Literature

Exam Board: Eduqas

The English Literature GCSE will be 100% exam assessed. Examinations are in one tier only and students will be awarded a grading of 9 to 1 (9 being the highest grade awarded).

### The content of the course requires learners to:

- develop and sustain independent interpretations of whole texts, supporting them with detailed textual references;
- analyse connections between texts. Comparing features and qualities that connect and contrast the presentation of themes, characters and settings;
- analyse the impact of style, language, structure and form;

- relate texts to their social and historical contexts and to the literary traditions of which they are a part;
- understand how texts from literary heritage have been influential and significant over time.

## The Exam

### Component 1: Shakespeare and Poetry

**Section A** ( 20%) Shakespeare – students will answer questions on an extract from Macbeth and one essay question upon the whole play. Students will not have a copy of the play in the exam.

**Section B** ( 20%) Poetry from 1789 to present day – Students will answer two questions based on the 18 poems studied.

### Component 2: Post 1914 Prose/Drama, 19th Century Prose and Unseen Poetry

**Section A** (20%) Post 1914 prose/drama- students will answer an essay style question on an extract from An Inspector Calls. Students will not have a copy of the text in the exam.

**Section B** (20%) 19th Century Prose – Students will answer an essay-style question on an extract from A Christmas Carol. Students will not have a copy of the text in the exam.

**Section C** (20%) Unseen poetry from 20th/21st Century – Students will answer two essay-style questions on two poems they have not read. One question will involve comparison.



# Mathematics

All Year 10 and 11 pupils will follow the OCR GCSE course. Each pupil has access to a number of online resources which allow pupils to practise exam questions and view video clips covering the topics on the GCSE specification.

Mathematics is an important subject required in Further and Higher Education, employment and life generally. It is a challenging and rewarding subject and one that is changing constantly to meet the demands of the modern world. You will be placed in sets according to your mathematical ability. Movement between sets will be considered at appropriate points

throughout the course. Setting is within two parallel bands and this enables pupils to be prepared for the Higher and Foundation Tiers of GCSE entry in both bands.

The course is designed to encourage and develop:

- A positive attitude towards mathematics
- Perseverance and enjoyment when solving problems
- Mathematical understanding, skills and knowledge
- Communication of mathematical ideas and the desire to study the subject to a higher level

<b>Higher Tier</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>			
<b>Foundation Tier</b>					<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## The Scheme of Assessment is -

Terminal Examination (end of year 11)	100%	Number and Algebra; Shape, Space and Measures; Handling Data
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If you require further information about the GCSE courses, please do not hesitate to seek advice from your present teacher or any other member of the department.



# General Physical Education

Physical Education remains a compulsory subject for all students in Years 10 and 11.

The aims of the programme are as follows:

i)	To show increased knowledge, improved competence and safe performance in your selected activities.
ii)	To understand the rules and officiate in selected activities, to understand the importance of being a responsible participant and spectator.
iii)	To develop life skills through physical activity including communication, sportsmanship, collaboration, resilience and organisation.

In Years 7 to 9 the range of work has provided you with a good base on which you can expand.

The area of work incorporates team games, individual sports and fitness related activities. All of these activities will continue to develop in a friendly and enjoyable atmosphere. During Year 10 we attempt to offer you more of a choice of activities.

A fundamental aspect of the Physical Education programme will be the health related element which will enable you to develop a more informed approach to physical activity and leading a healthy active life style.

## Some of the activities offered in curriculum PE include: -

Football	Athletics	Rounders
Rugby	Cricket	Table Tennis
Netball	Softball	Aerobics
Basketball	Tennis	Fitness Session
Badminton	Hockey	Dodgeball

You will be encouraged to take part in a wide and varied extra-curricular programme.

The course is not taken to examination level, but students may choose the GCSE PE or Sports Science course as an option.

# GCSE: SCIENCE

Separate Sciences - Biology, Chemistry and Physics Exam Board: AQA

## How is the course structured?

At the start of Year 9, all students begin work that bridges the gap between KS3 and GCSE Science.

In Year 10 pupils will continue to study towards 3 separate GCSEs in Biology, Chemistry and physics, each being taught by a subject specialist teacher over 4 lessons per fortnight.

Some students may move to sit dual exams when data from Year 11 mocks is considered.

## What about coursework?

Coursework and Controlled Assessment are no longer part of the Science GCSE courses. In order that the emphasis on practical work is not reduced, the exam boards will examine students on aspects of some key investigations that they will undertake in class. In the final exams, 15% of the marks will be around the following investigations:

### Biology

1. Investigate the effect of antiseptics or antibiotics on bacterial growth (biology only).
2. Investigate the effect of salt or sugar solutions on plant tissue.
3. Investigate the effect of a factor on the rate of an enzyme-controlled reaction.
4. Investigate the effect of a factor on the rate of photosynthesis.
5. Investigate the effect of a factor on human reaction time.
6. Investigate the effect of light on the growth of newly germinated shoots (biology only).
7. Investigate the population size of a common species in a habitat.
8. Investigate the effect of a factor on the rate of decay (biology only).

### Chemistry

1. Preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate.
2. Determination of the reacting volumes of solutions of a strong acid and a strong alkali by titration. (chemistry only)
3. Investigate electrolysis using inert electrodes.
4. Investigate factors affecting temperature changes in endo/exothermic reactions.
5. Investigate how changes in concentration affect the rates of reactions
6. Investigate how paper chromatography can be used to separate substances.
7. Identify the ions in a single ionic compound using chemical tests.
8. Distillation of salt solution to obtain water.

### Physics

1. Investigate Hooke's Law.
2. Investigate force, mass and acceleration.
3. Investigate the specific heat capacity of one or more materials.
4. Investigate ways of reducing the unwanted energy transfers in a system. (Physics only)
5. Investigate the reflection of light by different types of surface and the refraction of light by different substances. (Physics only)
6. Investigate, using circuit diagrams to set up a circuit, the factor(s) that affect the resistance of an electrical component.
7. Investigate, using circuit diagrams to construct circuits, the V-I characteristics of a filament lamp, a diode and a resistor at constant temperature.
8. Investigate, using appropriate apparatus, the densities of regular and irregular objects.

### Subject content

#### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

#### Chemistry

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

#### Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

### Assessments

There are six papers: two biology, two chemistry and two physics.

Each of the papers will assess knowledge and understanding from distinct topics.





# Optional Courses

Music

Art & Design

Photography

Cambridge National Business Enterprise and Marketing

WJEC Level 1/2 in ICT

Computer Science

Drama

Design & Technology

3-Dimensional Design

Geography

History

Hospitality and Catering

Food Preparation & Nutrition

Spanish

Physical Education

Cambridge National: Sport Science

Health & Social Care BTEC Level 1/2

Religious Studies

## Music

The aim of the course is to foster the students' knowledge, understanding, skill and enjoyment of music through involvement in performing, composing and listening to a wide range of music from different times and cultures.

The course is rewarding and stimulating and there is scope for individual interests and aptitudes. The course is suitable for those who wish to study further, BTEC/Music or Music Technology A-Level, or for those who have a genuine interest in the subject.

All students must be able to demonstrate their ability to perform both individually and in a small group of between two and five players. Any instrument is allowed including the voice.

Students will be expected to take an active role in the musical life of the school. There are many extra-curricular musical activities for students to become involved with.

There are visiting teachers for string, wind, brass, guitar, drums, keyboard, piano and voice. It is strongly recommended that students are in receipt of instrumental/singing lessons either in or out of school during their GCSE studies.

Students have access to our suite of Apple Mac computers and Logic Pro X and can make use of our recording studio to work on their compositions.

### The Eduqas course consists of three units:

<b>Unit One</b>	<p><b>Performance (30%)</b> Students will perform for between 4 and 6 minutes. This will generally consist of at least one individual piece and an ensemble piece. The standard requirement is Grade 3 by the Autumn term of Year 11.</p> <p><b>Assessment:</b> Work is marked by the teacher and then moderated by the exam board.</p>
<b>Unit Two</b>	<p><b>Composition (30%)</b> Candidates will compose two pieces of music -one in any style/genre and one in response to a choice of four briefs set by the exam board.</p> <p><b>Assessment:</b> Work is marked by the teacher and then moderated by the exam board.</p>
<b>Unit Three</b>	<p><b>Listening and Appraising (40%)</b> The listening paper is based on the study of two set works based on four areas of study.</p> <p><b>Assessment:</b> A listening examination at the end of the course which is externally marked.</p>

“Music can change the world” Ludwig van Beethoven

# Art & Design

Although skills in drawing, written analysis and design work are an advantage, the main requirements for pursuing an Art course in Year 10 and 11 are a genuine interest, enthusiasm and serious commitment. For the interested, we can provide a good basis for a possible future career.

Industry depends on the qualities of designers, craftspeople and creative artists who are employed in a wide range of activities and working situations. Taking Art at GCSE could lead to studying a 2-5 year Art based course at colleges or universities such as:

- **Fine Art**
- **Graphic Design including**
  - Illustration
  - Advertising
  - Product design
  - Fashion
  - Marketing
  - Digital imaging
  - Film
  - Video and animation
- **Fashion and textiles**
- **Sculpture**
- **Photography**
- **Theatre design**
- **Jewellery design**
- **Interior design**
- **Architecture**
- ...and many more.

Art is also useful for students interested in Primary Education, Occupational Therapy and Art Therapy. The department offers well

equipped Art and Design studios, including a 3D studio, print presses, dark room and computer facilities enhancing the quality of teaching and learning. GCSE is delivered by a highly experienced and qualified team as demonstrated by exceptional results in both Fine Art and Graphic Art consistently year on year. For September 2025, the Art Department will be offering...

## Art and Design

Where students will be required to work in one or more areas such as:

- **Drawing**
- **Painting**
- **Sculpture**
- **Installation**
- **Photography and moving image**
- **Printmaking**
- **Mixed media**
- **Graphics**
- **Design for print**
- **Illustration-drawing and painting**
- **Package design**
- **Typography**
- **Multi-media design**

The course structure is assessed through Component 1: Portfolio worth 60% of the overall GCSE and Component 2: Externally Set Task worth 40% of the overall GCSE giving an excellent opportunity for a committed student to achieve their full potential. The courses are mainly practical but there is an emphasis on written analysis of their own and other artists' work.



# Photography

The GCSE Photography course offers an exciting opportunity for students to develop their interest in the production and editing of images. Students will develop their understanding of how photography can be communicated as well as the skills needed to use photographic techniques and processes.

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as those listed below:

- **Portraiture**
- **Location photography**
- **Studio photography**
- **Experimental imagery**
- **Installation**
- **Documentary photography**
- **Photo-journalism**
- **Moving image: film, video and animation**
- **Fashion photography.**

They may explore overlapping areas and combinations of areas.

The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of figurative and non-figurative forms, image manipulation, close up and imaginative interpretation. It will also include visual and tactile elements such as: colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface and contrast.

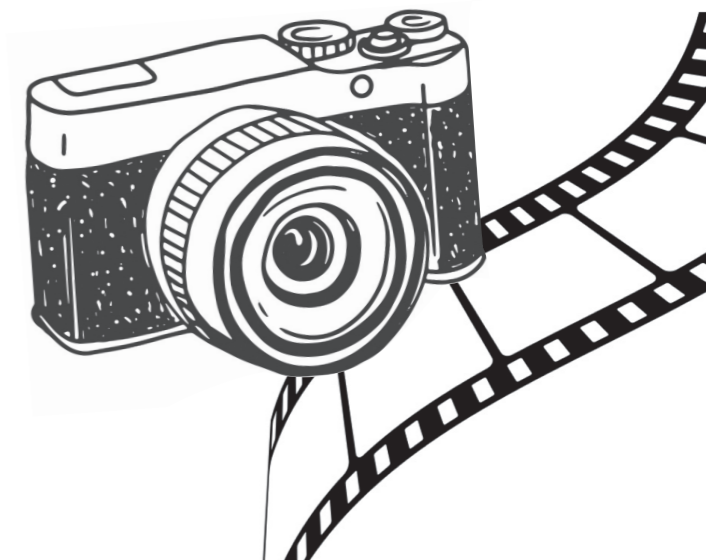
**New  
course for  
2025**

## Skills

During the course students will develop the use of photographic techniques and processes, appropriate to students' personal intentions, for example:

- **Lighting**
- **Viewpoint**
- **Aperture**
- **Depth of field**
- **Shutter speed and movement**
- **Use of enlarger**
- **Chemical and/or digital processes including use of the darkroom**

The course structure is assessed through Component 1: Portfolio worth 60% of the overall GCSE and Component 2: Externally Set Task worth 40% of the overall GCSE giving an excellent opportunity for a committed student to achieve their full potential. The courses are mainly practical but there is an emphasis on written analysis of their own and other artists' work.



# Business Enterprise and Marketing

**Hands on Practical Engaging Creative Industry relevant**

## Do you have a creative business mind? Maybe you aspire to run your own Business in the future?

If so then this is the course for you! Cambridge National in Enterprise and Marketing gives you the knowledge of business in the real world including the impact they have on local, national and global economies. This course will prepare you for the world of work, equipping you with detailed knowledge of business terms and models as well as a whole bank of skills that

are sought after in the world of business. The qualification is made up of three units, two of which are project based as well as one examined unit. All units are closely related to the real world of business, building skills and knowledge that will be hugely beneficial to you in further education or employment; studying for a qualification in business can open doors to a host of opportunities.

<b>Design a Business Proposal</b>	<ul style="list-style-type: none"> <li>• Project work</li> <li>• Market and Design a new product</li> </ul>
<b>Market &amp; Pitch a Business Proposal</b>	<ul style="list-style-type: none"> <li>• Project work</li> <li>• Pitch your business idea to a group of Business professionals</li> </ul>
<b>Enterprise &amp; Marketing Concepts</b>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• This is building on the skills and knowledge from the project work</li> </ul>

This course opens up opportunities to progress onto Level 3 studies with options including A Levels in: Business, Economics, Psychology, Sociology, Accounting or Law. Alternatively, you could pursue a business-related apprenticeship.



**"If you do things well, do them better. Be daring, be first, be different, be just"**

Dame Anita Roddick (Founder of The Body Shop)

**"I was so nervous when I pitched my own hat idea, but I felt so proud of myself afterwards. I have definitely grown in confidence which helps me in my other subjects."**

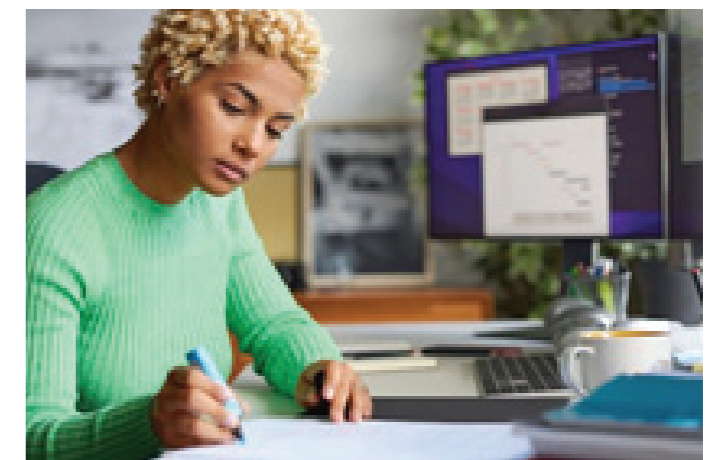
# WJEC Level 1/2 in ICT

The WJEC qualification in IT will raise your confidence and understanding of using a range of different IT software packages. It will equip you with valuable IT skills needed for further education and employment as well as prepare you for a world that is dominated by technology.



Units we will study	
<b>Unit 1: ICT in society</b>	<p>This unit will teach all about the impacts of ICT on the modern world. How and where it is used, the influence it has had over different industries and how it has changed the way society works.</p> <p>Assessed through a written exam.</p>
<b>Unit 2: ICT in context</b>	<p>This is a practical unit where you will complete coursework, broken down into 4 parts.</p> <p>You will learn to manipulate images using programmes like Photoshop, work with data using Microsoft Excel and Access and learn how to make use of a range of software to help you solve real world scenarios.</p> <p>This is your hands on experience that helps you develop transferable skills for your digital future</p>

This qualification is ideal for those of you who recognise the importance of technology and want to equip yourself with a recognised qualification and skills that will improve your confidence and digital literacy. Unlike the Computer Science course, this qualification does not involve programming.



# GCSE Computer Science

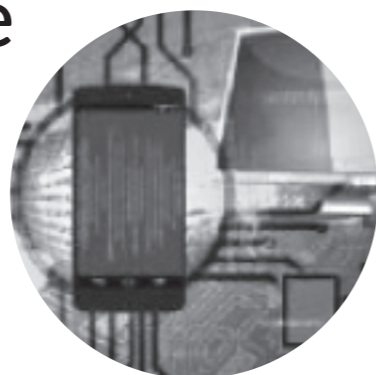
## You are living in a digital revolution! Give yourself a head start!

Problem solving is an essential skill for life. You will study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts.

But it's not just about programming. You will also learn about how devices work, what the internet is, how networks function and how these advances in technology have impacted every aspect of our lives.

Businesses today require an ever increasing number of technologically aware individuals that can develop Apps, computer games and websites.

The future is exciting for Computer Scientists!



“ It is key to making sure every kid can compete in the high-tech global economy of today. ”

Barack Obama

### Structure:

		Marks	Duration	Weighting
Exam paper 1	Computer Systems	80	1 hour 30 mins	50% of the total GCSE
	<ul style="list-style-type: none"> <li>• Systems architecture</li> <li>• Memory</li> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• Systems software</li> <li>• Moral, legal and environmental concerns</li> </ul>			
Exam paper 2	Computational Thinking, Algorithms and Programming	80	1 hour 30 mins	50% of the total GCSE
	<ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</li> </ul>			

“ Everyone should know how to program a computer because it teaches you how to think. ” Steve Jobs

# GCSE Drama

The level 1/2 Technical Award in Performing Arts allows pupils to explore all aspects of the Performing Arts. There are many opportunities for students to participate in performance. All students will develop their own performances in response to a brief, respond to professionally commissioned work, work collaboratively and develop their skills as a performer or designer. Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. This course provides a platform for those interested in later studying Drama and Theatre at A Level and beyond.

## Eduqas Technical Award in Performing Arts

### Unit 1: Performing

Unit 1 enables learners to gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece(s) of professional/published work. This unit can be completed through any one of the following disciplines:

- Drama
- Music
- Music Technology
- Musical Theatre (candidates will be required to demonstrate their skills in at least two out of the three disciplines of singing, dancing and acting).

There are three topics in this unit:

- 1.1 Research and rehearse
- 1.2 Performance
- 1.3 Review and Reflect

**This unit is worth 30% of the qualification**

### Unit 2: Creating

In this unit, you will develop and demonstrate understanding of the skills and techniques needed to create and refine an original piece of work in the performing arts.

This unit can be completed through any one of the following disciplines from either performance or production:

Performance disciplines:

- Devised drama - Choreography - Composition - Composition using technology. Production disciplines:
  - Costume design - Lighting design
  - Sound design - Make-up and hair design
  - Set design.

There are three topics in this unit:

- 1.1 Explore and Develop
- 1.2 Applying knowledge and skills to create original work
- 1.3 Review, reflect and refine

**This unit is worth 30% of the qualification**

### Unit 3: Performing Arts in Practice

This unit introduces you to areas of the performing arts that need to be considered when responding to an industry commission.

You will draw on the skills and knowledge you gained in Unit 1 to reproduce a piece of professional/published work, and use the skills and techniques to learned in Unit 2 to create and refine the original work.

There are three topics in this unit:

- 1.1 Planning performance work
- 1.2 Promoting and pitching
- 1.3 Evaluating and reflecting

**This unit is worth 40% of the qualification**

# GCSE Design and Technology Exam Board: AQA

If you opt for Design Technology you will be placed on either a DT course or the 3D communication course, based on the staff knowledge of which will best suit you and allow you to have the best possible attainment outcome, i.e. exam result.

## What is Design & Technology?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

## Why choose Design & Technology?

You would choose this subject if you:

- like solving problems.
- enjoy technical drawing, by both hand and computers.
- enjoy discussing social and moral factors regarding the ethics behind design, making and processes.
- like researching the way products are made and why.
- enjoy prototyping and making 3d outcomes based on your own design ideas.

## How is the course examined?

The course is split in to two main sections, each carrying a weight of 50% towards a final grade. The first component is an NEA (Non-exam Assessment). This is followed by a second component, a 2-hour written examination.

## Component 1:

NEA Assessment Criteria:

- Identifying and investigating design possibilities.
- Producing a design brief and specification.
- Generating design ideas.
- Developing design ideas.
- Realising design ideas.
- Analysing & evaluating.

The NEA task is directed by the exam board each year. Once complete this will be handed in as a 20-page written folder and a 3-dimensional prototype.

## Component 2:

Written Examination Criteria:

### Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

### Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

### Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

## What jobs will it lead me to?

Well, that's the beauty of this subject. We live in an ever-changing world; the fact is the jobs that exist today did not exist when many of your parents and teachers were at school! How can we possibly know what job you will do in the future? Design & Technology is one of the main platforms for the generation of these future jobs.

# GCSE 3-Dimensional Design Exam Board: AQA

If you opt for Design Technology you will be placed on either a DT course or the 3D communication course, based on the staff knowledge of which will best suit you and allow you to have the best possible attainment outcome, i.e. exam result.

## What is 3-Dimensional design?

GCSE 3-Dimensional design will prepare students to participate creatively and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on 3D Design including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

## Why choose 3-Dimensional design?

You would choose this subject if you:

- like solving problems.
- enjoy drawing, by both hand and computers.
- Enjoy researching iconic designers, cultures and 3-dimensional artists.
- Like experimenting with materials to realise an outcome.
- like researching the way products are made and why.
- enjoy prototyping and making 3d outcomes based on your own design ideas.

## How is the course examined?

The course is split in to two main sections. The first component is an NEA (Non-exam Assessment) which is coursework based and will consist of two main projects worth 60% of the final grade. This is followed by a second component, an externally

set assignment studied over ten weeks concluding with a ten-hour controlled assessment practical activity worth 40% of the final grade.

## Component 1:

NEA Portfolio:

- Producing focused research including identifying and investigating design possibilities.
- Experimentation with materials and processes.
- Generating and developing design ideas.
- Realising design ideas.
- Analysing & evaluating.

The NEA portfolio will demonstrate explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

## Component 2:

Externally set assignment:

This follows a similar project-based assignment. The starting point is set by the exam board, and candidates respond creatively to their chosen starting point, again covering the four assessment objectives to design and realise a generated outcome.

## What jobs will it lead me to?

Product designer  
Sculptor  
Set designer  
Architect  
Fashion designer  
Interior designer  
Joiner

# Geography

## Am I interested in Geography?

Well, you should be, as it tackles major issues.

- environmental responsibility
- global interdependence
- cultural understanding and tolerance

## How useful will my chosen GCSE subject be to my future education and career?

### Geography can offer you:

- High academic standards – is welcomed as a subject by universities and colleges.
- Transferable skills – you'll be skilled in the use of primary and secondary data analysis and evaluation, report writing, researching, discussion and presentations.
- IT skills – Word-processing, Powerpoint, Spreadsheets, the Internet, a variety of Apps and Geographical Information Systems (GIS).
- Practical competence – through fieldwork, environmental investigations and decision making
- A bridge between the arts and sciences giving you flexibility if you decide to go on to higher education
- A wider range of job opportunities than almost any other subject.

## What will I be learning over the next two years?

We follow the AQA Specification.

### There are three units in GCSE Geography:

#### Living with the physical environment

This unit is concerned with dynamic nature of physical processes and systems, and human interaction with them at a variety of places and a range of scales.

You will study three topics:

- The challenge of natural hazards
- The living world - Hot environments and tropical rainforests
- The physical landscapes of the UK - Coasts and rivers

#### Challenges in the Human Environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporarily. They are studied in a variety of places at various stages of development and at a range of scales.

You will study three topics:

- Urban issues and challenges
- The changing economic world
- The challenge of resource management - Food

#### Geographical Applications

In this unit you are required to draw together knowledge, understanding and skills from your GCSE Geography.

There are two parts to this unit:

- Issues Evaluation - Pre-release booklet
- Fieldwork - students will undertake two geographical enquiries to collect primary data

### How is the subject assessed at GCSE?

Paper 1 - Living with the physical environment = 35%  
1 Hour 30

Paper 2 - Challenges in the human environment = 35%  
1 Hour 30

Paper 3 - Geographical applications = 30%  
1 Hour 30

“ Geography is the subject which holds the key to our future... Without Geography you're nowhere! ” *Michael Palin*

# Geography continued

## What careers will use my Geographical knowledge and skill? GCSE Geography is a facilitator subject meaning...

GCSE Geography always counts towards a Further or Higher Education Course. It can help you qualify for AS levels, AVCEs etc in many subjects. For many jobs it is a real advantage if you have taken GCSE

Geography.

The subject covers a wide range of skills, so consider the subject seriously if you are interested in a particular field of work.

GCSE geography is a pivotal subject meaning...

Combining GCSE Geography with other GCSE options which interest you could lead to jobs such as:

GCSE Geography with:	Potential Careers:
Art & Design / IT	Advertising, Cartography Landscape Architecture, Surveying
Science (Biology, Chemistry)	Agriculture, Environmental Health, Estate Management, Nature Conservation
Business Studies / Economics	Banks, Business, Accountancy, Civil Services
History	Archaeology, Publishing, Law
Modern Languages	Leisure and Tourism, European Business
Maths & Science (Physics)	Civil Engineering, Meteorology, Mining, Navigation
Physical Education	Leisure Services, Sport and Recreation Management

"As a young man, my fondest dream was to become a geographer. However, while working in the customs office I thought deeply about the matter and concluded it was too difficult a subject. With some reluctance I then turned to physics as a substitute" *Einstein*

"The Earth is just a billion tonnes of geography rolling through the sky. People look down on stuff like geography and meteorology, and not only because they're standing on one and being soaked by the other. Geography is only physics slowed down and with a few trees stuck on it, and meteorology is full of excitingly fashionable chaos and complexity. Douglas Adams - author of the Hitchhiker's Guide to the Galaxy.

"We are citizens of the world. The tragedy of our times is that we do not know this." (Woodrow Wilson - Twenty-Eighth President of USA)

## Did you know?

**Michael Jordan:** As well as being alright at Basketball, Michael also studied Geography as a Major at University.

**Prince William:** William, the future King, changed University courses from History of Art to Geography.

**Matthew Pinsent:** Our brilliant Olympic rower also studied Geography at University.

**Stuart Pearce:** Ex England Captain, Nottingham Forest, Newcastle, Manchester City player and Manager left school with two qualifications. One was Geography!

**Nick Hodgson:** The drummer from Kaiser Chiefs, studied Geography and Media at Trinity and All Saints College.

# History

History is an essential, compulsory subject at Key Stage 4 in every country in Europe, except one! Why is it almost universally judged to be so important a subject for young people to study?

## History and Jobs

People with qualifications in History do a wide range of jobs, including: architect, barrister, civil servant, economist, journalist, market researcher, personnel officer, police officer, publisher, retail store manager, social worker, solicitor. Employers have found that people who have studied History are well prepared for such jobs because History is:-

## About People

Real people, well-known and unknown, good and bad, who face real situations, some of which are very like those we face today, some of which are very different. In History we study their words and actions and try to work out their motives and beliefs. Clearly this is useful in any job which involves understanding what makes people tick and how they are motivated.

## About Investigating

When we study History, we investigate the lives of people in the past by using the evidence that survives. We will help you to examine evidence and consider its importance in making judgements about the past. However many people differ in their opinions of the past and we try to understand different interpretations and the reasons for this, in order to develop your own ideas. Clearly this is a useful skill in any job which involves weighing up arguments, sifting through a mass of material and reaching a conclusion.

## About Communicating

Making judgements and decisions is important but these also need to be well communicated. This means giving a clear explanation in an organised way, and using the evidence to support your points. This is often, but not always, in writing.

**Clearly this is useful in any future ambition which involves explaining something to others, preparing and presenting a report or justifying decisions.**

In short, employers in this rapidly changing world want people who are

- Open-minded, independent thinkers
- Capable of understanding others
- Good at problem-solving
- Good at communicating

So they often choose people who have studied History.

## History and Education

We want to help you understand the world around you, and support you in finding your place in the world. Only History gives an understanding of continuity and rapid change in the modern world. History helps young adults to develop an understanding of moral issues and a sense of identity. History is a unique discipline but is incredibly valuable because it supports nearly every other area of the school curriculum, including literacy, numeracy, political literacy, information technology, and study skills.

“History is not a burden on the memory but an illumination of the soul.”  
Lord Acton

# History continued

"History is a priceless preparation for citizenship, work and leisure.... All pupils should receive the best possible teaching in History."  
(Government History Working Group)

"The teaching of British History should be at the heart of the modern school curriculum."  
(Rt.Hon. Gordon Brown: former Prime Minister, who was awarded a place at Edinburgh University to read History, aged 16).

Apart from that, History is interesting! The particular course offered at Ormskirk School has plenty of variety, covering topics ranging from understanding the causes of wars to impact of powerful rulers such as Elizabeth I.



<b>GCSE</b>	<b>GCSE History</b>
<b>Examining Board</b>	<b>Edexcel</b>
<b>Entry Arrangements:</b>	There are no different tiers of entry in this subject. All candidates take the same exam papers which will allow them to gain a GCSE grade up to 9.
<b>Course Outline:</b>	<p><b>Students will study the following topics:</b></p> <p><b>Paper 1:</b> Thematic study and historic environment Crime and Punishment in Britain, c. 1000 – present &amp; Whitechapel, c. 1870-1900 Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)</p> <p><b>Paper 2:</b> Period study and British depth study Early Elizabethan England, 1558-88 Superpower Relations and the Cold War, 1941 – 91 Written examination: 1 hour and 45 minutes 40%* of the qualification 64 marks (32 for the period study and 32 for the British depth study)</p> <p><b>Paper 3:</b> Modern depth study Weimar and Nazi Germany, 1918-39 Written examination: 1 hour and 20 minutes 30%* of the qualification 52 marks</p>
<b>Assessment:</b>	Three exams ; <b>Paper 1:</b> 1 hour 15 mins, <b>Paper 2:</b> 2 hours, <b>Paper 3:</b> 1 hour 20 mins

# Food and Nutrition Studies

When a student opts for one of two food studies, they will be thoughtfully placed on a specialised course tailored to their interests and aspirations, with the choice between two distinct paths: Food Preparation and Nutrition or Hospitality and Catering. This ensures a personalised and enriching educational experience that aligns with their passion and career goals within the dynamic field of food, nutrition and hospitality.

## Hospitality and Catering Exam Board: EDUQAS

### Level 1/2 Vocational Award

The Vocational Award in Hospitality and Catering will develop students' knowledge and understanding of the Hospitality and Catering sector and provide them with opportunities to develop associated practical skills. It covers the hospitality and catering industry and hospitality and catering in action. Students who are placed on this course will learn about the hospitality sector and the potential it can offer them for their careers or further study. This course would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

### What will I study?

Hospitality and Catering students will gain invaluable insights into the vibrant hospitality industry, job roles, careers and health and safety and food safety. Simultaneously, students will delve into the realm of nutrition and health, learning the significance of balanced diets and acquiring the skills to meticulously plan, prepare and cook and present nutritious dishes.

### How will I be assessed?

This course is split into two sections:

**Unit 1:** The Hospitality and Catering Industry  
Written examination: 1 hour 20 minutes (40% of qualification)

**Unit 2:** Hospitality and Catering in Action  
Controlled assessment: Approximately 12 hours (60% of Qualification)

**For Unit 1,** students will have a formative written paper assessment based on core taught knowledge of the hospitality and

catering industry, with links to job roles and etiquette, environmental health, food safety and nutrition.

**For Unit 2,** students will be required to present a portfolio of evidence, including cooking methods, nutritional analysis and menu planning whilst demonstrating the techniques and skills required to prepare, cook and present dishes that meet a given assessment title. (An assignment brief will be provided by WJEC, which will include a scenario and several tasks.).

### What skills will I learn?

- Practical skills
- Pastry
- Meat and Fish
- Bread Making
- Pasta Making
- Sauces
- Using Raising Agents
- Nutritional Analysis
- Menu Planning
- Job Roles and Careers
- Cooking Methods

The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment or further education in catering and hospitality.

## GCSE Food Preparation and Nutrition Exam Board: AQA

### Why should I study Food Preparation and Nutrition?

The new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

### What will I study?

The Food Preparation and Nutrition GCSE will help you to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. You'll also learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security. You'll master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.

### How will I be assessed?

There will be one exam for this qualification, which will assess your knowledge of the theory behind food preparation and nutrition. The exam will be 1 hour 45 minutes long. The second part of the assessment will be non-examination assessment and will consist of two tasks, involving a written assessment and a practical work.

**Task 1:** Students will carry out an investigation into the scientific principles of preparing and cooking of food. This task will allow you to

undertake research into a specific commodity, and carry out an experiment to prove which ingredient produces the best results. This experiment will be drawn together with a report that will justify your decisions. This is a non examined assessment will require a report, upto 10 pages that form part of the final grade.

**Task 2:** Students will plan, prepare, cook and cook three dishes that are specific to a given theme, for example foods from the UK. Students will be able to fully research their topic, carrying out a three-hour practical exam to showcase their creativity and skills. This non examined assessment will be written into a report that forms part of the final grade.

### What skills will I learn?

This GCSE course has a good mix of both practical and theory skills. You'll master a variety of technical skills and become proficient in the kitchen. In addition, you'll develop an in-depth knowledge of food science, food safety, food choice, nutrition and health. You'll also develop transferable skills such as:

- analysis
- evaluation
- communication skills
- working independently
- time management
- the ability to interpret information and data.

### What can this course offer me?

Food preparation and nutrition helps you to learn how to work independently and manage your time – skills valued by both higher education institutions and employers alike. Upon completion of this course, students will be able to go on to further study, or embark on an apprenticeship or careers in hotels, restaurants, cruise ships, dietetics and many more.



# Spanish

The acquisition of a foreign language offers students an appreciation of other cultures and societies, the ability to converse confidently with native speakers on holiday and, of course most importantly, it opens many avenues for further study in the Sixth Form, at University and for the world of work.

Learning a language is equally useful from the point of view of the 21st Century world of work. Spanish is an official EU language and is extremely useful in the field of

international relations, as a commercial, cultural and diplomatic language. Many firms have subsidiaries in Latin America. It is the third of the world's most spoken languages and is now more widely spoken than English in North America.

There are also a growing number of degree courses, which combine foreign languages with subjects such as Marketing, Management, Chemistry and Law. In the jobs market there is a high demand for people who can speak one or more foreign languages.

## Here is what some people have said about learning languages:

“ I want to talk to clients & be able to cope in meetings. I want to greet them in their own language. ”

“ I want to go all the way - exams, diplomas, degrees - my aim is to be completely fluent...  
I want to order things & talk to people. I just want to get by and get on with people. ”

## SPANISH AT GCSE

In GCSE Spanish, you will build on the skills you have already acquired so that your fluency in speaking and writing increases. With an increase in international business with South America and Central America, it is a great tool for business careers. It is a great skill to have if you like travelling as you would be able to communicate with as many as 580 million people all over the world!

Results in GCSE Spanish are some of the highest in school. Our students do very well. Work hard and you will be well placed in accessing opportunities not only in the English speaking world but also in the United States, Spain, Latin America and even Africa!

# Spanish Continued

## The Curriculum

The syllabus covers six thematic contexts.

1. Media and Technology
2. My Personal World
3. Travel and Tourism
4. Lifestyle and Wellbeing
5. Studying and My Future
6. My Neighbourhood

Examinations assess the four skills of Speaking, Listening, Reading and Writing and are taken at one of two levels:-

**Higher**      **Grades 4 - 9**  
**Foundation**   **Grades 1 - 5**

Activity in the classroom is quite varied so that regular practice of all four skills is provided. You will use an online textbook.

## A World Of Opportunities!

You will be actively encouraged to take part in visits abroad.

In recent years we have undertaken expeditions to Peru, Venezuela and Ecuador as well as trips to Andalucia and the Spanish Exchange.

At University you can choose to study language or combine them with another subject. Modern combinations include things like a language and website design. Modern languages graduates are statistically amongst the most employable people. They work in business, banking and communications.

Languages are highly prized and the skills that language learning develops are a real plus.

“ In the UK 70% of students aged 14-24 want to learn another language in the future. ”

## The Examination

### Spanish GCSE Edexcel

Speaking/Reading/Writing and Listening Examinations

GCSE Spanish students at Ormskirk school outperform their peers nationwide. Work hard and you will do well here!

**We have historically strong results in MFL at Ormskirk. In fact when compared to peers nationally, Ormskirk students outperform other students of the same ability year on year.**

“ If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart. ”

# Physical Education

If you opt for PE as an option you will be placed on either a GCSE PE course or the Cambridge National Sport Science OCR course, based on the staff knowledge of which will best suit you and allow you to have the best possible outcome, i.e. exam result.

## GCSE PHYSICAL EDUCATION (AQA)

GCSE Physical Education will appeal to pupils who have already shown a strong interest in sport and a commitment to the sporting life of the school. You will be expected to take an active role by participating in extra-curricular activities and representing school teams.

### Component 1

#### THE HUMAN BODY AND MOVEMENT IN PHYSICAL ACTIVITY & SPORT

30% of total marks, examined by a 1 hour 15 minute written paper.

This will consist of multiple choice, short answer and extended writing questions focussing on applied anatomy & physiology, movement analysis, physical training and the use of data.

### Component 2

#### SOCIO-CULTURAL INFLUENCES AND WELL BEING IN PHYSICAL ACTIVITY & SPORT

30% of total marks, examined by a 1 hour 15 minute written paper.

This will consist of multiple choice, short answer and extended writing questions focussing on sports psychology, socio-cultural influences, health, fitness and well-being and the use of data.

### Component 3

#### PRACTICAL PERFORMANCE IN PHYSICAL ACTIVITY & SPORT

40% of total marks, internally assessed and externally moderated.

This will consist of practical assessment in 3 activities (one team, one individual and one other) forming 30% of total marks and analysis & evaluation of practical performance forming 10% of total marks.

#### Team Activities:

Football, Rugby, Badminton, Basketball, Cricket, Dance, Hockey, Netball, Squash, Table Tennis, Tennis, Volleyball.

#### Individual Activities:

Boxing, Athletics, Badminton, Canoeing, Cycling, Dance, Diving, Golf, Gymnastics, Equestrian, Rock Climbing, Skiing/ Snowboarding, Squash, Swimming, Table Tennis, Trampolining, Tennis.

# Cambridge National: Sports Studies

EXAM BOARD: OCR

## Overview

This is a level 1/2 vocational qualification takes an engaging, practical and inspiring approach to learning and assessment. This course provides students with a broad knowledge and understanding of the different aspects of sports and equips students with practical skills such as learning to design and evaluate a training programme.

### Mandatory Units

#### R180: Reducing the risk of sports injuries and dealing with common medical conditions.

By completing this unit you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.

This unit is externally assessed and students will sit a 1 hour 15 minute exam. (40%)

#### R181: Applying the principles of training: fitness and how it affects skill performance

By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back.

This is a Non-exam assessed unit, where students will complete coursework. (30%)

### Optional Units

#### R183: Nutrition and sports performance

By completing this unit you will gain understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer.

This is a Non-exam assessed unit, where students will complete coursework. (30%)

**This course is 40% exam and 60% (2 x 30%) coursework.**

#### Post 16 Opportunities:

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport Physical Activity, AS and A-Levels, such as Biology, Physical Education, Psychology, Science, Sport or an apprenticeship in roles such as Community activator coach, Leisure team members, Personal trainer or an Outdoor activity instructor.

# Health & Social Care BTEC Level 1/2 Technical Award

## Why choose this course?

It is an ideal qualification if you want a broad background of the knowledge skills, and understanding required in health and social care, and also experience of vocationally based learning to enable you decide if this route is suitable for you. Even if you decide that it is not, it will have equipped you with some of the skills you will need in any workplace, or in further education or training such as:

- Independent learning and improving your own learning
- Investigation and evaluation skills
- Problem solving and decision making
- Working with others
- Communication skills

These skills are in great demand and are highly valued by employers and colleges.

To gain maximum benefit from this course, it is important that you have a lively and enquiring mind, a willingness to explore new ideas and the ability to communicate these ideas in a variety of ways. You will need to be prepared to meet deadlines and take responsibility for your own learning. Also, expect to be 'hands on'. This course is about learning new things and applying them in practical situations.

## Course content:

- Development through the Life Stages (Portfolio - internal assessment - 30%)
- Health and Social Care Services and Values (Portfolio - internal assessment - 30%)
- Health and Well Being (Internal assessment - 60% - A written task under exam conditions set and marked by the exam board)

For each of these Units, you will be taught the relevant knowledge and skills and how to apply your knowledge. Then you will complete a series of assignments, where you have to demonstrate this knowledge and understanding effectively.

Your final grade (Pass L1/Pass L2/Merit/Distinction) will be based on all three of these

## What further education or employment can I progress to at the end of my course?

Students gaining a level 2 qualification in Health and Social Care could progress to employment such as: Nursery Nurse, Care Assistant, Childminder, Pre-school/Nursery School Assistant.

You could also go onto further training in Nursing, and professions such as Occupational Therapy, Physiotherapy, etc and for working with people with disabilities.

Within Ormskirk School Sixth Form, we offer Health and Social Care at **BTEC Level 3**.

It could also contribute to the entry requirements for further education courses in Teaching, Social Work and Midwifery etc.

# Religious Studies

The GCSE course offers an exciting and relevant opportunity for students to consider responses to fundamental questions of life. Students will develop their knowledge of the beliefs, values and traditions of Christianity and Islam. They will also explore how Christians and Muslims respond to pertinent moral and philosophical issues raised by human and religious experience.

## Topics covered include:

Religious, Philosophical and Ethical Studies in the Modern World:

- Relationships
- Life and Death
- Good and evil
- Human rights
- The Study of Christianity
- The Study of Islam.

## What is the GCSE Syllabus?

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

## What examinations are taken?

At the end of Year 11 there are 3 exams:

### Component 1:

Religious, Philosophical and Ethical Studies in the Modern World.

Written examination: 2 hours, 50% of qualification 120 marks (plus 6 for spelling, punctuation and grammar)

### Component 2:

Study of Christianity. Written examination: 1 hour, 25% of qualification 60 marks (plus 6 for spelling, punctuation and grammar)

### Component 3:

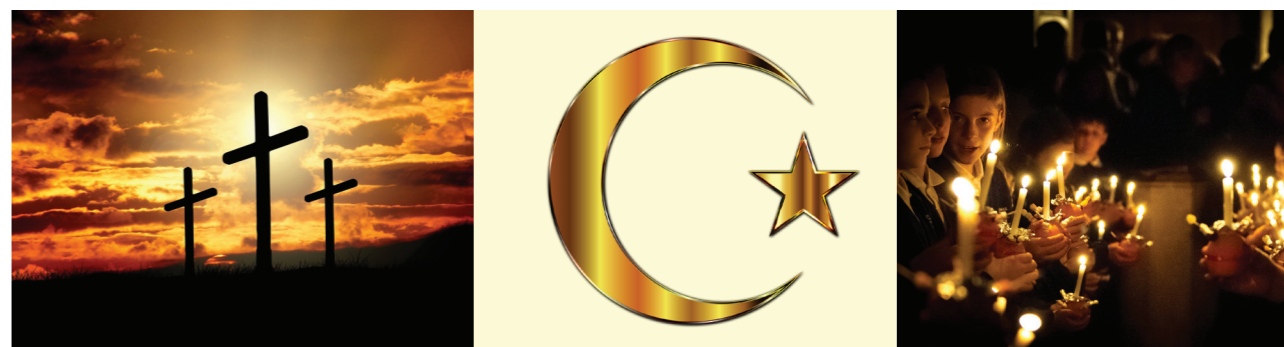
Study of a World Faith (Islam). Written examination: 1 hour, 25% of qualification 60 marks

## Is there any coursework?

No, in this GCSE there is no coursework component; assessment is based entirely on the final exam.

## What can I do with the course?

It can be a foundation to humanities courses, including the Religious Studies Philosophy and Ethics course at A-Level. In the job market, Religious Studies is a qualification that says you can think for yourself, evaluate ideas and present arguments logically and concisely. It might particularly assist jobs in areas like law, social and medical careers, personnel work and journalism.





# NOTES

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