Useful websites and addresses

Careers websites

www.cascaid.co.uk/kudos
This is an interactive careers site which your child will be using in the next few weeks in school. They will have their own password and can access the website with you at home.

www.nationalcareers.service.gov.uk
The National Careers Service is a publicly funded careers service for adults and young people in England. You can find information on over 750 careers as well as information on understanding the job market, interview techniques, searching and applying for jobs, identifying key strengths and skills as well as developing a plan for career goals.

www.ucas.ac.uk
UCAS stands for the ‘Universities and Colleges Admissions Service’. The website has lots of information to help students make informed choices by guiding them, as well as their parents and advisers, through the entire higher education application process.

www.careersbox.co.uk
Careersbox is sponsored by employers and has an online careers film and video library which features real people doing real jobs. This can help students to understand the different employment sectors.

Post-16 providers

www.priestley.ac.uk  Priestley College
www.warrington.ac.uk  Warrington Collegiate
www.carmel.ac.uk  Carmel College

Contacts in school

Miss M Burras  Deputy Headteacher
Mr M Russell  Head of Year
Mr J Darbyshire  Progress Manager
TYPES OF QUALIFICATION

The courses we offer are reviewed continually to ensure they best meet the different needs, aspirations and interests of our students. All courses are of high quality, are nationally recognised and lead directly to post-16 study.

GCSEs

These are Level 2 academic qualifications and assessment is mainly by written examination at the end of Year 11. GCSEs were reformed in 2017 and here is a summary of the main changes:

- New GCSEs are graded on a scale of 9 - 1, with 9 being the top grade. This allows for greater differentiation between students and helps to distinguish the new GCSEs from previous versions.
- Assessment is mainly by exam, with other types of assessment used only where they are needed to test essential skills. In practice this means that there is no longer any controlled assessment or coursework element in most subject areas.
- There is new, more demanding content, which has been developed by government and the exam boards. This means that GCSE exams are more difficult than previously. Although Grade 4 is the equivalent of old style Grade C, Grade 5 is now the equivalent of a good pass. Please see Ofqual comparison below.
- Courses are designed for two years of study – they are no longer divided into different modules and students will normally take all their exams in one period at the end of their course.
- Exams can only be split into ‘foundation tier’ and ‘higher tier’ if one exam paper does not give all students the opportunity to show their knowledge and abilities. This means that there is only one tier of paper in most subject areas.

Vocational qualifications

These are Level 2 qualifications which are equivalent to a GCSE. They are mainly assessed internally by written and practical assignments which are completed over two years. They are externally moderated and at least 20% of the qualification will be assessed by external examination. They are graded Distinction*, Distinction, Merit, Pass or Fail. There have been significant changes to vocational qualifications and only those which are rigorous and equivalent to GCSE will feature in the national performance tables. We only offer high quality vocational qualifications which have been accredited by Ofqual, are equivalent to GCSEs in standing and lead directly to post-16 study. They are mainly BTEC or Cambridge Nationals qualifications.
CURRICULUM STRUCTURE

English Baccalaureate (Ebacc)

In 2011 the government introduced the English Baccalaureate (or ‘EBacc’) as an academic measure. The aim was to ensure that students study a range of academic subjects which were needed for further study and future careers. The government believes the EBacc is important and is introducing measures to increase the numbers of students taking it. It is likely to take on even greater value in the future.

To achieve the Ebacc, students require a grade 4 or above in the following subjects:

- GCSE English Language and Literature
- GCSE Mathematics
- GCSE Science (at least two)
- GCSE History or Geography
- GCSE in a Modern or Ancient Language

The EBacc subjects are also the A’ level subjects that, traditionally, are most valued by top universities and this is worth bearing in mind, particularly for more academically able students.

Modern Languages

The expectation is that students in Sets 1 and 2 for German and the majority of students in Set 1 for French will choose a language at GCSE. Students in other sets may also choose a language, and indeed this is regularly the case. Those interested should discuss this through with their French/German teacher or Mrs Hulse, Head of Languages. We recommend that more able students study a language as there is evidence that some universities expect a pass in languages at GCSE as a condition of their offer, regardless of the course applied for. We do not want students to narrow their options too early and close down choices later on.

The cognitive benefits of learning a language other than English are clear; according to research, speakers of more than one language have improved memory, problem-solving skills, listening skills, multi-tasking ability and critical thinking skills.

Today’s world is increasingly diverse and interconnected, with many businesses and careers operating on a global scale— speaking another language can open doors and offer opportunities, particularly in a post-Brexit world.

Learning a language at GCSE also helps students understand about other people, cultures and countries and will always be useful, whatever they choose to do later in life. Being able to speak another language means they will stand out in the workplace, and can enhance their opportunities in business, finance, government, law, medicine, technology, the military, industry, marketing and many other areas.

Other Languages
We may be able to enter your child for a language other than German or French if they are already competent in the language, and will fund any exam entries. Please contact Mrs Hulse, Head of Languages with any queries.
The following subjects will be offered. However, please note that if too few students opt for a particular course we will not be able to run it. It should also be stressed that opting for a subject is not an automatic guarantee, rather an expression of interest as some groups may be full.

We will, of course, try to ensure that all students are able to study the subjects they have chosen, however if we feel that the student is not suited to a particular course or type of learning, we will advise accordingly.

<table>
<thead>
<tr>
<th>Route 1: English Baccalaureate</th>
<th>Route 2: General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory for Sets 1/2 in German/French* Optional for others.</td>
<td>English Literature Math Combined Science Religious Education German or French* History or Geography PE &amp; PSHE 2 further options</td>
</tr>
<tr>
<td>English English Literature Maths Combined Science Religious Education German or French* History or Geography PE &amp; PSHE 2 further options</td>
<td>English English Literature Math Combined Science Religious Education 1 Humanity/Language or Computing Additional timetabled Maths and English* PE &amp; PSHE 2 further options</td>
</tr>
</tbody>
</table>

**Qualifications offered in:**

- History
- Geography
- German
- French
- Triple Science
- Computing
- Business Studies
- ICT
- Art & Design
- Drama
- Music
- Sport
- Health & Social Care
- Child Development
- Catering
- Engineering
- Engineering in association with WVR College (by application)

*there may be some flexibility in choice of route, depending on individual aptitudes and in discussion with parents*
How to choose

The following pages will help you choose the subjects that you will study in Key Stage 4. You will make your choices, helped by your parents and teachers. You will already have a broad academic base through your core curriculum. The additional options you choose now may affect the choices you can to make in the future so you should consider carefully the subjects you enjoy, are good at and may need in the future. Please consider the following points

Do choose a subject because:

- You are good at it and enjoy it
- It links to a career plan
- It will help you to develop skills you will need for the future
- It will help you to keep your options open
- It is a subject that you may like to study more in the future

Don’t choose a subject because:

- Your friends have chosen it
- You think it will be easy
- Someone else thinks it will be a good idea
- You like the teacher you have now

Be prepared to be flexible:

- You may be in an options group with new groups of students who you are not used to working with. This is positive. You will make new friends and develop better communication and team building skills. This will also be good experience for when you transfer to College or an Apprenticeship when you leave school.

- Although we will try hard to give you your first two options choices, you may not be able to study the exact combination you would like so think carefully about reserve subject choices

Please be aware that once you have chosen your subjects, you might not be able to change them as option groups may be full
Support

You will be given the following information, advice and guidance to help you to make your decision

➢ Options Assembly
➢ Subject tutors will give you a guidance talk on their subject at Key Stage 4
➢ Kudos careers websites and Careers section of the School Library
➢ Your parents will have the opportunity to discuss your progress and your possible choices at the Year 9 Parents’ Evening
➢ You will have an individual interview with your Form Tutor to discuss possible choices
➢ Independent careers advice with Careers Advisor in small groups

Options Calendar

November  
School Careers Week, including Careers Fair

6 January-12 February  
Options trawls

Jan-Feb  
Small group work with Careers Advisor

28 January  
Options Evening & Year 9 Parents Evening

3-7 February  
Final Option form distributed and individual options interviews with Form Tutors

10/11 February  
Options phone-in for parents with Miss Burras

12 February  
Last day for returning completed Option Forms

You can request help or guidance with making your choices at any time. Speak to your subject tutors, your Form Tutor, your Head of Year or Miss Burras if you are uncertain or need more information

Final options forms must be signed by parents before they are accepted.
GCSE English and GCSE English Literature

ALL pupils will follow a GCSE course in both English Language and English Literature.

The Programme of Study
Pupils will study a range of fiction and non-fiction texts which will further develop the skills they have already acquired. The Key Stage 4 programme of study aims to enhance pupils' understanding of English/Literature and give them a depth of knowledge that will help them to engage with the course content and meet the challenges of the examinations.

Assessment
Both GCSE English Language and GCSE English Literature are assessed through 100% examination. There are two examinations for GCSE English Language and two examinations for GCSE English Literature. All examinations are ‘closed book’ and pupils will be awarded grades 9-1

GCSE English Language (AQA)

Component 1: - Explorations in creative reading and writing
Component 2: - Writers’ viewpoints and perspectives
Component 3: - A formal presentation/speech, including responses to questions and feedback (Achievement in this component will be reported as part of the qualification, but it will not form part of the final mark and grade.)

GCSE English Literature (AQA)

Students will sit this qualification at the end of Year 10

Component 1: - A Shakespeare play: ‘Macbeth’
- A 19th century novel: ‘A Christmas Carol’ by Charles Dickens
Component 2: - Modern texts: ‘Blood Brothers’ by Willy Russell
- Love and Relationships Poetry: AQA anthology
- Unseen poetry

What can this course lead onto?

English is vital for developing skills of reading, writing, speaking and listening. All employers, colleges and universities will insist on a good pass in this essential subject. English is a great preparation for essay subjects at A-Level and will enable students to write, read and speak with confidence. Grade B is often a requirement for entry to English A-Level subjects such as AS/A2 English Language/English Literature or Media Studies.
GCSE Mathematics

Entry Options
Edexcel Single Award (Linear) GCSE leading to grades 9-1

Students will be entered for Higher or Foundation tier.

Method of Assessment

3 written papers are taken in Year 11: each contributes 33.3% of the final grade. The first paper is Non-Calculator and the 2nd and 3rd papers are Calculator. Each paper is 1 hour 30 minutes. There are 2 tiers of assessment: Foundation (grades 5-1) and Higher (9-4). Students are entered at the tier appropriate to their attainment and the school will recommend the level of entry.

COURSE OUTLINE

The Maths course will cover the following areas:

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>% on Foundation Paper</th>
<th>% on Higher Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>25%</td>
<td>15%</td>
</tr>
<tr>
<td>Ratio &amp; Proportion</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Algebra</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Geometry &amp; Measures</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Statistics &amp; Probability</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

The questions on the paper fall into 3 categories

➢ AO1 – Applying Standard Techniques
➢ AO2 – Reasoning, Interpreting & Communicating
➢ AO3 – Solving Non-Routine Problems

In both Foundation and Higher tiers, there is a greater focus on AO3 where pupils are expected to solve problems in both mathematical and non-mathematical contexts.

This course enables students to appreciate the uses of Maths in society while at the same time acquiring skills essential for advancement in their chosen path after leaving school.

If appropriate, individuals may also be entered for an Entry Level Maths qualification alongside the GCSE course.

What can this course lead onto?

GCSE Maths is a required qualification for further study in many areas. For those wishing to study mathematical, scientific, economics based subjects, a good GCSE grade is essential. A grade equivalent to a B is often a requirement for entry to Maths related A-Level subjects such as AS/A2 Maths/Further Maths etc.
At university most degree level courses require applicants to have a minimum maths qualification, regardless of the subject being studied, but the grade of this is yet to be decided. Elements of Maths are used in all careers. Some fields require daily and skilled use of mathematical concepts, such as science, business and accountancy.
GCSE Science

Entry Option

AQA Science Suite of GCSE examinations leading to 2 or 3 grades from 9-1.

The Science department offers a range of courses that meet the needs of all students. Students have the option to study for Science modules leading to qualifications in:

Combined Science (Double award). This qualification is taught via the core Science lessons

Triple Science (Biology, Chemistry and Physics)

Students who wish to study triple science must choose this as one of their options. Two of the science disciplines will be taught via core science lessons and the third via the options block. This pathway is not suitable for all students due to the increased complexity of the triple science papers. Before selecting this option, students will need a discussion with their science teacher and should currently be working at a minimum grade 5 in science.

Method of Assessment

Students are assessed formally by written examination

**Triple Science**

Six papers, 1¾ hours, 100 marks

Assessment split by content:

- Biology paper 1 topics 1-4;
- Paper 2 topics 5-7
- Chemistry Paper 1 topics 1-5;
- Paper 2 topics 6-10
- Physics Paper 1 topics 1-4;
- Paper 2 topics 5-8

**Combined Science**

Six papers, 1¼ hours, 70 marks

Assessment split by content:

- Biology paper 1 topics 1-4;
- Paper 2 topics 5-7
- Chemistry Paper 1 topics 1-5;
- Paper 2 topics 6-10
- Physics Paper 1 topics 1-4;
- Paper 2 topics 5-8

**COURSE OUTLINE**

These courses fulfil the requirements for Science GCSE and provide coverage of the Programme of Study for Key Stage 4 of the National Curriculum for Science. The syllabi aim to give students opportunities to develop their understanding of Science and its applications in everyday life through ‘Working Scientifically’. This will enable students to:

- Acquire experimental and investigative skills
- Develop an understanding of the nature of scientific ideas
- Develop an understanding of the technological and environmental applications of Science and of the economic, ethical and social implications of these.

These courses are offered depending upon the students’ ability to cope with the academic demands of the subject and the other option combinations which they may choose to follow.

What can this course lead onto?

GCSE Science can lead onto A-Levels in Biology, Chemistry or Physics or associated Level 3 vocational qualifications. Following completion of suitable courses post-16, students could work within a wide variety of scientific careers from medicine to engineering, research and teaching. A qualification in Science is highly sought after and demonstrates skills in interpretation, communication and critical thinking
GCSE Religious Education

Entry Option

Edquas Religious Education GCSE leading to grades 9-1.

Method of Assessment

Students will be assessed externally.
There are three modules each tested by examination in Year 11 covering the following areas:

Component one: Foundation Catholic Theology. Exam 1 hour 30 minute.
Component two: Applied Catholic Theology. Exam 1 hour 30 minute.
Component three: Judaism. Exam 1 hour.

COURSE OUTLINE

Foundation Catholic Theology

Creation ex nihilo, evolution, image Dei, inspiration, omnipotence, revelation, stewardship transcendance, conscience, evil, free-will, goodness, incarnation, Natural Law, privation, suffering.

Applied Catholic Theology

Death, eternal life, heaven, hell, judgement, Magisterium, resurrection, soul, absolutism, Eucharist, evangelisation, forgiveness, punishment, relativism, salvation, sin.

Judaism

Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection, spiritual and/or bodily resurrection, immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next.
Key Concepts: synagogue, shekinah, kosher, Torah, mitzvoth, Messiah, Covenant.

What can this course lead onto?

This qualification can lead to A-Levels in Religious Studies, Philosophy and Critical thinking and the essay skills developed during GCSE support a wide range of further academic subject areas. Religious Studies graduates often go on to further career training and jobs in Business/international business, Marketing and management, The government, foreign service, or Charities commission, Non-profit or non-governmental organisations, Counselling and Social Work, Education, Journalism / publishing, Law, Medicine, Event planning, hospitality, or the service industry, Museums and the arts.
Course Outline

A number of elements make up this course including enterprise, careers, citizenship and health. This course is mainly delivered via extended form time and stand-alone theme days. Key areas are explored through topics which are highly relevant to students allowing students to become informed individuals who can make informed choices in their lives.

Where relevant, external agencies may be used to provide talks or information. In particular, close cooperation is maintained with the LA careers service which provides guidance, interviews, advice and information about opportunities in the locality.

All schemes of work are developed to ensure they include the statutory requirements from the KS4 PSHE and Citizenship programme of study. Topics covered include: the development of healthy relationships, the work of parliament, the government and courts, financial capability, discrimination and work based skills and careers guidance. The schemes of work are currently being revised to ensure a collaborative approach across all areas of the curriculum.

Examples of events which have occurred in the past include:

- Enterprise days
- Relationships day
- Careers Fair
- Mock interviews
GCSE History

Entry Options
Exam board is AQA leading to Single Award GCSE graded 9-1

Paper 1 Understanding the modern world
50% written exam: 1 hour 45 minutes

What's assessed?
Section A is a period study, with a focus on two key developments in a country's history over at least a 50 year period.
Section B is a wider world depth study. These focus on international conflict and tension.

Paper 2: Shaping the nation
50% written exam: 1 hour 45 minutes

What's assessed?
Section A is a thematic study, which looks at key developments in Britain over a long period.
Section B is a British depth study incorporating the study of a specific historic environment.

COURSE OUTLINE
1B Section A= Germany, 1890–1945: Democracy and dictatorship
This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role of key individuals and groups in shaping change.
Section B= Conflict and tension, 1894–1918
This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.
2A Section A= Britain: Health and the people: c1000 to the present day
This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time and draws on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain
Elizabethan England, c1568–1603
This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I’s reign, it covers Elizabethan government, life in Elizabethan times, threats to her rule at home and abroad.

What can this course lead onto?

Studying History can lead to a variety of careers as it develops the essential skills of communication, analysis and judgement which are key skills employers want. History A-Level is a natural progression and is one of the facilitating subjects for university entry. History can lead to careers in journalism and the media, the Law, marketing, advertising, social services, human resources, teaching, politics and the Arts.
GCSE Geography

Entry Options
AQA Single Award GCSE leading to grades 9-1
All students will be entered for the same paper.

Method of Assessment
There are three written examination papers:
Paper 1 Living with the physical environment (1 hr 30) 35%
Paper 2 Challenges in the Human Environment (1 hr 30) 35%
Paper 3 Geographical Applications (1 hr 15) 30%

COURSE OUTLINE
GCSE Geography covers topics such as rainforests, volcanoes, cities and industry. It is about places - the local area, the UK, Europe and other countries from around the world and the issues that should concern us all, such as climate change and world poverty. It helps us to understand the world about us, how people in different parts of the world depend on each other, and how we all rely on a healthy environment. Students will develop investigative, problem solving and decision making skills, using a variety of materials including satellite images, photos, graphs and IT.

Topics:
Physical
The challenge of natural hazards (eg earthquakes and tropical storm)
The Living World (eg rainforests and deserts)
Physical landscapes in the UK (eg flooding and river landforms)

Human
Urban issues and challenges (eg megacities and urban regeneration)
The changing economic world (eg measuring development and aid)
The challenge of resource management (eg global energy and food)

Skills
Pupils will develop skills to interpret maps and graphs using statistics, fieldwork and issue evaluation.

Fieldwork
Fieldwork is an important part of the syllabus. It gives students the opportunity to go out of school to investigate aspects of Geography studied in class. Pupils will need to do 2 field visits which will be assessed in Paper 3.

What can this course lead onto?
Students can progress to A-Level Geography or Geology. Study of Geography develops transferable skills such as teamwork, independent enquiry and creative thinking - all highly valued by employers and A-Level Geography is one of the facilitating subjects for university entry. Geography is considered a key subject for careers related to climate change, environmental science, marketing, meteorology and surveying.
GCSE French

Entry Options

AQA Single Award GCSE leading to grades 9 -1.
Students will be entered for Higher or Foundation tier at GCSE.

Method of Assessment

<table>
<thead>
<tr>
<th>Unit</th>
<th>25%</th>
<th>Final examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Listening</td>
<td></td>
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<tr>
<td>Unit 2</td>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td>Reading</td>
<td></td>
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<tr>
<td>Unit 4</td>
<td>Writing</td>
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</tbody>
</table>

Course Outline

Our aim is to encourage students to communicate by speaking and writing in the foreign language and to read and listen with understanding. The ability to speak a foreign language is now a requirement for many careers and an entrance requirement for some universities.

The work done in Years 7, 8 and 9 is a good foundation for the GCSE course and students will continue to follow a National Curriculum course in their chosen language. The areas of experience they will cover are:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

The areas of experience are divided into more recognisable sub-topics like holidays, free time activities, school etc. A variety of teaching methods and resources will be used, including ICT, text books, film clips, CD’s, magazines/newspapers and other authentic materials.

What can this course lead onto?

Being able to speak a foreign language is now an essential life skill whether at work, in education or for leisure purposes. French is spoken in Belgium, Switzerland, Luxembourg and France as well as in parts of the West Indies, Canada and Africa. Most employers will look more favourably on job applicants with a foreign language and careers include interpreter, translator, lawyer, doctor, nurse, air hostess, import/export industry, engineering, sales and marketing, accountant, secretary, teacher, banking, United Nations, European Union – in fact any career will be enhanced with a language qualification. Further study could be AS/A2 French or vocational studies such as Travel and Tourism. Many universities now request that students have studied a language at GCSE (particularly some English courses).
GCSE German

Entry Options

AQA Single Award GCSE leading to grades 9 -1. Students will be entered for Higher or Foundation Tier at GCSE.

Method of Assessment

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<tbody>
<tr>
<td>25% Writing</td>
<td>- Final examination</td>
</tr>
<tr>
<td>25% Listening</td>
<td>- Final examination</td>
</tr>
<tr>
<td>25% Reading</td>
<td>- Final examination</td>
</tr>
<tr>
<td>25% Speaking</td>
<td>- Final examination</td>
</tr>
</tbody>
</table>

Course Outline

Our aim is to encourage students to communicate by speaking and writing in the foreign language and to read and listen with understanding. The ability to speak a foreign language is now a requirement for many careers and an entrance requirement for some universities.

The work done in Years 7, 8 and 9 is a good foundation for the GCSE course and students will continue to follow a National Curriculum course in their chosen language. The areas of experience they will cover are:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

The areas of experience are divided into more recognizable sub-topics like holidays, free time activities, school etc. A variety of teaching methods and resources will be used, including ICT, text books, film clips, CD’s, magazines/newspapers and other authentic materials.

What can this course lead onto?

Being able to speak a foreign language is now an essential life skill whether at work, in education or for leisure purposes. German is spoken in Germany, Switzerland and Austria and is one of the major economic languages, particularly useful for industry and engineering. Most employers will look more favourably on job applicants with a foreign language and careers include interpreter, translator, lawyer, doctor, nurse, air hostess, import/export industry, engineering, sales and marketing, accountant, secretary, teacher, banking, United Nations, European Union – in fact any career will be enhanced with a language qualification. Further study could be AS/A2 German or vocational studies such as Travel and Tourism. Many universities now request that students have studied a language at GCSE (particularly some English courses).
GCSE Art, Craft & Design

Entry Options
AQA Single Award GCSE Art & Design leading to grades 9 - 1

Method of Assessment
❖ **Component 1 - Portfolio of work** 60%
❖ **Component 2 - Externally set task** 40%

COURSE OUTLINE
Students will follow the Art, Craft and Design Full course for the exam board. For the portfolio component, students work on a **Sustained Project**, developed in response to a subject theme evidencing a journey by showing their progress on the way. Pupils also produce a **Selection of further work**, resulting from activities such as a gallery visit. In the second year of the course pupil’s complete component 2, an **Externally Set Assignment (ESA)**. This is a timed project responding to a chosen starting point, given by the exam board. This timed period is split into a preparatory period which will take approximately 3 months and a 10 hours supervised exam.

Throughout the course in component 1 and 2, pupils must provide evidence of drawing and also written and visual annotation, providing evidence of initial thoughts to personal and self-evaluation.

Both components are assessed in the same way and must cover all of the Assessment Objectives below:

- **AO1**: Develop their ideas through investigations, demonstrating critical understanding of resources.
- **AO2**: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **AO3**: Record ideas, observations and insights relevant to their intentions as work progresses.
- **AO4**: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

What can this course lead onto?
Students can continue with this subject at A-Level. Art develops good skills in researching and developing ideas. There are many art related careers from magazine and web design to film and theatre work.
BTEC Award in Performing Arts.

Entry Option

Pearson BTEC Award in Performing Arts leading to qualification from Level 1 Pass to Level 2 Distinction* - Level 2 is equivalent to GCSE grades 4-9. Students develop knowledge and understanding through applying their learning to work-related contexts, and gain the skills they need for further study and employment.

Method of Assessment.

The course is made up of three components: two that are internally assessed and one that is externally assessed. There is no written exam to sit at the end of Year 11.

Component 1 - Exploring the Performing Arts.
Assessment: internally assessed assignments - 30% of total course.
Students will:
• explore performance styles, creative intentions and purpose.
• investigate how practitioners create and influence what is performed.
• discover performance roles, skills, techniques and processes.

Component 2 - Developing Skills and Techniques in the Performing Arts
Assessment: internally assessed assignments - 30% of total course
Students will:
• take part in workshops, classes and rehearsals
• gain physical, interpretative, vocal and rehearsal skills
• apply these skills in performance
• reflect on their progress, their performance and how they could improve.

Component 3 - Performing to a Brief
Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief - 40% of total course.
Students will:
• use the brief and previous learnings to come up with ideas.
• build on their skills in classes, workshops and rehearsals.
• review the process using an ideas and skills log.
• perform a piece to their chosen audience.
• reflect on their performance in an evaluation report.

Course Outline

The course encourages students to:
* develop an understanding of & response to a range of play texts
* develop an awareness of social, historical and cultural contexts and influences through an investigation of plays and other styles of dramatic presentation
* develop skills of creativity, self-confidence, concentration, self-discipline and communication
* through trips to the theatre students will develop an understanding and appreciation of Drama and Theatre.

What can this course lead onto?

These qualifications could lead to L3 courses in Drama or Performing Arts, for example A Level and BTEC at Higher Level. They can also lead to work within the acting and film industry, theatre and TV industry. The subject develops skills in team work, communication, problem solving and develops qualities such as confidence and presentation which all employers are looking for.
GCSE Music

The course aims to develop an enjoyment and appreciation of music and to enable students to acquire musical skills through three distinct areas: listening, performing and composing.

GCSE leading to grades 9-1

- **Performance (30%)**: Two pieces of music performed on any instrument or voice – one solo performance and one ensemble performance (performing with others.)

- **Composition (30%)**: The composition of two pieces of music for any instrument or voice; a ‘free’ composition in any style chosen by the candidate and a piece composed to fit a brief supplied by the exam board.

- **Listening (40%)**: A written exam paper, answering questions on extracts of music played to them on a CD. Two questions will be on previously prepared set works, whilst the other six will be unseen.

Some formal experience as a performer on an instrument or voice is essential. This course suits those students who are already learning an instrument or studying the voice and we expect all students choosing to perform on voice or instrument to commit themselves to instrumental or voice lessons in or out of school for the duration of their GCSE course. Students should also be open to listening to music in a wide variety of styles.

**What can this course lead onto?**

Qualifications: A Level Music and/or Music Technology, A Level Performance Studies.

Possible careers: GCSE Music and subsequent study of the subject can lead to a variety of careers in music, sound production, teaching, music as therapy, publishing or associated media careers.

It will improve confidence in front of an audience. It will also enhance aural perception and listening skills and give life-long enjoyment!
PE/Sport

In KS4 all students will have one lesson of practical PE per week as their core provision. In addition, students can opt to take a L2 qualification in PE. This will be:

Cambridge National Sports Studies

This qualification ranges from Level 1 Pass to Level 2 Distinction* - Level 2 is equivalent to GCSE grades 4-9. Students develop knowledge and understanding through applying their learning to work-related contexts, and gain the skills they need for further study and employment.

Method of Assessment.

The course is made up of four components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary issues in sport</td>
<td>Written paper, externally marked 25%</td>
</tr>
<tr>
<td>Sports leadership</td>
<td>Internally assessed 25%</td>
</tr>
<tr>
<td>Developing sports skills</td>
<td>Internally assessed 25%</td>
</tr>
<tr>
<td>Sport and the media</td>
<td>Internally assessed 25%</td>
</tr>
</tbody>
</table>

Content overview

Contemporary issues in sport
Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

Developing sports skills
Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

Sports leadership
Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

Sport and the media
Students explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

What can this course lead on to?

Students can continue with this subject post-16 with BTEC Level 3. Possible university courses include Sport Science, Physiotherapy, Sports Development, Sports Coaching and careers include teaching, physiotherapy, sport development, nutrition, coaching and leisure management.
Engineering Manufacture

Please note that numbers are limited due to the workshop nature of this course

Entry Option
Cambridge Nationals Level 1 / 2

METHOD OF ASSESSMENT

External Assessment (25% of the total marks)
One exam – unit 1

Internal Assessment (75% of the total marks)
Units 2, 3 and 4 that are worth 25% each

COURSE OUTLINE

Unit 1 – Engineering materials processes and production
Learners will know about different types of engineering materials such as metals, polymers, cremains, composites and smart materials. They will learn about the properties of engineering materials such as conductivity and hardness. This unit also covers how materials are tested and characteristics of engineering materials. It also includes the basic engineering processes, for example, joining methods and heat treatments. Learners will know about the developments in the engineering process such as computer aided processes. They will become familiar with the impact of modern technologies.

Unit 2 – Preparing and planning for manufacture
Learner will be able to produce plans for the making of a pre-production product – this will include producing engineering drawings and production plans. They will develop a wide range of skills which will also involve knowing and applying safe working procedures. They will also be able to learn about and identify different methods of production.

Unit 3 – Computer aided manufacturing
In this unit they will learn how to plan the production of components on Computer Numerical Control (CNC) machines by looking at sequence of operations, type of manufacture, tools and materials required. They will learn how to interpret information for Computer Aided Manufacture (CAD) to manufacture using CNC equipment and by doing this they will be able to set up and used CNC equipment to manufacture components.

Unit 4 – Quality control of engineered products
Learners will know about the importance of quality control when manufacturing components. They will learn how to assess product quality from inspection and quality control techniques. In this unit they will also learn how modern technologies can be used in quality control and know the principles of lean manufacturing.

Progression

On completion of this qualification, learners may progress to Level 3 qualifications such as A-Levels or Technical Levels. Alternatively, learners could progress onto an Apprenticeship.
Engineering

Currently City and Guilds level 2 Technical Award in Engineering
This is a Level 2 Vocational Award delivered in association with Warrington Vale Royal College (Winwick Road)

Entry requirement:

Students will apply for this course via school. As this is a L2 course only and has a heavy maths content, students who apply must be currently working at a minimum grade 5 in maths. Numbers are limited to 15.

With an emphasis on practical study at Warrington & Vale Royal College in their engineering workshops, this course will provide students with the knowledge and skills to be able to carry out basic manufacturing processes including fabrication, sheet metal work, lathe operation and welding.

This course is ideal springboard to enthuse the young engineers of the future as the qualification has been developed in collaboration with employers, sector experts, colleges and training providers. Students will learn some generic engineering skills that can apply to many different types of engineering, including, interpreting engineering drawings and engineering marking out.

Assessment

60% of assessment is internal and 40% is externally set and marked

Modules

• Engineering Workshop Practice (this will involve carrying out basic techniques, working with sheet metals etc.)
• Computers and the Engineering Industry
• Engineering Design.

Students will be expected to follow Health & Safety rules in all practical sessions. Failure to do so will mean that they will not be allowed to participate in practical work and possibly lose their place on the course.

Please note: This course will run for one afternoon a week and students must commit to working until 4.30pm.

Although school will arrange for transport to college from school, students must be able to make their own way home at the end of the day.

Progression

On completion of this qualification, learners may progress to Level 3 qualifications such as A-Levels or Technical Levels. Alternatively, learners could progress onto an Apprenticeship.
WJEC Award in Hospitality and Catering

Entry Option

WJEC – L1 pass – L2 Distinction *

Method of Assessment

External examination 40%

Students will apply what they have learned during the course

Internal Assessment 60%

Students will have 2 tasks to complete.

COURSE OUTLINE

Unit 1 – The Hospitality and Catering Industry

Learners will acquire knowledge of all aspects of this industry and be able to propose new hospitality and catering provisions. They will be able to learn about different types of establishments and job roles within the industry. They will learn about front of house and kitchen operations. Learners will study about the legal and financial side of the hospitality and catering industry. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2 - Hospitality and Catering in Action

Learners will apply their learning to safely prepare, cook and present nutritional dishes. They will draw on learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners application of the whole vocational areas beyond the kitchen environment.

What can this course lead onto?

Further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists food manufacturing.
Child Development

Entry Option
Cambridge Nationals Level 1 / 2

METHOD OF ASSESSMENT

External Assessment (50% of the total marks)
One exam – unit 1

Internal Assessment (50% of the total marks)
2 tasks that are worth 25% each – Unit 2 & 3

COURSE OUTLINE

Unit 1 – Health and well-being for child development
All students will gain an understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illnesses and child safety.

Unit 2 – Understand the equipment and nutritional needs of children from birth to 5 years
All students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They have will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.

Unit 3 – Understand the development of a child from birth to 5 years
Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of 5. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development.

What can this course lead onto?
This qualification can lead to A-Level, vocational studies post-16 and apprenticeships in Child Development or related Child Care courses and supports career areas such as midwifery, child care, nursing, nursery and early years education, play group workers, teaching assistants and working with children with SEN.
BTEC Award in Health and Social Care

This is a vocationally related qualification where learners develop knowledge and understanding by applying their learning and skills in a work related context. It is effective because it allows learners to take responsibility for their own learning and develop skills that are essential to the modern day workplace. These skills include: team working; working from a brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.

The BTEC qualification consists of three components and pupils can achieve a pass, merit, distinction or distinction *.

Component 1: Human Lifespan and Development.

This component is internally assessed by the school. It looks at the different life stages that people pass through during the life course. You will study areas of growth and development that contribute to the whole person, including physical, intellectual, emotional and social. You will reflect on physical, social and economic factors that are part of everyone’s life such as relationships with family, and consider the ways they may impact on each area of growth and development.

Component 2: Health and Social Care Services and Values.

This will be internally assessed at school. In this unit, pupils will explore the care values that underpin current practice in health and social care. Pupils will investigate ways of empowering individuals who use health and social care services.

Component 3: Health and Well-being.

This will be externally assessed by an examination. In this component you will look at health and well-being and how it is affected by a range of factors. You will learn how to recognise indicators of possible poor health and understand how to interpret health and lifestyle data. You will design a health and well-being improvement plan, including short and long term targets. This will consider the obstacles that individuals may face when implementing such as a plan.

What can this course lead onto?
The Edexcel BTEC Level 1/Level 2 First award in Health and Social Care provides a good foundation for learners for progression into further education. This course can lead to post-16 study such as A-Level or BTEC L3 Health & Social Care, Psychology and Sociology. It is a valuable subject for careers involving health and social care including counselling, social work, teaching, nursing, midwifery, occupational therapy and physiotherapy.
ICT

We currently offer OCR Information Technologies Cambridge Nationals, which are vocationally-related qualifications that are industry-relevant, geared to key sector requirements suit a broad range of learning styles and abilities. Learners study a variety of skills which may include Microsoft Office Applications, Web Design, manipulating/processing and storing data, creatively developing meaningful information for customer distribution and an awareness of the importance of legal, moral, ethical and security factors.

Method of Assessment

There are two units to be completed as detailed below that make up this level 2 qualification, which is the equivalent of 1 GCSE. There is one centre-assessed unit offering practical task-based assessment opportunities, alongside the examined unit of assessment, which contains underpinning knowledge and understanding.

R012: Understanding tools, techniques, methods and processes for technological solutions

This is a 1hr 45 minutes written paper worth 50% of the marks.

- Candidates will be required to answer questions about computer systems used at home, school and in a business setting. Students will also consider the implications of working with data within a business environment.
- Students also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be prevented.

R013: Developing technological solutions

This is an internally assessed task done on the computers and moderated by the exam board assessor and is worth 50% of the marks.

- Students will use a wide range of applications that are commonly used in the workplace and in further and higher education. They will develop an understanding of how to use a variety of software tools to meet specific business requirements and solve problems in a business context.
- Students will develop practical skills such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and presenting data through web-based technologies.

What can this course lead onto?

This course will enable students to go on and study ICT, Applied ICT or Computing at A-Level. ICT is an integral part of today’s society and this course will equip students with essential skills needed for the future, regardless of which career path they choose. ICT related careers include business, marketing, analysis, office administration, computer programming, software, application and web design as well as gaming.
GCSE Business

We currently offer AQA Single award GCSE Business leading to grades 9-1. Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

Method of Assessment

<table>
<thead>
<tr>
<th>Paper 1: Influences on HRM on business activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What’s assessed:</strong></td>
</tr>
<tr>
<td>• Business in the real world: Stakeholders, business ownership, location.</td>
</tr>
<tr>
<td>• Influences on business: Ethics, Consumer Laws, Technology</td>
</tr>
<tr>
<td>• Business operations: Production methods, Customer Service, Quality</td>
</tr>
<tr>
<td>• Human resources: Recruitment, Employment Law, Training.</td>
</tr>
<tr>
<td><strong>How it’s assessed</strong></td>
</tr>
<tr>
<td>• Written exam: 1 hour 45 minutes</td>
</tr>
<tr>
<td>• 90 marks</td>
</tr>
<tr>
<td>• 50% of GCSE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paper 2: Influences of marketing and finance on business activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What’s assessed:</strong></td>
</tr>
<tr>
<td>• Business in the real world: Stakeholders, business ownership, location.</td>
</tr>
<tr>
<td>• Influences on business: Ethics, Consumer Laws, Technology</td>
</tr>
<tr>
<td>• Marketing: Market Research, Marketing Mix</td>
</tr>
<tr>
<td>• Finance: Sources of Finance, Profit/Loss</td>
</tr>
<tr>
<td><strong>How it’s assessed</strong></td>
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What can this course lead onto?
There is a wide range of Business related courses at AS/A2 level including Business Studies, Law and economics. Business leads into other vocational courses such as BTECs or other post-16 courses such as Marketing. With further training or study, students can choose from a wide range of careers, such as marketing and sales, human resources, administration, finance, Law, business management, leisure and tourism, retail or the IT industry.
GCSE Computing

Entry Options

AQA Single Award GCSE leading to grades 9-1. You will learn about established methodologies of computer programming alongside technological advances.

Method of Assessment

Computational Thinking and Programming
50% of GCSE
External Written Examination

Computer Systems
50% of GCSE
External Written Examination

Learners can benefit from a Computing qualification because:

- The course will give learners a real, in-depth understanding of how computer technology works. Learners will no doubt be familiar with the use of computers and other related technology. However, the course will give them an insight into what goes on ‘behind the scenes’, including computer programming, which many learners find absorbing.

- The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. For many learners, it’ll be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-today life.

Topics covered include:

- Fundamentals of computer systems
- Hardware and Software
- Representation of data in computer systems
- Databases
- Computer communications and networking
- Algorithms
- Coding structures and standard programming techniques
- Programming using scratch, python, assembly code
- Testing and evaluation of computer systems

What can this course lead onto?

This course could lead to A-Level Computing or post-16 ICT courses. Career areas are constantly evolving due to the dynamic world of ICT and computer programming and include areas such as web design, gaming, computer programming and software design.