YEAR 9 OPTIONS HANDBOOK

AT THE COUNTY HIGH SCHOOL, LEFTWICH

Contents

Curriculum Rationale

The Academy's curriculum endeavours to develop students' comprehension and command of the best that has been said, thought and done, ensuring students are equipped with the knowledge and skills they need in order to take advantage of the opportunities, responsibilities and experiences of later life.

Having followed a broad and balanced, three-year Key Stage 3 curriculum, students have the opportunity to make some choices about what they study at Key Stage 4 (Years 10 and 11.)

At the heart of our Key Stage 4 curriculum is a strong academic core as defined by the English Baccalaureate suite of subjects (English, Maths, Science, a Modern Foreign Language and either Geography or History).

This is complemented by the opportunity for students to follow their passions and opt to study two of those subjects that they enjoy and achieve most in at Key Stage 4 (Years 10-11).

This curriculum combination enables students to have as many opportunities as possible open to them when they move onto the next phase of their education and provides students with a broad range of experiences to take with them.

Key Stage 4 Courses

The Core

All students will study a ‘core’ of subjects in Years 10 and 11:

- English (2 GCSEs – Language and Literature)
- Mathematics (GCSE)
- Science (2 or 3 GCSEs)
- Geography or History (GCSE)
- French or Spanish (GCSE)
- Education for Life (EfL) and Core RS (non-exam)
- Core PE (non-exam)

In addition to the core, in Years 10 and 11 students will take other courses. These are subject's students request to study. They make it possible to enhance the shape of their KS4 timetable so that it suits their skills and interests. Students need to think carefully about these requests and the information in this handbook is here to help.

This handbook needs to be used in conjunction with the **Options Online website,** which gives details of the different choices/decisions to be made.

Meeting requests for courses

Students should make choices very carefully, but must realise they are making **requests.** Students are asking to be allowed to follow courses in the subjects selected. Sometimes students make requests for a subject in which they are not really interested and/or in which they are not as successful as they are in others. In very rare cases, a course is either too popular or not popular enough to be viable. If either of these apply, we may not be able to give students a place on all the courses they choose. If a request cannot be met students will be seen by a member of staff. No new decisions will be taken without asking students to discuss the changes with their parents/carers.

Choosing ‘Options’ – Essential Dates

Monday 13th March
‘Options Assembly’ – the process and decisions to be made will be explained to students.

Tuesday 14th March
Options evening – the process and decisions to be made will be explained to parents and carers along with an opportunity to meet option subject leaders

By Friday 17th March
Options Online invitation sent to parental e mail address.

March
Teachers will talk in lessons about their GCSE subjects.
Tutor discussions – an opportunity for students to talk through their option choices with their Tutor in Tutor time.

Wednesday 29th March
Deadline for the completion of Options choices.

July
Interviews with Mr Carter to confirm choice of courses for Years 10 and 11.

The ‘Core’ subjects

ENGLISH LANGUAGE
ENGLISH LITERATURE
MATHEMATICS
COMBINED SCIENCE TRILOGY
SEPARATE SCIENCES
GEOGRAPHY
HISTORY
MODERN FOREIGN LANGUAGES
EDUCATION FOR LIFE AND CORE RS
PHYSICAL EDUCATION

English Language – Mrs R Butcher

Overview

Students will**:**
Read and respond to a wide range of fiction and non-fiction texts, answering questions to show their understanding;
produce creative writing (stories) and transactional writing tasks for different audiences and purposes (for example, letters, articles, reviews and speeches) and make a formal, spoken presentation and respond to questions.
Written responses must use accurate spelling, punctuation and grammar. (20% of writing mark.)

Assessment: Exams

Component 1 (40 %) 1hour 45 minutes
Section A (20%) – Reading: Structured questions on an unseen extract from one 20th century literary prose text.
Section B (20%) - Writing: create a story from a choice of titles.

Component 2 (60 %) 2 hours
Section A (30%) – Reading: Structured questions on two unseen non-fiction texts from the 19th and 21st century.
Section B (30%) - Writing: two tasks writing for a range of audiences and purposes.

Component 3 (unweighted)
One formal presentation or speech.
Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

Post 16 Pathways and Careers

Success in English Language and Literature provides access to a wide range of educational pathways and careers. It is a key qualification for ensuring successful future employability.

English Literature – Mrs R Butcher

Overview

The GCSE in English Literature encourages students to develop knowledge and skills in reading, writing and critical thinking. It provides students with opportunities to read widely for pleasure across a range of high quality texts in the genres of prose, poetry and drama and to develop an understanding of how literature is both rich and influential. It prepares them for the study of literature at a higher level.

Assessment: Exams

Component 1 (40 %) Shakespeare and Poetry (2 hours)
Section A (20%) – 'Romeo and Juliet': one extract-based question and one essay question on the whole text.
Section B (20%) - Poetry Anthology: write about a specified poem then compare it with a second poem of the student's choice.

Component 2 (60 %) 'Blood Brothers', 'A Christmas Carol' and Unseen Poetry (2 hours 30 minutes)
Section A (20%) – 'Blood Brothers' (Russell): a source-based response, commenting upon the extract and the play as a whole.
Section B (20%) - 'A Christmas Carol' (Dickens): a source-based response, commenting upon the extract, the novel as a whole and its context.
Section C (20%) - Unseen Poetry: write about one poem and then write about a second poem making comparisons.

Students cannot take texts into the examination. A blank anthology is provided for component 1.

Mathematics – Mr E Gregory

Overview

GCSE in Mathematics provides a broad, coherent, satisfying and worthwhile course of study. It encourages students to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society. It also provides a strong mathematical foundation for students who go on to study mathematics at a higher level post-16.

The course enables students to:
• develop fluent knowledge, skills and understanding of mathematical methods and concepts;
• acquire, select and apply mathematical techniques to solve problems;
• reason mathematically, make deductions and inferences and draw conclusions and
• comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The subject content is grouped into the following areas:
• Number
• Algebra
• Ratio, proportion and rates of change
• Geometry and measures
• Probability
• Statistics

Assessment: Exams

Paper 1 – Calculator ($\mathbf{33}\frac{\mathbf{1}}{\mathbf{3}}$%)

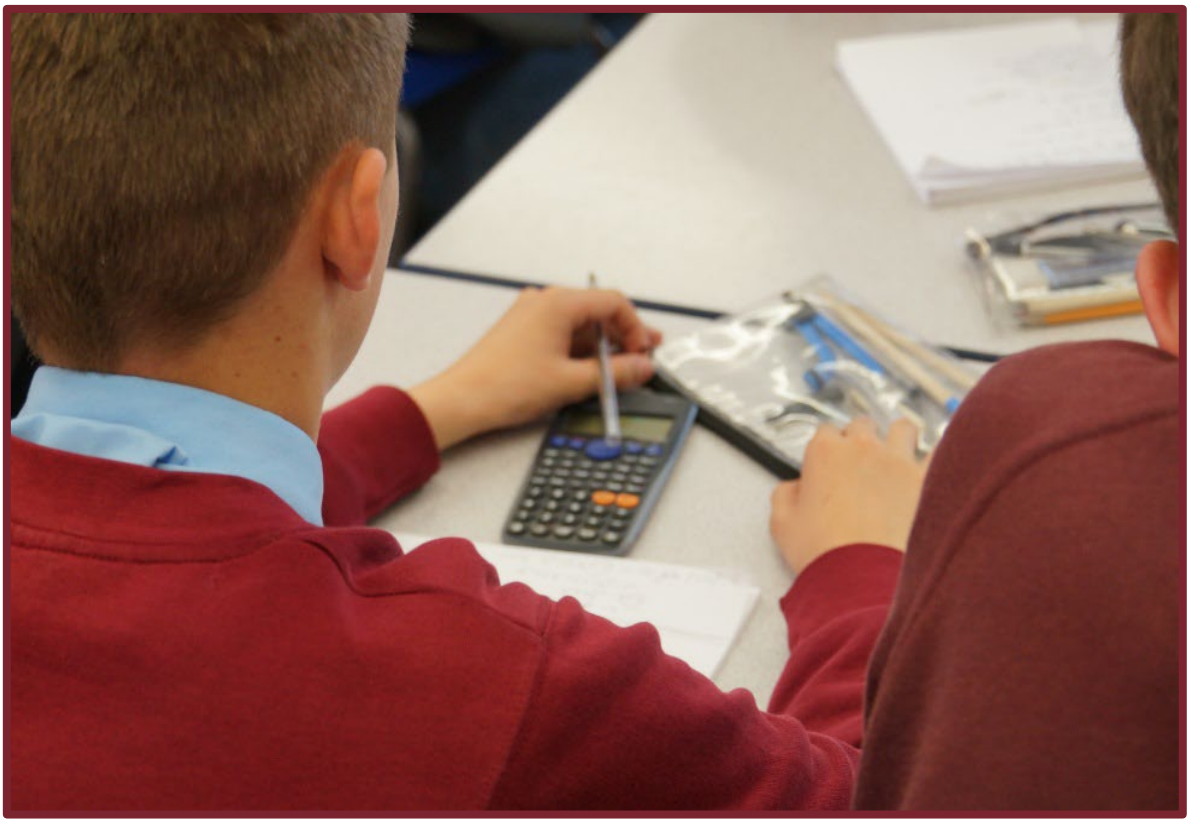
Paper 2 – Non - Calculator ($\mathbf{33}\frac{\mathbf{1}}{\mathbf{3}}$%)

Paper 3 – Calculator ($\mathbf{33}\frac{\mathbf{1}}{\mathbf{3}}$%)

Post 16 Pathways and careers

Students who attain at least a grade 5 in Maths can study AS/A Level in Maths, Further Maths or Core Maths or Engineering.

Studying maths helps students to develop skills in logical thinking and statistical or strategic knowledge, which are valued by employers across many job sectors such as: Investment Banking, Accountancy or Engineering. Maths can also result in students becoming, for example: a Programmer, an Astronaut or a Statistician.



Combined Science Trilogy – Miss C Thomas

Overview

This is a broad and engaging scientific course which allows students to develop a wide range of skills. It has been developed to inspire and challenge students of all abilities and aspirations. There is an emphasis on practical skills, with 21 required investigations planned within the course. These investigations are planned to develop scientific explanations, allow students to make predictions and develop hypotheses. Students will learn about the Biological, Chemical and Physical world; they will plan and conduct investigations to test out scientific ideas and explanations and will gain an understanding of the world around them and the role that Science plays in our society. This course is designed to fully prepare students who choose to go on to study A-Level Sciences.

Assessment: Exams

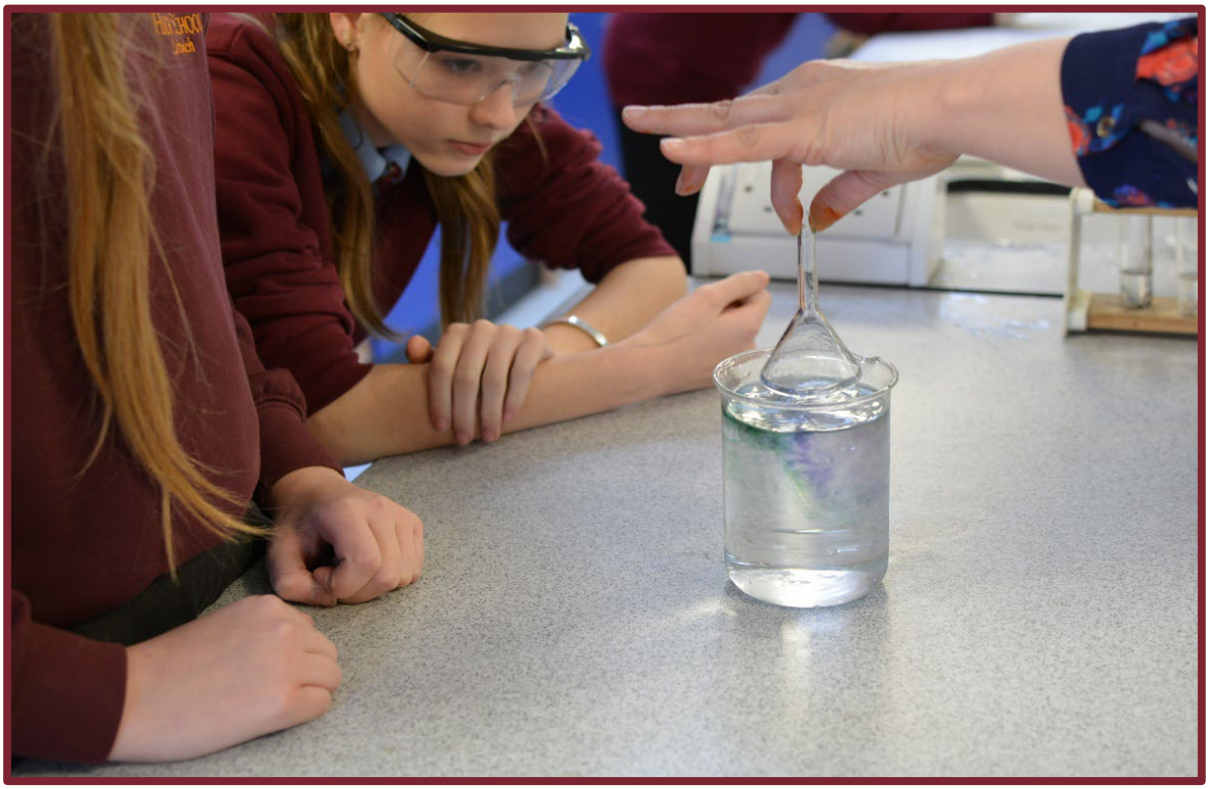
The assessment is designed to allow students to show their knowledge and understanding and their ability to apply mathematical and practical skills. This qualification is linear. Students will complete 6 exam papers at the end of their Year 11: 2 Biology, 2 Chemistry and 2 Physics. Each exam contributes to **16.7% of the final grade**. Each written exam paper is **1 hour 15 minutes**. Assessment is tiered. Therefore, students will study either foundation or higher tier from the beginning of Year 10.

Practical Assessment: There are 21 required practical investigations in total that are carried out across the sciences. These investigations develop skills of planning and conducting investigations; gathering information; team work and evaluating findings. Students will be assessed on these skills within the written examination at the end of the course, with **15% of the exam** based on these practical assessments.

Post 16 Pathways and careers

This course leads to a range of post 16 pathways, for example A-levels in Applied Science, Biology, Chemistry and Physics or a Technical Award in Applied Science.

There is a vast number of career opportunities available to students who study Science. Some of these include chemical engineering, pharmacology, astronomy, becoming a veterinary surgeon, or a nuclear engineer. A career in Science can be rewarding and challenging and studying Science allows students to develop a wide range of transferable skills that are highly regarded by employers. These include numeracy skills, communication skills, problem-solving skills and decision-making skills.



Separate Sciences – Miss C Thomas

Overview

The Separate Science course is designed to allow students to realise their potential. The Biology, Chemistry and Physics GCSE is designed to fully prepare students who choose to go on to study A-Level Sciences.

Within the **Biology** section of the course students will study various living organisms and life processes, from cells and individual organisms to whole communities of plants and animals. Biology allows students to learn about key ecological issues and global challenges as well as allowing them to understand how the human body works through units such as Homeostasis and response. They will learn about disease and inheritance as well as evaluating evidence for evolution.

Within the **Chemistry** section of the course students will study materials and understand how Biological systems work. Students will learn about matter and how it changes and will gain an understanding of how Chemistry is vital in tackling the problems faced by modern society. Students will appreciate how scientific ideas develop over time as new evidence emerges, with emphasis on the development of the periodic table and model of atomic structure.

Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles. It is the basis of many other Sciences. Students will develop critical thinking and problem solving skills and it is the basis for most modern technology. Within the Physics course students will study forces and their effects and understand the properties of waves and their applications in modern technologies.

Assessment: Exams

The assessment is designed to allow students to show their knowledge and understanding and their ability to apply mathematical and practical skills. This qualification is linear. Students will complete 6 exam papers at the end of their Year 11: 2 Biology, 2 Chemistry and 2 Physics. Each paper will contribute to **50% of the grade** and students will achieve a separate grade for Biology, Chemistry and Physics. Each written exam paper is **1 hour 45 minutes**.

Practical Assessment: There are 28 required practical investigations in total that are carried out across the sciences. These activities are planned to develop skills of planning and conducting investigations; gathering information; team work and evaluating findings. Students will be assessed on these skills within the written examination at the end of the course, with 15% of the exam based on these practical assessments.

Post 16 Pathways and Careers

This course leads to a range of post 16 pathways, for example A-levels in Applied Science, Biology, Chemistry and Physics or a Technical Award in Applied Science.

There is a vast number of career opportunities available to students who study Science. Some of these include chemical engineering, pharmacology, astronomy, becoming a veterinary surgeon, or a nuclear engineer. A career in Science can be rewarding and challenging and studying Science allows students to develop a wide range of transferable skills that are highly regarded by employers. These include numeracy skills, communication skills, problem-solving skills and decision-making skills.

Geography – Mr S Burton

Overview

Geography offers students an engaging forward-facing curriculum that mixes contemporary Human Geography topics with traditional Physical Geography topics.

Areas of study include Natural Hazards, The UK's Landscape, Tropical Rainforests & Hot Deserts, The Changing Economic World, Newly Emerging Economies of Malaysia and the Challenges of Energy Resource Management.

Students develop a range of transferable skills including: an ability to view situations from multiple perspectives; developing written discussions; an ability to evaluate different situations; understanding the interconnected nature of today's modern society.

The focus on current global issues provides students with a greater understanding of the world around them as citizens of their local area, the UK and the world as a whole, providing them with excellent post-16 options.

Fieldwork will be conducted on a one day trip to New Brighton. The morning session will focus on Human Geography and the second session Physical Geography. This fieldwork is fully assessed in exams at the end of Year 11.

There is the opportunity to attend an overseas European Enrichment trip ran by the Geography department. The 2018 trip was to the Bay of Naples, Italy and included visits to Mount Vesuvius, Pompeii and the Isle of Capri.

Assessment: Exams

Paper 1: Living with the physical environment
1 hour 30 minutes.
35%
Question types: multiple-choice, short answer and extended prose.

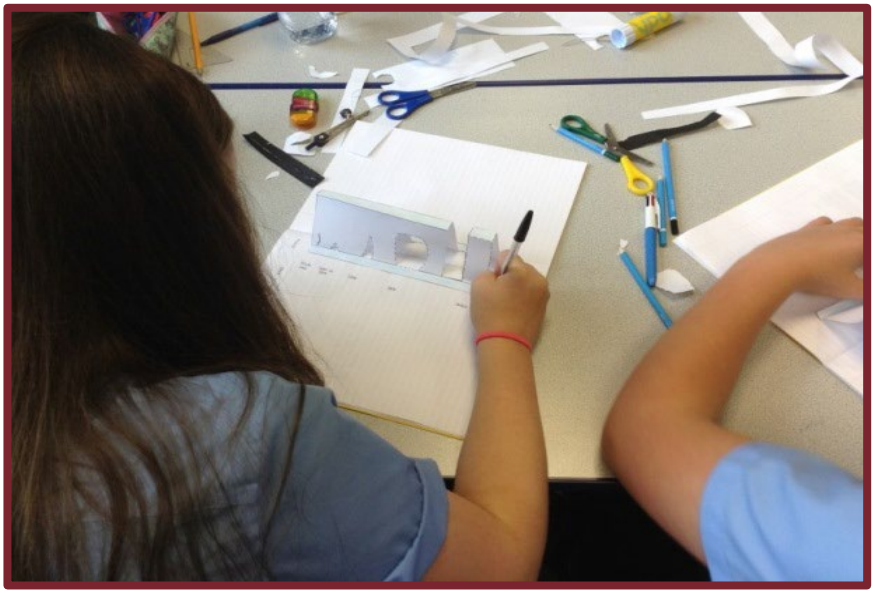
Paper 2: Challenges in the human environment,
1 hour 30 minutes.
35%
Question types: multiple-choice, short answer and extended prose

Paper 3: Geographical applications,
1 hour 15 minutes.
30%
This exam is based around the fieldwork and pre-release materials that are made available 12 weeks before the Paper 3 exam
Question types: multiple-choice, short answer and extended prose.

Post 16 Pathways and Careers

GCSE Geography students are well-equipped to continue academic study at post 16 level or lead into employment. Geography is a subject that enables students to branch out into many specialisms. Areas of study and employment include:

Emergency services
Public relations
Geology
Journalism
Surveyor
Pilot



History – Mr A Oldham

Overview

Students will study a wide range of different aspects of the past, taking in both World and British studies. They will engage with key issues such as conflict, the nature of authority and how different factors drive change. The GCSE History content comprises of two written papers examining the following:

Paper 1

- **'Germany, 1890–1945: Democracy and dictatorship'**
  - The Kaiser's Germany, Weimar Germany and Nazi Germany
- **'Conflict & Tension between East and West 1945-72'**
  - Aspects of the Cold War including the Berlin Airlift, Hungarian Uprising, Space Race, Korean and Vietnam wars, Berlin Wall and Cuban Missile Crisis.

Paper 2

- **'Britain: Health and the People: c1000 to the present day.'**
  - Significant events in the advancement of health through Medieval, Renaissance, Industrial and Modern medicine.
- **'Elizabethan England, c1568-1603'**
  - Including the Religious Settlement, Catholic Plots, the problem of Poverty, the challenge of Puritanism and the Spanish Armada.

Students will be expected to have a keen interest in the subject and should be able to complete independent reading and research around the different topics. Students will also benefit from having developed writing skills and will need to be prepared to regularly complete extended writing.

Assessment: Exams

Paper 1: Understanding the modern world
2 hours - 50% of grade.

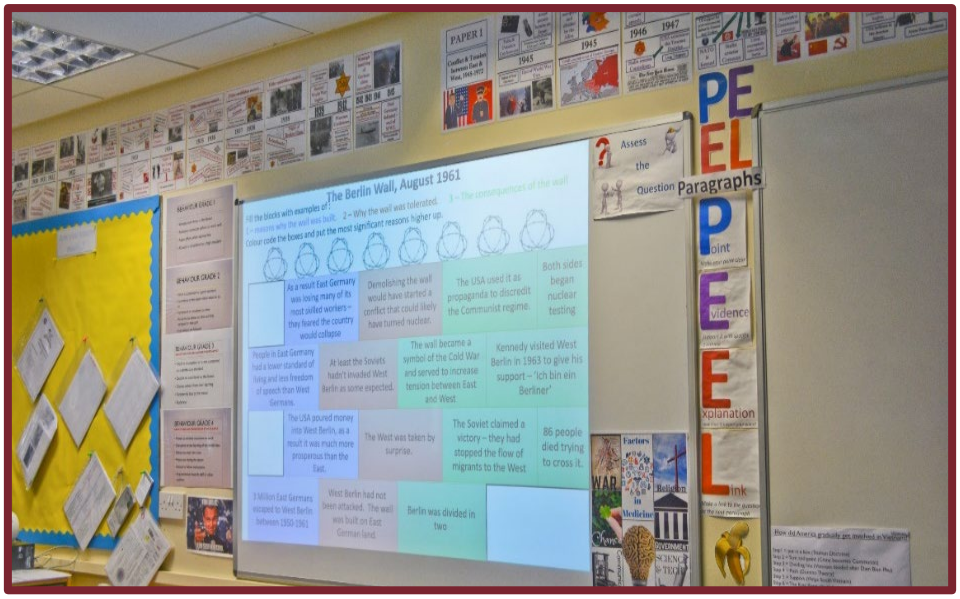
Paper 2: Shaping the nation
2 hours - 50% of grade.

Post 16 Pathways and Careers

Successful GCSE History students are well prepared to study A-Level subjects such as: History, Journalism, Law, Government and Politics, English, Archaeology, Classics, Philosophy and Ethics.

History is a sought after qualification by employers because it fosters the development of valuable transferable skills. Successful historians can expect to develop their written communication skills to a high level and are taught to analyse and evaluate evidence effectively. The subject nurtures research and investigative skills and opens minds to enquiry and the forming of substantiated arguments.

Complementary career paths include: journalism, law, business and commerce, education and politics.



Modern Foreign Languages – Mrs H Ratcliffe

Overview

The French and Spanish courses are designed to be engaging and relevant to 14-16 year olds and are organised under three broad themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Students will be taught to understand a variety of texts and express themselves formally and informally.

Assessment: Exams

There are four examinations, all completed at the end of Year 11:

- Speaking **25%**
- Listening **25%**
- Reading **25%**
- Writing **25%**

Students will sit all examinations at the same tier, either higher or foundation.

Post 16 Pathways and Careers

A GCSE in French and/or Spanish is useful both personally and professionally. A keen interest and passion for languages can lead directly into a career as a teacher, an interpreter or translator. There is a high demand for interpreters and translators who have English as their mother-tongue.

Having a good knowledge of a second language is a highly desirable skill in an increasingly international jobs' market. Language skills are not only needed in the travel and tourism industry, but also for international business.
Many sectors of business look for people who can offer a second language and having a second language can lead to opportunities in many areas such as; Engineering, scientific research, the Fashion and beauty industry.
In addition, the armed forces look for people who can offer a language. You are also at an advantage when entering the exciting industries of car manufacturing and journalism if you can speak one or more languages. Learning a modern foreign language will improve your communication skills, the quality of your English and your self-confidence – all highly sought-after skills in the jobs' market.

Education for Life and Core RS – Mr M Kinder & Mrs E James

Overview

In Key Stage 4, students will continue to study EfL, which will include Core RS, once a week with their Form Tutors. The curriculum is designed to enhance students' awareness of the SMSC values. These are:

- **Social** – students will develop an awareness of social groups and behaviours;
- **Moral** – students will investigate moral principles and values, both in their own lives and within a wider context;
- **Spiritual** – students will cultivate further knowledge of different religions and spiritual belief systems;
- **Cultural** – students will explore the vast range of cultural identities, both within Britain and internationally.

Within Core RS, students will be given opportunities to explore world faiths through enquiry-based learning into the significant human questions which religion and world views address. This will build on their skills developed at KS3, ensuring students have the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Core RS will cover completely different content to what is studied during GCSE RS.

Within EFL Students' will also be taught how to lead a safe life with regards to Relationship and Sex Education, and Health Education. To aid students in their GCSE's they are taught different revision techniques and shown different ways to apply them.

Assessment:

Assessments of each unit will allow students to demonstrate their engagement with SMSC, Relationships and Sex Education, and Health Education. EfL lessons will also provide students with the opportunity use their Learning Journals to monitor their progress in other subjects and reflect on their attendance, behaviour and enrichment contribution. Creating action plans to ensure they progress and work towards achieving their targets.

Careers including Post 16 Pathways – Mr Kinder

Key Stage 4 students will continue their Post-16 Pathways Education through the Careers Education Unit, where they can research jobs of interest to them and the qualifications needed to gain certain roles. They will also be given the opportunity to enhance their employability skills through the Mock Interview Day that takes place in the spring term of Year 10; preparation for this includes being advised on how to create an effective CV and Personal Statement, as well as how to best respond to interview questioning.
During the summer term, Year 10 students will attend several 6th Form Taster Days to gain experience of the 6th Form experience and help better inform their options for their post 16 pathway. Additionally, throughout Year 10 and 11 students will all have a careers interview with our Careers Advisor, where they can discuss potential routes and be informed of the latest developments within a range of job sectors.

Physical Education (Core) – Mr M Turner

Overview

As a core subject all students will continue with Physical Education throughout Years 10 and 11. Some students will have 1 hour of PE per week while those studying Separate Sciences will receive 1 hour per fortnight.

During the Physical Education course students will learn to:

- Develop knowledge and practical skills in a range of practical activities;
- Find ways to improve performance in a variety of roles;
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity and
- Appreciate the benefits of promoting ‘sport for all’.

The course will require students to actively participate in practical based lessons.

Students will experience a wide variety of physical activities and sports, with the opportunity to work as an official and coach, not just as the main performer. Students will also look at healthy and active lifestyles, learning the anatomy and physiology of the human body and the effects of lifestyles on performance.

Options subjects

Art & Design
Computer Science
Design & Technology
Food Preparation and Nutrition
French*
Geography**
History**
BTEC Level 1/Level 2 Tech Award in Digital Information Technology
BTEC Level 1/Level 2 Tech Award in Creative Media Production
Music
PE
Photography
RS
Spanish*
Separate Science***

Included here so that students may choose both French **and Spanish, i.e. one within the 'Core' and the other as one of their 'Option'.*

***Included here so that students may choose both Geography **and** History, i.e. one within the 'Core' and the other as one of their 'Option'.*

**** Included here for student to choose Separates Science as an option subject if they are not in the express group*

Art & Design – Miss H Huxley

Overview

Art and Design is a broad based course offering students experience in a wide variety of Art and Design activities, ranging from pencil drawings to 3D work.

The course allows students to use their imagination and creativity. Students will look at aspects of art history and artists relevant to their practical work. They will use a variety of media: pencils, colour pencils, pens & ink, oil & wire, water colour & acrylic paint and paper mache. Throughout the course students will develop and refine their three dimensional work and their drawing skills.

Coursework accounts for 60% of the total mark and students are required to produce a portfolio of work during the two-year course. A mock exam forms part of the coursework and students start this at the end of Year 10. This allows students to experience a question paper and helps them to prepare for the actual GCSE exam.

The course is ideal for students who have a genuine interest in developing and improving their drawing skills and who enjoy working in both two and three dimensions with a variety of media. Students are required to work independently they must practise the skills they are taught to achieve GCSE success. Students also need to have an ability to articulate their ideas in writing; written annotation is an integral part of the new GCSE specifications.

Assessment: Exams

The practical exam carries a 40% weighting towards the final mark and the paper is given to students in January of Year 11. During April students carry out a 10-hour practical piece of work under controlled conditions; there is no written exam.

Assessment: Controlled Assessment

All coursework is worth 60% of the overall mark

Post 16 Pathways and careers

This course enables students to study successfully a whole range of subjects at College and University and can lead to a wide variety of careers, for example:
Animator, Art therapist, Cake decorator, Ceramics designer-maker, Costume designer, Fashion designer, Footwear designer, Graphic designer, Illustrator, Interior designer, Jewellery designer-maker, Make-up artist, Medical illustrator, Model maker, Prop maker, Set designer, Tattooist, Visual merchandiser.

Computer Science GCSE – Mr Cripps

Overview

Students are expected to develop a set of computational thinking skills that enable them to understand how computer systems work, and design, implement and analyse algorithms for solving problems. Students will be given repeated opportunities to tackle computational problems of various sorts, including some substantial problem-solving tasks.
Learning to program is a core component of the Computer Science course. Students should be competent at designing, reading, writing and debugging programs. They must be able to apply their skills to solve real problems and produce robust programs. Students will develop an awareness of the influence of computing technology and recognise that computing has an impact on nearly every aspect of the world in which they live.

Assessment: Exams

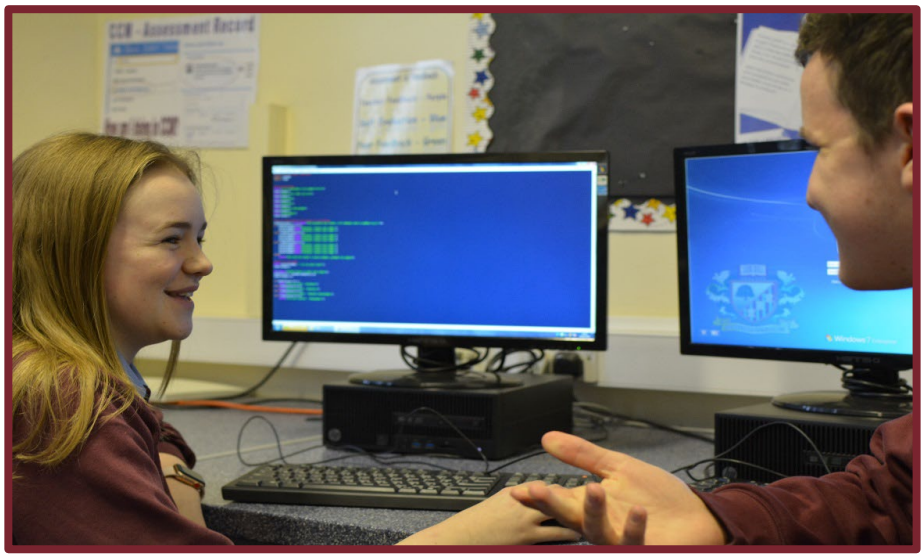
Component 1 - Principles of Computer Science: Written examination: **1 hour and 30 minutes 50% of the qualification.**

Component 2 - Application of Computational Thinking: Practical onscreen exam: **2 hours 50% of the qualification.**

Post 16 Pathways and Careers

This course leads to a range of post 16 pathways, for example an A-level in Computer Science or a Technical Award in Media or ICT.
The course can also lead to a variety of career opportunities, including:

- Database administrator
- Games developer
- App Developer
- Web Developer
- Information systems manager
- IT consultant
- Multimedia programmer
- Software Engineer (AI, Space Program, Home Electronics)
- Network engineer
- Systems analyst, developer



Design and Technology – Mrs J Barber

Overview

Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. 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. The course is designed to allow students to experience a wide range of materials and design concepts, as well as solving problems in their chosen material or materials.

The GCSE qualification will encourage students to design and make prototypes with creativity and originality, using a range of materials and techniques. The course is a creative designing and making course that will build on the many skills that have been learnt during Key Stage 3. The qualification seeks to build upon the multi-media and multi-material approach of designing and making products, allowing students to excel in the material area of their choice.

Our computer-aided design and manufacturing facilities will be used to maximum effect in both the creation of designs and the manufacture of products in any chosen material.
Students need to: be innovative and willing to question design concepts and fashions; work in groups and independently; know how to meet deadlines and enjoy making quality products.

Assessment: Exams
One exam worth **50%**

Assessment: NEA (non-exam assessment)
One design and make task worth **50%**

Post 16 Pathways and Careers
This course can lead onto: A-Level Product Design, Textiles or 3D Design or a Technical Award in Fashion or Engineering and ultimately a Degree in Product Design or Fashion
Potential jobs include: Mechanical engineering, Civil Engineering, Design Engineers, Interior Designers, Automotive design, Product Designers, Architect, Theatre designer
Fashion Designer, Costume designer, Graphic designer, Interior Designer, Fashion Journalist, Stylist, Retail Management, Jewellery designer-maker, Model maker, Prop-maker, Computer Aided designer, Craftsman

Drama – Miss C Deary

Overview

Students will**:**
Explore Drama through practical and theory-based sessions. Complete a written exam showing their understanding of Drama and Theatre. Create a devised performance inspired by Drama Practitioners, with a logbook outlining their artistic intentions. As well as
Further, they will select, direct and perform two contrasting extracts from a set text, displaying their performance skills.

Assessment: Written Exam

Component 1: Understanding Drama (40 %) 1hour 45 minutes
Section A: Multiple choice (4 marks)
Section B: Four questions on a given extract from the set play chosen (44 marks)
Section C: One question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

Component 2: Devising Drama - Practical (40 %)
Section A: Devising log (60 marks)
Section B: Devised Performance (20 marks)

Component 3: Texts in Practice - Practical (20%)
Section A: Performing an extract from a set text (20 marks)
Section B: Performing a contrasting extract from a set text (20 marks)

Post 16 Pathways and Careers

Success in Drama provides students with a range of social, cultural and academic skills. These also enable students to continue studying Drama at A-Level or BTEC. The course develops leadership skills, teamwork, creative thinking and public speaking.
The course can also lead to a wide range of careers, including:

- Performer, Theatre Director, Stage Manager, Lighting Technician, Sound Design, Set Designer, Costume Designer, Script Writer, Drama Therapist, Broadcast Presenter.

Food Preparation and Nutrition – Mrs J Barber

Overview

Food Preparation and Nutrition allows students to develop the skills learnt in Key Stage 3 Food. Students will gain the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

A majority of the course will be delivered through practical activities.

Students will create many dishes including making fresh pasta, meringues, cheesecakes, hotpot, mayonnaise, samosas, jam tarts, swiss roll, paella, and fishcakes to name just a few. They will use many food processing machines (blenders, mixers, steamers, double boilers, microwaves, bread machines, pasta makers, etc.) and will learn traditional and contemporary skills such as piping, uniform cutting, kneading, cheese making, butter making and layering.

Students need to be interested in the world of food and what makes food products successful. They must be interested in what food is available in the supermarkets, what other people like to eat and why, and find Food TV programmes interesting and informative. They must be: organised (remembering to bring ingredients more or less each week); willing to work in groups and independently; know how to meet deadlines and enjoy making quality food products that would be suitable to sell.

Assessment: Exams

One exam worth 50% of Total GCSE. (1 hour 45 minutes)

Assessment: NEA (non-exam assessment)

Task 1 – A food investigation task **20%** (A practical investigation as to how ingredients work and why)
Task 2 – Food preparation assessment **30%** (Students make a variety of dishes showcasing a range of different technical skills)

Post 16 Pathways and Careers

Many colleges run Food courses of different levels for students once they leave school.

Potential jobs include: Chef, Food Technologist, Nutritionist, Nursing, Hotel Management, Food Lawyer, Confectioner, Food product developer, retail management, Flavourist, Environmental health manager.

BTEC Level 1/Level 2 Tech Award in Digital Information Technology – Mr A Cripps

Overview

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the IT sector and specialist skills and techniques in developing spreadsheet solutions and interactive products.

Assessment: Exams

Explore Uses of IT **1 Hours 15 minutes**
40% of the final grade.
Learners will study the use of information technology (IT) systems by both organisations and individuals, and the implications these uses have for organisations, users and wider society.
Assessment: NEA (non-exam assessment)

Developing a Spreadsheet Solution to Model Data
30% of the final grade.

Learners will apply knowledge and understanding of how organisations use data to help with decision making by using appropriate skills and techniques to develop a spreadsheet to model data for a specific brief.

Creating an Interactive Product
30% of the final grade.

Learners will apply knowledge, understanding and skills to design and develop an interactive digital product for a given brief. They will gather, create and edit digital assets and combine them to create an interactive product.

Post 16 Pathways and Careers

Level 2 and Level 3 ICT courses this qualification can lead onto.

The course can also lead to a wide range of careers, including:

- Database administrator.
- Games developer.
- App Developer
- Web Developer
- Information systems manager.
- IT consultant.
- Multimedia programmer.
- Network Manager.

BTEC Level 1/Level 2 Tech Award in Creative Media Production - Mr A Cripps

Overview

Media Studies enables students to understand and develop their knowledge of digital media. In practical and theoretical tasks they will explore media products and audience theories and their place in society.

Students will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas for a product, which they plan to produce. Students will plan a film production, produce it and evaluate their results. A range of video production equipment and software will be used to complete the production. Students will also plan, design, test and develop a video game for a specific audience.

Assessment: Exams

Create a Media Product in Response to a Brief – External Examination – **Task set and marked by Pearson completed under supervised conditions.**

The set task will be completed in 9 hours of supervised sessions in a period timetabled by the exam board. 40% of final grade

Assessment: Controlled Assessment

Exploring Media Products – Internal Controlled Assessment **30% of the final grade.**

Developing Digital Media Production Skills – Internal Controlled Assessment **30% of the final grade.**

Post 16 Pathways and Careers

This course leads to a range of post 16 pathways, for example A-levels in Media Studies and Film Studies or Technical Awards in Media or ICT.

The course can also lead to a wide range of careers, including:

- Advertising
- Journalism
- Broadcasting
- Games Design
- Market Research
- Multimedia Planner
- Editor

Music – Mrs J Curry

Overview

The course is delivered through 5 Areas of Study:

- My Music
- The Concerto through Time
- Rhythms of the World
- Film Music
- Conventions of Pop

Across the Areas of Study, students will study music from the past and present, from the western tradition and other world cultures. The Areas of Study also provide opportunities for students to further their understanding of musical styles of their own choosing.
The Areas of Study define the subject content, through which students develop their knowledge and understanding of:

- the use of musical elements, devices, tonalities and structures;
- the use of resources, conventions, processes, music technology and relevant notations, including staff notation and
- the contextual influences that affect the way music is created, performed and heard including the effect of different intentions, uses, venues, occasions, available resources and the cultural environment.

Assessment: Exams

Listening test lasting **1 hour 30 minutes**, taken at the end of the course and worth **40%.**

Assessment: Non-Examined Content

Integrated portfolio ("My Music") – 30%, non-exam, internally moderated. Includes 1 x solo performance and 1 x composition of candidates' choice

Practical component – 30%, non-exam and internally moderated. Includes 1 x ensemble performance and 1 x composition in response to a board-generated brief / stimulus.

Post 16 Pathways and Careers

Students can take their musical studies further to A-Level and/or a Technical Award in Performing Arts and later a degree.

This could lead to a number of careers involving music such as: Professional performer either solo or as part of a musical ensemble, Music producer, Teacher, Orchestral / performance manager, Composer/ Arranger/ Orchestrator, Songwriter, Product manager, Music publishing, Artist/ Record Management, Music Journalism, Armed Forces Musician.

When applying for top universities Music is considered a significant attribute at Oxford and Cambridge interviews.

Photography – Miss H Huxley

Overview

Photography is a broad based course offering students opportunities to learn and develop camera skills and image manipulation techniques.

The course allows students to look at a variety of genres from portraiture to advertising. Students will look at aspects of art history and artists relevant to their practical work. Students will be required to carry out extensive written analysis and annotation throughout the course. They are also required to use photo manipulation software. Students need to carry out regular photoshoots independently at evenings and weekends.

Coursework accounts for 60% of the total mark and students are required to produce a portfolio of work during the two-year course. A mock exam forms part of the coursework and students start this at the end of Year 10. This allows students to experience a question paper and helps students to prepare for the actual GCSE exam.

This course is ideal for students who have a genuine interest in developing their photographic skills and who have a passion for taking photographs. Weekend photoshoots are essential and are part of the GCSE coursework requirements. Students also need to have an ability to articulate their ideas in writing; written annotation is an integral part of the new GCSE specifications. The photography GCSE requires students to carry out drawings to support their ideas. Being creative is an essential part of the course.

Assessment: Exams

The practical exam carries a 40% weighting towards the final mark and the paper is given to students in January of Year 11. A large percentage of this exam requires written analysis and evaluation.

During April of Year 11 students carry out a 10-hour practical piece of work under controlled conditions.

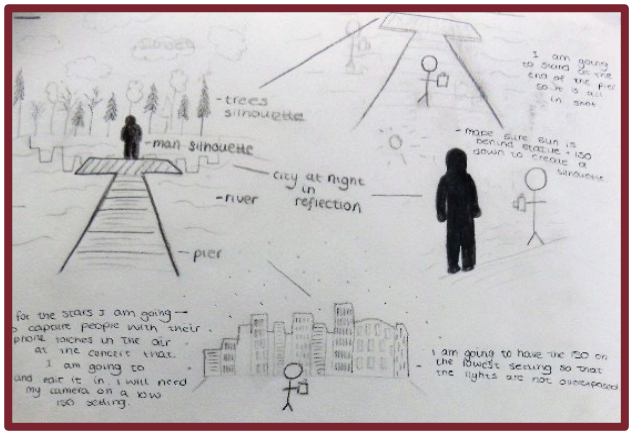
Controlled Assessment

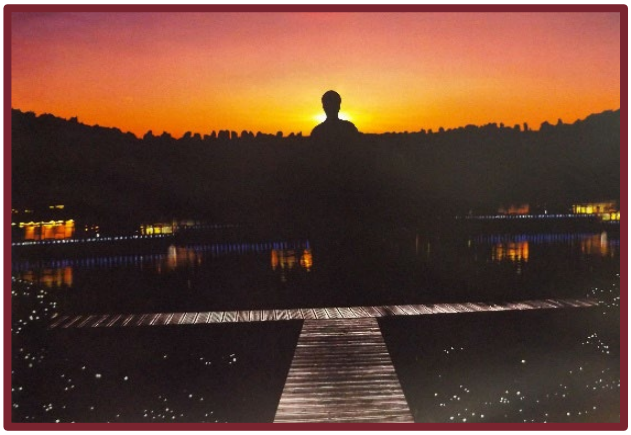
All coursework is worth 60% of the overall mark.

Post 16 Pathways and Careers

This course enables students to successfully study a whole range of subjects at College and University and can lead to a wide variety of careers, for example:

Art Director, Assistant Photographer, Community arts worker, Editorial Photographer, Fashion Photographer, Forensic Photographer, Medical Photographer, Photographic stylist, Press Photographer, Sports Photographer, TV Camera Operator, Wedding Photographer, Wild Life Photographer.





Physical Education GCSE – Mr M Turner

Overview

The PE department offer two PE qualifications – GCSE PE (AQA) and the Cambridge National Sports Studies Level 2 (OCR). Both of the qualifications are nationally recognised and will count towards the student's entry for college. Students that elect to complete a PE qualification will be directed towards one of the two qualifications during Year 10. This will be decided through analysing the individual student and determining which qualification would be most appropriate for them.

GCSE PE

GCSE Physical Education provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. Students can choose from a variety of activities in which to participate in physical activity. Students will learn how to analyse and evaluate performance and suggest effective plans for improvement. The theory element of the course is significant and a greater weighting than the practical element.

Assessment: Exams

Two Written Papers. (**60% of total marks**)

Paper 1: The human body and movement in physical activity and sport. Applied anatomy and physiology, movement analysis, physical training and use of data.
Paper 2: Socio-cultural influences and well-being in physical activity and sport. Sports psychology, socio-cultural influences, health, fitness and well-being, and use of data.

Controlled Assessment

Practical (**40% of total marks**). You will be assessed in three activities; one must be an individual activity, one a team and the third from either of the two groups.

Physical Education OCR Cambridge National Sports Studies Level 2 – Mr M Turner

Overview

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The new Cambridge Nationals in Sport Studies reflect this and provide students with a broad knowledge and understanding of different aspects of sports studies, from looking at contemporary issues in sport and the relationship between sport and the media to developing the practical skills essential for progression into the sports industry.

OCR Cambridge National Sports Studies Level 2 Assessment:

For this qualification, students must achieve three units: one externally assessed and two Non Examined Assessment (NEA) units. One unit is assessed via examination.

R184 Contemporary issues in sport (Exam)
R185 Performance and leadership in sports activities
R187 Increasing awareness of Outdoor and Adventurous Activities

PE Post 16 Pathways and Careers

Both courses lead to a range of post 16 pathways, for example A-levels in Physical Education and Dance or a Vocational Award in Sport and Recreation. The course is particularly suitable for students who wish to continue their studies in further education and for those who are interested in related career opportunities. Possible careers include: PE Teacher, Nutritionist, Reporter, Sports Analyst, Psychologist, Physiotherapist, Personal Trainer, Sports Coach, Sports Medic and Doctor.

Religious Studies – Mrs E James

Overview

Religious Studies provides opportunities for students to understand more about the world and the religious challenges we face (and their place within it). Following this GCSE course will deepen understanding of religions and their effect on society. It will develop students' competence in a wide range of skills and approaches and enable them to become religiously informed, thoughtful and engaged citizens. The course will enable students to gain knowledge and understanding of two religions.

This course will equip students to:

- become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed;
- demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian but understand that religious traditions in Great Britain are also diverse and include other world religions, as well as non-religious beliefs, such as atheism and humanism.
- evaluate the impact of religion, and having a religious belief in today's society, specifically when considering important life altering decisions.

In Year 10 a study of Christianity and a study of Islam will be carried out. Students will be expected to learn the core beliefs and teachings, and know how they are put in to practice in everyday life.

In Year 11 students will be exploring 4 philosophical and ethical issues topics:

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

These will be explored from two different religious traditions; Christianity and Islam, and from an atheist or humanist point of view.

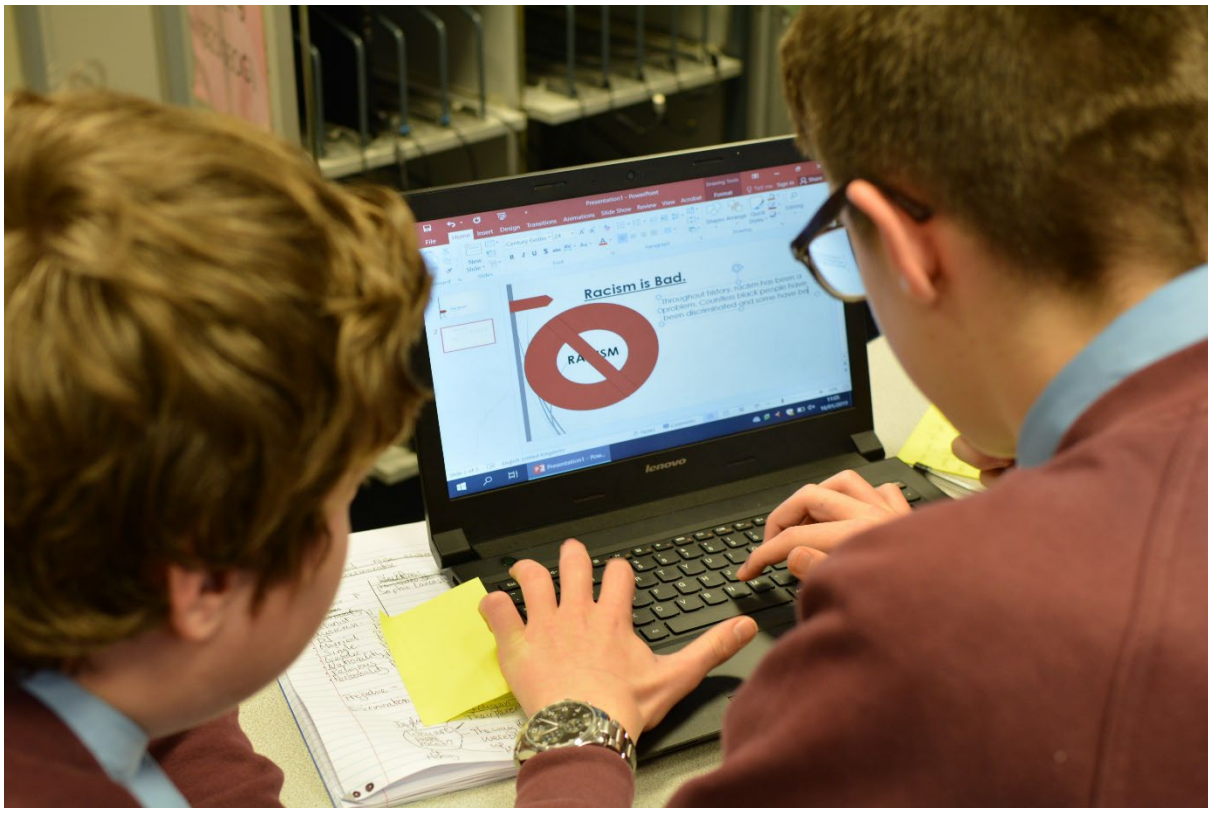
Post 16 Pathways and careers

Assessment: Exams

3 exams
Paper 1: **50%**
Paper 2: **25%**
Paper 3: **25%**

Post 16 Pathways and Careers

This course will help students become aware of other people's beliefs and how they impact on life. As it is a literacy-based subject, the skills developed during the course include higher order thinking, which is sought after at post 16 and university level.
This qualification would suit those interested in nursing, social work, teaching, law, police or the armed forces. RS can also help students develop a thoughtful approach to life and the world we live in today.



The COUNTY HIGH SCHOOL *Leftwich*

Granville Road,
Leftwich,
Northwich,
Cheshire,
CW9 8EZ

(01606) 333300