



14-16 Guided Choices Booklet

2023-2024



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** Dance will be available as an enrichment opportunity during core PE time. More information will become available about this later options process.

A Broad and Balanced Curriculum

One of the school's stated aims is to equip students with the knowledge, skills and qualifications that will enable them to thrive in the future. A broad and balanced curriculum encompassing key knowledge and skill areas is widely agreed to be the foundation of an excellent course of study for students.

What Will I Study?

At Key Stage 4, there is an element of choice in the courses that students take but we do make sure that all students study a broad and balanced curriculum. The decision making process that all of our students will go through is a process of 'guided choice'. We try to cater for the individual needs and aspirations of all our students whilst ensuring that, in an increasingly competitive world, all of our students take the courses that will maximise their opportunities in the future.

All Students will Study

English (including English Language and English Literature)

Mathematics

Sciences

Life Skills (including Citizenship, Religious Education and Personal, Social, Health and Economic Education). This is a non-examined course.

Physical Education This is a non-examined course.

These subjects form the core of the curriculum. Further information on these subjects can be found towards the back of this booklet.

All students will study at least one subject from Geography or History.
Many students will study German and this will be made clear on the Preference Form given to students.

Year 9 Guided Choice Timeline 2023

Interim grade sheet with information on progress in the different subject areas.

Week Commencing Monday 6th November

Form Time Assemblies giving information about the Guided Choices Process and giving out the Individual Learning Plan.

Monday 13th November to Friday 1st December

Individual student interviews with a member of staff to discuss subject choices. Year 9 Pathways booklet and Preference Form 1 (to be returned to school by Friday 15th December) will be handed out in this meeting. (Preference Form 1 will be used to produce the timetable blocks which will be designed to meet as many students' preferences as possible).

Thursday 7th December

Year 9 Guided Choices Evening – a chance for you and your family to come to school to talk to your teachers about their subjects.

Friday 15th December

****Deadline for Preference Form 1****

If you wish to discuss the choices any further then please contact the school to arrange an appointment before this date. (There is a contact form on the school website in the Curriculum/Year 9 Guided Choices section to arrange an appointment).

Friday 19th January

Timetable Blocks and allocations distributed to all Y9 students. If first choice preferences have not been matched then a reserve preference will be allocated. At this stage there is an opportunity to review preferences.

Friday 26th January

****Deadline for handing in any preference changes to Form Tutor****. Students who miss the deadline are less likely to get a place on their chosen course.

For further guidance about the guided choice process, please contact:

Mrs C Barker (Deputy Headteacher) – for specific enquiries about options

Mr D Green (Head of Year) – for general enquiries

Mrs H Fraser (SENCO) – for Special Needs related issues

Mrs J Donald (Careers Lead) – for any careers guidance

Subject Teachers – for advice about courses in their subject area

Form Teacher – for general advice and guidance.

Guided Choices

We offer a large range of subjects so that we can respond to student preference on a year by year basis. Unfortunately, if student preference numbers are too low for a course to be viable to run, it may not appear in the timetable blocks. We will liaise directly with any students who are affected by this.

You will be handed a form called 'Preference Form 1'. Please read it and follow the instructions carefully.

The next pages of the booklet include subject information is for:

Art and Design

Business

Computer Science

Design and Technology

Drama

Food Preparation and Nutrition

Geography

Health and Social Care

History

iMedia

Land Based Studies

Music

Spanish

PE – GCSE PE

Religious Studies

** Dance will be available as an enrichment opportunity during core PE time. It **does not** take up one of the option choices.

Information about the Dance course is in the back of the booklet in the Core Subjects section. An application for the Dance course will be circulated separately.

Art & Design

No of Units: 2

Awarding Board: AQA

Course Code: 8202 Fine Art

Course Outline:

AQA Art & Design; Fine Art

GCSE '**Fine Art**' is an exciting course. It combines the skills students have gained in KS3 in art with a much wider skill set in year 10, Art is taught by Miss Kay & Mrs Macfarlane. There are a wide range of processes and mediums involved such as arts-based Textiles, Photography, painting, drawing, printing, collage, to name just a few. Which makes for a broad and creative course. Students will build up a portfolio of work and sketchbooks during this **100% practical course**. It also provides a solid foundation for future progression into Key Stage 5 and beyond.

Assessment

60% coursework & 40% externally set assignment

Unit 1 comprises of coursework, Year 10 will consist of; term 1- students will complete a skills project which covers a wide range of media, techniques & processes, term 2 – will compromise of a mini project with a teacher directed theme and term 3 will be the start of their sustained project which will run into year 11 until December. This all counts towards the first 60% of their grade.

Unit 2 is an externally set assignment beginning in January of year 11, this comprises of a 3-month research & development of ideas period followed by a number of sessions to complete the 10-hour final piece. This has a 40% weighting.

Coursework will be continually monitored through teacher feedback with frequent targets for improvement. External assignment will be supported by your class teacher up until the 10 hour exam period, which you must complete under exam conditions.

Further Information

The aim of the two-year GCSE course is to afford students the opportunity to: record from direct observation and personal experience; develop ideas using a range of traditional and modern processes and materials; develop & strengthen drawing and painting skills; understand the language of painting and an appreciation of art history.

Who is this course for?

This course is ideal for those students who are **interested in all aspects of art, craft & design** and willing to put time & effort into the course in addition to class time. We encourage creativity and experimentation, allowing for personal ideas to be developed into amazing outcomes.

For further information, contact: Miss B. Kay & Mrs J. Macfarlane

Business

No of Units: 2

Awarding Board: OCR

Course Code: J204

Course Outline

GCSE in Business provides a dynamic, contemporary and exciting opportunity for students to engage with the world of business today and enables learners to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and society develop and apply quantitative skills relevant to business and interpreting data.
- Apply knowledge and understanding to types and sizes of businesses in local, national and global contexts.
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.
- Use an enquiring, critical approach to make informed judgements.
- Investigate and analyse real business opportunities and issues demonstrating business knowledge.

Topics covered include; enterprise, marketing, business activity, the workforce in business, using and managing resources to produce goods and services, operational activity, financial information and decision making and external influences on business activity

Assessment

The assessment consists of 2 external examinations of 90 minutes each, taken at the end of Year 11. They include the application and assessment of quantitative skills (approx. 20% of the overall marks) at the level of Key Stage 3 Maths. Both question papers have a section with multiple choice questions and longer questions that require extended writing and some data analysis.

Further Information

Business Studies is an exciting, real-life subject that is available to students as a GCSE option. It is an academic course with some practical activities that aims to increase understanding of how businesses set up and operate in a contemporary and dynamic environment. Students also gain an insight into the key functions businesses need to operate such as Human Resource Management, Production, Marketing and Finance. Students will have the opportunity to develop enterprise skills such as teamwork, initiative, leadership, problem solving, risk taking and communication. This is achieved through a mixture of grouped and paired activities using business case studies.

There is opportunity for further study at A Level and Higher Education. For all students it will prove an invaluable experience that will equip them with a better understanding of the business world and world of work. Teaching is carried out by specialist, experienced Business Studies teachers. It is enhanced by talks and workshops from outside speakers, particularly from businesses in the Kendal area. There may also be the opportunity for extension skills workshops and some external visits. Students are also encouraged to extend their learning by becoming involved in Business and Enterprise activities, and using web-based sources.

Possible Career Destinations

Studying Business Studies could help you set up your own business, undertake a Leadership and Management role within an organisation or any Finance, Accounting, Marketing, Operation or Human Resources function.

For further information, contact:

Mrs M. Booth

Computer Science

No of Units: 2

Awarding Board: OCR

Course Code: J277

No of Units 2

Unit Outline

This course comprises two units:

1. Computer Systems
2. Algorithms and Programming

Assessment

100% of the course is assessed by traditional written examination (with the above 2 papers being worth 50% each)

Further Information

Computer Science is an exciting and ever-evolving subject that is useful in many pathways in life. This course is aimed at students who are considering a career in the field of ICT or Computing or indeed, any scientific / technical career path.

OCR's GCSE (9–1) in Computer Science will encourage students to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

Possible Career Destinations

It is a fantastic pre-course for A-level computing or indeed A-level ICT. If you are considering computing, Software engineering, Network Administration, Software Design, Business Analysis, Maths, Physics or any of the Engineering subjects, computing is a must. As a difficult GCSE, it is looked upon favourably by employers and educational establishments alike. It can be used for the Science element of the EBacc.

For further information, contact: Mr P. Rowlands or Mrs K. Tilney

Drama

No of Components: 3

Awarding Board: Edexcel

Course Code: 1DR0

Course Outline

Component 1: Devising. (practical and written work)

Teacher assessed practical work, supported by a portfolio of documentary evidence. Students will devise and perform an original group piece of Drama based on a given stimulus, they will then analyse and evaluate their devising process in a written portfolio.

Component 2: Performance from text. (practical)

Students perform two key extracts from a script for a visiting examiner.

Component 3: Theatre makers in practice. (written)

Students will answer 5 questions on a play (An Inspector Calls) which we will practically explore in class alongside theory lessons, focusing on the role of performers, directors and designers. Students will also analyse and evaluate a live piece of theatre, which we will watch during the course.

Assessment

Component 1: Assessed internally and moderated externally. Worth 40% of the qualification.

Component 2: Assessed externally by a visiting examiner. Worth 20% of the qualification.

Component 3: Assessed by a written examination. (1 hour 45 minutes) Worth 40% of the qualification.

Further Information

GCSE Drama aims to provide pupils with a range of skills. You will learn practical skills for communication and expression as well as critical skills. You will develop your knowledge of dramatic forms and practitioners and develop an understanding of how this links within social and historical contexts.

The course covers an exploration of key themes, intentions and staging of a set play, you will also have the opportunity to perform key extracts from a range of plays and work collaboratively to devise your own performance. You will learn how creative roles such as; playwrights, performers, directors and designers all contribute to a piece of theatre.

You will acquire skills involved in creating and performing but also develop skills in working with others, problem solving, public speaking and communication, helping you to feel more confident and prepare you for a variety of different situations. With elements of both practical and written work, GCSE Drama provides you with a range of transferable skills which will prepare you for any career or job.

Trips

Compulsory theatre trip to watch a piece of live theatre which you will write about in your written exam. Trip to LIPA to participate in Drama workshops and learn about the industry.

Possible Career Destinations

Careers within the Creative Arts: Actor, director, set designer, sound designer, lighting designer, costume designer, arts administrator, Theatre manager. As well as working in Media, Teaching, Law, and Medicine – any career involving contact and communicating with others.

For further information, contact: Miss A. Green

Design & Technology

No of Units: 2

Awarding Board: AQA

Course Code: 8552

Unit Outline

The course is split into **three sections** as follows:

Core Technical Principles:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties

Specialist Technical Principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint

Students will also go into greater depth, in two other areas from the following: papers and boards, timbers, metals, polymers, textiles, electronics and mechanical systems

Designing and Making Principles:

- Designing principles
- Making principles

Assessment

NEA (Coursework) = 50% of GCSE:

- A3 design portfolio and practical outcome

Written Exam = 50% of GCSE:

- Section A – Core Technical Principles (20 marks).
- Section B – Specialist Technical Principles (30 marks)
- Section C – Designing and making principles (50 marks)

Further Information

This course is suitable for well-motivated students who enjoy exploring, creating, designing, making and evaluating products in a variety of different materials. Students will use hand tools, workshop machinery and equipment, such as the laser cutter, CNC router, 3D printers, and vinyl cutters, to make complex products of commercial quality. This course provides skills for life, as well as a good framework for further study in Sixth Form, particularly for those students who wish to study A Level Product Design.

Possible Career Destinations

This course provides a good grounding for pupils thinking about apprenticeships, or careers in areas such as Product Design, Architecture, Teaching, Interior Design, Materials Science and Automotive, Electrical, Mechanical and Civil Engineering.

For further information, contact: Miss L. Baron, Mrs H. Herd, and Mr J Macbeth

Food Preparation and Nutrition

No of Units: 2

Awarding Board: EDUQAS

Course Code: WJEC 0124

Unit Outline

Year 10

Term 1 Sept - Dec: Food Commodities /Principles of Nutrition
Term 2 Jan - April: Diet & Good health/ where food comes from
Term 3 May - July: The Science of Food/Cooking & Food preparation

Year 11

Term 4 Sept - Dec: NEA 1 Food Investigation
Term 5 Jan - Mar: NEA 2 Food Preparation
Term 6 April- June: Revision

Assessment

This content will be assessed in a 1hr 45min written exam in the summer of Year 11 and is worth 50% of your final GCSE grade.

You will also complete 2 assessments referred to as NEA (Non Examination Assessment). Both of these will be completed in Year 11.

- Assessment 1 The Food Investigation Assessment is worth 15% (Oct)
- Assessment 2 The Food Preparation Assessment is worth 35% (Mar)

Areas of study are

- Food Commodities
- Principles of Nutrition
- Diet and Good Health
- The Science of food
- Where food comes from
- Cooking and food preparation

Further Information

Wild about food? Fancy yourself as the next Jamie Oliver? Or just want to learn more about this practical life skill? Then this is the course for you!

This course will suit a well-motivated student who enjoys cooking. The main focus of the subject is working with food and learning to be a confident cook/chef for the future. A high percentage of work is practical and involves working with food in order to increase your skills and knowledge in this area. This course is a suitable qualification for those who want a broad background in the area of food and for those who wish to progress to further education.

Trips

Kendal College, County Show, the Good Food Show NEC

Possible Career Destinations

Possible careers choices such as Dietician, Nutritionist, Chef, Food Technologist and many more.

For further information, contact: Mrs N. Oddie or Mrs S. Timms

Geography

No of Units: 3

Awarding Board: AQA

Course Code: 8035

Geography stimulates an interest and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' experiences to investigate places at all scales. Choose Geography and let us give you a sense of direction!

Paper 1: Living with the Physical Environment

Topics: The challenges of natural hazards; Physical landscapes in the UK and The Living World.
Assessed: 1 hour 30-minute exam – 35% of the GCSE

Paper 2: Challenges in the Human Environment

Topics: Urban issues and challenges: The Changing Economic World and The Challenge of Resource Management.
Assessed: 1 hour 30min exam (35% of the GCSE)

Paper 3: Geographical Application

This paper will test pupils on Issue Evaluation, Fieldwork and Geographical Skills. There will be a pre-released document which will be used in this exam which we will study in class.
Assessed: 1-hour 30 minutes exam (30% of the GCSE)

The exam papers will have a range of styles of question - some multiple choice, short answer, levels of response and extended prose.

Trips

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this and we try to incorporate as much practical learning as possible. The trips will support the collection of primary data for Paper 3: Geographical Application. Currently these trips are a Rivers Day on Barbon Beck and Urban Studies in Kendal.

Possible Career Destinations

Environmental Officer, Urban Regeneration, Water resources, Geographical Information Systems, Conservation, Marketing, Flooding Officer, or a Resource Manager.

For further information, contact: Mrs H. Herbert

Health and Social Care

OCR Cambridge National Certificate

No of Units: 3

Awarding Board: OCR

Course Code: J835

Unit Outline

Over the two years' students will study 3 Units 2 mandatory units and one optional unit

- R032: Principles of care in health and social care settings- looking at the rights or individuals, infection control, communication, protecting individuals and person centred care
- R033: Supporting individuals through life events-looking at the development stages of people and the factors that can affect this as well as the support available to people
- R034: Creative and therapeutic activities-looking at the range of activities and therapies designed to support people and the benefits of these for people who require support
- R035: Health promotion campaigns-looking at public health, factors that affect health and planning a health promotion campaign

Assessment

There is one examined unit R032 Principles of care in health and social care which is an examined unit taken in the Year 11. This exam is 1hr 15 Mins.

The rest of the course is internally moderated coursework where the students will complete 2 Coursework Units in Year 10. September to January and then January to June. These are set coursework assignments set by OCR.

Students can achieve a Distinction* at Level 2 which is the equivalent to an 8/9 at GCSE to a Pass at Level 1, which is the equivalent to a 1.

Further Information

Students will put together folders of evidence meeting the course's assessment criteria. There are a range of activities that will be assessed over the two-year course.

1. Presentations
2. Folder Work
3. Role Plays
4. Practical Tasks
5. Audio and Video Assessment

The course is vocationally based and guest speakers and visits will be arranged to help enhance the delivery of the course and students' learning.

Possible Career Destinations

The course will enable students to go on and gain a Level 3 Cambridge Technicals Diploma in Health and Social Care at KKS 6th form. It will also be useful for those students seeking jobs in health, social or early years' settings. Employment in the services, emergency services, the NHS and other careers such as psychologists, social workers, teachers and many more.

For further information, contact: Mr J. Shepherd or,
[Cambridge Nationals - Health and Social Care at a glance](#)

History

No of Units: 4

Awarding Board: Edexcel

Course Code: 1H10

Unit Outline

Paper One: Thematic study and the Historic Environment

- Crime and Punishment through Time, c1000–present

Paper Two: British depth study and Period study

- Early Elizabethan England, 1558–88
- Superpower relations and the Cold War, 1941–91

Paper Three: Modern depth study

- Weimar and Nazi Germany, 1918–39

Assessment

History GCSE is 100% external examination.
Assessment is via 3 externally examined papers.

Further Information

This is a great opportunity to study a broad mix of different periods in History.

First, we study our Modern History units, which include a modern depth study of Weimar and Nazi Germany, looking at the situation in Germany after World War One and how Hitler was able to come to power. We then complete a period study of the Cold War and focus on the origins of the Cold War, crises of the Cold War and ultimately the fall of the Soviet Union and the end of the Cold War.

We then move on to a thematic unit on Crime and Punishment through time. Students also study the historic environment of Whitechapel in the 1880s-90s, focusing on the notorious crimes of Jack the Ripper.

Finally, we look at our British depth study, Early Elizabethan England which is an opportunity to explore aspects of social history, such as Elizabethan attitudes towards the poor, alongside foreign policy (the Spanish Armada) and domestic politics (how Elizabeth secured her throne).

We find that History is a very modern subject, with many of the topic areas holding clear parallels to current situations and so we encourage our students to take an interest in current affairs to help extend their understanding. Students will investigate evidence critically and learn how to decide on whether or not something is of use to an historian. As such, it is a challenging subject and students should enjoy reading and writing and be prepared to develop these skills alongside their critical thinking through debate and discussion

History is a respected subject which employers recognise as being intellectually rigorous and important in teaching transferable skills such as working with and evaluating information, forming judgments and communicating complex ideas effectively.

Possible Career Destinations

History is relevant to careers such as Tourism, Journalism, Teaching, Banking and Legal careers, Accountancy, TV Research and many more.

For further information, contact: Mr J. Copeland

Creative iMedia

No of Units: 3

Awarding Board: OCR

Course Code: J834

Unit Outline

Our Cambridge National in Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. They'll design, plan, create and review digital media products to meet client and target audience demands.

Assessment

The course consists of 2 coursework units, 1 of which is mandatory and 1 of which is optional. It also consists of 1 exam, which is mandatory. The two mandatory units are:

1. The mandatory exam is on Creative iMedia in the Media Industry
2. The mandatory coursework unit is on Visual Identity and Digital Graphics
3. The optional unit chosen is Interactive Digital Media

Overview

Our Cambridge National in Creative iMedia will encourage students to:

- understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations
- develop learning and practical skills that can be applied to real-life contexts and work situations • think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the media industry and more widely • design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

Students will become proficient using the following software:

- Adobe Photoshop CS6 (Industry standard bitmap graphics software)
- Microsoft PowerPoint for creating interactive multimedia products
- Industry standard video editing software

Possible Career Destinations

This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media. It supports progress to further study, including:

- GCE in Media: Communication and Production
- Level 3 BTECs in Creative Media Production
- Level 3 BTECs in IT
- Level 3 Principal Learning in Creative and Media.

It also enhances young people's overall digital literacy and gives them a solid foundation for further study and employment.

For further information, contact: Mr P. Rowlands or Mrs K. Tilney

BTEC - Land Based Studies

No of Units: 10

Awarding Board: Pearson

Course Code: 601/8562/4

This is a Level 1 course equivalent to GCSE grades 1 – 3. It is a practical course assessed by coursework. The course will take up 2 of the 4 timetable blocks.

Units

10 units are covered and these will be chosen from the list below:

Finding Out About the Land-based Sector
Caring for and Feeding Animals
Moving and Accommodating Animals
Growing Plants
Caring for and Keeping Plants Healthy
Using Workshop Tools in a Land-based Setting
Using Land-based Machinery
Preparing Soil for Planting
Developing Estate Maintenance Skills
Maintain the Health of Animals
Being Organised
Developing a Personal Progression Plan
Working with Others
Researching a Topic

Assessment

All units are internally assessed and are in the form of a coursework portfolio.

Further Information

The Land Based Studies course aims to give students an understanding of the wide range of opportunities for employment available in the Land Based sector. It takes up two of the four subject choices and takes one day a week. Most of the teaching takes place out of school. The course runs on a 3 week cycle where week 1 is spent on a farm, week 2 at Grizedale Forest and then week 3 at a variety of locations which are related to other Land Based sectors.

Possible Career Destinations

Work within estate management, game keeping, horticulture, forestry or farm industry.

For further information contact: Mrs. S. Nicholl

Music

BTEC Tech Award Level 2 in Music Practice

No of Units: 3

Awarding Board: Edexcel

Course Code: 603/7055/5

Unit Outline

- Unit 1 Exploring Music Products and Styles
- Unit 2 Music skills Development
- Unit 3 Responding to a Music Brief

Assessment

Completion of the BTEC first award is broadly equivalent to one 9-4 GCSE grade.

- Unit 1 Exploring Music Products and Styles (internally assessed).
- Unit 2 Music Skills Development and is (internally assessed).
- Unit 3 Responding to a Music Brief and is (externally assessed).

Further Information

BTEC Music is based on the practical skills of performance and a knowledge and understanding of the musical profession. The course allows a great deal of freedom, particularly in the music you choose to perform and compose.

Unit 1

This unit enables you to explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created? In this component, you will develop your understanding of different types of music products and the techniques used to create them and your own.

Unit 2

You will have the opportunity to develop two musical disciplines through engagement in practical tasks. As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas of music performance, creating original music and music production.

Unit 3

You will be given the opportunity to develop and present music in response to a given music brief. This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project.

Trips

Concerts, Radio station, The Beatles Museum, LIPA (Liverpool Institute of Performing Arts), recording studios

Possible Career Destinations

BTEC music is a very useful subject for anyone interested in any kind of career in Music, either performing, composing or recording. It also provides a pathway onto the level 3 Music course and further undergraduate musical courses. There is a wide variety of careers in music including performing, composing, arranging, marketing, promotion, teaching, technology, arranging, music therapy, musical theatre, sound engineering, music business, journalism, song writing, media, radio producer, PR plus many more.

Music develops many transferable employability skills including resilience, time planning, team work, presenting/performing, creativity, mastery of skill, patience and self-discipline.

For further information, contact: Ms J. Donald or Mr M. Leadbeatter

GCSE PE

No of topics: 8

Awarding Body: AQA

Course Code: 8582

Physical Education pathways offer the knowledge and foundations which will allow students to continue to study this subject at Higher Education, such as in our 6th form.

Assessment

2 exams: Both 1 hour 15 minutes and worth 78 marks EACH (30% of the course EACH)

- **Paper 1 The Human Body and Movement in Physical Activity and Sport** (worth 30%)
Topic outline: Applied anatomy & physiology, movement analysis, physical training & date use
- **Paper 2 Socio-cultural Influences and well-being in Physical Activity and Sport** (worth 30%)
Topic outline: Sports psychology, socio-cultural influences, health, fitness and wellbeing.
- **Practical Performance** - (worth 30%)
Students will be assessed in **3 activities** taken from a given AQA list (1 team sport, 1 individual sport and 1 of either team or individual). Students **MUST** compete in formal competitions or events in each of their chosen sports.
Coursework – (worth 10%)
Students will write about 1 sport, stating their strengths and weaknesses. They must then create a training plan to improve their weakness and apply theory to their other weakness.

This course is a serious step up from core P.E. It is an academic subject with weekly homework and theory tests. Students must be committed to competing in a variety of sports throughout the course. Being an active member of the school sports teams is essential to enhance your learning.

Possible career destinations

Past students have gone on to our 6th form to study our Sport and Physical Activity courses, or into careers after year 11. Future career pathways are varied, including: Teaching, Coaching, Physiotherapy, Nursing, Outdoor Education, Active Leisure & Business, Professional Performer, Leisure Assistant/Management, and Personal Training.

For further information, contact: Mr L. Plackett

Religious Studies

No of Units: 3

Awarding Board: Eduqas/WJEC

Course Code: Route A

Unit Outline

The course offers you the opportunity to explore and discuss some of the key issues that face us today. After doing this course you should be better informed, an independent thinker, a good listener and a convincing debater. The course also allows you the chance to step into the shoes of people from different cultures and religions. This should make you more aware of the riches of other cultures and more tolerant of people different to yourselves. In each topic the issues and moral issues will be studied through class discussions, role-plays, videos, debates and group work.

Component 1: Religious, Philosophical and Ethical Studies in the Modern World. Issues to do with Relationships; Life and Death; Good and Evil and Human Rights are all discussed in light of modern day occurrences. This unit evidences the ability to think critically and philosophically as well as demonstrating a capacity to study and research abstract ideas. Discussing and researching the varied responses to the great questions such as how the Universe was created, what, if anything, exists and how we should make our moral decisions about modern day ethical issues such as cloning and animal experimentation develops your critical thinking and communication skills.

Component 2: Study of World faith – The focus is on Buddhist Philosophy with an emphasis on theory and practice. Topics will include the Four Noble Truths and the Eightfold Path, Samsara and the 'Three Marks of Existence' are also studied, allowing for debates around philosophical ideas of existence. Key skills of analysis, debate and argument are developed during this course.

Component 3: Study of Christianity. In the Study of Christianity section, we will be looking at questions such as "if God exists, why does he allow evil and suffering in the world?" and "how come the Bible seems to contain two contradictory creation stories?" We'll look at how Christians attempt to explain the seemingly impossible claim that God is simultaneously three different persons and we'll examine the claims of Christianity that Jesus was both 100% human and 100% God. We'll also look at exactly what it is that Christians do and examine whether saying you are a Christian is enough or whether it's your actions that make you Christian.

If you are a person of faith, this course will not challenge that faith. If you are not, this course will not make you a believer. However, having done this course you will definitely know more about the most popular religions on Earth and will be able to critically evaluate its claims.

Assessment

Component 1 – 2 hour written exam - 50% of qualification.

Component 2 – 1 hour written exam - 25% of qualification.

Component 3 - 1 hour written exam - 25% of qualification.

Further Information

To study RS at GCSE it doesn't matter whether or not you have a religious faith. An important aspect of the course is the ability and willingness to listen to other people's viewpoints and be prepared to find out why people believe what they do.

Do you enjoy finding out what others believe?

Do you have the ability to 'put yourself in someone else's shoes'?

Are you willing to listen to other people's points of view?

Are you prepared to express your own ideas?

Then GCSE RS is for you!

Possible Career Destinations

Employers look for someone with an enquiring mind, an ability to come to clear, balanced decisions. Journalism, Business, working in areas of the Law, Publishing, Caring work, Health, Medicine, Education, Policing, working with Children, Catering, Leisure and Tourism or to work abroad in a cosmopolitan setting, Religious Studies will give you valuable expertise.

For further information, contact:

Mrs C. Barker and Mr A. Brennan

Spanish

No of Units: 4

**Awarding Board: Pearson
Edexcel**

**Course Code: specification
awaiting accreditation from
Ofqual (at time of writing)**

Unit Outline

The qualification consists of

- One speaking assessment set by Pearson Edexcel and conducted by a teacher.
- Three externally-examined papers assessing separately listening, reading and writing.

The speaking includes three tasks: read aloud, role-play, picture task with follow up conversation. Students select their thematic context for task 3 two weeks in advance of the assessment.

Listening has two sections: listening comprehension and dictation/transcription task. Students respond to multiple choice, multiple response and short-answer open response questions. All questions and responses will be in English. Students also have to transcribe spoken Spanish into written Spanish.

Reading has two sections: reading comprehension and translation. Students respond to multiple choice, multiple response and short-answer open response questions. All questions and responses will be in English. Students translate a passage from Spanish into English.

Writing. Foundation Tier has four questions: picture-task, two open-response extended writing tasks and a translation into Spanish. Higher Tier has three questions: two open-response extended writing tasks and a translation into Spanish. The instructions will be in English, but all answers will be in Spanish.

Assessment

All assessments are marked by Pearson Edexcel. All papers will sample the vocabulary and grammatical structures from the syllabus. The focus for the content of the questions and tasks will be drawn from the listed thematic contexts. Each paper is available as Foundation or Higher tier. Students must be entered for a single tier across all papers.

Further Information

You can expect to learn using a variety of media, from texts and audios to short video clips, and authentic materials. ICT features often in the course and you will be encouraged to be creative and imaginative with your work. A typical lesson may include a short reading or listening passage, some new vocabulary, an opportunity for oral or written work. We recommend study aids such as apps to further your learning too.

An obvious reason to learn a language is to be able to communicate with the people who speak it. This includes both the people you meet when travelling as well as people who travel to be here. Your trip to another country, be it to visit family or on holiday, will be greatly enhanced in both ease of communication and friendliness if you speak the language. It shows respect for that culture and people in every country prefer it when tourists make an effort to speak the local language.

In addition, learning a second language allows you to make comparisons and draw parallels with your own mother tongue, which enhances your understanding and appreciation of your own language. It shows future employers that you are open-minded, interested in other people and cultures and that you are resilient and hard-working. Being able to communicate in another language is impressive and it could be the reason you get chosen for a course or a job over somebody else.

Trips

Spain: Language Immersion course with young native speakers in Girona, northern Spain.

Possible Career Destinations

Engineering, Finance, ICT, Wholesale, Retail, Manufacturing, Transport, Communications, Education, Marketing, PA, Advertising, Architecture, Hotels & Restaurants / Hospitality, Medicine, Sports Science.

For further information, contact: Ms. R. Pluckrose

The Core Subjects

- English
- Mathematics
- Science
- Lifeskills
- Physical Education

English Language and English Literature

Awarding Board: AQA A

Course Code: 8700/8702

Course Outline

English Language

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading: Literature Fiction Text

Section B: Writing: Descriptive or Narrative writing

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading: One non-fiction and one literary non-fiction text

Section B: Writing: Transactional Writing

Spoken Language:

NEA: Presenting, responding to questions and feedback, use of Standard English

English Literature

Paper 1: Shakespeare and the 19th Century Novel

Section A: Shakespeare

Section B: 19th Century novel

Paper 2: Modern Texts and Poetry

Section A: Modern Texts

Section B: Anthology Poetry

Section C: Unseen Poetry

Assessment

English Language:

Paper 1: 1 hr 45 mins: 80 marks: 50% total GCSE

Paper 2: 1 hr 45 mins: 80 marks: 50% total GCSE

Spoken Language:

Non-exam assessed: Separate endorsement

English Literature:

Paper 1: 1hr 45 mins exam: 64 marks: 40% total GCSE

Paper 2: 2hr 15 mins exam: 96 marks: 60% total GCSE

Further Information

For Language you will participate in an exciting mix of whole texts and extracts by a wide range of writers from a variety of eras, participating in reading and writing activities that develop your practical English skills. You will learn to read, explore and understand a variety of well-written texts. You will write in different styles for different purposes and audiences. You will study and explore literature, non-fiction and literary non-fiction extracts from over the last two hundred years, analysing linguistic and structural choices made by the writer.

In Literature, you read a modern text and a full Shakespeare play. You will read and experience a lively range of contemporary and classic poetry. You will explore and analyse a 19th century novel. You will research who created these texts and when. You will be encouraged to express your opinion on them.

The study of English Language and Literature at GCSE will build on the wide range of skills developed by students at KS3 to create literate, analytical and creative readers and writers.

Trips

Various theatre trips: modern drama, Shakespeare, interpretations of novels and performances of poetry. Relevant cinema trips.

Possible Career Destinations:

FE or University, Journalism, Media, the Civil Service, Teaching, English is relevant to virtually every career field!

For further information, contact: Ms J. Walker

Mathematics

Awarding Body: OCR

Course Code: J560

Course Outline

The new Mathematics specification is designed to reflect the change of emphasis in mathematics teaching. This means an increased focus on

- applying mathematics in context
- problem solving
- reasoning
- functional elements of mathematics.

This new specification will encourage a teaching and learning approach that is enriching and engaging for all learners. It concentrates on the mathematical knowledge and applications that are most accessible and relevant.

Assessment

All of our students will follow a course leading to a linear maths exam. There will be three exam papers at the end of Year 11, two calculator, and one non-calculator. They carry equal weighting.

Further Information

GCSE Mathematics offers all students the opportunity to develop their mathematical thinking and problem solving skills. All students study Mathematics at GCSE.

You will take part in lessons which allow you to develop the knowledge and skills you gained at KS3, knowledge and skills which employers will expect you to have acquired at school and which will also be useful in other subjects. You will be involved in activities as well as working from textbooks and worksheets.

We subscribe to the Sparx Maths platform which students will use for revision as well as for homework.

Possible Career Destinations

A good grade in GCSE Mathematics is considered essential by many employers in almost all fields of employment. Maths is not a subject on its own, but a set of tools or way of thinking. Almost any area you can think of has a need for mathematicians.

For further information, contact: **Mr D. Causey**

Science

Students will be placed on the science curriculum pathway that leads to greatest academic success. All will be taught Biology, Chemistry and Physics separately. Some will be examined in Combined Science, worth 2 GCSEs, and some will take separate Biology, Chemistry and Physics, worth 3 GCSEs. To gain access to A Level Biology, Chemistry or Physics a grade 6 in science is required; this can either be in Combined Science or in Biology, Chemistry or Physics. Neither pathway takes up any of the 4 option blocks. Students will be placed on the science curriculum pathway that best meets their individual needs.

Both science pathways develop a good knowledge of science through studying the core units of GCSE Biology, GCSE Chemistry and GCSE Physics. This will give students a firm foundation from which they can go on to study A Level Science subjects. The Separate Science pathway covers a greater amount of content and has longer exams, but the full range of grades is available in both courses. Pathway choices will be made by teaching staff and will be based on students' attainment in the Year 10 exams.

Both courses feature many of the major theories of science, presented in a way that will encourage young people to appreciate their significance. Students explore the key science explanations which help us to make sense of our lives. In order to respond to scientific information presented in the media and everyday situations, it is also important to understand how this information is obtained, how reliable it is, what its limitations are, and how it is used. The science courses also explore these aspects of science so as to prepare young people to deal with issues such as childhood vaccinations, air quality and energy resources as they arise.

Possible Career Destinations

There are many career possibilities e.g. Engineering, Medics, Teaching, Pharmacy, Criminology, Forensics, Genetics, Dentistry, Accountancy, Research Science and many more.

Further details about each pathway are shown on the next page:

Combined Science (Double Award)

Awarding Board: AQA

Course Code: 8464

GCSE combined science is worth **two** GCSEs.

Subject Content

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure

Assessment

Six papers: two Biology, two Chemistry and two Physics. Each will assess different topics.

Duration: all the papers are 1 hour 15 minutes.

Tiers: Foundation and Higher

Weighting: the papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.

Question types: multiple choice, structured, closed, short answers and open response.

Separate Sciences – Biology, Chemistry & Physics

Awarding Board: AQA

Course Code: 8461, 8462 & 8463

Separate sciences are **three** separate GCSEs.

Subject Content

Although many of the topics are similar to combined science GCSE the breadth of content is increased.

Assessment

Two papers per GCSE: two Biology, two Chemistry and two Physics. Each will assess different topics.

Duration: all the papers are 1 hour 45 minutes.

Tiers: Foundation and Higher

Weighting: the papers are equally weighted. Each is worth 50% of the GCSE grade and has 100 marks.

Question types: multiple choice, structured, closed, short answers and open response.

For further information, contact: Mr I. Patrick

Lifeskills

Assessment

N/A

Further Information

Lifeskills is a course that combines the study of Philosophy and Ethics, PSHE and Citizenship. Students are taught using engaging, creative and innovative styles of teaching.

Throughout their course (Year 10 only), students will be challenged to develop their knowledge and understanding of topics including: staying safe, healthy living, political ideologies, relationships education, philosophy, diversity and economic well-being. Lifeskills aims to develop in our students the knowledge, understanding and skills they need to manage their lives, now and in the future, so they can grow up as healthy individuals who can make informed decisions about their lives.

Students will be encouraged to express their views and ideas and develop their ability to present plausible and well-considered arguments for and against various topics. This style of learning and teaching will aim to develop critical thinking skills, higher order thinking skills, debate, discussion, imagination and creativity.

Possible Career Destinations

The skills that will be developed throughout the course will be of great benefit to all students. By developing the skills outlined above they can show to employers they have demonstrated these employability skills. Those progressing on to A Levels will benefit from the development of their analytical and higher order thinking skills. The ability to listen to issues and discuss them in a well-rounded and reasoned way involves skills that will be of value to all potential employers and universities.

For further information, contact: Mrs C. Barker, Mr A. Brennand, and Ms N. Biggs

Physical Education

Unit Outline

N/A

Further Information

In Years 10 and 11 we continue to teach a range of activities. These lessons are a vital aspect of the GCSE PE course for those students sitting that course. The boys are set in terms of ability and the girls are organised by sporting preference: we believe that this gives all students the opportunity to reach their potential in all the activities covered. Students are encouraged to develop their understanding of the benefits of leading an active and healthy lifestyle and to take more of a leading role in the organisation and delivery of their practical activities. Students are encouraged to actively involve themselves in the organisation of activities that they see as relevant to their needs. As a result of feedback from our girls, we have introduced:

- Aerobics Circuit training Boxercise

The activities we can cover include (this varies between boys and girls):

- Aerobics
- Badminton
- Basketball
- Volleyball
- 5-a-side Football
- Athletics
- Cricket
- Cross-country
- Football
- Hockey
- Netball
- Rounders
- Rugby (Tag & Union)
- Softball
- Boxercise
- Circuit training
- Lacrosse
- Spinning
- Volleyball

Possible Career Destinations

Physical fitness is essential in every career; it creates a positive feeling of well-being, helps you concentrate and gives you more energy to enjoy your lessons in school and your free time out of school.

For further information, contact: **Mr L. Plackett**

Dance

No of Units: 2

Awarding Board: AQA

Course Code: 8236

GCSE Dance is an additional GCSE in place of Core PE and will require you to put in additional work. You will be assessed and have exams in Dance. **A questionnaire expressing interest in the GCSE Dance course will be shared with all year 9 students in January, followed by a taster session in the spring term.**

Component 1: Performance and Choreography

Performance

- Solo performance of 2 set phrases (both approximately one minute in duration)
- Duet/Trio performance (approximately three and a half minutes in duration) taught by your teacher.

Choreography

- You will choreograph your own dance based on a number of stimuli provided, you will carry out your own research to come up with your own dance idea and theme. Solo or group choreography - a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

Component 2: Dance Appreciation

- Developing knowledge and understanding of the work of different choreographers and professional dance works.
- Critical appreciation of your own work.
- Knowledge and understanding of choreographic process and performance skills.

Assessment

Component 1: Practical exam which takes place in March of year 11

Performance – 30% of GCSE, 40 marks

Choreography – 30% of GCSE, 40 marks.

Component 2: Written exam which takes place in June of year 11

Dance Appreciation – written exam 1hr 30 minutes. 40% of GCSE, 80 marks.

Further Information

GCSE Dance aims to develop student's physical, technical, and expressive skills, as well as knowledge and understanding of dance through performance, choreography, and critical appreciation. This course aims to build on whatever experience students have in dance. Students will study a range of dance styles which acknowledge aspects of repertoire of dance that can be seen in the UK today. Students will be able to choose any style in which to perform and choreograph. As performers, students develop confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team working skills. As choreographers, students employ the skills of problem-solving and creativity. In directing others, students develop their interpersonal and communication skills. As critics, students make informed decisions about the dances they see. They articulate their knowledge, opinions and preferences. Viewing professional works fulfils students' cultural entitlement and broadens their artistic experience.

Trips and extra-curricular

Performance at Brewery Arts School Dance Platform. Theatre visits to watch professional dance works. Trip to LIPA to participate in Dance workshops and learn about the industry. Plus other opportunities to perform throughout ks4.

Possible Career Destinations

Work within Theatre, Professional Dancer, Physiotherapy, Dance and Movement Therapist, Artistic Director, Teacher, Choreographer, Arts Administrator

For further information contact: Miss A. Green

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