

Walton-le-Dale High School



Achieving

Self-Motivated

Positive

Imaginative

Respectful

Having **E**mpathy

Learning for Life

Key Stage 4 Course Choices

2024 - 2026

Dear Parents and Carers of our Year 9 students,

The time is approaching for your son/daughter to choose the courses that they would like to follow over the next two years. It is very important that they make the right choices. This term your child has been given general advice, guidance and information about career-related issues, courses and their requirements.

This booklet provides you with additional material to discuss with your child and help them to make informed choices. It outlines the **aims** of all courses on offer, describes briefly the **skills** and **abilities** they are designed to develop, and their **assessment procedures**.

We believe that all students should follow a broad, balanced curriculum in Years 10 and 11. The core (compulsory) curriculum consists of: English Language, English Literature, Mathematics, Science and Physical Education (core). Personal, Social, Health, Citizenship and Economic Education (PSHCEE) will be delivered through enrichment activities (ASPIRE days) and within PSHE weekly lessons.

Many post-16 courses or careers simply want the best possible GCSE or equivalent grades (including GCSE English Language and Maths at Grade 4), but some require specific grades in specific subjects. Please use the websites of our partner colleges to find out more information. If you require any further help please speak to Mrs Berry, our Careers Education Co-ordinator and Advisor.

Students can then choose **three** subjects from the following GCSE and vocational qualifications (Tech awards). *A Tech Award is equivalent to one GCSE at Grade 9-1.* 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 PE (core).

OPTION A	OPTION B	OPTION C
French (GCSE)	History (GCSE)	Computer Science (GCSE)
Geography (GCSE)	German (GCSE)	Geography (GCSE)
Computer Science (GCSE)	Geography (GCSE)	History (GCSE)
History (GCSE)	Drama (GCSE)	Separate Science (Triple) (GCSE)
Art (GCSE)	Engineering (Tech Award)	Creative Media (Tech Award)
Health & Social Care (Tech Award)	Business Studies (GCSE)	Food and Nutrition (GCSE)
PE (GCSE)	Religious Studies (GCSE)	Music (Tech Award)
Sports Studies (Cambridge National)	Health and Social Care (Tech Award)	Engineering (Tech Award)

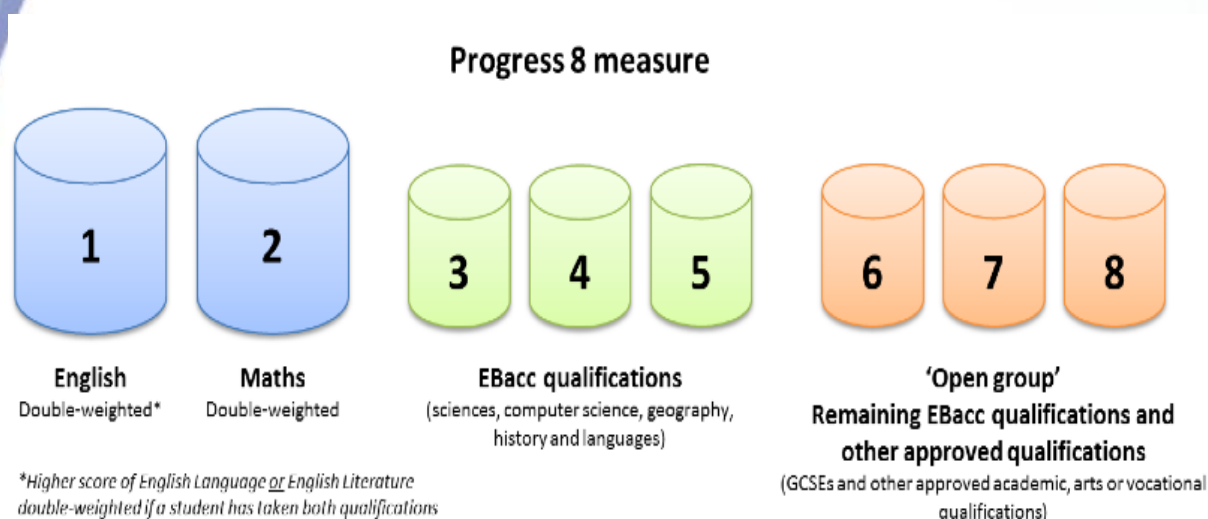
It is important to note that:

- We may need to make changes to the option columns/ subjects on offer. Please note that if there are insufficient numbers in some options the subjects may not run.
- For all subjects that are over-subscribed, students will be randomly selected for the course. There will be no reference to a student's ability or career choice.

Government changes that have impacted on the curriculum:

The Department for Education has stated what it expects schools to focus on in terms of the KS4 curriculum and how it will measure the success of students and schools. This 'measure' is referred to as Progress 8. This has had a dramatic impact on the curriculum in schools.

This measure is based on students' progress across eight subjects: English, Maths, three English Baccalaureate subjects (which might include Triple Science, Geography, History, Computer Science and Languages) and three further subjects. Please see the model below:



The old grading system of A*-G is now replaced with 9-1, with a grade 9 being the highest.

Whilst English, Maths and Science are compulsory for all students, the Government also strongly encourages students to take Geography, History, Computer Science, Triple Science or a language and this will be promoted at Walton-le-Dale, although we recognise that our students have different skills, interests and abilities. Our curriculum is designed to maximise the potential of all our students whilst delivering a broad and balanced education. By offering a range of different qualifications we hope a greater number of our students will succeed.

There will be a Year 9 Progress Evening from 4.00 – 6.30pm on Thursday 7th March. This is an important opportunity for you to talk to your child's teachers, discuss the subjects we offer with the relevant teachers as well as discussing the best possible combination of courses for your child.

Students will submit their options in school via an online system called 'options online'. They will do this by the deadline of Tuesday 12th March.

If you require any further information, please email h.brown@waltonledale.lancs.sch.uk and I will get back to you about your query.

Kind regards,
Mrs Helen Brown
(Assistant Headteacher – Educational Systems)

CALENDAR OF KEY DATES 2024-26

Thursday 1st February	Option process launched
Week beginning Monday 5th February	Option subject talks
Thursday 7th March	Year 9 Progress Evening and Options Information
Tuesday 12th March	Deadline for all option choices to be submitted online. This will be done in school.
Summer Term	Students to be informed of their final option choices.

Guide to key terms

GCSE	General Certificate in Secondary Education
Technical Award	Vocational qualification awarded at levels equivalent to GCSE. Level 1 qualifications are equivalent to GCSE grades 1 – 3. Level 2 qualifications are equivalent to grades 4 – 8.
Non-Examination Assessments (NEA)	Non- examination assessments measure subject knowledge and skills that cannot be tested by timed written papers.
Examination Boards/Awarding Bodies	These bodies run GCSE and other examinations
Further Education (FE)	The qualification students can study beyond 16, which may be in a Further Education College.
Higher Education (HE)	University or other degree awarding institutions.

Dear Student,

During the next few weeks, you will be choosing your option subjects which you will study over the next two years. These option subjects, together with the core subjects that you have to study, will lead to terminal examinations (most of the exams will be taken at the end of Year 11). When you start on those courses, you will notice several things, which are different from your previous schoolwork:

- You will be starting to specialise i.e. **studying some subjects in more depth while no longer taking others.**
- You will be going deeper into some subjects and this will mean spending more time on them than you previously did; **this will mean more homework.**
- Hard work over a continuous period of time will be required because examination qualifications are not merely obtained in the examination room. They are won or lost according to the quality of your work throughout the course.

Many of you will find that the qualifications you achieve at school, and the subjects you gain in them, will determine: -

- the kind of CAREER you will finally decide on
- the LEVEL you enter it
- the type of FURTHER EDUCATION COURSE you may eventually study

THE IMPORTANCE OF A BALANCED EDUCATION

We will guide you onto courses that are most suitable. We will look at your strengths and interests and listen to what you have to say.

We believe a broad and balanced curriculum will equip you with the skills and qualifications you need for the world of further and higher education, training or employment.

It is important that you make your own decision with support, help and guidance from staff and parents/carers.

We understand that once the students have started a course they may feel that they have chosen the wrong subject therefore there will be a 2 week window in September when students may change their options with parental consent.

Students will NOT be allowed to 'drop' any options during Key Stage 4.

They must continue with all their courses for the 2 years of KS4.

How should you decide on which subjects to study?

Things you should do when you are making your decisions:

- ☺ Choose subjects you like. Choose subjects that interest you. Choose subjects you feel successful at.
- ☺ Think about your choice carefully. Do your research:
 - Discuss your choices with your subject teachers.
 - Think about your strengths and weaknesses; choose subjects that play to your strengths and be ready to work on your areas for development.
 - Talk to people at home about your choices. Talk to your form tutor.
 - Talk to our Careers Advisor and use the Careers Library.
 - Look up colleges and apprenticeships online to see what type of qualifications you need for your next steps after school (post-16).
 - Take notice of the different qualifications you will achieve; GCSEs, BTECs, NCFEs etc.
- ☺ Make sure your final choice of options subjects is balanced.

Things you need to remember:

- ✓ There are no 'easy' subjects in Years 10 and 11 so don't decide on a subject because you think it will be easy.
- ✓ You can't keep swapping your option choices when you start Year 10, and you can't drop any subjects, so make sure you do your research and think carefully.
- ✓ **Your** choices need to be **your** choices (not your friend's choices).
- ✓ You don't know which teacher will be teaching you so you can't make your decisions based on staff.

Make sure that you are happy with your final choice.

You will be the person studying these subjects for two years, so you need to choose subjects you enjoy and will be successful at.

Key Stage 4: CEIAG

(Careers Education, Information, Advice and Guidance)

When students leave Walton-le-Dale High School they must do one of the following until the age of 18:

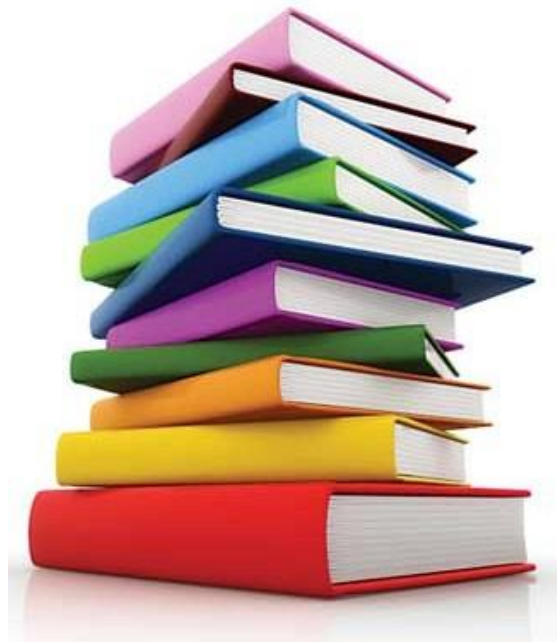
- stay in full-time education, for example at a college
- start an apprenticeship or traineeship
- spend 20 hours or more a week working or volunteering, while in part-time education or training

To support our students and help prepare them for the world of work throughout Key Stage 4 students will:

- have visits from local college and apprenticeship providers
- gain further understanding of the world of work through a week's work experience
- have one to one careers interviews
- the opportunity to meet employers
- produce their own CV
- learn about interview skills in order to participate in a mock interview
- through enrichment days students will be able to complete all college and apprenticeship applications with support from staff

College entry requirements

All colleges now have different qualification requirements for their courses. Please use college websites and prospectuses to research these requirements to help support your option choices.



Section A

CORE SUBJECTS

N.B All courses are correct at the time of print

ENGLISH LANGUAGE GCSE

Awarding Body: EDUQAS

Award: GCSE grade 9-1

Course Outline

YEAR 10 – Autumn Term

- Focus on developing and building on reading and writing skills taught at KS3.
- Focus on developing analytical reading skills through the study of literature texts
- 19th century non-fiction reading study for component 2.
- 21st century non-fiction reading study for component 2.
- Transactional writing and writing for specific audiences and purposes for component 2.
- Spoken language: presentation and spoken Standard English activities.

YEAR 10 – Spring Term

- Creative writing: exam preparation for component 1 of the examination.
- 20th century prose fiction reading study in preparation for component 1.

Summer Term

- Year 10 practice examination components 1 and 2
- Spoken language: presentation and spoken Standard English activities.

YEAR 11 – Autumn Term

- 19th century non-fiction reading study
- 21st century non-fiction reading study
- Discursive/persuasive writing
- 20th century fiction study
- Creative/narrative writing

Spring Term

- Analysis skills taught through revision of literature texts
- Language exam practice ongoing

Summer Term

- Revision for terminal examinations: reading fiction and non-fiction texts; creative and transactional writing

Assessment: Exams

Terminal Examination (100%)

- Component 1 (40%): 20th century fiction reading study and creative prose writing-1hr 45minutes
- Component 2 (60%): 19th and 21st century non-fiction reading study and transactional/persuasive writing-2hours

Assessment: Coursework (also called NEA non-exam assessment)

Spoken Language (unweighted):

Candidates will be required to complete one formal presentation or speech. They will also be assessed on their responses to questions and feedback following the presentation or speech. Standard English should be a feature of all parts of the candidates' work in this component.

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

Progression

All vocational and college courses require a GCSE in English or English Language. The content delivered and the skills imparted throughout the course provide the foundations, should learners wish to pursue A-level courses in English Language. In addition, the skills taught at KS4 (analysis, interpretation, information retrieval etc.) are fully transferable and ensure that learners are equipped for other post-16 qualifications such as A-level History and Law.

ENGLISH LITERATURE GCSE

Awarding Body: AQA

Award: GCSE grade 9-1

Course Outline

Year 9

Summer Term

- Study 'Romeo and Juliet' by William Shakespeare

YEAR 10 – Autumn Term

- Study a selection of anthology poems from the AQA Power and Conflict Poetry Cluster.
- Responding to unseen poetry.
- Study 'A Christmas Carol' by Charles Dickens

Spring Term

- Study another selection of anthology poems from the AQA Power and Conflict Poetry Cluster.
- Study 'A Taste of Honey' by Shelagh Delaney

Summer Term

- Focus on analytical and interpretation skills for the terminal examinations
- Study another selection of anthology poems from the AQA Power and Conflict Poetry Cluster
- Revise plot and characters from 'Romeo and Juliet' by William Shakespeare.

YEAR 11 – Autumn Term

- Revise 'A Taste of Honey' by Shelagh Delaney
- Study another selection of anthology poems from the AQA Power and Conflict Poetry Cluster
- Revision for paper 1: Shakespeare ('Romeo and Juliet') and 19th Century Novel ('A Christmas Carol').

Spring Term

- Revision for paper 2: Poetry (anthology and unseen) and modern Drama ('A Taste of Honey').

Summer Term

- Revision for both exam papers.

Assessment: Exams

Terminal Examination (100%)

- **Paper One:** Shakespeare and the 19th Century Novel (1hr 45 mins) 64 marks (40%)
 - Section A (34 marks: 20%) - Shakespeare: 'Romeo and Juliet'
 - Section B (30 marks: 20%) - 19th Century Novel: 'A Christmas Carol'
- **Paper Two:** Modern Texts and Poetry (2hrs 15 mins) 96 marks (60%)
 - Section A (34 marks: 21%) - Modern Drama: 'A Taste of Honey'
 - Section B (30 marks: 19%) - Modern Poetry: comparison of two poems from their Anthology
 - Section C (32 marks: 20%) - Unseen Poetry: comparing two unseen poems

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework / controlled assessment in this course.

Progression

The content delivered and the skills imparted throughout the course provide the foundations, should learners wish to pursue A-level courses in English Literature. Skills of interpretation and analysis are honed and are transferable to other post-16 study routes (i.e. A-levels in History and Law). Furthermore, the appreciation of the concepts and ideas communicated and inferred through different literary texts also allow learners to acquire skills relevant to different subject areas.

MATHEMATICS

GCSE

Awarding Body: Edexcel (Pearson)

Award: GCSE Grades 9 – 1

Course Outline

Students will study aspects of Number, Algebra, Geometry, Ratio & Proportion, Probability and Statistics at a level suitable to them. Particular attention is now paid to problem solving with a lot of context in questions incorporating different aspects and skills from the curriculum in the same question.

Key Features

All students in Years 10 and 11 study GCSE Mathematics.

Students will have already been studying GCSE content in Year 9 and will continue in ability sets at the start of Year 10 according to prior attainment.

Students will follow the Higher or Foundation Mathematics specification. Students will develop their understanding of: Functionality, problem solving, number, algebra, proportionality and geometry along with statistical analysis and probability with a greater algebraic focus on the higher paper.

Assessment: Exams

Each exam consists of three 1½ hour papers: one non-calculator paper and two calculator papers. All students would benefit from the use of their own scientific calculator, in order to practise mathematical skills relevant to the course

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework / controlled assessment in this course.

Progression

GCSE Mathematics is an essential requirement for many college courses and careers. If students are continuing on to further study and have not achieved a grade 4 (or higher) they will be required to continue studying Maths at college or as part of their apprenticeship training until they achieve at least that standard. For students wanting to study A levels, Higher level college courses or modern apprenticeships they will usually have to have a grade 5 or higher in GCSE Mathematics to be allowed on to those courses.

Further qualifications in Mathematics are usually achieved through the traditional A-level and degree routes, though Mathematics also forms part of many other vocational and technical courses.

Mathematics qualifications are great stepping stones to other career paths in Science, Engineering and Technology, as well as Mathematics being a career path in its own right. Further studies in Mathematics would give opportunities for analysts, engineers, technicians, architecture, finance and many other highly valued professions.

COMBINED SCIENCE – DOUBLE AWARD GCSE

Awarding Body – AQA

Award – GCSE Combined Science (9-1)

Course Outline

Students follow the AQA Combined Science: Trilogy Award. All 3 sciences are studied with equal weighting. It leads to students achieving 2 GCSE grades. The course is comprehensive and covers scientific concepts in Biology, Chemistry and Physics.

Key Features

- Leads to 2 GCSE grades
- Develops a good understanding of a wide range of scientific concepts and knowledge
- Requires the ability to remember and recall knowledge easily

NB Coursework has now been replaced with 21 practical tasks (covering all 3 disciplines) that students must complete during the course.

Assessment: Exams

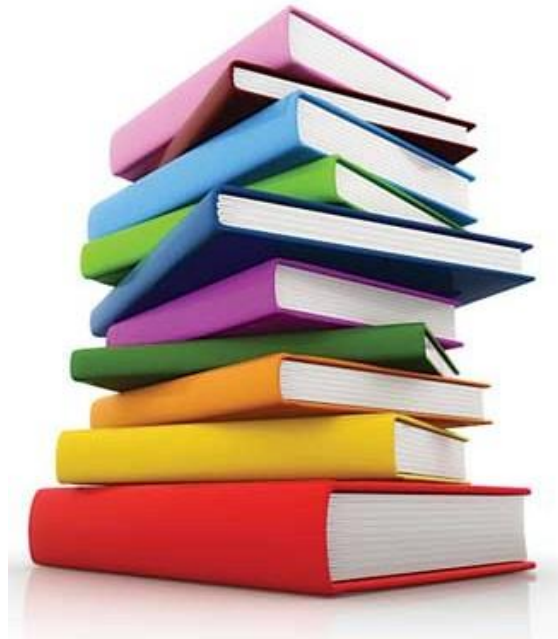
Assessment is by formal examinations at the end of Year 11. This requires students to retain knowledge and understanding throughout years 10 and 11 and so will involve extensive revision in preparation for the examinations. The 21 required practical tasks aim to develop scientific investigatory skills and these are then assessed by questions built into the formal examinations at the end of Year 11.

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework / controlled assessment in this course.

Progression

The knowledge base provided would assist students wishing to follow any career path, scientific or not. Examples of careers linked to science include nursing, midwifery, physiotherapy, sport science, engineering, and technicians.



Section B

GCSE OPTIONS

N.B All courses are correct at the time of print

ART GCSE

Awarding Body AQA

Award: GCSE Art and Design – Fine Art (9-1)

Course Outline

GCSE Fine Art is about having an adventurous and enquiring approach to the provided starting points and developing the skills to express yourself creatively. Through class and independent research you will explore the work of both contemporary and historical artists forming an independent opinion that will support the production of a personal response to a range of ideas.

Key Features

The course will allow you to explore one or more projects which will start to build up your personal portfolio. Your portfolio will include research, supporting drawings, photographs and annotation illustrating the development of your ideas, leading to 2D and 3D outcomes. You will work in a variety of different media i.e. pencil, pastel, acrylic, watercolours, ink, and engage with different techniques such as printing, drawing, painting, sculpture, photography and collage. You will be given a sketchbook, this will be a visual diary, for your drawings, ideas and inspirations, critical studies, photographs and media experimentations.

Assessment: Exams

See below regarding GCSE Fine Art assessment and what 'exam' means on this course.

Assessment: Coursework (also called NEA non-exam assessment)

GCSE Fine Art is 100% coursework based. The coursework consists of two parts: one **portfolio of work (Component 1)** and one **externally set assignment, also called ESA (Component 2)** – this is sometimes referred to as an 'exam project' or is said to as have an exam at the end of it. Strictly speaking, this is not an exam. It is an assignment set by AQA and towards the end of the assignment you will have 10 hours of supervised time in which you need to produce a piece of artwork, and importantly, this time is conducted in exam conditions. Component 1 coursework begins as soon as you start the course in Year 10, so it is important that you put in maximum effort and commitment from the very start of the course.

Portfolio (Component 1)

- To be completed during lesson time and independently (2 hours a week as a benchmark)
- 60% of final grade, internally set, internally marked and externally moderated
- Must include a sketchbook, one sustained project with a selection of further work, and must show evidence of all assessment objectives.

Externally set assignment (Component 2)

- 8-10 weeks preparation time: 10 hours timed examination
- 40% of final grade, externally set, internally marked and externally moderated
- Must include work journal and must show evidence of all assessment objectives.

Progression

A GCSE in Art and Design can initially offer a balance to your subject choices at GCSE but beyond school it can lead to higher and further education in Art, Animation, Illustration, Architecture, 3D design, Textiles, Photography, Media... the list is genuinely endless. If you are interested in a vocational route, Art and Design will link to the creative requirements of joinery, make-up, hairdressing, design engineering, painting & decorating and more!

BUSINESS STUDIES GCSE

Awarding Body – Pearson

Award – GCSE

Course Outline

The business world comprises an enormous variety of different careers. The GCSE in Business Studies aims to give students a practical understanding of what “being in business” entails, and it will help students to develop the knowledge, and understanding needed when considering entering employment or starting up their own enterprise.

Key Features

Theme 1 covers concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Theme 2 covers how a business develops and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

Assessment: Exams

There are two written exams each worth fifty percent of the total GCSE – each paper consisting of multiple choice, calculation, short-answer and extended-writing questions. Each section starts with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples.

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework / controlled assessment in this course.

Progression

The course will prepare pupils for a variety of careers such as retailing, banking, managing employees, setting up your own enterprise, advertising, sales, production, management and most jobs beyond school. Pupils will have a knowledge of money, motivating others and how businesses operate will give pupils a clearer understanding of careers and opportunities beyond school. A GCSE in Business Studies also prepares students for further education including study at A level to Apprenticeships in a wide variety of subject areas.

COMPUTER SCIENCE GCSE

Awarding Body: AQA

Award: GCSE (9-1)

Course Outline

This specification has been created to get students working with real-world programming and provides a good understanding of the fundamental principles of computing. Programming will be taught using the Python programming language using 'PyScripter' which is freely available to all students for further home study. Along with a heavy amount of programming, students will also look into other topics such as cyber security, networking, data security, computer systems and digital technology and society.

Key Features

There are three core units – Unit 1 Computational thinking and problem-solving involving writing and using computer code including coding, data security, software algorithms, Unit 2 – theory such as cyber security, software development, networks, computer systems and Unit 3 Creating A Computer Program creating software that solves a problem for a real life business chosen by the exam board.

Assessment: Exams

Unit 1 and 2 are assessed by examinations comprising multiple choice questions and open-ended questions, each worth 40% of the final GCSE mark. Unit 3 is assessed by producing a computer program in class to solve a practical problem set each year by the exam board and is worth 20% of the final grade.

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework / controlled assessment in this course.

Progression

The GCSE in Computer Science has been founded in partnership with teachers, students, education specialists and industry-leading employers. This subject helps prepare students for apprenticeships and careers in IT such as network management, software development, making apps, developing computer games or further studies in computing.

Drama

GCSE

Awarding Body AQA

Award: GCSE Drama

Course Outline

GCSE Drama is about exploring all genres of Drama, from theatres origins to the present day. You will explore the work of theatre makers as a performer or designer and you will have the opportunity to create your own work.

Key Features

The exam course is divided into three components: Understanding Drama, Devising Drama, Texts In Practice.

In the practical components students may specialise in performing, lighting, sound, set, costume, and puppets.

Assessment: Exams

The GCSE in Drama is internally and externally assessed.

Component 1 - Understanding Drama:

This is the study of a set play and forms the written exam.

Component 2 - Devised Drama:

Students record their process of creating a Drama in a log-book.

Students perform a devised piece of Drama that they have created with a group of students.

Students can contribute as a performer or designer.

Component 3 - Texts in Practice:

All practical. Students have a free choice of a scripted play and they perform two extracts from that play. Students may contribute as a designer or performer.

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework / controlled assessment in this course.

Progression

GCSE Drama in school is closely linked to the skills you require for English Literature. It provides you with a practical way of learning and develops your knowledge and understanding of the careers and skills involved in the Performing Arts Industry. GCSE Drama paves the way for many careers and courses in further Education.

FOOD PREPARATION AND NUTRITION GCSE

Awarding body: AQA

Award: GCSE (9-1)

Course Outline

This new GCSE 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. This GCSE focuses on nurturing students' practical cookery skills to give them an understanding of nutrition for life.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health.
- Food science.
- Food safety.
- Food choice.
- Food provenance.

Upon completing this course students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the food or catering industries. It is expected that students will need to bring in their own ingredients (or contribute towards the cost of ingredients) to get the most out of this course.

Assessment: Exams

Paper 1: Food Preparation and Nutrition

What is assessed? Theoretical knowledge of the 5 areas stated above.

How is it assessed. Written exam 1 hour 45 mins. 100 marks = 50% of the GCSE

Questions. Multiple choice questions (20 marks).

5 questions each with a number of sub questions (80 marks).

Assessment: Coursework (also called NEA non-exam assessment)

Task 1: Food investigation

Students' understanding of the working characteristics, function and chemical properties of ingredients.

PRACTICAL INVESTIGATIONS ARE A COMPULSORY ELEMENT OF THIS NEA TASK.

Task 2: Food preparation assessment

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours.

How is it assessed?

Task 1: Written or electronic report (1,500-2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence of the three final dishes must be included.

Progression

Students choose food to gain points for various courses for college. Students who would like to join the armed forces to become chefs. Students who want to further their interest in food or take catering at college.

FRENCH GCSE

Awarding Body: AQA

Award: GCSE (9-1)

Course Outline

The AQA GCSE course in French will develop your knowledge and skills with a focus on vocabulary and structures within the following key themes:

- People and Lifestyle
- Popular Culture
- Communication and the world around us

Key Features

You will listen and respond to different types of spoken language, communicate in speech for a variety of purposes, read and respond to different types of written language, communicate in writing for a variety of purposes, use and understand a range of vocabulary and structures and understand and apply the grammar of the language from the GCSE syllabus. You will be given ample opportunity in lessons to practise the four key language skills and you will work with your teacher, in pairs, in groups and independently. You will be encouraged and guided to use ICT and you will work with authentic materials. You will be taught by experienced and qualified linguists and you will be given lots of support to help you develop your language skills.

Assessment: Exams

The four key language skills are all assessed by final examinations, as follows:

Paper 1: Listening and Understanding: weighting = 25%

Paper 2: Speaking: weighting = 25%

Paper 3: Reading and Understanding: weighting = 25%

Paper 4: Writing: weighting = 25%

All four skills are examined at the end of the course. There are two tiers of entry: Foundation (Grades 1 to 5) and Higher (Grades 4 to 9). You will sit all four exams at either foundation or higher tier.

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework for the GCSE French qualification.

Progression

Having knowledge of a foreign language is seen as a bonus in many jobs and the GCSE contributes to the EBacc portfolio of qualifications. A foreign language is seen as important by many universities, regardless of the subject you want to study at degree level. Language students are highly valued by employers because they have skills in the areas of communication, teamworking, presentation, problem-solving, organisation, openness, empathy and tolerance. There are many careers you can enter, if you have foreign language skills, including travel and tourism, journalism, science and research, sales and marketing, import and export, European and international law, international business and finance, communication technology, manufacturing, education, social work, health service, the armed forces, volunteering and working abroad and international sport.

"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.": Nelson Mandela.

GEOGRAPHY GCSE

Awarding Body: AQA

Award: GCSE (9-1)

Course Outline

Geography aims to provide an innovative course encompassing relevant and modern geography fit for the 21st century. This course enables candidates to appreciate the importance of geography for *understanding the world around them*. It supports geographical concepts and encourages students to think geographically.

Key Features

Unit 1: *Physical Geography*. In this unit students study a range of topics that leads them to understand the *natural* features of the planet and how we manage them. The topics include: **Natural Tectonic Hazards** (earthquakes, volcanoes); **Natural Weather Hazards** (Tropical storms, UK weather and climate, extremes of weather, and climate change); **Ecosystems** (tropical rainforests and cold environments) **Physical landscapes in the UK** (Rivers and coasts).

Unit 2: *Human Geography*. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. The topics include: **Urban issues and challenges; The changing economic world; The challenge of resource management** (food, water or energy)

Unit 3: *Geographical Applications*: This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material.

Fieldwork Students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork **must** take place outside the classroom and school grounds on at least **two** occasions. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. E.g A study of how the River Wyre changes as it flows downstream and how tourism impacts on Bowness on Windermere.

Assessment: Exams

Paper 1: Living with the physical environment - Written exam 1hr 30 mins (88 marks) 35% of final GCSE grade.

Paper 2: Challenges in the human environment - Written exam 1hr 30 mins (88 marks) 35% of final GCSE grade.

Paper 3: Geographical Applications - Written exam 1hr 15 mins (76 marks) 30% of final grade.

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework / controlled assessment in this course.

Progression

Geography is a highly regarded subject at college and university levels whilst also counting in the *EBacc* portfolio of assessment. The analysis and enquiry skills learnt in Geography are transferable to all subjects and offer a sound base for future study. It naturally leads on to studying not only Geography at A Level, but Environmental Science, Geology, Leisure/Travel & Tourism and many other subjects

"Geography prepares for the world of work - geographers, with their skills of analysis are highly employable!"

Sir Alan Sugar

GERMAN GCSE

Awarding Body: AQA

Award: GCSE (9-1)

Course Outline

- The AQA GCSE course in German will develop your knowledge and skills with a focus on vocabulary and structures within the following key themes:
- People and Lifestyle
- Popular Culture
- Communication and the world around us

Key Features

You will listen and respond to different types of spoken language, communicate in speech for a variety of purposes, read and respond to different types of written language, communicate in writing for a variety of purposes, use and understand a range of vocabulary and structures and understand and apply the grammar of the language from the GCSE syllabus. You will be given ample opportunity in lessons to practise the four key language skills and you will work with the teacher, in pairs, in groups and independently. You will be encouraged and guided to use ICT and you will work with authentic materials. You will be taught by experienced and qualified linguists and you will be given lots of support to help you develop your language skills.

Assessment: Exams

The four key language skills are all assessed by final examinations, as follows:

Paper 1: Listening and Understanding: weighting = 25%

Paper 2: Speaking: weighting = 25%

Paper 3: Reading and Understanding: weighting = 25%

Paper 4: Writing: weighting = 25%

All four skills are examined at the end of the course. There are two tiers of entry: Foundation (Grades 1 to 5) and Higher (Grades 4 to 9). You will sit all four exams at either foundation or higher tier.

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework for the GCSE German qualification.

Progression

Having knowledge of a foreign language is seen as a bonus in many jobs and the GCSE contributes to the EBacc portfolio of qualifications. A foreign language is seen as important by many universities, regardless of the subject you want to study at degree level. Language students are highly valued by employers because they have skills in the areas of communication, teamworking, presentation, problem-solving, organisation, openness, empathy, cultural understanding and tolerance. There are many careers you can enter, if you have foreign language skills, including travel and tourism, journalism, science and research, sales and marketing, import and export, European and international law, international business and finance, communication technology, manufacturing, education, social work, health service, the armed forces, volunteering and working abroad and international sport.

“If I’m selling to you, I speak your language. If I’m buying, Dann müssen Sie Deutsch sprechen.” – Willy Brandt, former German Chancellor.

HISTORY

GCSE

Awarding Body: AQA

Award: GCSE (9-1)

Course Outline

This course provides opportunities for students to study a wide variety of different aspects of the past. Students will be able to engage with key issues such as conflict, understand what drives change and consider how the past influences the present.

This course is designed to enable students to develop a secure understanding of chronology and key knowledge and understanding of the past on different scales and contexts. History will develop students' ability to sort out fact from fiction, opinion from fact, and will encourage them to use a wide range of evidence to piece the jigsaw of the past together.

Key Features

The GCSE History course content comprises the following elements:

- One period study: Germany, 1890-1945: Democracy and dictatorship.
- One wider world depth study: Conflict and Tension the inter-war years, 1918-1939.
- One British depth study including the historic environment: Elizabethan England, 1568-1603.
- One thematic study: Health and the People, c. 1000-present day.

Assessment: Exams

Paper 1- Understanding the Modern World.

Written exam: 2 hours 50% of GCSE.

84 marks (including 4 marks for spelling, punctuation and grammar.

- Period Studies (Germany, 1890-1945: Democracy and dictatorship)
- Wider world depth studies (Conflict and Tension the inter-war years, 1918-1939)

Paper 2-Shaping the Nation

Written exam: 2 hours 50% of GCSE.

84 marks (including 4 marks for spelling, punctuation and grammar

- Thematic studies (Britain: Health and the people: C1000 to the present day)
- British depth studies including the historic environment. (Elizabethan England 1568-1603)

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework / controlled assessment in this course.

Progression

History is a highly respected academic subject that also contributes to the **EBacc** portfolio of assessment. Colleges, universities and employers appreciate the variety of transferable skills that are provided through the study of history such as researching, analysing, investigating, and expressing views and opinions. The study of history has obvious links to jobs in teaching and work linked to heritage and museums but is also valued in many areas particularly professions like law, politics, journalism, costume design, and the media.

PHYSICAL EDUCATION GCSE

Awarding Body : OCR

Award: GCSE (9-1)

Course Outline

The GCSE (9-1) Physical Education specification content is divided into three components. Each component is further sub-divided into topic areas and the detailed content associated with those topics. Components 1 and 2 are assessed via written examination papers. Component 3 is none exam assessment, and is internally assessed, externally moderated. The written papers are designed in manageable bite-size chunks rather than long papers, thus aiding students' revision.

Key Features

The range of activities that students are able to be graded in has been reduced. Depending on numbers and gender, students will be assessed in: football, basketball, table tennis, badminton, athletics, netball, trampolining; and handball in school. Students opting for GCSE PE will need to attend extra-curricular practices and represent school in fixtures in as many sports as possible. Other activities can and will be assessed but only as extra-curricular or non-school based activities. Please see the list here for further information: [GCSE PE activity list \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/gcse-pe-activity-list.pdf)

All grades for sports must be done in competition, 3 sports in total, 2 team & 1 individual or 1 team, & 2 individual. Students who take part in structured sport outside of school will be an advantage.

Assessment: Exams

Content Overview	Assessment Overview	
Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 marks 1 hour written paper	30% of total GCSE
Socio-cultural influences Sports psychology Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper	30% of total GCSE
Practical activity assessment Evaluating and Analysing Performance (AEP)	Performance in physical education (03) 60 marks non-exam assessment (NEA) 20 marks	40% of total GCSE

Assessment: Coursework (also called NEA non-exam assessment)

Evaluating and Analysing Performance (AEP)
Non-Exam Assessment (NEA) 20 marks = 10%

Progression

- Further Education: BSc Sports Science, PGCE, BA Coaching, BA Sports Management and BSc Exercise and Health.
- Personal training working as: coaches, gym staff, sports massage, Therapists, leisure services and armed forces.
- Involvement with: Specific sports clubs via apprenticeships & voluntary work experience.
- Medical Disciplines: Physiotherapy, Occupational Therapy and Dietician.

RELIGIOUS STUDIES

GCSE

Awarding Body: AQA

Award : GCSE (9-1)

Course Outline

A stimulating course that provides interesting study and lively debate. The course equips students with skills in written argument. It encourages thought and reflection on the meaning and purpose of life and consideration of different cultural and religious responses to moral issues. Students should be prepared to contribute to discussion by putting forward their own viewpoints and challenging both the viewpoints of others and attitudes of society.

Key Features

The study of religions: belief, teaching and practices

Students will have the opportunity to study two from:

Buddhism, Christianity, Catholic Christianity, Hinduism, Islam, Judaism and Sikhism.

Religious, philosophical and ethical studies themes:

Students will have the opportunity to study four of the following:

Theme A: Relationships and families.

Theme B: Religion and Life.

Theme C: The existence of god and revelation.

justice.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social

Assessment: Exams

Two written exams:

1. The study of religion: 1 hour 45 min 50%

2. Thematic studies: 1hour 45 min 50%

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework / controlled assessment in this course.

Progression

The Course provides, knowledge, understanding and skills to advance to further education in Philosophy, Ethics and or Religious Studies. The skills and knowledge developed on the course are also deemed useful in further education and help support and complement other subjects like Law, Medicine, Sociology, Psychology and Social Work. It could also lead to employment within the following areas; teaching, social work, immigration work, journalism, youth community worker, councillor.

SCIENCE: SEPARATE SCIENCE GCSEs (Biology, Chemistry & Physics)

Awarding Body – AQA

Award – GCSE Separate Sciences (9-1)

Course Outline

Students follow the AQA Separate Sciences, i.e. Biology, Chemistry and Physics leading to 3 separate GCSE grades (which is why it is often called 'triple award science'). This course is taught at higher or foundation level, aimed at students who have a keen interest in science and are willing to learn the additional content required.

Key Features

This course -

- Leads to 3 GCSE grades and is the most appropriate course for students wishing to take A levels in Science subjects
- Is designed to develop a broad and in depth understanding of more difficult scientific concepts
- Requires thorough revision and an ability to retain and recall knowledge

NB Coursework has been replaced with 28 practical tasks (10 in Physics, 10 in Biology and 8 in Chemistry) that students must complete during the course.

Assessment: Exams

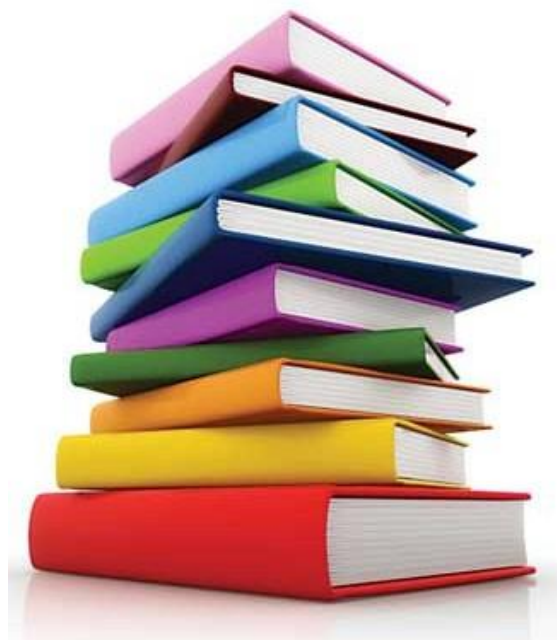
Assessment is by formal examinations at the end of Year 11. This requires students to retain knowledge and understanding throughout years 10 and 11 and will involve extensive revision in preparation for the examinations. The 28 required practical tasks aim to develop scientific investigatory skills and these are then assessed by questions built into the formal examinations at the end of Year 11.

Assessment: Coursework (also called NEA non-exam assessment)

There is no coursework / controlled assessment in this course.

Progression

Careers needing a Science degree include medicine (i.e. a doctor/surgeon), veterinary medicine, teaching, scientific research, lecturing, engineers, dentist plus many more.



SECTION C

VOCATIONAL OPTIONS

Vocational courses are equivalent to one GCSE

NB All courses are correct at the time of print

Creative Media Technical Award

Awarding Body: Pearson

Award: BTEC Level 2 Technical Awards

Course Outline

The skills developed through an education in creative media are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including film, television, games, web and app development, and publishing. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what hasn't changed is that media products still have the power to enthral, intrigue and affect audiences. Collectively, the creative sector in the UK contributed nearly £112 billion to the economy in 2019 and has grown by 7.4 per cent since 2017, a rate of growth five times that of the overall UK economy and students will be introduced to the key areas of TV, film and digital media creation.

Key Features

There are three core units - Unit 1: Exploring Media Products, Unit 2: Developing Digital Media Production Skills and Unit 3: Create a Media Product in Response to a Brief. The course is structured to develop learners' existing interests as well as giving pupils a broad foundation and introducing students to new areas in the media sector, such as web design, digital artwork and more.

Assessment: Exams

Component 1 & 2 – portfolio completed by student under timed conditions. The portfolio will include a variety of appraisal methods including case studies, presentations, an evaluation of their media. Each unit will have two learning aims which the students must address through their work. (60% of final mark). Component 3 – externally assessed examination (40% of final mark)

Assessment: Coursework (also called NEA non-exam assessment)

2 controlled, timed assessments worth 60% of the final grade in total.

Progression

Technical Award In Creative Media Production provides knowledge, understanding and skills for learners to progress to other level 2 qualifications, level 3 vocational qualifications (BTEC Nationals), other academic qualifications (Media Studies, Film Studies, Web Design, Administration, Customer Service, Entertainment, Communications Industry and many other courses) and employment within the world beyond school such as apprenticeships, employment with any business or self-employment through establishing their own enterprise.

Design & Technology: Engineering Technical Award

Awarding Body: NCFE

Award: Technical Award Level 1/2

Course Outline

The Level 1/2 Technical Award in Engineering is designed for learners 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 industry or progress onto further study.

To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all 9 mandatory content areas.

- Content area 1: Engineering disciplines
- Content area 2: Applied science and mathematics in engineering
- Content area 3: Reading engineering drawings
- Content area 4: Properties, characteristics and selection of engineering materials
- Content area 5: Engineering tools, equipment and machines
- Content area 6: Hand-drawn engineering drawings
- Content area 7: Computer-aided design (CAD) engineering drawings
- Content area 8: Production planning techniques
- Content area 9: Applied processing skills and techniques

Assessment: Exams

Examined Assessment

Controlled assessment: 10 hours

40% of qualification 80 marks

Externally set and externally marked: Written exam

Assessment: Coursework (also called NEA non-exam assessment)

Controlled assessment: 18 hours

60% of qualification 120 marks

Externally-set, internally marked and externally moderated: Synoptic project

Progression

FUTURE CAREERS:

Learners could progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the engineering industry through a variety of occupations that are available within the industry, such as in technical writing or technical sales, or as an engineer in one of the many different sectors across the industry, such as pharmaceuticals, aerospace or construction.

Cambridge National in Sport Studies

Awarding Body: OCR

Award: OCR Level 1/Level 2 Cambridge National in Sport Studies

Course Outline

The OCR Level 1/Level 2 Cambridge National in Sport Studies is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

R184: Contemporary issues in sport. This is assessed by an exam by completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

R185: Performance and leadership in sports activities This is assessed by a set assignment in this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations. Topics include, Key components of performance, applying practice methods to support improvement in a sporting activity. Organising and planning a sports activity session. Leading a sports activity session. Reviewing your own performance in planning and leading a sports activity session.

R186: Sports and the media This is assessed by a set assignment in this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.

Assessment: Exams

One mandatory externally assessed unit (exam)

R184 -- Contemporary issues in sport (mandatory) - EXAM 1h = 70 marks

Assessment: Coursework (also called NEA non-exam assessment)

One mandatory centre-assessed unit (NEA)

R185 -- Performance and leadership in sports activities (mandatory) - Assignment and practical

One optional centre-assessed unit (NEA) from a choice of two.

R186 -- Sport and the media (option selected by WLD) – Assignment

Progression The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as: Completing research, working with others, Planning training programs, Evaluating and making recommendations to help improve performance, Creating and delivering presentations, Writing reports, Leadership skills and Healthy living and lifestyle skills.

HEALTH AND SOCIAL CARE Technical Award

Awarding Body: Pearson

Award: BTEC Level 1/2 Technical Award

Course Outline

The Pearson BTEC Level 1/2 Tech Award in Health and Social Care is for students who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Key Features

The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

Assessment:

The three components focus on the assessment of applied knowledge and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Component 1

Human Lifespan Development - Internal Assessment and External Moderation

Will be completed in a controlled environment in approximately 6hours

Component 2

Health and Social Care Services and Values - Internal Assessment and External Moderation

Will be completed in a controlled environment in approximately 6hours

Component 3

Health and Wellbeing - Examination

External assessment set and marked by Pearson, completed in exam conditions in the summer term. The assessment will be completed in 2 hours within the period timetabled by Pearson.

Progression

- A Levels as preparation for entry to higher education in a range of subjects
- Provides knowledge, understanding and skills for learners to progress to other level 2 qualifications, level 3 vocational qualifications (BTEC Nationals), other academic qualifications (Psychology, Health and Social Care, Food Technology) and employment within the Health and Social Care sector (apprenticeships and junior roles).

PERFORMING ARTS: MUSIC

Technical Award

Awarding Body: WJEC

Award: Technical Award

Course Outline

Over the 2 years of this course, students will develop and broaden the skills and knowledge learnt at KS3 and start to specialise in their chosen instrument/instruments. Students will have the opportunity to learn the context from a variety of styles such as; musical theatre, jazz, blues, popular music, film music and western classical music. Students will apply the knowledge, skills and techniques necessary to create individual pieces of performing arts work and produce one original piece or a portfolio of original pieces.

Key features:

- Accuracy
- Fluency
- Technical control
- Rhythm and pitch
- Dynamics and balance
- Expression
- Technical skills on chosen instrument or voice.

Assessment:

Unit 1: Performing

Controlled assessment: 10 hours

30% of qualification 60 marks

The assignment brief, which will include a scenario and several tasks, will be available via the exam board.

Unit 2: Creating

Controlled assessment: 10 hours

30% of qualification 60 marks

An assignment brief will be provided by the exam board which will include a scenario and several tasks.

Unit 3: Performing Arts in Practice

External controlled assessment: 20 hours

40% of qualification 80 marks

An assignment brief will be provided by the exam board which will include a scenario and several tasks.

Progression- FUTURE CAREERS:

Musician, Singer, Instrumentalist, Session Musician, Composer, Conductor, Orchestral Musician, Film composer, TV Composer, Video Game Composer, Army Musician, West End Performer, Music Producer, Music Therapist, Music Teacher, Sound Engineer, Special Effects Technician, Arts Administrator, Talent Agent, Music Journalist, Director, Copyright, Music Psychologist.