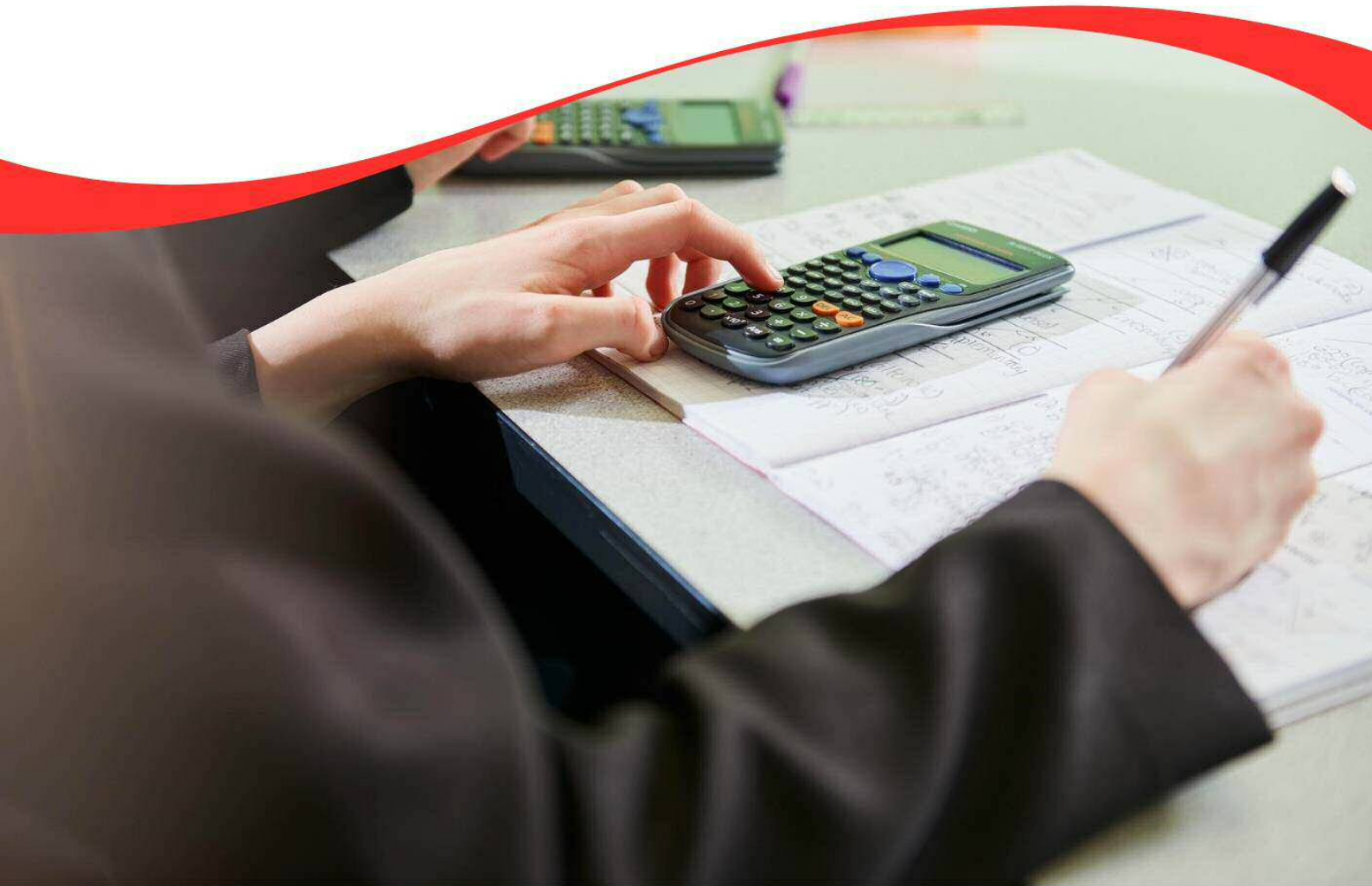


**Werneth**  
School



**Year 9 Options Pathways**

**Werneth School**



## Year 9 Options Pathways

Welcome to the Options Pathway Booklet for Year 9 students. As your child enters Key Stage 4 they will be beginning the study of GCSE level qualifications and preparing for examinations at the end of Year 11. These qualifications will determine what further study, training and career opportunities are open to them.

The educational landscape has changed considerably, and this has impacted upon the curriculum that students follow. Werneth School is a fully inclusive school and our vision is that students will study an ambitious and balanced curriculum with a maximum of 8 subjects over a two-year period with an emphasis on achieving the highest grades possible.

Throughout Key Stage 4 there will also be a further opportunity to have additional time allocated for GCSE English and/or mathematics. We do this in the full knowledge that further and higher education, as well as many employment opportunities, require students to have attained at least a **strong pass** which is considered to be a GCSE grade 5 or higher in English language or literature and Maths.

For many students it will be appropriate that they also study both a humanities subject (History or Geography) and a Modern Foreign Language (MFL) so they attain the full English Baccalaureate (Ebacc). We will advise you if we believe your child should follow this route and, as always, provide specialist independent careers advice to ensure that you have access to impartial support during this process.

We fully understand that this is a crucial time in your child's education and that choosing Key Stage 4 subjects is extremely important. This booklet is designed to provide information and to help guide you through this process. We look forward to seeing you at the Options Evening on Thursday 20<sup>th</sup> March 2025.

If you have any general questions or queries, please speak to Mr James Hague, Assistant Headteacher. If you have specific subject related questions or queries, please speak to the Subject Leader or your child's subject teacher.

## Progression Routes

It is critical that all students make Options Pathway choices that will allow them to progress to further education, employment, an apprenticeship, or other training/courses post 16.

Entry requirements for courses at college and sixth forms can be found on each institutions website and should be considered when looking at your Options Pathway choices.

The Pathway choices students make can also have an impact on the University they can attend and the course(s) they are able to access. Universities are entitled to set their own admission criteria based on the following:

- Points made up from A level or Technical courses
- Specific GCSE subjects and grades

If you believe that University is a pathway you might choose you need to think carefully about how your choice(s) now may/may not allow you to progress to a University of your choice.

## What will you study?

The structure of the timetable will be very similar to the one you have in Year 9. The timetable week contains 25 x 1-hour periods: plus five periods of form time.

The 25-period week is split into compulsory Core subjects and Options Pathway subjects.

25 Period Week	Subjects
Core 16 hrs	GCSE English Language ( <b>Ebacc</b> ) GCSE English Literature ( <b>Ebacc</b> ) GCSE Maths ( <b>Ebacc</b> ) GCSE Science (Combined: Trilogy, <b>or</b> Triple Science) ( <b>Ebacc</b> ) Physical Education Life Learning
Pathway Subjects 3 hrs x 3	GCSE History (Ebacc) GCSE Geography (Ebacc) GCSE French (Ebacc) GCSE Computer Science (Ebacc)  GCSE Business GCSE Design and Technology GCSE Film Studies GCSE Fine Art GCSE Food Preparation and Nutrition GCSE Graphics GCSE Media Studies GCSE Music GCSE Photography GCSE 3D Sculpture GCSE Sociology  OCR Cambridge National Level 1/2 Creative iMedia BTEC Performing Arts Dance or Drama Hair and Beauty Level 1/2 Technical Award BTEC Health and Social Care Hospitality and Catering Level 1/2 Technical Award OCR Cambridge National Level 1/2 Sports Studies

Werneth School reserves the right to allocate Pathway subjects according to available resources and where we feel this is in the best interests of the student.

We want all students to achieve good grades in English and Maths. If student performance so far indicates that additional support to achieve a good GCSE grade is required, then we may allocate extra English/Maths as a Pathway subject. This is about improving life chances.

# English Baccalaureate

Studies have shown that students who study EBacc subjects are more likely to have success in higher education. The EBacc represents a set of GCSE subjects that will ensure young people have plenty of options for their further education and future career. For some of our students, studying the Ebacc route is essential for achieving their future career aspirations.

The English Baccalaureate, or EBacc for short, is not a qualification in its own right but a suite of qualifications that are gathered together under the same umbrella. This is often referred to as the “Full Ebacc”.

At Werneth School we fully support the entitlement that students are able to study this group of qualifications.

The English Baccalaureate (EBacc) is “awarded” to students who achieve a Grade 5 or higher at GCSE level in each of the following subjects:

- Mathematics
- English
- Sciences - this could be Combined Sciences (worth 2 x GCSEs) **or** a combination of three of the following subjects: Biology, Chemistry, Physics and Computer Science.
- History and/or Geography
- French

# Types of Qualification

## GCSE

This stands for General Certificate in Secondary education. It is a nationally recognised qualification. GCSEs have changed in all schools nationally over the last four years. GCSEs are now graded using the new 9 to 1 grading system, with 9 being the highest grade and grade 5 being the minimum grade to be defined as a “strong pass” by the Department for Education.

Most GCSEs are assessed solely through written examination papers that are taken at the end of the course. Some subjects such as Mathematics, Science and Modern Foreign Language enter candidates at different tiers based on students’ ability, with only certain grades being available for each tier. Other subjects have only one tier and all grades are available.

Key features of GCSE qualifications are:

- Over the past 3 years, the government has reformed all GCSE’s.
- Assessment will be mainly by exam with other types of assessment only used where there are subject specific skills to be tested (for example, GCSE Art).
- Courses are designed for two years of study and are no longer divided into modules. Students take all their exams at the end of the two year course.
- A grading system of 9 to 1, with 9 being the top grade. Grade 5 will be regarded as a strong pass grade currently equivalent to a high C/low B grade and a 4 is classed as a standard pass (currently equivalent to a grade C).
- GCSE’s are mainly assessed through written exams, although some subjects have a controlled assessment element.

## Technical Qualifications

Our Key Stage 4 curriculum offers a wide range of subjects which provides a variety of academic and technical courses to choose from. Technical qualifications aim to help students learn about a specific industry or area of work. They are assessed through a combination of continued assessment and written examinations.

The Technical qualifications we offer at Key Stage 4 are Level 1/2 Technical awards.

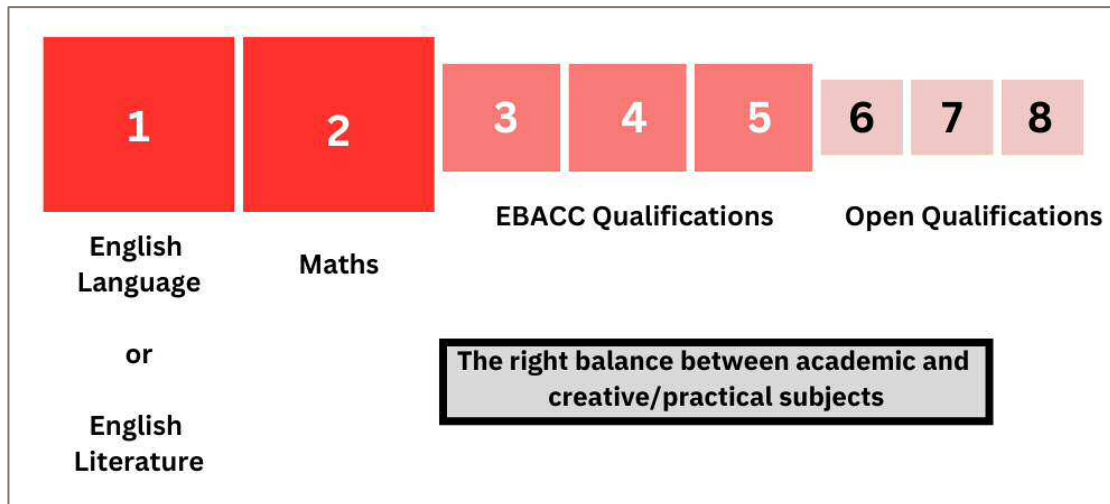
Please note that Technical qualifications are just as difficult as GCSE qualifications and should not be seen as an easy option.

Key features of GCSE qualifications are:

- All BTEC courses have been rewritten to make them equivalent to GCSEs.
- BTECs are equivalent to GCSE qualifications and students can progress onto post-16 courses with a combination of BTECs and GCSE qualifications.
- Skills based assessments allow students to demonstrate their knowledge and understanding based on real-life scenarios.
- Generally assessed via internally assessed practical assignments. However, all BTECs now have at least one externally assessed assignment.

# Attainment 8

The government has set a new Level 2 Threshold measure called Attainment 8. Whilst Attainment 8 is a measure of a school's performance, it may become the admissions criteria for further or higher education establishments and employment; as previous measures have, for example 5+ A\*-C.



A student's Attainment 8 score not only indicates their average grade, it also demonstrates performance across a range of subjects.

It expects students to have achieved good grades in:

- GCSE Maths and GCSE English Language or Literature
- Any three GCSE Ebacc qualifications from the Sciences, Geography, History or Languages
- A further three open qualifications which can be either Technical, GCSE or other approved qualifications

We will therefore support students in the core curriculum and through their Options Pathway choices to achieve this threshold.



# What Options Pathway subjects should you choose?

We strongly advise that students pick subjects that they enjoy and are doing well in at KS3. Almost half a student's week will be devoted to these option subjects and the demands of each course will be high.

It will be difficult to achieve good GCSE grades without having a good grounding at KS3 and without the desire to work independently in each subject area. As a starting point, I would suggest students ask themselves the following questions and use the answers to guide their thinking.

## **Do I enjoy this subject?**

For example, when sitting down to work in this lesson, or when completing homework at home, you might feel more motivated than you do with other subjects.

## **Am I doing well in this subject?**

For example, you might find that you consistently get good feedback from your teacher in this subject and through your STEP assessment have consistently met or exceeded your target. Your target might also be higher for this subject than it is for others.

## **What do I want to do after Year 11? Does this subject directly, or indirectly feed into a course at A-Level?**

For example, if you want to study history A-Level then you will need to have done history GCSE. This is not the case with everything. For example, if you want to study government and politics A-Level then you don't need to (and cannot) do politics GCSE. It would be a good idea, however, to do something similar, for example GCSE history.

It is important to consider that not having studied a subject at GCSE or Technical level, does not mean that a student will not be able to study this same subject at post-16. For example, students may not study Engineering or Travel and Tourism at school but are still able to access these courses at college or as an apprenticeship as long as their grades in core subjects are at the required standard.

## **Does my preferred way of working fit with the demands of this subject?**

For example, if you like writing essays and are confident in drafting and redrafting pieces of work, then more literacy-based subjects (such as history and RE) are probably well suited to you.

If you like completing practical work and are happy planning larger projects, then Art, or Engineering is probably well suited to you. If you are happy performing in front of your peers, then performing arts and music are probably a good fit.

## **Do I want to go to University?**

If so then making sure you have a broad range of subjects that feed into lots of A-Levels and degree subjects is probably advisable (see the EBacc comments below).

# How to make your Options Pathway choices

## **Step 1** - Read the booklet

- Consider the subjects on offer. Which ones will help you get into your chosen career or Post 16 course?
- Think about your strengths and how the subjects on offer will match these.

## **Step 2** - Discuss your ideas

- Make use of the Options Pathway evening on Thursday 20<sup>th</sup> March.
- Be prepared to change your mind based on the advice of parents and teachers

**Step 3** - Complete the online Options Pathway choices link received in your child's letter by 7<sup>th</sup> April 2025.

## **Step 4** - Options Pathway process

- Werneth School will consider the selected preferences and may wish to discuss them with you. This may include a meeting with a Senior member of staff to support the decision-making process.
- Subject preferences will be circulated to subject staff to confirm that they feel that you have chosen the right subject package.

## **Step 5** – Werneth School writes to you.

- Werneth School will send a letter showing your finalised Options Pathway subjects.

# Information from Subject Leads

All subject areas have provided a simple overview of the courses students are currently being offered in Year 9. There is information about the course content, examination boards, and assessment process.

## **English Language and Literature**

Miss McLaren

## **Mathematics**

Mr Brighton

## **Science**

*Combined: Trilogy, Biology, Chemistry and Physics*

Mrs McLaughlin

## **Humanities**

*History and Sociology*

Ms Ricker

Geography

Mr Parker

## **Modern Foreign Languages**

*French*

Mr Stevens

## **Technology**

Ms Crane

## **Performing Arts**

Mrs Blackshaw

## **PE, Sport and Health**

Mrs Angove

## **Art**

Miss Holden

## **SENCO**

Mrs Burke

In addition, the Year 9 students are supported by the following pastoral staff and members of our Senior Leadership Team:

## **Y9 Inclusion Manager**

Ms McIntyre

## **Y9 Achievement Leader**

Miss Carr

## **Y9 SLT Lead**

Ms Taylor

# Terminology

Term	Description
Core	These are the compulsory subjects that all students will study. English, Maths, Science, PE, and Life Learning.
Guided Pathway Subjects	These are all of the other subjects that make up the curriculum at Key Stage 4. There is an element of choice about studying these subjects.
Key Stage 3	Programmes of study for students in Years 7, 8 and 9.
Key Stage 4	Programmes of study for students in Years 10 and 11.
Post 16	Study after Year 11.
Post 18	Study after Year 13.
Level 1	GCSE grades 3-1 or equivalent (grades 3-1 are replacing grades D-G at GCSE).
Level 2	GCSE grades 9-4 or equivalent (grades 9-4 are replacing grades A*-C at GCSE) With grades 5+ being classed as strong pass.
Level 3	A' Level grade A*-E or equivalent
GCSE	A course graded 9-1. These are mainly assessed through a final exam (see individual subject guides for further information).
Technical Qualification - BTEC Tech Award/Tech Award/OCR National/NCFE	A vocational qualification graded pass/merit/distinction/distinction* and equivalent to a GCSE. It is mostly portfolio/coursework based, usually with a small exam element (see individual subject guides for further information).
English Baccalaureate (EBacc) subjects	The EBacc subjects are: Maths, English, the Sciences (including Computer Science), Geography, History and Modern Foreign Languages.
Full EBacc	For students to achieve the full EBacc they must attain GCSE grade 5+ in Maths, English, at least two Sciences, one of History or Geography and a Modern Foreign Language.
Attainment 8	The Government's Level 2 Threshold measure.

# Useful Websites

## General careers websites

General careers advice: [www.allaboutcareers.com/](http://www.allaboutcareers.com/)

General careers advice: [www.icould.com](http://www.icould.com)

Careers films: [www.careersbox.co.uk/](http://www.careersbox.co.uk/)

National Careers Service: [nationalcareersservice.direct.gov.uk](http://nationalcareersservice.direct.gov.uk)

## Specific careers

Accountancy: [www.accaglobal.com/uk/en](http://www.accaglobal.com/uk/en)

Army: [www.army.mod.uk/join](http://www.army.mod.uk/join)

Art based careers: [www.theartcareerproject.com/art-as-a-career/](http://www.theartcareerproject.com/art-as-a-career/)

Computing: [computingcareers.acm.org/](http://computingcareers.acm.org/)

Engineering: [www.tomorrowseengineers.org.uk/](http://www.tomorrowseengineers.org.uk/)

Geography: [www.prospects.ac.uk/options\\_geography.htm](http://www.prospects.ac.uk/options_geography.htm)

History: [www.history.org.uk/resources/public\\_resource\\_2914\\_76.html](http://www.history.org.uk/resources/public_resource_2914_76.html)

Foreign languages: [www.prospects.ac.uk/options\\_modern\\_languages.htm](http://www.prospects.ac.uk/options_modern_languages.htm)

HR: [www.cipd.co.uk/cipd-hr-profession/hr-careers/default.aspx](http://www.cipd.co.uk/cipd-hr-profession/hr-careers/default.aspx)

Law: [www.lawcareers.net/BeginnersGuide/Intro](http://www.lawcareers.net/BeginnersGuide/Intro)

NHS: [www.healthcareers.nhs.uk/](http://www.healthcareers.nhs.uk/)

Music: [www.careersinmusic.com/](http://www.careersinmusic.com/)

Police: [www.policecouldyou.co.uk](http://www.policecouldyou.co.uk)

RAF: [www.raf.mod.uk/recruitment](http://www.raf.mod.uk/recruitment)

Science based careers: [www.sciencecareerpathways.com/home/](http://www.sciencecareerpathways.com/home/)

Teaching: [www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching)

## Apprenticeships

[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

## Post 16 websites

Stockport College

<https://stockport.tscg.ac.uk/>

Aquinas College

<https://www.aquinas.ac.uk/open-day/>

Tameside College and Tameside One

<https://www.tameside.ac.uk/>

Clarendon sixth form college

<https://www.clarendon.ac.uk/>

The Manchester College

<https://www.tmc.ac.uk/>

Loreto college

<https://www.loreto.ac.uk/>

Marple Sixth Form  
<https://marple.tscg.ac.uk/>

The Cheadle College  
<https://cheadle.tscg.ac.uk/>

Xaverian College  
<https://www.xaverian.ac.uk>

Ashton Sixth Form College  
<https://www.asfc.ac.uk/home/study-with-us/events/>

Growth Company Greater Manchester Skills Centre  
<https://www.gceducationandskills.ac.uk/open-events/>

Macclesfield College  
<https://macclesfield.ac.uk/>

Reaseheath College  
<https://www.reaseheath.ac.uk/>

Myerscough College  
<https://www.myerscough.ac.uk/>

Manchester Access Creative College  
<https://www.accesscreative.ac.uk/>

Greater Manchester Skills Centre  
<https://www.gceducationandskills.ac.uk/locations/greater-manchester-skillcentre/>

Debut Studios  
<https://www.debutstudios.uk/>

Stockport County Academy  
<https://www.stockportcounty.com/academy/>

Apprenticeships  
<https://www.amazingapprenticeships.com/resources/the-apprenticeship-assembly-film/>

## **Higher education websites**

University applications: [www.ucas.com](http://www.ucas.com)  
Guide to universities: [www.whatuni.com](http://www.whatuni.com)

# Core Subjects



**Werneth**  
School

# English Language

Course: AQA English Language GCSE

**Paper 1: Explorations in creative reading and writing = 50% (1 hour 45 minute exam)**

Section A (Reading): Analysis of an extract from a modern fiction text

Section B (Writing): Descriptive or narrative writing

**Paper 2: Writers' viewpoints and perspectives = 50% (1 hour 45 minute exam)**

Section A (Reading): Analysis and comparison of a modern non-fiction text and a 19th Century non-fiction text

Section B (Writing): Transactional writing

**Spoken Language endorsement (non-examination) = 0%**

Presentation to class teacher

## Course Description

GCSE English Language allows candidates the opportunity to develop their core communication skills in reading, writing, and speaking and listening. Through use of real, relevant non-fiction and literary texts, students are encouraged to engage with and make fresh connections between ideas, texts, words and images, analysing written language to explore its impact and how that impact has been achieved.

As writers, students will gain and apply the skills and knowledge to express themselves creatively and imaginatively in descriptive and narrative writing as well as honing their understanding of the conventions of writing to present a viewpoint that may well form a part of their everyday lives in the future. Students will learn to express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication. They will also be encouraged to form independent views and challenge what is heard or read on the grounds of reason, evidence or argument.

Through speaking and listening activities, students will be able to make a range of effective contributions, using creative approaches to exploring questions, solving problems and developing ideas. In order to develop key skills in verbal communication, students will participate in a range of real-life contexts in and beyond the classroom, adapting talk appropriately to situation and audience.

## Progression Routes

An English Language GCSE is highly valued by employers and further education providers. The course provides a good foundation for further study of English Literature and/or English Language, but English Language is also an ideal course for students considering a career in Law, Public Relations, Journalism, Social Media, Teaching or Human Resources.

For further information, please contact our **Subject Leader of English:**  
holly.mclaren@wernethschool.com



# English Literature

Course: AQA English Literature GCSE

**Paper 1: Shakespeare and the 19th Century novel = 40% (1 hour 45 minute exam)**

- Section A - Analysis of a Shakespeare play = *Macbeth*
- Section B - Analysis of a 19th Century novel = *Jekyll and Hyde* or *A Christmas Carol*

**Paper 2: Modern Texts & Poetry = 60% (2 hour 15 minute exam)**

- Section A - Analysis of a modern text = *An Inspector Calls* or *DNA*
- Section B - Comparison of two poems from the chosen poetry anthology
- Section C - Analysis of an unseen poem, followed by a comparison with a second unseen poem

## Course Description

GCSE English Literature encourages students to develop independent and critical interpretations of writers' ideas, whilst exploring issues that are both important and relevant to them. The course also allows students to make connections between the texts that they are studying and their own personal experiences.

Students study one play by William Shakespeare, building on both their previous knowledge and analytical skills which they will have practiced throughout their time at Werneth School. The study of this play allows students to not only analyse the language and form of one of Shakespeare's most famous tragedies, but also to study in depth the social and historical context surrounding the play.

Throughout the course, students will also study a modern text and a 19<sup>th</sup> Century novel, allowing students more exposure to the literary canon, as well as to different forms of literature.

Students will engage with a collection of thematically linked poems from the AQA anthology and will also use their developing analytical skills to approach questions based on unseen poetry.

All of the components of this qualification require students to write extensively and analytically, enabling them to build personal interpretations of the texts which they study.

## Progression Routes

An English Literature GCSE is highly valued by employers and further education providers. The course provides a good foundation for further study of English Literature and/or English Language, but English Literature is also an ideal course for students considering a career in Law, Public Relations, Social Media, Journalism, Teaching or Human Resources.

For further information, please contact our **Subject Leader of English:**  
holly.mclaren@wernethschool.com

# Mathematics

Course: AQA Mathematics GCSE

## Overview of content:

Number, Algebra, Ratio, Proportion & Rates of Change, Geometry & Measures, Probability, and Statistics

### Paper 1: non-calculator = 33%, 1 hour 30 minute exam

- Content from any part of the specification may be assessed
- A mixture of questions styles, from short single-mark questions to multi-step problems

### Paper 2: calculator = 33%, 1 hour 30 minute exam

- Content from any part of the specification may be assessed
- A mixture of questions styles, from short single-mark questions to multi-step problems

### Paper 3: calculator = 33%, 1 hour 30 minute exam

- Content from any part of the specification may be assessed
- A mixture of questions styles, from short single-mark questions to multi-step problems

## Course Description

GCSE Mathematics is a subject of problem solving, logic and resilience in challenging situations. The subject is so much more than one of sums and equations; it is essential to the understanding of everyday life and our universe.

Students will have the opportunity to study the following topic areas; Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability and Statistics and will be assessed over three written papers in which the mathematical demand increases as a student progresses through the paper.

GCSE Mathematics has a Foundation Tier (Grade 1-5) and a Higher Tier (Grade 4-9). Students must take all three question papers at the same tier of entry.

## Progression Routes

Having a good qualification in Mathematics will allow you to study an A-Level at any college or provider. Good Mathematics is essential for studying at the Russell Group universities and will provide the foundation for many future careers.

The mathematical skills of logic, problem solving, and resilience will be vital to all students in the future.

For further information, please contact our **Subject Leader of Mathematics**:  
philip.brighton@wernethschool.com

# Combined Science: Trilogy

Course: AQA Combined Science: Trilogy GCSE 8464

**Biology Paper 1: 16.7%, 1 hour 15 minute exam**

Cell biology; organisation; infection and response; and bioenergetics

**Biology Paper 2: 16.7%, 1 hour 15 minute exam**

Homeostasis and response; inheritance, variation and evolution; and ecology

**Chemistry Paper 1: 16.7%, 1 hour 15 minute exam**

Atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; and energy changes

**Chemistry Paper 2: 16.7%, 1 hour 15 minute exam**

The rate and extent of chemical change; organic chemistry; chemical analysis; chemistry and the atmosphere; and using resources

**Physics Paper 1: 16.7%, 1 hour 15 minute exam**

Energy; electricity; particle model of matter; and atomic structure

**Physics Paper 2: 16.7%, 1 hour 15 minute exam**

Forces, waves; and magnetism and electromagnets

## Course Description

GCSE Combined Science Trilogy allows students to develop an extensive knowledge and understanding of all of the key areas in biology, chemistry and physics. The content of this course is covered by all students, even if triple science is chosen as an option. Students who complete the Combined Science Trilogy course are awarded two GCSE grades.

Science is about understanding the world around us, from a microscopic level to the whole of planet Earth and beyond. This includes: the workings of cells; the interactions of plants and animals in their ecosystems and evolution; how atoms combine in chemical reactions to make molecules and all of the materials around us; and how energy, electricity, forces and waves can be measured and made useful.

Students study a range of topics across all three areas of science and will be examined on these in six exams. Within each exam paper there will be questions that assess students' ability to recall information, as well as questions that require them to apply their knowledge to unfamiliar situations, analyse data and draw conclusions.

There are 21 required practical activities that students will complete throughout the course. Paper 1 and Paper 2 for each area of science will contain questions that assess students' knowledge and understanding of the skills developed in these practical activities

## Progression Routes

Students completing Combined Science Trilogy will be able to progress to A Levels in any science discipline. From there, they could go on to further study or careers in medicine, dentistry, veterinary science, physiotherapy, astrophysics, psychology or any of the other science-based subjects.

For further information, please contact our **Subject Leader of Science:**

[joanne.mclaughlin@wernethschool.com](mailto:joanne.mclaughlin@wernethschool.com)

# Triple Science: Biology

Course: AQA Biology GCSE 8461

## Paper 1: 50%, 1 hour 45 minute exam

- cell biology
- organization
- infection and response
- bioenergetics

## Paper 2: 50%, 1 hour 45 minute exam

- homeostasis and response
- inheritance
- variation and evolution
- ecology

## Course Description

GCSE Triple Science is an option for students who would like to take their study of science further than the Combined Science Trilogy course. It is a fast-moving course with lots of science content and is most suitable for students expecting to achieve grade 5 in English, mathematics and science. Students cover the same topics as in GCSE trilogy science and some extra topics unique to triple science.

GCSE Biology allows students to develop a deep understanding of key biological principles. Students investigate, observe and discuss ideas to build a better understanding of how our bodies and other organisms function, how the ecological systems around us work together and how life has evolved.

In Biology, students get the opportunity to talk, read and write about biological systems, including the structure and functioning of cells and how they divide for growth and repair. They study in detail the two essential reactions for life on Earth: photosynthesis and respiration. They look at our interaction with the environment and how all molecules are recycled between the living world and the environment. The course also looks at homeostasis and the importance for living organisms to maintain a constant internal environment.

Students will be examined in two assessments. Within each exam paper there will be questions that assess students' ability to recall information, as well as questions that require them to apply their knowledge to unfamiliar situations, analyse data and draw conclusions.

There are ten required practical activities that students will be required to complete throughout the course. The exam papers will contain questions that assess students' knowledge and understanding of the skills developed in these practical activities.

## Progression Routes

If you are interested in a career in science, and are considering going onto study medicine, dentistry, veterinary science, physiotherapy, astrophysics, biology, psychology or any of the other science-based subjects, GCSE Biology, Chemistry and Physics are the obvious choice for you.

For further information, please contact our **Subject Leader of Science:**  
[joanne.mclaughlin@wernethschool.com](mailto:joanne.mclaughlin@wernethschool.com)

# Triple Science: Chemistry

Course: AQA Chemistry GCSE

## Paper 1: 1 hour 45 minute exam

- atomic structure and the periodic table
- bonding, structure and the properties of matter
- quantitative chemistry
- chemical changes
- energy changes

## Paper 2: 1 hour 45 minute exam

- the rate and extent of chemical change
- organic chemistry
- chemical analysis
- chemistry of the atmosphere
- using resources

## Course Description

GCSE Triple Science is an option for students who would like to take their study of science further than the Combined Science Trilogy course. It is a fast-moving course with lots of science content and is most suitable for students expecting to achieve grade 5 in English, mathematics and science. Students cover the same topics as in GCSE trilogy science and some extra topics unique to triple science.

GCSE Chemistry allows students to develop an understanding of the atomic and molecular world and how this relates to the properties of materials around us. This involves developing mathematical, practical and reasoning skills that enable students to describe and explain chemical reactions and phenomena.

In Chemistry, students get the opportunity to study how the periodic table was developed and how atoms bond chemically to make all of the substances in the universe. They also study how Chemistry impacts on our modern world with polymers, catalysts, new materials and fuels. The course also looks at how Chemistry can help protect our environment from air pollution and global warming.

Students will be examined in two assessments. Within each exam paper there will be questions that assess students' ability to recall information, as well as questions that require them to apply their knowledge to unfamiliar situations, analyse data and draw conclusions.

There are eight required practical activities that students complete throughout the course. The exam papers will contain questions that assess students' knowledge and understanding of the skills developed in these practical activities.

## Progression Routes

If you are interested in a career in science, and are considering going onto study medicine, dentistry, veterinary science, physiotherapy, astrophysics, chemistry, psychology or any of the other science-based subjects, GCSE Biology, Chemistry and Physics are the obvious choice for you.

For further information, please contact our **Subject Leader of Science:**  
[joanne.mclaughlin@wernethschool.com](mailto:joanne.mclaughlin@wernethschool.com)

# Triple Science: Physics

Course: AQA Physics GCSE

**Paper 1: 50%, 1 hour 45 minute exam**

- energy
- electricity
- particle model of matter
- atomic structure

**Paper 2: 50%, 1 hour 45 minute exam**

- forces
- waves
- magnetism and electromagnets
- space physics

## Course Description

GCSE Triple Science is an option for students who would like to take their study of science further than the Combined Science Trilogy course. It is a fast-moving course with lots of science content and is most suitable for students expecting to achieve grade 5 in English, mathematics and science. Students cover the same topics as in GCSE trilogy science and some extra topics unique to triple science.

GCSE Physics allows students to understand the structure of the universe from the sub-atomic level up to the scale of the solar system, stars and galaxies. This involves developing good mathematical skills alongside logical thinking and an ability to make connections between different ideas in science.

In Physics, students get the opportunity to study ideas to do with atoms, waves, energy and forces that will enable them to explain phenomena such as radioactivity, electromagnetism and how black holes are formed.

Students will be examined on these topics in two exams. Within each exam paper there will be questions that assess students' ability to recall information, as well as questions that require them to apply their knowledge to unfamiliar situations, analyse data and draw conclusions.

There are nine required practical activities that students will be required to complete throughout the course. The exam papers will contain questions that assess students' knowledge and understanding of the skills developed in these practical activities.

## Progression Routes

If you are interested in a career in science, and are considering going onto study medicine, dentistry, veterinary science, physiotherapy, astrophysics, physics, psychology or any of the other science-based subjects, GCSE Biology, Chemistry and Physics are the obvious choice for you.

For further information, please contact our **Subject Leader of Science:**  
[joanne.mclaughlin@wernethschool.com](mailto:joanne.mclaughlin@wernethschool.com)

# Life Learning

## Course Description

Life is the planned provision at our academy for promoting the emotional, social and health development of young people. Life Learning lessons are delivered to all students for one hour per week in Years 7, 8, 9, and 10. In Year 11 Life Learning lessons are delivered through drop down sessions.

The Life Learning curriculum is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.

The Life Learning curriculum encompasses:

- Religious Education (RE)
- Personal, Health, Social and Economic education (PHSE)
- Spiritual, Moral, Social and Cultural education (SMSC)
- Relationship and Sex Education (RSE)
- Careers Education Information and Guidance (CEIAG).

Werneth School aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning, grouped into five core themes:

- Living in the Wider World
- Health & Wellbeing including Relationship and Sex Education (RSE)
- Global citizenship
- World Views including Religious Education (RE)
- Careers education

The skills of debate and listening to the opinions of all are a cornerstone of the Life Learning curriculum. Across the academy, students are encouraged to share their opinions and ask questions to ensure that they have all the facts that will later help them make informed decisions. Encouraging students to appropriately make their voice heard, express their thoughts, opinions and ideas in a thoughtful and structured way is a fundamental part of the Life Learning curriculum.

For further information, please contact our **Subject Leader of Life Learning**:  
[natalie.smith@wernethschool.com](mailto:natalie.smith@wernethschool.com)







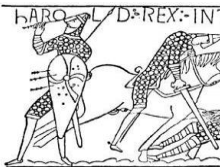

# **Option Pathway**

**\* \* \***

# **GCSE Subjects**

# History

Course: Edexcel History GCSE

Paper 1: 30%, 1 hour 20 minutes exam	Paper 2: 40%, 1 hour 50 minutes exam	Paper 3: 30%, 1 hour 30 minutes exam	
<b>Thematic Study:</b> Medicine in Britain, c1250 to the present day.  <b>Historic Environment:</b> The British Sector of the Western Front  	<b>Period Study:</b> The American West, c1835-c1895  	<b>British Depth Study:</b> Anglo-Saxon and Norman England, c1060-c1088  	<b>Depth Study:</b> The USA: Conflict at Home and Abroad, 1954-1975  

## Course Description

History is a subject that is guaranteed to make you think about the world and changes it has experienced. Our course covers a broad range of topics and time periods that will help you make sense of the world you live in today. In history, we develop the skills of professional historians so that students are able to construct arguments, interrogate and analyse primary sources and weigh up historical interpretations. GCSE History allows students to study history across different time periods and countries.

The course is wide reaching, appealing to a wide range of historical interests. Some of the big questions we consider are:

- Did violent or peaceful methods have the most impact in the fight for civil rights in the USA?
- Why did the USA lose the Vietnam War?
- How and why have medical knowledge and treatments improved over time?
- How did the First World War lead to advances in medical care?
- How did the Norman Conquest change England?
- How did the USA expand west and what happened to the people who already lived there?

The qualification is linear, which means students will sit all of their exams at the end of the course in Year 11. There is no longer a coursework aspect.

## Progression Routes

History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides students with a capacity for analysis, use evidence, ability to evaluate, construct and communicate historical judgments. These skills are highly sought after by employers and will benefit students in their working and social life. The skills acquired from the study of History will benefit those seeking a career in a wide-range of sectors, for example: law, teaching, broadcasting, publishing, media, journalism, civil service, police, politics, archaeology and many more.

For further information, please contact our **Subject Leader of History:**  
louise.ricker@wernethschool.com

# Geography

Course: AQA Geography GCSE

## Paper 1: Living with the physical environment = 35%, 1 hour 30 minute exam

- The challenge of natural hazards
  - Natural hazards; Weather hazards; Climate change
- The Living world
  - Eco-systems; Tropical rainforests; Hot deserts
- Physical landscapes in the UK
  - UK physical landscapes; Coastal landscapes; River landscapes

## Paper 2: Challenges in the human environment = 35%, 1 hour 30 minute exam

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

## Paper 3: Geographical applications = 30%, 1 hour 15 minute exam

- Issue evaluation
- Fieldwork

## Course Description

GCSE Geography is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students travel the world from the classroom, exploring case studies in the UK, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). This will allow students to develop their growing knowledge about the world, deepening their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Explaining how the Earth's features at different scales are shaped, interconnected and change over time.

The students will complete two pieces of fieldwork. Both the physical (coasts) and human (regeneration of an urban area). The information gathered on these trips will be used to answer a section in the Paper 3 exam.

## Progression Routes

GCSE Geography lays an appropriate foundation for further study of Geography or related subject at A Level and beyond. Geography is also highly valued by employers for its combination of subject knowledge and transferable skills as well as its links with other subjects such as English, Maths, ICT and Science.

For further information, please contact our **Subject Leader of Geography:**  
philip.parker@wernethschool.com

# French

Course: AQA French GCSE

**Paper 1: Listening = 25%, 35 minutes (Foundation), 45 minutes (Higher)**

- **Section A** - answer in English
- **Section B** - dictation

**Paper 2: Speaking = 25%**

- Role-play
- Reading aloud
- Photo card discussion

**Paper 3: Reading = 25%, 45 minutes (Foundation), 1 hour (Higher)**

- **Section A** - answer in English
- **Section B** - translation into English

**Paper 4: Writing = 25%, 1 hour 10 minutes (Foundation), 1 hour 15 minutes (Higher)**

- Write extended answers in French and translate into French

## Course Description

GCSE French enables students to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts, with confidence. Learning a foreign language also supports the understanding of English grammar and usually leads to an enhanced understanding of the student's native language.

Obtaining a GCSE in a Modern Foreign Language will not only benefit those who wish to travel or potentially work abroad but it will also strengthen a student's ability to communicate with others effectively in any workplace. Languages are an excellent life skill that broaden the horizons of those who study them.

Students study all of the following themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

## Progression Routes

Many professions and international companies seek employees who are able to speak a foreign language and will often pay a higher salary for this skill. Careers in which a GCSE in a language are encouraged include interpreting, translating, teaching, hotel management, travel advice, international law and engineering. Almost all university courses include an option to add study of a foreign language and/or study abroad.

The French GCSE qualification is ideal if you wish to study a traditional qualification, if you are aiming for university or if you want to study a language at A Level.

For further information, please contact our **Subject Leader of MFL**:  
jordan.stevens@wernethschool.com

# Computer Science

Course: OCR J277 Computer Science GCSE

**Component 1 Computer Systems:** (50%), Written exam, 1 hour 30 minutes.

**Component 2 Computational thinking, algorithms and programming:** (50%), Written exam, 1 hour 30 minutes.

**Required Programming Element:** Programming project, 20 hours (not assessed).

## Course Description

This qualification builds upon the computing knowledge, understanding and skills established in the Key Stage 3 curriculum. The content has been designed not only to allow for a solid understanding of the fundamentals that underpin computing but also to engage learners and to consider real world application of computational logic.

**Computer Systems** - This component will introduce learners to the following:

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

**Computational thinking, algorithms and programming** - This component will introduce learners to the following:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environment

**Programming project** - Learners will participate in solving a sizable problem, they need to create suitable algorithms which will provide a solution to the problems identified in the task. They will then code their solutions in a suitable programming language. The solutions must be tested at each stage to ensure they solve the stated problem and learners must use a suitable test plan with appropriate test data.

## Progression Routes

The natural progression would be to take an A Level in Computer Science or one of the many other STEM subjects that it underpins like Science and Engineering. Computing and Computer Science are fast growing industries and the technology is always adapting to meet different needs. Studying Computer Science opens the door to many different job roles such as:

- IT support,
- Database administrator
- Technical writer
- Hardware Engineer
- Computer system analyst
- Network Architect
- Information systems manager
- Cyber security
- Cyber risk analyst
- Cyber engineer
- Ethical hacker
- Game Testers
- Software development

For further information, please contact our **Subject Leader of Computer Science:**  
connor.haughton@wernethschool.com

# Business

Course: Pearson 9-1 Business GCSE

**Assessment 1: Unit 1: Investigating Small Business; Exam = 50%**

**Assessment 2: Unit 2: Building a business; Exam = 50%**

You will be assessed in the main GCSE summer exam series in the second year of the course. This will be as a written examination lasting 105 minutes for 90 marks. Both papers are split into three sections: A is worth 35 marks, B is worth 30 marks and C is worth 25 marks. Sections B and C will be specific to given case studies to give students the opportunity to demonstrate their Business knowledge in context of real-world businesses.

The questions are a combination of multiple choice, short form and extended writing questions and will assess both English writing and mathematical skills.

## Course Description

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

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

## Progression Routes

Further and Higher education such as A levels and BTEC courses.

Developing an entrepreneurial role

Professions, within; accountancy, law, marketing or the leisure and tourism industry.

For further information, please contact our **Subject Leader of Business**:  
sarah.clayton@wernethschool.com

# Design and Technology

Course: WJEC Design and Technology GCSE

Unit 1:

Design and Technology in the 21st Century Written examination: 2 hours 50% of qualification A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of one area selected from: engineering design fashion and textiles product design.

Unit 2:

Design and make task Non-exam assessment: approximately 35 hours 50% of qualification A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to: identify, investigate, analyse and outline design possibilities design and make prototypes and evaluate their fitness for purpose

## Course Description

This WJEC GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- develop an appreciation of the importance of creativity and innovation to good design practice
- actively engage in the processes of design and technology to develop as effective and independent learners
- understand the key principles of designing and making
- use their knowledge, skills and understanding to make design decisions in order to make a quality prototype
- analyse existing products and produce practical solutions to meet needs, wants and opportunities, recognising their impact on quality of life
- critically analyse links between the principles of good design, existing solutions and technological knowledge
- understand the underlying technical principles within design and technology within their chosen endorsed area, with emphasis on emerging technologies, materials and practices.

## Progression Routes

The study of this subject can lead directly to careers from Carpenter to Architect all the way to Aerospace Engineer. Some of the industries include Art and Design, IT, Fashion and Beauty, Construction and Manufacturing.

For further information, please contact our **Subject Leader of Technology:**  
rachel.crane@wernethschool.com

# Film Studies

Course: Eduqas Film Studies GCSE

Component 1: Key developments in US film, written exam, 1hr 30 minutes, 35% of qualifications;

Component 2: Global films: Narrative representation and film style, written exam, 1hr 30 minutes, 35% of qualifications;

Component 3: Production: Non-exam assessment, 30% of qualification.

## Course Description

Film Studies is a GCSE aiming to develop students' understanding of film. The course will help develop analytical skills which will help improve literacy. Film Studies is one of the most popular and fast-growing options in further education and university. Film provides a sophisticated insight to the culture and politics of certain eras. Students will study different genres of film from different cultural periods. They will analyse films and learn how they are made. Students will also have the opportunity to produce their own films or screenplays and then evaluate their process.

## Progression Routes

There are many options beyond GCSE which undertaking the Film Studies course can set you up for. Explicit routes further academic studies such as A-Levels in Film Studies, Media Studies and Cultural Studies. There are also more practical and vocational courses in the areas of creative and media fields, such as a Diploma in Digital Media or a B.A. in Filmmaking. Additionally, the course provides the opportunity to develop analytical and creative skills which are valued in such careers as journalism, web design, film-making and the television industry

For further information, please contact our **Subject Leader of Media Studies:**  
stuart.mckeown@wernethschool.com



# Fine Art

Course: AQA Art and Design GCSE

## Component 1: Portfolio = 60%

A portfolio of artwork under an umbrella theme comprising of a major project and a minor project. Both projects will link to the teachers starting point/theme but may include a range of different techniques and materials and each project will have a linked personal response as the final piece. The portfolio of work is undertaken from **September of Year 10 to Christmas of Year 11**.

- A journey of Fine Artwork which evidences work and ideas from an initial subject, theme or task which shows the realisation of intentions and development. The work can be independent or be related to a workshop with a professional artist or an educational visit.
- The two projects are marked together as a portfolio.
- Marks are awarded for research, design ideas and experiments, observations, annotation and the final personal response.

## Component 2: Externally set assignment = 40%, 10 hours (Controlled Assessment)

AQA provides an externally set assignment with several different starting points. Students must select and respond to one of the starting points from their chosen title. The Externally set assignment runs from **January to May of Year 11**.

- The Controlled Assessment consists of 12 weeks preparation time from January of Year 11 to Easter Half Term. This time is used to create a sketchbook showing research, design ideas and experiments, observations and annotations to explain the students' thought process. In May of Year 11 students will complete 10 hours of supervised unaided work to create their exam personal response.

## Course Description

**During the Fine Art course, students will explore the following areas of study:**

Examining a variety of artists, art movements and cultures in their research. Experimenting in a wide selection of materials and techniques learning new skills and embedding knowledge in this art specialism. They will use Corel Paint and produce digital outcomes alongside work created by hand. Themes are varied and have included Portraits, Abstract Close-up, Flora and Fauna and Sea life. The course includes contemporary and historical context and students are encouraged to express themselves and show their own creative style in their portfolio and exam content.

## Progression Routes

The creative industries in the UK contribute over 60 billion pounds to the economy and employ over 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are many career pathways available to people with creative skills.

Students can either follow the academic route and progress to A Level or BTEC study at college then on to university or they can link into an apprenticeship in the creative industries.

Careers in the Arts are so varied they include professions such as: Illustrator, Interior Designer, Architect, Product Designer, Photographer, Animator, Freelance Artist, Graphic Designer, Media and TV, Journalist and Advertising.

For further information, please contact our **Subject Leader of Fine Art:**  
jo.holden@wernethschool.com

# Food Preparation and Nutrition

Course: Eduqas Food Preparation and Nutrition GCSE

## Component 1: Principles of Food Preparation and Nutrition

### Written examination: 1 hour 45 minutes 50% of qualification

This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

**Section A:** questions based on stimulus material.

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.

## Component 2: Food Preparation and Nutrition in Action

**Non-examination assessment: internally assessed, externally moderated**

**1: 8 hours**

**Assessment 2: 12 hours**

**50% of qualification**

### Assessment 1: The Food Investigation Assessment

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.

### Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. These assessments will be based on a choice of tasks released by WJEC annually.

## Course Description

The WJEC 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 in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

The course has been designed to enable centres with a balance between practical and theoretical knowledge and understanding.

## Progression Routes

The study of this subject can lead directly to careers in the food service industry and also the food development and science industries which are linked very closely to jobs within large supermarket chains.

Jobs within the food industry are also linked closely to work within the service and leisure industries, including, restaurants, hotels and sport facilities.

For further information, please contact our **Subject Leader of Technology:**  
rachel.crane@wernethschool.com

# Graphics

Course: AQA Art and Design GCSE

## Component 1: Portfolio = 60%

A portfolio of artwork under an umbrella theme comprising of a major project and a minor project. Both projects will link to the teachers starting point/theme but may include a range of different techniques and materials and each project will have a linked personal response as the final piece. The portfolio of work is undertaken from **September of Year 10 to Christmas of Year 11**.

- A journey of Graphic Design which evidences work and ideas from an initial subject, theme or task which shows the realisation of intentions and development. The work can be independent or be related to a workshop with a professional artist or an educational visit.
- The two projects are marked together as a portfolio.
- Marks are awarded for research, design ideas and experiments, observations, annotation and the final personal response.

## Component 2: Externally set assignment = 40%, 10 hours (Controlled Assessment)

AQA provides an externally set assignment with several different starting points. Students must select and respond to one of the starting points from their chosen title. The Externally set assignment runs from **January to May of Year 11**.

- The Controlled Assessment consists of 12 weeks preparation time from January of Year 11 to Easter Half Term. This time is used to create a sketchbook showing research, design ideas and experiments, observations and annotations to explain the students' thought process. In May of Year 11 students will complete 10 hours of supervised unaided work to create their exam personal response.

## Course Description

**During the Graphics course, students will explore the following areas of study:**

The course is designed to reflect the work of a professional Graphic Designer. Students will be given a business type and asked to create a full rebranding for that company and their USP including designing the logo colour scheme, staff uniforms, vehicle signage and all product packaging. 3D outcomes of all the products will be designed and produced by hand and digitally to a professional level. The portfolio of work will include research, design ideas and student annotation to explain to the client the reasoning behind their choices and why this will work for the target market. The second project will be based on Festivals or Word Art - hand drawn or digital.

## Progression Routes

The creative industries in the UK contribute over 60 billion pounds to the economy and employ over 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are many career pathways available to people with creative skills.

Students can either follow the academic route and progress to A Level or BTEC study at college then on to university or they can link into an apprenticeship in the creative industries.

Careers in the Arts are so varied they include professions such as: Illustrator, Interior Designer, Architect, Product Designer, Photographer, Animator, Freelance Artist, Graphic Designer, Media and TV, Journalist and Advertising.

For further information, please contact our **Subject Leader of Graphics:**  
jo.holden@wernethschool.com

# Media Studies

## Course: AQA: Media Studies GCSE

Component 1 = 35% - Exploring the Media (written exam). This includes studying magazines, film posters, newspapers, advertising, the film industry and the video games industry

Component 2 = 35% - Understanding media forms and products (1hr 30 minutes) written exam. This includes studying music promotion and genre television

Component 3 = 30% - Creating media products, non-exam assessment (coursework); this involves creating a concept for film in a given genre, and creating a DVD cover and film poster for the film.

## Course Description

GCSE Media Studies is a course which develops both analytical and creative skills. These are built on a foundation of knowledge across a broad range of media texts, including the James Bond franchise, Taylor Swift's music video, social media use and websites, as well as a range of contemporary and historical print materials such as newspapers and adverts. Students will learn a range of media theories which underpin how both producers and audiences interact with media texts. In this information age the skills and knowledge are invaluable for navigating and filtering the messages and values to which we are exposed daily.

## Progression Routes

Media Studies prepares students for career paths and academic paths in a wide range of fields. Further study can be undertaken in both A-levels in Film Studies, Media Studies, Photography, and Communication Studies. There are also available pathways in more practical courses such as a Diploma in Creative Media. The subject is also a strong foundation for careers in journalism, TV, film, advertising and marketing. Locally in the North West is a leading region for creative media, with many opportunities in Media City which this course could be a pathway into.

For further information, please contact our **Subject Leader of Media Studies:**  
stuart.mckeown@wernethschool.com

# Music

Course: OCR Music GCSE

**Component 1: Performing = 30%** Students need to perform TWO pieces on either an instrument or voice. One piece must be SOLO and one piece must be ENSEMBLE. They are internally assessed and externally moderated by OCR

**Component 2: Composing = 30%** Students must compose TWO compositions. Composition 1 – free composition in any style. Composition 2 – composing to a brief and students must choose ONE of the 4 options provided by the exam board.

**Component 3: Listening & Appraising = 40%** This part of the course is in 2 sections.

Students will take a 90 minute exam which focuses on LISTENING SKILLS within the 4 Areas of Study, which are: Concertos Through Time / Rhythms Of The World / Film & Computer Game Music / Pop & Rock Music. This exam involves 8 compulsory questions.

## Course Description

The course is for students to further develop their instrumental or vocal skills. If you already play an instrument or are a confident singer then you should seriously consider using these skills to your advantage in this course.

Performance skills will be developed throughout the 2-year course. They will also develop their skills in composing music through a series of work-shop style lessons which will enable them to produce their own pieces for instruments of their choice. 60% of the GCSE course is practical and students will need to provide 4 recordings for moderation (2 performances and 2 compositions) in the second year of the course. Students throughout the course will learn about Classical, Popular and World Music features in a variety of extracts to develop their listening skills and understanding of how music works.

## Progression Routes

Music will almost certainly be an integral part of your life even if you do not intend to follow music as a career. Music helps develop critical and creative thinking, teamwork and self-discipline: all skills required to be successful in any profession.

GCSE Music will, of course though, give you a good foundation for any music-related career. This could be performing, teaching, composing, music production, concert administration, film & media industry, music journalism & music therapy. Successful students over recent years have gone on to be not only professional musicians (composing and performing music worldwide), but also scientists, lawyers, accountants, structural engineers and even politics students. Many of these students have stated that on reflection, GCSE Music was one of the most enjoyable and important aspects of their school life.

For further information, please contact our **Subject Leader of Music:**  
[chris.barnett@wernethschool.com](mailto:chris.barnett@wernethschool.com)

# Photography

Course: AQA Art and Design GCSE

## Component 1: Portfolio = 60%

A portfolio of artwork under an umbrella theme comprising of a major project and a minor project. Both projects will link to the teachers starting point/theme but may include a range of different techniques and materials and each project will have a linked personal response as the final piece. The portfolio of work is undertaken from **September of Year 10 to Christmas of Year 11**.

- A journey of Photography which evidences work and ideas from an initial subject, theme or task which shows the realisation of intentions and development. The work can be independent or be related to a workshop with a professional artist or an educational visit.
- The two projects are marked together as a portfolio.
- Marks are awarded for research, design ideas and experiments, observations, annotation and the final personal response.

## Component 2: Externally set assignment = 40%, 10 hours (Controlled Assessment)

AQA provides an externally set assignment with several different starting points. Students must select and respond to one of the starting points from their chosen title. The Externally set assignment runs from **January to May of Year 11**.

- The Controlled Assessment consists of 12 weeks preparation time from January of Year 11 to Easter Half Term. This time is used to create a sketchbook showing research, design ideas and experiments, observations and annotations to explain the students' thought process. In May of Year 11 students will complete 10 hours of supervised unaided work to create their exam personal response.

## Course Description

During the Photography course, students will explore the following areas of study:

Examining a variety of photographers in Industry who inspire them with their style of photography. The portfolio of work is based on Natural Forms and Mechanical Parts. Students will study compositions of these items and take part in an educational trip to gather photographic shots. Outcomes can be digital edits using Corel Paint or designing collages by hand. The work will be combined with inspiration from art movements, cultures or a photographer of their choice. Students will visit a major city for their examination preparation to take photographs of architecture to combine with their chosen starting point.

## Progression Routes

The creative industries in the UK contribute over 60 billion pounds to the economy and employ over 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are many career pathways available to people with creative skills.

Students can either follow the academic route and progress to A Level or BTEC study at college then on to university or they can link into an apprenticeship in the creative industries.

Careers in the Arts are so varied they include professions such as: Illustrator, Interior Designer, Architect, Product Designer, Photographer, Animator, Freelance Artist, Graphic Designer, Media and TV, Journalist and Advertising.

For further information, please contact our **Subject Leader of Photography**:  
jo.holden@wernethschool.com

# 3D Sculpture

Course: AQA Art and Design GCSE

## Component 1: Portfolio = 60%

A portfolio of artwork under an umbrella theme comprising of a major project and a minor project. Both projects will link to the teachers starting point/theme but may include a range of different techniques and materials and each project will have a linked personal response as the final piece. The portfolio of work is undertaken from **September of Year 10 to Christmas of Year 11**.

- A journey of Fine Artwork which evidences work and ideas from an initial subject, theme or task which shows the realisation of intentions and development. The work can be independent or be related to a workshop with a professional artist or an educational visit.
- The two projects are marked together as a portfolio.
- Marks are awarded for research, design ideas and experiments, observations, annotation and the final personal response.

## Component 2: Externally set assignment = 40%, 10 hours (Controlled Assessment)

AQA provides an externally set assignment with several different starting points. Students must select and respond to one of the starting points from their chosen title. The Externally set assignment runs from **January to May of Year 11**.

- The Controlled Assessment consists of 12 weeks preparation time from January of Year 11 to Easter Half Term. This time is used to create a sketchbook showing research, design ideas and experiments, observations and annotations to explain the students' thought process. In May of Year 11 students will complete 10 hours of supervised unaided work to create their exam personal response.

## Course Description

During the 3d Sculpture course, students will explore the following areas of study:

Examining a variety of artists, art movements and cultures in their research. Experimenting in a wide selection of materials and techniques learning new skills and embedding knowledge in this art specialism including creating 3D sculptures from wire, mod Roc, paper mache, and card. They will use Corel Paint and produce digital outcomes alongside work created by hand. Themes are varied and have included In the News Heads, Plague Doctor Masks, Fantasy Shoes and Trophy Animal Heads. The course includes contemporary and historical context and students are encouraged to express themselves and show their own creative style in their portfolio and exam content.

## Progression Routes

The creative industries in the UK contribute over 60 billion pounds to the economy and employ over 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are many career pathways available to people with creative skills.

Students can either follow the academic route and progress to A Level or BTEC study at college then on to university or they can link into an apprenticeship in the creative industries.

Careers in the Arts are so varied they include professions such as: Illustrator, Interior Designer, Architect, Product Designer, Photographer, Animator, Freelance Artist, Graphic Designer, Media and TV, Journalist and Advertising.

For further information, please contact our **Subject Leader of 3D Sculpture**:  
jo.holden@wernethschool.com

# Sociology

Course: Eduqas Sociology GCSE

## **Paper 1: Understanding Social Processes**

Written examination: 1 hour 45 minutes

50% of qualification

This component covers the following topic areas:

Key concepts and processes of cultural transmission

Families

Education

Sociological research methods

A written assessment with a mix of short answer, structured questions and extended response questions.

## **Paper 2: Understanding Social Structures**

Written examination: 1 hour 45 minutes

50% of qualification

This component covers the following topic area:

Social differentiation and stratification

Crime and deviance

Applied methods of sociological enquiry

A written assessment with a mix of short answer, structured questions and extended response questions.

## Course Description

GCSE Sociology looks at the impact of culture and organisation on individual lives. Both papers contain core units that enable students to study how individuals are affected by agencies of socialisation such as family, school, media and the law. In addition, students consider the different research methods used by sociologists and evaluate the strengths and weaknesses of each.

Through the course, students will gain the ability to use evidence and to arrive at reasoned judgements based on information from a variety of sources. Students will learn to organise and communicate their knowledge and structured and organised manner.

## Progression Routes

Sociologists conduct experiments and observations to try to understand why groups of people act the way they do. Sociology will provide you with many key skills, including logical thinking, planning, research and negotiation – all of which can be used in a variety of careers.

The nature of Sociology makes the subject an ideal choice for a range of careers and higher education. For example, many sociologists go into journalism, recruitment, management, government, human resources, business, sales, social work, charity work, civil service, prison officers, police, teaching. It can be applied to anywhere you interact with people.

For further information, please contact our **Subject Leader of Sociology:**  
[amelia.elder@wernethschool.com](mailto:amelia.elder@wernethschool.com)



# **Vocational Subjects**

# Creative iMedia

Course: OCR Level 1/2 Cambridge National in Creative iMedia

**R093: Creative iMedia in the media industry**, Written paper, 1 hour 30 mins – 70 marks

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: The media industry, factors influencing product design and pre-production planning.

**R094: Visual identity and digital graphics**, NEA, Approx 10-12 hours - 50 marks

In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: Develop a visual identity, plan digital graphics for products and create visual identity and digital graphics.

**R097: Interactive digital media** , NEA, Approx 12-15 hours - 70 marks

In this unit you will learn how to plan, create and review interactive digital media products. Topics include: plan interactive digital media, create interactive digital media and review interactive digital media

## Course Description

This qualification allows you to learn about practical, real-life situations, such as developing a visual identity for a client and planning, creating and reviewing original digital media products for a purpose. This will help you to develop independence and confidence in using skills that would be relevant to the media industry.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as exploring different options and choosing the best way forward to a solve problem, exploring and generating original ideas to find imaginative solutions to problems and using planning techniques to complete tasks in an organised way which meets deadlines.

## Progression Routes

Working in interactive media is a team activity so rigorous planning, collaborative working, and Knowledge sharing skills are crucial to success. This course of study can also be furthered to level 3 or other media-based qualification during higher education or through apprenticeships.

For further information, please contact our **Subject Leader of Creative iMedia**:  
connor.haughton@wernethschool.com

# Performing Arts: Dance or Drama

## Course: Pearson BTEC Technical Award Performing Arts

The BTEC Tech Award in Performing Arts is broken down into three components.

- Exploring the Performing Arts
- Developing skills and techniques in the Performing Arts
- Responding to a brief

The three components focus on the assessment of knowledge, skills 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.

## Course Description

BTEC Tech Award in Performing Arts gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

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

This Award complements the learning in other GCSE programmes by broadening experience and skills participation in different types of performance activities with the opportunity to practically apply your knowledge and skills, through project work such as developing ideas and performing for specific audiences.

## Progression Routes

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects. Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.

For further information, please contact our

**Subject Leader of Dance:** kimberley.blackshaw@wernethschool.com

or

**Subject Leader of Drama:** emilie.brothers@wernethschool.com

# Hair and Beauty

Course: Level 2 Technical Award in Hair and Beauty Therapy

The Award consists of three mandatory units:

1. Business and entrepreneurship in the Hair and Beauty sector
2. Anatomy, physiology and cosmetic science
3. Design in the Hair and Beauty sector

Learners will explore design skills and techniques used within the hair and beauty sector to develop their skills in planning, carrying out research and presenting design brief ideas. They will also explore the business aspect of the hair and beauty sector and have the opportunity to investigate the principles of marketing and how entrepreneurship supports the hair and beauty sector, including how to select and design promotional activities and materials.

## Course Description

This qualification will prepare learners to progress onto qualifications related to the hair and beauty sector, such as the T Level in Hair, Beauty and Aesthetics; learners may also progress onto broader areas of study. It is a vocational qualification equivalent to GCSE grades 9-1.

## Progression Routes

There will be one piece of Non-Examined Assessment which will cover aspects from the Anatomy, Physiology and Cosmetic Science and Design in the Hair and Beauty sector units of work. This will be submitted in March of Year 11. Business and Entrepreneurship and the Anatomy and Physiology combined, will be assessed in the form of an exam. This will take place in the Summer exam series of Year 11.

As part of the overall weighting, the NEA will make up 60% of the overall grade and the Exam will make up 40% of the overall grade. Learners must pass both assessments to achieve the award.

For further information, please contact our **Subject Leader of Hair and Beauty:**  
jennifer.angove@wernethschool.com

# Health and Social Care

## Course: Pearson BTEC Tech Award Health and Social Care

The BTEC Tech Award in Health and Social Care is broken down into three components.

1. Human Lifespan Development
2. Health and Social Care Services and Values
3. Health and Wellbeing

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

There is one external examination, Component 3. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation.

## Course Description

BTEC Tech Award in Health and Social gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on:

- 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-centered 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.

## Progression Routes

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. There are also strong opportunities for post-16 progression in this important sector.

For further information, please contact our **Head of Health and Social Care:**  
sarah.clayton@wernethschool.com

# Hospitality and Catering

Course: Eduqas Level 1/ 2 Technical Award in Hospitality and Catering

Unit 1: Exam 40% of your qualification

Students will learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. You will learn about health and safety, and food safety in hospital and catering as well as food related causes of ill health.

Unit 2: NEA 60% of your qualification

Students will learn about the importance of nutrition and how cooking methods can impact nutritional values. They will learn how to plan nutritious menus as well as factors which affect menu planning. You will learn skills and techniques needed to prepare, cook and present dishes as well as learn how to review your work effectively.

## Course Description

This course combines both practical and written elements. The controlled assessment task is refreshed every year with a brief from the exam board. It is 12 hours long, part of which is a 3 hour practical exam, for which you will analyse the brief, identify your customers and plan, prepare and present two dishes. In carrying out this task you will identify customers' nutritional needs, the effects of cooking on the nutrients of your dishes, explain your menu planning and review both your practical and task work. The written examination covers areas of the hospitality and catering industry including different types of hospitality and catering establishments, job roles in the industry, Front of house and catering operations, the needs of customers and issues related to food safety and health & safety. The final exam is an 80 mark, 80 minute paper about the hospitality and catering industry, job roles and responsibilities, working methods and legislation around the industry.

The course develops a range of skills which are attractive to employers, colleges and universities including; Communication, confidence, learning independence, organisation, problem solving, research, self-discipline, stamina, taking responsibility and time management.

## Progression Routes

The study of this subject can lead directly to careers in the food service industry and also the food development and science industries which are linked very closely to jobs within large supermarket chains.

Jobs within the food industry are also linked closely to work within the service and leisure industries, including, restaurants, hotels and sport facilities.

For further information, please contact our **Subject Leader of Technology**:  
rachel.crane@wernethschool.com

# Sports Studies

## Course: OCR Level 1/2 Cambridge National in Sports Studies

Contemporary Issues in Sport will be assessed via an external assessment. This will be worth 40% of your overall grade.

Performance and Leadership, and the OAA modules make up a combined weighting of 60% of your overall grade. These are Non-Examined Assessed pieces of work (similar to coursework). You will be assessed and verified by the school, who will then submit marks to OCR.

Students will study 2 mandatory modules and one additional module to enhance their learning. The 2 mandatory modules are

- Contemporary issues in sport
- Performance and leadership in sports activities.

The additional module will be increasing awareness of Outdoor and Adventurous Activities (OAA)

## Course Description

OCR Award in Sport Studies enables students to develop and apply knowledge of sports-related activities. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

Students who take Sports Studies require an exceptional kit and participation record. It is compulsory for Sports Studies students to wear full Werneth PE uniform to all practical lessons. Failure to do so will result in students not participating in practical lessons which will seriously affect their grade. The course is not recommended for students who have a poor level of participation during Year 7 to 9. Poor participation equates to failing to bring PE uniform three times in a term.

The OCR Sports Studies course enables students to develop their skills in sport as well as understanding the contemporary and topical issues affecting sport. It allows students to develop and explore their understanding of the various roles in leadership and officiating roles in sport. We will also look at Outdoor Adventurous Activities within sports and take part in some of these exciting activities.

## Progression Routes

Sports Studies will allow you to study a range of subjects at college and is suitable for progression into a number of sporting occupations. Sports Studies sets students up for a pathway in BTEC Sport/PE which is a gateway to future careers in sports development, management and coaching.

For further information, please contact our **Subject Leader of Sports Studies:**  
jennifer.angove@wernethschool.com