DEAN TRUST Rose Bridge

YEAR 9 OPTIONS BOOKLET 2026

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Welcome

Dear Parents and Carers,

Welcome to the Dean Trust Rose Bridge Options Booklet for Year 9 pupils. As your child enters Key Stage 4 they will be beginning the study of GCSE level qualifications and preparing for formal examinations at the end of Year 11. These qualifications will determine what further study and career opportunities are open to them.

The educational landscape has changed considerably, and this has impacted upon the curriculum that pupils follow. Dean Trust Rose Bridge is a fully inclusive school and our vision is that pupils will study a broad and balanced curriculum with a maximum of 9 GCSE subjects over a two-year period with an emphasis on achieving the highest grades possible.

Throughout our two-year Key Stage 4 there will also be a further opportunity to have additional time allocated for GCSE English and/or mathematics. We do this in the full knowledge that further and higher education, as well as many employment opportunities, requires pupils to have attained at least a **strong pass,** which is considered to be a GCSE grade 5 or higher in English language or literature and mathematics.

We fully understand that this is a crucial time in your child's education and that choosing Key Stage 4 subjects is extremely important. This booklet is designed to provide information and to help guide you through this process.

If you have any further general questions or queries, please speak with Mr. Burrows (Assistant Headteacher) or Mr Shepherd (Head of Year)

Yours sincerely,

Mr D Burrows
Assistant Headteacher

Progression Routes

It is critical that all pupils make Options that will allow them to progress to education, employment, an apprenticeship, or other training/courses post 16.

Entry requirements for courses at college and 6th forms can be found on each institutions website and should be considered when looking at your Option choices. Representatives from local colleges will also be attending the Options Event. After this point pupils can request a careers advisor meeting with our external careers' advisor.

The choices that pupils make can also have an impact on the University they can attend and the course(s) they are able to access. Universities are entitled to set their own admission criteria based on the following:

- Points made up from A level or Vocational courses
- Specific GCSE subjects and grades

If you believe that University is a pathway you might choose you need to think carefully about how your choice(s) now might/might not allow you to progress to a university of your choice.

What will you study?

The structure of the timetable will be very similar to the one you have in Year 9. The timetable week contains 6 x 50 minute lessons per day plus form time every morning.

The 30-period week is split into compulsory Core subjects and Option subjects.

30 Period Week	Subjects
Core 15 Hours 5x English 5 x Maths 5 x Science	• GCSE English Language • GCSE English Literature • GCSE Maths • GCSE Science (Combined) • PSHE (non-assessed) • Physical Education (non-assessed)
Option Subjects 2 hours 30mins x 4 Option Subjects	• GCSE History • GCSE Geography • GCSE Spanish • GCSE Computer Science • GCSE Separate Sciences • GCSE RE • GCSE Sociology • GCSE Art, Craft and Design • GCSE Three-Dimensional Design (Technology) • GCSE PE • GCSE Dance • WJEC L1/2 - Hospitality & Catering • VCTC Hair and Beauty • WJEC Construction • BTEC Digital IT • BTEC Tech Award Performing Arts (Drama) • BTEC Tech Award Music • Cambridge Nationals Sport Studies

School reserves the right to allocate option subjects according to available resources and where we feel this is in the best interests of the pupil other factors including behaviour and attendance will also be taken into consideration.

We want all pupils to achieve good grades in English and Mathematics. If pupil performance so far indicates that additional support to achieve a good GCSE grade is required, then we may allocate extra English/Mathematics, potentially as an option subject. This is about improving life chances.

Types of Qualification

GCSE

This stands for General Certificate in Secondary Education. It is a nationally recognised qualification. GCSEs have changed in all schools nationally over the last five years. GCSEs are graded using a 9 to 1 grading system, with 9 being the highest grade and grade 5 being the minimum grade to be defined as a “strong pass”.

Most GCSEs are assessed solely through written examination papers that are taken at the end of the course. Some subjects such as Mathematics, Science and Spanish enter candidates at different tiers (Higher or Foundation) based on pupils’ ability, with only certain grades being available for each tier. Other subjects have only one tier and all grades are available.

Technical Qualifications

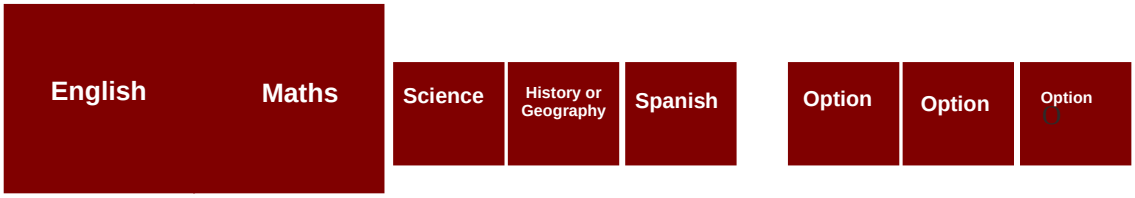
Our Key Stage 4 curriculum offers a wide range of subjects, which provides a variety of academic and technical courses to choose from. Technical qualifications aim to help pupils learn about a specific industry or area of work. They are assessed through a combination of continued assessment and written examinations.

The Technical qualifications we offer at Key Stage 4 are VCTC, Level 1/2 Technical awards, BTECs and Cambridge Nationals.

Please note that technical qualifications are just as difficult as GCSE qualifications and should not be seen as an easy option.

Attainment 8

The government has set a Level 2 Threshold measure called Attainment 8. Whilst Attainment 8 is a measure of a school's performance, it may become the admissions criteria for further or higher education establishments and employment; for example a college may require you to get 4 Grade 6's to begin studying onto an A-Level qualification.



A pupil's Attainment 8 score not only indicates their average grade, it also demonstrates performance across a range of subjects.

It expects pupils to have achieved good grades in:

- GCSE Maths and GCSE English Language or Literature
- From GCSE Combined Science, Geography, History, Spanish or Computer Science
- A further three open qualifications which can be either VCTC, BTEC, Cambridge Nationals, GCSE or other approved qualifications

We will therefore support pupils in the core curriculum and through their Options to achieve this threshold.

What do I need to know?

At Dean Trust Rose Bridge, we want you to be in the best possible position to prepare you for your future. You may have a very clear idea of what you want that future to look like, but most pupils in Year 9 are not completely sure what direction they want to take yet. This is usual at this stage, so it is important to keep your choices open to give you the widest range of opportunities later on.

You will know which subjects you achieve well in, and those you enjoy – these should be the main factors when choosing your choices.

You should also be aware that most universities require three or more good A level grades. In order to get onto most A level courses (or equivalent), you will need five or more good GCSE grades (which means Grade 9-5 under the current grading system), including English, Maths and Science

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You should also take into account that studying a language is highly valued, as are History and Geography. These subjects demonstrate that you are a pupil with broad interests, and the skills you develop are considered to help your overall learning. They are well-respected qualifications which can open doors and opportunities in the future. These subjects appeal to universities and colleges, and many more pupils are taking them now.

It is also important to remember that both universities and employers value a range of subjects and that you should seek to balance the courses you study. Practical and arts subjects can help you develop in a wide range of valuable areas and skills.

All the information you need is in this booklet, and staff are available to discuss and guide your decisions and choices with you.

Key Information

All pupils will study English, Maths and Combined Science
All pupils will have core PE and PSHE lessons.

Top Tips

- Choose subjects you are interested in and that you enjoy
- Be REALISTIC about which courses you are likely to succeed in
- Choose subjects you feel you are good at and check with teachers concerned
- Choose subjects you feel will help you in your possible future career
- Talk to people who can help and advise you

How NOT to choose

- Don’t choose a subject just because you like the teacher. You cannot be sure of having the same teacher for the next 2 years
- Don’t choose a subject because your friend chooses it. It might be right for him/her but not for you!
- Don’t choose a subject because it looks easy – all subjects involve two years of hard work and commitment.

Course Changes after Submission

Please note that courses need to have a viable number of pupils opting for them. A number are also limited for health and safety reasons. With this in mind we will ask for reserve choices in each block. We endeavour to provide pupils with their first-choice selection but this may not always be possible.

Occasionally pupils may feel they have made an incorrect choice and request a change. We will endeavour to look at all such requests. However, due to class sizes, staffing and timetable limitations these changes may not be possible.

How to make your Options?

Step 1 - Read the booklet carefully

- Consider the subjects on offer. Which ones will help you get into your chosen career or Post 16 course? Remember you can speak to local colleges at the Options evening or request a careers appointment.
- Think about your strengths and how the subjects on offer will match these.
- Think about what you enjoy.
- Do not let your friends' choices influence your choices. Even if you pick the same subjects there is no guarantee you would be allocated the same class.

Step 2 - Discuss your ideas with your teachers and your parents

- Make use of the Options evening on **Thursday 29th January.**
- Be prepared to change your mind based on the advice of parents and teachers

Step 3 - Fill in the Option form

- Make sure that you select one subject from each of the columns.
- Make sure that the form is signed and dated.
- Return the form by **Friday 27th February** to your form tutor.

Step 4 – Option process

- You will have an Options interview with Mr Burrows to discuss the suitability of the subjects chosen.
- Subject preferences will be circulated to subject staff to confirm that they feel that you have the right subject package.

Step 5 – School will write to you

- Mr. Burrows will send you a letter showing your finalised Option subjects. The letter will be sent in term 3 once our timetable is finalised for next year.

Key Contacts for Options

All subject areas have provided a simple overview of the courses pupils are currently being offered in Year 9. There is information about the course content, examination boards, and assessment processes.

English
Literature and Language - Miss Winrow

Mathematics
Mathematics -Mr Jones

Science
Combined – Mrs Gibbs
Separate – Mrs Gibbs

Humanities
History – Miss Hyde
Geography – Mr Crosby
Spanish – Mrs Mwaliteta

Social Sciences
RE– Mrs Ashurst
Sociology – Mrs Agha

Technologies
Hospitality and Catering, Art and Design, 3D Design– Mrs Murphy

Digital IT and Computer Science – Mr Finnegan

Sport
Sport Studies - Miss Reilly

Performance and Vocational
Performing Arts, Music and Dance - Mrs Ashton
Construction – Mrs Ashton
Hair and Beauty – Mrs Ashton

The Options Team
Mr D Burrows – Assistant Headteacher – Pupil Aspirations
Mrs R Kelly – Assistant Headteacher – SENDCO
Mr P Finnegan – Assistant Headteacher – KS3
Mr R Shepherd – Head of Year 9
Miss L McCulloch – Pastoral Support Manager – Year 9

Terminology

Term	Description
Core	These are the compulsory subjects that all pupils will study: English, Maths, Science, PE, and PSHE.
Option Subjects	These are all of the other subjects that make up the curriculum at Key Stage 4. There is an element of choice about studying these subjects.
Key Stage 3	Programmes of study for pupils in Years 7, and 8.
Key Stage 4	Programmes of study for pupils in Years 9, 10 and 11.
Post 16	Study after Year 11.
Level 1	GCSE grades 3-1 or equivalent (grades 3-1 are replacing grades D-G at GCSE).
Level 2	GCSE grades 9-4 or equivalent (grades 9-4 are replacing grades A*-C at GCSE) With grades 5+ being classed as strong pass.
Level 3	A' Level grade A*-E or equivalent
GCSE	A course graded 9-1. These are mainly assessed through a final exam (see individual subject guides for further information).
WJEC L1/2/ VCTC/ BTEC Tech Award/Cambridge National	A vocational qualification graded pass/merit/distinction/distinction* and equivalent to a GCSE. It is largely portfolio/coursework based, usually with an exam element (see individual subject guides for further information).
Attainment 8	The government's Level 2 Threshold measure.

Useful Websites

General careers websites

General careers advice: www.allaboutcareers.com/
General careers advice: www.icould.com
Careers films: www.careersbox.co.uk/
National Careers Service: nationalcareersservice.direct.gov.uk

Specific careers

Accountancy: www.accaglobal.com/uk/en
Army: www.army.mod.uk/join
Art based careers: www.theartcareerproject.com/art-as-a-career/
Computing: computingcareers.acm.org/
Engineering: www.tomorrowsengineers.org.uk/
Geography: www.prospects.ac.uk/options_geography.htm
History: www.history.org.uk/resources/public_resource_2914_76.html
Foreign languages: www.prospects.ac.uk/options_modern_languages.htm
HR: www.cipd.co.uk/cipd-hr-profession/hr-careers/default.aspx
Law: www.lawcareers.net/BeginnersGuide/Intro
NHS: www.healthcareers.nhs.uk/
Music: www.careersinmusic.com/
Police: www.policecouldyou.co.uk
RAF: www.raf.mod.uk/recruitment
Science based careers: www.sciencecareerpathways.com/home/
Teaching: www.education.gov.uk/get-into-teaching

Apprenticeships

www.apprenticeships.org.uk

Post 16 websites

Wigan and Leigh College: https://www.wigan-leigh.ac.uk/
St John Rigby College: https://sjr.ac.uk/
Winstanley College - https://www.winstanley.ac.uk/

Higher education websites

University applications: www.ucas.com
Guide to universities: www.whatuni.com

Core Subjects

ENGLISH LANGUAGE

Course: AQA English Language GCSE
Paper 1: Explorations in creative reading and writing = 50% (1 hour 45 minute exam) Section A (Reading): Analysis of an extract from a modern fiction text Section B (Writing): Descriptive or narrative writing
Paper 2: Writers' viewpoints and perspectives = 50% (1 hour 45 minute exam) • Section A (Reading): Analysis and comparison of a modern non-fiction text and a 19th Century non-fiction text • Section B (Writing): Transactional writing
Spoken Language endorsement (non-examination) = 0% • Presentation to class teacher

Course Description

- GCSE English Language allows candidates the exciting opportunity to develop their core communication skills in reading, writing, and speaking and listening. Through use of real, relevant non-fiction texts and literary texts, pupils are encouraged to engage with and make fresh connections between ideas, texts, words and images, analysing written language to explore the impact and how it is achieved.
- As writers, pupils will get the opportunity to express themselves creatively and imaginatively in descriptive and narrative writing as well as honing their understanding of the conventions of writing to present a viewpoint that may well form a part of their everyday lives in the future. Pupils will learn to express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication. They will also be encouraged to form independent views and challenge what is heard or read on the grounds of reason, evidence or argument.
- Through speaking and listening activities, pupils will be given the opportunity to make a range of effective contributions, using creative approaches to exploring questions, solving problems and developing ideas. In order to develop key skills in verbal communication, pupils will participate in a range of real-life contexts in and beyond the classroom, adapting talk appropriately to situation and audience.

Progression Routes

An English Language GCSE is highly valued by employers and further education providers. The course provides a good foundation for further study of English Literature and/or English Language, but English Language is also an ideal course for pupils considering a career in Law, Public Relations, Journalism, Teaching or Human Resources.

For further information, please contact Miss R Winrow (Head of English)

ENGLISH LITERATURE

Course: AQA English Literature GCSE
Paper 1: Shakespeare and the 19th Century novel = 40% (1 hour 45 minute exam) • Section A - Analysis of a Shakespeare play = *Macbeth* • Section B - Analysis of a 19th Century novel = *A Christmas Carol*
Paper 2: Modern Texts & Poetry = 60% (2 hour 15 minute exam) • Section A - Analysis of a modern text = *An Inspector Calls* • Section B - Comparison of two poems from the chosen poetry anthology = *Power & Conflict* • Section C - Analysis of an unseen poem, followed by a comparison with a second unseen poem

Course Description

- GCSE English Literature encourages pupils to develop independent and critical interpretations of writers' ideas, whilst exploring issues that are both important and relevant to them. The course also allows pupils to make connections between the texts that they are studying and their own personal experiences.
- Pupils study one play by William Shakespeare, building on both their previous knowledge and analytical skills that they will have practiced throughout their time in the academy. The study of this play allows pupils to not only analyse the language and form of one of Shakespeare's most famous tragedies, but also to study in depth the social and historical context surrounding the play.
- Throughout the course, pupils will also have the opportunity to study a modern text and a 19th Century novel, allowing pupils more exposure to the literary canon, as well as to different forms of literature.
- Pupils will engage with a collection of thematically linked poems from the AQA anthology and will also use their developing analytical skills to approach questions based on unseen poetry.
- All of the components of this qualification require pupils to write extensively and analytically, enabling them to build personal interpretations of the texts which they study.

Progression Routes

An English Literature GCSE is highly valued by employers and further education providers. The course provides a good foundation for further study of English Literature and/or English Language, but English Literature is also an ideal course for pupils considering a career in Law, Public Relations, Journalism, Teaching or Human Resources.

For further information, please contact Miss R Winrow (Head of English)

MATHEMATICS

Course: AQA Mathematics GCSE
Overview of content: Number, Algebra, Ratio, Proportion & Rates of Change, Geometry & Measures, Probability, and Statistics
Paper 1: non-calculator = 33%, 1 hour 30 minute exam • Content from any part of the specification may be assessed • A mixture of questions styles, from short single-mark questions to multi-step problems **Paper 2: calculator = 33%, 1 hour 30 minute exam** • Content from any part of the specification may be assessed • A mixture of questions styles, from short single-mark questions to multi-step problems **Paper 3: calculator = 33%, 1 hour 30 minute exam** • Content from any part of the specification may be assessed • A mixture of questions styles, from short single-mark questions to multi-step problems

Course Description

- GCSE Mathematics is a subject of problem solving, logic and resilience in challenging situations. The subject is so much more than one of sums and equations; it is essential to the understanding of everyday life and our universe.
- Pupils will have the opportunity to study the following topic areas; Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability and Statistics and will be assessed over three written papers in which the mathematical demand increases as a pupil progresses through the paper.
- GCSE Mathematics has a Foundation Tier (Grade 1-5) and a Higher Tier (Grade 4-9). Pupils must take all three question papers at the same tier of entry.

Progression Routes

Having a good qualification in Mathematics will allow you to study an A-Level at any college or provider. Good Mathematics is essential for studying at the Russell Group universities and will provide the foundation for many future careers such as accountancy, finance, business ownership. The mathematical skills of logic, problem solving, and resilience will be vital to all pupils in the future.

For further information, please contact Mr. S Jones (Head of Maths)

COMBINED SCIENCE

Course: Edexcel Combined Science: GCSE
Biology PAPER 1 = 16.7%, 1 hour 10 minute exam Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines **Biology PAPER 2 = 16.7%, 1 hour 10 minute exam** Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles **Chemistry PAPER 1 = 16.7%, 1 hour 10 minute exam** Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria **Chemistry PAPER 2 = 16.7%, 1 hour 10 minute exam** Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science **Physics PAPER 1 = 16.7%, 1 hour 10 minute exam** Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity **Physics PAPER 2 = 16.7%, 1 hour 10 minute exam** Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter

Course Description

- GCSE Combined Science allows pupils to develop an extensive knowledge and understanding of all of the key areas in biology, chemistry and physics. The content of this course is covered by all pupils. Pupils who complete the Combined Science course are awarded two GCSE grades.
- Science is about understanding the world around us, from a microscopic level to the whole of planet Earth and beyond. This includes: the workings of cells; the interactions of plants and animals in their ecosystems and evolution; how atoms combine in chemical reactions to make molecules and all of the materials around us; and how energy, electricity, forces and waves can be measured and made useful.
- Pupils study a range of topics across all three areas of science and will be examined on these in six examinations. Within each exam paper there will be questions that assess pupils' ability to recall information, as well as questions that require them to apply their knowledge to unfamiliar situations, analyse data and draw conclusions.
- There are 21 required practical activities that pupils will complete throughout the course. Paper 1 and Paper 2 will contain questions that assess pupils' knowledge and understanding of the skills developed in these practical activities.

Progression Routes

Pupils completing Combined Science will be able to progress to A Levels in any science discipline. From there, they could go on to further study or careers in medicine, dentistry, veterinary science, physiotherapy, astrophysics, psychology or any of the other science-based subjects.

For further information, please contact Mrs E Gibbs (Head of Science)

PSHE – non examined statutory provision

Course Description

PSHE is the planned provision at Dean Trust Rose Bridge for promoting the emotional, social and health development of young people. PSHE lessons are delivered to all pupils for one hour per week in Years 7,8, 9, 10 and 11.

It includes:

- the acquisition of information on a range of health issues that are relevant to their age, maturity and understanding including emotional health and wellbeing, sex and relationships, diet and exercise, alcohol, tobacco and other drugs;
- personal finances;
- careers and future pathways;
- the development of emotional and social skills including skills for learning, achieving, managing change and looking after health; and
- the exploration and clarification of values and beliefs including respect, morality and an understanding of cultural diversity.

The PSHE programme has been developed to take a positive approach to addressing a wide range of topics. It promotes the understanding that young people can be assertive and aspirational, and with correct knowledge and refined skills are better able to navigate situations and choices with clarity, consideration for themselves and others, whilst being true to their personal values and moral positions.

For further information, please contact Mrs Agha (Assistant Headteacher)

PE – non examined statutory

At Dean Trust Rose Bridge we are wholeheartedly committed to supporting pupils physical and mental health.

Regular exercise supports positive health now and also helps to lay the foundations for a healthy lifestyle as an adult.

All pupils have the opportunity to take part in Physical Education as a non-examined subject.

For further information, please contact Miss J Riley (Head of PE)

Option Subjects

SEPARATE SCIENCES

Course: GCSE Separate Sciences
The Edexcel Separate Science you will study all three disciplines and achieve separate GCSE qualifications in each:- ● GCSE Biology ● GCSE Chemistry ● GCSE Physics Each GCSE will be examined at the end of Y11 and will consist of paper 1 exam and paper 2 exam for each qualification, with each paper being worth 50% of the grade. In total 6 papers will be examined and they are 1 hour and 45 minutes long. Each paper will contain a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Course Description
The three GCSE Science qualifications enable pupils to:

● develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
● Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
● Develop and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments
● Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Additionally, learners would develop the skills, knowledge and understanding of working scientifically. Working scientifically will be assessed through examination and the completion of the eight core practicals in each subject.

Progression Routes
Learners who generally achieve Grade 5 or above in Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Vocational courses e.g. BTEC Applied Science or apprenticeships
- Careers in a wide range of areas such medicine, dentistry, pharmaceuticals, engineering and law.

*Due to the nature of this subject we will review all choices for separate sciences.

For further information, please contact Mrs E Gibbs (Head of Science)

GEOGRAPHY

Course: AQA Geography GCSE
Paper 1: Living with the physical environment = 35%, 1 hour 30 minute exam ● The challenge of natural hazards ● Natural hazards; Weather hazards; Climate change ● The Living world ● Eco-systems; Tropical rainforests; Hot deserts ● Physical landscapes in the UK ● UK physical landscapes; Coastal landscapes; River landscapes
Paper 2: Challenges in the human environment = 35%, 1 hour 30 minute exam ● Urban issues and challenges ● The changing economic world ● The challenge of resource management
Paper 3: Geographical applications = 30%, 1 hour 15 minute exam ● Issue evaluation ● Fieldwork

Course Description
GCSE Geography is based on a balanced framework of physical and human geography. It allows pupils to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Pupils travel the world from the classroom, exploring case studies in the UK, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.

The pupils will complete two pieces of fieldwork. Both the physical (coasts) and human (regeneration of an urban area). The information gathered on these trips will be used to answer a section in the Paper 3 exam.

Progression Routes
GCSE Geography lays an appropriate foundation for further study of Geography or related subject at A Level and beyond. Geography is also highly valued by employers for its combination of subject knowledge and transferable skills as well as its links with other subjects such as English, mathematics, ICT and Science. Studying Geography can also lead to careers in areas such as geological planning, environmental planning and travel to name a few areas.

For further information, please contact Mr R Crosby (Head of Geography)

HISTORY

Course: Edexcel History GCSE
Paper 1: Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study) *Section A: Historical Environment. Whitechapel, c1870-c1900: Crime policing and the inner city* *Section B:* Crime and Punishment through time, c1000-present
Paper 2: Written examination: 1 hour and 45 minutes 40%* of the qualification 64 marks (32 for the period study and 32 for the British depth study) *Booklet P - Period study: The American West, c1835–c1895* *Booklet B - British depth study: Anglo-Saxon and Norman England, c1060–88*
Paper 3: Written examination: 1 hour and 20 minutes 30%* of the qualification 52 marks The USA, 1954–75: conflict at home and abroad.

Course Description
GCSE History allows pupils to study history across number of eras and requires pupils to study, as a minimum:

- **Two depth studies**, each covering a **substantial and short time span**: one must be a British depth study from the medieval (500–1500), early modern (1450–1700) or modern (1750–present) eras o the other must be a European or wider-world depth study from an era different to the British depth study
- **A period study** of at least **50 years** from any of the eras
- **The historic environment** through the study of a particular site in its historical context
- **A thematic study** involving the study of people, events and developments drawn from all three eras defined above.

The course is wide reaching, appealing to a wide range of historical interests. Pupils cover a demanding curriculum which, to be successful in, pupils must be prepared to complete a large amount of independent study and revision. The structure of the paper and the type of exam questions that the pupils sit, are identical every year. This means that it is essential pupils practice past paper questions and know how to structure responses to the various types of questions posed by the exam board. The qualification is linear, which means pupils will sit all of their exams at the end of the course in Year 11.

Progression Routes
History is an impressive academic subject valued by all branches of higher education and employers. The study of History provides pupils with a capacity for analysis and ability to communicate and an understanding of the decision-making process. These skills are highly sought after by employers and will benefit pupils in their working and social life. The skills acquired from the study of History will benefit those seeking a career in law, teaching, broadcasting, publishing, media, journalism, civil service, police, politics, archaeology and many more.

For further information, please contact Miss J Hyde (Head of History)

SPANISH

Course: AQA Spanish GCSE

Paper 1 – Speaking

- Pupils will be assessed using the following tasks:
  - Reading aloud
  - Role play
  - Picture card and discussion

Paper 2 – Listening

- Pupils are assessed on their understanding of standard spoken Spanish in formal and informal contexts, and familiar and unfamiliar settings.

Paper 3 – Reading

- Pupils are assessed on their understanding of written Spanish across a range of genres and in both formal and informal contexts.

Paper 4 – Writing

- Pupils are assessed on their ability to communicate effectively and with accuracy through writing in Spanish for a variety of purposes, in both formal and informal contexts and for a range of audiences

Course Description

The Spanish GCSE enables pupils to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts, with confidence.
Learning a foreign language also supports the understanding of English grammar and usually leads to an enhanced understanding of the pupil's native language.

Obtaining a GCSE in a Modern Foreign Language, will not only benefit those who wish to travel or potentially work abroad but it will also strengthen a pupil's ability to communicate with others effectively in any workplace. We strongly believe that languages are an excellent life skill, that they broaden the horizons of those studying.

Pupils study all of the following themes on which the assessments are based.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Progression Routes

Many professions and international companies seek employees who are able to speak a foreign language and will often pay a higher salary for this skill. Careers in which a GCSE in a language is beneficial include interpreter, translator, MFL Teacher, hotel management, travel advisor, international law, engineering. Almost all university courses include an option to add study of a foreign language and/or study abroad.

The GCSE Spanish qualification is ideal if you wish to study a traditional qualification if you are aiming for university or if you want to study a language at A Level.

For further information, please contact Mrs J Mwaliteta (Head of Spanish)

COMPUTER SCIENCE

Course: Edexcel GCSE Computer Science

The GCSE in Computer Science is split up into two units, these units are both examined by examination at the end of year 11.

There is also a programming task for all pupils to complete which pupils create a computer program to solve a problem.

Unit 1 – Computer Systems and Computational Thinking
Unit 2 – Algorithms and Programming Exam – 2 hour on screen programming assessment.

Course Description

Unit 1 – Computer Systems – System architecture, memory, storage, networks, network security, system software, ethical, legal, cultural and environmental impacts, Algorithms, programming fundamentals, producing programs, logic, programming languages.

Unit 2 – Programming skills in python to given scenarios.

Throughout the course pupils will demonstrate and develop their computer programming skills, they will learn to program in python and by the end of the course will be fluent and skilled programmers..

GCSE Computer Science will encourage pupils to:

- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society

Progression Routes

Pupils who study GCSE Computer Science.. This course can lead to careers in game design, software engineering and almost any other job in the technology sector. The growth and evolution of new technologies means in the future there will be many jobs that require computing skills that have not even been made yet!

*Due to the nature of this subject only pupils with a high Maths ability will be able to choose Computer Science

For further information, please contact Mr P Finnegan (Head of ICT and Computer Science)

RE

Course: Edexcel Religious Studies GCSE

100% Examination- externally assessed. 2 Exams lasting 1.45mins, both taken in Year 11, which are equal in value.

- Paper 1: Religion & Ethics (Christianity)
- Paper 2: Religion: Peace & Conflict (Islam)

Course Description
Given that we live in a culturally diverse society, the study of Religious Studies allows pupils to develop a knowledge and understanding of religions and non-religious beliefs, such as Atheism and Humanism.

Pupils will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. They will engage with questions of belief, value, meaning, purpose, truth, and their influence on human life and reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community.

Pupils will have the opportunity to demonstrate knowledge and understanding of two religions (Christianity and Islam) and understand the influence of religion on individuals, communities and societies. Ultimately developing respect and tolerance of diversity and appreciation of cultural difference.

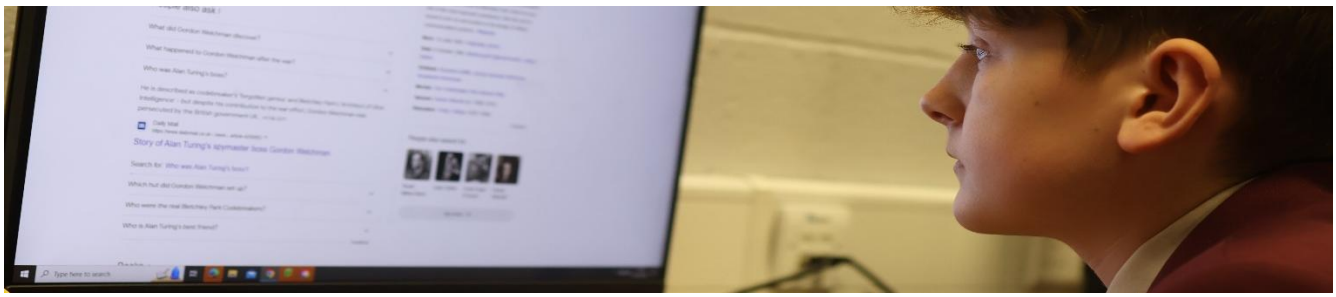
In Y10 we cover Unit 1: Religion and Ethics, focus on Christianity. As part of this unit we cover the following topics: Christian beliefs; Marriage and Family Life; Living the Christian life; Matters of Life and Death.

In Y11 we cover Unit 2: Religion, Peace and Conflict, focus on Islam. As part of this unit we cover the following topics: Muslim beliefs, Crime and Punishment, Living the Muslim life, Peace and Conflict.

Progression Routes
This subject lends itself well to careers in in following sectors:

- Civil Servant
- Teacher
- Charity Worker
- Social Worker
- Medical Practitioner
- Youth Worker
- Legal Professional
- Police Officer

For further information, please contact Mrs C Ashurst (Head of RE)



DIGITAL IT

Course: Pearson Tech Award Digital IT Technical Award
This qualification has been designed to be a new, exciting and forward-thinking qualification that will prepare pupils for the modern digital world where they will live and work.
It has three components; **Component 1** (Course Work) **Component 2** (Course Work) **Component 3** (Exam)

Course Description
Component 1 - In this component you will create a User Interface for a stadium. You will learn how to design an interface to interact with a range of users. You will get hands-on experience of the project life-cycle – seeing it through from start to finish.

In this component you will create a dashboard to present and manipulate data to its user. You will learn how to handle large data files, how to ensure the data is presented in a useable format and how to present this data to a range of users. This will draw on your knowledge from Components 1 and 3

Throughout Component 3 you will complete a written exam and this will be completed at the end of year 11. Some of the Topics you will study include the following; Impact of modern technologies, Cyber Security, Different types of malware, Legal framework, How to prevent threats to data and Ethical hacking

Progression Routes

The natural progression would be to take a vocational qualification in IT, an A Level in Computer Science or one of the many other STEM subjects that it underpins like Science and Engineering. Digital IT, Computing and Computer Science are fast growing industries and the technology is always adapting to meet different needs. Studying Computer Science opens the door to many different job roles such as: IT Support, Database Administrator, Graphic Designer, System Analyst, Technician, Games Tester and Programmer

For further information, please contact Mr P Finnegan (Head of ICT and Computer Science)

CONSTRUCTION

WJEC Eduqas Constructing the built environment

Unit 1 Introduction to the built environment:

This unit is an online exam (40% of Qualification) which externally marked taken year 11 with a possible re-sit in June of year 11 if a Distinction isn't achieve on first attempt.

This unit has points that can be achieved which will contribute to a final cash-in towards the total qualification.

On this exam you will be required to demonstrate your knowledge on all aspects of the built environment.

Unit 3 Constructing the built environment: (Optional unit)

This unit (60% of qualification) (Internally marked) which has points attached which will contribute towards the final cash-in, pupils are given a design brief set by the awarding organisation where they have to demonstrate their knowledge and practical skills. They will undertake 3 practical tasks related to the design brief where they will have to plan how they will carry out each task whilst implementing Health and safety at the same time setting success criteria and then evaluation upon completion.

Course Description

Construction is a key part of many areas of our everyday lives and vital to the UK economy. Construction planning & Safety is a requirement of almost every business so there is huge demand for a skilled workforce. This qualification will help you develop specific and transferable skills such as research, planning, Safety & security, working with others to achieve various goals. The qualification's hands-on approach has strong relevance to the way you use the modern technology and skills required in the construction industry especially locally with the construction of new housing and industry.

Construction is a level 1 or 2 qualification which is the equivalent to a GCSE.

Progression Routes

- Level 3 (A levels) extended diploma in Constructing the built environment.

Level 4/5 degree in

- Construction engineering
- Architecture
- Surveyor
- Quantity surveyor
- Project management
- Management

For further information, please contact Mrs N Ashton (Head of Vocational)

ART, CRAFT AND DESIGN

Course: AQA Art, Craft and Design GCSE

Component 1: Portfolio = 60%
Starting point to be determined by teaching staff. There is no restriction on the scale of work, media or materials used. The portfolio must include:

- A sustained project developed in response to a subject, theme, task or belief evidencing the journey from initial ideas to the realisation of intentions.
- A selection of further work resulting from activities such as trials and experiments: skills-based workshops; mini and/or foundation projects; visits and independent study.
- Exploration of a wide range of media and produce work inspired by a variety of artists, designers and craftspeople. Pupils will be assessed against the four assessment objectives which includes: developing ideas inspired by artists, experimenting with a range of media and materials, developing and refining ideas and producing final outcomes informed by your portfolio.

The portfolio is marked by your teachers and moderated by an external examiner. Drawing and written annotation are mandatory elements of the course, but can take many forms (for example you can draw with string).

Component 2: Externally set assignment = 40%, 10 hours (Controlled Assessment)
AQA provide an externally set assignment with seven different starting points. Pupils must select and respond to one of the starting points from their chosen title.

Controlled Assessment consists of unlimited preparation time on or after 2 January, followed by 10 hours of supervised unaided work. It is marked by your teachers and moderated by an external examiner. Drawing and written annotation are mandatory elements of the course, but can take many forms.

Course Description
GCSE Art, Craft and Design allows pupils the opportunity to develop creativity through the development of work based on various themes. Pupils are required to demonstrate knowledge, understanding and skills relevant to their chosen responses. Pupils may work in any medium or combination of media. A willingness to experiment and accept / respond to failure is vital. Pupils will be required to develop ideas through practical experiences and demonstrate knowledge and understanding of sources that inspire their work. An interest in the broader world of art and artists is a necessity. Pupils will develop and apply relevant subject specific skills in order to visually communicate ideas, meanings and responses. A high level of technical ability and/or passion for the subject and desire to learn is required. Over time, pupils will be expected to reflect critically on their journey and make decisions about their own work. Confidence and the ability to learn independently are essential.

Progression Routes
The creative industries in the UK contribute over 60 billion pounds to the economy and employ over 1.4 million people in roles such as illustrators, artists, curators, animators and many more. People with creative skills are highly valued in a rapidly changing world of work. GCSE Art and Design provides the foundation for Art and Design related courses at further and higher education.

For further information, please contact Mrs K Murphy (Head of Art and Technology)

3D DESIGN

Course: AQA 3D Design GCSE
Component 1: Portfolio = 60% Starting point to be determined by teaching staff. There is no restriction on the scale of work, media or materials used. The portfolio must include: • A sustained project developed in response to a subject, theme, task or belief evidencing the journey from initial ideas to the realisation of intentions. • A selection of further work resulting from activities such as trials and experiments: skills-based workshops; mini and/or foundation projects; visits and independent study. • Exploration of a wide range of media and produce work inspired by a variety of designers and craftspeople. Pupils will be assessed against the four assessment objectives which includes: developing ideas inspired by designers, experimenting with a range of media and materials, developing and refining ideas and producing final outcomes informed by your portfolio. The portfolio is marked by your teachers and moderated by an external examiner. Drawing and written annotation are mandatory elements of the course but can take many forms. Pupils will explore product design and produce a 3-dimensional outcome in this course.
Component 2: Externally set assignment = 40%, 10 hours (Controlled Assessment) AQA provide an externally set assignment with seven different starting points. Pupils must select and respond to one of the starting points from their chosen title. Controlled Assessment consists of unlimited preparation time on or after 2 January, followed by 10 hours of supervised unaided work. It is marked by your teachers and moderated by an external examiner.

Course Description
GCSE Three-Dimensional Design course allows pupils the opportunity to develop creativity through the development of work based on various themes. Pupils are required to demonstrate knowledge, understanding and skills relevant to their chosen responses. Pupils may work in any medium or combination of media. This can include creating sculptures in a wide range of media (clay, wire, Three dimensional printed outcomes) and will study product design elements in their portfolio. A willingness to experiment and accept / respond to failure is vital. Pupils will be required to develop ideas through practical experiences and demonstrate knowledge and understanding of sources that inspire their work. An interest in the broader world of three-dimensional design and craftspeople and designers is a necessity. Pupils will develop and apply relevant subject specific skills to visually communicate ideas, meanings and responses. A high level of technical ability and/or passion for the subject and desire to learn is required. Over time, pupils will be expected to reflect critically on their journey and make decisions about their own work. Confidence and the ability to learn independently are essential.

Progression Routes
The creative industries in the UK contribute over 60 billion pounds to the economy and employ over 1.4 million people in roles such as joiners, engineers, designers, artists, curators, animators and many more. People with creative skills are highly valued in a rapidly changing world of work. GCSE 3D Design provides the foundation for Engineering, Construction, Architecture and Art and Design related courses at further and higher education.

For further information, please contact Mrs K Murphy (Head of Art and Technology)

HOSPITALITY AND CATERING

Course: WJEC Hospitality and Catering Level 1/Level 2 Award

Unit 1: The Hospitality and Catering Industry = 40% 1 hour 20 minute exam

You will gain knowledge of all parts of the industry and be able to propose a new hospitality & catering provision for a particular location.

The external assessment will be available in January or June of year 11. The specification for the external assessment is as follows: Duration: 1 hour 20 minutes, Grading: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction* Format: On screen, e-assessment. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions. 40% of qualification.

Unit 2: Hospitality & Catering in action = 60% Controlled assessment

This unit is based around a given exam brief. Candidates will investigate the nutritional requirements of identified clients and describe factors to consider when planning menus. This information will be used to plan, prepare, cook and serve nutritional dishes within a time frame.

Unit 2, covered in Year 11 and is internally assessed and externally moderated. All assessments must be conducted under controlled assessment conditions and completed during specific lesson times. The final assessment objective involves completing a practical assessment which again is completed under controlled assessment conditions.

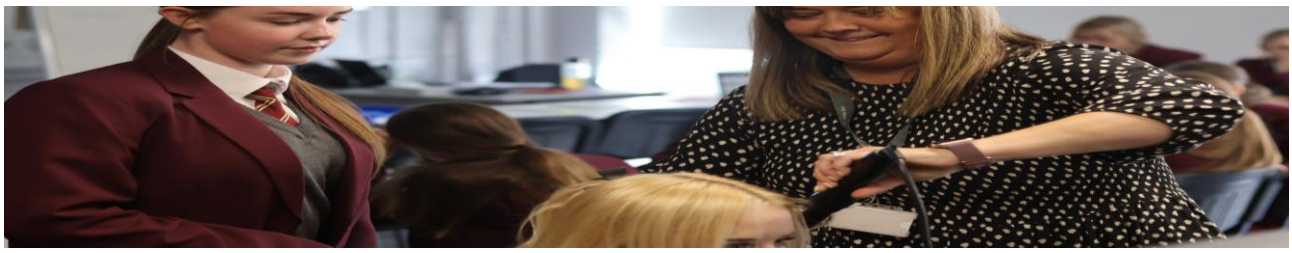
Course Description
This course combines both practical and written elements. The controlled assessment allows the pupil to independently investigate consumer groups of interest to them to identify their nutritional needs. They subsequently plan a personalised menu and then complete a 3-hour practical examination that must include 2 dishes and accompaniments.

The written examination covers all areas of the hospitality and catering industry including different types of hospitality and catering establishments, job roles in the industry, front of house and catering operations, the needs of customers and issues related to food safety and health & safety.

Progression Routes
The study of this subject can lead further study at A level and degree level and then to careers in the food development and science industries, for example a product developer or nutritionist. This qualification could also lead to roles within food distribution and large supermarket chains. This qualification also explores the service and leisure industries more broadly, including, restaurants, hotels and sport facilities.

Please note this qualification includes a practical cooking element, but pupils will not cook in every lesson. On average pupils may cook once every four lessons.

For further information, please contact Mrs K Murphy (Head of Art and Technology)



HAIR AND BEAUTY

Course: VCTC Hair and Beauty Technical Award

The Award consists of three mandatory units:

1. Business and entrepreneurship in the Hair and Beauty sector
2. Anatomy, physiology and cosmetic science
3. Design in the Hair and Beauty sector.

The three units are not individually assessed – learners will need to achieve a pass in both an external written exam and a synoptic written assignment – the marks for these will be added together and the total mark will determine the level and grade of achievement; this will ensure a wide range of abilities is recognised and rewarded. There are no optional units.

Course Description

The VTCT Level 1/2 Technical Award in the Study of Hair and Beauty is aimed at learners aged 14-16 who have an interest in developing a broad understanding of the hairdressing and beauty therapy sector and related industries, including retail, leisure, manufacturing and other personal care services.

This qualification is designed to use the context of hairdressing and beauty therapy as a vehicle to support learners to develop broad and comprehensive understanding of the sector and related industries but, more importantly, of core academic knowledge and study skills that will support progression into post-16 and higher education. Specifically the qualification will prepare learners to progress onto qualifications related to the hair and beauty sector, such as the T Level in Hair, Beauty and Aesthetics; however, learners may also progress onto broader areas of study. It is a vocational qualification equivalent to GCSE grades 9-1.

Learners will explore design skills and techniques used within the hair and beauty sector to develop their skills in planning, carrying out research and presenting design brief ideas. They will also explore the business aspect of the hair and beauty sector and have the opportunity to investigate the principles of marketing and how entrepreneurship supports the hair and beauty sector, including how to select and design promotional activities and materials. The content will provide an understanding of the chemistry of the hair, beauty and nail products as well as the anatomy and physiology of the integumentary system. There is also time to learn some practical skills to support the learning.

Progression Routes

Studying Hair and Beauty opens the door to many different job roles such as employment in the hair and beauty industry as a make up artist, hair stylist, special effects artist, beauty therapist, skin care consultant.

Pupils may also choose to move on to post 16 study in the area of hair and beauty with a wide range of specialist courses available to pupils. Future study can lead to higher education degree level qualifications at level 7.

For further information, please contact Mrs N Ashton (Head of Vocational and Performing Arts)

MUSIC

Course: BTEC Music Technical Award

Assessment: This is a three-unit course.

- Component 1 - Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.
- Component 2 - Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.
- Component 3 - Learners will be given the opportunity to develop and present music in response to a given commercial music brief.

Component 1 – 30%
Component 2 – 30%
Component 3 – 40%

Course Description
During the BTEC Tech Music course you will explore the following areas of study:

- Development of key skills that prove learner's aptitude in music, such as, responding to a musical brief using musical skills and techniques.
- Processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performances to respond to a music industry brief.
- Attitudes that are considered most important in the music industry, including personal management and communication.
- Knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles.

Progression Routes

- A Levels as preparation for entry into higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as a BTEC National in Music or a BTEC National in Music Technology, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a music-related degree.

Please note a willingness to practice musical skill (through vocal work or playing an instrument) outside of lesson time is highly desirable.

For further information, please contact Mrs N Ashton (Head of Vocational and Performing Arts)

PERFORMING ARTS

Course: BTEC Performing Arts Technical Award

The BTEC Tech Award in Performing Arts is broken down into three components.

- Exploring the Performing Arts,
- Developing skills and techniques in the Performing Arts
- Responding to a brief

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification. Components 1 and 2 are assessed through internal assessment. There is one external examination for Component 3.

Course Description
BTEC Tech Award in Performing Arts gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the Performing Arts, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

This Award complements the learning in GCSE programmes such as GCSE Drama and GCSE Dance by broadening experience and skills participation in different types of performance activities with the opportunity to practically apply your knowledge and skills, through project work such as developing ideas and performing for specific audiences.

Progression Routes
Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.
- Careers in the music industry for example as a musician or music producer.

For further information, please contact Mrs N Ashton (Head of Vocational and Performing Arts)

DANCE

Course: GCSE Dance

Component 1 - Performance & Choreography (Total component 60%):

Performance (30%): Set phrases through a solo performance & Duet/trio performance
Choreography (30%): Solo or group choreography – a solo or a group dance for two to five dancers

Component 2 – Dance Appreciation (Total component 40%):

Knowledge and understanding of choreographic processes and performing skills
Critical appreciation of own performances and choreography
Critical appreciation of 5 professional dance works

Course Description

GCSE Dance is a powerful and expressive subject which encourages individuals to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. The GCSE Dance course recognises the role of dance in young people's lives and therefore a range of dance styles and style fusions are studied across the course. Performance and choreography techniques are explored. The study of the anthology of professional works will develop the ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Progression Routes

Further Education Dance or Performing Arts Degree Courses (Foundation and BA Honours)
Possible Careers Dancer, Dance Movement Examiner/Moderator, Dance Teacher, Dance Youth Worker, Dance Therapist, Dance Photographer, Chorographer, Community Dance, Artistic Director, Practitioner. Dance Journalist, Dance Lecturer, Fitness Instructor and Dance/Arts officer.

For further information, please contact Mrs N Ashton (Head of Vocational and Performing Arts)

SPORTS STUDIES

Course: OCR Cambridge Nationals Sport Studies Technical Award

This course is made up of three units comprising a mixture of internal and external assessments.
R184: Contemporary issues in sport (Written examination)
Pupils explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

R185: Performance and leadership in sports activities (Practical performance and written coursework)
Pupils learn how to develop their skills as both a performer in two different sporting activities and as a leader in one activity. As a leader, pupils will have the opportunity to plan, lead and review safe and effective sporting activities independently. Pupils will also develop a range of transferable skills. They will work both independently and as part of a team, including communicating with teammates as well as being in front of an audience when performing. Pupils will use their initiative to make decisions, solve problems and also deal with rapidly changing conditions and situations.
Selected activities may be any of the following:

- Two individual activities
- Two team activities
- One individual and one team activity.

R186: Sport and the media (written coursework)
Pupils explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. Pupils will look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

Course Description
This course provides a platform for pupils to learn about the world of sport through a variety of different lenses. Whilst pupils will have opportunities to develop a range of practical skills exploring a range of sporting disciplines, they will also develop transferable skills in leadership and communication.

They will develop research skills gaining a deeper understanding of the wider factors affecting sport, sporting events and formulate opinions and viewpoints through the compiling of reports and case studies linked to the industry. This course would appeal to pupils who are interested in a variety of sports but also those wishing to develop coaching and leadership skills whilst becoming more aware of sporting culture throughout society from local level to the Olympics.

Progression Routes
Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Sport or Fitness, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in a sport or related fitness/ health field.

For further information, please contact Miss J Reilly (Head of PE)

SOCIOLOGY

AQA GCSE Sociology

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.
By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

Course Description

Introduction to Sociology- key theories: Functionalism, Marxism, Feminism.
Key ideas in Sociology- gender, class, culture, race, social issues, processes and structures.
The Sociology of Families - Family forms, Family diversity, The functions of the family, Conjugal roles,
The evolution of the family – pre-industrial, industrial and contemporary, divorce, criticisms,
The Sociology of Education - Functions of Education, The relationship between education and capitalism, The role of education, Different types of schools, Private versus state school, Alternative education, Educational achievement, Educational policies, Social Class and educational achievement, Gender and educational achievement, Gender and Subject Choice, Ethnicity and educational achievement.
The Sociology of Crime and Deviance - Data on crime, Social construct of crime, Sociological explanations for crime and deviance, Theories of crime, Informal social control, Formal social control, Factors affecting criminal and deviant behaviour- class, gender, ethnicity, age.
Social Stratification - What is social stratification?, Sociological perspectives, Socio-economic class, theories on class, Life chances, The affluent worker, Poverty and deprivation, The underclass, Globalisation and poverty, The welfare state, Weber on power, Political power, Power relationships, Patriarchy

Progression Routes
This qualification lends itself to progression into a range of careers such as:

Community Development Worker, Policy Officer, Social Worker, Youth Worker, Civil Servant, Life Coach, Journalist, Police Officer, Probation Officer.
There are also plenty of opportunities for further study afterwards such as:
A-Level Philosophy, Ethics, Sociology, Law and Economics
BTEC Health and Social Care, BTEC Diploma in Law and Criminology.

For further information, please contact Mrs A Agha (Assistant Headteacher)