

# Contact Details

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## What if I can't decide?

- You will be getting a lot of help and advice before you make any decisions at all.
- This booklet gives a lot of information about all the subjects you can choose, so the first thing to do is read that carefully. The information will also be on the school website.
- You will be getting more careers advice in personal development and tutor time to help you look ahead.
- Your teachers will be talking to you about the subjects they offer students. Ask them about anything that's still unclear.
- Finally, you will have an individual interview to discuss your choices with a member of SLT.



**THE WESTLEIGH SCHOOL**  
Aspiring & Achieving Together

## Options Booklet 2021

Remain healthy

Achieve economic well-being in the future

We aim to ensure that all our students:-

- **Aspire to achieve** – by providing opportunities for students to learn by developing essential skills and using their **creative talents** which will serve them throughout their lives.
- **Make a positive contribution** – to school and the wider community and understand the **importance of citizenship** and their place in **contributing** meaningfully to life in a diverse, modern Britain.
- **Achieve economic well-being in the future** – through high standards of teaching and learning, promoting **student resilience** and **independence** to ensure short and long term economic welfare and opportunities.
- **Stay safe** – by providing students with learning in a **safe and secure environment**; ensuring they learn how to keep themselves safe and **understand how to access support** to **safeguard themselves**.
- **Remain healthy** – by promoting physical and **mental wellbeing**.



# Options Process

Options process introduced to pupils

Year 9 Parents and options evening 25/03/21

Deadline for options choices 23/04/21

Options meetings week beginning 26/04/21

Choosing the right options for GCSE study is very important, and we strongly advise that parents and students attend **Parents' Evening** to discuss the choices available. An electronic presentation will be sent across to you in due course.

The Options Booklet and form will be online digital publications, the links to these will be emailed to all parents and students and will be available on The Westleigh School website.

**Options forms will be submitted online.**

We aim to give all students their first choice option subjects, however, this is not always possible. **Some subjects will not run and others will be oversubscribed, so please ensure all reserve choices are carefully considered.** Options meetings will be held with your child to ensure the combination of subjects chosen will allow your child to successfully progress onto post 16 education.

It is very important to choose the right option subjects first time,

## NOTE

- Computer Science can only be selected if students' current progress in Maths is at or above grade 5.
- Triple Science can only be selected if students are on or above 5 in Science and in set 1 or 2 for English, Maths and Science.
- We expect high demand for **Hair and Beauty** therefore interviews will be held to shortlist potential students as only 12 places are available.

# Curriculum Overview

## GCSE CORE

All students will study GCSE Maths, English (both English Literature and English Language) and Combined Science (Double Award).

All students will participate in Core PE lessons to enhance fitness and promote healthy life-styles. In addition to Core PE students can opt to study a qualification in Sports and PE as an option subject.

Students then have three Option Choices:

- GCSE History, Geography or French
- 2 open option choices

We recognise that for some students these subjects will be a real challenge. We have recommended that some students choose a technical award qualification as this type of learning will be of benefit to them.

## The English Baccalaureate

**The full EBacc qualification (including a humanities AND a language) is an academically challenging curriculum** which we feel is appropriate for around 30% of our students. Alternatively students will pick from our most successful, high value qualifications. Our open options subjects, will provide students with a GCSE or Level 2 equivalent qualifications within the subject area, the exact qualification may change depending of course contents and the DfE approved list.

## Progress 8 Measure:

We have designed our curriculum and our Option choices to give all students a broad and balanced curriculum, and give them the best chance of success against the Progress 8 national benchmark measure. Progress 8 was introduced for all schools in 2016. The measure is based on students' progress across eight subjects: English; mathematics; three EBacc qualifications (sciences, computer science, geography, history and languages); and any three further subjects.

## Core Curriculum

### English

- English Language
- English Literature

### Maths

### Science

- Dual Science
- Separate Science

### Core PE

### Personal Development

## GCSE EBacc

### History

### Geography

### French

## Open Options

Music

Drama

Art

History

Geography

PE

Photography

French

ICT

Computer Science

Separate Science

Dance

Sports Studies

Graphic Design

Hospitality & Catering

Construction

Engineering

Health & Social Care

Hair and Beauty

Religious Studies



# Qualifications Overview

*The following subjects are on offer, but will only run based on sufficient student numbers.*

Subject	Qualification	Exam Board
English	GCSE English Language	AQA
	GCSE English Literature	AQA
Maths	GCSE Mathematics	EdExcel
Science	GCSE Trilogy Science	AQA
	GCSE Biology	AQA
	GCSE Chemistry	
	GCSE Physics	
Core PE	N/a	N/a
History	GCSE History	EdExcel
Geography	GCSE Geography	AQA
French	GCSE French	AQA
Music	Level 2 Music	RSL
Drama	BTEC Level 2: Performing Arts: Drama	Pearson
Art	GCSE Art & Design	AQA
PE	GCSE Physical Education	OCR
Photography	GCSE Art & Design: Photography	AQA
ICT	Level 2 iMedia	Cambridge Nationals
Computer Science	GCSE Computer Science	AQA
Dance	BTEC Level 2: Performing Arts: Dance	Pearson
Sports Studies	Level 2: Sports Studies	Cambridge Nationals
Graphic Design	Level 2 Technical Award: Graphic Design	NCFE
Hospitality and Catering	Level 1/2 Award in Hospitality and Catering	WJEC
Construction	BTEC Level 2: Construction	Pearson
Health and Social Care	BTEC Level 2: Health and Social Care	Pearson
Hair and Beauty	Level 2 Technical Award: Hair and Beauty	City and Guilds
Religious Studies	GCSE Religious Studies	GCSE

# GCSE English Literature



## Topics / Skills Covered

To read, interpret and analyse a range of texts both studied and unseen. To appreciate and evaluate a Shakespeare play, a Victorian novel, a modern play and poetry from romanticism to the present day. To comment on the relationships between texts and the contexts they're written in.

## Students opting for this subject should:

Revise and re-read set texts throughout the course. All literature papers are 'closed book' exams; know the texts inside out.

## Assessment Structure

**Paper 1: Shakespeare and the 19th Century Novel**  
1 hour and 45 minutes

**A: Shakespeare—1 extract, 1 essay question (20%)**

**B: 19th Century—1 extract, 1 essay question (20%)**

**Paper 2: Modern Texts and Poetry**

2 hour and 15 minutes

**A: Modern texts—choose 1 of 2 essay questions (20%)**

**B: Poetry anthology— 1 comparison question (20%)**

**C: Unseen poetry—2 questions (20%)**

**Careers and Progression** The study of English Literature will enrich students' understanding of our rich literary heritage and give them opportunities to further study Literature. Typical careers of English Literature students include: law, academic research, broadcasting, advertising.

*"English literature is a glorious inheritance which is open to all—there are no barriers, no coupons and no restrictions." - Winston Churchill*



# GCSE English Language

## Topics / Skills Covered

To read, interpret, analyse and evaluate unseen 20th Century fiction texts. To summarise, analyse and compare 19th and 21st Century unseen non-fiction texts.

To write original creative and non-fiction texts to include correct vocabulary, sentence structure, punctuation and spelling.

## Students opting for this subject should:

Read for at least 30 minutes daily and read a range of fiction and non-fiction texts; there's a lot to get through in the exam.

## Assessment Structure

**Paper 1: Explorations in Creative Reading and Writing**  
1 hour and 45 minutes

**A: 1 text, 4x reading questions (25%)**

**B: 1 extended descriptive/narrative writing task (25%)**

**Paper 2: Writers' Viewpoints and Perspectives**  
1 hour and 45 minutes

**A: 2 texts, 4x reading questions (25%)**

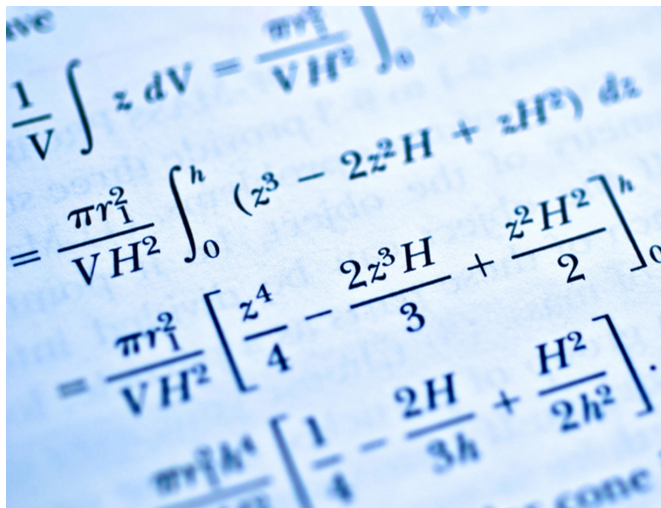
**B: 1 extended writing to express a viewpoint (25%)**

**Careers and Progression** The study of English Language will equip student with the functional skills that all employers and further and higher education institutions require. Subject specific careers include: copywriting, journalism, publishing, teaching.

*"Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs." - Nelson Mandela*

# GCSE

# Maths



## Topics / Skills Covered

The assessments will cover the following content headings:

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

## Assessment Structure

All students follow the GCSE mathematics course. This is assessed at the end of Year 11 using three final examinations; one non-calculator and two calculator papers, each 1 hour 30 minutes long with either 80 or 100 marks available on each paper.

Students will study at a level that is appropriate for their ability. There are two tiers available - Higher and Foundation. The Foundation tier covers topics that are grades 1-5 and the Higher tier covers topics that are grades 5-9.

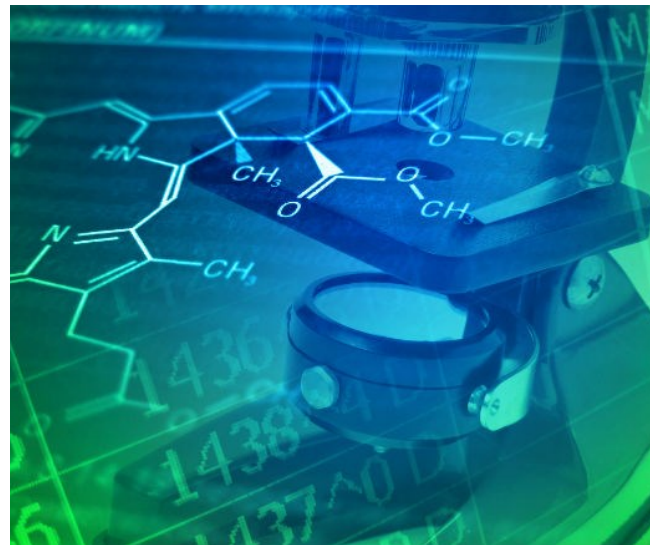
All students have 4 lessons per week and are also offered intervention and revision lessons.

Within the mathematics faculty, students have the opportunity to enhance their learning with the use of ICT and independent study is encouraged through the use of online resources.

## Careers and Progression

Typical careers involving mathematics include: Accountant, Insurance, Architect, Engineer, Economist, Actuary, Medicine, Investment Banker, Meteorologist, Teaching, Statistician and Cryptologist.

**"The new GCSE is challenging but I'm enjoying the challenge"**



# GCSE

# Science (dual)

## Topics / Skills Covered

### Biology

Paper 1 = Cell Biology; Organisation; Infection and response; and Bioenergetics.

Paper 2 = Homeostasis and response; Inheritance, variation and evolution; and Ecology.

### Chemistry

Paper 1 = Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Paper 2 = The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

### Physics

Paper 1 = Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2 = Forces; Waves; and Magnetism and electromagnetism

## Assessment Structure

For each area of Science there are two written examinations.

Each paper is 1 hour and 15 minutes long and worth 16.7% of the GCSE. There are two tiers of entry, foundation and higher, and the questions in the paper will be a mixture of multiple choice, structured, closed short answer and open response. At the end of the course they will have two GCSE's

## Careers and Progression

Students will be prepared for A-Level and have the skills and knowledge to follow any scientific programme of study.



# GCSE

## History



### Topics / Skills Covered

Students will follow the Edexcel GCSE and study a range of topics and historical periods which cover British, European and the wider-world.

- Medicine in Britain c1250-present day, which includes an in-depth look at the injuries, treatments and the trenches during the First World War
- Early Elizabethan England 1558-1588
- An element of American History between the 18th and 19th centuries.
- Weimar and Nazi Germany 1918-1939

### Students opting for this subject should:

**Have a genuine interest in past historical events and how they have impacted upon modern day life. Students should expect to recall a great amount of historical knowledge and write, analytically at length.**

### Assessment Structure

**Examination:** 100% - 4 separate examination papers.

Paper 1 – 1 hour 15 minutes

Paper 2a– 1 hour

Paper 2b – 45 minutes

Paper 3 – 1 hour 20 minutes

### Careers and Progression

By studying GCSE History, students will develop a wide range of transferable skills. History is a strong GCSE subject and combines well with other subjects to give students a good education. The skills and ideas students develop will help them in many different careers e.g. law, journalism, social services, the health service and business. Most further education colleges offer History and related subjects and this course will provide students with a strong foundation. History is regarded as a strong academic subject for university entrance.



# GCSE

## Geography

### Topics / Skills Covered

Living in the physical environment

Challenges in the human environment

Geographical applications-

### Students opting for this subject should:

Expect to study a range of topics that include both human and physical geography in both the UK and the wider world.

### Assessment Structure

Paper 1 – 1 hour 30 minutes (35%)

Paper 2 – 1 hour 30 minutes (35%)

Paper 3 – 1 hour 15 minutes (30%)

### Careers and Progression

GCSE Geography lays the foundation for students to further their education in the study of Geography or related subjects such as leisure and tourism, health and social sciences and environmental conservation.

GCSE Geography develops key skills that are essential for the world of work and further education. To have an understanding of the processes that go on around us ultimately gives us an advantage when facing problems, issues and future developments that impact upon humans.

# Religious Studies



## Topics / Skills Covered

Students will follow the AQA GCSE and study a range of religious belief and contemporary themes of ethics.

- Christian beliefs and practices
- Buddhist beliefs and practices
- Theme A—Relationships and families
- Theme B—Religion and Life
- Theme C—Peace and Conflict
- Theme E—Crime and Punishment

## Students opting for this subject should:

Students will be able to reflect on and develop their own values, beliefs and attitudes towards the world and those around them. There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues including abortion, poverty and animal rights.

## Assessment Structure

**Examination:** 100% - 2 separate examination papers.

Paper 1 – Written exam: 1hr 45mins (50% of the exam)

Paper 2 – Written exam: 1hr 45mins (50% of the exam)

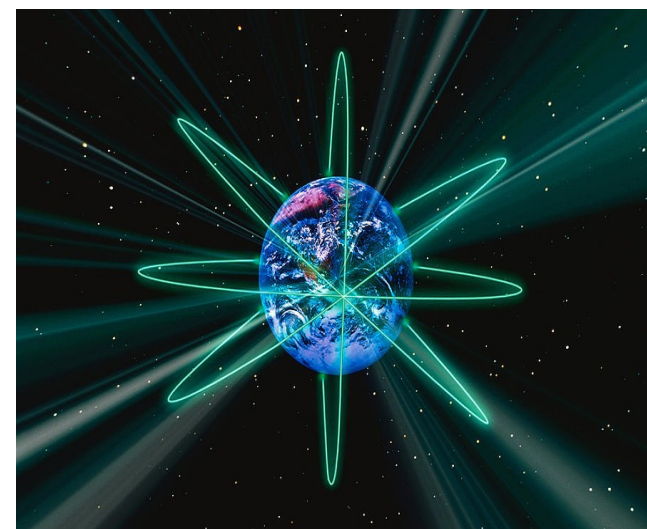
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## Careers and Progression

Religious Studies allows you to develop a range of skills that are wanted by employers! Through the study of this GCSE students will develop critical thinking skills and the ability to interpret information, formulate questions and solve problems. We will develop writing skills, and the ability to construct a reasoned argument which allows students to show empathy and the ability to understand people and take on board others' views. This is a vital skill in all careers including; teaching, counselling, police officer, youth worker, public services and legal studies.

# OCR

# ICT



## Topics / Skills Covered

These qualifications will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave the education sector

## Students opting for this subject should:

Master & further enhance taught skills in as many software applications as possible.

## Assessment Structure

**R081: Pre-production Skills—Written paper OCR set and marked Learners answer all questions (25%)**

**R082: Creating Digital Graphics— Centre assessed tasks OCR moderated (25%)**

**R085: Creating A Multipage Website— Centre assessed tasks OCR moderated (25%)**

**R086: Creating A Digital Animation—Centre assessed tasks OCR moderated (25%)**

**Careers and Progression** The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts.

**“What new technology does is create new opportunities to do a job that customers want done.” – Tim O’Reilly**



# GCSE

## French

### Topics / Skills Covered

The French GCSE course builds upon knowledge of topics studied in Years 7 8 and 9. Students will extend their knowledge of the language creatively with a focus on gaining a sound grammatical base. Students will develop their skills further in Years 10 and 11 in a variety of contexts, extending their ability to understand and respond to spoken and written French. They will practise speaking, writing, listening & reading the language.

**Students opting** We live in a global community and, whether for work or pleasure or both, we will come into contact with another language at some point. 94% of the world does not speak English as their first language and 75% of the world does not speak English at all. Continuing with a language is vital. It broadens your horizons, opens doors, allows you to communicate with others, makes you stand out from the crowd and is great to put on your CV. As of 2015, there are 29 independent nations where French is an official language .

### Assessment Structure

There will be 4 **short** exams:

**Listening Exam** (25%)

**Reading Exam** (25%) - including translation from French to English.

**Speaking Assessment** (25%) - Role Play, Photo Card and General Conversation.

**Writing Assessment** (25%) - open-ended & structured writing task and translation from English to French.

### Careers and Progression

There are many career options & industries which welcome & need French speakers. For example, Law, Hotel Management, Travel and Tourism, Cabin Crew, Translating, Interpreting, Journalism, Teaching, Sales and Marketing, Banking, & Medicine.

*"I know French will help get me in at a good college & university, it was the right option to pick"*

*"I have really enjoyed studying French and I am going to carry on at college -it has been fun "*

*"I have been skiing in the Val d'Isère , it was amazing and I enjoyed practising the language there"*

*- Quotes by current year 11 Pupils*



## Computer Science

### Topics / Skills Covered

Computer Science is about getting students working with real world programming and gaining a good understanding of what makes technology work.

Students will learn to program at a high level and develop their problem solving skills.

Students will gain a detailed knowledge of how computers work—learning about binary, computer hardware and networks. They will also study the impact of computers looking at privacy and cyber security.



### Students opting for this subject should:

Enjoy programming using Python and Scratch and enjoy problem solving.

Be interested in computers and how they work.

Be resilient—someone who will keep trying until a problem is solved.

### Assessment Structure

#### Paper 1: Computational thinking and programming skills

(Externally assessed 50% of GCSE)

Students will sit an exam set in real world scenarios that assesses their practical problem-solving and programming skills.

#### Paper 2: Computing Concepts

(Externally assessed 50% of GCSE)

Students will sit an exam that assesses their knowledge of computer theory, including networks, cyber security, databases and compute systems.

### Careers and Progression

Computer Science will enable students to follow one of a wide variety of career paths. Some possible careers include games developer, systems analyst, network administrator and software developer. The course is also an excellent preparation if you want to work in areas that rely on the skills you'll develop such as design, engineering, science and medicine.

*"I find Computer Science fun and challenging"*  
*"Computer Science has opened so many doors for my future"*

# Photography



## Topics / Skills Covered:

### Topics:

‘Natural Vs Man-made textures’,

‘Objects and Illusions’, ‘People and Portraits.

### Skills:

Using a digital SLR camera, taking photos, editing images using Adobe Photoshop (adjusting lighting, cropping, using filters, using layers), physical manipulation (using collage).

You will access a wide range of techniques and styles to explore and develop your ideas!

## Students opting for this subject should:

If you enjoy practical activities and have a creative imagination; if you can you think outside the box and do things differently and you would like to develop a wide range of photography skills...then GCSE Photography is PERFECT for you!

## Assessment Structure:

**Component 1 – Portfolio (60%)** : The portfolio is made up of all sketchbook work and final pieces created prior to the exam. The course is made up of 3 in-depth practical projects spanning Year 10 and the autumn term of Year 11.

**Component 2 – Controlled Assessment (40%)** : The ‘Externally Set Assignment’ begins in January of Year 11. Pupils are expected to select and respond to a starting point provided by the examining body. There is a period of preparation time to research and explore the chosen theme before exploring final compositions and ideas. This preparatory period is then followed by a 10 hours supervised exam.

## Careers and Progression:

Just some of the 1000’s of creative careers available... wedding photographer, fashion photographer, medical photographer, portrait photographer, commercial/press photographer, travel photographer., film-maker, director, animator.

*‘Arts and Culture in the UK has grown by 10% in the last year and continues to grow. The Film, TV and Game industries all rely on artistic talent’ - Arts Council*



# Art

## Topics / Skills Covered

### Topics:

‘Everyday Objects’, ‘Natural Forms’, ‘People’

### Skills:

Drawing/sketching, watercolour, acrylic painting, printmaking, photography, digital manipulation (using Photoshop to manipulate or enhance work), ceramics (3D work using clay).

You will access a wide range of techniques and styles to explore and develop your ideas!

## Students opting for this subject should:

If you enjoy practical activities and have a creative imagination, if you can you think outside the box and do things differently and you would like to develop a wide range of art based skills...then Art GCSE is PERFECT for you!

## Assessment Structure

**Component 1 – Portfolio (60%)** : The portfolio is made up of all sketchbook work and final pieces created prior to the exam. The course is made up of 3 in-depth practical projects spanning Year 10 and the autumn term of Year 11.

**Component 2 – Controlled Assessment (40%)** : The ‘Externally Set Assignment’ begins in January of Year 11. Pupils are expected to select and respond to a starting point provided by the examining body. There is a period of preparation time to research and explore the chosen theme before exploring final compositions and ideas. This preparatory period is then followed by a 10 hours supervised exam.

## Careers and Progression

Just some of the 1000’s of creative careers available... artist, graphic designer, illustrator, concept artist (games), fashion designer, architect, art therapist, teacher, animator, printmaker, interior designer, hairdresser, photographer

*‘The cultural and creative industries are the FASTEST growing industry in the UK. 2.62 MILLION people work in the creative industries in the UK (that’s 1 in 12 people)’ - Access Art*



# Music



## Topics / Skills Covered

- **Music Knowledge Development -**  
The aim of this unit is to build the learner's musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry & theoretical language.
- **Live Music Performance-**  
You will be set a brief by the exam board in January of year 11 and you will prepare a 8-12 minute set of music and perform to an audience.
- **Instrumental Study-**  
This unit aims to enhance the learner's capacity to understand how to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through objective and reflective self-assessment.

## Students opting for this subject should:

- Must be happy to perform to an audience.
- Be dedicated and committed to improve as a musician.
- Embrace the challenge of learning how to play an instrument.
- Enjoy rehearsing as a band.

## Assessment Structure

- This is a Level 2 qualification, which is the equivalent of a GCSE.
- The course contains no written exam, but you will be required to produce lesson logs on a weekly basis, research projects and evaluations of your performances.
- This course is for students who love to perform on their chosen instrument.
- This is a 2 year course.
- The qualification contains one externally assessed core unit of work and two internally assessed units of work.
- The majority of the course is an ongoing assessment of practical work that is conducted by your teacher.
- The Live Performance Unit is assessed under controlled conditions with milestone recordings that are externally assessed by the examiner.

## Careers and Progression

These qualifications provide vocationally relevant courses in popular music, which allow for progression into a higher level of study and/or the industry. They focus upon the recognition of achievement through the acquisition of knowledge and practical musical skills, as well as offering flexibility of unit selection. The aim of these qualifications is to provide learners with the knowledge and range of skills needed to progress them towards being able to operate successfully as performing musicians and producers.

## Quotes

*"One of the only activities that activates, stimulates and uses the*



# Drama

## Topics / Skills Covered

- **Practical skills:** physical/ mental/technical/expressive skills technique for effective performance
- **Assessed performances:**  
Working from published play extracts identifying and utilising; lighting, sound, props, costume; mental and physical warm ups; projection suitable for the audience and venue
- **Performance management:**  
Knowing how to plan and develop a performance production from idea inception to performance conclusion

## Students opting for this subject should:

**Have a genuine passion and interest in the performance industry and have an ability to perform, communicate and problem solve real world sector issues. Resilience and commitment is key.**

## Assessment Structure

### Component 1—Exploring the Performing Arts (internal assessment)

This unit provides an opportunity for learners to get a taste of what it's like to be a professional performer (30%)

### Component 2—Developing skills and techniques in the Performing Arts (internal assessment)

This unit develops and puts into practice the learner's skills and techniques as a performer (30%~)

### Component 3—Performing to a brief (40%) (external assessment)

This unit develops the learner's understanding of how practitioners adapt their skills for different context and put this into practice for performance (40%)

## Careers and Progression

**Performing Arts (Drama) will allow students to further progress into higher and further education as well as follow many different careers. It could enable rapid progression into careers associated with the theatre (on and off stage) Police, law, education, therapy roles, nursing, marketing and many more.....**

## Quotes

**'All the world 's a stage'**

**Don't expect the theatre to satisfy the habits of its audience, but to change them.**



# BTEC Tech Award

## Dance



### Topics / Skills Covered

Dance covers a variety of areas, including: Performance, Choreography & Appreciation/Dance Analysis. Dance actively engages students in the process of dance in order to develop as effective and independent learners. Dance promotes team work, creativity and confidence.

### Students opting for this subject should:

Have a passion for performing and creating all aspects of dance and performing in the school dance show each year.

### Assessment Structure

#### Component 1: Exploring the Performing Arts

You will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance.

#### Component 2: Developing Skills and Techniques in the Performing Arts

You will develop your performing arts skills and techniques through the reproduction of dance repertoire.

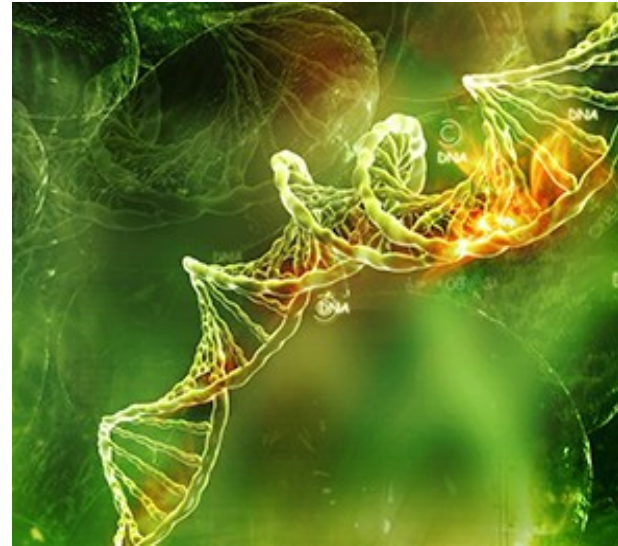
#### Component 3: Performing to a Brief

You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

### Careers and Progression

BTEC Award Performing Arts (Dance) provides a solid foundation for further studies in dance and performing arts.

*'This course is exciting and challenging.. It gives you the opportunity to perform and create dance'*



# GCSE Separate Science

### Topics / Skills Covered

#### Biology

Paper 1 = Cell biology; Organisation; Infection and response; and Bioenergetics.

Paper 2 = Homeostasis and response; Inheritance, variation and evolution; and Ecology.

#### Chemistry

Paper 1 = Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Paper 2 = The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

#### Physics

Paper 1 = Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2 = Forces; Waves; Magnetism and electromagnetism; and Space physics.

### Opting for this subject should:

Interested in science beyond the classroom and may want to have a science related career. You should be achieving well in science and your teacher will advise on whether separate sciences is for you

### Assessment Structure

For each area of Science there are two written examinations. Each paper is 1 hour and 45 minutes long and worth 50% of the GCSE.

There are two tiers of entry, foundation and higher and the questions in the paper will be a mixture of multiple choice, structured, closed short answer and open response. At the end of the course they will have three GCSE's

### Careers and Progression

Students will be well prepared for A-Level and have the skills and knowledge to follow any scientific programme of study.

*"Separate science is excellent. I love the extra detail we go into and I feel fully prepared for A-levels. I feel that it provides me with more opportunities for a career in*



# Tech Award

## Engineering Design

### Topics / Skills Covered

Understanding work of engineers.

Working from a design brief.

Opportunities in engineering and related industries.

Engineering design and the design cycle

Using CAD/CAM, laser cutters and vinyl cutters.

Use of machinery.

Manufacturing Techniques.

Professional presentation techniques.

Health and Safety.

Electronics

### Students opting for this subject should:

**Have a keen interest in the engineering profession and related industries. and enjoy problem solving through designing and making.**

### Assessment Structure

#### **Unit R105—Design Briefs, specifications and user requirements**

(Externally assessed)

Learners will study the principles of working to a design brief, producing a specification and

#### **Unit R106—Product Analysis and research** (internally assessed)

Learners will produce detailed product analysis and research on various engineering products .

#### **Unit R107—Developing and presenting engineering designs** (internally assessed)

Learners will study and produce all principles of engineering design such as CAD, engineering drawings and presentation techniques.

#### **Unit R108—3D design realisation** (internally assessed)

Learners will produce a final 3D outcome to their engineering designs. They will do this through the use of hand tools, machinery and CAM.

### Careers and Progression

OCR Engineering Design will allow students to follow many different and varied careers. Students could progress on to level 3 engineering, Product design, Electrical and electronics, mechanical and civil engineering, CAD specialist and computer aided manufacture. It will also allow access to many courses at college leading on to university.

**‘I love the way we solve real world problems’**

**‘I enjoy the varied practical aspects of the subject.’**



# Tech Award

## Graphic Design

### Topics / Skills Covered

Colour theory

Imagery

Typography

Layout & Composition

Tone

Line

Understanding work of designers.

Working towards a design brief.

Opportunities in the Graphic Design industry.

Professional presentation of Graphic Design work.

### Students opting for this subject should:

Show an interest in working in a creative and highly rewarding environment where students are allowed to demonstrate their skills in Graphic Design

### Assessment Structure

#### **Unit 1—Introduction to Graphic Design.** (internally assessed)

Learners will carry out a number research and experimental activities that allows them to understand the features of all the graphic key components .

#### **Unit 2—Graphic Design practice** (internally assessed)

Learners will undertake a designer inspired practical project that will develop their knowledge from unit 1.

#### **Unit 3—Responding to a graphic Design brief.** (Externally assessed)

Learners will work to a design brief and demonstrate their creative skill and knowledge they have developed through the other 2 units by producing a range of designs and practical outcomes .

#### **Unit 1—Graphic Design portfolio.**

Learners will look at potential employment opportunities and methods of displaying work both digitally and physically in a professional manner.

### Careers and Progression

**Design and Technology Graphics Tech Award will allow students to follow many different careers. Students could progress on to Graphic Designer, Product / Brand managers, Cartographer, Illustrator, Web Designer, Typographer, Packaging Designer . It will also allow access to many courses at college leading on to university.**

**‘I love the way we can design on the computers and by hand’**

**‘I enjoy the practical nature of the subject.’**

**‘ I loved the team environment that was created which really supported me’**

# WJEC & Hospitality Catering



## Topics / Skills Covered

Understand how hospitality and catering providers operate

Understand how hospitality and catering provision meets health and safety requirements

Know how food can cause ill health

Be able to propose a hospitality and catering provision to meet specific requirements

Understand the importance of nutrition in planning menus

Understand menu planning

Be able to prepare and cook high quality food products.

## Students opting for this subject should:

**Have a keen interest in the food industry and enjoy working in a practical environment in order to produce high quality practical outcomes.**

## Assessment Structure

### Unit 1—The Hospitality and Catering Industry (externally assessed)

Students will acquire knowledge of all aspects of the industry. Students will be able to use their learning of different types of establishment and job roles in relation to front of house and kitchen operations to complete an on screen e-assessment.

### Unit 2—Hospitality and Catering in Action (internally assessed)

In this unit students will gain knowledge of the nutritional needs of a range of client groups in order for them to plan nutritional dishes to go on a menu. Students will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

## Careers and Progression

This award would allow students to pursue further study at local colleges and seek a range of employment options which range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technol-

***'I really enjoy practical lessons and practicing the skills I have learnt throughout the course'***

# BTEC Construction



## Topics / Skills Covered

**Unit 1: Construction Technology** - In this unit you will interpret and analyse the information given before starting a task, and identify the main things that are needed to run a job efficiently and safely. You will understand the methods that are used in constructing different types of foundations and test safety aspects. You will develop a detailed understanding of how walls, floors and roofs are constructed.

**Unit 2: Construction and Design** - In this unit you will develop a broad understanding of the built environment, including the different types of construction projects, and the industry's contribution to society. You will examine how the client needs can shape building design and you will develop your own design ideas leading to a given brief.

**Unit 3: Scientific and Mathematical Applications for Construction** - In this unit you will develop your scientific and mathematical knowledge and apply it in practical construction contexts.

## Students opting for this subject should:

Have a keen interest in the working properties of timbers, metals and polymers. Students should enjoy working in a practical way and have an interest in the construction industry.

## Assessment Structure

**Mandatory Unit 1: Construction Technology** - (externally assessed)

**Mandatory unit 2—Construction and design** (internally assessed)

**Mandatory unit 3—Scientific and mathematical application for construction.** (externally assessed)

**Unit 5: Exploring Carpentry and Joinery Principles**

**Unit 6: Exploring Brickwork and Blockwork Principles and Techniques**

**Unit 7: Exploring Painting and Decorating Principles and Techniques**

**Unit 8: Exploring Plumbing Principles and Techniques**

**Unit 9: Exploring Electrical Principles and Techniques**

**Students will sample up to 5 optional units from the list above, spending a half term on each unit.**

## Careers and Progression

This award would allow students to pursue further study at local colleges moving onto level 3 construction courses developing key practical skills progressing to an apprenticeship position with industry.

***'I really enjoy the practical lessons and theory lessons that have taught me the skills I need to progress through the course, and in to the construction industry'***



# GCSE

## PE



Students opting for this subject should:

Demonstrate high levels of engagement in current PE lessons, participate in at least 1 team sport and 1 individual sport outside of school. Have a love for physical activity and how this impacts the human body. Students should also have an interest in human biology and demonstrate a high attitude to learning in science lessons.

### Topics / Skills Covered

**Physical Factors**— Students will learn about the anatomy and physiology of the human body and understand the science behind physical training.

**Socio-Cultural Issues**— The influences of these issues in sport, the psychology of sport & the importance of health, fitness & well-being.

**Performance in PE**—Students will be required to perform in 3 sports, 1 of these must be a team sport and 1 must be an individual sport. The 3rd activity can be either team or individual. Students will complete a piece of coursework which analyse and evaluate their own performance.

### Assessment Structure

Unit	Assessment
Physical factors affecting perfor-	Exam (1 hour)
Socio-cultural issues in sports psy-	Exam (1 hour)
Performance in Physical Education (03)	Perform in 1 team sport Perform in 1 individual sport Perform in 1 team/individual sport Coursework Task

### Careers and Progression

GCSE PE will prepare students for A Level PE and other sport related courses. It will provide an excellent grounding for students wanting to follow careers in coaching, teaching, sports science and sports development. It is also fantastic for developing leadership skills that will be important in any career.

***'GCSE PE teaches me how to be physically active and benefits my health'***

# Core

## PE



Students opting for this subject should:

Organised with PE kit and prepared to work hard physically to promote health and fitness

### Topics / Skills Covered

In line with government requirements, all students will take part in at least one hour of physical activity a week.

A wide variety of activities are offered which will give students a range of experiences that will not only develop their practical abilities but also promote an understanding of the benefits of regular physical activity and how it contributes to a healthy, active lifestyle.

### Assessment Structure

Students will take part in a variety of activities that include...

Hockey, Netball, Football, Trampolining, Badminton, Athletics, Rounders, Rugby, Fitness Training, Volleyball, Handball, Basketball, Table Tennis.

### Careers and Progression

Core PE will provide students with the knowledge and confidence to maintain a healthy, active lifestyle beyond the school environment. It will also provide a good grounding for students interested in sports coaching and sports development.

**Core PE gives me the chance to be active and helps me to relieve stresses of exams'**

# OCR Sports Studies



## Topics Covered

**Contemporary issues in sport** includes learning about participation levels and barriers to completing sporting activities. How participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport

**Applying your skills as a performer** Develop your skills as a performer in two different sporting activities, and as a leader. You will work independently and as part of a team. You will be in front of an audience when you perform. You will perform in competition as a participant and as a leader, and use your initiative to solve problems and make decisions. You will officiate one sport and show an thorough understanding of the rules.

**Sports Leadership** Develop your skills as a leader by recognising the qualities of a good leader. You will complete a risk assessment for a chosen activity. You will plan and lead a sports activity session for your peers.

**Participate in an outdoor and adventurous activity in a natural setting and environment.** You will find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

## Skills Covered

You will develop knowledge, understanding and skills that you can apply to the workplace or higher education.

You will be able to work independently to create material which shows effective planning, development and evaluation.

You will demonstrate practical skills and qualities

## Students opting for this subject should:

Demonstrate high levels of engagement in current PE lessons and represent our school team in at least one sport demonstrating a commitment to after-school clubs. Be interested in how to be a sports leader/coach. Be prepared to try outdoor adventurous activities such as Mountain Biking, Climbing, Hill Walking or Orienteering. Be able to work independently to complete set assignments.

## Assessment Structure

Unit	Assessment
Contemporary issues in sport	Exam (1 hour)
Developing Sports Skills	Perform in 1 team sport and 1 individual sport, officiate 1 sport plus coursework tasks
Sports Leadership	Plan, lead and evaluate a sports activity session plus coursework tasks
Developing knowledge and skills in outdoor activities	Participate in 2 outdoor activities, plan an outdoor activity plus coursework tasks

## Careers and Progression

It will provide an excellent grounding for students wanting to follow careers in coaching, teaching, sports science and sports development. It is also fantastic for developing leadership skills that will be important in any career.

### More information:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>

# BTEC Health & Social Care



## Topics / Skills Covered

The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

▣ skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing

▣ attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them

▣ knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

## Students opting for this subject should:

Learners need to have excellent organisation skills and be prepared to work in a real world Health and Social Care setting.

## Assessment Structure

**Unit 1: Human Lifespan Development: (Internal)**

Learners will study the six different life stages, factors that influence how people grow and develop, along with influencing factors like self-esteem and self-concept.

**Unit 1: Health and Social Care Services and Values: (Internal)**

Learners study and practically explore health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

**Unit 3: Health and Wellbeing: (External)**

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan.

## Careers and Progression

Further vocational and A Level subjects post 16

Grounding for further work and training schemes in the NHS, social or early years' sectors

"Doing this course has allowed me some real world experience which I have really enjoy and learnt so much from"



# Hair and Beauty

## Topics / Skills Covered

The qualification develops the following knowledge, understanding and skills:

- specific services carried out within the hair and beauty sectors, roles and responsibilities and typical working patterns
- evolution of hair and beauty from use in Ancient times to the mid 90s
- how technological advancements, changes to the economy, and social factors have influenced the sector
- chemistry of cosmetics and biology related to hair and beauty
- uses of design and images for business use
- technical hair styling, make-up and manicure skills

## Opting for this subject should:

Enable you to develop wider workplace skills required by employers as well as giving you the practical work experience and some technical skills which will support you to progress into further education or an apprenticeship in a related area.

## Assessment Structure

- ◆ Hair and Beauty Studies – Theory exam (1hour 30 mins).

The exam has a total of 60 marks and is made up of:

- approximately 10-12 short answer questions
- 1 extended response question.
- ◆ A synoptic assignment

**You will spend two hours a week in a professional salon as well as 1 hour focussing on the theory elements.**

## Careers and Progression

The skills acquired during this course will help prepare you to study a further qualification or apprenticeship in related areas.