



Subject Selections: 2019

A message from the Headteacher, Mrs J. Garretts:

Selecting subjects to study at GCSE and BTEC is an exciting and nerve-wracking process for students, and the guidance that we – their teachers and parents - give them is essential in helping them to make the right choices.

In 2010, the UK Government began to make significant changes to the qualification system, meaning increasingly rigorous and academic examinations in Year 11.

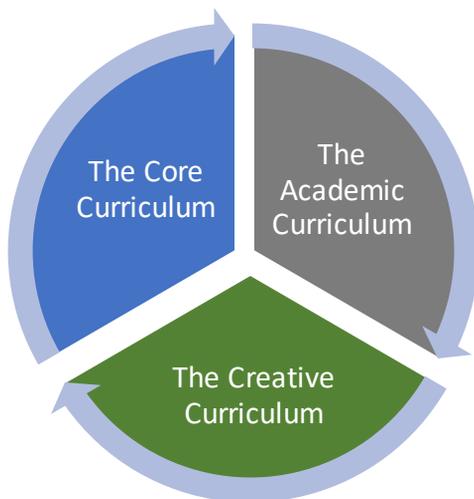
The choice of subjects offered to students at Fred Longworth High School provides students with the opportunity to study a broad and balanced curriculum which is in line with the government's performance measure for schools known as Progress 8. As a school we place students' unique skills and interests at the heart of the subject selection process, and we guide learners towards courses and combinations of courses in which they will thrive.

We aim to ensure that when your child leaves school at 16, they are equipped with a number of highly transferable skills from a range of different disciplines. In order to achieve this, we encourage the majority of our students to study subjects from across the three Progress 8 "buckets", or curriculum areas. All students, regardless of their individual Progression Route selection, will participate in two hours of Physical Education each week, as well as a carefully balanced Personal, Social, and Health Education programme. This broad and balanced curriculum will, we believe, give them the best possible chance of success in the 21st Century.

We look forward to working with you throughout this process.

Belonging Engaging Succeeding Together

The Government's Progress 8 measure was introduced to ensure that students access a broad and balanced curriculum from a number of different disciplines. The three curriculum areas that make up Progress 8 are as follows:



The Core Curriculum is comprised of English Language, English Literature and Mathematics.

The Academic Curriculum is comprised of Science and students also study at least one of the following: A Humanities subject, History or Geography; A Modern Foreign Language, French or Spanish; Computer Science. These are sometimes referred to as **EBacc subjects**.

The Creative Curriculum is comprised of subjects from the disciplines within the Expressive Arts such as Dance, Music or Drama; Physical Education; Design and Technology; Business Studies and Media; vocational subjects such as Construction or Health and Social Care.

Progression Routes.

Students are placed in one of four possible Progression Routes. We recommend different combinations depending on the Progression Route

Progression Route	Option 1	Option 2	Option 3	Option 4
1	Ebacc subject	Ebacc Subject	Separate Science	Creative Subject
2	Ebacc subject	Ebacc subject	Creative Subject	Creative Subject
3	Ebacc subject	Creative Subject	Creative Subject	Creative Subject
4	Ebacc subject	Creative Subject	Creative Subject	Creative Subject
4 (with Excel)	Ebacc subject	Excel Programme	Creative Subject	Creative Subject

A Note from Mrs Charnock, Your Careers Advisor.

As a School, we ensure your child gets a broad education, which offers a good foundation for future options, but making any decision as crucial as this can be stressful so it is worth bearing in mind the following:



- This is one of the very first decisions students have had to make by themselves and one that will have an impact on their futures. It is important to consider what they enjoy rather than what their friends want to do.
- If students have specific career ideas, it will be important to do research in order to check how this fits – see Resources below. Remember though that firmly held beliefs in Year 8 can change dramatically by Year 11.
- Many new subjects can be started at College such as Psychology or Sociology, but it can be difficult to continue Languages or Art subjects without a qualification from school.

Resources:

- <https://flhs.org.uk/wordpress/careers/> Our school website contains lots of information about careers, which can be accessed by clicking on the 'students' tab, then 'Careers help, guidance & Alumni'. There is also a page which contains links to various careers platforms and College/University websites.
- <http://fredlongworth.careersweb.co.uk/> This platform provides advice and guidance for both students and parents and has information on a huge range of career and study options, in addition to questionnaires that can help to identify areas of strength and weakness. Students will need to login to this website. The username is their first name in lower case and surname in upper case letters, with the 2 names separated by a full stop. For example Michael Smith would be: michael.SMITH. The password is **change-me**, which will need changing upon first login.
- www.eClips-online.co.uk: requires a log-in which is currently **M29 8JN**. This is a really good source of in-depth information with good links on to further, industry specific websites.
- www.nationalcareersservice.direct.gov.uk: is another useful resource including access to Careers Guidance
- www.icould.com: if students are struggling with ideas, this is a great website for generating them. The Buzz Quiz is a really nice tool to help students to understand themselves a little bit more.
- Individual Careers Guidance: Do not forget that I am available in School on Tuesday, Wednesday and Thursday and if students would like an individual Guidance interview, they just need to ask their Head of Year to make the referral.

Mrs Charnock.

The Core Curriculum

All students follow English Language, English Literature and Maths across the Key Stage 4 curriculum, which is a national requirement. Any queries around core provision should be directed to Mr Davies (Curriculum Deputy Headteacher).

AQA English Language

Assessment: 100% examination

English Language is an essential subject for progression to employment and Further Education, and regardless of Pathway, all students will study English Language for 2 hours per week. The course focuses on the development of communication skills: reading and writing. Students are encouraged to understand the connection between how writers of a wide range of fiction and non-fiction texts across the 19th, 20th and 21st century achieve effects and influence readers. They will transfer this understanding of writers' crafts into their own writing, to write clearly and accurately for a range of genres and purposes.

It is assessed by two non-tiered exams.

The Head of English - your first point of contact - is Ms Lewis.

AQA English Literature

Assessment: 100% examination

English Literature is an essential subject for progression to employment and Further Education and, regardless of Pathway, all students will study English Literature for 2 hours per week. English Literature focuses on the reading, comprehension, and analysis of a range of modern and traditional literary texts. Students are encouraged to access the transferable skills learnt in English Language to trace characters, themes and ideas and show an understanding of the relationship between texts and the contexts that they were written.

It is assessed by two non-tiered exams.

The Head of English - your first point of contact - is Ms Lewis.

Edexcel Mathematics

Assessment: 100% examination

Maths is an essential subject for progression to employment and Further Education and, regardless of Pathway, all students will study Maths for 4 hours per week.

Maths covers the full range of mathematical reasoning skills and formulae that students need to engage with the wider world, as well as to go on to study Further Maths as part of their Post-16 education. You will study four areas of Mathematics:

- Number/Algebra
- Ratio, proportions and rates of change
- Geometry and measures
- Probability and Statistics

The Maths exam is currently tiered, meaning that your child will either sit the Higher tier, or the Foundation tier. This is something that will be decided by your child's maths teacher, in conjunction with the Head of Maths. The Higher paper allows students to achieve Grades 4-9, and the Foundation allows students to achieve Grades 1-5. Regardless of tier, students sit 3 exams, with just over 66% of content being non-calculator.

The Head of Maths - and your first point of contact - is Ms Gibbons

The Academic Curriculum

All students are required to take a minimum of GCSE Combined Science. The course we study is AQA Combined Science: Trilogy and this is worth two GCSEs. If students are eligible to opt for and study separate sciences at GCSE they will cover more content and will receive three GCSEs in total. We study AQA separate science GCSEs in Biology, Chemistry and Physics. Separate science GCSEs provide an excellent foundation for A level sciences and students who should consider opting for these are those who wish to pursue science-based careers, such as: Medicine, Dentistry, Veterinary Science, Pharmacy, Engineering and in the Energy Industry. However, many students go on from studying Combined Science: Trilogy to take sciences at A Level, as it provides sufficient grounding.

AQA Combined Science: Trilogy GCSE (Double Award Science)

Assessment: 100% examination

Biology, Chemistry and Physics are taught separately in this course and there is a strong emphasis on practical and investigative work.

Students will complete **sixteen** compulsory practical experiments, worth at least 15% of the marks, awarded from questions within the two Biology, two Chemistry and two Physics examinations taken at the end of Year 11.

Each of the **6** examinations will last for 1 hour, 15 minutes and will assess different topics.

There will be a mixture of question types, including multiple choice, structured, closed, short answer and open response questions and a large proportion of the questions will test mathematical skills; 10% in Biology, 20% in Chemistry and 30% in Physics.

The papers are equally weighted, and each is worth 16.7% of the two GCSE grades awarded, ranging from 9-9, 9-8 through to 2-1 and 1-1.

The very nature of the course provides a good foundation for post 16 study in any of the major sciences. There are many desirable careers that are based on science including medicine, dentistry and engineering.

The Head of Science, and your first point of contact, is Mr McPhail. Alternatively, Mrs Jones is the KS4 Science Lead .

AQA Separate Sciences GCSE: Biology, Chemistry, Physics (Triple Science)

Assessment: 100% examination

There will be one Triple Science class running, which will be made up from students within the Advanced pathway. Students taking this course will be awarded with three separate GCSEs: Biology, Chemistry and Physics, with distinct grades ranging from 9 to 1 in each.

The disciplines are taught separately by subject specialist teachers and the course covers extra content, in addition to that studied in the Combined Science: Trilogy course. As in Trilogy, there is a strong emphasis on practical and investigative work, with students completing **eight** compulsory practical experiments for each GCSE.

The question types and nature of the assessment is the same as for Trilogy; however, the **two** Biology, **two** Chemistry and **two** Physics examinations taken at the end of Y11 will each have a duration of 1 hour 45 minutes in order to assess the additional content covered. All papers are equally weighted and worth 50% of a GCSE grade.

The Head of Science, and your first point of contact, is Mr McPhail. Alternatively, Mrs Jones is the KS4 Science Lead.

We recommend Separate Sciences to students in Progression Route 1. Students in Progression Route 2 will also be considered if there is an interest.

Modern Foreign Languages are incredibly valuable qualifications that will open many doors in a range of careers. They are known as facilitating subjects for this very reason. Many students who opt to take a Modern Foreign Language at GCSE go on to take A-levels and then degrees within the field of linguistics. However, the memory and communication skills that studying a language develops also support students in almost every field. Moreover, students may increase their employment options by studying a language - language graduates earn £60000 more than the national average during their careers!

In the increasingly global community in which we live, we feel strongly that Fred Longworth students should study Spanish or French. Students who are able to should pursue the full English Baccalaureate, which includes a Language subject.

The Head of Global Communications, and your first point of contact, is Mr Norman.

AQA GCSE Spanish

Assessment: 100% examination

Spanish GCSE students will study the following themes, on which their assessments will be based:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Students studying Spanish will develop as communicators, which will be reflected through their assessment. They will be assessed for their skills in:

- Listening 25%
- Speaking 25%
- Reading 25%
- Writing 25%

A GCSE in a language like Spanish supports opportunities to travel and appreciate different cultures; not everyone speaks English! Students within Progression Routes 1, 2 and 3 are encouraged to consider taking Spanish GCSE.

The Head of Spanish - and your first point of contact - is Miss Potts.

AQA GCSE French

Assessment: 100% examination

French GCSE students will study the following themes, on which their assessments will be based:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Students studying French will develop as communicators, which will be reflected through their assessment. They will be assessed for their skills in:

- Listening 25%
- Speaking 25%
- Reading 25%
- Writing 25%

A GCSE in a language like French supports opportunities to travel and appreciate different cultures; not everyone speaks English! Students within Progression Routes 1, 2 and 3 are encouraged to consider taking French GCSE.

The Head of Global Communications - and your first point of contact - is Mr Norman.

Humanities subjects are known as **facilitating subjects**, because they are highly valued as a gateway to a wide range of careers and further study. These sectors include: policing, education, law, accountancy, media and journalism, local government, business, finance and the civil service.

Many students who opt to take History or Geography at GCSE go on to take A-levels and then degrees within humanities, the arts, and/or social sciences. However, many also utilise the skills developed during their Humanities GCSE studies by choosing degrees in something more vocational, such as law or management sciences. Students who are able to should pursue the full English Baccalaureate, which includes a Humanities subject. The Head of Humanities - and your first point of contact - is Mr Gough.

Edexcel GCSE History

Assessment: 100% examination

Paper 1	30%	(1 hr 15 mins)
Paper 2	40%	(1 hr 45 mins)
Paper 3	30%	(1 hr 20 mins)

Paper 1: Thematic Study and Historic Environment: Medicine in Britain c1250 to present, and The British sector of the Western Front, 1914-1918: injuries, treatments and the trenches

Paper 2: Period study and British depth study: The American West c1835-c1895, and Anglo-Saxon & Norman England, c1060-88

Paper 3: Modern depth study: Weimar and Nazi Germany, 1918-39

Students studying History will gain the skills and knowledge required to meet the demands of 'A' levels in a range of subjects, and to succeed at university. This subject may also lead students to a career in the media, business, teaching, law, museums and heritage, psychology, travel and tourism and many others. Students in all Progression Routes are encouraged to choose to study History.

The Head of History – and your first point of contact - is Mr Adams.

Eduqas (Syllabus B) GCSE Geography

Assessment: 100% examination

Paper 1: Investigating Geographical Issues 40% (1 hour 45 minutes)

Paper 2: Problem-Solving Geography 30% (1 hour 30 minutes)

Paper 3: Applied Fieldwork Enquiry 30% (1 hour 30 minutes)

Theme 1: Changing Places - Changing Economies: Urbanisation in Contrasting Global Cities; Urban and Rural Processes & Change in the UK; a Global Perspective on Development Issues.

Theme 2: Changing Environments: Shaping the Landscape – Coasts and Coastal Management; Shaping the Landscape – Rivers and River Management; Weather and Climate; Climate Change – Cause and Effect.

Theme 3: Environmental Challenges: How Ecosystems Function; Ecosystems Under Threat; Water Supply and Demand; Desertification.

Students studying Geography will develop knowledge, understanding and transferable skills that are needed to progress in a range of A level courses, vocational courses, and Higher Education. These skills are highly desirable with employers and may lead to careers in areas such as: risk and hazard management, aid and development, conservation, education, health, environmental management, international relations, meteorology, planning, sustainability, energy, tourism, and landscape design. Students in all Progression Routes are encouraged to choose to study Geography.

The Head of Geography – and your first point of contact - is Miss Wood.

OCR GCSE Computer Science **Assessment: 100% examination**

Computer Systems exam: 50%
Computational Thinking exam: 50%

The new specification is split into two components:

Component 01 – Computer Systems

Component 02 – Computational Thinking, Algorithms and Programming

This Computer Science qualification is highly relevant to the modern and changing world of computer science.

Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention, and places real value on computational thinking, therefore helping learners to develop the skills to solve problems and design systems that can also do so.

These skills will be the best preparation for learners who want to go on to study Computer Science at A Level and beyond.

The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills, including A Level Computer Science, A Level Computing, BTEC Computer Science and Programming, Computing based Apprenticeships. We recommend students from Progression Routes 1 and 2 to choose to study GCSE Computer Science.

The Head of Computing - and your first point of contact - is Mr McKeown.

The Creative Curriculum

For our budding artists and photographers, we offer a range of opportunities, and these qualifications as part of the wider Progress 8 curriculum offer, allow students to develop useful transferable skills. These courses will equip students with an extensive creative portfolio that will give them access to a wide range of Level 3 courses and a path to university.

Students go on to study: A Level Art & Design, A Level Photography, National Diploma in Fashion, Graphics, Advertising, Fine Art NCFE Level 3 Creative courses (of which there are a wide range), and BTEC Foundation Studies in Art & Design amongst others. These qualifications all offer a path to University study.

At University, many students go on to study: Fine Art, Interior Design, Fashion, or Photography.

If students aren't sure which is the best qualification for them, they should speak to Mrs Neild, Mr Bignell or Mr Kime.

Please note that students cannot study both NCFE Level 2 Technical Award in Graphic Design and GCSE Art & Design together.

GCSE Art and Design

Assessment: 60% Coursework, 40% Externally assessed assignment

Students will develop an understanding of Art through the practical activities of investigating and making, and through the evaluation of their own work and that of other artists from different periods and cultures. They will work mainly in the areas of drawing, painting, sculpture, printmaking and mixed media. We invite students from all Progression Routes to choose to study GCSE Art and Design.

Your first point of contact is Mrs Neild.

Please note that students are unable to opt for both Art and Design and Graphic Communication

GCSE Art and Design: Graphic Communication

Assessment: 60% Coursework, 40% Externally assessed assignment

Students will develop an understanding of Graphic Design through a series of brief-based projects with the intention of providing a clear understanding of real world practice. They will develop their work through the study of designers and illustrators from a range of genres and cover disciplines including typography, illustration, design for print and show experiments in both hand drawn and digital mediums. We invite students from all Progression Routes to choose to study GCSE Art and Design: Graphic Design.

Your first point of contact is Mr Bignell.

Please note that students are unable to opt for both Art and Design and Graphic Communication

GCSE Art and Design: Photography

Assessment: 60% Coursework, 40% Externally assessed assignment

Students will be introduced to a variety of experiences exploring a range of techniques such as photography, animation and filmmaking. Students will be expected to demonstrate practical skills and be able to evaluate their own work alongside that of other photographers and filmmakers.

This course will provide students with opportunities to research, develop and realise ideas in a variety of ways. We invite students from all Progression Routes to choose to study GCSE Art and Design: Photography.

Your first point of contact is Mr Kime.

The performing arts have a rich and successful legacy at Fred Longworth High School, and we expect students to take an active interest in the subject they are studying and participating in. Crucially, GCSE Dance students will be expected to take advantage of the extra-curricular enrichment opportunities available to them.

These courses prepare students for a range of Level 3 qualifications, including A Level Dance/Performing Arts; National Diploma Level 3 BTEC Performing Arts: Dance; NVQ Dance/Performing Arts.

Please note that students cannot study both BTEC Dance Technical Award and GCSE Dance together. Your first point of contact is Mrs McPhail (GCSE and BTEC), or Mrs Cowan (BTEC).

GCSE Dance

Assessment: 60% Performance and Choreography, 40% Written exam

• Component 1: Performance and Choreography

Performance (30%): Set Phrases through a solo performance (1 minute); Duo/Trio Performance (3 ½ minutes)

Choreography (30%): Solo or Group Choreography

• Component 2: Dance Appreciation (40%)

Written exam (1 hour 30 minutes)

GCSE Dance is an integrated practical and theoretical course in which students enhance their skills in dance composition, performance and appreciation. Students will work alone and in groups, exploring a variety of dance styles and techniques, thus broadening their understanding of the art form.

They will also learn to analyse and evaluate their own performance, and study an anthology of professional works upon which the written paper is based. The anthology will also act as inspiration for both choreography & performance work. The opportunity to work alongside professional artists, watch live dance and perform live is an essential part of the course. We invite students from Progression Routes 1, 2 and 3 to choose to study GCSE Dance.

Your first point of contact is Mrs McPhail

BTEC Technical Award in Performing Arts: Dance

Assessment: 60% Portfolio; 40% practical exam/controlled assessment

Component 1 – Exploring the Performing Arts (30%)

Component 2 – Developing skills and techniques (30%)

Component 3 – Performing to a brief (40%) Externally assessed

Students complete a range of three practical units all of which involve preparing for, and contributing to, a dance performance. Assessment is through the creation of a portfolio of video evidence, log books and research tests. Grades awarded are Pass, Merit and Distinction. The course is heavily based around practical activities and completing assignments. The qualification provides an opportunity to learn about:

- The art of choreography
- Performance skills
- Gaining experience in live performance situations.

Your first point of contact is Mrs Cowan.

GCSE Drama

Assessment: 60% Practical, 40% Theory

Component One: Understanding Drama - 40%

Component Two: Devising Drama (Practical) - 40%

Component Three: Texts In Practice (Practical) - 20%

Drama GCSE engages and encourages students to become confident performers, directors, collaborators and designers, equipping them with the skills they need for a bright and successful future. Performance is paramount: there is as much opportunity as possible for students to do what they enjoy most – participate in performance.

All students devise drama, and explore texts practically by working on two text-based performances. Students can choose to develop as: 1) performer 2) designer (lighting, sound, set, costume, puppetry), or 3) performer and designer. Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.

The written exam paper asks students to combine what they've learned about how drama is performed with their practical experience and imagination.

This specification ensures continuity for students progressing from GCSE Drama to A-level Drama and Theatre. Students who go on to A-level are already familiar with studying whole set texts for the written papers. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts. All of these aspects feature in A-level as well as the GCSE. We invite students from all Progression Routes to choose to study GCSE Drama.

Please note that students cannot study both BTEC Performing Arts: Acting Level 1/2 and GCSE Drama together.

Your first point of contact is Mr Moloney, Mrs Walters or Mr Turner.

BTEC Level 1 / 2 Tech Award in Performing Arts: Acting

Assessment: 50% Practical; 50% Coursework

This course focuses on the learner's ability and desire to perform as well as developing the skills required to thrive in the Performing Arts industry. Assessment is through the creation of a portfolio of evidence and the completion of assignments that lead toward a final grade: These are awarded as either a 'Pass', 'Merit' or 'Distinction'. Through the study of four practical units, our learners will:

- Acquire and develop fundamental practical skills
- Collaborate effectively and productively toward a project focused outcome
- Focus on performance ability by developing critical awareness
- Create works of theatre for public performance
- Develop existing skills relating to the performance industry
- Observe and analyse professional works of theatre.
- Function more effectively as an independent learner in developing new skills
- Develop confidence in communicating effectively with an audience
- Use problem-solving skills in a practical context.

This specification prepares students for Level 3 qualifications, including BTEC National Diplomas and A Levels in Drama and Theatre Studies. We invite students from all Progression Routes to choose to study BTEC Performing Arts: Acting Level ½.

Your first point of contact is Mr Moloney or Mr Turner.

The Creative Curriculum

There are a range of opportunities to study music through performance, composition and use of music technology. All of the courses on offer can lead to a number of Level 3 qualifications, such as BTEC National Diploma, A Level and Level 3 Music Practitioners, which are offered by a number of local colleges. The qualification also provides a route to further academic study through AS/A Levels, such as A Level Music. Many of our students who have completed vocational qualifications, such as BTEC Music, or BTEC Performing Arts, have gone on to study music at College and University, whilst others have gained employment in arts-related careers, such as: sound recording engineer, technician, arts administrator, concert manager, and music teacher. *Please note that students cannot study Level 2 Certificate in Music Performance, GCSE Music or Music Technology together.*

Your first point of contact is Mr Ainscough, Mrs Robinson or Miss Dalton.

Rockschool Level 2 Certificate in Performance for Music Practitioners

Assessment: 60% internally assessed portfolio; 40% **externally assessed portfolio.**

This course is based around learning through practical, real-world activities through the completion of a number of assignment briefs. The course is designed for students who can play a musical instrument and who are keen to develop their performance skills to perform in front of an audience.

Students build a portfolio of evidence that will consist of written work, blogs, performances, presentations etc. Two of these units are internally assessed, and the final unit is set and examined by Rockscool. One of these units will include a live performance in a professional venue and one is a core unit which aims to expand your knowledge of music. The remaining unit can be chosen depending on the interests of the class, but could be song writing or developing instrumental skills. This course is graded Pass, Merit or Distinction and is equivalent to a grade 5 – 9 GCSE grade.

GCSE Music

Assessment: 40% Examination; 60% Coursework

Performance Assessment: Solo and Ensemble Performance - 30%

Composition Assessment: 2 Compositions- 30%

Written/Listening Examination Paper: Unfamiliar music and Set works- 40%

The Music GCSE course teaches all the elements of Music through Performance, Composition and Listening. This course will develop students into comprehensive and experienced musicians with many transferable skills. The course is designed and assessed in three components: Understanding Music (listening and written exam), Performing Music (solo and ensemble performance) and Composing Music (two compositions). Students will be able to play the set works or play and create examples of the specific musical genre that is being studied.

Rockscool Level 2 Certificate in Technology and Composition for Music Practitioners

Assessment: 60% internally assessed portfolio; 40% **externally assessed portfolio.**

This course is based around learning through practical, real-world activities through the completion of a number of assignment briefs. The course is designed for students who are interested in music technology and recording. Throughout the course there will be an opportunity to create music using professional audio software and learn how to record live music using the recording studio.

Students build a portfolio of evidence that will consist of written work, blogs, videos, presentations etc. Two of these units are internally assessed, and the final unit is set and examined by Rockscool. The course is suited to students who enjoy producing electronic music using DJ equipment or recording in the studio. This course is graded Pass, Merit or Distinction and is equivalent to a grade 5 – 9 GCSE grade.

AQA GCSE in Design and Technology.

Assessment: 50% externally assessed exam; 50% coursework.

Throughout the course, you will develop skills in a large number of areas, in most cases with a 'hands on' approach. You will have the opportunity to express yourself and think outside of the box with your work! You will explore design movements, sketching, modelling, 3D printing, advanced laser cutting, mechanisms, vinyl sticker machines and much more!

All this work builds your knowledge up of the world we live in, and all the technological advances that you use every day, and how much of an impact technology has on you and your future! There are a number of mini projects you will carry out, including storage boxes, games console holders, clocks, lighting and so on – leading up to your coursework in year 11.

Your points of contact are Mr. Coull & Mr. Jackson

Eduqas WJEC Level 1 / 2 Award in Hospitality and Catering

Assessment – 2 Units of work – 1 x externally assessed 90 minute on-screen examination (40%) and 1 x Practical/coursework Unit internally assessed (60%).

This course concentrates on the hospitality and catering industry. You will develop your knowledge and understanding of this industry and you will acquire a wide range of food practical skills. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect the success of hospitality and catering operations. In this qualification you will learn how to cook dishes to restaurant standard.

Your points of contact are Mrs Clarke, Mrs Hodgkinson & Mrs Beswick

Eduqas (WJEC) Level 1 / 2 Constructing the Built Environment – Construction

Assessment – 3 Units of work - 1 x Practical based learning, 1 x Planning Construction Projects and 1 x 60minute externally assessed exam in health, safety and security in the construction industry.

This course concentrates on preparing students for the world of the built environment, and the different specialist career paths such as Architecture, Civil and Mechanical Engineering, Managerial roles and specialist trades. We deliver thorough practical and technical knowledge based sessions in our purpose built skills centre – concentrating mainly on Decorating, Joinery and Bricklaying. We have close links with local colleges and businesses and our extended programme of study allows students to extend their out of school learning in sectors such as plumbing, electrical, plastering and carpentry. We also carry out some 'desk based' learning whereby students will understand and prepare how to plan a construction project, looking at different built environments and focusing on areas such as materials, sustainability, technical drawing and different roles and responsibilities of the built construction environment.

Your points of contact are Mr. Coull & Mr. Farrington

AQA GCSE in Design and Technology: Textiles

Assessment 50% coursework and 50% externally assessed examination.

Students will get the opportunity to work creatively when designing and making using textiles materials. The GCSE allows students to study core technical, designing, and making skills with the opportunity to study a broader range of materials techniques and equipment within the design industry.

Students will gain awareness and learn from wider influences on Design and Technology including the history of design, the work of famous designers as well as social and cultural influences. Pupils will acquire knowledge and skills that prepare them for the technological advances in the world we live in.

Your point of contact is Mrs C Clarke

Religious Studies and Sociology are excellent choices for students who wish to learn more about the diverse and rich society that we live in, and both subjects require an inquiring, open mind, and an interest in other people's opinions and beliefs. Both subjects support integral aspects of many careers, including the media, art, journalism, criminology, teaching, social work, health, and law.

GCSE Religious Studies

Assessment: 100% written exam

Paper 1 – The Study of Religions: 1 hour 45 mins (50%)

Paper 2 – Thematic Studies: 1 hour 45 mins (50%)

Component 1 – Study of Religions, Christianity and Islam

Christianity - The nature of God; creation; the afterlife; Jesus Christ and salvation; worship and festivals; the role of the church in the local and worldwide communities.

Islam - key beliefs; authority; worship; duties and festivals.

Component 2 – Thematic studies from the perspective of Christianity

Relationships and families; religion; crime and punishment; religion; human rights and social justice; religion, peace and conflict.

We invite students from all Progression Routes to choose to study GCSE Religious Studies.

Your first point of contact is Mrs Edwards.

Eduqas GCSE Sociology

Assessment: 100% written exam

Paper 1 Component 1: Understanding Social Processes: 1 hour 45 mins (50%)

Paper 2 Component 2: Understanding Social Structures 1 hour 45 mins (50%)

Sociology is the study of people in society, and is based upon thorough research, enabling students to develop an understanding of the society they live in today.

Component 1: Understanding Social Processes

- Key concepts and processes – what is sociology, what makes humans different, feral children, how we learn to fit in to the culture of our society and how we learn our identity.
- Family – family types and structures, relationships, the role of families and changes within families.
- Education – the role of education, processes within schools, and the factors affecting educational achievement.
- Sociological research methods - different types of research, methods, sampling, practical and ethical issues.

Component 2: Understanding Social Structures

- Social differentiation and stratification – social power and authority, inequality and equality and poverty.
- Crime and deviance – patterns of criminal behaviour and explaining criminal behaviour.
- Applying sociological methods, including practical research carried out by the students.

Further studies are available at A Level, BTEC and university. We invite students from Progression Routes 1 and 2 to choose to study GCSE Sociology.

Your first point of contact is Miss Aspray.

OCR GCSE Business

Assessment: 100% written exam

Component 1: 50% Business Activity

Component 2: 50% Operations and Finance.

OCR's GCSE in Business is an up-to-date and engaging qualification that is relevant to the world of business today. Students are graded using the new 1-9 grading. This qualification provides the ideal foundation for learners to progress to A Level Business, as well as a range of vocational study choices. This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject, and will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways, as well as developing life skills that enable them to become financially and commercially aware. We invite students from all Progression Routes to choose to study GCSE Business.

Your first point of contact is Mr McKeown or Mr Hughes

Eduqas GCSE Media Studies

Assessment: 70% written exam; 30% Controlled Assessment

Media Studies is an exciting and vibrant subject that allows you to study a range of modern media formats from TV, film, newspapers, magazines, gaming, advertising and the music industry.

It focuses around the four key media concepts of media language, audiences, representation and media industries.

Students who have completed this course often go on to take Level 3 courses such as A Level Media Studies, A Level Film Studies, BTEC Media Production & Creative Media, and Media-based Apprenticeships.

You will have the opportunity to learn new practical skills and work with cutting-edge equipment in our new designated media suite.

The course is assessed by two exams, which contain multiple choice questions as well as extended response tasks. You will also complete a controlled assessment assignment on a topic of your choice, such as the creation of a TV advert, music video, section of a magazine or website.

Media Studies balances traditional classroom learning with practical application, developing skills such as videography and photography, and music and web-based work.

Although we accept students from all Progression Routes, Media Studies students need a good level of literacy (reading and writing) in order to access the course fully.

Your first point of contact is Mr Hughes.

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. As such, Health and Social Care is ideal to act as a stepping stone for many students' next steps.

BTEC Tech Award in Health and Social Care

Assessment: 60% internally assessed assignments; 40% written exam

The main focus of the Award is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

The course is comprised of 3 components;

Component 1 is Human Lifespan Development, which is internally assessed.

Component 2 is Services and Values, which is internally assessed.

Component 3 is Health and Wellbeing, which is externally assessed.

You should consider this course if you are interested in a career in any health and social care setting. This includes nursery work, working with the elderly, working in an NHS setting to name but a few. Students who have completed this Level 2 course can go onto college to complete the Level 3 equivalent courses, or can use the qualification as one of the suite of qualifications that colleges and employers ask for. This course offers grade results that are equivalent to one GCSE at the new numerical grading (1-9). We invite students from all Progression Routes to choose to study BTEC Tech Award in Health and Social Care.

Your first point of contact is Mrs Maher.

The Creative Curriculum

All students will participate in two Physical Education (non-examination) lessons per week. In this time, they will be able to participate in a range of sports such as: football, aerobics, netball, cross-country, softball, athletics, hockey, badminton, rounders, volleyball, basketball, cricket, rugby, table tennis, multi gym, and tennis. Students will plan their own programme with guidance from a member of staff. They are expected to specialise in two sports during Key Stage 4.

This is compulsory for all students, and is in addition to any selected options in PE/Sports Studies.

OCR GCSE Physical Education

Assessment: 60% written exam; 30% practical exam; 10% controlled assessment

Theory Examination (60%)

Practical Examination: students will be assessed in 3 practical sports (30%)

AEP Controlled Assessment - analysing and evaluating Performance (10%)

This course is an excellent choice for those who really enjoy Physical Education. It is a theory-based subject, with 60% of marks being allocated to theory. Students are graded using the new 9 - 1 grading, and will have to complete 2 written papers focusing on topic areas such as health, physiological, social and the psychological aspects of sport.

Students will be assessed in an individual sport, a team sport and another which can be either. While valuable and enjoyable in its own right, this course is also a useful introduction to 'A' Level Physical Education, as well as GNVQ courses in sports and leisure management. We invite students from Progression Routes 1 and 2 to choose to study GCSE Physical Education.

Your first point of contact is Mrs Gregory.

Please note that students cannot study both OCR GCSE Physical Education and Cambridge National in Sports Studies.

OCR Cambridge National Certificate in Sports Studies Level 1/2 Certificate

Assessment: 75% portfolio; 25% examination.

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment, providing students with a broad knowledge and understanding of different aspects of sports studies, from contemporary issues in sport and the relationship between sport and the media, to developing the practical skills essential for progression into the sports industry. The Level 2 qualification is the equivalent of one GCSE (grade 9 – 1).

All work is assessed through the submission of a portfolio of evidence for each unit of work. This could include learning logs, pictures and video evidence. As the collection of this evidence is ongoing throughout the course, good attendance is really important to succeed.

This course is also a useful introduction to GNVQ courses in sports and leisure management, as well as supporting learners in the development of the practical skills essential for progression into the sports industry. We invite students from all Progression Routes to choose to study Cambridge National in Sports Studies.

Your first point of contact is Mrs Gregory

Please note that students cannot study both OCR GCSE Physical Education and Cambridge National in Sports Studies.

The Prince's Trust Achieve Programme

The Excel Programme is an extremely successful, well established and well-designed route. It supports students as they move towards life after secondary school.

Prince's Trust Level 1 Certificate in Personal Development and Employability

Assessment: 100% portfolio

The course will provide students with a wide variety of opportunities to explore different areas of vocational learning, and is tailored to suit the needs of the students who are on the course.

Past projects have included converting a shipping container into a classroom, creating an enterprise shop, recycling old bikes, taking part in the EvGrandprix, producing music and creating short films.

The focus of the course is to develop interpersonal team work, communication skills, and to ensure that students are fully informed and able to pursue further study or undertake employment.

Students will also have the opportunity to take part in an extended work experience placement during the course.



Students can use this qualification as a platform to progress to Level 2 vocational qualifications, or may look at work-based learning opportunities such as apprenticeships. Your first point of contact is Mrs Maher or Mr Nuttall.

