



Werneth
School



Year 9 Options Pathways

Werneth School

2026

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.

Students will also study a humanities subject (either Geography or History) as an academic subject which further education establishments value. Throughout this process and the GCSE course, we will provide specialist independent careers advice to ensure you have access to important information.

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 **Wednesday 11th March 2026**.

If you have any general questions or queries, please speak to Mr P. Brighton, 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 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 which are dedicated to core subjects (Maths, English and Science).

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

25 Period Week	Subjects
Core 16 hrs	GCSE English Language GCSE English Literature GCSE Maths GCSE Science (Combined: Trilogy, or Triple Science) Physical Education Life
Pathway Subjects 3 hrs x 3	GCSE Subjects GCSE Business GCSE Computer Science GCSE French GCSE Food Preparation and Nutrition GCSE Geography GCSE History GCSE Music GCSE Sociology GCSE Fine Art GCSE Graphics GCSE Photography GCSE 3D Sculpture GCSE Triple Science Vocational Subjects OCR Cambridge National - Child Development OCR Cambridge National Level 1/2 - Creative iMedia BTEC Performing Arts Dance or Drama OCR Cambridge National – Engineering Design Level 1/2 Technical Award - Hair and Beauty Level 1/2 Technical Award - Hospitality and Catering BTEC Sport

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.

Types of Qualification

GCSE

This stands for General Certificate in Secondary Education. It is a nationally recognised qualification. GCSEs are graded using the 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:

- 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 elements.

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 Technical 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 component.

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 assessments 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 Sociology) 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.

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 Wednesday 11th 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 23rd March 2026.

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 Pathway subjects. It is likely this will not be until the final half term due to the lengthy process of allocating staffing and timetabling the 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 Hague

Technology

Ms Crane

Performing Arts

Mrs Blackshaw - Dance

Mr Barnett - Music

PE, Sport and Health

Mrs Angove

Art

Miss Holden

SENCO

Mrs Warren

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

Y9 Inclusion Manager

Mrs Gibson-Shaw

Y9 Achievement Leader

Mr Mujagic

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).
Attainment 8	The Government's Level 2 Threshold measure.

Useful Websites

General careers websites

General careers advice: www.allaboutcareers.com/

General careers advice: www.icould.com

Careers films: www.careersbox.co.uk/

National Careers Service: nationalcareersservice.direct.gov.uk

Specific careers

Accountancy: www.accaglobal.com/uk/en

Army: www.army.mod.uk/join

Art based careers: www.theartcareerproject.com/art-as-a-career/

Computing: computingcareers.acm.org/

Engineering: www.tomorrowsengineers.org.uk/

Geography: www.prospects.ac.uk/options_geography.htm

History: www.history.org.uk/resources/public_resource_2914_76.html

Foreign languages: www.prospects.ac.uk/options_modern_languages.htm

HR: www.cipd.co.uk/cipd-hr-profession/hr-careers/default.aspx

Law: www.lawcareers.net/BeginnersGuide/Intro

NHS: www.healthcareers.nhs.uk/

Music: www.careersinmusic.com/

Police: www.policecouldyou.co.uk

RAF: www.raf.mod.uk/recruitment

Science based careers: www.sciencecareerpathways.com/home/

Teaching: www.education.gov.uk/get-into-teaching

Apprenticeships

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
Guide to universities: www.whatuni.com

Core Subjects



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 19th 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

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

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

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

Life

Course Description

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

The Life 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 curriculum has been designed to be proactive as well as reactive. The programme content is adapted according to the individual context of the academy and the students within it. Topics and lesson content have been carefully crafted to ensure that they are age appropriate.

The Life 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 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:**
natalie.smith@wernethschool.com

Option Pathway

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GCSE Subjects

Business

Course: Pearson 9-1 Business GCSE

Assessment 1: Unit 1: Investigating Small Business; Written exam = 50% - 1hr 45min

Assessment 2: Unit 2: Building a business; Written exam = 50% - 1 hr 45min

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

The natural progression for GCSE Business is to study it at Sixth Form College with A level or through Level 3 Vocational route.

Studying business will give you a good basis for entry into an apprenticeship as you will be working in a business. You can also use your knowledge to set up your own business and be an entrepreneur yourself!

Professions that this subject is useful in are accountancy, law, marketing, content creation, finance, banking, leisure and tourism, journalism, skilled labour such as plumbing, electricians, carpentry with many more.

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

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 **Assistant Headteacher:**

james.hague@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

Assessment 1: 8 hours

Assessment 2: 12 hours

50% of qualification

Assessment 1: The Food Investigation Assessment 15%

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 35%

Prepare, cook and present 3 dishes which showcases technical skills and the learner's knowledge 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. Students must want to cook and bring ingredients

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

Geography

Course: OCR A Geography GCSE

Paper 1: Geography of the UK = 30%, 1 hour.

- Physical landscapes of the UK: Rivers and Coasts.
- Environment of the UK: Extreme weather, Farming, Fishing, Water and Energy.
- People of the UK: Economic and Population challenges.

Paper 2: Geography of the World = 30%, 1 hour

- Global Ecosystems: Rainforest and Coral.
- Economic World: Ethiopia, Istanbul and Goat Aid.
- Environmental Challenges: Climate change, Tropical storms and Drought.

Paper 3: Geographical applications = 40%, 1 hour and 30 minutes.

- Issues evaluation
- Fieldwork based on Edale and Salford Quays trips.

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, Advanced Countries (ACs), newly emerging economies (NEEs) and lower income developing countries (LIDCs).

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 (Edale:rivers) and human (Salford Quays: 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

Geography is a challenging academic subject that is highly valued by higher and further education along with employers. GCSE Geography will equip you with a comprehensive understanding of the UK and broader world.

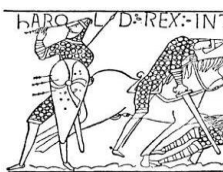
You will develop analytical and research skills allowing you to communicate verbal and written balanced arguments sought by employers.

GCSE Geography will equip you with the skills to progress to careers in environmental management, urban planning, surveying, conservation, sustainability and tourism.

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

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
Thematic Study: Medicine in Britain, c1250 to the present day. Historic Environment: The British Sector of the Western Front	Period Study: The American West, c1835-c1895	British Depth Study: Anglo-Saxon and Norman England, c1060-c1088	Depth Study: 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

Music

Course: OCR GCSE Music

Component 1: Performing = 30% Students need to perform TWO pieces on either an instrument or voice. At least one piece must be played as part of a live 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 from a brief set by OCR.

Component 3: Listening & Appraising = 40% This is an external exam. 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

This course is designed for singers and instrumentalists who want to further develop their skills in a practical, creative, and supportive environment. If you already play an instrument or are a confident singer, this course allows you to build on those strengths and use them to your advantage.

Over the two-year course, students will develop strong performance skills while gaining hands-on experience in composing music. Through workshop-style lessons, you will create your own original pieces for instruments of your choice, developing confidence, creativity, and musical independence. You will also explore a wide range of musical styles and genres, gaining a deeper understanding of how music works and how it is created, performed, and produced.

This award complements learning in other GCSE programmes by broadening students' experiences and encouraging active participation in a variety of performance-based activities. You will have the opportunity to apply your knowledge and skills through practical project work, including developing musical ideas, collaborating with others, and preparing performances for specific audiences.

Progression Routes

Music is likely to remain an important part of your life, even if you do not plan to pursue it as a career. However, studying music helps develop critical and creative thinking, teamwork, communication, and self-discipline — skills that are highly valued in all professions. Students who were heavily involved in music at Werneth have become lawyers, architects, accountants, doctors, scientists, business owners, computer engineers and even professional sportsmen.

GCSE Music also provides a strong foundation for a wide range of music-related careers, including performing, teaching, composing, music production, concert administration, the film and media industry, music journalism, and music therapy. In recent years, successful students have progressed not only into professional music careers — performing and composing worldwide — but also into fields such as science, law, engineering, accounting, and politics. Many former students reflect that studying music was one of the most enjoyable and valuable parts of their school experience.

For further information, please contact our **Subject Leader of Music:**
chris.barnett@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 in a 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 or study society.

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

louise.ricker@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

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

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

Vocational Subjects

Child Development

OCR Level 1/2 Cambridge National Certificate in Child Development

Assessment 1: RO57: Written exam = 40% - 1hr 15min - Health and well-being for child development

Assessment 2: RO58: 30% - Create a safe environment and understand the nutritional needs of children from birth to five years - coursework

Assessment 3: RO59: 30 % - Understand the development of a child from one to five years - coursework

Course Description

This qualification provides you with an introduction to child development and well-being. You will develop knowledge, understanding and practical skills that would be used in the Childcare sector.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as: preparing a feed or meal for a child • choosing suitable equipment to use in a childcare setting, planning suitable play activities, helping to prevent accidents in a childcare setting. This will help you to develop independence and confidence in using skills that would be relevant to the Childcare sector.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as: research skills – for example, within the NEA set assignment students will need to complete research for equipment to help make decisions on which to choose and explain why, communication skills – for example, within the NEA set assignment students will need to make recommendations to the nursery on how accidents can be prevented.

Progression Routes

The natural progression for this course is to study Child Development or Health and Social Care in college.

Studying child development will give you a good basis for entry into an apprenticeship in a day nursery.

Professions that this subject is useful for are child care, pediatrician, nursing, medicine, ambulance medics, midwifery

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

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. Studying the Performing Arts also gives students transferable skills in communication, teamwork, independence, resilience and empathy. 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.

The skills acquired through the Performing Arts will benefit those seeking a career in a wide range of sectors, such as education, media, law, publishing, journalism, politics, public relations, customer service, charities and many more.

For further information, please contact our

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

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

Engineering Design

Course: **OCR Level 1/2 Cambridge National in Engineering Design**

R038: Principles of engineering design

70 marks 1 hour 15 mins 48GLH Written paper, OCR set and marked

R039: Communicating designs

60 marks Approx. 10-12 hours 36 GLH Centre-assessed tasks, OCR moderated

R040: Design, evaluation and modelling

60 marks Approx. 10-12 hours, 36 GLH, Centre-assessed tasks, OCR moderated

Course Description

R038: Principles of engineering design

In this unit, students will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. They will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. Students will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.

R039: Communicating designs

In this unit, students will learn how to develop their techniques in sketching, and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features. Students will enhance their confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate their designs.

R040: Design, evaluation and modelling

In this unit, students will learn how designers can quickly create and test models to develop a working prototype of a design. They will develop their virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate their design prototype. Students will also develop their physical modelling skills using modelling materials or rapid-prototyping processes to produce a physical prototype.

Progression Routes

The course is designed to develop the skills needed for further education, employment and training such as A levels, apprenticeships or further education courses leading to degrees. There are a vast range of careers in engineering including mechanical, chemical, electrical and structural engineering. The study of this subject can lead directly to careers from Carpenter to Architect all the way to Aerospace Engineer.

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

Progression Routes

Studying Hair and Beauty at KS4 gives learners a practical, creative, and highly relevant introduction to one of the UK's largest and most dynamic industries. It allows students to develop skills while also building confidence, communication, and professionalism—qualities that are valuable in any future career.

Aside from careers within the industry such as hairdressing, beauty therapy, spa therapy and aesthetics, the skills acquired will benefit learners seeking careers in many interrelated industries such as theatre, TV, film, fashion, and editorial work, where skilled stylists and make-up artists are always in demand. There are also many university degrees available to learners who wish to further develop their skills.

For further information, please contact our **Subject Leader of Hair and Beauty**:
jennifer.angove@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 two dishes showcasing technical skills 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; Teamwork, Communication, confidence, learning independence, organisation, problem solving, research, self-discipline, stamina, taking responsibility and time management.

The course has been designed to enable centres to balance between practical and theoretical knowledge and understanding. Students must want to cook and bring ingredients

Progression Routes

The study of this subject can lead directly to careers in the food service industry and catering and hospitality. 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

BTEC Sport

Course: Pearson BTEC Level 1 / 2 Technical Award

- 1 Preparing Participants to Take Part in Sport and Physical Activity - **internally assessed**
- 2 Taking Part and Improving Other Participants Sporting Performance - **internally assessed**
- 3 Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity - **externally assessed (examination)**

Course Description

The Pearson Level 1/2 BTEC Award in Sport is a practical, skills-focused qualification designed to introduce learners to the sports industry and develop their understanding of key concepts in sport and physical activity. It blends theoretical knowledge with hands-on application, helping students build confidence, communication skills, and an understanding of how sport is delivered and organised. Students will deliver physical activity sessions to peers as part of the course as well as participate in their chosen sports.

Learners explore areas such as training principles, fitness for sport, leadership in sport, and how the body responds to exercise. Assessment is a mix of internally assessed coursework and externally assessed tasks, allowing students to demonstrate their abilities in real-world scenarios as well as completing academic examinations.

Students who take BTEC PE require an exceptional kit and participation record. It is compulsory for PE 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 affect their grade. The course is not recommended for students who have a poor level of participation during Year 7 to 9.

Progression Routes

Studying the BTEC PE course at KS4 gives learners a wide range of opportunities both during the qualification and in their future pathways. Because the course combines practical performance with theoretical understanding, students develop a balanced skill set that prepares them for further study, employment, and personal development. Throughout the course, learners gain experience in areas such as fitness training, leadership, sports performance, and understanding how the body works during exercise. These skills not only improve their own sporting ability but also build confidence, teamwork, communication, and problem-solving—qualities that are valued in many different careers.

This course is suited to students who aspire to study PE or Sport at colleges of further education as well as higher education. Career opportunities include; sports coaching, sports management, physiologists, nutritionalists, armed forces, police, fire and ambulance services, sports journalism and careers within education such as teaching, instructing and also physical training roles.

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