



**Saint Paul's Catholic High School**

# Options Booklet 2026

**BELONG BELIEVE **ACHIEVE****



**Journeying together with Jesus Christ, we learn to love and love to learn.**



# Saint Paul's Catholic High School



Dear Parent/Carer

## Year 9 Virtual Parents Evening Thursday 15<sup>th</sup> January 2026

At the end of year 9 students will decide the subjects they will follow for GCSE/BTEC in years 10 and 11. At St Paul's we have a two-year key stage 4 in order for students to go into more depth with selected subjects of choice after experiencing a broad and well-balanced curriculum at key stage 3.

In years 10 and 11 all students will follow GCSE courses in English, Mathematics, Combined Science and Religious Education. Students will also follow NEA (Non-Examined Assessment) courses of Physical Education and PHSE.

We hope that this booklet is useful to you. It provides syllabus details for each subject and it's designed to give you an idea of what each subject is about, how it is assessed, and how it may provide progression to further study.

The list of courses available is provisional. Final course details will inevitably be subject to staff availability and sufficient numbers of students opting for a particular course. Where a course is oversubscribed the school reserves the right to restrict numbers, but naturally, everything possible will be done to enable students to follow the subjects of their first choice.

If you wish to discuss any aspect of the curriculum. Please contact The Progress Leader Mrs Chisnall or myself. If you wish to discuss subject specific issues please contact the relevant Head of Department.

### Options Section:

We do not host a separate evening from the virtual parents evening. So that parents can access the information on the night and also in their own time, there will be a video presentation uploaded on the school website talking you through the process which will be available from Thursday, 15<sup>th</sup> January 2026 at the latest. In addition, the options booklet will also be available through the school website.

Option forms will be electronic and these will be emailed out to student email accounts on the evening along with the booklet for options evening.

Mrs Chisnall is also available on the evening for booked appointment slots to support with this process.

The timeline for Year 9 options:

**7<sup>th</sup> January – Year 9 Options Assembly**

**15<sup>th</sup> January - Year 9 Parents Evening**

**28<sup>th</sup> January - Year 9 Options Event**

**5<sup>th</sup> February - Year 9 Option choice Deadline via electronic forms within the student emails.**

**23<sup>rd</sup> February to 6<sup>th</sup> March - Options choices student interviews.**

Yours faithfully

## **BELONG BELIEVE ACHIEVE**

Mr C Fannon

Deputy Headteacher

Saint Paul's Catholic High School  
Firbank Road, Newall Green, Wythenshawe, Manchester M23 2YS.  
Telephone: 0161 499 0000 Email: [admin@st-paulshigh.net](mailto:admin@st-paulshigh.net) Website: [www.st-paulshigh.net](http://www.st-paulshigh.net) Twitter: @StPaulsRCHigh

**Mr M. Whiteside, Headteacher.**

**We are His body, living and learning as one.**





# WELCOME TO YOUR OPTIONS BOOKLET 2026

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This is an important time for you. You will be able to make choices about the courses that you will follow for the next two years.

## **You need to think about:**

- Your strengths, your ideas about what you want to study post-16 and possible career options/pathways.

## **By the time you have received this booklet you will have had the following:**

- A series of presentations from Heads of Department about the courses they are offering next year.

Anyone requiring careers advice can visit Ms McKeeney, our Careers Advisor and she will be able to arrange appointments with one of our independent careers advisors.

## **Talk to your teachers about the courses you are interested in - Find out:**

- Are they GCSE or equivalent courses?
- What post 16 courses could they lead onto?
- Which topics will be studied during the course?
- How much of the course is assessed through practical activities / controlled and non-examined assessments / written examinations?

**BELONG BELIEVE ACHIEVE**



## What learning style enables you to do your best?

There are many different preferred styles of learning. Some students learn best through vocational experiences where they can see how their learning applies directly to the world of work.

- Kinaesthetic learners have a preference for learning through some sort of physical activity, such as carrying out practical work.
- Auditory learners find it easiest to learn through listening and speaking, for example, oral activities in French and Spanish.
- Visual learners have a preference for learning through studying pictures, images and diagrams, such as map work in Geography.

All courses are designed to have a variety of activities that appeal to students with different learning preferences, although some courses may be particularly well suited to certain types of learner. Therefore, students should aim to choose a combination of subjects that contain at least one or two courses that match their preferred learning style.

## Do not let yourself be influenced by:

- The subjects that your friends are taking. These are **your** options, not theirs.
- The teachers, teaching the course. While we do our best to provide continuity for our students, changes can occur over the two years. **You** need to be sure that **you** choose courses that **you** are interested in.

Once the subject's choices are received, they are sorted and checked. In some circumstances, a few students may be disappointed in not obtaining all of their first choice of subjects.

## The reasons for this could be:

- Students have made choices that cannot be fitted into a timetable structure.
- The number of students choosing a subject is too small to run the course.

Students and parents will be notified any of subsequent changes made. It is our aim to keep these amendments to an absolute minimum. Each student needs to ensure they take advantage of all the information, advice and guidance on offer.

# COMMITMENT TO STUDY!

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## **A commitment to study is essential to success.**

This means hard work in school and at home. Students can expect an increased homework load during Key Stage Four. All courses have substantial elements of preparation work to be done at home too. Employers and institutions of further and higher education will be impressed by strong grades. They are keen to recruit people who have demonstrated the ability to work hard, who are reliable and trustworthy and who can contribute to the society in which they live and work. We at Saint Paul's therefore regard it as important that students continue to participate in extracurricular activities (although it may be necessary to curtail these at times approaching examinations).

**Good attendance at school is also vital to this success. It is also something that employers ask about in a reference.**

## **Where can I get Information about Options?**

In order to make sound choices, students must be well informed.

INFORMATION can be obtained from a variety of sources:

1. The best information comes from the subject staff in the option choices!
2. Subject staff are happy to tell students as much as they need to know about GCSE/BTEC courses in their departments. Heads of Department and Teachers will be able to advise at the Parents Evening.
3. Employers and employees will often willingly discuss subject choices with young people.
4. Progress Tutors and the Progress Leader are always willing to discuss plans and any problems an individual may be experiencing. Progress leader Year 9 is Mrs Chisnall.

**Will I be able to change options during Year 10 if I do not like the subject?**



**This is why it is important you think carefully before making any final choices. The availability of courses depends on the number of students selecting particular subjects, which takes careful planning to meet everybody's requirements.**

# KEY STAGE 4 OPTION PROCESS

During Key Stage 3 at Saint Paul's Catholic High School, students study a broad and balanced curriculum. At Key Stage 4, to allow more time for subjects to be studied in depth, an element of choice is introduced.

This booklet contains details of courses available in Key Stage 4. It is designed to help students and parents understand the implications of option choices and to assist students, in particular, to make wise choices based on their own individual strengths, interests and ambitions for the future.

All students in Key Stage 4 will study the core subjects of English Language and English Literature, Mathematics, Combined Science and Religious Education. Students will then be asked to choose further subject(s) depending on their pathway.

If a student wishes to study the English Baccalaureate, they will need to ensure that they choose both a Humanity subject (History or Geography) and a Foreign language subject (French or Spanish or Italian) within their three option choices.

All option choices will be reviewed. Students will be interviewed regarding their choices and their progress data will be taken into account so that they can be sure that they are making the right choice for them.

**All Students on Key Stage 4 will study the core subjects of English Language and English Literature, Maths, RE, Combined Science, plus non-examined subjects of Core Physical Education and PHSE.**

Please know that we will do all we can at school to support you and your child through this exciting time and if you have any questions you only have to ask.

Working together, we will ensure that your child realises their full potential and can go on to achieve great things in their further education and beyond.

## YEAR 9 OPTIONS: TIMELINE

- Wednesday 7th January 2026 - Year 9 Options Assembly
- Thursday 15th January 2026 - Year 9 Parents Evening
- Wednesday 28th January 2026 - Year 9 Options Event
- Thursday 5th February 2026 - Year 9 Option Choice Deadline  
via Electronic Forms within the Student Emails
- Monday 23rd February to Friday 6th March 2026  
Year 9 Options Choices Student Interviews

### SUBJECTS:

#### CORE:

English Language  
English Literature  
Mathematics  
Religious Education  
Science Combined

#### Non-examined Core:

Core Physical Education  
PSHE

#### OPTIONS:

Art  
Business Studies  
Child Development  
Computer Science  
Creative iMedia  
Design & Technology  
Food & Nutrition  
French  
Geography  
Health and Fitness  
Health and Social Care  
History  
Italian  
Dance & Performing Arts  
Drama & Performing Arts  
Music & Performing Arts  
Photography  
Separate Sciences  
Spanish  
Statistics

SUBJECT:

# ENGLISH LANGUAGE

Head of Department: Mr Wallbank

GCSE

Exam Board: AQA

## COURSE DESCRIPTION

The new GCSE English course is designed to inspire and motivate students. It equips students with essential reading, writing and communication skills that are required in the work place and in Further Education. Students are taught how to be perceptive and critical judges of writers' choice of language in fiction and non-fiction including the relatively new emerging language of social media. The new course is a linear qualification that commences in Year 9 and is examined at the end of Year 11. There is a significant shift away from Controlled Assessment. In order to achieve the award, students must complete both English exams in June in a single year. Students will also complete a Spoken Language course that is not formally examined. The class teacher will assess this component and students will receive a separate certificate to endorse the standard.

### Assessment

Paper 1: Explorations in creative Reading and Writing: 1 hour 45 minutes  
50% of GCSE

Paper 2: Writers' Viewpoints: 1 hour 45 minutes  
50% of GCSE

### Subject Teachers

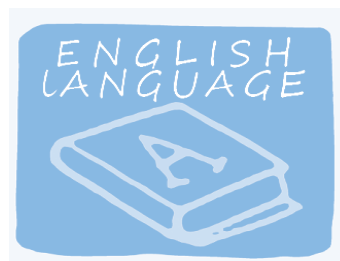
Mr Wallbank (Head of Department)  
Mr Oakley (Second in Department)  
Ms Fannon (Assistant Headteacher)  
Mr Sharrock  
Ms Chan  
Ms Concannon  
Ms Grieve  
Mr Mallon  
Mr Stanley

### Higher Education Courses/Careers

Sixth Form: GCE A Level English, English Literature, combined English and Literature and Media Studies.

English and Literature can be studied with a variety of other subjects at university including: History, Politics, Law, and Philosophy.

Careers where this course may be useful are: Journalism, Law, Business, Retail, Marketing, Teaching, and Social Work. It is considered as a generic qualification that is highly regarded for many other career paths.



\* All qualifications are subject to change following publication of Key Stage 4 National Curriculum

**SUBJECT:**

# ENGLISH LITERATURE

Head of Department: Mr Wallbank

**GCSE**

Exam Board: AQA

## COURSE DESCRIPTION

The new GCSE English Literature course is designed to encourage students to develop knowledge and critical thinking skills. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should also encourage students to read widely for pleasure and acquire wide vocabulary.

A greater emphasis has been placed on the study of Shakespeare, the 19th-Century novel and British Literature in this newly revised course.

The course is a linear qualification that commences in Year 9 and is examined at the end of Year 11.

### Assessment

Paper 1: Shakespeare and the 19th-Century novel 1 hour 45 minutes  
40% of GCSE

Paper 2: Modern Texts and Poetry 2 hours 15 minutes  
60% of GCSE

### Subject Teachers

Mr Wallbank (Head of Department)  
Mr Oakley (Second in Department)  
Ms Fannon (Assistant Headteacher)  
Mr Sharrock  
Ms Chan  
Ms Concannon  
Ms Grieve  
Mr Mallon  
Mr Stanley

## Higher Education Courses/Careers

Sixth Form: GCE A Level English, English Literature, combined English and Literature and Media Studies

English Literature can be studied with a variety of other subjects at University including: History, Politics, Law, and Philosophy.

Careers where this course may be useful are: Journalism, Law, Business, Retail, Marketing, Teaching, and Social Work. It is considered as a generic qualification that is highly regarded for many other career paths.



\* All qualifications are subject to change following publication of Key Stage 4 National Curriculum



# SUBJECT:

# MATHEMATICS

Head of Department: Mr Hedge

# GCSE

Exam Board: AQA – Edexcel

## COURSE DESCRIPTION

The Mathematics GCSE should enable students to:

1. Develop fluent knowledge, skills and understanding of Mathematical methods and concepts.
2. Acquire, select and apply mathematical techniques to solve problems.
3. Reason mathematically, make deductions, inferences and draw conclusions.
4. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

### Assessment

Exam Board: AQA

The subject content of this specification is common to all awarding bodies and is consistent with the statutory Programme of study for mathematics in Key Stage 4 for England.

As all content can be assessed on any examination paper within this specification, some questions will draw together elements of content from different topic areas.

**Paper 1:** Written paper (Non-Calculator)

1 hour and 30 minutes, 80 marks, non-calculator, 33.3% of the assessment

**Paper 2:** Written paper (Calculator)

1 hour and 30 minutes, 80 marks, calculator allowed, 33.3% of the assessment

**Paper 3:** Written paper (Calculator)

1 hour and 30 minutes, 80 marks, calculator allowed, 33.3% of the assessment

**Foundation Tier** grades 1 – 5

**Higher Tier** grades 4 – 9

### Subject Teachers

Mr Hedge (Head of Mathematics)

Mr Seddon (Assistant Headteacher)

Mrs Cropper (Senior Assistant Headteacher)

Mr Fannon (Deputy Headteacher)

Mr Barnes

Mrs Connor

Mrs Smith (Second in Department)

Mrs Johnson (Lead Practitioner)

Ms Chadwick

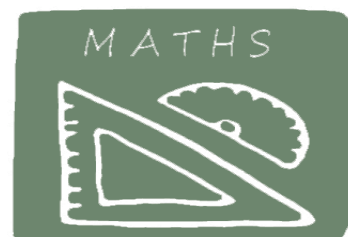
Ms Armstrong

## Higher Education Courses/Careers

College: GCE A Level Mathematics GCE A Level Further Mathematics GCE A Level Statistics

### University:

A degree in Mathematics does not train you for a specific job. It is a versatile qualification that gives you a range of skills, which can enable you to enter a wide range of careers. Careers for which a degree in Mathematics is either essential or a strong advantage could be grouped as: scientific research, engineering, design and development, finance, management services, computer games design, cryptanalyst, statistical work and teaching.



\* All qualifications are subject to change following consideration of any new specifications.

## SUBJECT:

# COMBINED SCIENCE

Head of Department: Mr McMahon

# GCSE

Exam Board: AQA

## COURSE DESCRIPTION

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**GCSE Combined Science** emphasises scientific literacy - the knowledge and understanding of Biology, Chemistry and Physics with which candidates need to engage, as informed citizens, with science based issues. This course uses contemporary, relevant contexts of interest to candidates, which can be approached through a range of teaching and learning activities.

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### Assessment

There are 6 exam papers which will result in 2 GCSE's (GCSE Combined Science):

- 2 Biology exams
- 2 Chemistry exams
- 2 Physics exams.

This qualification is linear. Linear means that students will sit their exams at the end of the course.

Grading will follow the 9-1 system and as the course is worth 2 GCSE's each student will receive a double grade (e.g. 6-5).

### Subject Teachers

Mr McMahon (Head of Science)  
Miss Dewhurst (2nd in Department)  
Ms Towli  
Mr Bowden  
Mr Harness (Lead Practitioner)  
Mrs Delaney  
Ms Passley-Biggins  
Ms Stokes

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## Higher Education Courses/Careers

Sixth Form: GCE A Level Biology GCE A Level Chemistry GCE A Level Physics

There are hundreds of science based degrees that can be studied at University including Medicine, Engineering and Computing.

The Science Sector is one of the largest and most important in the UK. There are over 1 million workers in the UK Science Industry, according to the 2011 Cogent Annual Report.

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SUBJECT:

# RELIGIOUS EDUCATION

Head of Department: Mrs Timkovicova

GCSE

Exam Board: Eduqas

## COURSE DESCRIPTION

Foundational Catholic Theology students study two themes, Origins and Meaning and Good and Evil.

Applied Catholic Theology students study a further two themes, Life and Death and Sin and Forgiveness.

In the Judaism module students study the beliefs, teachings and practices of Judaism.

There is no coursework element to the Religious Education GCSE.

Students develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. They also develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. Religious Education also challenges students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

### Assessment

Foundational Catholic Theology - 100% Examination  
June of Year 11 – 37.5% of final mark

Applied Catholic Theology - 100% Examination  
June of Year 11 – 37.5% of final mark

Judaism - 100% Examination  
June of Year 11 – 25% of final mark

### Subject Teachers

Mrs Timkovicova (Head of Department)

Mr Jones

Ms Daniels

Mrs Baillie

Mrs Stewart

## Higher Education Courses/Careers

Sixth Form: GCE A Level Philosophy and Ethics GCE A Level Sociology GCE A Level Theology

Religious Education can be studied with a variety of other subjects at University.

Careers where this course may be useful are youth and community work, counselling, law, journalism, local government, the charity sector, librarian, minister of religion, social work and teaching.



\* All qualifications are subject to change following consideration of any new specifications.

SUBJECT:

# ART & DESIGN

Head of Department: Miss Coyle

GCSE

Exam Board: AQA

## COURSE DESCRIPTION

**GCSE Art & Design (Unendorsed)** General description / Suitability: Unendorsed means a general art course covering a variety of different art experiences. Students must produce course work in at least 2 –3 different areas of art. Usually these are Drawing, Painting and other 2D work, Graphic Design, and Sculpture/ 3D work.

This non-specialised course will suit students of all abilities.

Course Structure: Students will produce course work throughout Y10 -Y11.

The minimum amount of work is 2 projects. A vital part of the course is the work students do in their preparatory work to support the finished art work. These have to be well presented and well kept.

Students will also be expected to study a wide range of art works by different artists and makers from different times, places and cultures. This research is very important as it will influence the practical work.

## Assessment

### Unit 1 Portfolio of work 96 marks

Controlled Assessment – set and marked by centre and moderated by AQA.  
Candidate portfolio selected from work undertaken during course of study and must include two or more projects.  
Coursework 60% of final mark

### Unit 2 Externally set task 96 marks

Question papers issued from 1 January. Marked by centre and moderated by AQA.  
Unlimited preparation time prior to the 10 hours of sustained focused study.  
Candidates respond to their chosen starting point. Easter Exam 40% of final mark

## Subject Teachers

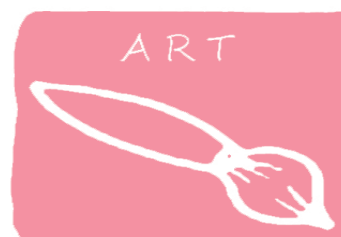
Miss Coyle (Head of Art & Design)  
Ms McKeeney

## Higher Education Courses/Careers

Sixth Form: GCE, Diploma, Foundation Certificate in a wide range of disciplines.

Art can be studied with a wide variety of other subjects at University.

Art GCSE allows students to access a multitude of careers opportunities ranging from Artist to Teacher of Art, Set Designer, Fashion Designer and so on.



\* All qualifications are subject to change following consideration of any new specifications.

## SUBJECT:

# BUSINESS STUDIES

Head of Department: Mr Steed

GCSE Business Studies  
Exam Board: OCR

## COURSE DESCRIPTION

This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions.

It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

### Subject Teachers

Mr Steed

### Assessment

All learners will study two mandatory units:

Business 1: business activity, marketing and people (01) 80 Marks

1 Hour 30 Minutes paper

Business 2: operations, finance and influences on business (02) 80 Marks

1 Hour 30 Minutes paper

### Higher Education Courses/Careers

Learners may progress onto A-level Business Studies, OCR's Level 3 Certificate in Preparing for a Business Venture, OCR's Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing, BTEC Level 3 Business Studies

#### Careers related to Enterprise and Marketing:

GCSE Business Studies gives career opportunities along a wide range of career paths including accountancy, advertising, banking, investment and financial services, general management, HR/personnel, management consultancy, public relations and retail management.

\* All qualifications are subject to change following consideration of any new specifications.



**SUBJECT:**

# CHILD DEVELOPMENT LEVEL 1 & 2

Head of Department: Mrs Walters

OCR Level 1/2  
Cambridge  
National Certificate  
Exam Board: OCR

## COURSE DESCRIPTION

### **R057 Health and well-being for child development**

This is assessed by an exam.

In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.

Topics include:

Pre-conception health and reproduction.

Antenatal care and preparation for birth.

Postnatal checks, postnatal care and the conditions for development.

Childhood illnesses and a child safe environment.

### **R058 Create a safe environment and understand the nutritional needs of children from birth to five years**

This is assessed by a set assignment.

In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Topics include:

Creating a safe environment in a childcare setting

Choosing suitable equipment for a childcare setting

Nutritional needs of children from birth to five years.

### **R059 Understand the development of a child from one to five years**

This is assessed by a set assignment.

In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.

Topics include:

Physical, intellectual and social developmental norms from one to five years

Stages and types of play and how play benefits development

Observe the development of a child aged one to five years

Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

Unit no.	Unit title	Guided learning hours (GLH)	How are they assessed
R057	Health and well-being for child development	48	E
R058	Create a safe environment and understand the nutritional needs of children from birth to five years	36	N

### Subject Teachers

Mrs Walters (Head of Department)

## Higher Education Courses/Careers

Sixth Form: GCE Health and social care.

CACHE Level 3 Diploma for Children's Care, Learning and Development

BTEC Nationals: Children's Play, Learning and Development

Careers where this course may be useful are youth and community work, the charity sector, social work, midwifery, nursing, social care sector and teaching.

\* All qualifications are subject to change following consideration of any new specifications.



**SUBJECT:**

# GCSE COMPUTER SCIENCE

Head of Department: Mr Steed

# GCSE

Exam Board: OCR

## COURSE DESCRIPTION

Thinking of a career as a game's developer? Or maybe somebody who designs websites? Or apps? Then Computer Science is the course for you.

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. It will allow you to understand and apply the fundamental principles and concepts of Computer Science,

including abstraction, decomposition, logic, algorithms, and data representation.

It will allow you to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. As well as understand the components that make up digital systems, and how they communicate with one another and with other systems.

## Subject Teachers

Mr Steed (Head of Department)

Mr Birkett

## Assessment

### Component 1

**Computer systems (01)**

**1 hour 30 mins exam**

**50 %**

## Assessment

### Component 2

**Computational thinking, algorithms and programming (02)**

**1 hour 30 mins exam**

**50 %**

## Higher Education Courses/Careers

Software Developer  
Applications Programmer  
Systems Programmer

Multimedia Programmer  
Systems Analyst Computer Sales Support Database  
Administrator IT Technical Support Officer



\* All qualifications are subject to change following consideration of any new specifications.

# SUBJECT:

## CREATIVE iMEDIA

Head of Department: Mr Steed

Cambridge  
National Certificate  
Exam Board: OCR

## COURSE DESCRIPTION

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Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. It provides knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning.

Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

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## Assessment

### Units

Creative iMedia in the media industry  
Visual identity and digital graphics  
Interactive digital media

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## Higher Education Courses/Careers

Cambridge Technical IT Media (Levels 2 & 3)  
GCE Media Studies ICT (Level 3)  
Apprenticeship Framework (Levels 2 & 3)

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## Subject Teachers

Mr Steed (Head of Department)  
Mr Birkett



\* All qualifications are subject to change following consideration of any new specifications.



## SUBJECT:

# DESIGN TECHNOLOGY

Head of Department: Mrs Walters

# GCSE

Exam Board: Eduqas

## COURSE DESCRIPTION

3D Design is the design, prototyping and modelling or making of primarily functional and aesthetic consumer products, objects and environments. As part of this course we look at architecture of the local area and create a woodworking outcome which is inspired by the architecture. As part of this course students are asked to:

- Seek creative solutions but using materials, techniques intelligently, imaginatively and experimentally
- Develop own knowledge and understanding of how art and design functions
- Develop a sense of enquiry and the ability to take academic and practical risks
- Make qualitative aesthetic and cultural judgements
- Articulate your reasons for preference
- Engage in your local environment

The skills you develop are:

- Creativity
- Critical thinking
- Problem solving
- Communication
- Practical Skills
- Design Skills

## Assessment

*Component 1: Portfolio (worth 60%)*

This component comprises a major portfolio and outcomes based on set theme.

*Unit 2 Externally Set Assignment (worth 40%)*

Designing and making practice 10 hour practical exam.

## Subject Teachers

Mr Fowler

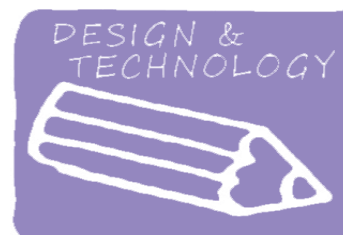
Ms Cowell

## Higher Education Courses/Careers

A-Level in various design subjects

BTec Diploma in Engineering, Product Design or Construction. Design & Technology can be studied at University in many forms.

Careers where this course may be useful are wide and cover all areas of design, engineering and construction.



## SUBJECT:

# FOOD & NUTRITION

Head of Department: Mrs Walters

# GCSE

Exam Board: Eduqas  
Part of WJEC

## COURSE DESCRIPTION

The WJEC Eduqas GCSE in Food Preparation and Nutrition will equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition. This will enable them to be able to feed themselves and others affordably and nutritiously, now and in later life.

The layout of the content promotes flexibility within delivery:

- |                          |                                 |
|--------------------------|---------------------------------|
| 1. Food, commodities     | 2. Principles of nutrition      |
| 3. Diet and good health  | 4. The science of food          |
| 5. Where food comes from | 6. Cooking and food preparation |

### Assessment

Component 1: Principles of food preparation and nutrition  
Written examination paper: 50%

Component 2: Food preparation and nutrition in action  
Non-examination assessment (NEA): 50%

ALL NEA's to be completed in Year 11.

### Subject Teachers

Mrs Walters

## Higher Education Courses/Careers

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of WJEC Level 3 Food, Science and Nutrition, and other food-related courses at either AS or A Level. In addition, this specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.



## SUBJECT:

# FRENCH

Head of Department: Ms McCarron

# GCSE

Exam Board: Edexcel

## COURSE DESCRIPTION

GCSE French helps students develop their language skills in a variety of contexts and a broad understanding of the culture of countries and communities where French is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

This four-unit specification requires students to develop their ability to write and speak in French and to understand French when it is written down or spoken. This course is assessed via four equally weighted exams at the end of Year 11. It is particularly suitable for students who wish to study at a higher level.

This qualification counts towards the English Baccalaureate.

### Assessment

Externally set Exams at the end of Year 11

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

### Subject Teachers

Ms McCarron (Head of Department)  
Mr Merrill (Second in Department)

## Higher Education Courses/Careers

Sixth Form: GCE A Level French

French can be studied alone or with a variety of other subjects at University.

Careers where this course may be useful are journalism, law, website designer, fashion, service industries, tourism and teaching.



\* All qualifications are subject to change following consideration of any new specifications.

**SUBJECT:**

# GEOGRAPHY

**Head of Department: Mrs Vallelly**

**GCSE**

**Exam Board: Edexcel A**

## COURSE DESCRIPTION

GCSE Geography is an exciting subject which looks at a wide range of contemporary global issues.

The course is split into three components.

Paper 1 – The Physical Environment. This includes topics such as rivers, coasts, climate change, weather hazards and ecosystems.

Paper 2 – The Human Environment. This includes topics such as cities and urban development, global development issues including poverty resolution and resource management, including water and energy supplies.

Paper 3 – Geographical skills. This paper includes work on fieldtrips and geographical skills.

Fieldwork is a compulsory part of GCSE Geography and all pupils choosing to study this course must be willing to attend and participate in fieldwork. This will include;

- An urban study within the Manchester area
- A rural study to either a river environment or a coastal environment

## Assessment

### Paper 1: The Physical Environment

June of Year 11 – 37.5% of final mark

### Paper 2: The Human Environment

June of Year 11 – 37.5% of final mark

### Paper 3: Geographical Investigations

June of Year 11 – 25% of final mark

## Subject Teachers

Mrs Vallelly (Head of Department)

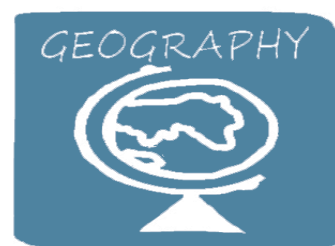
Mrs Chisnall

## Higher Education Courses/Careers

Sixth Form: GCE A Level Geography GCE A Level Geology GCE A Level Environmental Studies

Geography can be studied as a Science (BSc) or an Arts subject (BA) at university depending on whether you are more interested in Physical or Human Geography at that point. It can also be studied as a joint degree with a variety of other subjects.

Careers where this course may be useful are Environmental Management, Disaster mitigation, Town planning, Architecture, Engineering, Distribution and Logistics, Nature Conservation and Public housing.



\* All qualifications are subject to change following consideration of any new specifications.

# SUBJECT:

# HEALTH & FITNESS

Head of Department: Mr Mawn

**NCFE CACHE**  
**LEVEL 1/LEVEL 2**  
**Technical Award in**  
**Health & Fitness**

## COURSE DESCRIPTION

This qualification aims to:

- focus on the study of the health and fitness sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- develop a broad understanding of the structure and function of body systems
- identify the effects of health and fitness activities on the body
- understand health and fitness and the components of fitness
- apply the principles of training
- understand the impact of lifestyle on health and fitness
- test and develop components of fitness
- apply health and fitness analysis and set goals
- plan, develop and take part in a health and fitness programme and understand how to prepare safely

## Assessment

**Guided Learning Hours Breakdown:**

**120 hours delivery**

**1 hour 30 minutes examined assessment**

**22 hours non-exam assessment plus 2 hours preparation and research time**

**Non-exam assessment (60% of course) Externally-set, internally marked and externally moderated synoptic project**

**Examined assessment (40% of course) Externally set and externally marked written exam**

**Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D\***

## Subject Teachers

Mr Mawn (Head of P.E)

Mr Wilson

Mr Halford



## Higher Education Courses/Careers

**Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as:**

- **GCSE PE**

- **Level 2 technical certificates in (Technical certificate qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study):**

Sport and physical activity

Sport and activities leaders

Exercise and fitness instruction

Exercise and fitness instruction for wellbeing

Coaching sport and instructing physical activities

Physical activity and exercise science

**Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:**

- **level 3 applied generals in:**

Sport studies

Sport and physical activity

Sports performance and excellence

Sport and exercise science

- **Level 3 qualifications in:**

Sport and physical activity

Personal training or personal training and behaviour change

Fitness services

Exercise science and personal training

Personal training for health, fitness and performance

Physical activity and exercise science

- **A Level Physical Education (this will support progression to higher education)**

**Learners could also progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the health and fitness sector through a variety of occupations that are available within the sector, such as health assistants, fitness instructors or personal trainers.**

\* All qualifications are subject to change following consideration of any new specifications.

# SUBJECT:

## HEALTH & SOCIAL CARE

Head of Department: Mr Mawn

**NCFE CACHE**  
**LEVEL 1/LEVEL 2**  
**Technical Award in**  
**Health & Social Care**

## COURSE DESCRIPTION

This qualification aims to:

- focus on the study of health and social care
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- provide an understanding of health and social care provision and services in the UK
- identify job roles within health and social care and the values that underpin professional practice
- provide an understanding of legislation, policies and procedures in health and social care and their importance for a health and social care practitioner
- promote understanding of human development across the life span
- identify the individual's care needs and understand how these are met through working in partnership with other professionals
- provide an understanding of the purpose of care planning in health and social care to meet the preferences and needs of the individual

## Subject Teachers

Mr Mawn  
Mrs Rudd  
Miss Freeman



## Assessment

**Guided Learning Hours Breakdown:**  
**120 hours delivery**

**1 hour 30 minutes examined assessment**

**13 hours non-exam assessment plus 2 hours preparation and research time**

**Non-exam assessment (50% of course) Externally-set, internally marked and externally moderated synoptic project**

**Examined assessment (50% of course) Externally set and externally marked written exam**

**Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D\***

## Higher Education Courses/Careers

**Learners could progress to level 2 and level 3 qualifications and/or GCSE/A Levels/T Levels.**

**Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as:**

- GCSE Health and Social Care
- GCSE Childcare
- Study at level 2 in a range of technical routes examples might include:  
Level 2 Technical Certificate in Child Development and Care in the Early Years

**Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:**

- Level 3 applied generals in: health and social care early years, childcare and education
- Level 3 technical level qualifications, including T Level programmes are available in:  
Health and science  
Health and social care  
Education and childcare, including a range of options for early years education and teaching assistants

**Learners could also progress onto an apprenticeship.**

\* All qualifications are subject to change following consideration of any new specifications.

# SUBJECT:

# HISTORY

Head of Department: Mr Welsby

# GCSE

Exam Board: AQA

## COURSE DESCRIPTION

Students will study the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will also study a wider world depth study which focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. Students who choose to study history now have an opportunity to learn about a contrasting period in time in “Shaping the Nation”, this helps students to gain an understanding of the development of the relationship between the citizen and the state in Britain. It considers the causes and consequences of protest. Finally the students will focus on major events during the last 35 years of Elizabeth I reign, including economic, religious, political, social and cultural opinions, and historical controversies.

- **Germany 1890-1945: Democracy and Dictatorship**
- **Conflict and Tension 1918-1939**
- **Britain: Power and the People**
- **Elizabethan England c1568-1603**

## Assessment

TWO FINAL EXAM PAPERS

Paper one: Understanding the modern world. 50% of the total GCSE  
2 hours, written paper. 84 marks

Paper Two: Shaping the nation. 50% of the total GCSE  
2 hours, written paper. 84 marks

## Subject Teachers

Mr Welsby (Head of History)  
Miss Davies  
Ms Lewis

## Higher Education Courses/Careers

Sixth Form: GCE A Level History

History can be studied with a variety of other subjects at university.

History is an excellent choice for many careers. The skills of research and investigation are highly regarded by employers in such fields as Law, the armed forces, Archaeology, Banking, Sales and Marketing, Politics, Journalism, Personnel, Commerce, Administration, Civil Service, Teaching, Television and Radio, Nursing and Medicine.



\* All qualifications are subject to change following consideration of any new specifications.

# SUBJECT:

## ITALIAN

Head of Department: Ms McCarron

## GCSE

Exam Board: AQA

## COURSE DESCRIPTION

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GCSE Italian helps students develop their language skills in a variety of contexts and a broad understanding of the culture of countries and communities where Italian is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

This four-unit specification requires students to develop their ability to write and speak in Italian and to understand Italian when it is written down or spoken. This course is assessed via four equally weighted exams at the end of Year 11. It is particularly suitable for students who wish to study at a higher level.

This qualification counts towards the English Baccalaureate.

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### Assessment

Externally set Exams at the end of Year 11

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

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### Subject Teachers

Miss Cunliffe  
Miss Fragnano

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## Higher Education Courses/Careers

Sixth Form: GCE A Level Italian

Italian can be studied alone or with a variety of other subjects at University.

Careers where this course may be useful are journalism, law, website designer, fashion, service industries, tourism and teaching.

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\* All qualifications are subject to change following consideration of any new specifications.



# SUBJECT:

## DANCE & PERFORMING ARTS

Head of Department: Ms Slater

## BTEC TECH AWARD

Level 1/2 Performing Arts  
Dance

### COURSE DESCRIPTION

#### Subject Teachers

Ms Slater (Head of Department)

This course is divided into three units that students will be study across the 2 years.

Students will take part in a series of practical workshops in their lessons that will guide them to be able to complete the 3 assessment units.

Unit 1:

COMP 1 – Exploring the Performing Arts

This component will help you to understand the requirements of being a performer in dance across at least three performances and performance styles. In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques.

Unit 2:

COMP 2 – Developing Skills and Techniques in the Performing Arts

In this component, you will develop dancing skills. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing dance repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

Unit 3:

COMP 3 – Responding to a Brief

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

### Assessment

**As this course is modular, students will not sit one final exam. They will be expected to complete coursework throughout the year that will then be submitted to the exam board for marking.**

Internally Assessed Units

Unit 1: - COMP 1 – Exploring the Performing Arts

Unit 2: - COMP 2 – Developing Skills and Techniques in the Performing Arts

For these 2 units, students will be asked to provide a portfolio of written work and practical filmed rehearsal/performance work that will be assessed by the class teacher and externally moderated by the exam board.

Workshops will be conducted under controlled conditions, supervised by the teacher.

Externally Assessed Units

Unit 3: - COMP 3 – Responding to a Brief

For this unit, students will be asked to provide a portfolio of written work and practical filmed rehearsal/performance work. This will be assessed by the exam and conducted under controlled conditions.

### Higher Education Courses/Careers

Sixth Form:

A Level Dance, BTEC Performing Arts, BTEC Production Arts, BTEC Diploma Acting,

BTEC Diploma Musical Theatre

Undergraduate Degree: Dance

**Performance:** Dancer, Choreographer.

**Teaching:** Youth Theatre, Private Workshops, Applied Theatre

Multiple roles within the performing arts industry

**Dance and Performing Arts helps with many public facing roles. The course**

**supports key life skills including project management, self-motivation,**

**organisation, and independent learning. The course is designed to prepare students with skills that are valued in further education and employment, such as independent working and analysis, and will support other areas of the curriculum.**



# SUBJECT:

# DRAMA & PERFORMING ARTS

Head of Department: Ms Slater

# BTEC TECH AWARD

Level 1/2 Performing Arts  
Production/Design

## COURSE DESCRIPTION

### Subject Teachers

Ms Slater (Head of Department)  
Mr Brogan

For this course you will explore the different production design elements, which include: - costume - make-up - masks - hair - set/ props - lighting - sound. This course is divided into three units that students will be study across the 2 years. Students will take part in a series of practical workshops in their lessons that will guide them to be able to complete the 3 assessment units.

#### Unit 1: COMP 1 – Exploring the Performing Arts

This component will help you to understand the requirements of being a designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles. In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques.

#### Unit 2: COMP 2 – Developing Skills and Techniques in the Performing Arts

In this component, you will develop your production design skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the designing production process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce a design element of the work and deliver a presentation of your work.

#### Unit 3: COMP 3 – Responding to a Brief

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for designs that would be suitable for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience through delivering a presentation.

## Assessment

As this course is modular, students will not sit one final exam. They will be expected to complete coursework throughout the year that will then be submitted to the exam board for marking.

#### Internally Assessed Units

Unit 1: COMP 1 – Exploring the Performing Art      Unit 2: COMP 2 – Developing Skills and Techniques in the Performing Arts

For these 2 units, students will be asked to provide a portfolio of written work and practical filmed rehearsal/performance work that will be assessed by the class teacher and externally moderated by the exam board.

Workshops will be conducted under controlled conditions, supervised by the teacher.

#### Externally Assessed Units

Unit 3: COMP 3 – Responding to a Brief

For this units, students will be asked to provide a portfolio of written work and practical filmed rehearsal/performance work. This will be assessed by the exam and conducted under controlled conditions.

## Higher Education Courses/Careers

#### Sixth Form:

A Level Theatre Studies, BTEC Performing Arts, BTEC Production Arts, BTEC Diploma Acting, BTEC Diploma Musical Theatre

#### Undergraduate Degree:

Acting, Screen Writing, Acting for Film, Drama, Musical Theatre, Performing Arts, Production Arts, Stage Hair and Make-up, Visual and Special Effects, Theatre Studies, Applied Theatre

#### Performance:

Actor, Musical Theatre Performer

Production/Design/Technician:

Make-up, Hair, Lighting, Sound, Set Design, Marketing, Producer, Director, Casting Director, Location Manager, Agent, Special Effects, Stunt Work, Presenting, Mask, Puppetry.

Every role within the Theatre, TV, Film and Radio Industry.

#### Teaching:

Youth Theatre, Private Workshops, Applied Theatre.



## SUBJECT:

# MUSIC & PERFORMING ARTS

Head of Department: Ms Slater

## BTEC TECH AWARD

Level 1/2 Music Practice  
Music & Music Technology

## COURSE DESCRIPTION

### Subject Teachers

Mr Brogan

This course is divided into three units that students will be study across the 2 years.

Students will take part in a series of practical workshops in their lessons that will guide them to be able to complete the 3 assessment units.

Students can either choose to explore a musical instrument or they could explore how to use music technology software to create a piece of music.

#### Unit 1:

##### **COMP 1 – Exploring Music Products and Style**

Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.

#### Unit 2:

##### **COMP 2 – Music Skills Development**

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 and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production.

#### Unit 3:

##### **COMP 3 – Responding to a 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.

### Assessment

As this course is modular, students will not sit one final exam. They will be expected to complete coursework throughout the year that will then be submitted to the exam board for marking.

Internally Assessed Units

#### **Unit 1: COMP 1 – Exploring Music Products and Style    Unit 2: COMP 2 – Music Skills Development**

For these 2 units, students will be asked to provide a portfolio of written work, practical filmed rehearsal/performance work and/or music compositions that will be assessed by the class teacher and externally moderated by the exam board.

Workshops will be conducted under controlled conditions, supervised by the teacher.

#### **Externally Assessed Units    Unit 3: COMP 3 – Responding to a Music Brief**

For this units, students will be asked to provide a portfolio of written work, practical filmed rehearsal/performance work and/or music compositions. This will be assessed by the exam and conducted under controlled conditions.

## Higher Education Courses/Careers

#### **Sixth Form/BIMM Institute:**

Level 3 RSL Extended Diploma in Music Performance, Level 3 RSL Extended Diploma in Music Business & Events, Level 3 RSL Extended Diploma in Music Production, Level 3 Extended Diploma in Songwriting, A Level Music, BTEC Performing Arts, BTEC Diploma Musical Theatre, BTEC Diploma Music Performance,

#### **Undergraduate Degree:**

Popular Music Performance, Music & Sound Production, Music Business & Event Management, Popular Music, Musical Theatre, Performing Arts, Music Marketing, Media & Communication, Songwriting.

#### **Performance:**

Performing Musician (Instrumental & Vocal), Musical Theatre Performer, Recording Artist, Session Musician, Backing Singer, Professional Choral/Ensemble Performer, Drummer, Guitarist, Keyboard Player, Bass Guitarist, Singer.

#### **Music Industry Roles:**

Music Producer, Music Promoter, Composer, Sound Engineer, Music Management, Music Entrepreneur, Music Journalist, Music Therapist, Publisher, Music Marketing, Media & Communication, Songwriting, Event Management.

#### **Teaching:**

Peripatetic Instrumental/Vocal Tutor, Voice Coach, Youth Workshops, Music Teacher, Community Musician. Music and Performing Arts helps with many public facing roles. The course supports key life skills including project management, self-motivation, organisation, and independent learning. The course is designed to prepare students with skills that are valued in further education and employment, such as independent working and analysis, and will support other areas of the curriculum.



## SUBJECT:

# PHOTOGRAPHY

Head of Department: Miss Coyle

# GCSE

Exam Board: AQA

## COURSE DESCRIPTION

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### GCSE Photography (AQA)

GCSE Photography (AQA) is a creative and practical course that focuses on developing skills in lens-based and light-based media, including camera work, composition, lighting, and digital image editing. Students explore both traditional and digital techniques to produce visually engaging outcomes while expressing ideas and concepts through photography. The course is suitable for students of all abilities and encourages experimentation and personal creativity. Throughout Years 10 & 11, students complete a portfolio of 2–4 projects, each involving preparatory work such as research, planning, and experimentation, as well as final photographic outcomes. A key element of the course is studying photographers and artists from different times, places, and cultures to inform and inspire practical work.

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### Assessment

#### Unit 1 Portfolio of work 96 marks

Controlled Assessment – set and marked by centre and moderated by AQA.

Candidate portfolio selected from work undertaken during course of study and must include **more** than one project.

Coursework 60% of final mark

#### Unit 2 Externally set task 96 marks

Question papers issued from 1 January. Marked by centre and moderated by AQA.

Unlimited preparation time prior to the 10 hours of sustained focused study.

Candidates respond to their chosen starting point. Easter Exam 40% of final mark

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### Subject Teachers

Miss Coyle (Head of Art & Design)

## Higher Education Courses/Careers

Sixth Form: GCE, Diploma, Foundation Certificate in a wide range of disciplines.

Photography can be studied with a wide variety of other subjects at University.

It allows students to access a multitude of careers opportunities ranging from Professional Photographer (portrait, fashion, sports, wildlife, wedding, commercial) Photojournalist or Documentary Photographer, Digital Content Creator etc.

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## SUBJECT:

# SEPARATE SCIENCES BIOLOGY/CHEMISTRY/PHYSICS

Head of Department: Mr McMahon

# GCSE

Exam Board: AQA

## COURSE DESCRIPTION

The 3 GCSEs in Biology, Chemistry and Physics emphasise scientific literacy - the knowledge and understanding of Science with which candidates need to engage, as informed citizens. This course uses contemporary, relevant contexts of interest to candidates, which can be approached through a range of teaching and learning activities.

The Separate Science Course will result in students gaining 3 GCSEs in Biology, Chemistry and Physics.

**This is a challenging course for those students wishing to go on to study any of the Science A-levels in Biology, Chemistry and Physics.**

### Assessment

There are 6 exam papers which will result in 3 Separate GCSE's (GCSE Biology, GCSE Chemistry, GCSE Physics):

- 2 Biology exams • 2 Chemistry exams • 2 Physics exams.

This qualification is linear. Linear means that students will sit their exams at the end of the course.

Grading will follow the 9-1 system.

Each of the papers will assess knowledge and understanding from distinct topic areas.

### Subject Teachers

Mr McMahon (Head of Science)  
Miss Dewhurst (2nd in Department)  
Ms Towli  
Mr Bowden  
Mr Harness (Lead Practitioner)  
Mrs Delaney  
Ms Passley - Biggins  
Ms Stokes

## Higher Education Courses/Careers

Sixth Form: GCE A Level Biology GCE A Level Chemistry GCE A Level Physics

There are hundreds of science based degrees that can be studied at University including Medicine, Engineering and Computing.

The Science Sector is one of the largest and most important in the UK. There are over 1 million workers in the UK Science Industry, according to the 2011 Cogent Annual Report.



## SUBJECT:

# SPANISH

Head of Department: Ms McCarron

# GCSE

Exam Board: Edexcel

## COURSE DESCRIPTION

GCSE Spanish is new to the option choices this year. It will broaden their understanding of the culture of communities and countries where Spanish is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

This four-unit specification requires students to develop their ability to write and speak in Spanish and to understand Spanish when it is written down or spoken. This course is assessed via four equally weighted exams at the end of Year 11. It is particularly suitable for students who wish to study at a higher level.

This qualification counts towards the English Baccalaureate.

### Assessment

Externally set Exams at the end of Year 11

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

### Subject Teachers

Miss Cunliffe  
Miss Fragagnano

## Higher Education Courses/Careers

Sixth Form: GCE A Level Spanish

Spanish can be studied alone or with a variety of other subjects at University.

Careers where this course may be useful are journalism, law, website designer, fashion, service industries, tourism and teaching.



\* All qualifications are subject to change following consideration of any new specifications.

## SUBJECT:

# STATISTICS

Head of Department: Ms Johnson

# GCSE

Exam Board: OCR

## COURSE DESCRIPTION

### Subject Teachers

Ms Johnson (Head of Department)  
Mr Hedge

**GCSE statistics will involve studying probabilities, manipulating datasets, exploring sampling methods and forming scientific hypotheses. There are three primary areas of study in GCSE Statistics which are assessed in both written exams.**

1. The collection of data.
2. Processing, representing and analysing data.
3. Probability.

### You will learn to:

- Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle.
- Interpret statistical information and results in context and reason statistically to draw conclusions.
- Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to:
  - collect and represent information
  - calculate summary statistics and probabilities.

## Assessment

**Written Examination: Paper 1 - 1 hour and 30 mins**

**50% of the GCSE**

**Written Examination: Paper 2 - 1 hour and 30 mins**

**50% of the GCSE**

## Higher Education Courses/Careers

**Statistics are used widely in medicine, business, science, teaching, and politics and so having a deep understanding of how to handle and interpret statistics will be advantageous. Statistics GCSE supports and complements the study of Mathematics, Science and Geography at GCSE as well as Mathematics, Economics and Psychology at A-Level.**

Every day, statistics keeps us informed about what is happening in the world around us. Statistics are important because we live in the information world and much of this is determined mathematically by statistics. We gain an advantage if we have a good understanding of data and statistical concepts. Statisticians' information generates billions of pounds worth of sales for companies by focusing adverts at its target audience, as sales and advertising are based largely on social media and online data analysis. Below the surface of all modern-day business, government, education and healthcare, statistics is a critical element that ensures the advancement of the way we progress.







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**BELONG BELIEVE ACHIEVE**