



# **KEY STAGE FOUR**

## **CURRICULUM INFORMATION BOOKLET**

**SEPTEMBER 2026 – JULY 2028**

## INTRODUCTION

Choosing options for Key Stage Four (KS4) and commencing Year 10 represent important milestones in the academic lives of our maturing students, who are about to embark on courses that will lead to future education and employment. Following information and guidance during Careers Week earlier this term, this is an exciting time as our students take their first steps in shaping their curriculum to suit their desired pathway for adult life. **Students should choose a balanced set of options based on their interests, abilities and post-16 aspirations.**

Our KS4 Curriculum Information Booklet has been produced to inform students and their families about the core curriculum accessed by all students at St Gabriel's RC High School, and to offer support as important decisions are made about which subjects to specialise in. It contains a wealth of information about each core and option subject, which should be used in conjunction with information from teachers at KS4 Curriculum Evening to aid decision-making.

**Our KS4 Curriculum Evening is on Thursday 22<sup>nd</sup> January from 5:00-7:00pm.** The intention is to offer an additional opportunity for students and families to speak to teachers where questions remain unanswered having read this booklet.

## THE CORE CURRICULUM

The subjects listed below are compulsory for all students:

- GCSE Religious Studies.
- GCSE English Literature.
- GCSE English Language.
- GCSE Mathematics.
- GCSE Science.
- Core Physical Education (non-examined).
- PSHCE/RSE (non-examined)

We are proud to offer a wide variety of courses at KS4 to ensure our students access a broad and balanced curriculum. We cater for every student's interests, abilities and skills.

Due to the Department for Education's *Progress 8* requirements, **all students must opt for either History, Geography**

GCSE Fine Art	GCSE Geography	GCSE Photography	GCSE 3D Design
GCSE History	GCSE Music	GCSE Spanish	Vocational Hospitality and Catering
GCSE Triple Science	GCSE Psychology	GCSE Drama	GCSE French
GCSE Physical Education	Vocational Sports Studies	GCSE Computer Science	BTEC DIT (Digital IT)

Therefore, students complete nine courses in total. We are committed to stretching our students academically to prepare them for further education and employment once it is time for them to progress beyond St Gabriel's.

Please note the availability of every options course is conditional on the number of students opting for the subject. If there are too few students, the course may not be able to run. Equally, courses may be oversubscribed. We will do our very best to accommodate all students' first three choices, but ask students to list a reserve option in the eventuality that we cannot accommodate this.

**Options choices should be submitted on Tuesday 10<sup>th</sup> February at the Y9 Options Choice Evening, or if you are unable to attend the Options Choice Evening please pass on Options Forms (paper copy) to Form Teachers by Friday 13<sup>th</sup> February.** It is imperative we receive all information by this date so we can ensure the best possible provision is in place for all students ready for September 2025.

Once courses have commenced in Year 10, it is not possible for students to change them. There are only five terms of study between the outset of courses to public examinations, and missing the beginning of courses due to changes being made will result in a considerable backlog of work and missed learning time. It may also be the case that the course students wish to change to has already been filled to maximum capacity. Therefore, we advise families to discuss this carefully at home and teachers will do likewise in school so we can ensure the most suitable choices are made from the outset. Any final decisions regarding changes to options subjects will be made by the Headteacher, and will only be permitted in exceptional circumstances.

### **KS4 ASSESSMENT**

With the exception of ASDAN Key Skills (where Bronze, Silver and Gold certificates are awarded) and Vocational Hospitality & Catering and Sports Studies (where Pass, Merit or Distinction tiers are awarded), all KS4 courses culminate in public examinations at the end of Year 11 where students' standard of achievement is measured nationally against their peers and Grades 9-1 are awarded. This grading system replaced the traditional system of awarding grades A\*-G in 2018:

OLD SYSTEM	NEW SYSTEM
A*	9
A	8
B	6
C	5
D	4
E	3
F	2
G	1

A Grade 4 is a 'standard pass' whilst a Grade 5 is a 'strong pass'. Achieving at least a Grade 4 in English and Maths is necessary to be accepted on to post-16 courses. Re-sits in English and Maths at college are compulsory for students who are unable to achieve standard passes at the end of Year 11. It is important to be aware that, nationally, only 25% of students pass re-sits in GCSE English and Maths at college.

At St Gabriel's, we have a long history of examination success. Therefore, achieving Grade 4s at GCSE is a minimum expectation for the majority of our students. Most of our students achieve highly, and we wish the same for your children. Therefore, please impress upon your children, as we will in school, the importance of working diligently throughout the next two years from the very beginning of Year 10.

## **LOCAL SIXTH FORM COLLEGES LEVEL 3 ENTRY REQUIREMENTS**

Each Sixth Form provider will have different entry requirements and do change slightly each year. However, we wish to make you aware of the entry requirements for Level 3 courses in 2025/2026 to help you make an informed decision.

<b>Holy Cross Sixth Form College</b>	<b>Bury College</b>
<p><b>4 A Level course</b></p> <ul style="list-style-type: none"><li>• At least three grade 8s and three grade 7s at GCSE.</li><li>• Both English Language and Maths GCSE at grade 5 or above.</li><li>• No alternatives to GCSE accepted.</li><li>• Individual subject entry requirements must also be met.</li></ul> <p><b>3 A Level and/or Level 3 Vocational course</b></p> <ul style="list-style-type: none"><li>• At least five grade 4s at GCSE.</li><li>• At least a grade 4 in either English OR Maths GCSE.</li><li>• Only one approved alternative to GCSE accepted.</li><li>• Individual subject entry requirements must also be met.</li></ul>	<p><b>A Level Study Programmes</b></p> <p>To study A-levels at Bury College you will need six GCSEs at grade 9-4 to include:</p> <ul style="list-style-type: none"><li>• A minimum of three GCSE grades 4 or higher</li><li>• A minimum of three GCSE grades 5 or higher.</li><li>• These should include a minimum of grade 4 in English Language and Mathematics.</li></ul> <p>In addition, some subjects will demand higher grades e.g. Further Maths.</p> <p><b>T Level Study Programmes</b></p> <p>Students intending to study T Levels will need to achieve a minimum of 5 GCSE grades 9-4, including English and Maths.</p> <p><b>Vocational Study Programmes</b></p> <p>The College entry requirements for the majority of Level 3 vocational programmes is five GCSEs at grade 4 or above. A minimum of 8 grade points is required from English and Maths combined.</p>

### **Links to other colleges**

[Bolton College](#)

[Bolton Sixth Form College](#)

[Hopwood Hall](#)

[Myerscough College](#)

# CORE SUBJECTS



# RELIGIOUS EDUCATION

**CURRICULUM LEADER:** Mrs Evers

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** EDEXCEL

**During the completion of this course, students will study:**

- Catholic Christianity- Beliefs and Teachings.
- Catholic Christianity- Practices.
- Catholic Christianity- Sources of wisdom and authority.
- Catholic Christianity- Forms of Expression and ways of Life.
- Judaism- Beliefs and Teachings.
- Judaism- Practices.
- Philosophy and Ethics- Arguments for the existence of God.
- Philosophy and Ethics- Religious teachings on relationships and families in the twenty-first century.

**During the completion of this course, students will develop:**

- Acquisition and use of specialist vocabulary.
- Interpreting and referring to sources of wisdom and authority (e.g. passages from scripture).
- Critical thinking.
- Understanding of religious teachings.
- Understanding of religious practices.
- Understanding of religious beliefs.
- Evaluate and analyse a range of viewpoints.
- Outline / Description.
- Explanation.
- Evaluating arguments.
- Extended writing skills.
- Tolerance and respect for people of faith.

**This course is assessed in the following way:**

- Three examinations taken at the end of Year 11. Each unit will have four styles of questions: a, b, c and d. All three papers will require a combination of short, medium and long answers (where marks will be gained for evaluation and critical analysis).
- Exam Paper 1 - Area of Study 1: The Study of Catholic Christianity. Students will be examined on four units and the exam will last 1 hour 45 minutes.
- Exam Paper 2 - Area of Study 2: The Study of Judaism. Students will be examined on two units and the exam will last 50 minutes.
- Exam Paper 3 - Area of Study 3: Philosophy and Ethics based on Catholic Christianity. Students will be examined on two units and the exam will last 50 minutes.

**Achievement in this subject looks like:**

- The GCSE qualification will be graded from 9-1, with 9 being the highest grade, based on students' average performance across all three examination papers. A grade 4 is a standard pass, and a grade 5 is a strong pass.

**This course builds on students' KS3 knowledge and skills:**

- Acquisition and application of knowledge.
- Analysis of sources and texts.
- Evaluation and analysis.
- Critical thinking.
- Extended writing.
- Empathy and tolerance of different viewpoints.
- Study of elements of Jewish beliefs, teachings and practices (Year 7)
- Study of elements of Catholic beliefs, teachings and practices (Year 7, 8 and 9).
- Study of ethics (Year 8) and philosophy (Year 9).

**This course prepares students for the following KS5 opportunities:**

- A level Theology, Philosophy and Ethics requires students to have a broad understanding of different religious beliefs and practices, as well as the ability to discuss these respectfully and critically.
- This course also lends itself well to other A Levels such as Psychology, Sociology, Law, Government and Politics, English Language and Literature, Biology, Chemistry, Physics and History.

**This course is linked to the following career prospects:**

- Medicine
- Health and social care
- Nurse
- Police Officer
- Lecturer/ speaker
- Cosmologist
- Researcher
- Counselling
- Law
- Journalism
- Teaching
- Charity work
- Religious vocations

**It is important and beneficial for students to complete this course because:**

- This encourages students to be respectful when considering other religions.
- Students compare their own and others' responses to questions regarding their own beliefs.
- Students are able to evaluate their own response to questions of belief and values.
- This course provides cultural opportunities for students to experience what a passion play is, different types of music and artwork, as well as the architecture and designs of Catholic Churches.



# English Literature

**CURRICULUM LEADER:** Miss Kelly

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** AQA

**During the completion of this course, students will study:**

- Modern Text (Blood Brothers).
- Shakespeare (Macbeth).
- 19<sup>th</sup> Century text (Strange case of Dr Jekyll and Mr Hyde).
- Poems from the Power and Conflict anthology.
- Unseen Poetry.

**During the completion of this course, students will develop:**

- Reading and comprehension skills.
- Their use of subject terminology when identifying writers' methods.
- Interpreting and analysing meaning and language in a range of texts.
- Understanding how writers have been influenced by the world around them and how meaning is shaped by context.

**This course is assessed in the following way:**

- Two examination papers: 1hr 45 minutes and 2hrs 15 minutes in length.

**Achievement in this subject looks like:**

- Grades are awarded for a clear understanding of ideas; a clear understanding of how language creates meaning; and a clear understanding of the significance of contextual issues in texts studied.

**This course builds on students' KS3 knowledge and skills:**

- Reading and study of a range of fiction, including Othello in Year 9.
- Analysis of language and structure throughout Key Stage 3.
- Exploring different contexts through the texts studied in Key Stage 3, particularly *Discrimination* in 'To Kill a Mockingbird'.

**This course prepares students for the following KS5 opportunities:**

- English Literature A Level is offered by both Holy Cross College and Bury College, as well as a combined Language and Literature A Level offered by Holy Cross College.

**This course is linked to the following career prospects:**

- The arts including acting; author/writer; education including teaching; the written media; law; project management; television journalism; marketing and advertising; project management.

**It is important and beneficial for students to complete this course because:**

- English Literature exposes pupils to different voices and perspectives, allowing them to understand the world we live in, particularly how attitudes and ideas have been shaped by the past.

**Frequently Asked Questions (FAQ):**

- **Do I have to read a lot?** There are a wide range of reading opportunities which will be completed in class with lots of discussion.
- **Why do we have to study Shakespeare?** The study of Shakespeare allows pupils to broaden their cultural horizons, develop their understanding of language and appreciate the relevance of Shakespeare's ideas in modern society.





**STRENGTH  
SERVICE  
SUCCESS**

# English

# Language

**CURRICULUM LEADER:** Miss Kelly

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** AQA

**During the completion of this course, students will study:**

- A range of fiction and non-fiction extracts, including: One Flew Over the Cuckoo's Nest; We Need to Talk About Kevin; articles on Koko the Gorilla.
- A selection of short film clips, including Stranger Things; Cool Runnings and The Dark Knight.
- Creative writing inspired by stimuli such as Black Mirror and viewpoints towards British culture.

**During the completion of this course, students will develop:**

- The ability to identify information (comprehension).
- The ability to analyse language and structure.
- The ability to evaluate a range of ideas.
- The ability to summarise and consolidate information.
- Comparison skills.
- Tone and style in creative writing, as well as spelling, punctuation, grammar.

**This course is assessed in the following way:**

- Two examination papers each worth 50% of the total marks.

**Achievement in this subject looks like:**

- Grades are awarded for a clear understanding of how language and structure creates meaning; clear evaluations of writers' ideas; clear summary and comparison of ideas.
- Clear awareness of tone and purpose in creative writing.
- Accurate use of spelling, punctuation and grammar.

**This course builds on students' KS3 knowledge and skills:**

- Reading and study of fiction and non-fiction texts throughout Key Stage 3.
- Creative writing skills including descriptive and viewpoint writing throughout Key Stage 3.

**This course prepares students for the following KS5 opportunities:**

- English Language A Level offered at Bury College and Holy Cross College, as well as a combined Language and Literature A Level offered at Holy Cross College.

**This course is linked to the following career prospects:**

- The arts including acting; author/writing; education including teaching; the written media; law; project management; television journalism; marketing and advertising; project management.

**It is important and beneficial for students to complete this course because:**

- English Language lessons support pupils' ability to understand and interpret language, as well as their ability to express themselves clearly, communicate with others and understand the world around them.

**Frequently Asked Questions (FAQ):**

- **Do you study English Language separately to English Literature?** Whilst you will sit separate examinations, we study both subjects side-by-side throughout the course.
- **Are there two GCSEs awarded?** Yes, pupils are awarded a separate GCSE grade for English Language and Literature.
- **Is the Spoken Language presentation part of the final GCSE grade?** No, pupils are awarded a separate mark for an individual speaking presentation in Year 11.



**STRENGTH  
SERVICE  
SUCCESS**

# Mathematics

**CURRICULUM LEADER:** Mr Smith

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** Edexcel

**During the completion of this course, students will study:**

- Number.
- Algebra.
- Ratio, proportion, and rates of change.
- Geometry and measures.
- Probability & Statistics.

**During the completion of this course, students will 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.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

**This course is assessed in the following way:**

- 3 x 90-minute written examinations: 1 x non-calculator, 2 x calculator. Each worth 80 marks.
- Students sit one of two tiers: Foundation (Grades 1-5) or Higher (Grades 3-9).

**Achievement in this subject looks like:**

The GCSE qualification will be graded from 9-1, with 9 being the highest grade, based on students' average performance across all three examination papers.

## Grade 8

- Interpret and communicate complex information accurately.
- Make deductions and inferences and draw conclusions.
- Make and use connections, which may not be immediately obvious, between different parts of mathematic.
- Construct substantial chains of reasoning, including convincing arguments and formal proofs.
- Critically evaluate methods, arguments, results and the assumptions made.

## Grade 5

- Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae.
- Interpret and communicate information effectively.
- Make deductions, inferences and draw conclusions.

- Construct chains of reasoning, including arguments.

## **Grade 2**

- Recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures.
- Interpret and communicate basic information; make deductions and use reasoning to obtain results.
- Provide basic evaluation of methods or results.
- Interpret results in the context of the given problem.

### **This course builds on students' KS3 knowledge and skills:**

- Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.
- Students will further develop fluency, mathematical reasoning, and competence in solving increasingly sophisticated problems.
- Topics from KS3 will be interleaved with new content during KS4.

### **This course prepares students for the following KS5 opportunities:**

- Grade 4 (standard pass) is a requirement of all students nationally.
- Some college courses require students to achieve Grade 5 (strong pass) for admission.
- A Level Mathematics.
- A Level Further Mathematics.
- A Level Chemistry.
- Accounting courses.
- A Level and BTEC Computer Science.
- A Level Economics.
- A Level Psychology.
- A Level Physics.

### **This course is linked to the following career prospects:**

- Data Analyst.
- Investment Analyst.
- Statistician.
- Systems Developer.
- Chartered Accountant.
- Actuarial Analyst.
- Financial Manager.
- Financial Advisor.
- Quantity Surveyor.
- Teaching.
- Politics.
- Economist.
- Business ownership.

### **It is important and beneficial for students to complete this course because:**

- Maths helps to develop your analytical, research and problem-solving skills.
- Studying Maths helps to give you the knowledge to tackle scientific, mechanical, coding and abstract problems.
- Entry requirements for college are often based on students' grade in Maths.
- GCSE Maths provides you with a solid foundation upon which to build with further study.



# Combined Science

**CURRICULUM LEADER:** Mrs Vincent

**QUALIFICATION OBTAINED:** 2 GCSEs

**EXAMINATION BOARD:** AQA

## During the completion of this course, students will study:

- All three sciences - Biology, Chemistry and Physics. They will have 9 lessons of science fortnightly, often taught by 3 different specialist teachers.
- Examples of Year 10 modules include: Cell Biology, Healthy Lifestyle, Plants and Ecology, Matter and Bonding, Quantitative Chemistry, Organic Chemistry, Energy, Electricity and Particle Model.
- Examples of Year 11 modules include: Inheritance, Variation and Evolution, Homeostasis, Chemical Analysis and the Earth's Atmosphere, Resources, Forces and Waves and Magnetism.

## During the completion of this course, students will develop:

- Their knowledge and understanding in a range of modules, including those listed above.
- Their mathematical skills through completing calculations, producing and analysing graphs, balancing equations, rounding, ratios and percentages.
- Their literacy skills through learning and using technical, scientific vocabulary.
- Their practical skills. GCSE Combined Science contains 21 required practical activities that are completed during the course: 7 Biology practicals, 6 Chemistry practicals and 8 Physics practicals will be examined.
- Working scientifically skills will be assessed. This is all about how science is applied in the outside world by real scientists.

## This course is assessed in the following way:

- For GCSE combined Science, students will sit 6 examination papers at the end of your course including: 2 Biology papers, 2 chemistry papers and 2 physics papers. Each examination is 1 hour and 15 minutes long and each is worth 70 marks.
- There are higher and foundation tiers in Science. In higher, pupils could achieve a grade between 9-4 and in foundation pupils could achieve a grade between 5-1. The tier that pupils are entered into is determined by their attainment throughout Year 10.

## Achievement in this subject looks like:

- The scores for all 6 papers are combined together, and pupils are awarded 2 GCSEs based on their combined score.
- Students receive a double grade on a 17-point scale from 9-9 to 1-1. This double award is worth 2 GCSEs, and is made up of two equal or adjacent grades (9-9, 9-8, 8-8 etc).

### **This course builds on students' KS3 knowledge and skills:**

Many of the key concepts introduced in KS3 Science are developed in KS4. Here are some examples:

- At KS3 we look at cells and develop our basic microscope skills. In KS4 we focus on microscopy calculations and Eukaryotic and Prokaryotic cells.
- At KS3 we look at properties of groups in the periodic table. At KS4 we link the properties to the electron configuration and reactivity of elements.
- At KS3 we study the basic principles of electromagnetism. At KS4 we apply our knowledge of electromagnetism to the motor effect and modern technology.

### **This course prepares students for the following KS5 opportunities:**

There are various opportunities for pupils studying GCSE Combined Science, including:

- A Level Biology (Holy Cross College / Bury College) – Grade 6-6 required.
- A Level Chemistry (Holy Cross College / Bury College) – Grade 6-6 required.
- A Level Physics (Holy Cross College / Bury College) – Grade 6-6 required.
- A Level Environmental Science (Bury College) – Grade 6-6 required.
- Sport Level 3 (Bury College) – Grade 5-5 required.
- A Level Geology (Holy Cross College) – Grade 4-4 required.
- A Level Psychology (Holy Cross College) – Grade 4-4 required.
- BTEC Applied Science Level 2 and Level 3 (Holy Cross College) – Grade 3-3 required.

### **This course is linked to the following career prospects:**

The combination of theoretical, analytical, mathematical and literacy skills that are possessed by students of science are a key factor in making scientists such highly sought after students in the employment market, enabling students to transcend science alone and translate into the complex and varied job market.

### **Frequently Asked Questions (FAQ):**

'Can you study just one or two sciences?'

- No. Combined Science required that all 3 sciences are studied (Biology, Chemistry, Physics). As stated, the results of all 3 sciences are then combined to produce the overall grades.

'Can I carry on with A Levels in science if you have taken Combined Science and not Triple Science?'

- Yes. Both local colleges accept students on A Level Biology, Chemistry and Physics with GCSE Combined Science as long as students achieve Grade 6-6 or higher.

'Do I have to take science at GCSE?'

- Yes. Science is a core, compulsory subject.

'Can I do foundation in one science and higher in the others?'

- No. The entry has to be the same in all examinations.

# OPTIONS SUBJECTS



# Fine Art

**SUBJECT TEACHER:** Miss Burns

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** AQA

**YOU CAN NOT CHOOSE THIS COURSE ALONGSIDE PHOTOGRAPHY OR 3D DESIGN**

**If students choose this subject, they will study:**

One or more areas of Fine Art such as painting, sculpture, printmaking, mixed media and photography to explore the following themes:

- Natural Structures
- Messages
- Line and Texture
- Personal Project

**If students choose this subject, they will develop:**

**Knowledge and Understanding:**

- Discover the way sources inspire the development of ideas; individual, social, historical, environmental, cultural, ethical and/or issues-based contexts.
- Explore how meanings and ideas can be communicated in different ways; figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imagination interpretation.
- Investigate ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.
- Explore the ways in which meanings, ideas and intentions can be communicated; figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation.
- Explore visual and tactile elements, such as; colour, line form, tone, texture, shape, composition, rhythm, scale, structure, surface, etc.

**Skills:**

- Use fine art materials and processes to explore personal intentions; pastels, pen and ink, pencil and watercolour, acrylic paint, found materials, digital imagery, and different papers and surfaces on which to work.

**This course is assessed in the following way:**

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Achievement in this subject looks like:**

- Component 1-Coursework: Art portfolio - 60%
- Component 2-Exam: Externally set assignment – 40%

**This course builds on students' KS3 knowledge and skills:**

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- to learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

**This course prepares students for the following KS5 opportunities:**

- A Level Art, Craft and Design.
- A Level Photography.
- A Level Textiles.
- UAL Level 1 Diploma - Art, Design & Media.
- UAL Level 2 Diploma - Art & Design.
- UAL Level 3 Diploma - Art, Design & Communication.

**This course is linked to the following career prospects:**

- Fashion designer
- Textile Designer
- Interior designer
- Architect
- Illustrator
- Fine artist
- Art Therapist
- Art Gallery Curator

**Students should choose this course if:**

- You have a love of drawing and experimenting with materials, techniques and ideas.
- You enjoy the benefits of being creative which can create a sense of well-being.
- You appreciate the value of art and the way it expresses emotions, individual ideas, important historical events, diverse traditions and beliefs.
- You like to express yourself and a sense of your individual identity, interests, beliefs and ideas about the world around you.

**Students should be cautious of choosing this course if:**

- Drawing and the problem-solving process involved is not something you really enjoy.
- You have one preferred way of creating artwork and like to create one-off pieces.
- You don't enjoy engaging with artwork to interpret and analyse meanings.
- You have limited time to devote to developing your artwork outside of school.

**Frequently Asked Questions (FAQ):*****Do I need to buy lots of expensive art materials?***

*No, student quality materials are suitable. Recommended materials are:*

- *Sketchbooks (cartridge paper)*
- *Set of B pencils*
- *Coloured pencils*
- *Oil pastels*
- *Watercolours*
- *Paint brushes*

*School will support students who require it; financing materials is not a barrier to any student opting for Art and Design.*





# Computer Science

**SUBJECT TEACHER:** Miss Billington

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** OCR

**TO CHOOSE THIS COURSE YOU MUST ALSO BE in SET 1 or 2 MATHS**

If students choose this subject, they will study:

- Computational thinking, Data, Computers, Networks, Issues and impact.
- Problem solving with programming.

If students choose this subject, they will develop:

- Understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Understanding of binary, data representation, data storage and compression.
- Understanding of hardware and software components of computer systems and characteristics of programming languages.
- Understanding of computer networks and network security.
- Awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- Understanding what algorithms are, what they are used for and how they work in relation to creating programs.
- Understanding how to decompose and analyse problems.
- Ability to read, write, refine and evaluate programs.

This course is assessed in the following way:

- **Component 01: Computer Systems** - Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.
- **Component 02** - Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Achievement in this subject looks like:

- Grade 9-1.

This course builds on students' KS3 knowledge and skills:

- Hardware and software unit, The Computer System unit
- Scratch and Programming unit
- Data representation and Logic unit
- Computer Architecture Unit
- Introduction to Networks

This course prepares students for the following KS5 opportunities:

- A level Computer Science (Require a level 4 or 5 in maths as well)

- Computing Level 3
- Digital support and services (Specialising in digital infrastructure)
- Infrastructure Technician level 3
- Require A level maths if you want to do computing in university.

This course is linked to the following career prospects:

- Software Engineer
- App Developer
- Games Programmer
- Database Analyst
- Web Developer
- Cloud Developer
- Network Engineer
- Cloud Engineer
- Network Security Analyst
- Cyber Security Consultant
- IT Support Engineer

Students should choose this course if:

- They enjoy problem-solving.
- They enjoyed programming with Python in KS3.
- They want to design programs – games or applications that will help people in the future.

Students should be cautious of choosing this course if:

- You struggle numeracy/Mathematical skills.
- You did not enjoy programming
- You do not enjoy problem-solving.

Frequently Asked Questions (FAQ):

Should I take Computer Science if I struggle with Maths? No, Computer Science can be difficult for pupils who struggle in Maths.

Is this course just for boys? No, the industry desperately needs girls to contribute to future ideas and solutions to everyday problems that computers could solve.

Do you get to complete any of your exam on a computer? No, Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B) Code will need to be written onto the exam.



# DRAMA

**SUBJECT TEACHER:** Mrs Dean

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** AQA

**If students choose this subject, they will study:**

- Live theatre analysis.
- Study of a scripted text – Around the World in 80 Days.
- Different styles and genres of theatre / performance.
- Scripted performance.
- Devised performance.

**If students choose this subject, they will develop:**

- Self-discipline. There's no greater deadline than an audience coming to watch you perform.
- Confidence.
- Interpreting, researching, negotiating, problem solving and decision making to devise theatre.
- Analytical skills.
- It teaches you presentation and team work skills and it helps in developing your confidence and empathy with others. If you wish to continue studying Drama at a higher level, then studying GCSE Drama will prepare you for higher education such as A Level Drama.

**This course is assessed in the following way:**

**Component 1: 40% Written Exam.**

**Area of study 1: Understanding drama**

This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of playwrights

- developing knowledge and understanding the characteristics and context of the whole play
- exploring ideas for how the play may be interpreted practically.
- The exam will include one compulsory short answer question for all students linking design and context and/or theatrical conventions.
- Students don't need to have gained practical experience of design to answer this question.

**Area of study 2 – Live theatre production:**

Students must learn how to analyse and evaluate the work of live theatre makers (performers and/or designers). Students should aim to understand productions in terms of the relevant content listed in Knowledge and understanding and in addition consider:

- how the play has been interpreted in the production seen and what messages the company might be trying to communicate
- the design skills demonstrated in the production and how successfully meaning was communicated to the audience through design.

**To aid their analysis students should carry out background research into the production. They may read the play and reviews of the production and should develop an understanding of:**

- the plot and characters
- specific features or hallmarks of the style/genre of the production
- the context of the play/production.

**Live theatre could include:**

- plays
- physical theatre
- theatre in education
- musical theatre.
- Productions may be professional or amateur (not peer)

### **Component 2: 40% of the GCSE**

This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.

It is marked by teachers and moderated by AQA.

For this component students are required to complete the following two assessment tasks:

- produce an individual Devising log documenting the devising process
- contribute to a final devised duologue or group performance.

The Devising log is marked out of 60.

Each student's contribution to the final devised performance is marked out of 20.

### **Component 3: Texts in practice constitutes 20% of the GCSE.**

This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.

It is marked by AQA.

For this component students must complete two assessment tasks:

- study and present a key extract (monologue, duologue or group performance)
- study and present a second key extract (monologue, duologue or group performance) from the same play.
- Each student's contribution to each key extract performance is marked out of 20.

### **Achievement in this subject looks like:**

- Precise description and thorough examples in live theatre analysis.
- Demonstrating an extensive range of performance skills.
- Understanding of how theatre is made and how to generate an intended effect for an audience.
- Being able to write in role.
- GCSE Drama is a fantastic way of learning and applying both subject specific and easily transferable skills. Throughout the course you will continue to develop your acting skills, including the use of; voice, physicality, characterisation and improvisation

### **This course builds on students' KS3 knowledge and skills:**

- GCSE Drama is more challenging than most people think. But Drama is also fun, engaging and captivating. Drama isn't like other GCSE topics such as Statistics, Science or History. Drama doesn't just consist of memorising facts.
- Styles of theatre / performance; Development of character; Identification of how skills are used within live performance.

### **This course prepares students for the following KS5 opportunities:**

- BTEC Performing Arts.
- A Level Drama and Theatre Studies.

### **This course is linked to the following career prospects:**

- The creative industry is vast and including acting (live performance, TV and Film). Employers require creative thinkers, which is a skill developed through drama.

### **Students should choose this course if:**

- They have a love of performance, performing, presenting ideas and working as a group.
- They aspire to have a career in the performance industry.
- They want to complete a course with frequent opportunities for practical learning.

### **Students should be cautious of choosing this course if:**

- They find group work uncomfortable or dislike standing up/performing in front of peers.
- They are not prepared for the theoretical written work, which accounts for 40% of the course.



# FRENCH

**CURRICULUM LEADER:** Mrs Doherty

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** AQA

**If students choose this subject, they will study:**

- Topics set into three themes:
- Theme 1 – People and Lifestyle
- Theme 2- Popular Culture
- Theme 3- Communication and the world around us.

**If students choose this subject, they will develop:**

- Listening, reading, speaking, writing and translation skills alongside cultural references.

**This course is assessed in the following way:**

- **25% Writing-** short translations from English to French and essays
- **25% Reading Assessment** - authentic texts with a variety of comprehension and inference exercises. Short translations from French to English
- **25% Speaking-** this includes a photo card, roleplay and a reading aloud task.
- **25% Listening Assessment-** a variety of listening tasks including a dictation exercise.

**Achievement in this subject looks like:**

- To achieve at grades 5-9 you will working towards being able to: produce and understand extended and spontaneous speech with a wide variety of structures and vocabulary. You will learn to explain opinions convincingly. You can confidently use past, present and future tenses.

**This course builds on students' KS3 knowledge and skills:**

- Throughout KS3, we have been developing skills to lay the foundations for GCSE. By the end of Year 9, you will have studied the three time frames: past, present and future; opinions and justification of opinions; time phrases, connectives and grammatical structures with which are already familiar. You also have an understanding of phonics and sound systems which will enable you to tackle the reading aloud and dictation tasks with confidence.
- GCSE style questions such as photo cards, role-plays, extended written work, dictations and reading aloud tasks will be introduced and seen frequently at KS3.

**This course prepares students for the following KS5 opportunities:**

- A-Level : French, Business Studies, English Language, English Literature
- BTEC: Travel and Tourism, Business, Media and Film

**This course is linked to the following career prospects:**

- Jobs such as: interpreter/translator, teacher, MOD, hospitality, political risk analyst, tour manager, hotel manager, air traffic control communicator, TEFL teacher, social media manager

- Areas like: marketing and PR, diplomatic service, broadcasting and journalism, publishing, logistics and management, international aid and law.

### **Students should choose this course if:**

- Primarily if you have enjoyed the learning in KS3 and have interests in learning about other cultures and the possibility of travel whether for work or pleasure.
- If you like, the challenge of communicating in another language, building your confidence and acquiring a life skill that will enrich your future prospects and travel plans.

### **Students should be cautious of choosing this course if:**

- You are not committed to home learning to continually build up and revisit vocabulary.
- You are reluctant to work with others. This is required to develop your conversational skills.
- 50% of this course is writing/reading so you must be able to master grammar structures.

### **Frequently Asked Questions (FAQ):**

- **Do you have to speak aloud in front of each other?** Yes, you do, however there are strict rules that we all support each other's learning in the classroom.
- **Are there any trips?** You will be the first French cohort that we have had in a few years, therefore we in the process of planning some exciting trips for you, for example: a visit to a French café.



# Geography

**CURRICULUM LEADER:** Miss Grime

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** AQA

**If students choose this subject, they will study:**

- Natural Hazards
- Coasts
- Rivers
- Ecosystems- Including Tropical Rainforests and Cold Environments
- Urban Issues and Challenges
- Changing Economic World
- Resource Management
- Skills and Fieldwork

**If students choose this subject, they will develop:**

**Natural Hazards**

Students will develop an understanding of the Earth's structure and atmosphere and the natural processes that occur as a result. Students are asked to consider the impacts of these processes across several geographical locations and understand how humans respond to these increasing challenges.

**Coasts and Rivers**

Students will develop crucial understanding in this topic of the rivers and coastal processes that impact and shape the United Kingdom. Students will be asked to consider big questions such as 'Why does the coast look the way it does?' and 'How are Rivers formed?' Finally, students will explore how and why humans seek to control both rivers and coasts and the issues that may rise as a result.

**Ecosystems**

In this topic, students will consider the complicated web of relationships between the physical and human world. Students are expected to understand these relationships at a range of scales both micro and macro. They will be asked to consider these relationships in a tropical rainforest and cold environment setting.

**Urban Issues and Challenges**

This topic will provide students with the complex changes of urban (city) areas on a global and local scale. Students are then asked to consider how these changes result in both opportunities and challenges at a range of locations in both high-income countries and newly emerging economies.

**Changing Economic World**

This topic will provide students with crucial knowledge of countries on a local and global scale. Students are asked to consider what factors influence the development of a country and why some countries are wealthier than others. They will then be asked to create solutions to uneven development and the growing gap between the rich and poor.

**Resource Management**

Students will be provided in this topic with an understanding of a range of resources that humans use and exploit. Students are asked to critically evaluate the global variation in resources in the world and the disparities/inequalities this leads to. Students will also in this topic consider sustainability and the steps we can be doing on a local, regional and global scale to help preserve planet.



### **Skills and Fieldwork**

This is also embedded throughout our topics, students will be provided with key geographical skills to complement and consolidate learning at KS2, KS3 and KS4. There are also 2 fieldwork opportunities in GCSE Geography to explore the world beyond school boundaries and put these key skills into practice.

### **This course is assessed in the following way:**

3 exam papers:

- Paper 1 – Living with the Physical Environment - 1hr 30 mins (35%)
- Paper 2 – Challenges in the Human Environment – 1hr 30 mins (35%)
- Paper 3 – Geographical Applications – 1hr 15 mins (30%)

### **Achievement in this subject looks like:**

- The qualification will be graded from 9-1, with 9 being the highest grade, based on performance in all three exam papers.

### **This course builds on students' KS3 knowledge and skills:**

#### **KS3 Knowledge:**

- Atmosphere
- Ecosystems and Biomes
- Rivers/Coasts
- Development and the Human Made World

#### **Geographical Skills:**

- Longitude & Latitude, Grid References, OS Map Skills, Scale, Relief, Graphical Analysis & Math skills.

### **This course prepares students for the following KS5 opportunities:**

#### **A Levels:**

- Geography

### **Geography related skills would be useful in the following course:**

#### **A Levels:**

- Geology, Environmental Science, Government and Politics.

#### **Btec:**

- Tourism, Agriculture and Construction.

### **This course is linked to the following career prospects:**

Cartographer	Climatologist	Geomorphologist	GIS Specialist	Hydrologist	Journalist
Location Analyst	Meteorologist	Pollution Analyst	Surveyor	Teacher	Town Planner

### **Students should choose this course because:**

- Geography Rocks. It is an interesting and exciting subject where you are encouraged to develop your own opinion and utilise your voice for the future of our planet.
- Geography is all about the world! From Humans to the Physical processes- Without Geography we would be nowhere!
- Geography shapes us as people and makes us consider all aspects of our surroundings.
- If you are passionate about travelling and exploring countries all over the world- Taking Geography is a great place to start.
- Many environmentalists such as David Attenborough and Greta Thunberg are inspiring younger people to stand up to Climate Change & preserve our planet for future generations.

### **Students should be cautious of choosing this course if:**

- You do not like maths or writing. Geography requires you to use many of the skills you use in English and Maths.
- You have not enjoyed any of the Geography you have studied in Years 7, 8 or 9.

### **Frequently Asked Questions (FAQ):**

- **Is there any course work in the Geography GCSE and are there foundation or higher papers?** No, the course is just exam based. There are no tiered papers. All pupils sit the same exam paper.
- **Do we get to go on trips in Geography?** Where possible we will try and incorporate trips. As it stands, for KS4 we have fieldwork opportunities to New Islington and Cleveleys beach. We also have an extra-curricular trip to Iceland.





# History

**CURRICULUM LEADER:** Miss Youssouf

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** Edexcel

**If students choose this subject, they will study:**

- Medicine through time, c1250-present.
- Early Elizabethan England, 1558-1588.
- Superpower relations and the Cold War, 1941-91.
- Weimar and Nazi Germany, 1918-1939.

**If students choose this subject, they will develop:**

**Medicine through Time**

An understanding of how ideas on the causes of disease have changed over time. Students will also learn about changes in approaches to cures and preventions of disease. They will study time periods from the Middle Ages to the present day. They will also develop a knowledge of the Western Front during WW1, the injuries soldiers faced and how they were treated.

**Early Elizabethan England**

A knowledge of Early Elizabethan England. This will include examining the problems Elizabeth had at home as a young, indebted, female and Protestant Queen and also the threats to Elizabeth from abroad, for example, from the Pope and Spain. Students will also study society in Elizabethan England, exploring Elizabethan entertainment, education and the poor to determine whether there was a 'golden age'.

**Superpower relations and the Cold War**

An appreciation of the differences in ideas between the communist and capitalist superpowers after WW2 and the rivalries that played out throughout the world as both sides hovered on the brink of nuclear war. Students will develop an understanding of why the Cold War began, its key events the Cold War and why it ended.

**Weimar and Nazi Germany**

An understanding of how post WW1 Germany (the Weimar Republic) tried to deal with the punishments of the Treaty of Versailles, political rivalry and the rise of extremism. Students will consider to what extent Weimar Germany experienced a 'golden age' and why it ultimately came to an end as a result of the Wall St. Crash. Students will also study the rise of the Nazis in this time period and how Hitler came to power despite never achieving a majority in an election. They will then examine what it was like to live in Nazi Germany for both the welcome, and so called 'undesirable', members of society.

**The historical skills of:**

- Similarity and Difference.
- Change and Continuity.
- Cause and Consequence.
- Significance.
- Analysis and evaluation of sources and interpretations.

**This course is assessed in the following way:**

Three written examination papers completed at the end of Year 11:

- Paper 1 – Medicine and the Western Front – 1hr 15 mins (30%)
- Paper 2 – The Cold War and Elizabeth – 1hr 45 mins (40%)
- Paper 3 – Weimar and Nazi Germany – 1hr 20 (30%)

**Achievement in this subject looks like:**

- The GCSE qualification will be graded from 9-1, with 9 being the highest grade, based on students' average performance across all three examination papers. A grade 4 is a standard pass, and a grade 5 is a strong pass.

**This course builds on students' KS3 knowledge and skills:****KS3 Knowledge:**

- The Black Death.
- Elizabeth's Reign.
- Warfare in the 20<sup>th</sup> Century - World War I, World War II, The Cold War and Vietnam.
- The Holocaust.

**The historical skills of:**

- Similarity and Difference, Change and Continuity, Cause and Consequence, Significance, Analysis and Evaluation of Sources and Interpretations.

**This course prepares students for the following KS5 opportunities:**

- A Level History.
- History related skills would also be useful for A Levels in Law, Criminology and Politics.
- BTEC Law.

**This course is linked to the following career prospects:**

Advertising executive	Archaeologist	Barrister
Business strategist	Cultural heritage conservator	Criminologist
Cultural learning and participation officer	Digital Marketer	Doctor
Financial Adviser	HR manager	IT consultant
Journalist	Marketing executive	Social worker
Solicitor	Produce designer	Project manager

**Students should choose this course because:**

- History helps to give us a better understanding of the world we live in today.
- It shapes our identities and how we see the world.
- Understanding what happened in the past can help us make better decisions in the future.
- Governments, businesses and societies can all learn from History.
- History is an interesting and exciting subject. You study wars, politics, empires, cultures and religions, but we also explore gender, diversity, medicine and science. History is about stories and people and it is the basis of many films, books and TV programmes such as its allure!
- History sharpens the ability to research, accumulate and discard large amounts of information, think critically, argue a case, write clearly and persuasively, appreciate different points of view and to work independently. Employers are looking for young people with these skills.
- Very often historians reach the top. A recent report stated that a 'truly remarkable number of history graduates have gone on to become the movers and shakers of modern-day Britain'.

**Students should be cautious of choosing this course if:**

- You do not like writing. History requires you to use many of the skills you use in English.
- You struggled to deal with large amounts of information and reading.
- You have not enjoyed the History curriculum you have studied in Years 7, 8 or 9.

**Frequently Asked Questions (FAQ):**

- **Is there any coursework/Non-examined assessment in the History GCSE?** No, the course is completely examination-based.
- **Are there foundation or higher papers?** There are no tiered papers. All pupils sit the same exam paper.



# BTEC DIT

## (Digital IT)

**SUBJECT TEACHER:** Miss Billington

**QUALIFICATION OBTAINED:** BTEC Level 1/2

**EXAMINATION BOARD:** Pearson

If students choose this subject, they will study:

- If you are interested in working in the digital sector.
- Enjoyed working on Microsoft Excel
- Are interested in web design.
- Explore what it's like to work in the sector and gain the underpinning knowledge and skills required to work in it.
- Develop key knowledge, skills and behaviours, and learn about essential tools, techniques, and equipment.
- Apply their learning to real-life contexts and vocational scenarios in both learning and assessment.

If students choose this subject, they will develop:

- Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.
- Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.
- Learners will explore how organisations use digital systems and the wider implications associated with their use.

This course is assessed in the following way:

- Component 01: Exploring user interface design principles and project planning techniques. This is coursework this is developed in Excel and PowerPoint; this is 30% of your overall grade.
- Component 02 – Collecting, presenting and interpreting data. This is coursework this is developed in Excel and this is 30% of your overall grade.
- Component 03 – Effective digital working practices. This is a 90 minute exam on networks and is 40% of your overall grade.

Achievement in this subject looks like:

- Tech Awards are Level 1/Level 2 courses that are of the same size and rigour as GCSEs

This course builds on students' KS3 knowledge and skills:

- Software in year 7
- Spreadsheet design covered each year in KS3
- UX design in Year 9
- Introduction to Networks in year 8

This course prepares students for the following KS5 opportunities:

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

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 IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

**Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology –  
BTEC LEVEL 1/LEVEL 2 TECH AWARD**

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3. The attitudes and the reflective and communication skills covered in this qualification will help these learners

- Study of IT Support or Digital Technology through a Technical Certificate.

Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the digital sector.

This course is linked to the following career prospects:

- Software Engineer
- App Developer
- Games Programmer
- Database Analyst
- Software Developer
- Web Developer
- Cloud Developer
- Network Engineer
- Cloud Engineer
- Network Security Analyst
- Cyber Security Consultant
- IT Support Engineer

Students should choose this course if:

- They enjoy design user interfaces, e.g. the mobile app you made in Y9
- They enjoyed using Microsoft Excel
- They want to design programs – games or applications that will help people in the future.

Students should be cautious of choosing this course if:

- You struggle with using software such as PowerPoint
- You did not enjoy using Microsoft Excel
- You did not enjoy learning about Networks

**Frequently Asked Questions (FAQ):**

Do you need to create a fully functioning user interface for component 1? No, you need to explain the functionality only.

When is excel used in the course? This is in component 1 and 2. In component 1 you are creating a project plan and in component 2 you need to collate data into a spreadsheet and a dashboard for adding and searching for data



# MUSIC

**CURRICULUM LEADER:** Mr Turner

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** OCR

**If students choose this subject, they will study three key areas: Performing, Composing and Listening.**

In the listening section of the course, we look at five different areas of study. These are:

- **My Music:** This area of study focuses on your own instrument or voice, the elements of music and how music is put together.
- **The Concerto through time:** This area of study focuses on Classical Music and the Concerto - a piece of music written for a soloist and orchestra - how it changed and developed over time, and the famous composers who wrote them.
- **Rhythms of the World:** This area of study focuses on World Music, looking at music from Africa, India, South America, The Caribbean and the Eastern Mediterranean, and the different ways in which rhythm is used by each culture.
- **Film & Computer Game Music:** This area of study focuses on the music written for some of the biggest blockbuster movies and computer games of all time, the famous composers who write it and how this music can bring the action happening on screen to life.
- **Conventions of Pop:** This area of study focuses on popular music including Rock 'n' Roll of the 50s & 60s, Rock Anthems of the 70s & 80s, Pop Ballads of the 70s, 80s & 90s and Solo Artists from 1990 to the present day.

**If students choose this subject, they will develop:**

- Musicianship, creativity and creative thinking, communication and collaboration, working effectively with others, patience, problem-solving, self-confidence, independence, time management, responsibility and dependability, critical reflection.

**This course is assessed in the following ways:**

- **30% performing:** For performance, you will have to complete two recordings. One of these will be on your own as a solo and the other will be as part of a duet or small group.
- **30% composing:** For composition you will have to write two songs or pieces of music of your own creation. One of these must follow a set of instructions from the exam board, but the other can be your own free choice.
- **40% listening and appraising:** At the end of the course you will sit a 1hr 30min listening exam based on the areas of study (listed above) that we cover throughout the course. The exam board sets the music for this exam, and you will answer questions based on what you hear in the music.

**Successful GCSE Musicians are able to:**

- Perform music fluently, accurately and with expression both on their own as a soloist and when part of a group.
- Compose original musical ideas of their own and bring them to life, making detailed instructions for how these ideas should be performed through a variety of different methods including: music notation, guitar tabs, lyrics and chords, song sheets and music technology software.
- Can accurately identify a wide variety of different features while listening to music and have a clear understanding of how music is put together.
- Are able to explain what they hear musically by using the correct technical vocabulary.

**This course builds on students' KS3 knowledge and skills:**

- Performing different styles and genres of music on your own and as part of a small group.
- Composing music independently and as part of a small group.
- Listening to a wide variety of Music from different cultures from around the world.
- Understanding of the elements of music and how music is put together.

**This course prepares students for the following KS5 opportunities:**

- A Level Music, Music Technology, Dance, Drama and Theatre Studies.
- BTEC Music, Music Technology and Performing Arts.

**This course is linked to the following career prospects:**

- Performer/ Instrumentalist/ Vocalist, Armed Forces Musician, Conductor/Musical Director, Composer, Accompanist, Musical Theatre, Music Production/Music Technologist, Recording/Sound Engineer, Studio Technician, DJ, Roadie, Music Sales, Music Publicist, Instrument Design/ Manufacture/ Repair/ Restoration, Music Education/ Teacher/ Tutor, Music Copyright Lawyer, Music Therapist, Music Critic/Journalist.

**Students should choose this course if:**

- You enjoy listening to and performing a wide variety of different styles and genres of music.
- You are already having instrument or singing lessons either through school, through one of our local Music Centres or at home.
- You enjoy writing your own songs or pieces of music, being creative and coming up with your own musical ideas.
- You have an open mind and are happy to enjoy learning about different styles and genres of music from around the world, some of which may not necessarily be to your own taste.
- You are willing to work hard to achieve your goals and enjoy a challenge.
- You work well both on your own and when part of a group.

**Students should be cautious of choosing this course if:**

- You cannot read music.
- You cannot play a musical instrument or sing.
- You haven't had any instrument or singing lessons during your time at either primary or secondary school, or at home.
- You only enjoy listening to certain styles or genres of music.
- You feel uncomfortable performing in front of other people.
- You find it difficult working with others as part of a group.
- You find it difficult working on projects independently and at your own pace and speed.
- You find it difficult to meet deadlines.

**Frequently Asked Questions (FAQ):**

- **Can I take GCSE Music if I can't read music?** Technically the answer to this question is yes, but a basic understanding of how to read and write music is essential for success in the subject and students without this important skill find the subject *extremely* difficult.
- **Can I take GCSE Music if I can't play an instrument or sing?** Unfortunately no. There is no way that students can access the course or succeed unless they are proficient in a musical instrument or voice.
- **Do I need my own instrument?** Having your own instrument can be useful, but there are options to borrow one from School or through Bury Music Service instead if needed.
- **Can I arrange to have instrument or singing lessons?** Yes, it is possible to arrange this through school. Please contact the Music Department for further information.
- **How much do instrument/singing lessons cost?** Lessons are charged differently depending on whether you have them through Bury Music Service or through one of our Private Tutors. Please contact the Music Department for more detailed information on pricing.
- **Can I continue my instrument or singing lessons at a different music centre outside of Bury?** Yes, this is absolutely possible and we have a number of students who currently do this through other centres such as Rochdale.





**STRENGTH  
SERVICE  
SUCCESS**

# PHOTOGRAPHY

**CURRICULUM LEADER:** Mrs Kay

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** AQA

**YOU CAN NOT CHOOSE THIS COURSE ALONGSIDE ART OR 3D DESIGN**

**If students choose this subject, they will study:**

One or more area of photography such as portraiture, studio photography, experimental and location photography to explore the following themes:

- Identity
- Contrasts
- Structures

**If students choose this subject, they will develop:**

**Knowledge and understanding:**

- Discover the way sources inspire the development of ideas; historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements
- Investigate how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.
- Explore the ways in which meanings, ideas and intentions can be communicated; figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation
- Explore visual and tactile elements such as; colour, line form, tone, texture, shape, pattern, composition, scale, sequence, surface, contrast, etc.

**Skills:**

**Use photographic techniques and processes, appropriate to students' personal intentions:**

- Lighting
- Viewpoint
- Aperture
- depth of field
- shutter speed and movement
- digital processes

**Use media and materials, as appropriate to students' personal intentions, for example:**

- photographic papers
- digital media, programs and related technologies
- graphic media for purposes such as storyboarding, planning and constructing shoots
- hand manipulation of photographs; collage, stitching/drawing into, textile transfer

**This course is assessed in the following way:**

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

#### **Achievement in this subject looks like:**

- Component 1-Coursework: Art portfolio - 60%
- Component 2-Exam: Externally set assignment – 40%

#### **This course builds on students' KS3 knowledge and skills:**

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- to learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

#### **This course prepares students for the following KS5 opportunities:**

- A Level Art, Craft and Design
- A Level Photography
- A Level Textiles
- UAL Level 1 Diploma - Art, Design & Media
- UAL Level 2 Diploma - Art & Design
- UAL Level 3 Diploma - Art, Design & Communication

#### **This course is linked to the following career prospects:**

- Web design
- Advertising
- Animation
- Film/video editor
- Graphic designer
- Magazine features editor
- Photographer (wedding, portrait, medical, forensic, press)
- Television camera operator

#### **Students should choose this course if:**

- You enjoy the benefits of being creative which can create a sense of well-being
- You appreciate the value of art and the way it expresses emotions, individual ideas, important historical events, diverse traditions and beliefs
- You like to express yourself and a sense of your individual identity, interests, beliefs and ideas about the world around you
- You are fascinated by the power of imagery and technology which brings people and experiences to life, such as viewing imagery from space through NASA technology
- “ Photography is the only language that can be understood anywhere in the world” Bruno Barbey

#### **Students should be cautious of choosing this course if:**

- You don't enjoy engaging with artwork to interpret and analyse meanings.
- You have one preferred way of creating artwork and like to create one-off pieces.
- You don't enjoy using technology to investigate and communicate ideas.
- You have limited time to devote to developing your work outside of school.

#### **Frequently Asked Questions (FAQ):**

##### ***Do I need to buy an expensive camera?***

*No, we will use digital cameras for class activities. You can also use your mobile phone.*





# Psychology

**CURRICULUM LEADER:** Mrs Hindley

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** AQA

**If students choose this subject, they will study:**

- Cognition and behaviour:
  - Memory
  - Perception
  - Development
  - Research methods
- Social context and behaviour:
  - Social influence
  - Language, thought and communication
  - Brain and neuropsychology
  - Psychological problems

**If students choose this subject, they will develop skills in:**

- Understanding how the mind works
- Understanding why people behave the way they do
- Analysing and organising information
- Scientific research methods
- Collecting and working with data
- Communication
- Leadership
- Evaluation
- Critical thinking
- Extended writing
- Debate and discussion
- Mathematics

**This course is assessed in the following way:**

Two written examinations completed at the end of Year 11:

- Paper 1: Cognition and behaviour (1 hour 45 minutes, 100 marks, 50% of GCSE)
- Paper 2: Social context and behaviour (1 hour 45 minutes, 100 marks, 50% of GCSE)

Each exam is divided into four sections – one for each topic. Each of these includes: multiple choice questions; short answer questions; and extended writing. Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed across all topic areas in Paper 1 and Paper 2.

**Achievement in this subject looks like:**

- The GCSE qualification will be graded from 9-1, with 9 being the highest grade, based on students' performance across the two examination papers. A grade 4 is a standard pass, and a grade 5 is a strong pass.

**This course builds on students' KS3 knowledge and skills:**

- Acquiring and applying knowledge

- Analysing and organising information
- Scientific research methods
- Critical thinking
- Extended writing
- Debate and discussion
- Mathematics

**This course prepares students for the following KS5 opportunities:**

- A-Level Psychology
- GCSE Psychology would also be useful for A-Levels in Sociology; Criminology and Law.
- BTEC Social Sciences

**This course is linked to the following career prospects:**

Clinical psychologist	Careers Adviser	Emergency services
Counselling psychologist	Counsellor	Uniformed services
Educational psychologist	Psychotherapist	Teacher
Forensic psychologist	Education consultant	Social researcher
Further education teacher	Human resources officer	Lawyer
Health psychologist	Life coach	Nurse
Occupational psychologist	Market researcher	
Sport and exercise psychologist	Neuroscientist	

**Students should choose this course if:**

You have ever considered: “What makes people tick?” “Why do some people behave the way they do?” “Why do different things affect your mood and confidence?”

Studying GCSE Psychology provides knowledge of how the human mind works; an understanding of social behaviour; and an insight into human development. GCSE Psychology will also give you the basis upon which to build deeper knowledge in the form of A-Level or degree level Psychology.

**Students should be cautious of choosing this course if:**

- You do not like writing. Psychology requires you to use many of the skills you use in English.
- You struggle to deal with large amounts of information.
- You do not enjoy applying your maths skills and/or using your knowledge of scientific methods of investigation.

**Frequently Asked Questions (FAQ):**

- **Is there any coursework/non-examined assessment in the Psychology GCSE?** No, the course is completely examination-based.
- **Are there foundation or higher papers?** There are no tiered papers. All pupils sit the same exam paper.



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# Physical Education

**CURRICULUM LEADER:** Miss Maymon

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** AQA

**If students choose this subject, they will study:**

Paper 1	Paper 2
Applied anatomy and physiology	Sports psychology
Movement Analysis	Socio-cultural influences
Physical training	Health, fitness and well-being
Use of data	Use of data

**If students choose this subject, they will develop:**

- The knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and wellbeing.
- The theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

**This course is assessed in the following way:**

- Paper 1 Written exam: 1 hour 15 minutes, 78 marks - 30% of GCSE Grade
- Paper 2 Written exam: 1 hour 15 minutes, 78 marks - 30% of GCSE Grade
- Practical performance: Three physical activities in the role of player/performer: (one in a team activity, one in an individual activity and a third in either a team or in an individual activity) - 30% of GCSE Grade.
- Analysis and evaluation (written) of performance to bring about improvement in one activity - 10% of GCSE Grade

**Achievement in this subject looks like:**

- Strong performance practically including attendance at extra-curricular.
- Commitment with theory due to the difficult content.
- Completion of all tasks including home learning.
- Able to identify own strengths/weaknesses for different sports.

**This course builds on students' KS3 knowledge and skills:**

- You will have already been taught a variety of different activities in your PE lessons. This course will help you to build upon these skills.
- You will develop the analytical skills necessary to look at and improve your own performance. Alongside, applying theory to practical.
- Develop theory knowledge from KS3 Fitness, Cross-Country and Games lessons.

**This course prepares students for the following KS5 opportunities:**

- A Level Physical Education.
- Vocational Sport.

**This course is linked to the following career prospects:**

- Sports Science.
- Sports Psychology.
- PE Teacher.
- Physiotherapist.
- Sports coach or consultant.
- Professional athlete.

**Students should choose this course if:**

- **High** competence in at least **two different sports**.
- Genuine interest in the physiological and psychological elements of sport.
- Ability to relate theoretical study to the practical environment and own performance.

**Students should be cautious of choosing this course if:**

- When students consider selecting GCSE PE as an option, they should be aware that there is considerable emphasis on the theoretical and written work, and they should be prepared to work as hard in this area as in their practical activities.
- Attendance at St. Gabriel's PE extra-curricular is compulsory.
- If they do not compete at club level in at least one sport.



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# SPANISH

**CURRICULUM LEADER:** Mrs Doherty

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** AQA

**If students choose this subject, they will study:**

- Topics set into three themes:
- Theme 1 – People and Lifestyle
- Theme 2- Popular Culture
- Theme 3- Communication and the world around us.

**If students choose this subject, they will develop:**

- Listening, reading, speaking, writing and translation skills alongside cultural references.

**This course is assessed in the following way:**

- **25% Writing-** short translations from English to Spanish and essays
- **25% Reading Assessment** - authentic texts with a variety of comprehension and inference exercises. Short translations from Spanish to English
- **25% Speaking-** this includes a photo card, roleplay and a reading aloud task.
- **25% Listening Assessment-** a variety of listening tasks including a dictation exercise.

**Achievement in this subject looks like:**

- To achieve at grades 5-9 you will working towards being able to: produce and understand extended and spontaneous speech with a wide variety of structures and vocabulary. You will learn to explain opinions convincingly. You can confidently use past, present and future tenses.

**This course builds on students' KS3 knowledge and skills:**

- Throughout KS3, we have been developing skills to lay the foundations for GCSE. By the end of Year 9, you will have studied the three time frames: past, present and future; opinions and justification of opinions; time phrases, connectives and grammatical structures with which are already familiar. You also have an understanding of phonics and sound systems which will enable you to tackle the reading aloud and dictation tasks with confidence.
- GCSE style questions such as photo cards, role-plays, extended written work, dictations and reading aloud tasks will be introduced and seen frequently at KS3.

**This course prepares students for the following KS5 opportunities:**

- A-Level : Spanish, Business Studies, English Language, English Literature
- BTEC: Travel and Tourism, Business, Media and Film

**This course is linked to the following career prospects:**

- Jobs such as: interpreter/translator, teacher, MOD, hospitality, political risk analyst, tour manager, hotel manager, air traffic control communicator, TEFL teacher, social media manager
- Areas like: marketing and PR, diplomatic service, broadcasting and journalism, publishing, logistics and management, international aid and law.

### **Students should choose this course if:**

- Primarily if you have enjoyed the learning in KS3 and have interests in learning about other cultures and the possibility of travel whether for work or pleasure.
- If you like, the challenge of communicating in another language, building your confidence and acquiring a life skill that will enrich your future prospects and travel plans.

### **Students should be cautious of choosing this course if:**

- You are not committed to home learning to continually build up and revisit vocabulary.
- You are reluctant to work with others. This is required to develop your conversational skills.
- 50% of this course is writing/reading so you must be able to master grammar structures.

### **Frequently Asked Questions (FAQ):**

- **Do you have to speak aloud in front of each other?** Yes, you do, however there are strict rules that we all support each other's learning in the classroom.
- **Are there any trips?** Yes, we have a yearly trip to HOME cinema where we watch a film in Spanish based on topics that you are studying. Afterwards, there is a discussion with a lecturer from Manchester Metropolitan university to practise your language skills. We have previously organised trips to Seville and Valencia and hope to organise more trips abroad soon!



# Sports Studies

**CURRICULUM LEADER:** Miss Maymon

**QUALIFICATION OBTAINED:** Technical Level 1 or Level 2

**EXAMINATION BOARD:** OCR

**If students choose this subject, they will study:**

- R184: Contemporary issues in sport
- R185: Performance and leadership in sports activities
- R186: Sport and the media or R187: Increasing awareness of Outdoor and Adventurous activities

**If students choose this subject, they will develop:**

- The different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis.
- Performing under pressure and formulating written findings from practical investigation are all transferable skills which can be learned and assessed this qualification and utilised in many other educational and employment settings.
- Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance.
- They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media.
- Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

**This course is assessed in the following way:**

- It consists of 1 exam worth 40%, with 2 other units, explained below; which are assessed internally (40% and 20%)
- Pupils need to be practically assessed in two sports as a performer (either individual/team sport)
- R184 - Exam based, R185 - Practical sports x2, written report, planning and practical leadership, designing and evaluating sports sessions. R186 – Written assignment, or R187 – written assignment, planning for and taking part in outdoor activities.
- Four performance objectives which are assessed by the means above for recall, application, analysis and evaluation.

**Achievement in this subject looks like:**

- Strong performance practically including attendance at extra-curricular in both as a performer and as a leader. Commitment with theory due to the written content. Completion of all tasks including home learning.

**This course builds on students' KS3 knowledge and skills:**

- You will have already been taught a variety of different activities in your PE lessons. This course will help you to build upon these skills. You will develop the skills necessary to look at and improve your own performance.
- To extend on leadership ability and confidence.
- Develop theory knowledge from KS3 Fitness, Cross-Country and Games lessons.

**This course prepares students for the following KS5 opportunities:**

- Vocational Sport Level 2/3.
- Apprenticeship. E.g. Exercise, Physical activity, Sport and Health sector (Level 2 and 3).

**This course is linked to the following career prospects:**

- PE Teacher
- Sports journalist
- Personal trainer
- Armed Forces
- Sports coach or consultant
- Professional athlete

**Students should choose this course if:**

- High competence in at least 1 sport and confident in one other sport.
- Genuine interest in the physiological elements of sport, the media, leadership and outdoor education.
- Enjoy watching and learning about all sports.
- Ability to relate theoretical study to the practical environment.

**Students should be cautious of choosing this course if:**

- When students consider selecting Vocational Sports Studies as an option, they should be aware that there is considerable emphasis on the practical and written work, and they should be prepared to work as hard in these areas.
- If not interested in learning or watching sport.
- Full PE kit to every lesson and attendance at extra-curricular activities is advised.





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# Triple Science

**CURRICULUM LEADER:** Mrs Vincent

**QUALIFICATION OBTAINED:** 3 separate GCSES in Biology, Chemistry and Physics

**EXAMINATION BOARD:** AQA

## **If students choose this subject, they will study:**

- All three sciences - Biology, Chemistry and Physics. They will have 15 lessons of science fortnightly, taught by 3 different specialist teachers.
- Pupils are taught the same modules as Combined Science, but in greater depth and complexity, as well as extension material in each science: The Biology extension material looks in more detail at the way our bodies are regulated and the way humans interact with the environment. The Chemistry extension material includes greater focus on energy changes in chemical reactions. The Physics extension material includes using light and the natural phenomena of how light behaves along with describing electrical transfer in more detail.
- Examples of Year 10 modules include: Cell Biology, Healthy Lifestyle, Plants and Ecology, Matter and Bonding, Quantitative Chemistry, Organic Chemistry, Energy, Electricity and Particle Model.
- Examples of Year 11 modules include: Inheritance, Variation and Evolution, Homeostasis, Chemical Analysis and the Earth's Atmosphere, Resources, Forces and Waves, Magnetism and Space Physics.

## **If students choose this subject, they will develop:**

- Their knowledge and understanding in a range of modules, including those listed above.
- Their mathematical skills through completing calculations, producing and analysing graphs, balancing equations, rounding, ratios and percentages. Approximately 20% of each Triple Science paper examines mathematical skills.
- Their literacy skills through learning and using technical, scientific vocabulary.
- Their practical skills. GCSE Combined Science contains 28 required practical activities that are completed during the course. 10 Biology practicals, 8 Chemistry practicals and 10 Physics practicals will be examined. There are 7 more required practicals in Triple Science than in GCSE combined Science. At least 15% of the total marks will be for questions that test your understanding of the practical activities and practical skills; for example, you might be asked to comment on the design of an experiment, make predictions or interpret results.
- Working scientifically skills will be assessed. This is all about how science is applied in the outside world by real scientists.

## **This course is assessed in the following way:**

- For GCSE Triple Science, students will sit 6 examination papers at the end of your course: 2 Biology papers, 2 chemistry papers and 2 physics papers. Each examination is 1 hour and 45 minutes long and each is worth 100 marks.
- There are higher and foundation tiers in science. In higher, pupils could achieve a grade between 9-4 and in foundation pupils could achieve a grade between 5-1. The tier that pupils are entered into is determined by their attainment throughout Year 10.
- In each examination, students are expected to answer a mixture of multiple choice questions, structured questions, questions that have short, closed answers as well as open response questions.

## **Achievement in this subject looks like:**

- Students receive 3 GCSEs: 1 in Biology, 1 in Chemistry and 1 in Physics.
- The scores for 2 papers in each science are combined together to award the overall grade.

**This course builds on students' KS3 knowledge and skills:**

Many of the key concepts started in KS3 Science are developed in KS4. Here are some examples:

- At KS3 we look at cells and develop our basic microscope skills. In KS4 we focus on microscopy calculations and Eukaryotic and Prokaryotic cells.
  - At KS3 we look at properties of groups in the periodic table. At KS4 we link the properties to the electron configuration and reactivity of elements.
- At KS3 we study the basic principles of electromagnetism. At KS4 we apply our knowledge of electromagnetism to the motor effect and modern technology.

**This course prepares students for the following KS5 opportunities:**

The following courses require separate sciences as an entry requirement:

- Engineering Level 3 (Bury College) – Grade 6 in Physics.
- Applied Science Level 3 (Bury College).

The following courses also require strong passes in at least 2 separate science subjects:

- A Level Biology (Holy Cross College / Bury College) – Grade 6 required.
- A Level Chemistry (Holy Cross College / Bury College) – Grade 6 required.
- A Level Physics (Holy Cross College / Bury College) – Grade 6 required.
- A Level Environmental Science (Bury College) – Grade 6 required.
- Sport Level 3 (Bury College) – Grade 5 required.
- A Level Geology (Holy Cross College) – Grade 4 required.
- A Level Psychology (Holy Cross College) – Grade 4 required.
- BTEC Applied Science Level 2 and Level 3 (Holy Cross College) – Grade 3 required.

**This course is linked to the following career prospects:**

- The combination of theoretical, analytical, mathematical and English skills that are possessed by students of Science are a key factor in making Scientists such highly sought after students in the employment market, enabling students to transcend science alone and translate into the complex and varied job market.
- Triple Science has been championed by the government and industry for the way it prepares students for the world of STEM employment.

**Students should choose this course if:**

- You want to pursue science at A Level and beyond. Although not a requirement, by taking sciences separately at GCSE, you will encounter more content that will support the transition to A Levels in the sciences. This rigorous and demanding trio of GCSE subjects will enable students to demonstrate their academic ability and mastery of scientific concepts, as well as developing fundamental skills in writing, mathematics, problem-solving and practical activities.
- Students who wish to follow careers in Medicine, Engineering, Conservation and Ecology, Marine Studies and Chemical Engineering or similar professions should consider selecting this option should their prior attainment indicate they will cope with the demand of this challenging course.

**Students should be cautious of choosing this course:**

- Nationally the Triple Science programme is regarded as being a very demanding course, which comprises the Combined Science content along with extension content.
- Students who choose Triple Science should have demonstrated high attainment throughout KS3.
- Students who select this course as an option will need to be prepared for a significant part of their timetable to be filled by science subjects (28% of all lessons, 7 per week) and as such they should display both a strong aptitude and passion for the subject.
- Suitability for this course can be discussed with your child's science teachers or Mrs Vincent.

**Frequently Asked Questions (FAQ):**

*'Can you just study one or two sciences?'* **No. There is no opportunity to drop a science. All students will study every science throughout Year 10 and 11.**

*'Can I do foundation in one science and higher in the others?'* **Yes. They are classed as 3 separate GCSEs and therefore pupils can be entered differently for each subject**



# 3D Design

**SUBJECT TEACHER:** Mr Healey

**QUALIFICATION OBTAINED:** GCSE

**EXAMINATION BOARD:** AQA

**YOU CAN NOT CHOOSE THIS COURSE ALONGSIDE PHOTOGRAPHY OR ART**

Three-dimensional design is defined as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills. **If students choose this subject, they will study the following themes:**

- Architectural design
- Jewellery and body adornment
- Product design (lighting and shadows)

**If students choose this subject, they will develop:**

Knowledge and Understanding:

- Discover the way sources inspire the development of ideas; individual, social, historical, environmental, cultural, ethical and/or issues-based contexts.
- how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission
- Explore how meanings and ideas can be communicated in different ways; figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imagination interpretation.
- Explore visual and tactile elements, such as; colour, line form, tone, texture, shape, proportion, decoration, scale, structure, shape, pattern, etc.

Skills: Within the context of three-dimensional design, students must demonstrate the ability to:

- use three-dimensional techniques and processes, appropriate to students' personal intentions, for example:
  - model making
  - constructing
  - surface treatment
  - assembling
- use media and materials, as appropriate to students' personal intentions, for example:
  - drawing materials
  - wood
  - metal
  - plastic
  - found materials

**This course is assessed in the following way:**

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Achievement in this subject looks like:** GCSE Grades 9-1.

- Component 1 - Coursework: Portfolio - 60%
- Component 2 - Examination: Externally set assignment – 40% (NB: Not a theoretical examination)

**This course builds on students' KS3 knowledge and skills:**

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas .
- to use a range of techniques and media, including model making and other practical based skills including Computer Aided Design and Computer Aided Manufacture.
- to increase their proficiency in the handling of different materials.
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
- to learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

**This course prepares students for the following KS5 opportunities:**

- A Levels: Art, Craft and Design; Photography; Design and Technology
- T Level Planning, Design and Surveying
- UAL Level 1 Diploma - Art, Design & Media
- UAL Level 2 Diploma - Art & Design
- UAL Level 3 Diploma - Art, Design & Communication

**This course is linked to the following career prospects:**

- Architecture
- Product design
- Jewellery design
- Interior design
- Environmental/landscape/garden design
- Prototyping

**Students should choose this course if:**

- You have a love of experimenting with materials and ideas.
- You enjoy a hands on approach and enjoy model making and developing practical techniques.
- You enjoy the benefits of artistic creation which can encourage a sense of well-being.

**Students should be cautious of choosing this course if:**

- Practical skills, drawing and the problem-solving process involved is something you find challenging.
- You don't enjoy engaging with existing artists and designers to interpret and analyse meanings.
- You have limited time to devote to developing your work outside of school.

**Frequently Asked Questions (FAQ):**

**Will the course involve drawing?** Yes. There is an element of the course which requires idea generation and sketch work is one method which will be used.

**Will any design work be completed on computer?** Yes. Computer Aided Design will be used as a means of generating design solutions.

**What type of practical work will be involved?** This will be a range of craft based activities involving craft knives to using tools and machines in a workshop environment.



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# Hospitality & Catering

**CURRICULUM LEADER:** Mrs Bennett

**QUALIFICATION OBTAINED:** Technical Level 1 or Level 2

**EXAMINATION BOARD:** WJEC

This course is equivalent to GCSE and well received at colleges and university. The course highlights what it takes to work in a top hotel or restaurant, allows you to discover new flavours in the kitchen that inspire you and supports with developing the skills you need to work front of house.

This award is designed to offer learners an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

**If students choose this subject, they will study:**

This qualification is made up of 2 units,

Unit 1: The Hospitality and Catering industry You will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and Catering in action

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

**If students choose this subject, they will develop:**

A range of skills including:

- |                          |                            |
|--------------------------|----------------------------|
| • Communication          | • Research                 |
| • Confidence             | • Self-discipline          |
| • Learning independently | • Stamina                  |
| • Organisation           | • Taking on responsibility |
| • Problem solving        | • Time management          |

**This course is assessed in the following way:**

- You will be assessed through a written examination and an assignment. Unit 1 will be assessed through an examination of 80 marks lasting 1 hour 20 minutes, which is worth 40% of your qualification.
- In Unit 2 you will complete a controlled assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours. An assignment brief will be provided by WJEC which will include a scenario and set tasks.

**Assessment objectives**

- AO1 Demonstrate knowledge and understanding from across the specification.
- AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
- AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions

**Achievement in this subject looks like:**

- Level 1 – Pass, Merit, Distinction or Level 2 – Pass, Merit, Distinction, Distinction\*

**This course builds on students' KS3 knowledge and skills:**

- Understand and apply the principles of nutrition and health.
- Analyse existing products and use research to develop success criteria.
- Evaluate ideas and products against sensory properties and consider the views of others to improve their work.

**This course prepares students for the following KS5 opportunities:**

No A Level Food exists. Food related courses at university require Science A levels.

**BTEC Qualifications:**

**Bury College**

- L1: Intro to Professional cookery
- L2: Culinary skills
- L2: Professional cookery
- L3: Advanced Professional Cookery
- L3: Professional Patisserie and Confectionary

**Bolton College**

- L1&2: Food Preparation and service
- L2: Professional Chef Programme
- L3: Event management and Hospitality

**Hopwood Hall**

- L2: Diploma in Food and Beverage
- L2: Professional Cookery
- L3: Advanced technical diploma in Patisserie and Confectionary. Professional Cookery
- L3: Food Safety in Catering

**Apprenticeships**

**Bury College**

- L2: Commis Chef. Production Chef

**Bolton**

- All BTECs also offered as Apprenticeships

**Hopwood**

- L2: Hospitality Team Member
- L2: Commis Chef and Production Chef
- L3: Hospitality Supervisor
- L3: Senior Production Chef

**This course is linked to the following career prospects:**

- Chef de partie
- Commis chef
- Concierge
- Executive chef
- Front of house manager
- Head waiter
- Housekeeper
- Maître d'hôte
- Pastry chef
- Receptionist
- Sommelier
- Sous chef

**Students should choose this course if:**

- You are organised and enjoy experimenting with food. It is more important for pupils choosing the course to enjoy a large variety of foods than have a natural flair for cooking; We will teach you how to cook!
- The course is taught in a "hands on" practical way; consequently, the weekly purchase of ingredients is essential. It is estimated to cost £2.50-£6.00 per week. Time will also need to be allocated to visiting the supermarket. If cost is a concern please ensure you have a confidential discussion with Mrs Bennett prior to selecting Hospitality & Catering as an option choice.

**Students should be cautious of choosing this course if:**

- You are not interested in learning more about nutrition, how ingredients work or the hospitality & catering sector.
- Practical skills and the problem-solving process involved is something you find challenging.
- You don't enjoy exploring a range of cuisines and ingredients.
- You have limited time to devote to developing your work outside of school.

**Frequently Asked Questions (FAQ):**

**Will I have to bring ingredients in?** Yes. There will be at least 1 hour every week that is practical.

**Do I have to cook/eat certain foods?** There will be both meat and fish cookery, all dietary needs can be catered for but you must be open to exploring a range of ingredients.





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## KS4 OPTIONS SUBMISSION FORM

Please use this form (paper copy) and submit it **on Tuesday 10<sup>th</sup> February at the Y9 Options Choice Evening, or if you are unable to attend the Options Choice Evening please pass on Options Forms (paper copy) to Form Teachers by Friday 13<sup>th</sup> February.** Before choosing your subject preferences, read the KS4 Curriculum Information Booklet, speak to your parents/carers and ask your teachers for further advice.

**Please print your full name and form in the spaces below.**

**Full name:** \_\_\_\_\_ **Form:** \_\_\_\_\_

**Intended Profession:** \_\_\_\_\_

(eg. Doctor/Engineer)

**Intended Post 16 Education:** \_\_\_\_\_

(eg. Holy Cross/Bury College/Apprenticeship)

**In addition to the compulsory, core curriculum...**

- |                            |                                     |
|----------------------------|-------------------------------------|
| • GCSE Religious Studies   | • GCSE Mathematics                  |
| • GCSE English Literature  | • GCSE Science                      |
| • GCSE English Language    | • Physical Education (non-examined) |
| • PSHCE/RSE (non-examined) |                                     |

**...all students must opt for a further three subjects. This must include either a humanity subject (History/Geography)**

**SCIENCE: Please select your Science pathway:**

- ☐ Combined Science
- ☐ Triple (Separate) Science – **This counts for one of your choices instead of an option from Block C.**

**PLEASE SELECT YOUR OPTIONS BY TICKING THE BOXES NEXT TO YOUR CHOICES:**

<b>BLOCK A: Please choose ONE option from Block A:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> GCSE History</li><li><input type="checkbox"/> GCSE Geography</li><li><input type="checkbox"/> GCSE Spanish</li><li><input type="checkbox"/> GCSE French</li><li><input type="checkbox"/> GCSE Psychology</li><li><input type="checkbox"/> GCSE Computer Science</li><li><input type="checkbox"/> GCSE Physical Education</li><li><input type="checkbox"/> Vocational Physical Education</li></ul>	<b>BLOCK B: Please choose ONE option from Block B:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> GCSE History</li><li><input type="checkbox"/> GCSE Geography</li><li><input type="checkbox"/> GCSE Art</li><li><input type="checkbox"/> GCSE Photography</li><li><input type="checkbox"/> GCSE 3D Design</li><li><input type="checkbox"/> GCSE Physical Education</li><li><input type="checkbox"/> Vocational Physical Education</li><li><input type="checkbox"/> BTEC DIT</li></ul>		
<b>BLOCK C: Please choose ONE option from Block C (Do not select an option from Block C if you have opted for Triple Science):</b> <ul style="list-style-type: none"><li><input type="checkbox"/> GCSE History</li><li><input type="checkbox"/> GCSE Geography</li><li><input type="checkbox"/> GCSE Drama</li><li><input type="checkbox"/> GCSE Music</li><li><input type="checkbox"/> GCSE French</li><li><input type="checkbox"/> GCSE 3D Design</li><li><input type="checkbox"/> Vocational Hospitality and Catering</li></ul>	<b>RESERVE: The subjects listed are available as reserve choices should we not be able to accommodate your first choice requests:</b> <table border="1"><tbody><tr><td><ul style="list-style-type: none"><li><input type="checkbox"/> GCSE Art</li><li><input type="checkbox"/> GCSE 3D Design</li><li><input type="checkbox"/> GCSE Photography</li><li><input type="checkbox"/> GCSE History</li><li><input type="checkbox"/> GCSE Geography</li><li><input type="checkbox"/> GCSE Drama</li><li><input type="checkbox"/> GCSE Music</li><li><input type="checkbox"/> GCSE Psychology</li></ul></td><td><ul style="list-style-type: none"><li><input type="checkbox"/> GCSE Spanish</li><li><input type="checkbox"/> GCSE French</li><li><input type="checkbox"/> GCSE Physical Education</li><li><input type="checkbox"/> Vocational Physical Education</li><li><input type="checkbox"/> BTEC DIT</li><li><input type="checkbox"/> Vocational Hospitality and Catering</li></ul></td></tr></tbody></table>	<ul style="list-style-type: none"><li><input type="checkbox"/> GCSE Art</li><li><input type="checkbox"/> GCSE 3D Design</li><li><input type="checkbox"/> GCSE Photography</li><li><input type="checkbox"/> GCSE History</li><li><input type="checkbox"/> GCSE Geography</li><li><input type="checkbox"/> GCSE Drama</li><li><input type="checkbox"/> GCSE Music</li><li><input type="checkbox"/> GCSE Psychology</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> GCSE Spanish</li><li><input type="checkbox"/> GCSE French</li><li><input type="checkbox"/> GCSE Physical Education</li><li><input type="checkbox"/> Vocational Physical Education</li><li><input type="checkbox"/> BTEC DIT</li><li><input type="checkbox"/> Vocational Hospitality and Catering</li></ul>
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I confirm that I have discussed the option choices with my child.

Parent/carers signature: \_\_\_\_\_

Student signature: \_\_\_\_\_