



# Subject Selections: 2021

**A message from the Headteacher, Mr P. Davies:**

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. The recent challenges of the pandemic will no doubt increase anxiety at this critical time. Through the option process, we aim to provide you with all the information required in order to make informed choices. We must remember that the subjects chosen by the students will be studied for two years, so it is vitally important to take the time to get these choices right.

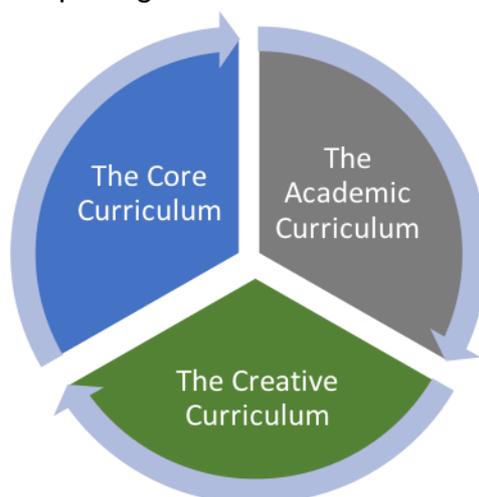
All students will study English Language, English Literature, Mathematics and Science. This is what we refer to as the core curriculum. As well as this, all students will participate in two hours of Physical Education each week, as well as a carefully balanced Personal, Social, and Health Education programme.

Students will then choose up to four additional option subjects. We believe it is important that students choose a balance of both academic (sometimes known as EBacc) subjects and creative subjects. This broad and balanced curriculum will, we believe, give them the best possible chance of success. Through the subject selection process, we will guide learners towards courses and combinations of courses in which they will thrive.

We look forward to working with you throughout this process.

**B**elonging **E**ngaging **S**ucceeding **T**ogether

In 2017 the government introduced what is known as Progress 8 for Schools in England. This ensures that all pupils at Key Stage 4 (Year 10 onwards) study a broad and balanced curriculum and which covers a wide range of different disciplines. In doing this young people are provided with the foundations of knowledge and skills to enable them to be lifelong learners and achieve success in school and throughout their life. Furthermore, they will be equipped with a good understanding of the world around them so that they can make a positive contribution to their local, national and international communities. The three curriculum areas that make up Progress 8 are as follows:



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

**The Academic Curriculum** is comprised of a number of additional subjects 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 and Separate Sciences (if eligible). 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 three possible Progression Routes. We recommend different combinations depending on the Progression Route.

<b>Progression Route</b>	<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>	<b>Option 4</b>
<b>1</b>	Ebacc Subject	Ebacc Subject	Separate Science	Creative Subject
<b>2</b>	Ebacc Subject	Ebacc Subject	Creative Subject	Creative Subject
<b>3 (with Excel)</b>	Ebacc Subject	Creative Subject	Creative Subject	Creative Subject or Excel Programme

## A Note from Mrs Russell, your Careers Adviser

As a School, we ensure your child gets a broad education, which offers a good foundation for future options, but making any decision like this can be stressful so it is worth thinking about 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 what you want to do now 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:

- 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  
<https://flhs.org.uk/wordpress/careers/>
- Xello / GMACS - this is a careers support tool for all young people, there is a careers matchmaker quiz – which looks at likes and dislikes and links to career ideas, along with many other resources such as a CV builder. Students will be using this tool throughout their time in school to record any interactions with careers / employers / FE and HE, along with applying to colleges in year 11. Students can sign into their office 365 account at home and search for the xello app on the left hand side. Parents can find more info on  
<https://gmacs.co.uk/parents-and-carers>
- [www.eClips-online.co.uk](http://www.eClips-online.co.uk): requires a password which is currently **viosce41**. This is a really good source of in-depth information with good links on to further, industry specific websites.
- <https://nationalcareers.service.gov.uk/>: is another useful resource including access to Careers Guidance and Careers information
- [www.icould.com](http://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: I am available in School Monday – Thursday, if students would like an individual guidance interview, they just need to ask their Head of Year to make the referral. Parents are able to contact me by telephone or email.

**Mrs Russell**

## The Core Curriculum

English is known as a **core subject** because of the value that is placed on the skills gained through the study of both English Language and English Literature. These are skills that are essential for progression to employment and Further Education, regardless of career choice. All students at Fred Longworth are required to study **both** English Language and English Literature at GCSE level.

### **AQA English Language**

**Specification code: 8700**

**Assessment: 100% examination**

**Paper 1** 50% (1 hr 45 mins)

Explorations in creative reading and writing: Students engage in a range of creative texts from the 20th and 21st century and develop their understanding of the methods used in order to inspire and inform their own fiction writing.

**Paper 2** 50% (1 hr 45 mins)

Writers' viewpoints and perspectives: Students develop their insight into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives by looking at a range of sources from the 19th, 20th and 21st century. They then apply this understanding to their own non-fiction writing.

English Language is assessed by two single tier exams and a non-exam assessment that is completed in class for **Spoken Language**. Spoken Language is an endorsement that is reported on as part of the English Language GCSE, but it does not form part of the final mark and grade. Students are asked to prepare a spoken presentation on a specific topic for a small audience.

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

### **AQA English Literature**

**Specification code: 8702**

**Assessment: 100% examination**

**Paper 1** 40% (1 hr 45 mins)

Shakespeare and the 19th century text: Students will study either 'The Tragedy of Macbeth' or 'The Tragedy of Romeo and Juliet' by William Shakespeare and 'A Christmas Carol' by Charles Dickens. In addition to exploring the content, themes and 'Big Ideas' of these texts, students will also consider how the writers use language to communicate.

**Paper 2** 60% (2 hr 15 mins)

Modern texts and Poetry: Students will study, 'Lord of the Flies' by William Golding, 'An Inspector Calls' by J.B. Priestley or 'Blood Brothers' by Willy Russell and 15 poems from the 'Power and Conflict' anthology. As well as exploring the content, themes and 'Big Ideas' of these texts, students will also focus on compositions skills and academic writing.

English Literature is assessed by two single tier exams.

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

## The Core Curriculum

### **Edexcel Mathematics**

#### **Assessment: 100% examination**

Maths is an essential subject for progression to employment and Further Education and, regardless of progression route; 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 five 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 three 90 minute exams each worth 80 marks, with two of these papers allowing the use of a calculator.

The Head of Maths – and your first point of contact – is Mrs Roylance.

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 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. Many desirable careers 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.

## The Academic Curriculum

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!

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!

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

## The Academic Curriculum

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 Adams.

### **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 Humanities – 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 Mr Mooney.

## The Academic Curriculum

To deny the importance of Computers for everyday life is naive at best and ignorant at worst. The impact of the pandemic has been managed and minimised through our Digital Life. Computers have enabled the vast majority of the UK population to continue their ability to work, educate and to socialise every day. We believe it is every student's need to continue an Information Technology subject at GCSE level and beyond. Therefore we have chosen two very engaging subjects of study for year 10 and 11.

In the increasingly global community in which we live, we feel strongly that every student should study Computer Science or Creative Interactive Media (listed later in the booklet). Students who are able to should pursue the full English Baccalaureate, which includes Computer Science.

The Computing Department Team – Mr McKeown, Mr Hughes and Mr Davies

### **OCR GCSE Computer Science**

#### **Assessment: 100% examination**

Computer Science GCSE students will study the following Components, on which their assessments will be based:

Component 1 Computer Systems

Component 2 Computational Thinking, Algorithms and programming

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Students apply knowledge and understanding gained in component 1. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators

The Computing Department Team – Mr McKeown, Mr Hughes and Mr Davies

### **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 progression route one. 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.

## 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 Mr Kime, Mrs Neild or Miss Myles. *Please note that students cannot study both GCSE Art & Design and GCSE Graphic Communication together.*

### **GCSE Art and Design: Art, Craft & 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: Art, Craft & Design

Your first point of contact is Mrs Neild.

Please note that students are unable to opt for both Art, Craft 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 Kime or Miss Myles.

Please note that students are unable to opt for both Art, Craft 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. Students will learn the key technical skills of photography and learn to apply them to their own work.

This course will provide students with opportunities to research, develop and realise ideas in a variety of ways. We invite students with any level of photography experience to choose to study GCSE Art and Design: Photography.

Your first point of contact is Mr Kime or Miss Myles.

## The Creative Curriculum

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 RSL Dance and GCSE Dance together.*

Your first point of contact is Mrs McPhail (GCSE and RSL), or Mrs Cowan (RSL).

### **GCSE Dance**

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

#### **Component 1: Performance (30%) and Choreography (30%)**

- Set Phrase 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.

Your first point of contact is Mrs McPhail.

### **Level 2 Certificate in Creative and Performing Arts:**

**Dance Assessment: 60% Internal assessment; 40% External assessment.**

Unit 201E: Live Performance

Unit 229: Ensemble Dance Performance

Unit 222: Choreography

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.

# The Creative Curriculum

## **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 have 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.

*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 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.

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

## The Creative Curriculum

Music performance, composition and listening/analysis can be studied on either the Music GCSE course or the RSL Music Performance course. The courses offered can lead to a number of Level 3 qualifications, such as A Level, BTEC National Diploma and Level 3 Music Practitioners, which are offered by a number of local colleges. Many of our students who have completed further academic courses or vocational qualifications, 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 and GCSE Music.*

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

### **Rockschool Level 2 Certificate in Performance for Music Practitioners**

**Assessment:** 3 units of work (2 units internally assessed by the teacher and 1 unit externally assessed by RSL)

This course is based around learning through practical, real-world activities through the completion of three areas of work. 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. The final external unit 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.

## The Creative Curriculum

### **AQA GCSE in Design and Technology.**

**Assessment: 50% externally assessed exam; 50% controlled assessment.**

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. Royle & Mrs Clarke.

*If you are interested in studying **AQA GCSE in Design and Technology with textiles as a specialism**, please see **Mrs Clarke** for more details.*

### **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 a wide range of food practical skills such as bread, cake and pastry techniques as well as preparing fish, beef and chicken dishes. You will develop your knowledge and understanding of the hotel and catering industry. You will have the opportunity to learn about issues related to nutrition and food safety and gain an understanding of how a variety of factors 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 Price

### **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. Royle & Mr. Farrington.

## The Creative Curriculum

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, fetal 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 Creative Interactive Media Level 2**

**Assessment: 25% Examination 75% Non-Examined Assessment (practical work)**

There are 4 Components to the full level 2 Course

Two Mandatory Components are;

R081: Pre-production skills – Examined 25%

Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques

R082: Creating digital graphics

Building on the skills and understanding that they have developed in the previous unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.

R091: Designing a game concept

Students learn the basics of planning and designing digital games for the creative digital media sector. They investigate the capabilities and limitations of different platforms, and identify core features of digital games as they create a games design concept proposal for presentation to a client for critical review.

R092: Developing digital games

Students create and test a playable game from an existing design or brief to develop their knowledge and understanding of different types of digital games creation software, hardware and peripherals.

The Computing Department Team – Mr McKeown, Mr Hughes and Mr Davies

## The Creative Curriculum

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 Miss Aspray.

## The Creative Curriculum

All students will participate in three core Physical Education (non-examination) lessons every two weeks. In this time, they will be able to participate in a range of sports such as: football, step aerobics, netball, cross-country, softball, athletics, hockey, badminton, rounders, volleyball, basketball, cricket, rugby, table tennis, fitness suite, yoga, trampolining 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%) **Paper 1 & Paper 2 are each worth 30%**

Practical Examination: students will be assessed in 3 practical sports (10% for each sport)

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

This course is an excellent academic option 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 9 - 1 grading, and will have to complete 2 written papers focusing on topic areas such as health and fitness, 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 Level 3 vocational qualification in sports.

Your first point of contact is Mr 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 and assignments of the highest quality must be produced.

This course is also a useful introduction to a Level 3 vocational qualification in sport, as well as supporting learners in the development of the practical skills essential for progression into the sports industry.

Your first point of contact is Mr Gregory.

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

# The Prince's Trust (Excel) 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 Mr Nuttall.

