YEAR 9 OPTIONS 2026

Information for Parents, Carers and Students

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The Key Stage 4 Curriculum

The curriculum is divided into two parts; core curriculum and options. These are outlined below.

The Core Curriculum (compulsory for all students)

- English Language and English Literature – two single GCSEs
- Mathematics - one GCSE
- Combined Science - two GCSEs (Triple Science can be taken as an option)
- Geography or History – two single GCSEs (At least one must be selected, but both can be chosen in different option blocks)
- Core Physical Education - non-examination (Level 1/2 Award in Sport Studies can also be taken as an option)
- RESPECT - non-examination

Option blocks

At Wellacre we believe it is important that students have the opportunity to select a varied rich curriculum. In order to achieve this we have created four option blocks.

Option Block A – GCSE French will be compulsory for selected students, who have been sent letters before the publication of this document. All other students can pick between GCSE History, GCSE Business Studies, GCSE French, Level 1/2 Award in Construction and the Built Environment (Technical Award), Level 1/2 Award in Hospitality and Catering (Technical Award), GCSE Art and Design Graphic Communication.

Option Block B – All students can chose between; GCSE History, GCSE Geography, GCSE Business Studies, GCSE Design and Technology, Level 1/2 Award in Sport Studies, Level 1/2 Award in Hospitality and Catering (Technical Award).

Option Block C – All students can chose between; GCSE History, GCSE Geography, GCSE Computer Science, Level 1/2 Award in Sport Studies, GCSE Religious Education, Level 1/2 Award in Construction and the Built Environment (Technical Award).

Option Block D– All students can chose between, GCSE Geography, GCSE Triple Science, Level 1/2 Award in Creative iMedia, GCSE Drama, Level 1/2 Award in Construction and the Built Environment (Technical Award), GCSE Art and Design Graphic Communication, GCSE Religious Education.

Please note

- **Students can do either GCSE Computer Science or Level 1/2 Award in Creative iMedia, not both.**
- **Students can do either GCSE DT or Level 1/2 Award in Construction and the Built Environment (Technical Award), not both.**
- **GCSE Computer Science can only be taken by students at the discretion of the Leader of Computing and IT. Students must have demonstrated high levels of commitment to the subject, completed all independent learning to a good standard and achieved highly in Computing assessments.**

- **GCSE Triple Science can only be taken by students at the discretion of the Leader of Science. Students must have demonstrated high levels of commitment to the subject, completed all independent learning to a good standard and achieved highly in Science assessments.**

Curriculum organisation

Each of the courses is described in this booklet and organised by broad subject areas.

All subjects at KS4 are taken at Level 2: GCSE or applied equivalent.
The curriculum for Key Stage 4 is as follows based on a 50 lesson fortnight:

Subject	Year 10 hours	Year 11 hours
English	8	8
Maths	8	8
Combined Science	9	9
CORE PE	3	3
RESPECT	2	2
OPTION 1	5	5
OPTION 2	5	5
OPTION 3	5	5
OPTION 4	5	5

Option Timetable

- **Friday 30th January 2026:** Options presentation shared with parents and students
- **Thursday 12th February 2026**: Progress evening 4.30-7.30. The options form will be sent to all students' school email accounts during the evening.
- **Thursday 26th February 2026**: Deadline for the options form to be completed.

Requests for Option changes

- Occasionally, students may feel that they have made the wrong option choice and may request a change. **Please note, that due to timetabling and staffing constraints it may not always be possible to change options**. However, requests will be considered which are submitted in writing in the form of a letter or email from parents/carers detailing the reason for the request. The deadline for all option changes will be **Friday 25th September 2026**. Unfortunately, no changes will be considered after this date.

Key terms explained

GCSE	General Certificate in Secondary Education (GCSE) assesses students through a number of written examinations at the end of the course. Coursework elements have been removed from most subjects and a 9-1 assessment framework introduced for all subjects, with 9 being the highest grade and a grade 5 considered a 'strong pass'.
OCR Nationals	Cambridge Nationals are designed specifically for students aged 14–16. They are industry-relevant, geared to key sector requirements and very popular with schools and colleges because they suit such a broad range of learning styles and abilities and are an excellent start for vocational study. They enable progression to Level 3 qualifications such as Technical awards and A levels. Cambridge Nationals are equivalent in value to GCSE and are included on the Key Stage 4 performance tables.
L2 Award	The Award is based on industry approved content and provides the opportunity to inspire the next generation of young people to consider a subject in its widest context as a career of choice. The L2 Award is equivalent in value to GCSE and is included on the Key Stage 4 performance tables.

Choices

A google form will be emailed to each student's school email account after the Progress Evening on **Thursday 12th February 2026.**

The deadline for this to be completed and submitted is **Thursday 26th February 2026.**

Students must choose a FIRST CHOICE and a SECOND CHOICE in each block.

We will always endeavour to accommodate your son's first choice in each block but this will not always be possible. The Principal reserves the right to withdraw or change the curriculum offer for operational reasons such as staffing changes or low uptake of students opting for the course.

Block A	Block B	Block C	Block D
GCSE Art and Design Graphic Communication GCSE Business Studies Level 1/2 Award in Construction and the Built Environment (Technical Award) GCSE French GCSE History Level 1/2 Award in Hospitality and Catering (Technical Award)	GCSE Business Studies GCSE Design and Technology GCSE Geography GCSE History Level 1/2 Award in Hospitality and Catering (Technical Award) Level 1/2 Award in Sport Studies	GCSE Computer Science Level 1/2 Award in Construction and the Built Environment (Technical Award) GCSE Geography GCSE History GCSE Religious Studies Level 1/2 Award in Sport Studies	GCSE Art and Design Graphic Communication Level 1/2 Award in Construction and the Built Environment (Technical Award) Level 1/2 Award in Creative iMedia GCSE Drama GCSE Geography GCSE Religious Studies GCSE Triple Science

Core Subjects

GCSE English Language

Mr Hedge is the Subject Leader

Examination board AQA
https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification

Course Description

The aim of this course is to engage students in a creative text and inspire them to write creatively themselves by:

- reading a fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers;
- writing their own creative text, inspired by the topic that they have responded to in section A, to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

Assessment

Paper 1	1 hour 45 mins	50%	Paper 1: Explorations in Creative Reading and Writing Section A: Reading One literature fiction text Section B: Writing Descriptive or narrative writing
Paper 2	1 hour 45 mins	50%	Paper 2: Writers' Viewpoints and Perspectives Section A: Reading One non-fiction text and one literary non-fiction text Section B: Writing Writing to present a viewpoint
Non-examination Assessment: Spoken Language	Teacher set throughout course	n/a	Spoken English endorsement Students will be teacher assessed on their ability to: Present and respond to questions and feedback and the use Standard English.

Higher Education courses and Career pathways

The study of GCSE English Language will develop students' ability to express themselves clearly, consistently and imaginatively. It will help with everything from job and college applications to public speaking. Career pathways are numerous and include journalism, education, public relations, law, careers in the Arts and publishing. A 'good' pass in English is a requirement for apprenticeships and A level study.

GCSE English Literature

Mr Hedge is the Subject Leader

Examination board AQA
https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification

Course Description

This course will encourage students to develop knowledge and skills in reading, writing and critical thinking and to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading;
- read in depth; critically and evaluatively, so that they are able to discuss and explain their understanding and ideas;
- develop the habit of reading widely and often;
- write accurately, effectively and analytically about their reading, using Standard English;
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Assessment

Paper 1: Shakespeare and the 19th-century novel	1 hour 45 mins	40%	Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.
Paper 2: Modern texts and poetry	2 hours 15 mins	60%	Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Higher Education courses and Career pathways

Through literature, students will have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level. Career pathways are hugely varied and include journalism, education, public relations, law, careers in the Arts and publishing.

GCSE Mathematics

Mr Sharrock is the Subject Leader

Examination board AQA
https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification

Course Description

All students will be taking three exams in GCSE Mathematics at the end of Year 11. The topics covered will be from the four key areas of Maths: number, algebra, geometry and statistics. In lessons, students will be challenged with a variety of mathematical problems to develop their knowledge, deepen understanding, and improve reasoning and problem solving skills.

Independent learning in Maths will consolidate and improve core skills, and support students in developing effective revision strategies.

Assessment

Paper 1 Non-Calculator exam	1 hour 30 mins	33.3%	Content from any part of the specification may be assessed. A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical deman increases as a student progresses through the paper.
Paper 2 Calculator exam	1 hour 30 mins	33.3%	
Paper 3 Calculator exam	1 hour 30 mins	33.3%	

Higher Education courses and Career pathways

Mathematics GCSE is a highly versatile, important GCSE and fundamental to a number of careers. A good pass in Mathematics is a requirement for all college courses and apprenticeships and students will have to re-take their GCSE Mathematics alongside post-16 courses if they do not achieve a 'pass'. There are a number of career pathways explicitly linked to GCSE Mathematics including Engineering, Accountancy, IT, Business and Medicine. Sound mathematical skills are also necessary in vocational study and apprenticeships including Construction, Engineering, Motor Vehicle and Retail.

GCSE Combined Science

Mrs Scott is the subject Leader

Examination board AQA
https://www.aqa.org.uk/subjects/science/gcse/science-8464/specification

Course Description

Science is everywhere. It enables you to understand the world around you and consider the impact scientific development has on all living things. Science has something to offer every student from a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher; everyone needs some level of relevant Science understanding.

Combined Science is compulsory for all students and consists of Biology, Chemistry and Physics topics and awards two GCSEs, which will be delivered throughout Years 10 and 11. All examinations will be taken in the summer term of Year 11. This Science course will assess the students' understanding of sixteen prescribed practical experiments undertaken in lessons as well as depth of scientific knowledge and application.

Assessment

Paper 1 Biology	1 hour 15 mins	16.7%	Topics 1-4: Cell Biology; Organisation; Infection and response; and Bioenergetics.
Paper 2 Chemistry	1 hour 15 mins	16.7%	Topics 8-12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.
Paper 3 Physics	1 hour 15 mins	16.7%	Physics topics 18-21: Energy; Electricity; Particle model of matter; and Atomic structure.
Paper 4 Biology	1 hour 15 mins	16.7%	Biology topics 5-7: Homeostasis and response: Interitance, variation and evolution; and Ecology.
Paper 5 Chemistry	1 hour 15 mins	16.7%	Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and using resources. Questions in Paper 2 may draw on fundamental concepts and principles from Sections 5.1 to 5.3.
Paper 6 Physics	1 hour 15 mins	16.7%	Physics topics 22-24: Forces; waves; and Magnetism and electromagnetism.

Higher Education courses and Career pathways
Science helps to develop skills such as obtaining, analysing and evaluating evidence. It considers the ethics behind scientific research and considers the impact on society. Science also develops many transferable skills including literacy, numeracy and ICT.

GCSEs in Science demonstrate a wide range of skills to employers and colleges; however, it is essential for any student who wishes to study Science A levels or pursue a career in areas such as Engineering, Sports Science, teaching or careers in the medical sector.

GCSE Geography

Mr Baker is the Subject Leader

Examination Board AQA
https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification

Course Description:

Students will develop a deeper appreciation for the world around them as they study how and why the landscapes around them are shaped by natural processes of rivers and coasts. They will be transported to the Amazon rainforest and Thar Desert as they look at plant, animal and human adaptation in these biomes. They will develop intrigue about a range of natural disasters as they compare the risk in Italy and Nepal. Looking at the human side of geography they will understand the complexities that surround the concept of development and will be able to appreciate differences around the world in places like Nigeria and Kenya. They will understand better our reliance on resources, especially food in the UK.

Assessment

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

Paper 1 - Living with The Physical Environment	1 hour 30 mins	35%	Section A: The Challenge of Natural Hazards Section B: The Living World Section C: Physical Landscapes in the UK Section D: Geographical Skills
Paper 2 - Challenges in The Human Environment	1 hour 30 mins	35%	Section A: Urban Issues and Challenges Section B: The Changing Economic World Section C: The Challenge of Resource Management Section D: Geographical Skills
Paper 3 - Geographical Applications	1 hour 30mins	30%	Section A: Issue Evaluation Section B: Fieldwork Section D: Geographical Skills

Higher Education Courses and Career Pathways:

GCSE Geography allows students to develop expertise in areas including: personalised independent learning, communication, technology, interpersonal skills, literacy, numeracy and problem solving skills. This specification provides clear progression from KS3 to post-16 studies; not only in Geography but in subjects such as Economics and Biology.

Statistics show that Geography students are among the most highly valued by employers. Employers like Geography qualifications because they demonstrate a wide range of skills, qualifying you for a great variety of jobs. Future careers for Geographers can include: Pilot, Architect, Engineer, Building/Quantitative Surveyor, Market Researcher, Zoologist, Teacher, Town Planner, and Environmental Management.

GCSE History

Mr Harris is the Subject Leader

Examination board: OCR
https://www.ocr.org.uk/qualifications/gcse/history-b-schools-history-project-j411-from-2016/

Course Description

Students will develop a secure understanding of chronology, historical knowledge, historical concepts and processes and engage with the nature of evidence and interpretation. They will engage with a variety of perspectives, such as political, social and economic, and investigate the contributions of key individuals and groups. Medieval, Early Modern, Industrial and Modern History will all form part of the course content. In Year 10, students will study Crime and Punishment from 1250 to present day, the Norman Conquest in England and a historical site study of St. Ann's Square in Manchester. In Year 11, they will learn about Nazi Germany and study Making of America (1789 - 1900).

Assessment

Component 1 British History	1 hour 45 mins	40%	Crime and Punishment 1250 - Present The Norman Conquest 1065 - 1087
Component 2 History Around Us	1 hour	20%	History Around Us (Historical Site Study)
Component 3 World History	1 hour 45 mins	40%	The Making of America, 1789–1900 Living under Nazi Rule, 1933–1945

Higher Education courses and Career pathways

GCSE History is a well-respected, academic qualification that will help you gain entry to a wide variety of A-Levels, vocational courses or employment. Of course, if you wish to study History at A-Level or University, GCSE History is evidence of your commitment, enthusiasm and skills, and will prepare you for this future study. However, students who are successful in GCSE History learn to write analytically, with precision, and this valuable trait is useful for any further academic study.

History students gain so many transferable skills that employers in business, government and education are often keen to recruit them. Such skills include research, communication and statistical methods. Many teachers, politicians, civil servants, journalists and lawyers have a background in historical study, not to mention archivists, archaeologists and others in a history profession.

KS4 Core PE

In Core PE lessons, students are given the opportunity to develop their skills in a range of activities and sports, for example, Football, Rugby, Table Tennis, Athletics, Softball and Handball. During these activities, the students will improve their knowledge of Health and Fitness and the benefits of Physical Activity. They will also develop personal skills such as Leadership and communication.

Year 10 and 11 PE consists of options on an 4 week rota covering a range of activities including Team Games, Net Games, Athletics, Striking and Fielding games and Health Related Fitness. It is important that all boys take part in PE in order to maintain a healthy, active lifestyle.

RESPECT

In weekly RESPECT lessons, students have the opportunity to study, learn, discuss and debate important topics that are vital in helping prepare them for life as a young person in today's society, and for their future as an adult. Lessons will help shape personal views and attitudes, and understand the challenges and decisions they may need to make in the near and distant future. RESPECT lessons are about learning to respect yourself, your body, the law, rules of society and other people and their views. RESPECT lessons relate to one of these key themes:

CITIZENSHIP: Your rights, responsibilities and the law in the society and communities within which you live.

HEALTH AND WELLBEING: How to keep safe and healthy, both mentally and physically.

RELATIONSHIP AND SEX EDUCATION: How to have safe, healthy interactions in friendships, romantic and/or sexual relationships and within families.

CAREERS: Considering your options and aspirations in further/higher education and employment/enterprise.

WIDER WORLD EDUCATION: Life skills for your future to help you live your life independently.

CORE RE: Considering people's religious beliefs and how this affects their views and behaviours in the world we live in, with a view to helping us all appreciate the diversity in our society.

Co- Curricular option

All students will take a Co-Curricular option on a Wednesday. In Year 11, this may take the form of subject intervention determined by a student's outcomes in internal examinations if we deem this appropriate.

Careers Education, Information and Guidance (CEIAG)

Wellacre's careers programme prepares the students for their next stages of their learning and post 16 careers pathways'. At Wellacre we are passionate about ensuring every student is aspirational regarding their future and can make informed choices regarding life after Wellacre. Students begin their career journey in Year 7 with inspirational and meaningful encounters with employers and Further Education providers within their subjects including career links within lessons; linking curriculum with careers. Students from Year 7 to 11 also receive career specific lessons as part of the RESPECT programme.

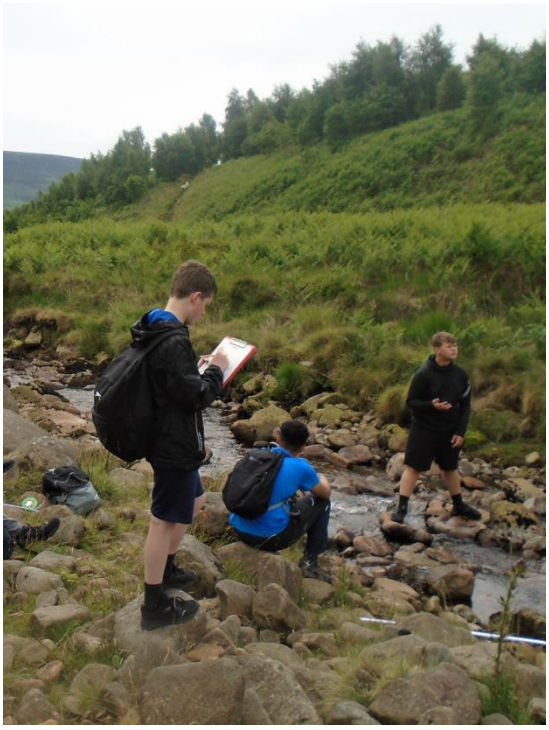
As part of our continued commitment to work experience, students in Year 10 take part in a full week's work experience.

At Key stage 4, the vast majority of students receive a bespoke careers intervention programme delivered by GM Higher in conjunction with the likes of the University of Manchester and Salford University. All students in Year 11 also receive an impartial 1:1 forty-minute Connexions appointment.

All students also have a Unifrog account, which is an engaging online programme that prepares students for post-secondary success in academics, careers and life. The program puts students at the centre of their career and future planning experience. It helps them to build knowledge, explore their options, create a plan, and develop the 21st-century skills needed to thrive in the world of work.

For further information on Careers at Wellacre please visit our website and click on the Careers Information and Guidance section.

Option Subjects



GCSE Art and Design Graphic Communication

Mrs Bentley is the Subject Leader

Examination board EDUQAS
https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab_keydocuments

Course Description

This GCSE is for those students that love to experiment with different media such as Photoshop, paint, pencil crayon, collage, stenciling, water colours and much more. You choose the projects, and themes that will help you work on your strengths. You will be taught mixed media skills including Photoshop that will set you up for continuing this type of work into further education.

While on the course students will develop the following skills

- ICT Skills – Photoshop
- Creative and experimental skills, Practical skills exploring different media, materials, techniques and processes
- Communication and problem solving
- How to work independently, improving own learning, developing independence and time management skills.
- Working with mixed-media
- Research and developing skills, which will include - gallery visits, books, internet, art movements, artists, designers and craftspeople.
- Working with a range of materials and techniques
- Writing skills—annotating, analysing and evaluating

Assessment

Component 1	Coursework Portfolio	60%	Non-exam assessment set and marked by the school and moderated by EDUQAS during a visit. You will submit two projects consisting of preparatory studies, developmental work and a conclusion.
Component 2	Examination	40%	You will select one of the themes set by the exam board. You will produce preparatory studies, covering all the assessment objectives, over a period of twelve weeks. The final piece will be produced under exam conditions over two days.

Higher Education courses and Career pathways

Career Route/Courses: A Level Graphic Design, A Level 3D Design, A Level Art and Design, HND in Interior Design/Product Design, A Level Art, Design and Media Foundation Studies. Graphic apprenticeships, Graphic Design leading to a career in: 3D design, architecture, fashion, film and animation, magazine designer, product design manager, interior designer, teacher.

GCSE Business Studies

Mrs Williams is the Subject Leader

Examination board Edexcel
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html

Course Description
Theme 1 concentrates on the key business concepts, issues, and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues, and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance, and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.

Assessment

Paper 1: Investigating small business	1 hour 30 mins	50%	Topic 1.1 Enterprise and Entrepreneurship Topic 1.2 Spotting a business opportunity Topic 1.3 Putting a business idea into practice Topic 1.4 Making the business effective Topic 1.5 Understanding external influences on business
Paper 2: Building a business	1 hour 30 mins	50%	Topic 2.1 Growing the business Topic 2.2 Making marketing decisions Topic 2.3 Making operational decisions Topic 2.4 Making financial decisions Topic 2.5 Making human resource decisions

Higher Education courses and Career pathways

Pupils can continue to Further Education and study courses such as A Level Business Studies, T Level Management and Administration, Vocational Business, and Apprenticeships in Business Administration. These courses can open pathways into Hospitality, Management, Retail, Sales, Customer Service, Business Management and many other careers.

Employers demand applicants who can demonstrate a wide range of business skills. The course will help you to understand a range of career paths, such as apprenticeships and vocational qualifications that focus on more specialised business areas. As well as the role of different departments within a business.

GCSE Computer Science

Mrs Williams is the Subject Leader

Examination board OCR
https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/

Course Description

Studying Computer Science, known as the fourth science subject, will enable students to get inside one of the single most powerful tools the world has seen. It is important that all students learn to understand and appreciate the fundamentals of computing, as computers figure in all avenues of our lives, including Science, Technology, manufacturing, research, and medicine.

The study of Computer Science will equip students with a broad range of skills;

- 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 the wider society;
- apply mathematical skills relevant to Computer Science

Please note, approximately 80% of the content is theory based and does not involve the use of computers.

The suitability of students wishing to opt will be determined by the Leader of Computing. Students must be dedicated to the subject; excellent Attitude to Learning and independent learning grades and very strong outcomes in Computing assessments.

Assessment

Paper 1: Computer Systems	1 hour 30 mins	50%	1.1 Systems Architecture 1.2 Memory and Storage 1.3 Computer Networks, connections, and protocols 1.4 Network Security 1.5 System software 1.6 Ethical, legal, cultural, and environmental impacts of digital technology
Paper 2: Computational thinking, algorithms and programming	1 hour 30 mins	50%	2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean Logic 2.5 Programming Languages and Integrated Development Environments

Higher Education courses and Career pathways

The rigorous approach to the subject will facilitate a smooth transition to the next level of study. Students can progress from this qualification to:

- Further studies, for example, A Levels in Computing, Computer Science, Engineering, Science and Mathematics;
- Employment, where further training may be available.
- Apprenticeships.

Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award)

Mrs Bentley is the Subject Leader

Examination board Eduqas
https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-construction-and-the-built-environment/#tab_overview

Course Description

This course allows you to study construction and the built environment, giving you the opportunity to gain a broad knowledge and understanding of the industry. It will provide you with a broad introduction to the different trades involved in the sector and the range of career opportunities available. You will have the opportunity to develop a wide range of practical specialist skills, which can develop a foundation for further study, an apprenticeship or employment. Visits, and visitors from the sector, will add context to classroom learning and provide students with opportunities to see how the work they are doing in school relates to that done on real life construction projects.

This qualification consists two units.

Unit 1 (theory unit) students gain a broad level of knowledge and understanding of topics such as the breadth of the construction sector, roles and responsibilities of key construction careers, health & safety, environmental impact of construction, technologies and materials used, different types of building structures, sustainability and building life cycles.

Unit 3 (practical unit) offers learners the opportunity to develop skills, knowledge and understanding of three construction trade areas of the built environment, including planning, undertaking and evaluating construction tasks. Currently we offer Joinery, plumbing, electrical installation and tiling. Students will experience workshops around bricklaying, roofing and painting and decorating.

Assessment

Unit 1	40%	Externally assessed	Examination: Introduction to the Built Environment
Unit 3	60%	Internally assessed	Constructing the Built Environment Practical tasks and coursework portfolio

Higher Education courses and Career pathways

- This subject can lead to further study at level 3 of academic and/or vocational qualifications in construction and the built environment, engineering or design, and to apprenticeships in the full range of careers in the construction industry including bricklaying, plastering, tiling, welding, carpentry, plumbing, electrics as well as a progression into management aspects like project management and quantity surveyor.

Cambridge National Level 1/2 Award in Creative iMedia

Mrs Williams is the Subject Leader

Examination board OCR
https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/

Course Description

OCR Cambridge National in Creative I Media equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, and interactive media or indeed to exploit the creative digital industries.

Assessment

When?	For how long?	Assessment weighting	What will I learn?	What will it include?
Y10: Visual Identity and Digital graphics	30 GLH and 10-12 GLH for completion of the NEA	25%	Students will learn how to use/develop mood boards, mind maps, justifications and technical digital skills, which require independent learning to create their first piece of coursework, which usually includes creating logos using digital graphic software such as Photoshop or Photopea.	In this unit students will learn to how to develop visual identities for clients and use the concepts of graphic design. .
Y11: Interactive Digital Media	42 GLH and 10-12 GLH for completion of the NEA	35%	Students will learn how to hyperlink pages, create videos, create fact files/information points to create their second piece of coursework which usually includes creating an interactive digital media product such as a kiosk using software such as PowerPoint.	In this unit students will learn how to plan, create and review interactive digital media products.
Y10/11: Creative iMedia in the media industry	48 GLH 1.5 hour written examination	40%	In this topic students will learn the differences between traditional and new media, job roles, the purposes of media products and how style, content and layout are adapted to meet each purpose, interpretation of client briefs, audience segmentation and research. Students will also learn how content and codes work together to convey meaning, create impact and engagement	In this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Higher Education courses and Career pathways

Students can progress from this qualification to:

- Further study - for example, A Levels or vocational qualifications in Computing, IT, Creative Media Production.
- Apprenticeship framework; Level 2 and 3.
- Careers in; Website/Graphic/Media Developer

GCSE Design and Technology

Mrs Bentley is the Subject Leader

Examination board AQA
https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification

Course Description

Design and technology is part of everyday life and is constantly evolving. The new qualification is modern and relevant, so pupils can learn about contemporary technologies, materials and processes, as well as established practices. The course places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. They will experience the STEM subjects and learn to apply mathematical and scientific skills to problem solve everyday problems. They will also develop core transferable skills, such as collaboration and communication.

Assessment

Exam Component 1	50%	Externally assessed	Design and Technology in the 21st Century Written examination: 2 hours 50% of qualification Mixture of multiple choice, short answer questions and extended response questions.
Coursework Component 2	50%	Internally assessed	Design and make task Non-exam assessment: approx 35 hours 50% of qualification A sustained design and make task, based on a contextual challenge set by Eduqas. Students will; identify, investigate and outline design possibilities. design and make prototypes • analyse and evaluate design decisions and wider issues in design and technology.

Higher Education courses and Career pathways

Design and technology is an excellent choice for anyone interested in a career in the technology sectors. Further education courses include, A Level Product Design or Textiles, BTEC Level 3 Extended Diploma Art and Design courses. Potential Careers include Product Designer, Graphic Designer, Packaging Designer, Fashion Designer, Digital Designer, Designer of User Experiences, Computer Aided Designer and Architect or draftsman or engineering apprenticeship.

GCSE Drama

Mrs Tickle is the Subject Leader

Examination board AQA
https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification

Course Description

GCSE Drama allows learners to develop and expand their knowledge of the creative and performing arts industry. This course has been designed for students to explore, develop and perform using this knowledge and will cover three main areas of equal importance:

1. Devising Drama- Development of key skills that prove learners' aptitude in performing arts, such as responding to a stimulus.
2. Texts in practice- develop the ability to interpret texts, create and communicate meaning and realise artistic intention in text- based drama
3. Understanding Drama- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles of theatre.

Throughout the course, students will explore different styles of theatre and study scripts that will then be used for performances, both solo and as part of a group. Therefore this course is perfect for those individuals who like working as part of a team and individually.

Assessment

Component 1	Understanding Drama	40%	Written exam
Component 2	Devising Drama	40%	Devised performance (20 marks) Devising log (60 marks)
Component 3	Texts in practice (practical)	20%	Performance of 2 extracts (20 marks each extract)

Higher Education courses and Career pathways

GCSE Drama is an excellent choice for those interested in any kind of career in the Performing Arts, either performing, producing or directing. It provides a pathway to A Level theatre studies, A Level Performing Arts or BTEC L3 and further Undergraduate Theatre/ Drama courses.

GCSE French

Miss Bailey is the Subject Leader

Examination board AQA
https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification

Course Description

The objective of this course is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. The course covers three themes over two years:

Theme 1: People and lifestyle.
Theme 2: Popular culture.
Theme 3: Communication and the world around us.

Assessment

Paper 1 Listening	35 mins (Foundation Tier), 45 mins (Higher Tier)	25%	Written exam: Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier. Dictation of short, spoken extracts.
Paper 2 Speaking	Speaking assessment	25%	Speaking using clear and comprehensible language to undertake role-play. Carry out a Reading aloud task and talk about visual stimuli.
Paper 3 Reading	45 mins (Foundation Tier) 60 mins (Higher Tier)	25 %	Understanding and responding to written texts, which focus predominantly on the vocabulary and grammar at each tier. Inferring plausible meanings of single words when they are embedded in written sentences. Translate from French into English.
Paper 4 Writing	70 mins (Foundation Tier) 75 mins (Higher Tier)	25 %	Writing Text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. Translating English into French.

Higher Education courses and Career pathways

70% of British employers say that they value language skills in their employees and over 60% of British trade is with non-English speaking countries. This course prepares students wanting to take languages further at A-Level. It can also lead to careers such as a translator, interpreter, Language teacher, journalism, working in the tourism/hospitality industry and roles within diplomacy / international organisations.

Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

Mrs Bentley is the Subject Leader

Examination board Eduqas
https://www.eduqas.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_keydocuments

Course Description
The Vocational Award in Hospitality and Catering will develop students' knowledge and understanding of the Hospitality and Catering sector. It will provide them with opportunities to develop their practical skills, while improving their knowledge of hospitality and catering in action.

In lessons students use different cooking techniques and methods, creating dishes throughout the course. Dietary requirements and industry knowledge is developed in classroom and with visits to our link businesses.

Note: We can provide ingredients for lessons, with a contribution towards the cost via ParentPay.

Unit 1: The Hospitality and Catering Industry: Students learn about the types of hospitality and catering providers and about working in the industry. Students will learn about health and safety, food safety in hospitality and catering, as well as food-related causes of ill health.

Unit 2: Hospitality and Catering in Action: Students learn about the importance of nutrition and how cooking methods can impact the nutritional value. They learn about the factors that affect menu planning and how to plan their own menu. They learn the skills and techniques needed to prepare, cook and present dishes. As part of this process, students will complete a three hour practical exam.

Assessment

Unit 1	Written Exam	40%	The Hospitality and Catering Industry
Unit 2	Coursework & Practical	60%	Hospitality and Catering in Action

Higher Education courses and Career pathways

Hospitality and Catering could lead to qualifications such as; Level 2 or 3 diplomas and certificates in Professional Cookery, Patisserie or Hospitality at colleges such as Trafford College, Manchester College or Salford City College. Alternatively, apprenticeships in Food Manufacturing, Hospitality and Catering (hotels, fast food outlets, armed forces catering, youth hostel, cruise ship), Health and Wellbeing (leisure centre, private gym, hospital) and Food Retail (shops, supermarkets, cafes and restaurants). Higher level apprenticeships in Food Manufacturing (beginning at age 18) with companies such as Kellogg's and Premier Foods offer students the opportunity to not only work and train on the job, but complete a degree in a specific food manufacturing technical area e.g. Food Safety, Food Quality Assurance, Food Technology, Food product Development. University degree courses related to food are wide and varied; Human Nutrition, Dietetics, Food Science, Food Product Development, Sports Nutrition and Food Technology among many others (A Levels or equivalents required in biology/maths/chemistry/sport).

GCSE Religious Studies

Mr Harris is the Subject Leader

Examination Board AQA
https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/specification

Course Description

GCSE Religious Studies 'A' specification offers a range of faith-specific options and a variety of relevant and contemporary themes, ensuring students have a diverse choice of intriguing subjects to explore and discuss.

Students will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare them for further study.
Included are familiar topics and inspiring new ones ensuring that this new specification is enjoyable and engaging for students of all abilities.

Assessment

Paper 1	1 hour 45 mins	50%	The study of religions: Beliefs, Teachings and practices in Christianity & Islam
Paper 2	1 hour 45 mins	50%	Thematic studies: Relationships and families Religion, peace and conflicts Religion, crime and punishment Religion, human rights and social justice

Higher Education courses and Career pathways

Religious Studies presents students with a wealth of opportunities to develop and express their own personal views, whilst also learning to consider, respect and tolerate the views of others, a valuable skill to possess in any form of employment.

It is a subject that is at the forefront of current affairs and students are actively encouraged to keep abreast of recent scientific, legal, governmental and ethical developments.

Students learn how to look at more than one point of view and how to structure and formulate arguments which helps students in other curriculum areas such as English, History and Geography. Students are frequently stretched in their Religious Studies lessons and they are encouraged to 'think outside the box.' This often promotes higher order thinking skills that can prove valuable on leaving school and helps students to cultivate a wide range of transferable skills highly valued by employers such as interpersonal communication skills, empathy, sincerity and perspective.

Cambridge National Level 1/2 Award in Sports Studies

Mr Linton is the Subject Leader

Examination board OCR
https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/

Course Description

- Understanding contemporary issues in sport and how they impact on different sporting activities.
- Applying your skills as both a performer in two different sporting activities and as a leader in one sporting activity.
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations.
- Applying your skills to participate in an outdoor and adventurous activity in a natural setting and environment.

Assessment

R184	Contemporary issues in Sport	40%	Externally marked examination
R185	Performance and leadership in sports activities	40%	Internally marked task
R187	Increasing awareness of Outdoor and Adventurous Activities	20%	Internally marked task

Higher Education courses and Career pathways

The skills learned will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport and Physical Activity, AS or A-Levels, such as Physical Education, Psychology, Sociology, Sport or Media or an apprenticeship in Community activator coach, Leisure team members, Personal trainer or Outdoor activity instructor.

GCSE Triple Science

Mrs Scott is the Subject Leader

Examination board AQA
https://www.aqa.org.uk/subjects/science

Course Description

Triple Science consists of more advanced study of GCSE Biology, Chemistry and Physics and is advisable for those students considering Science A Levels, or who simply have great enthusiasm, interest and a high level of ability in the subject. Students will be awarded three separate GCSEs. Triple Science provides students with an advanced course that extends their current knowledge and understanding.

The units delivered contain a number of the sections considered more difficult than the other GCSE Science units. This means it starts to bridge the gap between GCSE and A level Science. Whilst it is not compulsory, if you want to do Science A-levels, GCSE Triple Science should be a selected option. However, the suitability of students wishing to opt will be determined by the Leader of Science. **Students must be dedicated to Science disciplines; excellent Attitude to Learning, completing all independent learning to a good standard and achieving highly in Science assessments.**

Assessment

Biology			
Paper 1	1 hour 45 mins	50%	Topics 1-4: Cell biology; Organisation; Infection and response: and Bioenergetics.
Paper 2	1 hour 45 mins	50%	Topics 5-7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
Chemistry			
Paper 1	1 hour 45 mins	50%	Topics 1-5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical and Energy changes.
Paper 2	1 hour 45 mins	50%	Topics 6-10: The rate and extent of chemical change; Organic Chemistry; Chemical analysis, Chemistry of the atmosphere and using resources.
Physics			
Paper 1	1 hour 45 mins	50%	Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.
Paper 2	1 hour 45 mins	50%	Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Higher Education courses and Career pathways

Studying the triple sciences means students will cover more content than GCSE Combined Sciences. This will prepare students for further studies in Science leading to careers such as medical professionals; doctors, dentists, physiotherapists and vets as well as Chemistry and physical fields such as pharmacists, forensic scientists, engineers and pilots.