

# Options 2023

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Dear Students,

We are delighted to be able to support you in the next stage of your educational journey as you select the options you would like to study in years 10 and 11.

This booklet contains information about the wide range of courses that we offer at Woodhey. You will receive additional information about the courses through the subject information videos, available on the website, and through discussions in lessons. There is also a dedicated **Options Evening on Thursday 19<sup>th</sup> January, 5-7pm**. where we hope that you can join us with your parents/carers so you can find out more information about the subjects you are interested in and can ask any further questions you may have. There will be a general options talk in the FB Hall starting at 5pm and then repeated at 6pm. Also, subject staff will be available to talk to you about the courses.

The options information will be collected electronically this year. A form will be sent out to your parents/carers on **Friday 20<sup>th</sup> January** for you to complete your choices. The deadline for the return of the options information is **Thursday 16<sup>th</sup> February**.

Please note that we do our best to accommodate all students' preferred choices, but this cannot always be guaranteed. It is important that you choose a reserve choice in the event that your particular combination of subjects cannot be accommodated or, if there are insufficient numbers to run a course.

If you have any questions regarding the options process, then please feel free to email me ([lisa.dobson@woodhey.set.org](mailto:lisa.dobson@woodhey.set.org)).

Yours sincerely



L Dobson

Deputy Head

**#TeamWoodhey**



## Structure of the curriculum in Years 10 & 11

All students study:

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Science GCSE (x2)
- Option A
- Option B
- Option C

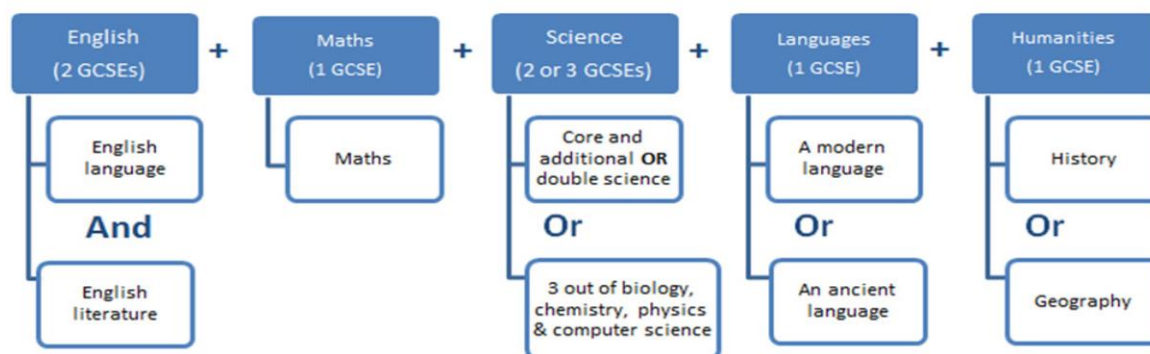
Pupils also study the following non-examined compulsory subjects:

- Religious Education
- Physical Education
- PSHE (Personal, Social, Health, Citizenship and Economic Education)

So, our standard KS4 curriculum leads to 8 GCSE, or equivalent, qualifications being studied.

### What is the English Baccalaureate (EBacc)?

The EBacc is a group of specific subjects that are recognised by employers and universities as giving a broad and balanced curriculum that prepares students for the challenges of adult life. The EBacc comprises of:



To study the English Baccalaureate, students choose as their three options: a language, a humanities subject (geography/history) and one other subject of their choice.



## Types of qualification

### GCSEs

GCSEs have undergone a period of significant change. The new style GCSEs have:

- Revised subject content that is more challenging
- Fewer subjects that are tiered (Maths, Science and Languages have Foundation and Higher tiers)
- A reduced amount of non-exam assessment (coursework)
- A new grading scale from 9 to 1. The Department for Education recognises grade 4 as a 'Standard Pass' and grade 5 as a 'Strong Pass'

New grading structure	Former grading structure
9	A*
8	
7	
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

### Technical Awards

In addition to GCSEs we offer some approved Technical Awards. These are rigorous qualifications that are approved by the Department for Education. They are equivalent to a GCSE and the qualifications are recognised by colleges, universities, and employers. Technical Awards cover more vocational based subjects and have a greater proportion of non-exam assessment than GCSE Courses. We offer technical Awards in Sports Studies and Child Development.



## Progression to Post-16 Study

To give you an idea of how GCSE grades translate to college requirements post-16, here are the 2023 entry requirements for a couple of our local colleges. Please note that colleges are starting to ask for the 'strong pass' of grade 5 for some post-16 pathways.

- **Bury College – 2023 entry requirements (current Y11)**
  - To do A level programmes, pupils need 6 GCSEs at grade 9-4 to include:
    - A minimum of 3 GCSEs at grade 4 or higher
    - A minimum of 3 GCSEs at grade 5 or higher
    - This should include a minimum of grade 4 in English Language and mathematics
  - To do T Levels or Vocational programmes (equivalent to A levels):
    - Five GCSEs at grade 4 or above
  - To do other Vocational programmes, the entry requirements depend upon the level of the course.
  
- **Holy Cross – 2023 entry requirements (current Y11)**
  - To do 4 A levels, at least three grade 8s and three grade 7s are required in your top six grades. Maths and English at grade 5 or above.
  - To do 3 A levels and/or a Level 3 Vocational course, at least five grade 4s. At least a grade 4 in English or Maths GCSE.
  - To do a Level 2 progression course, pupils need at least three grade 3s and one grade 4 at GCSE.



## Summary of Key Dates

Options launch	Weds 11 <sup>th</sup> Jan in assembly
Option subject videos	Mon 16 <sup>th</sup> Jan (show in form time)
Options Evening	Thurs 19 <sup>th</sup> Jan (5-7pm)
Option choices form	Issue Fri 20 <sup>th</sup> Jan
Parents' and Carers' Evening	Tues 7 <sup>th</sup> Feb (4.30-7pm)
Options deadline	Thurs 16 <sup>th</sup> Feb

**#TeamWoodhey**



# Compulsory Subjects





# English Language

## Head of Faculty: Miss G. Pierre

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### About this course:

The study of English Language is designed to promote imaginative thinking and encourage students to explore how meaning is created by a writer. They will demonstrate the ability to write effectively for a variety of purposes and audiences using a secure control of Standard English. English Language promotes confidence in articulation and expression in spoken language, which will enable students to express their viewpoints fluently.

### What will it be like?

Students will read a wide range of high quality and challenging fiction and non-fiction texts. They will develop their reading resilience and their understanding of writers' intentions.

They will engage with texts which will encourage them to read critically and analytically, focusing on exploring layers of meaning and considering writers' viewpoints and perspectives.

Students will also engage in writing effectively for various audiences and from a range of viewpoints, both creatively and transactionally. They will build on their ability to write accurately in Standard English, using punctuation and sentence construction to shape meaning. Throughout the course, students will acquire and apply a wider vocabulary.

Students will also actively engage in a variety of spoken language activities, such as group discussions, debates and speeches to develop their fluency in using Standard English.

### Areas of study will include:

Reading extracts from a fiction text written in the 20<sup>th</sup> or the 21<sup>st</sup> Century to explore how writers use narrative structure and linguistic methods to engage their readers and create layers of meaning.

Writing their own creative texts, inspired by either a picture stimulus or a given scenario.

Reading and comparing two thematically linked non-fiction texts from the 19<sup>th</sup> Century and either the 20<sup>th</sup> or the 21<sup>st</sup> Century. They will examine how writers present their viewpoint to influence a reader. They will then create their own transactional text, aiming to influence and manipulate the reader on a specified topic thematically linked to the reading section.

Preparing and presenting a short speech or spoken presentation on a topic of their choice, aiming to engage and inform their audience.

### Beyond Year 11:

GCSE English Language prepares students to be articulate communicators within their wider life. A good qualification in English Language enables students to access all further education courses and career pathways they may wish to pursue.



# English Literature

## Head of Faculty: Miss G. Pierre

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### About this course:

The study of English Literature is designed to promote critical enquiry and engagement with a breadth of challenging texts from the literary heritage to the present day. Students will develop their own knowledge and cultural capital through the exploration of contextual knowledge of texts studied. English Literature encourages students to read widely for pleasure and will prepare them for the demands of studying Literature at a higher level.

### What will it be like?

Students will study a wide range of high quality and challenging texts from the English literary heritage. They will engage with texts on a more critical level than in English Language, drawing on writers' exploration of themes and character development, considering contextual influences and commentaries.

Students will write analytically in depth and detail, drawing on their own interpretations of texts whilst considering contemporary audiences and readers. They will acquire a wider breadth of vocabulary, including literary and linguistic terminology.

### Areas of study will include:

**Shakespeare:** Students will respond to evaluative questions based on either a key theme threaded throughout the play or the purpose or development of a character within the play. They will begin with a key scene from within the play and will then develop their response by linking to the whole play.

**The 19<sup>th</sup> Century text:** Students will respond to one question on the novel that they have studied. As with Shakespeare, they will write in detail about a given extract, and then linking their ideas to the wider text.

**The Modern text:** Students will respond to one essay question from a choice of two. These will also be linked to either a key theme or the development and purpose of a character within the text.

**Poetry:** Students will study 15 poems from the anthology and will then respond to a comparative question on a named poem (which will be printed on the exam paper) and one other poem of their choice from those studied in the anthology.

In addition, students will respond to a question on an unseen poem and will then compare to a second thematically linked unseen poem, focusing on methods used to create meaning.

### Beyond Year 11:

Studying GCSE English Literature nurtures a passion for reading and writing whilst laying a solid foundation for further study and careers in teaching, lecturing and professional writing roles.



# Mathematics

Head of Faculty: Mr M. Malone

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## About this course:

Mathematics is a compulsory course of study which aims to equip pupils with key knowledge focusing on numerical processes and problem-solving skills. Pupils will be prompted to think systematically to solve a range of problems which will help to improve their thinking both in the classroom and in the wider world. Maths is a tiered course where pupils are entered for either Foundation or Higher Level. Students can achieve grades 1-5 on the Foundation Level and 3-9 on the Higher Level.

## What will it be like?

Pupils will receive 8 hours of Maths tuition during each two-week cycle. Pupils will cover a variety of mathematical topics during this time and will have an assessment at the end of each half term. Pupils will receive one hour of homework each week which will be completed on Sparx.

## Areas of study will include:

Areas of study include Algebra, Geometry and Measures, Statistics, Number, Ratio and Proportion.

## Beyond Year 11:

Core Maths, AS/A level Mathematics and AS/A level Further Mathematics Maths are all options which pupils may wish to pursue after completing their GCSE in Maths.



## Combined Science: Trilogy

### Head of Faculty: Mr A. MacDonald

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#### About this course:

This is a course designed to enable candidates to recognise the impact of science and technology in everyday life, to make informed personal decisions about issues and questions that involve science and to understand information in the media. Students will be taught the most inclusive GCSE (9-1) course, so every student can enjoy science and succeed in their studies. The course will cover aspects of biology, chemistry and physics in significant detail.

#### What will it be like?

During the course, students will learn some key scientific explanations, gain an insight into how science works and do practical work with an opportunity to discuss, analyse and develop arguments. Core practicals are designed to help bring science learning to life, and these are now part of the formal assessment process (15% of questions in each exam paper). The course focuses on scientific explanations and models and gives candidates an insight into how scientists develop scientific understanding of ourselves and the world we inhabit.

#### Areas of study will include:

Cells and control, genetics, natural selection and genetic modification, states of matter, acids, obtaining and using metals, earth and atmospheric science, motion and forces, waves, electricity and circuits.

#### Beyond Year 11:

Combined Science double award provides excellent preparation for all post 16 courses including biology, chemistry, physics, applied science, physical education and geography.



## Religious Education (Non-examined)

Head of Faculty: Mrs J Fair-Lawton

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### About this course:

Core RE is designed to challenge and engage all students. It is an opportunity to further explore ethical, philosophical and religious issues that impact on our lives now or in the future and reflect critically on personal beliefs. Some of life's big questions will be considered. You will be equipped with knowledge, deeper understanding and skills that can be applied to different situations you experience in today's diverse society. Core RE is compulsory and contributes strongly to your academic and personal development.

### What will it be like?

You will study short enquiry topics, gaining knowledge of key terms and concepts. Topics are relevant and challenging as they respond to global events as well as ultimate questions explored for centuries. Each lesson will provide opportunity to think, discuss, argue, analyse and evaluate. There will be no formal assessment and no homework.

### Areas of study will include:

How does drug abuse impact on society? What are less well known religious movements and worldviews? How is evil and suffering explained today? To what extent are science and religion in conflict? How is religion portrayed in music?

### Beyond Year 11:

Core RE will be useful in all areas of further study as well as in daily life. Knowledge and understanding gained will help you handle new situations and respond to controversial questions. Key concepts studied and transferable skills developed will be useful in a range of subjects including Sociology, Criminology, English, Science and Art.



## Physical Education (Non-examined)

Head of Faculty: Mr A. Harper

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### About this course:

Throughout Key Stage 4 you will receive one lesson of Core PE each week. At the start of each half term you will be told which activity you are learning and you will continue with that activity for half a term. Lessons will follow a similar style to what you will be used to from Year 9, with a focus on developing your physical, social and emotional well-being.

### What will it be like?

Core PE will feel very similar to Year 9 PE lessons as the curriculum continues to build on what you have learnt so far. Lessons will include a wide variety of activities and teachers will continue to work hard to ensure you enjoy being active. There is an increased focus on selecting and applying skills in competitive situations and ensuring the rules of each activity are fully understood. This will stand you in good stead if you choose to pursue an activity outside of school, whether at a competitive or recreational level.

### Areas of study will include:

The activities we will cover include: Hockey, volleyball, table tennis, fitness suite, football, trampolining, sports leadership, rounders, cricket and athletics.

### Beyond Year 11:

Our aim is to ensure that when you leave school you are well equipped to continue to lead a healthy, active lifestyle. You will have developed your knowledge and understanding of a wide range of activities and, because of the positive experiences in school, we hope you continue to pursue those areas of most interest to you.



# English Baccalaureate Subjects



## Separate Science

Head of Faculty: Mr A. MacDonald

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### About this course:

For those students with a keen interest in science this will develop your combined science knowledge to give a third science GCSE. There are further modules which use contemporary contexts to explore new concepts and encourage students to develop ideas. Students who really enjoy science and are mastering key concepts, and who are expected to achieve a 5+ in Year 9, should consider this course to enhance their science qualifications.

### What will it be like?

During the course, students will study in-depth scientific explanations, gain a detailed insight into how science works and carry out open-ended practical investigations. Students will undertake independent research, discussion, analysis and evaluation. Core practicals, which are part of the formal assessment process, are designed to help bring science learning to life.

### Areas of study will include:

Transition metals, alloys, and corrosion, quantitative analysis, chemical cells and fuel cells, alcohols and carboxylic acids, uses of radioactivity and astronomy.

### Beyond Year 11:

Physics students can progress in scientific subjects such as engineering, medicine and electronics. Physics is also a useful foundation for subjects such as finance, business and ICT. A qualification in chemistry allows access to university courses in areas such as medicine, chemical engineering and forensics. Biology will allow you to study a wide range of subjects such as medicine, dentistry, marine biology and genetics. Students with science degrees are highly sought out in areas such as medicine, pharmacy and chemical engineering as well as other areas such as accounting, sport, journalism to name a few.





## Spanish

Head of Faculty: Mr M. Barlow

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### About this course:

If you love learning about new cultures and communicating with others whilst increasing your future career chances with an EBacc subject, then this is the course for you. Spanish GCSE continues to build on work done at KS3 and allows students to further develop their vocabulary and grammar knowledge as well as improving their skills in listening, reading, speaking and writing. Your ability to offer a foreign language when applying for A-levels, a degree and jobs is something that colleges, universities and future employers will look upon favourably.

### What will it be like?

Spanish lessons at KS4 will look very similar to the ones you are experiencing at KS3. They will be interactive but will be at a faster pace with more challenge. We will build upon the knowledge you have acquired at KS3 and improve your skills in listening, reading, speaking and writing. The topics will be similar to those you have already studied but will be done so in more depth. New and more interesting topics will be covered too. Your teachers will guide you through the requirements of the GCSE course which will enable you to be fully prepared for the final exams in Year 11.

### Areas of study will include:

- Grammar (including a range of tenses)
- Vocabulary knowledge relating to the following topics:
  - Personal relationships
  - Free time and leisure
  - Technology
  - The environment
  - Global issues
  - Home town
  - School life
  - Future plans
  - Health and wellbeing

### Beyond Year 11:

The work carried out at GCSE will prepare you well for A-level with grammar and vocabulary coverage. However, throughout the course you will develop important communication skills which will help you as you progress to higher education and beyond. Knowledge of other cultures and countries will also give you a better understanding of the world around you. A language GCSE will also enable you to learn a different language from scratch at university or as part of your job and may even allow you the opportunity to study abroad in a Spanish speaking country. The ability to speak a foreign language will also look impressive on your CV. A language will always be useful, no matter what you do; speaking more than one language increases your brain capacity, improves your memory and using a language at work could raise your salary by up to 20%!



## French

Head of Faculty: Mr M. Barlow

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### About this course:

If you love learning about new cultures and communicating with others whilst increasing your future career chances with an EBacc subject, then this is the course for you. French GCSE continues to build on work done at KS3 and allows students to further develop their vocabulary and grammar knowledge as well as improving their skills in listening, reading, speaking and writing. Your ability to offer a foreign language when applying for A-levels, a degree and jobs is something that colleges, universities and future employers will look upon favourably.

### What will it be like?

French lessons at KS4 will look very similar to the ones that some of you are experiencing at KS3. They will be interactive but will be at a faster pace with more challenge. We will build upon the knowledge you have acquired at KS3 and improve your skills in listening, reading, speaking and writing. The topics will be similar to those you have already studied but will be done so in more depth. New and more interesting topics will be covered too. Your teachers will guide you through the requirements of the GCSE course which will enable you to be fully prepared for the final exams in Year 11.

### Areas of study will include:

- Grammar (including a range of tenses)
- Vocabulary knowledge relating to the following topics:
- Personal relationships
- Free time and leisure
- Technology
- The environment
- Global issues
- Home town
- School life
- Future plans
- Health and wellbeing

### Beyond Year 11:

The work carried out at GCSE will prepare you well for A-level with grammar and vocabulary coverage. However, throughout the course you will develop important communication skills which will help you as you progress to higher education and beyond. Knowledge of other cultures and countries will also give you a better understanding of the world around you. A language GCSE will also enable you to learn a different language from scratch at university or as part of your job and may even allow you the opportunity to study abroad in a French speaking country. The ability to speak a foreign language will also look impressive on your CV. A language will always be useful, no matter what you do; speaking more than one language increases your brain capacity, improves your memory and using a language at work could raise your salary by up to 20%!



# Geography

Head of Subject: Mr I. Bowerbank

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## About this course:

This course is designed so that students can study different aspects of Physical and Human Geography within the UK and across the globe. They will understand the processes that have created the world around them and the ways that humans interact with that world across a range of different environments. Crucially they will see what environmental effects of the natural processes of the Earth are having and how the activities of humans are having a profound effect on the planet. There is also the opportunity to undertake some fieldwork and put into practise some geographical methodology to enable students to investigate two hypotheses in preparation for their final assessed paper on geographical applications or the practicalities of Geography.

## What will it be like?

At the end of Year 11, students will complete three GCSE Papers. The first will be on Physical Geography, the second on Human Geography and the third on Geographical applications. There will also be the opportunity to undertake two fieldwork enquiries with trips to Cleveleys and Salford Quays.

The course will delve into some of the key challenges facing humanity including how to protect the environment and how to close the development gap between nations in the global economy.

Generally, students will find some fascinating information about the world around them and some of the peoples who live in it.

## Areas of study will include:

- Living with the Physical Environment – Tectonic Hazards, Weather Hazards, Climate Change, Ecosystems, Coastal Landforms and Processes, River Landforms and Processes.
- Challenges in the Human Environment – Urban Issues and Challenges, The Changing Economic World, The Challenge of Resource Management.
- Geographical Applications – Issue Evaluation, Fieldwork; (Salford Quays and Cleveleys).

## Beyond Year 11:

Geography remains a popular course at A level and degree level. Many ex-students have gone on to study Geography at a higher level. Geography allows people to gain a deeper understanding of the world around them in their adult life and gives them a better grasp of some of the major socio-political, cultural and environmental issues of the day.

Careers in Geography will include, cartography, town planning, conservation officer, geologist, energy production, teacher, politician, landscape architect, forestry and a great many other occupations.



# History

Head of Subject: Mr M. Clough

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## About this course:

History is the study of the past. At GCSE students will look in depth at four topics that helped change the world. Our research spans the history of three countries: Britain, Germany and the United States of America. We have chosen topics that are dramatically different from one another, so that students can gather a broad range of knowledge ranging over 800 years.

## What will it be like?

At the end of Year 11, students will complete three GCSE Papers. Whilst History is a fascinating subject, filled with emotive topics, it is important to understand that it is not simply about storytelling. Source analysis and essay-based answers are a key aspect of this GCSE. Revision will be essential for anyone picking this subject, as there is a great deal of content to learn.

## Areas of study will include:

At GCSE, History students' study four topics:

- We begin with **Medicine in Britain** which covers the changes to medicine between c1250 until present day. Students focus on the causes, treatments and prevention methods of disease and illness throughout the ages.
- During our study of **The American West**, students look at the way of life of the Plains Indians and how their world was catastrophically altered with the arrival of settlers travelling out west from the United States of America. This period, c1835-90, covers many topics ranging from native beliefs about landownership to the cattle industry and the golden era of the American cowboy.
- **Anglo-Saxon and Norman England** follows the dramatic story of William I's conquest of England in the c1066 and the aftermath of his brutal campaign of suppression over the English. This topic looks at the contenders to the throne in 1066, the conquest of England, and the gradual establishment of William's dynasty over the Kingdom.
- In our final topic, **Weimar and Nazi Germany 1918-39**, we look at a broken Germany just after the destructive First World War. The challenges this young country faces and the growth of the extreme National Socialists, led by the charismatic autocrat, Adolf Hitler. Hitler's rise to power is one of the clearest and most radical examples of how one person can change the course of human history. In this topic, we look at why the German people turned to extremist political parties in the wake of their defeat after the Great War.

## Beyond Year 11:

Many students go on to study History at A-Level and at university. Beyond academics, many students find the skills and knowledge they learn useful when applying for jobs and getting more involved in local and national conversations. History allows students to understand the world better and allows them to think critically about the information they absorb, challenging authority and continuity within their lives.



# Computer Science

Head of Subject: Mrs H. Harber

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## About this course:

Computer Science is much more than about how a computer works and how it is programmed. From theory and practical programming, to computer components and networks, the course helps students develop the skills to solve problems, design systems and understand human and machine intelligence. Applying the academic principles, students learn about real world systems in an exciting and engaging way. It is a highly creative subject that calls on learners to be inventive.

## What will it be like?

The course comprises of two externally assessed examinations, both each accounting for 50% of the final GCSE marks. The first unit of study is called "Computer systems". This covers the physical elements of computer science and the associated theory. Learners are introduced to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, layers and protocols, system security and system software. The second unit of study is called "Computational thinking, algorithms and programming". Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.

## Areas of study will include:

Students will study a wide range of topics including:

- How processors work.
- Investigate computer memory and storage.
- Explore modern network layouts and how they function.
- Build skills in the ever-important realm of cyber security.
- Investigate how types of software are used within computer systems.
- Stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues.
- Study fundamental algorithms in computer science.
- Build a firm foundation in programming techniques.
- Produce programs through diagrams.
- Thoroughly test programs and make them resistant to misuse.
- Explore Boolean algebra (AND, OR, NOT).
- Understand how we store data within computers in binary form.
- Use new-found programming skills on independent coding projects by solving a real-world problem.

## Beyond Year 11:

Studying Computer Science empowers you to solve complex, challenging problems, enabling you to make a positive difference in the world. This course will benefit students wanting to pursue further studies in Computing, Mathematics, Business and ICT, Games programming, Multimedia Design at 'A' Level or higher. It is also a great platform for students wanting to pursue a career in computer programming, game design, mobile phone app design or the visual effects industry. Computing skills are essential in a wide range of professions, from astronomy to financial analysis – not just in IT related jobs!



## Other Option Subjects



## Art, Craft and Design

### Head of Subject: Mrs L. Aldred

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#### About this course:

This is a broad-based course of study that addresses the various aspects and distinct characteristics of Art, Craft and Design. Students are encouraged to think creatively; develop personal intentions and extend skills learnt throughout KS3. Students will be expected to generate and evaluate ideas, together with investigating and experimenting, whilst journeying towards a final and informed outcome. Students will also explore relevant critical and contextual sources, such as the work of historical and contemporary artists, crafts people and designers, together with a range of diverse cultures. Other mandatory elements of the course include written annotation and drawing, which is interpreted using an expansive and inclusive approach.

#### What will it be like?

Throughout Year 10 students will complete work towards component 1 (portfolio) which is worth 60 % of their marks. In the first term of Year 11 students will complete a Mock Exam which will also be part of their portfolio. The overall portfolio must include at least one sustained project that explores all four Assessment Objectives, starting with initial engagements and concluding with the realisation of intentions.

From the January of Year 11 students will be working on component 2 (externally set assignment) which is worth 40% of their marks. Students will respond to a chosen starting point from the externally set assignment (exam paper), once again evidencing coverage of all four Assessment Objectives, starting with initial engagements and concluding with the realisation of intentions.

#### Areas of study will include:

Students study a diverse practical based course that explores both 2-dimensional and 3-dimensional processes, including some new media, together with a substantial amount of drawing and contextual research. Students become increasingly familiar with the Creative Process and how to resolve their own ideas, with innovation being constantly encouraged. The projects that are studied are not fixed, rather they are influenced by previous GCSE exam papers and/or exhibitions in local galleries and so on. Examples of previous projects are 'Journeys' (Travel & Transport, Holidays & Locations, Life's Journey) and 'Differences' (Identity, Culture, Passage of Time). We also vary the techniques, processes and media used, however, materials that are frequently used are pencils, pencil crayons, paints and ink, printing, felting, stitch and collage.

#### Beyond Year 11:

As this is a broad-based qualification, students will be able to progress onto any post 16 Art and Design course, whether it be at 'A' Level or a full-time vocational course. All these qualifications provide opportunities for many exciting and fulfilling careers within the creative industries, for example, Fashion, Graphics, Textiles Design, Product Design, Theatre, Ceramics, Interior Design, Architecture, Landscape Design, Illustration, Animation and Games Design, Advertising and Publishing, Photography, Teaching, Art Gallery/Museum work, Sculpture and 3-D Design, Jewellery and Silversmithing and many more.



# Business/Enterprise

## Head of Subject: Mrs H. Harber

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### About this course:

Business and Enterprise is designed to teach students the skills for running a business, such as managing money, advertising and employing staff. Business enables students to:

- actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds.
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements.
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities consider the extent to which business and economic activity can be ethical and sustainable.

### What will it be like?

Through studying this qualification students will apply knowledge and understanding to business decision making, including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making.
  - how different business contexts affect business decisions.
  - the use and limitation of quantitative and qualitative data in making business decisions.
- develop problem-solving and decision-making skills relevant to business.
- investigate, analyse and evaluate business opportunities.
  - make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

### Areas of study will include:

The course is comprised of 2 themes which are externally assessed, each contributing to 50% of the final GCSE grade.

Theme 1 Investigating a small business comprises of 5 topic areas.

- Topic 1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.
- Topic 1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.
- Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- Topic 1.4 Making the business effective – students will explore a range of factors that





impact on the success of the business, including location, the marketing mix and the business plan.

- Topic 1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

Theme 2 Building a Business comprises of five topic areas.

- Topic 2.1 Growing the business – students are introduced to methods of growth and how and why business aims, and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.

- Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.

- Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.

- Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.

- Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

### Beyond Year 11:

Business leads to a wide range of courses, such as A level Business and several vocational courses including BTEC and T level courses. Business provides a firm basis for most careers. It may be of particular interest to those who would like to set up their own business or may be interested in careers in Finance, Insurance, Marketing, IT or Management.



# Child Development

Head of Subject: Mrs M. Yates

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## About this course:

This course aims to enable learners to gain knowledge and understanding related to the study of growth and development of the young child from conception until the age of 5 years old. It considers the factors that influence them as they grow. We will look at how develop physically, intellectually, socially and emotionally. We will cover topics such as parenthood, contraception and reproduction, antenatal and postnatal care, illnesses and child safety.

Please note that students who opt for this course will need access to a child under the age of 5 by the time they complete year 11. One of the units studied involves the student having to plan, carry out and evaluate different play activities for a chosen development area with a child from birth to 5 years old

## What will it be like?

Students will learn through a mixture of theory-based and practical lessons. They will also gain knowledge of how children develop. Students will be assessed on three units, Unit 1 is a written exam worth 40% of the overall marks, unit 2 is a NEA (assessed unit within school) worth 30% of the overall grade and Unit 3 is worth 30% of the overall marks. Both NEA's are moderated by the exam board.

## Areas of study will include:

Pre-conception health and reproduction

Antenatal care and the preparation for birth

Postnatal checks, postnatal care and the conditions for development

Childhood illnesses and a child safe environment

NEA- create a safe environment and understand the nutrition needs of children from birth to 5 years old

NEA- understand the development of a child from one to 5 years old

## Beyond Year 11:

This course is suitable for anyone going on to child development level 3 course, social worker or nurse training or apprenticeships and anyone going into to work in a nursery. Sectors of employment include jobs relating to nursery staff, nurses and health care assistants, paediatrician's, chefs, and diet professionals. It is also relevant to any students planning to be parents.



# Design and Technology

## Head of Subject: Mrs T. Moore

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### About this course:

The aims and objectives of this qualification are to enable students develop realistic design proposals, use imagination, develop the skills to critique and refine their own ideas while designing and making and communicate their design ideas and decisions using different media and techniques.

They will be required to develop a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes which are ambitious and avoid clichéd or stereotypical responses.

### What will it be like?

A part practical part theory course that encourages students to use their creativity and imagination to design and make product prototypes that solve real world problems incorporating new emerging technologies such as CAD modelling using industry-based packages, 3D Printing and practical skills combined with theory knowledge related to the products and processes, they are using.

### Areas of study will include:

**Core content:** The impact of new and emerging technologies, energy storage and generation, mechanical devices used to create movement, developments in smart and modern materials and technical textiles, electronic systems, programmable components, categorisations of metals, papers and boards, timbers, Polymers, and fibres (including their uses and properties), Challenges that influence the processes of design and making, analysis of professionals and companies, design strategies and communication techniques to present ideas.

**Section C Polymers:** Design contexts, sources and properties, selecting polymers, Impact of forces and stresses, calculating quantity, alternative manufacturing processes, specialist techniques for making prototypes and surface treatments.

**Component 1: Written paper** based on core content and section C polymers. (50 % of final grade)

**Component 2:** Pupils will undertake a project based on a **contextual challenge** released on 1<sup>st</sup> June in Year 10. The project will test skills in investigating, designing, making and evaluating a prototype of a product. Marks will be awarded as follows. Contexts are changed each year.

1. Investigation (16 marks)
2. Design (42 marks)
3. Make (36 marks)
4. Evaluate (6 Marks) (50 % of final grade)

### Beyond Year 11:

There are a wide range of A-Levels in Design and Technology, Product Design and Engineering. Along with various apprenticeships offered by various companies for the right candidates. T-levels are also available in Engineering, Construction and Digital design.

Jobs: STEM based jobs create career opportunities for life. Design and Technology GCSE provides learners with the necessary skills to solve problems of the future in a wide range of job sectors such as: Engineering, Architecture, Product Design, Construction industries, Interior design, the motoring industry and many more.



# Dance

Head of Subject: Mrs O. Waterworth

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## About this course:

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity. The qualification is designed for learners who are interested in dance and have some dance experience.

## What will it be like?

Students develop their understanding of a variety of genres, furthering their appreciation of dance and understanding the significance of factors such as costume, lighting, accompaniment, setting and choreography. Practical lessons focus on set dance performances, duet/trio performances and choreography. Students will study a range of dance styles and style fusions throughout the course.

## Areas of study will include:

### Performance:

Students must develop and apply knowledge, understanding and skills to perform dance as a soloist for approximately one minute and in a duet/trio for a minimum of three minutes.

### Choreography:

Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance.

### Appreciation:

Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.

## Beyond Year 11:

This course will prepare learners for entry to higher education in a range of subjects. Students who wish to pursue dance as a career have been accepted at prestigious musical theatre/dance colleges. It will benefit students who want to study a vocational qualification at Level 2 or Level 3 in Dance or Performing Arts. It will also help prepare students for the demands of AS and A-Level.



# Drama

Head of Subject: Mrs A. Speakman

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## About this course:

Students will complete; one group devised performance from a stimulus, two text based performances and a formal written examination, based on a full prescribed text and a specific live theatre production. Students will study practitioner approaches and will be introduced to and influenced by existing repertoire.

## What will it be like?

Drama gives students the opportunity to study from the viewpoint of 3 different perspectives; a performer, director and designer. They will explore the subject from a range of perspectives; as a performer in both devised and text-based performances; as a designer considering how production elements can communicate meaning to an audience and as a theatre reviewer analysing and evaluating performers and design within a performance.

## Areas of study will include:

### Devising:

Students will create and develop a devised piece from a stimulus, which will be performed for a live audience. Analyse and evaluate the devising process and performance. Students will be influenced by existing practitioners and the social, historical and cultural contexts of their work. Devising can be completed via a design route option.

### Performance from Text:

Interpreting and exploring two key extracts from a chosen performance text. Students will either perform in and/or design for two key extracts from a performance text. Performer or designer routes available.

### Theatre Makers in Practice:

Students focus on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance. Students are further required to analyse and evaluate a live theatre performance they have seen.

## Beyond Year 11:

This course will prepare learners for entry to higher education in a range of subjects. It prepares students for A/AS level Drama and Theatre Studies and other vocational routes at Level 3. There are a growing number of professions that value those who have studied Drama at school. These professions include medicine, law, public relations, journalism. Careers include teacher, performer, designer, radio and stage management amongst many others.



# Food Preparation and Nutrition

Head of Subject: Miss J. Hill

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## About this course:

Food is a vital part of life, by choosing to study this course you will enhance your knowledge of food preparation skills and develop a firm understanding of nutrition. This course is a two-year course where you will complete two pieces of coursework with 50% of your GCSE; NEA1: Food investigation, Students' understanding of the working characteristics, functional and chemical properties of ingredients. NEA2: Food preparation assessment. You will also complete a written assessment, worth 50% of your GCSE, this will be 1 hour and 45 minutes, worth 100 marks, and will focus on the principles of nutrition.

## What will it be like?

In year 10 you will have 5 lessons over a fortnight period.

- You will have one double lesson where you will produce dishes of high-level skills to support your nutritional knowledge.
- In your single lessons you will study the different principles of nutrition.

In year 11 you will complete two pieces of coursework

- NEA 1: (30 marks) Food investigation – Students' understanding of the working characteristics, functional and chemical properties of ingredients.
- NEA 2: (70 marks) Food preparation assessment - Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning how this will be achieved.

## Areas of study will include:

You will study the following areas:

- Food preparation skills:  
Knife skills, meat preparation, fish preparation, dough making, preparing combining and shaping of ingredients.
- Food Nutrition and Health:  
Protein and fat, carbohydrate, vitamins, minerals and water, making informed choices, diet nutrition and health.
- Food science:  
Cooking of food, heat transfer and selecting appropriate cooking methods, proteins and enzymic browning, cooking carbohydrates, cooking fats and oils, raising agents
- Food Safety:  
Microorganisms, enzymes and food spoilage, microorganisms in food production, bacterial contamination, buying and storing food, preparing and cooking food.



- Food choices:  
Food choice, British and international cuisines, sensory evaluation, food labelling, factors affecting food choice.
- Food Provenance:  
Food and the environment, food provenance and production methods, sustainability of food, food production, food processing.

### Beyond Year 11:

Studying food preparation and nutrition can lead to many exiting careers, the food industry is the UK's biggest manufacturing sector worth 79.8 billion. Students may also wish to branch into the NHS as a nutrition specialist.

-Students may wish to study food after school, local colleges offer hospitality and catering or hospitality, catering and event management.

[Hospitality and Catering Level 2 - Courses - Bury College](#)

[Catering and Hospitality \(accross.ac.uk\)](#)

[Catering, Hospitality & Event Management » Bolton College](#)

Although an A-level is not currently available for Food preparation and Nutrition students completing A-levels may wish to apply for a food related degree, some examples include:

Food science - [BSc \(Hons\) Nutritional Sciences · Manchester Metropolitan University \(mmu.ac.uk\)](#)

sport and exercise nutrition - [BSc \(Hons\) Sport and Exercise Nutrition · Manchester Metropolitan University \(mmu.ac.uk\)](#)

should students choose not to study further they will leave the subject with a love for food preparation and an understanding of nutrition which they will use every day, for life.



# Music

## Head of Subject: Miss C. Done

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### About this course:

This course enables students to compose, perform, listen to, and appraise music in a variety of styles and genres. They will develop greater understanding of music both through theoretical and historical knowledge, as well as utilising the Elements of Music through practical and written forms.

### What will it be like?

Students will learn about the Elements of Music both practically and through listening with examples of music taken from the four areas of study specified by the AQA exam board. They will learn how to compose effectively and use computer software to notate (where appropriate). They will perform both as a soloist as well as an ensemble, when approaching composing and performing tasks. Students will undertake theoretical tasks that enable them to notate and compose.

### Areas of study will include:

- Understanding Music – listening tasks based upon the Elements of Music and the Areas of Study specified by the exam board.
- Exploration of 2 Study pieces chosen from 4 specified by the exam board, one of which is compulsory.
- Composing – 2 compositions. One to a Brief and the other a Free Composition. Students will use software such as Sibelius and MuseScore, or alternative methods suitable to the students' needs.
- Performing both as a soloist and within an ensemble.
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### Beyond Year 11:

This course will amply prepare students for A level music. This could lead to musical performance, teaching (at all levels), composing, the recording industry, media, Arts administration, and some aspects of tourism/leisure.

Should students not wish to take their studies further they will still have acquired knowledge of Music history, gained analytical skills and an ability to compose. Above all a love of the subject and a joy of performing which will take them into their adult lives.





# Physical Education / Sports

## Head of Faculty: Mr A. Harper

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### About this course:

This course is designed for students with a genuine interest in sport; those students who want to learn about the body in sport, the social side of sport and the impact it can have on health, fitness and well-being. It is a great starting point for anyone wishing to pursue further study in sport at college and beyond.

### What will it be like?

The PE course is heavily weighted towards the theory side of PE, the split of theory and practical lessons will reflect this. Students choosing exam PE need to ensure they understand that most of our lessons will be classroom based and looking at the areas of study listed below.

Theory lessons are delivered in an engaging manner, with topical issues from the world of sport used as much as possible. Those students who can learn the content and apply it to a variety of sports / contexts are the ones who achieve most success.

Practical lessons will be tailored to the needs of the cohort and are used to introduce students to the demands of exam PE assessment. There is an increased focus on decision making, skill replication under pressure and application of tactical awareness to outwit opponents. The assessment criteria for each activity is shared with students so they understand what is required and what they need to do to achieve their marks.

### Areas of study will include:

Theory content:

- Anatomy and Physiology – skeleton, muscles, cardiovascular system, respiratory system and the effects of exercise on the body
- Movement Analysis – lever systems in the body, planes of movement and axes of rotation
- Physical Training – fitness tests, components of fitness, methods of training, principles of training, sports injuries, drugs in sport and heart rates
- Health, Fitness and Well-being – what it means to be healthy, diet, lifestyle choices
- Sport Psychology – skill classification, practice structures, guidance, feedback & goal setting
- Socio-cultural Factors – influences on sports participation levels, sporting behaviour, impact of commercialisation in sport
- Practical topics:
  - Chosen to suit the needs of the cohort, but often include:
  - Football, rugby, hockey, netball, volleyball, table tennis, athletics, trampolining

### Beyond Year 11:

The content covered in exam PE positions candidates to access a range of qualifications. Beyond their time at Woodhey High School, students can continue their studies at AS/A Level in Physical Education, work towards a BTEC National Diploma in Sports Studies or Sports Science and access other vocational courses including sports specific courses.



## Religious Studies

Head of Faculty: Mrs J Fair-Lawton

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### About this course:

This stimulating and contemporary GCSE course provides an opportunity for students to engage with a range of relevant and intriguing questions around belief, values, meaning, purpose and truth. Students will be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt. Students of all abilities will be challenged and inspired, whilst developing valuable skills that will prepare them for further study and life beyond school.

### What will it be like?

You will develop an appreciation of modern-world issues and learn how religion, philosophy and ethics form the basis of our culture. You should have an interest in life and society, and want to develop your social, moral, spiritual and cultural awareness. You will develop skills of analysis, critical thinking, interpretation, evaluation, reflection and empathy. You will also develop the ability to work with abstract ideas, leadership, communication, organisation, debate and research skills.

### Areas of study will include:

The in-depth study of religious beliefs, teachings and practices of Christianity and Islam (including the nature of God, life after death, scripture and authorities, rites of passage, festivals and the impact of beliefs on actions).

Four religious, philosophical and ethical themes: Relationships and families (including the modern purpose of families and gender equality); Religion and Life (including origins of the universe, environmental issues, animal rights, origins of life, euthanasia); Peace and conflict (including responses to victims of war, reasons for war and case studies); and Crime and punishment (including forgiveness, corporal and capital punishment).

### Beyond Year 11:

A wide range of career sectors involving communication, evaluation, analysis or management. Examples include public relations, journalism, law, medicine, teaching, youth work, management, customer services, human resources, civil service or government.

