

**CARDINAL NEWMAN
CATHOLIC HIGH SCHOOL**



**YEAR 9
OPTIONS BOOKLET
2025**

Useful websites and addresses

Careers websites

<https://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.

<https://www.gov.uk/apply-apprenticeship>

Find out how to become an apprentice, what apprenticeships are available, which employers offer them and information about starting your apprenticeship.

[icould - Career ideas and information for your future](#)

icould is a website that has online careers film and video library which features real people doing real jobs. This can help students to understand the different employment sectors, plus it gives practical tips on GCSE to university choices, revision, exams and finding work.

Post-16 providers

www.priestley.ac.uk

Priestley College

www.wvr.ac.uk

Warrington Vale Royal

www.carmel.ac.uk

Carmel College

[Cronton Sixth Form College - A Level Courses & Vocational Education](#) Cronton College

[Riverside College - Widnes & Runcorn - Further Education](#) Riverside College

[Myerscough College | Inspiring Excellence](#) Myerscough College

[UTC Warrington - UTC Warrington](#) UTC Warrington

Contacts in school

Mrs. H. Pinnington	Deputy Headteacher
Mr. A Brophy	Head of Year
Mr J Darbyshire	Progress Manager
Mrs R Morris	Independent Careers Advisor

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.

GCSE

These are Level 2 academic qualifications, assessment is mainly by written examination at the end of Year 11. Here are the key features:

- **Graded on a scale of 9 - 1**, with 9 being the top grade. Grade 4 is the equivalent of the previous grade C and is considered a standard GCSE pass. Nowadays many post-16 institutions are asking for a grade 5 pass, particularly in English and Mathematics. Grade 5 is considered a 'strong pass'.
- **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 controlled assessment or coursework element in most subject areas.
- Courses are designed for two years of study and students will normally take all their exams in one period at the end of their course. **This means that most students will sit between 20-30 exams in the Summer of 2026.**
- 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 only applies to Science, Mathematics and Modern Languages.** All other subjects have one tier of entry which means that all students sit the same paper.

Vocational qualifications

These are Level 1/2 qualifications which are equivalent to a GCSE. Level 1 is the equivalent of GCSE grades 1-3 and Level 2 is the equivalent of grades 4-9. Here are the key features:

- At least 40% of the qualification is assessed by external assessment but the **majority of the qualification is assessed internally by written and practical assignments** which are completed over two years. These are externally moderated.
- They are graded Distinction*, Distinction, Merit or Pass at Level 2 and Distinction, Merit, Pass or Fail at Level 1
- 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)

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important breadth and depth of knowledge and skills to young people.

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

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 Language

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. It is important to study a broad and balanced curriculum and these subjects are included to give you the opportunity to study a core of diverse subjects, ensuring that doors are not closed to you in terms of future progression.

Modern Languages

Languages are an important part of the EBacc. Studying a foreign language can be extremely rewarding and exciting – they can provide and insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupil's' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities. 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. Languages are increasingly becoming a requirement for many graduate schemes. Speaking another language means you will stand out in the workplace, and can enhance opportunities in business, finance, government, law, medicine, technology, the military, industry, marketing and many other areas.

We do not want students to narrow their options too early and close opportunities available later on. For this reason, **all students in Set 1 for French or German are expected to take a language at GCSE level.** Students in other sets may also choose a language, and indeed, a high percentage do so each year. Those interested should discuss this through with their French/German teacher or Miss Rongier, Head of Languages.

Option Routes

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.

Route 1: English Baccalaureate Compulsory for Set 1 German and Set 1 French. Optional for others.	Route 2: General
English Language English Literature Mathematics Science Religious Education German or French* History or Geography PE (non-examination) PHSE (non-examination) 1 further option	English Language English Literature Mathematics Science Religious Education Geography or History PE (non-examination) PHSE (non-examination) 2 further options

Qualifications offered in:	
Art and Design Business Child Development Computing Engineering French Geography	German Health and Social Care History Hospitality and Catering IT Music Performing Arts Sports Studies

If opting for a language it must be the language that is currently being studied in Year 9

Triple Science will be offered to students in Sets 1-4.

Please note that the number of spaces available in each subject is dictated by the number of staff we have available to teach each subject, how many students want to follow that course and the attitude to learning of the students who identify they would like to study that course.

How to choose

Year 9 Parents evening and the follow up scheduled Form Tutor conversations are a good opportunity for students to discuss their possible choices with parents/careers and teachers. All students will have a broad academic base through their core curriculum. (English, Mathematics, Science, RE, PE and PHSE). The additional options students choose should be considered carefully. Ideally they should be subjects they 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 about future study and employment.
- 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.

Be prepared to be flexible:

Students may be in an options group with other students who they are not used to working with. This is positive as they will make new friends and develop better communication and team building skills. This will also be good experience for when they transfer to College or an Apprenticeship.

Although we will try hard to give all students their first options choices, this may not be possible due to numbers opting and timetabling restrictions, so they need to think carefully about reserve subject choices.

Please be aware that once students have chosen their subjects, they might not be able to change them as option groups may be full.

Support

The following information, advice and guidance is available to help students to make their decision.

- Options Assembly with Mrs Pinnington.
- Subject teachers will give guidance talks on their subject at Key Stage 4.
- Careers websites and the Careers section of the School Library.
- Parents will have the opportunity to discuss progress and possible choices at the Year 9 Parents' Evening, as well as listen to an Options Presentation from Mrs Pinnington (On the school web site).
- Students will have an individual interview with their Form Tutor to discuss possible choices.
- Independent careers advice from a Careers Advisor.

Options Calendar

Students can request help or guidance with making their choices at any time. They should speak to their subject tutors, Form Tutor, Head of Year or Mrs Pinnington if they are uncertain or need more information

Options Subject Presentations	8 th –19 th November 2024
Options Assembly from Mrs Pinnington	8 th November 2024
Year 9 Parents Evening/Options Information Evening Parents Options Talk from Mrs Pinnington available on school website. Parents receive a paper copy of the Options Booklet and Subject Survey Form	19 th November 2024
Options Assembly from Mrs Morris Careers Advisor	21 st November 2024
Careers Lunch Time Drop In – Mrs. Morris, Careers Advisor	14 th & 21 st November 2024
Deadline for Subject Survey Forms to be submitted to Form Tutors	25 th November 2024
Form Tutor Interviews Careers Lunch Time Drop In – Mrs. Morris, Careers Advisor	January 2025
Deadline for Options forms to be submitted to form tutors.	31 st January 2025

Final options forms must be signed by parents before they are accepted.

GCSE English Language and GCSE English Literature

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



The Programme of Study

Pupils 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 Language and 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.

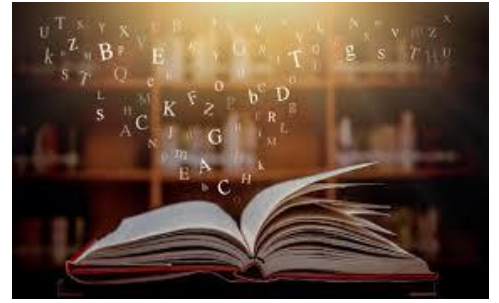
GCSE English Language (AQA)

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)



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 courses lead onto?

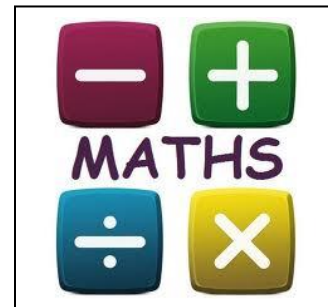
English is vital for developing skills of reading, writing, speaking and listening. All employers, colleges and universities will insist on a standard pass (Grade 4) in this essential subject. English is a great preparation for essay subjects at A-Level and will enable students to write, read and speak with confidence. Grade 4/5 is often a requirement for entry to English A-Level subjects such as AS/A2 English Language/English Literature or Media Studies (it is worthwhile checking with each individual college for their entry requirements).

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

Three 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:

Area of Study	% on Foundation Paper	% on Higher Paper
Number	25%	15%
Ratio & Proportion	25%	20%
Algebra	20%	30%
Geometry & Measures	15%	20%
Statistics & Probability	15%	15%

The questions on the paper fall into 3 categories

- AO1 – Applying Standard Techniques
- AO2 – Reasoning, Interpreting & Communicating
- AO3 – Problem-Solving in mathematics and other contexts

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. (Grade 4, standard pass) For those wishing to study mathematical, scientific, economics-based subjects, a good GCSE grade is essential. For the majority of colleges, a grade 6 or above is a requirement for entry to Maths related A-Level subjects such as AS/A2 Maths/Further Maths etc.

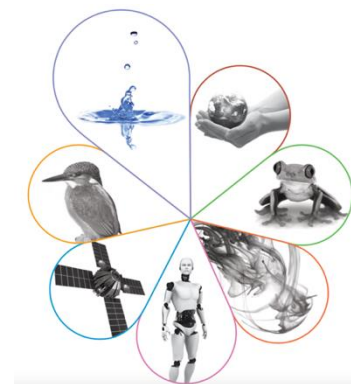
At university, most degree level courses require applicants to have a minimum maths qualification, regardless of the subject being studied. Elements of Maths are used in all careers. Some fields require daily and skilled use of mathematical concepts, such as science, business and accountancy.

GCSE Science

Entry Option

AQA Science Suite of GCSE examinations leading to two or three 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. Pupils are taught Biology, Chemistry and Physics as part of this award). This is the core Science qualification for the majority of students.

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 Triple Science, students will need a discussion with their science teacher and should currently be working at a minimum grade 5 in science, and be in sets 1-4. Most importantly, if selecting this option students must have a love of 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:

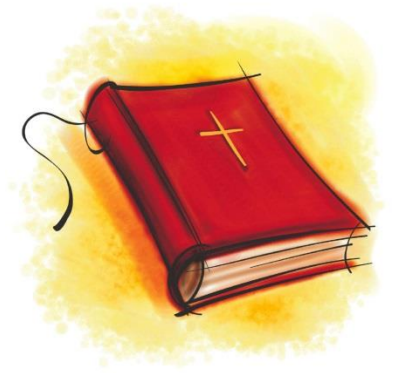
- Acquire experimental and investigative skills.
- Develop an understanding of the nature of scientific ideas.

- Develop an understanding of the technological and environmental applications of science and of the economic, ethical and social implications of these.

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 at the end of 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 transcendence, 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.

Personal, Social and Health Education (PSHE)

Non-examination



Course Outline

A number of elements make up this course including relationships and sex education, careers, British values and health. This course is mainly delivered via one PSHE lesson every two weeks 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.

Relationships and Sex Education is delivered through the Ten:Ten programme which enables students to explore key themes around healthy relationships, sex, self-identity and respect through a catholic lens.

Where relevant, external agencies may be used to provide talks or information. In particular, close cooperation is maintained with the local independant 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 RSHE programme of study. Topics covered include: the development of healthy relationships, mental health, risky behaviour, the work of parliament, the government and courts, financial capability, discrimination and work-based skills and careers guidance. The schemes of work are regularly updated to ensure that they are relevant and suitable to students' needs.

Examples of events which have occurred in the past include:

- Enterprise days
- Careers Fair
- Mock interviews
- Cuts performance

GCSE FINE ART

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 Fine Art Full course for the exam board. For the portfolio component, students work on a Sustained Project, developed in a 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 three months and a 10 hours supervised exam.

Throughout the course in component 1 and 2, pupils must provide evidence of drawing and 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.

GCSE Business



Entry Option

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

Paper 1: Influences on HRM on business activity
What's assessed: <ul style="list-style-type: none">• Business in the real world: Stakeholders, business ownership, location.• Influences on business: Ethics, Consumer Laws, Technology• Business operations: Production methods, Customer Service, Quality• Human resources: Recruitment, Employment Law, Training.
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50% of GCSE
Paper 2: Influences of marketing and finance on business activity
What's assessed: <ul style="list-style-type: none">• Business in the real world: Stakeholders, business ownership, location.• Influences on business: Ethics, Consumer Laws, Technology• Marketing: Market Research, Marketing Mix• Finance: Sources of Finance, Profit/Loss
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50% of GCSE

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.

Child Development

Entry Option

Cambridge Nationals Level 1 / 2



Method of Assessment

External Examination (40%)

Students will apply what they have learned during the course.

Internal Assessment (60%)

2 tasks that are worth 30% each.

Course Outline

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.

Creating a safe environment and understand the nutritional needs of children from birth to five years. Students will learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

Understand the development of a child from birth to 5 years. Students will learn the expected developmental norms for children from one to five years. They will use observation, research techniques and skills to investigate these development norms and explore their findings. Students will also learn the importance of creating plans and providing different play activities to support children in their 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.

Computer Science

Entry Options

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

```
# Basic menu in Python 3
run_program = True
while run_program == True:
    print("1 - Print a greeting")
    print("2 - Tell me a joke")
    print("3 - Exit the program")
    command = input("Enter your choice: ")
    command = int(command)
    if command == 1:
        print("Hello, welcome to the program")
    elif command == 2:
        print("Why did the fish laugh? Because the sea weed!")
    else:
        print("Bye!")
        run_program = False
```

Method of Assessment

Computational Thinking and Programming

50% of GCSE

External Written Examination

Computer Systems

50% of GCSE

External Written Examination

Course Outline

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-to-day 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, T Level in Digital Production/Design, Apprenticeships, or post-16 IT courses. Career areas are constantly evolving due to the dynamic world of IT and computer programming and include areas such as web design, gaming, computer programming and software design.

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 Examination (40%)

Unit 1

Internal Assessment (60%)

2 tasks that are worth 30% each



Course Outline

Principles of engineering manufacture. Students will learn about the different types of manufacturing processes, the materials that can be used to manufacture products using these processes, and the factors to be considered when determining the manufacturing requirements of an engineered product. Different types of manufacturing processes will be researched. The engineering materials include ferrous and non-ferrous metals, polymers, ceramics, composites, and smart materials. Current developments in engineering manufacture will be studied.

Manufacturing a one-off product. Students will learn to identify the information required to make a product, plan the manufacture of a product and carry out risk assessments for the processes, tools and equipment needed to produce a product in small quantities. They will also learn how to select and safely use the equipment, processes and tools required to mark out, measure and manufacture a product in small quantities, using a range of hand-held equipment and conventional non-computer numerical control (CNC) machining methods.

Manufacturing in quantity. In this unit, students will learn how to manufacture and use simple jigs and templates to support manufacturing in volume. By using CAD software, they will learn about the information needed to facilitate manufacture and apply this in order to program CNC equipment. Students will learn how to set up and operate the CNC equipment and monitor the quality of the manufactured products.

What can this course lead onto?

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

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

Unit 1	25% Listening	Final examination
Unit 2	25% Speaking	Final examination
Unit 3	25% Reading	Final examination
Unit 4	25% Writing	Final examination

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.

The work done in Years 7, 8 and 9 is a good foundation for the Key Stage 4 course and students will study a GCSE qualification in their chosen language. The areas of experience they will cover are:

- People and lifestyle
- Popular culture
- Communication and the world around us

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, textbooks including interactive textbooks, media files and authentic reading 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 A Level 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 Geography

Entry Options

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

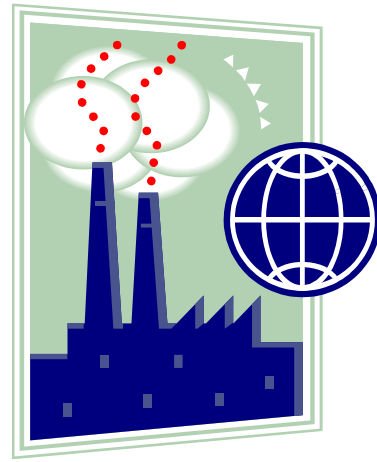
Method of Assessment

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 30) 30%



Course Outline

GCSE Geography covers topics such as rainforests, earthquakes, 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 development. 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 storms)

The Living World (eg rainforests and deserts)

Physical landscapes in the UK (eg coastal 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, use statistics, undertake fieldwork and complete an 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 complete field visits in two locations 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 urban planning and surveying.

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

25% Writing	- Final examination
25% Listening	- Final examination
25% Reading	- Final examination
25% Speaking	- Final examination

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.

The work done in Years 7, 8 and 9 is a good foundation for the Key Stage 4 course and students will study a GCSE qualification in their chosen language. The areas of experience they will cover are:

- People and lifestyle
- Popular culture
- Communication and the world around us

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, textbooks including interactive textbooks, media files and authentic reading 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 A level German or vocational studies such as Travel and Tourism. Many universities now request that students have studied a language at GCSE.



Health and Social Care



Entry Option

Cambridge Nationals Level 1 / 2

Method of Assessment

External Examination (40%)

Students will apply what they have learned during the course.

Internal Assessment (60%)

2 tasks that are worth 30% each.

Course Outline

Principles of care in health and social care setting.

- Importance of the rights of individuals.
- Person-centred values.
- Effective communication.
- Safeguarding, hygiene and security.

Supporting individuals through life events

- Development from childhood to later adulthood.
- Factors that affect development.
- Expected and unexpected life events.
- Providers that can support individuals.
- Recommend support for a specific individual.

Creative and therapeutic activities

- Creative activities and therapies.
- Their benefits to individuals in a range of settings.
- Plan and deliver a creative activity.

Health promotion campaigns

- Explore public health challenges the country faces.
- Approaches to encourage health and wellbeing.
- Understand the factors affecting a healthy lifestyle.
- How campaigns can target different groups.

- Deliver a health promotion campaign.

What can this course lead onto?

This course provides a good foundation for learners for progression into further education and 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.

GCSE History

Entry Options

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

Method of Assessment

Paper 1: Understanding the modern world.

50% written exam: 2 hours

What's assessed?

Section A is a period study, with a focus on 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: 2 hours

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

Paper 1 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.

Paper 1 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.

Paper 2 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

Paper 2 Section B= 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.

Hospitality and Catering

Entry Option

WJEC – L1 pass – L2Distinction *
(subject to change based on new qualifications
being introduced)



Method of Assessment

External examination 40%

Students will apply what they have learned during the course

Internal Assessment 60%

Students will have a range of 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.

Information Technology (IT)

Cambridge National IT is a vocationally-related qualification that is 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, augmented reality, 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

R050: IT in the digital world: This is a 1hr 30 minutes written paper worth 40%

- In this unit, students will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. Students will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.

R070: Using augmented reality to present information: This is an **internally assessed** task completed on the computers worth 30% of overall grade.

- In this unit, students will learn the purpose, use and types of augmented reality (AR) in different contexts and how they are used on different digital devices. They will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. Students will also be able to test and review their AR model prototype.

R060: Data manipulation using spreadsheets: This is an **internally assessed** task completed on the computers worth 30% of overall grade.

- Students 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 and use appropriate software tools and techniques to effectively plan a spreadsheet solution.

What can this course lead onto?

This course will enable students to go on and study IT, Applied IT/Digital Media, A-Level Computer Science, T levels in Digital Design/Digital Production, Digital Business Services, Digital Apprenticeships such as IT/Digital and Technology. IT 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. IT related careers include business, marketing, analysis, office administration, computer programming, software, application and web design as well as gaming.

GCSE Music

Entry option

To take GCSE Music you must be able to play a musical instrument or be a singer. The course consists of a wide range of musical genres and contexts and gives students a chance to develop an enjoyment and appreciation of all types of music through three distinct areas: listening, performing and composing. The course we follow is WJEC GCSE Music.



Method of Assessment

- **Performance (30%).** Two examined pieces of music performed on a student's 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 listening and appraising exam paper, answering questions on extracts of music from genres including classical, pop, jazz, blues, musical theatre, fusion and film music. Two questions will be on prepared set works.

Course Outline

Experience as a performer is desirable, but students taking GCSE Music must be an instrumentalist or vocalist as the course is not appropriate for those that do not play an instrument or sing. Students taking the GCSE Music course are expected to undertake extra-curricular music and get involved in internal and external music concerts or shows. 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, BTEC Music, BTEC Performing Arts, BTEC Music Technology.

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

Taking GCSE Music will improve a student's confidence in performing in front of an audience. It will also enhance aural perception and listening skills and give life-long enjoyment.

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 and 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 essential transferable skills required for any future career including teamwork, communication, problem solving and develops qualities such as confidence and presentation which all employers are looking for.

Dance Pathway

Those students wanting to take the dance pathway will have the opportunity to explore a range of dance styles and study different professional dance works developing their understanding of stimulus, choreography and performance. There will be opportunities to watch professional performances and develop their own dance pieces individually and in groups. Students will explore the choreographic process and methods to create interesting and dynamic dance pieces. All of the units described above will be completed as part of the course with a dance focus.

PE/Sport Studies

Core PE

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 Level 1/2 qualification in PE.



Cambridge National Sports Studies

Entry Option

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.

The OCR Level 1/Level 2 Cambridge National in Sport Studies will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector. The qualification equips you with sound specialist knowledge through practical application.

Method of Assessment

Students will study two mandatory units and one optional unit.

Contemporary issues in sport 40% assessed by external exam.

By completing this unit, you will understand a range of topical and contemporary issues in sport.

Topics include:

- Issues which affect participation in sport.
- The role of sport in promoting values.
- The implications of hosting a major sporting event for a city or country.
- The role National Governing Bodies (NGBs) play in the development of their sport.
- The use of technology in sport.

Performance and leadership in sports activities 40% assessed by set assignment.

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team and perform in front of an audience. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

Topics include:

- Key components of performance.
- Applying practice methods to support improvement in a sporting activity.
- Organising and planning a sports activity session.
- Leading a sports activity session.
- Reviewing your own performance in planning and leading a sports activity session.

Increasing awareness of Outdoor and Adventurous Activities 20% assessed by set assignment.

In this unit you will learn how to find out information about what opportunities there are in your local area, as well as nationally in the UK, for all different types of activities. You will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe. Outdoor and adventurous activities give you opportunities to engage in activities in a natural outdoor setting. You will plan, perform and evaluate a trekking expedition as part of your assessment.

Topics include:

- Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK
- Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities
- Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity
- Topic Area 4: Evaluate participation in an outdoor and adventurous activity

What can this course lead onto?

On completion of this qualification, learners may progress to Level 3 qualifications such as A-Levels or BTEC qualifications in PE or Sport. Alternatively, learners could progress onto an apprenticeship. The levels available in sports apprenticeships include level 2, level 3 and degree apprenticeship

