



Subject Selections: 2022

A message from the Headteacher, Mr P. Davies:

Selecting subjects to study at Key Stage 4 is an exciting and nerve-racking process for students, and the guidance that we – their teachers and parents - give them is essential in helping them to make the right choices. 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 do this by placing each student in a Progression Route.

We look forward to working with you throughout this process.

Belonging **E**ngaging **S**ucceeding **T**ogether

Making the Right Choices and Studying the Right Combination of Subjects

We want to ensure that all students at Key Stage 4 (Year 10 onwards) study a broad and balanced curriculum, covering 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. It is perhaps useful to consider subjects within the curriculum as being in three distinct areas:

The Core Subjects. The Core refers to English Language and English Literature, Mathematics and Science (either the Double Award Trilogy Science or, for those students who choose to study the three separate sciences. Triple Science).

The EBacc Subjects. This refers to the Humanities subjects of History or Geography; a Modern Foreign Language, French or Spanish; Computer Science.

The Creative Subjects. This refers to the subjects from the disciplines within the Expressive Arts such as Dance, Music or Drama; Physical Education; Design and Technology; Creative I-Media; Vocational subjects such as Construction or Food Technology. This also includes Humanities' subjects such as Religious Education and Sociology.

The English Baccalaureate

The Department for Education recommends the following subject combination which collectively make up the English Baccalaureate (EBacc), and help keep options for young people open:

- English Language and English Literature
- Maths
- Science (Combined Science or Separate Sciences)
- History or Geography
- French (or Spanish if this was chosen instead of French in Y8)

Computer Science is not a compulsory component of the English Baccalaureate but can count towards it if chosen.

The EBacc is a combination of GCSE subjects, including a language that offers an important range of knowledge and skills to young people. While your child may not have decided on their future career path yet, choosing the subjects aligned with the EBacc at GCSE gives them a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

Studying and achieving well in this combination of subjects is considered the academic gold standard.

While the 'Arts' (Art, Drama, Dance and Music) are not included in the subjects aligned to the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. Your child will be taking 9 GCSEs and they will have further option choices outside of the EBacc. They should choose subjects based on their wider interests like the 'Arts' as well as others such as physical education or technology. Your child should choose the option subjects that they think they'll be good at and that will interest them.

Progression Routes

Based on our knowledge of the students, we have banded students into two recommended Progression Routes Q and U.

Q Progression Route: Students in the Q Progression Route are expected to study the full English Baccalaureate. This includes either History or Geography and French (or Spanish if this was chosen as the preferred language in Y9). Students in this Progression Route can also select Triple Science.

U Progression Route: All students in this progression route must study either History or Geography. Students in the U Progression Route can also study the full English Baccalaureate if they wish to do so. If this is the case, they would also need to choose French (or Spanish if this was chosen as the preferred language in Y9)

Choosing other subjects

Once students have selected their initial EBacc subjects, the remainder of students' option choices come from the Creative Subjects.

A small number of students in the U Progression Route have been recommended for the Excel / Prince's Trust Pathway. If students wish to pursue this programme of study, the Excel Pathway will account for one of their option choices.

How to guide your child through the Options process

There are several things you can do to ensure that your child fully engages in the process.

- Remind them to read the information in the booklet carefully please. We encourage students to think hard about subjects they enjoy, are challenged in and will help them in later life. Remind them not to close any doors until they have carefully considered the benefits of each subject.
- Tell your child to speak to their teachers or those who have been identified as subject leads if they are unsure about a subject and what it entails at GCSE. Students could email the subject lead if they are finding it difficult to meet them during school time.
- Ask your child to sit down with you/ someone at home to talk through their options and explain their thought process. Remind them not to write a subject off immediately and to think about the doors that a subject might open and the life skills they might develop.
- Ensure that you and your child attend the SLT options meeting. Encourage your child to be prepared to explain their thought process and have any questions ready.

Key dates you should note:

Thursday February 3, 2022 – Year 9 Options and Parents' Evening

Wednesday February 16 & Thursday February 17, 2022 – Year 9 Options Meetings with SLT

Friday March 4, 2022 – Deadline for Year 9 Options to be in.

The table below can be used as a guide to help your child to consider their options
(your child will select one from each box):

Progression Route	The EBacc		Open Choice	
	Humanities	Modern Foreign Languages	Subject 3	Subject 4
Q	GCSE Geography Or GCSE History	GCSE French or GCSE Spanish** ** only if selected as your child's preferred language in Year 9	GCSE Separate Sciences (Q only) GCSE Computer Science GCSE Art GCSE Graphic Communication GCSE Photography GCSE Dance GCSE Drama BTEC Drama	GCSE Computer Science GCSE Art GCSE Graphic Communication BTEC Dance GCSE Drama BTEC Drama GCSE Music
U	GCSE Geography Or GCSE History	To qualify for the EBacc select a language. GCSE French or GCSE Spanish** ** only if selected as your child's preferred language in Year 9 For students in the U Progression Route not wishing to follow the EBacc, please choose a third Open Choice subject instead of a language	RSL Music Performance GCSE Design & Technology GCSE Religious Studies WJEC Construction OCR Creative I Media GCSE PE OCR Sports Studies WJEC Tech Award in ICT	GCSE Design & Technology WJEC Hospitality & Catering WJEC Construction GCSE Religious Studies GCSE Sociology OCR Creative I Media GCSE PE OCR Sports Studies WJEC Tech Award in ICT

Please give serious thought to your reserve choice. All students must choose a reserve subject. This is important for several reasons:

- Due to staff availability, some subjects will be restricted to one or two groups.
- Some subjects have restrictions on the number of students due to the equipment they are required to use or health & safety considerations.
- Subject viability. If there is an insufficient number of students who opt for a subject, it will not be taught this academic year.

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 these fit – see Resources below. Remember what you want to do now in Year 9 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 Arts subjects without a qualification from school.

Resources:

- Our school website contains lots of information about careers, next steps, colleges etc which can be accessed by clicking on the 'Careers Education' tab.
- 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: requires a password which is currently **Freddies21**. 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: 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 can contact me by telephone or email.

Mrs Russell

Email: RussellR@flhs.wigan.sch.uk

Phone: 01942 881 455

The Ebacc Subjects

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. Students in all Progression Routes must choose either History or Geography

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 Mooney.

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 and in the wider world.

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 Miss Causby.

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 EBacc Subjects

Modern Foreign Languages are incredibly valuable qualifications that will open many doors in a range of careers. Like the Humanities, they are also 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 Mrs Barlow.

**** Please note that those Year 9 students who opted to do Spanish in Year 9 this year are expected to choose Spanish as one of their options.**

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 Ebacc Subjects

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 Fred Longworth students should have the option to study Computer Science or Creative Interactive Media (listed later in the booklet). Students who opt to take Computer Science will qualify for the English Baccalaureate because it is an Ebacc subject.

The Computing Department Team – Mr McKeown, Mrs Potter 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, Mrs Potter and Mr Davies

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

Assessment: 100% examination.

Selection for Separate Science is at the discretion of the Head of Faculty

There will be one Triple Science class running, which will be made up from students in Progression Route Q who specifically choose this option. 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 Core 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 Core Science; 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.

If you want to know more about the course please speak to your teacher or Mrs Dobson the Head of Science, or Mrs Jones who is the KS4 Science Lead.

***** Please note that due to staff availability, there will only be one (1) class of Separate Science. If more students opt for this subject than can be accommodated a random selection process will be undertaken.***

The Creative Subjects

For our budding artists and photographers, we offer a range of opportunities, these qualifications 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 the best qualification for them is, 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 projects with the intention of providing a clear understanding of how a professional Graphic Designer may work on commercial briefs and more experimental projects. They will develop their work through the study of designers, illustrators, animators, and filmmakers from a range of genres and explore techniques including typography, illustration, animation 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 in Photography. Students will be expected to demonstrate practical skills and be able to evaluate their own work alongside that of other photographers. 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 including opportunities to try traditional darkroom photography and experimental analogue techniques. All students are provided with a camera to use in school and will present work in a digital portfolio using Office 365. 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.

**** Please note that there will only be one (1) class of Photography. If more students opt for this subject than can be accommodated a random selection process will be undertaken.**

The Creative Subjects

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 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 Subjects

GCSE Drama

Assessment: 70% Theory, 30% Practical

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 Subjects

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 Subjects

AQA GCSE in Design and Technology.

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

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

This work will build on the student's knowledge of the world they live in, the technological advances used every day and the impact technology has on the future. The student will complete a series of mini projects, including storage boxes, games console holders, clocks and lighting. This will prepare them for coursework in Year 11.

Your points of contact are Mrs Fisher & Mr Royle

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

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. The student 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. They will develop their knowledge and understanding of the hotel and catering industry. The student 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, they will learn how to cook dishes to restaurant standard.

Your points of contact are Mrs Clarke, Mrs Ballard

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 through 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 Mrs Fisher & Mr Farrington.

The Creative Subjects

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 (WJEC) 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.

Your first point of contact is Miss Aspray.

***** Please note that due to staff availability, there will only be two (2) classes of Sociology. If more students opt for this subject than can be accommodated a random selection process will be undertaken.***

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, Mrs Potter and Mr Davies

Eduqas (WJEC) Technical Award in ICT Level 2

Assessment: 40% Onscreen Examination

60% Non-Examined Controlled Assessment (Practical work)

There are 5 Components to the full level 2 Course, split across 2 Units

Unit 1 – ICT in Society – Examined Onscreen 40%

Jobs in ICT exist in a variety of contexts. However, there are key areas of knowledge that any ICT specialist will be required to know. This base knowledge allows them to provide the best service and advice possible for their clients and the industries they are working in. This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. Students will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

Unit 2 – ICT in Context – Controlled Assessment 60% (4 assignments)

ICT usage is becoming increasingly widespread in day-to-day life, as people become progressively dependent on their digital devices. In 2018, Ofcom reported that 78% of UK adults owned a smartphone and 64% of adults described the internet as 'an essential part of their life'. In the workplace, ICT is also vital for the smooth running of many everyday tasks as well as enabling organisations to operate in a more efficient manner. There are key skills that employers look for which centre around having an understanding of, and the practical ability to use, a range of computer programmes, software and other applications.
2.1: Planning, creating, modifying and using databases; 2.2: Planning, creating, modifying and using spreadsheets; 2.3: Planning, creating and modifying an automated document; 2.4: Planning, creating, manipulating and storing images.

The Computing Department Team – Mr McKeown, Mrs Potter and Mr Davies

The Creative Subjects

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: 60% coursework; 40% examination.

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. It provides students with a broad knowledge and understanding of different aspects of sports studies. These range 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. The following units will be completed:

1. Contemporary issues in sport-exam
2. Performance and leadership in sports activity- coursework
3. Increasing awareness of outdoor and adventurous activities- coursework

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. A small group of students in the U Progression Route have been recommended for this course.

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.

