

# CHOOSING YOUR SPECIALISMS 2025

Year 9 students will be required to make a number of decisions about the curriculum that they will follow to Key Stage 4.

This booklet is part of a wider programme of support throughout the spring term.

The key events and dates of note that will help you make your decisions are as follows;

<b>Thur 6th February</b>	<b>Y9 Progress Evening</b> Y9 Progress evening, to be held online. An opportunity for parents to discuss progress and the suitability of subject specialisms.
<b>Fri 7th February</b>	<ul style="list-style-type: none"> <li>● <b>KS4 Courses of Study and Subject Information booklet available</b></li> </ul> <p>This guide provides an explanation to students/parents about the process, the choices available, how the selection process will operate and an opportunity to start reading more about the different subjects and formulate questions that can be asked to curriculum leaders.</p>
<b>Fri 28th February</b>	<ul style="list-style-type: none"> <li>● <b>Year 9 Assembly to introduce the process</b></li> <li>● <b>Subject specialism <a href="#">videos available online</a></b></li> </ul> <p>Information supplied to students in an assembly</p>
<b>Fri 7th March</b>	<b>Careers Fair</b> An opportunity for students to meet employers and colleges and discuss career and GCSE choices
<b>Thur 20th March</b>	<b>Careers Respect Day</b> A day of careers and GCSE choices themed sessions for Year 9
<b>Thurs 20th March</b>	<b>Subject Specialism Parents Evening</b> A presentation on the options selection process and an opportunity for students/parents to visit 4 subject specific presentations
<b>Mon 24th and Tues 25th March in school</b>	<b>Options online completion in school</b>
<b>April 2025</b>	<b>Notification</b> Students and parents are notified of subject allocated.

Students at this stage are encouraged to view their curriculum in terms of maintaining breadth when choosing subjects. Chosen wisely, these three courses (along with their core curriculum), should allow students to leave Parklands with an appropriate depth and breadth of learning and qualifications, ready to successfully meet the unknown challenges of the future.

### Who will help me choose?

Each pupil will get the chance to discuss their options with a variety of staff and should take the opportunity to speak to students in their form groups who may study the subjects they are considering.

You will have had plenty of time to read, think, ask, find out and take part in activities that are designed to help you make the right choice.

<b>Subject teachers</b>	
<b>HALs</b>	
<b>Careers Adviser</b>	<b>Mrs Berry</b>
<b>Deputy Headteachers</b>	<b>Mrs Aspinall, Miss Partington, Miss Pilkington</b>

Do consider courses if:

- You enjoy the subject
- You are good at the subject
- It will help you with your future when you leave Parklands
- It will give you a good balance of subjects and give you options to study what you want at college

You must choose one subject from each option block and **one option must include an EBacc subject (indicated in blue).**

You will continue to study Maths, English Language and Literature, Science and Religious Studies.

Option A	Option B	Option C
Art	Art	Business Studies
Dance	Creative Media	<b>Computer Science</b>
<b>French</b>	<b>Computer Science</b>	Engineering
<b>Geography</b>	Drama	Food and Nutrition
<b>History</b>	Design Technology	<b>Geography</b>
Health and Social Care	Engineering	Health and Social Care
Music	Food and Nutrition	<b>History</b>
Photography	<b>French</b>	Music Technology
PE	<b>Geography</b>	* Triple Science
	<b>History</b>	Connect

\* Students choosing triple science do not need to pick a blue Ebacc subject

Students follow the <a href="#">AQA Specification</a> for Mathematics	
Course description	Students are taught to rapidly and accurately recall and apply facts and concepts, develop a growing confidence to reason mathematically and the ability to apply maths to solve problems, to conjecture and to test hypotheses.
Course Qualifications	GCSE
Examinations	3 written papers. Paper 1 – non-calculator, 1hr 30 mins, 80 marks, 33.3% of the GCSE Paper 2 – calculator, 1hr 30 mins, 80 marks, 33.3% of the GCSE Paper 1 – calculator, 1hr 30 mins, 80 marks, 33.3% of the GCSE
Non – examination assessment	No coursework
Post 16 Education	<b>Core Maths</b> – is designed to improve students’ knowledge of mathematics and enable them to apply it in real-world contexts <b>A Level Maths</b> - Exploration of extended algebraic methods, trigonometry, and further abstract principles. Study of further Statistics, Mechanics and Decision maths.
<a href="#">Careers</a>	Architect, Investment banker, Meteorologist, Chartered Accountant, Engineer and others
Skills and Attributes	Constructing and presenting clear logical arguments. The ability to deal with highly abstract concepts. Analysing data, finding patterns and extrapolating conclusions.

Students follow the Eduqas <a href="#">English Language Specification</a> and <a href="#">English Literature Specification</a>	
Course description	The purpose of the curriculum is to give students an understanding of not only the English concepts we teach (persuasive writing, personal writing, reading skills) but also the contexts/time periods in question. We intend to foster a love of English with a rigorous, academic focus that prepares students not only for the GCSE exams, but for life beyond Parklands. We work on reading and writing skills encompassing both fiction and non-fiction reading and writing as well as understanding and appreciation of English literature including poetry, plays and novels.
Course Qualifications	GCSE
Examinations	GCSE English Literature Component 1: Macbeth and Poetry Anthology (2 hours) GCSE English Literature Component 2: A Christmas Carol, Blood Brothers and Unseen Poetry (2 hours 30 minutes)  GCSE English Language Component 1: Fiction Reading (20th Century text) and Creative Prose Writing (1 hour 45 minutes) GCSE English Language Component 2: Non-fiction reading (19th and 21st Century texts) and two non-fiction writing tasks (2 hours) GCSE English Language Component 3: Speaking and Listening task completed in school.
Non – examination assessment	No coursework. Fortnightly assessments throughout Year 11.
Post 16 Education	<b>Further study at Sixth Form College:</b> A-Level English combined, A-Level English Literature, A-Level English Language <b>Further Education at University:</b> English Language, Language Studies, English Literature, Linguistics, Stylistics, Creative Writing etc...
<a href="#">Careers</a>	Journalism, teaching, law, Editor, Lexicographer, English as a foreign language teacher etc...
Skills and Attributes	Pupils will continue to develop transferable skills including: cooperation; team work; discussion skills; reading for meaning and understanding; decoding and interpreting information. Pupils will also learn how to write and structure essays and how to use evidence to back up their ideas, as well as be able to write for many different purposes.

Students follow the <a href="#">AQA GCSE Religious Studies A Specification</a>	
Course description	<p><u>The Study of Religion</u></p> <ul style="list-style-type: none"> <li>● Christianity: Beliefs, Teachings &amp; Practices</li> <li>● Islam: Beliefs, Teachings &amp; Practices</li> </ul> <p><u>Thematic Studies</u></p> <ul style="list-style-type: none"> <li>● Theme A: Relationships and Families</li> <li>● Theme B: Religion and Life</li> <li>● Theme D: Religion, Peace and Conflict</li> <li>● Theme E: Religion, Crime and Punishment</li> </ul>
Course Qualifications	GCSE
Examinations	<ul style="list-style-type: none"> <li>● Paper 1: The Study of Religion, 1 hour 45 minutes</li> <li>● Paper 2: Thematic Studies, 1 hour 45 minutes</li> </ul>
Non – examination assessment	No coursework
Post 16 Education	<p><b>Further study at Sixth Form College;</b> A-level Religious Studies, A-level Sociology, A-level Psychology, A-level Philosophy, A-level History and A-level English Language or Literature.</p> <p><b>Further Education at University;</b> Religious Studies, Theology, Philosophy, Ethical Studies, Politics etc.</p>
<a href="#">Careers</a>	Social Worker, Police Officer, Politician, Journalist, GP, Nurse, Community Worker, and many more.
Skills and Attributes	Pupils will continue to develop several desirable and transferable skills including; effective communication, how to debate, essay writing, empathy, team work, independent study, evaluation, problem solving, verbal reasoning and an appreciation and understanding of the differences that people have and the value of this knowledge.

## OPTION - CONNECT

Students follow three different course specifications: [ELC English](#), [FS Maths](#) and [ELP Humanities](#).

Course description	<b>This is available to current Connect students only.</b> Connect will support you in developing a variety of key skills that can be applied across your GCSE subjects, as well as ensuring that you have a broad knowledge-based education.
Course Qualifications	Entry Level Certificate in English, Entry Level Certificate in Maths, Functional Skills Award: Maths, Entry Level Pathway in Humanities, Prince's Trust Aspire Programme.
Examinations	<p><b>ELC English: 1 written paper</b> 1 hour, 40 marks, 25% of the qualification</p> <p><b>FS Maths: 2 written papers.</b> Paper 1 Non-Calculator, 30 mins, 20 marks, 25% Paper 2 Calculator, 1 hour 30 minutes, 60 marks, 75%</p>
Non – examination assessment	<p><b>ELC English:</b> 4 x 30 minutes topic tests and 4 x 5 minute practical (speaking and listening) assessments</p> <p><b>ELP Humanities:</b> Entirely coursework based.</p> <p><b>ELC Maths:</b> 8 x 1 hour topic tests.</p>
Post 16 Education	The Entry Level and Functional Skills courses support entry on Level 1 and 2 courses in Post-16 education.
<a href="#">Careers</a>	The course is based on providing you with transferable skills that can support you in a variety of careers.
Skills and Attributes	Connect will support you in both reaching your potential in your other options subjects, as well as developing a broad range of skills that can help support you in later life, whether that be in work or in education.

## CORE - SCIENCE (TRILOGY)

Students follow the [AQA Combined Science: Trilogy Specification](#)

Course description	<p>GCSE Combined Science (Trilogy) is a double GCSE taken by the majority of pupils. It builds on the Key Stage 3 curriculum and covers the National Curriculum Programme of Study for Science at Key Stage 4. It encourages pupils to explore, explain, theorise and model in science and develops a critical approach to scientific evidence.</p> <p>There has been a significant increase in the Maths content applied to Science. 20% of pupils' overall grades will be applied maths.</p>
Course Qualifications	GCSE (2 GCSE grades in total)
Examinations	<p>Biology: Paper 1 and Paper 2 each 1 hour 15 mins</p> <p>Chemistry: Paper 1 and Paper 2 each 1 hour 15 mins</p> <p>Physics : Paper 1 and Paper 2 each 1 hour 15 mins</p>
Non – examination assessment	No coursework: Instead there are 21 'required practicals' which are assessed as 15% of questions in each paper.
Post 16 Education	<b>Further study at sixth-form or college;</b> Suitable for entry onto almost any college course. Well-prepared for AS Biology, Chemistry, or Physics.
<a href="#">Careers</a>	Optician, Engineer, Car mechanic, Zookeeper, Dietician, Embalmer and more.
Skills and Attributes	Trilogy science provides students a wealth of opportunities to develop numerous skills in leadership, teamwork, organisation, self-motivation, communication, interpersonal, negotiation, problem solving, numeracy, working under pressure, debate, evaluation, analysis and many more.



## OPTION - SCIENCE (TRIPLE)

Students follow the AQA Triple Science Specification: [Biology](#), [Chemistry](#) and [Physics](#)

Course description	<p>This course is offered for pupils who wish to study for three GCSEs in Science. It is well suited to pupils who have demonstrated a keen interest and an aptitude for the subject in KS3 and who want 25% of their total timetable to be the study of science . It should be noted that it is not a prerequisite for the study of A level Sciences. The course will include all of the elements from Combined Science (Trilogy) but in addition extra units in Biology, Chemistry and Physics are studied leading to separate Biology, Chemistry and Physics GCSEs.</p> <p>30% of pupils' overall grade will be the application of maths, and <b>there will be a fortnightly commitment after school in the format of a 45 minute exam skills session.</b></p>
Course Qualifications	GCSE (3 GCSEs in total. 1 Biology grade. 1 Chemistry grade. 1 Physics grade)
Examinations	<p>Biology: Paper 1 and Paper 2 each 1 hour 45 mins</p> <p>Chemistry: Paper 1 and Paper 2 each 1 hour 45 mins</p> <p>Physics : Paper 1 and Paper 2 each 1 hour 45 mins</p>
Non – examination assessment	No coursework: Instead there are 28 'required practicals' which are assessed as 15% of questions in each paper.
Post 16 Education	<b>Further study at sixth-form or college;</b> Excellent preparation for AS Biology, Chemistry, or Physics. Suitable for entry onto any college course.
<a href="#">Careers</a>	Forensic Scientist, Civil Engineer, Medicine and more.
Skills and Attributes	Triple science provides students a wealth of opportunities to develop numerous skills in leadership, teamwork, organisation, self-motivation, communication, interpersonal, negotiation, problem solving, numeracy, working under pressure, debate, evaluation, analysis and many more.

Students follow the <a href="#">AQA Art and Design specification</a>	
Course description	GCSE Art and Design provides students with a wide range of creative and exciting opportunities to explore art in ways that are both personal and developmental in nature. Students develop skills to explore, create and communicate their own ideas. There are seven endorsements that make up the GCSE Art and design specification. Here at Parklands we offer two of these, <b>Fine Art</b> and <b>Photography</b> .
Course Qualifications	GCSE
Examinations	<p>Component 2: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <ul style="list-style-type: none"> <li>• Preparatory period of approximately 15 weeks followed by 10 hours of supervised time</li> <li>• 96 marks</li> <li>• 40% of GCSE</li> </ul>
Non – examination assessment	<p>Component 1: 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.</p> <ul style="list-style-type: none"> <li>• No time limit</li> <li>• 96 marks</li> <li>• 60% of GCSE</li> </ul>
Post 16 Education	The GCSE course provides a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.
<a href="#">Careers</a>	Forensic artist, Art therapist, Illustrator, Architect, Interior Designer, Fashion Designer and more.
Skills and Attributes	The course has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas.

Students follow the <a href="#">AQA Business specification</a>	
Course description	GCSE Business provides students with skills to explore real business issues and how businesses function. Students will consider the practical application of business concepts. The units on this course provide students with the opportunity to explore theories and concepts in the most relevant way, through looking at key events in the business and economic world. Students will have a good understanding of the challenges businesses face and solutions for businesses to succeed in such a competitive environment.
Course Qualifications	GCSE
Examinations	<p><b>Paper 1:</b> Influences of operations and human resource management on business activity.</p> <p><b>Paper 2:</b> Influences of marketing and finance on business activity.</p> <p><b>Both papers have 3 sections:</b>            Section A has multiple choice questions and short answer questions worth 20 marks.            Section B has one case study worth 34 marks            Section C has one case study worth 36 marks</p>
Non – examination assessment	No coursework.
Post 16 Education	<p><b>Sixth form college:</b> GCSE Business provides students with a wide range of skills and understanding to move onto further study in the following areas: Business (A-Level), Business (BTEC Level 3), Economics (A-level), Accounting (A-Level). Along with all Business related T-levels.</p> <p><b>Further study at University:</b> Accounting and Finance, Business Analytics, Business Economics, Business Management, Management and Human resources, Marketing, Behavioural Economics.</p>
Careers	Entrepreneur, Accountant, Business adviser, Investment analyst, Human resources officer and more.
Skills and Attributes	Business provides students with strong analytical skills from looking at case studies and offering advice to Businesses.. Their literacy skills will be improved by practicing written questions, and will improve their use of financial vocabulary. Students will also have a basic understanding of financial graphs and quantitative skills used in Business when they have completed their GCSE.

## OPTION - COMPUTER SCIENCE

Students follow the [Edexcel specification for GCSE Computer Science](#)

Course description	Computer Science GCSE introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science. A major part of the course also involves developing programming skills as students improve their computational thinking skills while learning to create programs in Python.
Course Qualifications	GCSE
Examinations	Two exams: <ul style="list-style-type: none"><li>● Principles of Computer Science - A written 1 hour 30min exam paper in the exam hall.</li><li>● Application of Computational Thinking - A 2 hour practical programming exam in Python, on a computer under strict exam conditions.</li></ul>
Non – examination assessment	No coursework
Post 16 Education	The GCSE course provides a strong foundation for further study at AS and A-level as well as vocational pathways. These include A-Level Computer Science and Computing & IT BTEC.
<a href="#">Careers</a>	Network Engineer, Software Developer, Forensic Computer Analyst, IT Director and more.
Skills and Attributes	Students will develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs and applying computational logic.

Students follow the <a href="#">BTec Tech Award in Creative Media Production</a>	
Course description	Students will study media theory and develop an appreciation for different genres and their conventions, the narrative of media products and the different media techniques employed to ensure that audiences remain engaged and attentive.
Course Qualifications	BTEC Level 1/2 in Creative Media Production
Examinations	40% weighting - Responding to a client brief. Classroom based practical in Year 11 spanning 9 hours (broken down into manageable chunks across lesson time). This is done in exam conditions.
Non – examination assessment	2 x 30 % coursework components split into 3 assignments. All completed within a controlled classroom environment during Year 10. Component 1 - is theory based covering audience, purpose, genre, narrative and production techniques. Component 2 - is practical requiring students to plan, design, create and evaluate a media product that is decided by Pearson.
Post 16 Education	Btec Level 3 in Digital Media Production A Level Media BTEc Technicals in Design Production or Digital Audio/Visual Production or Digital Games Production or Digital Media Btec level 3 in Graphic Design <small>This list is not exhaustive and is just illustrative purposes as Media develops skills that feed into many different vocational pathways.</small>
<a href="#">Careers</a>	Graphic designer, web designer, sound engineer, camera operator, publishing, online content editor etc, film critic.....
Skills and Attributes	Students will develop digital skills in publishing, digital video and sound editing and use their new digital skills to create industry standard media products that are fit for purpose and audience.

Students follow the EDUQAS [GCSE Design and Technology Specification](#)

Course description	This course is separated into two units. For unit one pupils will undertake theoretical study of the core and specialist D&T principles in preparation for a 2 hour exam which they will sit in year 11. This exam is worth 50% of the qualification. Pupils will also complete a NEA (Non examined assessment), for which they will respond to a contextual challenge by designing and making a prototype in response to the needs of a chosen client. <b>Their chosen materials may include timber, metal, plastic and electronics and can be manufactured using workshop machinery and/or CAD/CAM.</b> The prototype will also be subject to testing and evaluation. The NEA is assessed internally, but will be moderated externally and is worth the other 50% of the GCSE.
Course Qualifications	GCSE
Examinations	Unit 1: 50% of the GCSE. This will be a written paper lasting 2 hours.
Non – examination assessment	Unit 2: 50% of the award. The theme of the NEA will be determined by the contextual challenge set by the exam board. Candidates will work through an iterative design process to design, manufacture and test a product to satisfy the needs of an appropriate client.
Post 16 Education	A Level Design and Technology, A Level Engineering, Btec level 3 Engineering.A Level Textiles Apprenticeships in areas such as construction, engineering, manufacturing, electrical engineering, carpentry, plumbing.
<a href="#">Careers</a>	Engineer, Electrician, Carpenter, Plumber, Fashion Designer and more.
Skills and Attributes	Students will develop competent practical skills and learn to become creative thinkers through a series of design challenges. They will solve design problems by drawing on their understanding of manufacturing processes and the properties of materials and learn to recognise the potential impact which design decisions can have on both the environment and society.

Students follow the <a href="#">AQA GCSE Dance Specification</a>	
Course description	The course is made up of study across three main areas; Performance Skills, Choreography Skills, and dance appreciation. Students will complete both theory and practical topics with the course having a 60% practical and 40% theory split.
Course Qualifications	GCSE
Examinations	Three Practical exams (solo set phrases, duo/trio performance and choreographed piece). One written exam (80 marks - 90 minutes)
Non – examination assessment	No written coursework
Post 16 Education	The course leads students on to confidently study A-level Dance or more vocational courses such as Btec performing Arts (Dance). Many of our students have also gone on to study full time dance qualifications at specialist dance/performing arts centres such as Pendleton, Preston College, Jelli Studios, LIPA, LMU, Phil Winstons and Shock Out Arts.
<a href="#">Careers</a>	Dance performer, Dance teacher, Choreographer, Exercise Instructor, Dance Journalist and many more.
Skills and Attributes	The dance course improves confidence and creativity whilst encouraging cultural awareness of the arts, historical events, different cultures and literature. Students have to work independently as well as with others and are able to critically evaluate performances. On top of this they will develop their physical dance and leadership skills.

Students follow the <a href="#">AQA GCSE Drama Specification</a>	
Course description	<p>Theatre practitioners: Brecht, Stanislavski &amp; Paper Birds</p> <p>Non-Naturalism</p> <p>Devising</p> <p>Live Theatre Evaluation</p> <p>Set Text Study (Blood Brothers)</p> <p>Texts in practice (Performing scripted work)</p>
Course Qualifications	GCSE
Examinations	<ul style="list-style-type: none"> <li>● Understanding Drama - Assessed in a written exam in Year 11 (40%)</li> <li>● Devising Drama - Assessed through a devising log and performance in Year 11 (40%)</li> <li>● Texts in Practice - Assessed in performance by a visiting examiner in Year 11(20%)</li> </ul>
Non – examination assessment	The devising unit and performance unit will both take place before the written exam in Year 11
Post 16 Education	The specification studied would enable pupils to easily access AQA 'A' level Drama or any other vocational Drama training such as BTEC, NVQ or NCFC qualifications. Past pupils have also gone on to attend Drama school with this qualification.
<a href="#">Careers</a>	
Skills and Attributes	Drama enables students to harness their own creativity and communicate this with others and helps them to improve peer relationships and confidence.



Students follow the [NCFE Level 1/2 Technical award in Engineering](#)

Course description	<p>This qualification is designed for pupils who want an introduction to engineering that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the engineering sector or progress onto further study.</p> <p>The Level 1/2 Technical Award in Engineering is designed to provide learners with the skills, knowledge and understanding of the applied study of good engineering practices and an understanding of working in the sector.</p>
Course Qualifications	Technical award level 2 (Equivalent to a GCSE)
Examinations	<p>Unit 1 of the course is a <b>1 hour 30 minutes exam paper</b>, which is <b>worth 40%</b> of the overall grade. The exam is a mixture of multiple-choice, short-answer and extended-response questions.</p>
Non – examination assessment	<p>Unit 2 of the course is an <b>Internally assessed synoptic project</b>, which is <b>worth 60%</b> of the overall grade. The synoptic project will assess the pupils ability to effectively draw together their knowledge, understanding and skills from across the whole course.</p>
Post 16 Education	<ul style="list-style-type: none"> <li>• A Level in Design Technology or Physics</li> <li>• Level 2 Technical Certificate in Engineering</li> <li>• Level 3 Applied General in Engineering</li> <li>• Level 3 Technical Level in Engineering</li> <li>• An apprenticeship sector such as Aerospace Engineer or an Electrical/Electronic Support Engineer or Engineer</li> </ul>
Careers	<p>The understanding and skills gained through this qualification could be useful for pupils to progress on to an apprenticeship in the engineering sector through a variety of occupations which are available within sectors such as Aerospace software engineer developer, Aircraft maintenance engineer, Automotive test engineer and food and drinks engineer. The qualification could also prepare pupils for recruitment into the armed forces, such as the Army, Royal air force and Royal Navy.</p>
Skills and Attributes	<p>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 manufacturing task equipment.</p>

# OPTION - FOOD PREPARATION & NUTRITION

Students follow the [Eduqas GCSE Food Preparation and Nutrition](#)

<p>Course description</p>	<p>The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now and later in life.</p> <p><b>Areas of Content</b></p> <ol style="list-style-type: none"> <li>1. Food commodities</li> <li>2. Principles of nutrition</li> <li>3. Diet and good health</li> <li>4. The science of food</li> <li>5. Where food comes from (environment/ food provenance)</li> <li>6. Cooking and food preparation</li> </ol>
<p>Course Qualifications</p>	<p><b>GCSE</b></p>
<p>Examinations</p>	<p><b>Component 1:</b> Written examination: 1 hour 45 minutes 50% of qualification</p>
<p>Non – examination assessment</p>	<p><b>Component 2:</b> Non-examination assessment: internally assessed, externally moderated . 50% of qualification</p> <p><b>1 The Food science Investigation</b> (8 hours) A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.</p> <p><b>2 The Food Preparation Assessment</b> (12 hours) Prepare, cook and present 3 dishes which assess the learner’s knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.</p>
<p>Post 16 Education</p>	<p><b>Further Education at College:</b> Level 3 Food Science and Nutrition, Level 3 Diploma in Professional Cookery or Patisserie and Confectionery. Catering &amp; Hospitality Apprenticeships. Pupils wanting to following a nutrition / dietetics route are encouraged to take A Level Biology</p> <p><b>Further Education at University:</b> Human Nutrition &amp; Health, Nutrition and Dietetics, Food Science and Technology, Environment, Food and society, sports nutrition</p>
<p>Careers</p>	<p>Many areas within the Catering &amp; hospitality industry, Dietician, Nutritionist, Food Scientist, Food Technologist, Environmental Health Officer, Food Microbiologist, Agriculture, Personal trainer and more</p>
<p>Skills and Attributes</p>	<p>Learning how to cook is a crucial life skill that enables pupils to use their creativity to feed themselves and others affordably and well, now and in later life.</p>

Students follow the <a href="#">Pearson Edexcel GCSE (9–1) in French</a>	
Course description	<p>The aims of this qualification are to:</p> <ul style="list-style-type: none"> <li>• provide a coherent, satisfying and worthwhile course of study.</li> <li>• develop confidence in, and a positive attitude towards, French and to recognise the importance of languages and the transferable skills they offer.</li> <li>• provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16 and more.</li> </ul>
Course Qualifications	GCSE
Examinations	<p>The qualification consists of:</p> <ul style="list-style-type: none"> <li>• three externally-examined papers assessing separately listening, reading and writing (each 25%)</li> <li>• one speaking assessment set by Pearson and conducted by a teacher (25%)</li> </ul> <p>All assessments are marked by Pearson.</p> <p>Pupils will be entered for all papers at Foundation or Higher Tier.</p>
Non – examination assessment	Speaking assessment - internally conducted and externally assessed.
Post 16 Education	<p>A-level in French You can often also choose to do an additional language from scratch (ab initio).</p> <p>BA Honours Degree at university in Languages but this is often done in conjunction with additional subjects such as Law, Maths, Economics, Engineering, Business, English etc to provide a broader education.</p>
<a href="#">Careers</a>	Please click the link to see what <a href="#">skills for future success</a> learning a language provides. You will also find a number of <a href="#">careers</a> that pupils who study languages go on to enjoy and the transferable skills are highlighted here.
Skills and Attributes	Those who opt for languages at KS4 will gain a solid foundation to compete for jobs in the domestic and international marketplace through improved confidence, communication skills and the demonstration of a higher capacity for learning, resilience and dedication.

Students follow the [AQA GCSE Geography Specification](#)

<p>Course description</p>	<p><b>Living with the Physical Environment:</b></p> <ul style="list-style-type: none"> <li>● Natural Hazards - Tectonic Hazards, Weather Hazards, Climate Change</li> <li>● The Living World - Ecosystems, Tropical Rainforests, Hot Deserts</li> <li>● Physical Landscapes - Coasts, Rivers</li> </ul> <p><b>Challenges in the Human Environment:</b></p> <ul style="list-style-type: none"> <li>● Urban Issues and Challenges - The Urban World, Urban change in the UK, Urban Development</li> <li>● The Changing Economic World - HICs, LICs and NEEs, Development Gap, Changing UK Economy</li> <li>● The Challenges of Resource Management - Food, Water and Energy Management</li> </ul> <p><b>Geographical Applications:</b></p> <ul style="list-style-type: none"> <li>● Issue Evaluation - responding to a geographical issue using pre-released material</li> <li>● Fieldwork - 2 pieces will be completed: Physical (Rivers or Coasts) and Human (Urban development in a local city)</li> </ul>
<p>Course Qualifications</p>	<p>GCSE</p>
<p>Examinations</p>	<p>Paper 1: Living with the Physical Environment, 1 hour 30 minutes (35%)</p> <p>Paper 2: Challenges in the Human Environment, 1 hour 30 minutes (35%)</p> <p>Paper 3: Geographical Applications, 1 hour 30 minutes (30%)</p>
<p>Non – examination assessment</p>	<p>No coursework</p>
<p>Post 16 Education</p>	<p><b>Further study at Sixth Form College:</b> A-Level Geography, A-Level Geology, A-Level Sociology, Apprenticeships, T-Level and BTEC courses in Travel and Tourism, Agriculture, Forestry etc.</p> <p><b>Further study at University:</b> Geography, Physical Geography, Human Geography, Environmental Sciences, Geology, Agricultural Studies, Meteorology, Leisure and Tourism etc.</p>
<p>Careers</p>	<p>Urban planner, Accountant, Environmental related jobs, Volcanologist, Meteorologist, Journalist, Photographer, Climate tracker, Tourism, Lawyer</p>
<p>Skills and Attributes</p>	<p>Decision making, numerate, literate, interpret graphs, maps and diagrams, confident at writing at length, analytical, evaluative, organisational skills, good at investigation and enquiry, fieldwork</p>

## OPTION - HEALTH AND SOCIAL CARE

Students follow the [BTEC Tech Award in Health and Social Care](#)

Course description	<p>The course is split into three components:</p> <p><b>Component 1:</b> Human Lifespan Development (PSA assessed)</p> <p><b>Component 2:</b> Health &amp; Social Care Services &amp; Values (PSA assessed)</p> <p><b>Component 3:</b> Health &amp; Wellbeing (Examination)</p> <p><i>Pearson - Study of the Health &amp; Social Care sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this sector.</i></p>
Course Qualifications	BTEC Tech Award (equivalent to 1 GCSE)
Examinations	<p>Two written 'PSAs' (Pearson Set Assignments - set by the exam board) completed under exam conditions, assessed by the class teacher and moderated by Pearson. These begin in Year 10 and count towards final grades in year 11.</p> <p>1 external examination (2 hours) undertaken in Year 11.</p>
Non – examination assessment	60 % PSA (Pearson Set Assignment)
Post 16 Education	Level 3 vocational courses in Health and Social Care.
<a href="#">Careers</a>	It is a gateway to most professions within the NHS and the Social Care sector.
Skills and Attributes	Empathy, tolerance and compassion for dealing with individuals from different backgrounds. Knowledge of the NHS sector and services that are available to support independent living. Organisation as there are strict deadlines for coursework to be completed and handed in. Assignment writing requires analysis and evaluation techniques.

## OPTION - HISTORY

Students follow the <a href="#">AQA History Specification (8145)</a>	
Course description	Medicine through time: a chronological study 1000-the present day. Elizabethan England 1558-1603, Germany 1890-1945. Germany 1890 -1945, Conflict and Tension in Asia - 1950-1975 (The Korean War and Vietnam War)
Course Qualifications	GCSE
Examinations	Unit 1: Germany 1890-1945 and War in Asia 1945-1975 Unit 2: Medicine and Public Health through time and Elizabeth I Each exam is worth 50% and lasts for 2 hours
Non – examination assessment	No coursework
Post 16 Education	A-level in History You can choose to do Ancient History, Medieval, Early Modern or Modern History  BA Honours Degree at university in History but this can be done in conjunction with Politics, History of Art, English Literature etc
<a href="#">Careers</a>	History is valued for its breadth. You may go on to work in law, Journalism, Literature, publishing and the creative industries including film, tv and gaming. Medicine, public services and travel industry. This is due to cross transferable skills developed within the subject.
Skills and Attributes	Analysis, evaluation, communication, making an informed judgement, source skills, enquiry and investigation skills

Students follow the [AQA GCSE Music Specification](#)

Course description	This course is ideally suited to students that have a keen interest in music, particularly musicians and singers from all backgrounds, recording and producing music using technology. The course provides students with the opportunity to develop their musical ability in performance, composing, songwriting and their knowledge and understanding of a range of musical styles and genres. Students should be able to play an instrument to at least a basic standard or sing.
Course Qualifications	GCSE
Examinations	<p>Component 1 - Understanding Music 40%</p> <p>Students study various features and musical elements of music focusing on four areas of study including a wide range of musical genres and styles and their context.</p>
Non – examination assessment	<p>Component 2 - Performing Music 30%</p> <p>Students develop their individual performance skills over the duration of the course on the instrument of their choice, including the voice, to produce a Solo Performance and Group Performance in a style of their choice. Students may choose the DJ/Technology performance alternative route using software to complete this component. This is better suited if your musical arrangement skills are stronger than live instrumental skills.</p> <p>Component 3 - Composing Music 30%</p> <p>Students develop their composing skills during the course and produce two original pieces of music in a style and genre of their choice using instruments of their choice focusing on their personal influences and musical tastes.</p>
Post 16 Education	Many students have gone onto study A Level or BTec Music & Music Technology at Runshaw College, Winstanley, Cardinal Newman and in particular <a href="#">BIMM</a> where students have further developed their Performance and Composing Portfolios and developed further knowledge in Music Production.
Careers	Musician, Studio Musician, Producer & Composer, Recording Engineer, Music Teacher, Music Therapist, Music Programmer, TV and Media, Music Coordinator in Media, Music Events Coordinator
Skills and Attributes	Communication Skills, Leadership Skills, Performance Skills, Problem Solving and developing Initiative. Skills specific to using Music Software, Composing, Instrumental Performance and Vocal techniques.

## OPTION - MUSIC TECHNOLOGY

Students follow the [NCFE Level 2 Technical Award in Music Technology](#)

Course description	This qualification is equivalent to a GCSE Grade 9-1 where students can achieve a Pass, Merit, Distinction and Distinction* This course is ideally suited to students with an interest in music, recording, and using technology to create music. Students do not need to be able to play a musical instrument but it would be desirable.
Course Qualifications	Level 2 Technical Award equivalent to a GCSE Grade 4-9
Examinations	<p>Written Examination 40%</p> <p>Students will sit one paper based on their knowledge and understanding of each Content Area (below) in Understanding Music Technology studied throughout the course.</p> <p>Content Area 1 - Introduction to Music Technology and The Music Business</p> <p>Content Area 2 - Using a Digital Audio Workstation - using Logic Pro X</p> <p>Content Area 3- Music Elements, Musical Style &amp; Music Technology</p> <p>Content Area 4 - Sound Creation - creating and recording audio samples and music for film</p> <p>Content Area 5 - Multi-Track Recording - multitrack recording and mixing a range of instruments using the studio</p>
Non – examination assessment	<p>Synoptic Assessment 60%</p> <p>A practical assessment of their knowledge and skills, based on all content areas above, to a brief set by the exam board. Students will have 17 hrs to complete the assessment.</p>
Post 16 Education	Many students have gone onto study A Level or BTec Music & Music Technology at Runshaw College, Winstanley, Cardinal Newman and in particular <a href="#">BIMM</a> where students have further developed their Performance and Composing Portfolios and developed further knowledge in Music Production.
Careers	This can lead to careers in Radio & Broadcasting, Theatre & Music Production, Media Production, Live & Studio Sound Engineering.
Skills and Attributes	Communication Skills, Technical Skills, Problem Solving and developing Initiative. Skills specific to sound engineering and software.



Students follow the <a href="#">OCR GCSE PE Exam Specification</a>	
Course description	<p>The content of OCR GCSE PE is divided into three components.</p> <ul style="list-style-type: none"> <li>● Component one is about physical factors that affect performance</li> <li>● Component two on socio-cultural influences and sports psychology</li> <li>● Component three performance in physical education</li> </ul>
Course Qualifications	GCSE
Examinations	<p>Exam 1 (30%)</p> <ul style="list-style-type: none"> <li>● Applied anatomy and physiology</li> <li>● Physical Training</li> </ul> <p>Exam 2 (30%)</p> <ul style="list-style-type: none"> <li>● Socio-cultural influences</li> <li>● Sports Psychology</li> <li>● Health, fitness and well-being</li> </ul>
Non – examination assessment	<p>Practical Coursework (30%) 3 sports must be assessed for each pupil. 1 team sport, 1 individual sport and 1 choice.</p> <p>Written Coursework (10%) A 14 hour written piece of work on analysing and evaluating performance</p>
Post 16 Education	<p>A-Level Sport and Physical Education BTEC Sport</p>
<a href="#">Careers</a>	PE Teacher, Sports Coach, Physiotherapist, Personal Trainer, Sports Development Officer and more.
Skills and Attributes	Team work, problem solving, resilience, decision making and physical skills and physical fitness.

## OPTION - PHOTOGRAPHY

Students follow the <a href="#">AQA Art and Design specification</a>	
Course description	GCSE Photography provides students with a wide range of creative and exciting opportunities to explore photography in ways that are both personal and developmental in nature. Students will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies.
Course Qualifications	GCSE
Examinations	Component 2: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. <ul style="list-style-type: none"><li>• Preparatory period of approximately 15 weeks followed by 10 hours of supervised time</li><li>• 96 marks</li><li>• 40% of GCSE</li></ul>
Non – examination assessment	Component 1: 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. <ul style="list-style-type: none"><li>• No time limit</li><li>• 96 marks</li><li>• 60% of GCSE</li></ul>
Post 16 Education	The GCSE course provides a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.
<a href="#">Careers</a>	Commercial, portrait, freelance and scientific photography, photojournalist, animator, film set photographer
Skills and Attributes	The course has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas.