PROGREDIAMUR

OPTIONS GUIDE

Prepare

Achieve

Care

Enjoy

THE WHITBY HIGH SCHOOL

Kindness
Respect
Commitment
Inclusivity

Ofsted Good School 2022

OPTIONS GUIDE

2024

Contents found within are accurate as of January 2024. Some course details may be subject to change.

Prepare
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CONTENTS

DEPARTMENTS

THE PROCESS

A MESSAGE FROM THE HEADTEACHER

The Year 9 Options process is the first time in most student's school careers when they are faced with significant choices to make. The choices that they make will not only affect what they study for the next two years but also open doors to employment and further study.

At The Whitby High School we are committed to every student achieving their potential and it is therefore vital that they make informed and sensible option choices. Every child is unique, so at The Whitby High School we offer a Curriculum that is personalised to meet the needs of all our young people. Being a large school we are able to offer an exceptional range of subject choices across four Learning Pathways. Students will be advised as to which Pathway will be most suitable for them to follow so that they can truly achieve their potential.

Please take some time to look through this option booklet to enable you to gain an appreciation of the subjects on offer. I look forward to welcoming you to the forthcoming Year 9 Options Evening where you will be able to gain more information about courses and the options process.

Mr E. Barford
Headteacher

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A ‘Pathway’ is a route through the curriculum. At The Whitby High School, we have four pathways aimed at four different types of learners. Students will receive a different Options Preference Form depending upon the pathway that they will follow.
All Students will follow a Core Curriculum consisting of English, English Literature, Mathematics, Physical Education, Personal and Social Education/Citizenship, Religious Education and Science.
In addition to the Core Curriculum, students will make choices from a wide range of optional subjects. One choice must be made from each option block.

PATHWAY P

This Pathway is for students who aim to progress to Advanced Level study followed by Higher Education and/or employment with training. These students will study the core curriculum plus Separate Sciences (Biology, Chemistry and Physics) for the most able students. Studying Separate Sciences will place learners in a strong position to progress into Advanced Level study in the sciences, and for those who wish, graduate studies in science including Medicine, Dentistry, Veterinary Science. Students will also choose from a range of optional subjects and all students will be eligible for the English Baccalaureate (EBacc). The English Baccalaureate is a composite qualification consisting of GCSEs in English Language, Mathematics, Science, History or Geography and a Modern Foreign Language, all at Grade 4 or above.

PATHWAY A

Pathway A is for students who aim to progress to Advanced Level study followed by Higher Education and/or employment with training. These students will study the core curriculum including Combined Science, equivalent to two GCSE’s. Students will follow the core curriculum plus four optional subjects, one of which must be either History or Geography or a Modern Foreign Language. Students will be eligible for the EBacc if they choose to study a Humanities subject and a Modern Foreign Language.

PATHWAY C

This Pathway is designed for a small number of students who are motivated by a vocational and practical curriculum. This pathway will have an enhanced focus on achieving their potential in English and Maths GCSE. Student will choose three options alongside some extra time allocated to get their English and Maths. This Pathway prepares students for Further Education College, Modern Apprenticeships and Employment with training.

PATHWAY E

This pathway offers a bespoke curriculum suitable for a very small number of students. Students will follow the Core Curriculum and an Options Curriculum tailored to meet their specific needs. They will study a range of academic and vocational courses such as GCSE’s and BTECs. Students may take part in an extended work placement or College. This Pathway prepares students for Further Education or employment with training.

ART & DESIGN

GCSE

ABOUT THE COURSE

Students will be introduced to a variety of experiences exploring a range of two and three dimensional media, techniques, and processes. They will explore relevant images, artefacts, and resources relating to a range of art, craft, and design from the past and recent times.

Students will respond through practical and critical activities which demonstrate their understanding of different styles, genres, and traditions. Students will explore drawing for different purposes and needs, and will use sketchbooks to support their work.

Students will produce a portfolio of practical and critical/contextual work.

WHAT WILL YOU STUDY

Fine Art: Drawing, painting, mixed media, printmaking, photography.

Three-Dimensional Design: Ceramics, sculpture, card paper construction, body adornment, environmental art and design.

Assessment:

60% Coursework

40% Externally set task/practical exam

FURTHER OPPORTUNITIES

Art and Design is a good choice at GCSE for a creative person and if you think you might be interested in pursuing a career in the Art and Design industry, early years/primary education, secondary (art) education, architecture, floristry, hairdressing/beauty, computer game design or even running an art gallery.

Students may continue to A Level or other vocational qualifications or apprenticeships. Learners enjoy an inspiring, balanced, and progressive program of learning - building their skills, knowledge and understanding of art, craft, and design. They also build transferable skills such as creative thinking, problem solving, perseverance, and resilience which underpin progression in creative and other industries.

ART & TEXTILES

GCSE

ABOUT THE COURSE

Students will be introduced to a variety of experiences exploring a range of textile techniques and processes.

They will explore relevant images, artefacts and resources relating to a range of textile artists and designers from the past and recent times, which should be integral to the investigating and making process. Responses to these examples must be shown through practical and critical activities which demonstrate the students understanding of different styles, genres and traditions. Students will explore drawing in different formats and will use sketchbooks to support their work.

WHAT YOU WILL STUDY

On this course you will study:

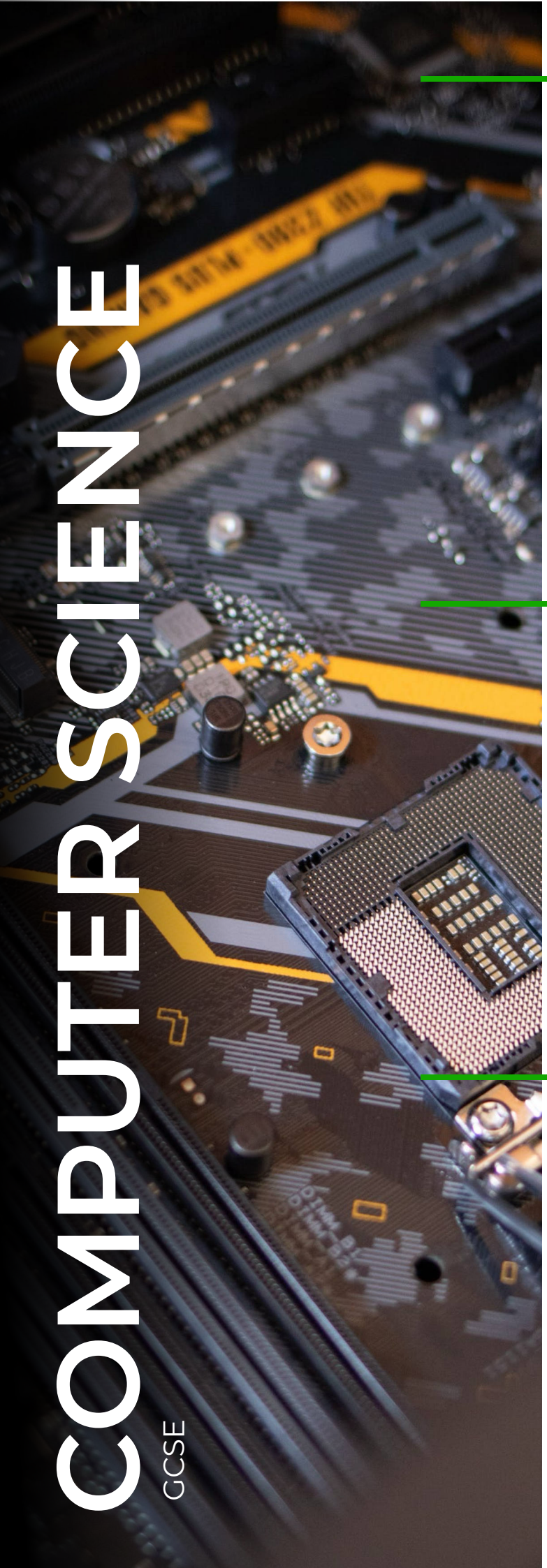
Drawing, textile painting, mixed media, a variety of different textiles processes e.g. felting, appliques, drawing through stitch, silk painting. Art Textiles is a practical course, but it does have a written element and students will have to annotate their drawings, textiles samples and ideas and they will have to analyse the artists with whom they are researching and evaluate their work. Art Textiles is a good choice at GCSE for a creative person and if you think you might be interested in pursuing a career in the textile/fashion industry.

Assessment:

60% Coursework - 40% Externally set task/practical exam

FURTHER OPPORTUNITIES

Students may continue to A Level or other vocational qualifications or apprenticeships. Learners enjoy an inspiring, balanced, and progressive program of learning, while building their skills, knowledge and understanding of textiles and fashion. They also build transferable skills which underpin progression in the creative and other industries.



COMPUTER SCIENCE

GCSE

ABOUT THE COURSE

If you are interested in Computer Science and are interested in how technology continues to change the world we live in, then studying this course may be the course for you. This course will encourage students to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.

Students will learn how to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs, think creatively, indicatively, analytically, logically and critically. Students will examine the components that make up digital systems and how they communicate with one another and with other systems, they will understand the impacts of digital technology to the individual and to wider society and apply mathematical skills relevant to Computer Science.

WHAT YOU WILL STUDY

In undertaking this course, students will study two compulsory components with two exams 50% each.

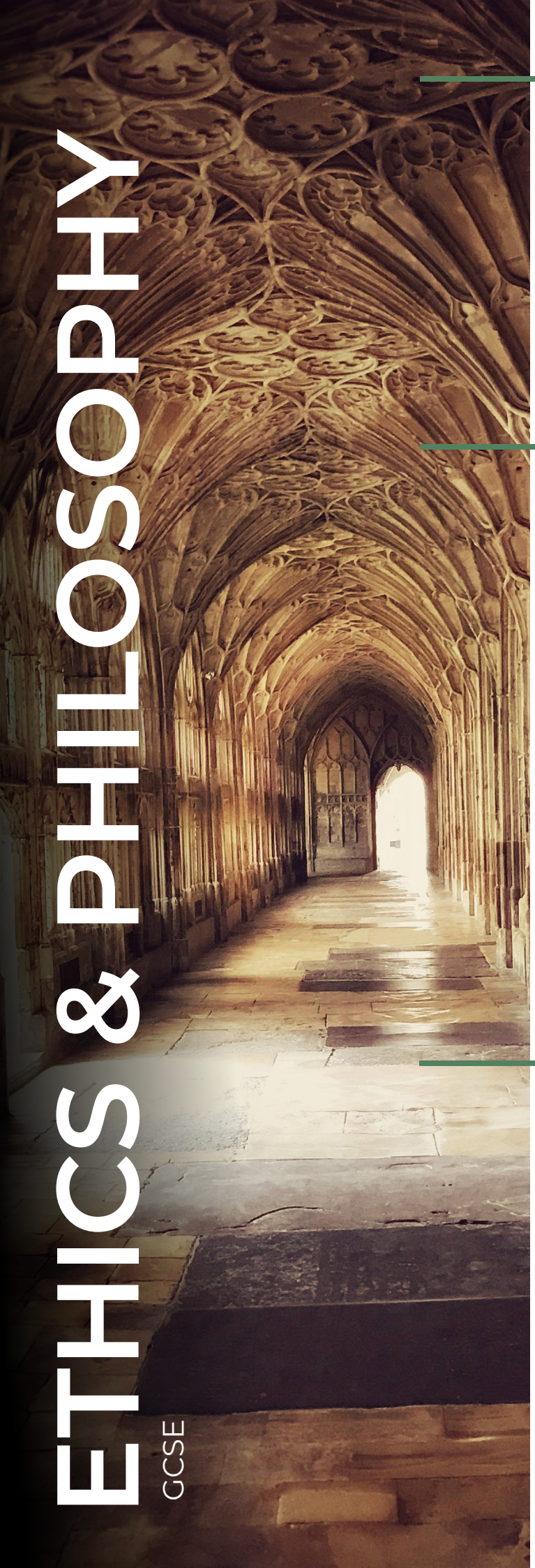
The first component will assess Computer System: systems architecture, memory and storage, computer networks, connection and protocols, networks security, system software, and ethical, legal, cultural and environmental impacts of digital technology. The second component will assess computational thinking, algorithms and programming, including algorithms, programming fundamentals, producing robust programs, Boolean logic, programming languages and integrated development environments.

All students are given the opportunity to undertake a programming task, to solve a problem (or problems), over the two years of study.

FURTHER OPPORTUNITIES

Computer Science is a rapidly evolving sector with roles and careers in industries such as computer engineering, computer science, information systems, information technology and software engineering.

This is an excellent qualification to study if you are planning a career in any of these sectors with many transferable skills that will be learnt on this two-year course. This is an excellent starting point to pursue a career in the Computer Science industry with many exciting opportunities available.



ETHICS & PHILOSOPHY

GCSE

ABOUT THE COURSE

Philosophy means 'love wisdom' and is about asking the big questions in life e.g. Who made the universe? Why do we exist? Is killing always wrong?

The course is much broader than traditional R.E. Although we will be studying Christian and Jewish religious views, we must learn the viewpoints of non-religious groups such as Humanists and atheists.

If you are a naturally curious person and not afraid to ask questions or encounter new ideas, then this subject could be for you.

WHAT YOU WILL STUDY

Some of the topics studied in Ethics and Philosophy themes include:

- Where did the universe come from (Religion vs science)? How should we treat animals and the environment? Is euthanasia or abortion morally wrong?
- What is the purpose of family? Should religions allow same-sex marriage? What are the issues surrounding gender prejudice and discrimination?
- Why does terrorism take place? Does religion cause war? Is there any moral justification for war? Is it possible to be a pacifist in the 21st Century?
- Why are crimes committed? How should criminals be punished? Should capital punishment be allowed? Is it always right to forgive?

At the end of Year 11 there are two exams each, lasting 1 hour 45 minutes. One exam focuses on the above Ethics & Philosophy themes whilst the second focuses on your study of Christianity and Judaism.

FURTHER OPPORTUNITIES

Philosophy and Ethics apply to almost everyone, they relate to most subjects and career paths. Scientists, businesses and medics must consider the ethical implications of their actions. Police, teachers and journalists frequently encounter viewpoints different to their own. In fact, any profession which involves working with people is likely to make use of the skills you develop.

Countless occupations will put your ability to think through problems, consider solutions, and provide an answer to the test.

GEOGRAPHY

A-LEVEL

ABOUT THE COURSE

During the course we will focus on three main areas of Geography:

- Changing Physical and Human Landscapes
- Environmental and Development issues
- Applied Fieldwork Enquiry

WHAT YOU WILL STUDY

Changing Physical and Human Landscapes: This topic includes the study of rivers and coasts, focusing on their land-forms. It also focuses on the contrast between rural and urban geography. We look at how our global cities are changing and adapting to cope with rising populations - did you know Tokyo is home to 38 million people? We also study tectonic and climatic hazards that effect our planet such as volcanoes, tsunamis, earthquakes. This allows us to study the causes, effects and responses to each hazard, and review real life case studies such as the Japan 2011 tsunami.

Environmental and Development Issues: We also cover core topics like climate and climate change, ecosystems, and environments. We study ecosystems such as tropical rain forests and review how human activity is impacting them and how we can respond to threats. In addition, we study economic development and how it is effecting our world. This includes things such as global trade, the 'global shift' in industry, and the impacts trade can have on poorer nations. Finally, we study social development in countries and review why some countries are limited in terms of their development. This includes topics such as HIV/AIDS, Malaria, child labour and water shortages.

Applied Fieldwork Enquiry: Students will attend two field trips and look at the process of enquiry. They do not complete a controlled assessment but will be asked in the exam about various aspects of fieldwork they have studied. They will also have to answer a decision making element which is a valuable skill in employment. Geography is also and EBACC subject.

FURTHER OPPORTUNITIES

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental damage and social structure, Geography is one of the most relevant courses you could choose to study. Geographers are also highly employable!

Whatever your passion for the world, fascination with landscapes or concerns about inequality - Geography will provide you with knowledge and transferable skills that will reward you personally and help you advance professionally.

HEALTH & SOCIAL CARE

BTEC

ABOUT THE COURSE

This course will introduce students to work related learning and provide an overview of this sector.

Students will be encouraged throughout the course to take responsibility for their own learning.

Students will need to:

- Be focused on their work and be able to keep to target deadlines.
- Be prepared to complete guided research at home
- Have a regular attendance at lessons
- Complete their Year 10 work experience in a suitable placement linked to Health and Social Care.

WHAT YOU WILL STUDY

Students will study four units of work during the course.

These cover a range of areas that provide a core of knowledge that ensures that all learners develop to their full potential.

The course consists of two controlled assessments (coursework) and one examination.

The Examination comprises of both short and longer questions and is one hour in length.

The controlled assessment (coursework) is portfolio based and made up of a range of activities including: Making posters, booklets, presentations, case studies, role play and reports. The use of computers to aid work presentation is encouraged.

Students will study:

- Human Life Development - Examination.
- Health & Social Care Values - Portfolio based
- Effective Communication in Health & Social Care - Portfolio based
- Promoting Health & Well being - Portfolio based.

FURTHER OPPORTUNITIES

Learners often find opportunities as nurses, social workers, or community health advocates.

Additionally, pursuing further education in specialised areas such as healthcare management or counselling can lead to leadership roles. The demand for professionals in these sectors continues to grow, offering a promising landscape for career advancement and meaningful contributions to community well-being.

HISTORY

GCSE

ABOUT THE COURSE

A GCSE in History encourages learners to develop their enthusiasm for history and an understanding of its intrinsic value and significance as well as extending their knowledge and understanding of specific historical events, periods, and societies. It enables students to acquire an understanding of different identities, including their own, within a society and an appreciation of social, cultural, religious, and ethnic diversity which builds upon their understanding of the past and the diversity of human experience.

WHAT YOU WILL STUDY

On this course you will study:

The Elizabethan Age (1558 - 1606) Students will consider the major influences on political and social life during the period as well as the issue of religious controversy.

The USA: A Nation of Contrasts (1910 - 1929) Students will consider the main problems and challenges facing American society during the period, the major economic problems, and the development of American culture and society. Students should develop an awareness of how aspects of life in the USA in this period have been represented and interpreted.

The Development of Germany (1919 - 1991) Students will be required to consider the developments, events, and personalities which have shaped the recent history of Germany. Students will be required to examine the major political, social, economic, and cultural perspectives which have affected the lives of the German people over the whole of this period.

Changes in Crime and Punishment in Britain (C.500 to the present day) Students will be required to consider the causes and types of crime, law enforcement, combating and punishment of crime, and changing attitudes towards crime and punishment over time.

FURTHER OPPORTUNITIES

A GCSE in History continues to be highly valued by employers, colleges and sixth forms and is a leading pathway towards successful careers in law, education and many other areas.

HOSPITALITY &CATERING

GCSE

ABOUT THE COURSE

WJEC Level 2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to the hospitality and catering industry. The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. In this qualification, learners will have the opportunity to develop a wide range of food preparation and cooking skills, as well as transferable skills of problem solving, organisation and time management, planning, and communication.

The qualification has been designed to develop learners' knowledge and understanding related to food products, ingredients, and catering equipment. Also looking at a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

WHAT YOU WILL STUDY

Students will be cooking in lessons at least once per week. We also have guest chefs and suppliers in to discuss their job roles and responsibilities. We also have close links with Cheshire College South & West and students have the opportunity to work in a catering kitchen at their onsite restaurant, The Academy Restaurant. There is also the opportunity to learn outside of the classroom including visits to The BBC Good Food Show and local farms.

Students are assesses through two units.

The Hospitality and Catering Industry: This unit is assessed through a written exam. This exam can be attempted twice, once at the end of the Year 10 and again at the end of Year 11 and is worth 50% of the overall grade.

Hospitality and Catering in Action: This unit is a controlled assessment including a practical cooking exam to be taken within an assessment week. Students will be expected to produce a two course meal, with accompaniment to suit a given brief. This is also worth 50% of the overall grade.

FURTHER OPPORTUNITIES

Students have gone on to study Food and Nutrition at Sixth Form.

INFORMATION TECHNOLOGY

GCSE

ABOUT THE COURSE

With an ongoing digital skills shortage across the UK, the WJEC Level 2 Award in ICT is not only a compelling choice for students wishing to pursue digital technology as a potential career, but it is also a very attractive course for students wishing to equip themselves with the essential digital skills that employers and higher education establishments are looking for.

WHAT YOU WILL STUDY

This qualification gives learners the opportunity to develop a wide range of digital skills in a practical learning environment. The course is a mixture of portfolio driven coursework.

The Level 2 award is a vocational qualification and is equivalent to a single GCSE

- **Unit 1 (40%) -** Allows learners to explore the wide range of uses of hardware, application, and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology.
- **Unit 2 (60%) -** Introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings.
- A theoretical exam sat alongside GCSEs in the summer term of Year 11.

FURTHER OPPORTUNITIES

With a shortage of digital skills and an ever-expanding sector, digital technology provides a wealth of opportunity for students at all levels.

Regardless of whether or not a student wishes to pursue a career in digital technology, simply equipping oneself with a wide range of digital skills provides a competitive edge. This course can prepare students for further IT based qualifications and apprenticeships. It can provide a solid foundation for pursuing a career in digital technologies and the plethora of associated roles and avenues in which this can lead.

LANGUAGES

GCSE

ABOUT THE COURSE

Learning to communicate in another language is a skill for life. Most students are able to continue to study a language in Year 10 and 11 and this is always the language they have been studying at Key Stage 3. They follow the Educas GCSE course in French or German and will gain a broad understanding of French and German speaking countries as well as continuing to develop strong linguistic and literacy skills across a range of topic areas. Our aim is to equip our students with an extra skill which will help them to succeed in their future career.

At GCSE, students continue to develop their 4 skills of listening, speaking, reading and writing. Each skill is worth 25% of the final grade and all the examinations for these skills take place at the end of the two year course. Students are assessed during the course so the best tier for them is chosen in the final exam.

Foundation Tier (Grades 1-5) Higher Tier (Grades 3-9)

WHAT YOU WILL STUDY

Students build on the solid foundations covered at Key Stage 3 and learn to understand and respond to native speakers in real life contexts. The four core skills of listening, speaking, reading and writing are practices and developed week by week.

Students become more confident and learn to use their language skills to communicate with increasing detail and complexity. They absorb a wide range of vocabulary and deepen their awareness of grammar and sentence structure, finding different ways to express ideas and opinions, whilst developing their fluency and pronunciation.. They also learn to decode texts, gather and interpret information, draw conclusions and make judgements, as well as practising presentation skills as part of the speaking examination.

Students are fully supported by teachers to achieve their full potential at French/German GCSE via engaging and challenging lessons and revision sessions.

FURTHER OPPORTUNITIES

It is a great advantage to have a qualification in a foreign language and employers see this as a valuable skill in the workplace. By developing your language skills, you can open yourself up to more work opportunities that most professionals cannot apply for. But aside from that, multilingual speakers are also more likely to be hired than monolingual speakers due to their additional communication skills.

There is a wide range of opportunities for people with a good working knowledge of French or German in many sectors including science engineering, tourism, journalism, law, finance and business.

MEDIA STUDIES

BTEC

ABOUT THE COURSE

If you are interested in the creative media industry and enjoy the more creative side of digital technology, such as graphic design, desktop publishing and digital asset creation, the level 2 Creative Media qualification provides a solid foundation for those interested in pursuing digital media in further education, apprenticeships and beyond.

It is also an excellent option for students wishing to maintain a balance between more academic qualifications and creative qualifications.

WHAT YOU WILL STUDY

In undertaking this course, students will study two mandatory units and choose one optional unit.

- The first mandatory unit is exam based. Within this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.
- The second mandatory unit is coursework based. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.
- The optional unit is, again, coursework based. Throughout this unit you will learn about either interactive multimedia-based solutions or animation and audio design.

The level 2 award is a vocational qualification and is the equivalent to a single GCSE.

FURTHER OPPORTUNITIES

Digital content creation is a rapidly evolving sector with roles and careers available in more traditional industries such as TV, radio and film, as well as emerging sectors such as social media, digital marketing and web-based content creation.

This level 2 course is a fantastic entry point to begin equipping students with the fundamental skills, knowledge and application experience to pursue further study in creative media.

MUSIC

GCSE

ABOUT THE COURSE

In the future, creativity is going to one of the most important and in-demand skills at work (World Economic Forum). When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like music, is becoming even more important and relevant to young people to give you the chance to succeed - whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

WHAT YOU WILL STUDY

Your practical skills of composing music and performing will be refined and you will demonstrate creativity, reflection, and resilience, as well as developing confidence and presentation skills.

Studying music will give you opportunities for higher order thinking by considering ideas which go beyond language. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem solving skills.

Through studying music, you will be equipped with the skills to succeed in your next steps.

- **Component 1** Performing (30%) You will perform a minimum of two pieces lasting minutes where one piece will be an ensemble piece. You can use any instrument or voice, or choose a technology option.
- **Component 2** Composing (30%) You will compose two pieces of music. One is a free composition and one is in response to a brief set by the exam board.
- **Component 3** Appraising (40%) This will be assessed through a listening examination focusing on how the elements of music are used in the following areas of study: musical forms and devices, music for ensemble, film music and popular music. You will also study two set works in detail.

FURTHER OPPORTUNITIES

The possibilities here are endless! Music will enable you to demonstrate many skills which employers and universities are looking for. It can also give you opportunities to travel, meet people and get the most out of life. Music students have a wide range of career options available to them both inside and outside the industry including: performer, composer/song-writer, record producer, manager, music therapist, music journalist/blogger, live sound technician, promoter, concert manager, studio manager, radio presenter, music teacher, instrumental technician.

PERFORMING ARTS

BTEC

ABOUT THE COURSE

The BTEC Tech Award in Performing Arts is assessed with assignments and performance based tasks rather than written exams. There is clear progression onto Level 3 study for students who want to explore performing arts further. The course is made up of three components - two that are internally assessed and one that's externally assessed.

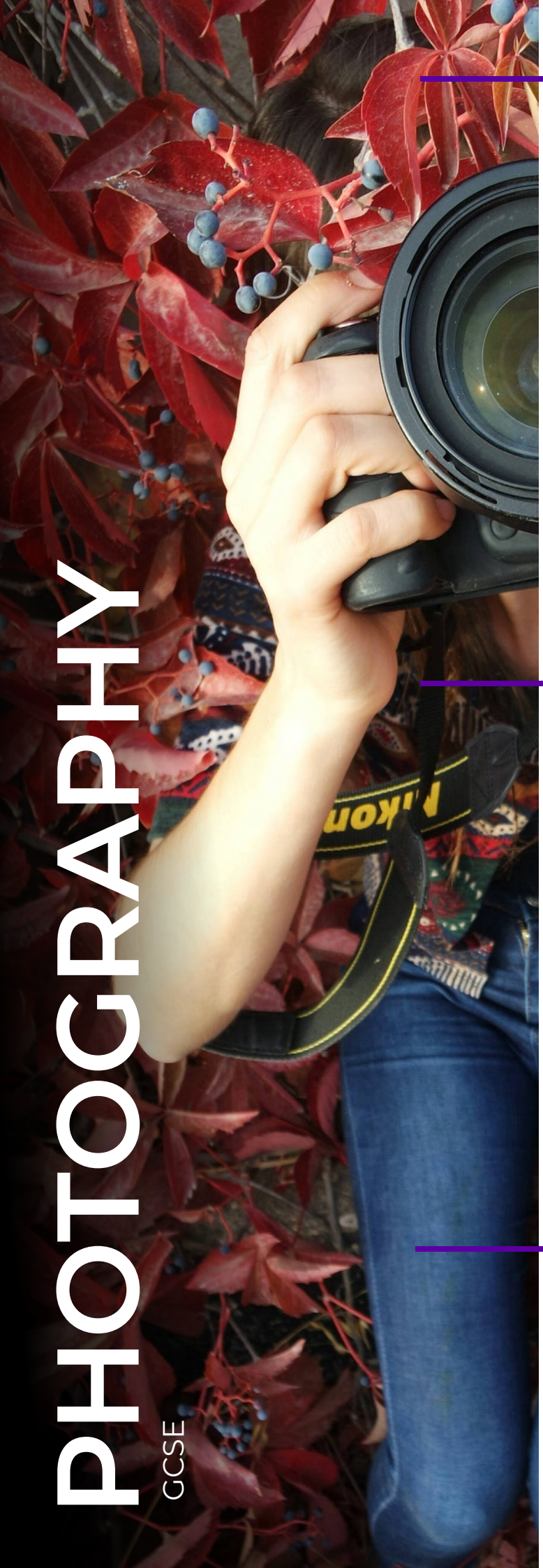
Students explore, develop and apply the skills within performing arts, the structure allows them to build on and embed their knowledge, which should allow them to grow in confidence and then put into practice what they have learned. The assessment structure is designed so that students can build on what they learn, and develop their skills as they move through the course.

WHAT YOU WILL STUDY

- **Exploring the Performing Arts -** These are internally assessed assignments looking at the exploration of the performing arts industry, looking at specific skills and roles associated with putting on a performance, and the theory behind the work. It is worth 30% of the total course.
- **Developing Skills and Techniques in the Performing Arts -** This is also an internally assessed assignment. It involves students developing professional techniques and replicating professional repertoire. It builds on the exploration work from component one and allows the students to develop their theory in a practical way supported by their logbook work. It is 30% of the total course.
- **Performing to a Brief -** This is the exam board's externally assessed task. Each year a new assignment is set by the exam board and students have to apply the knowledge learnt in the course to this task. They create a piece of practical work and create a written log of their progress at specific points. It is worth 40% of the total course

FURTHER OPPORTUNITIES

Studying performing arts opens diverse career paths in acting, dancing, directing, and stage management. Opportunities extend to film, television, and voice acting. Beyond entertainment, skills gained in communication and creativity also benefit fields like education and marketing, making performing arts an enriching and versatile educational choice.



PHOTOGRAPHY

GCSE

ABOUT THE COURSE

This course uses digital cameras and image editing software to produce creative outcomes from photographic images - it is not a pure technical photography course. You will learn how to use digital cameras and you will learn how to use a range of image editing software.

The course links very well with ICT, Media Studies and other Art courses. The course is 100% coursework and it is carried out under controlled conditions. It is made up of two components.

It is important that anyone taking the course is motivated and prepared to work hard in personal time to learn new skills and to take photographs.

The ownership of a camera is not essential as you are allowed to borrow them from school. However, if you have access to cameras you have the advantage of being able to take photographs at any time and not just when there are cameras available for loan. We do incorporate the use of phone cameras as most students have access to them.

WHAT YOU WILL STUDY

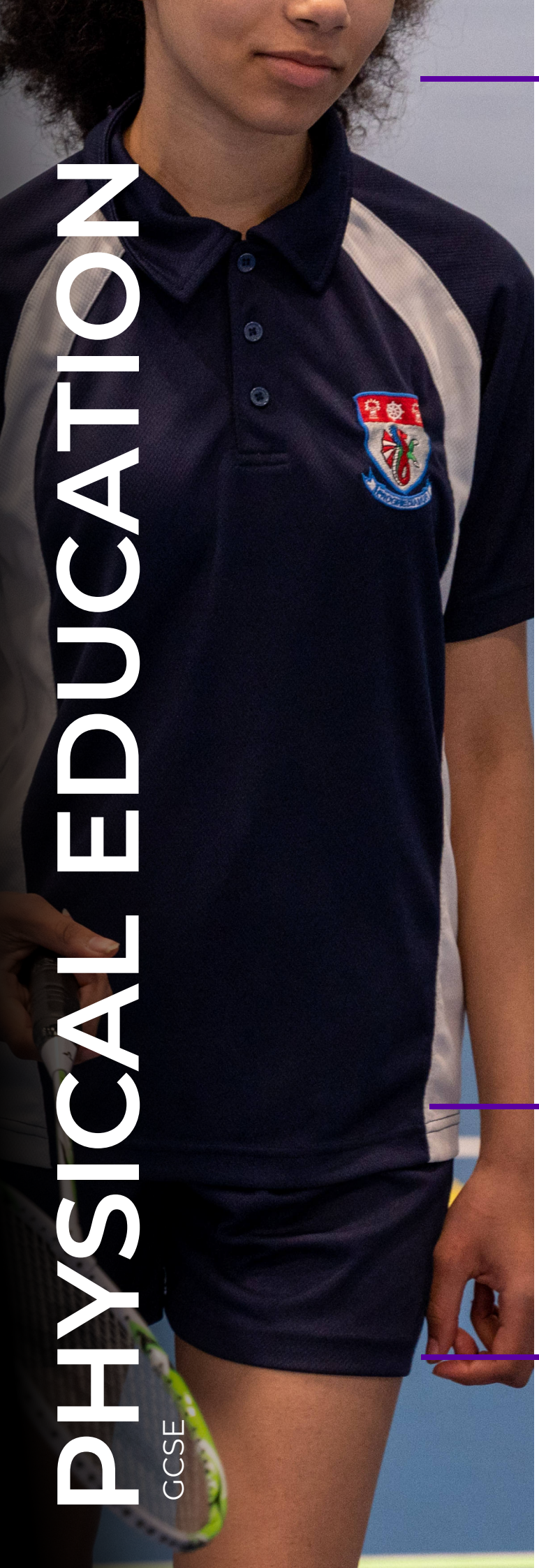
ASSESSMENT

- **A Personal Portfolio -** This requires you to take and refine a collection of photographs based on a theme of your own choice. This assignment will take approximately 45 hours from research to completion and accounts for 60% of the final GCSE mark. It is usually started toward the end of year 10 and runs throughout term 1 of year 11.

- **Exam Board Set Assignment -** Here you have to select one from a number of set themes and produce a photographic response to it. This accounts for the other 40% of the final GCSE mark and is similar in format to the personal portfolio. It has 10 hours of working time under exam conditions to refine and improve the final images. Research, photo shoots and preparation are undertaken in advance of the exam sessions. The Awarding Body (Exam Board) issues this to all students in January of Year 11.

FURTHER OPPORTUNITIES

GCSE-level photography sets the stage for careers in professional photography, media, and creative industries. It also provides a foundation for further education in visual arts and design, catering to the growing demand for skilled visual content creators in today's digital landscape.



PHYSICAL EDUCATION

GCSE

COURSE CONTENT

This GCSE in Physical Education will equip students with the knowledge, understanding, skills, and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing. Whether you are interested in sport, fitness or dance, this is the right course for you. Our tailored pathways allow all students to follow activities in which they are interested and most likely to succeed.

The aims and objectives of this qualification are to enable students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport, and use this knowledge and understanding 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 the contribution that physical activity and sport make to health, fitness and wellbeing
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

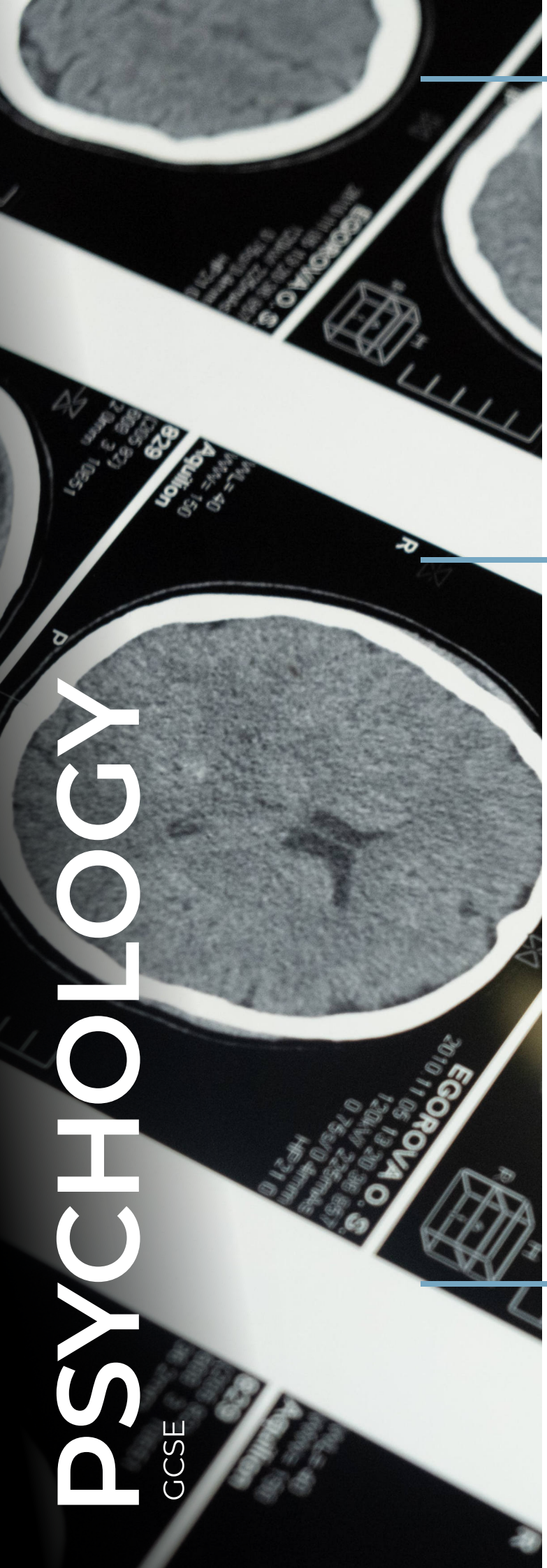
WHAT YOU WILL STUDY

Fitness and Body Systems - Written examination
Health and Performance - Written examination (24%)
Personal Exercise Programme (PEP) - 10%

Practical Performance - Three physical activities from a set list — one team / one individual / one free choice.

FURTHER OPPORTUNITIES

Future career/education opportunities can include: Sports science, PE teacher, Dance instructor or teacher, coach, diet and fitness instructor.



PSYCHOLOGY

GCSE

ABOUT THE COURSE

Psychology is designed to inspire and engage learners by providing a broad, coherent, satisfying and worthwhile course of study which develops an understanding of the ideas and values that characterise 'self' and others. Learners will be equipped with a psychological literacy that enables them to apply their knowledge and skills in their everyday lives, including making informed decisions about further study and career choices.

Psychology is the study of behaviour. Why do people act the way they do? What are the reasons for the choices we make? Why do some people suffer from a mental illness whereas others do not? What is the importance of sleep on our well-being? Why do some people turn to crime? These are some of the questions we will be looking at during the course.

WHAT YOU WILL STUDY

During the course students will cover seven key topics:

Criminal psychology, development, psychological problems, social influence, memory, sleep and dreaming, research methods.

This covers a wide range of themes and issues where a great deal of maturity and understanding will be required. We will also look at five core areas in psychology: biological, cognitive, developmental, individual differences, and social.

The subject is a mixture between Science and Humanities, so a solid foundation of recall and learning is needed, as well as an ability to write well to support your answers.

Assessment

The course is assessed by two 90 mark exam papers, each 1 hour 30 minutes long.

There will be a strong requirement to keep on top of work, to keep recapping the theories and topics covered; ensuring that key themes, ideas and terminology is retained.

FURTHER OPPORTUNITIES

Students will be more prepared for the Psychology A-Level or the Applied Psychology BTEC at KS5. Students will also develop the skills that will help them with applying for apprenticeships that involve working with others.

SCIENCES
GCSE

ABOUT THE COURSE

You will develop your knowledge and understanding of different science ideas and contexts. You will develop your skills and understanding of how science works. You will undertake practical and investigatory activities throughout the course.

WHAT YOU WILL STUDY

You will study Biology, Chemistry and Physics and develop your knowledge and understanding of different science ideas and contexts. You will develop your skills and understanding of how science works. You will undertake practical and investigatory activities throughout the course.

There are six written examinations at Foundation and Higher Level.

The course will enable students who obtain the required grades to progress to GCE A Levels, BTEC

Nationals and other post 16 Science related programmes.

FURTHER OPPORTUNITIES

This route is only suitable for those students who have definitely decided to concentrate on Science.

Students will be invited to study this course after Year 10 Assessments.

ABOUT THE COURSE

The Pearson BTEC Level 2 Tech Award in Construction and the Built Environment is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying practical skills used in construction, the principles of technology in construction used to create a better environment in the world, and interpreting the landscape, briefs and other aspects that impact on design and creation of construction as part of their Key Stage 4 learning.

The qualification enables learners to develop their sector-specific skills, such as using tools and materials safely with vocationally correct techniques, interpreting and understanding the infrastructure for safe and efficient work, and specialist design techniques to enhance communication of design by using realistic vocational contexts.

WHAT YOU WILL STUDY

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the construction and built environment sector, and specialist skills such as interpreting and designing a low-rise construction to a brief, construction of a practical outcome to specification and ensuring quality of outcome

ASSESSMENT
Component 1: Construction Technology

Requires learners to understand the different areas of technology and the real-life application of these technologies in the UK and around the world. The external assessment takes the form of an external assessment, taken under supervised conditions, which is then marked, and a grade awarded by Pearson.
This is worth 40% of the final grade and is completed in Year 11

Component 2: Construction in Practice

Brief released in June of Year 10. This component will introduce learners to commonly used hand tools, equipment and craft skills needed in the creation of the built environment and how to select and use materials to safely produce quality outcomes. Students will produce a written document outlining the hazards and risks for safe production of a product and produce a practical construction outcome.
This is worth 30% of the final grade and is completed in Year 11

Component 3: Construction and Design

Brief released in January of Year 10. Learners will need to understand the client's needs for the building's use, including drawing on knowledge from other components. Additionally, learners will need to understand the differences and key external distinguishable features for the different styles. They will produce a written document assessing the needs of the client and brief as well as producing several plans, sections, elevations and 3D views of different designs for the client.
This is worth 30% of the final grade and is completed in Year 10

FURTHER OPPORTUNITIES

Opting for a construction-focused education offers diverse careers. You could be a construction manager, ensuring project efficiency. Alternatively, explore civil engineering for infrastructure design, or pursue architecture for design-centric roles. Leveraging technology like BIM enables involvement in advanced construction projects. Prioritising sustainability aligns with the industry's eco-conscious trends, promising a positive influence.

TECHNOLOGY

GCSE DESIGN TECHNOLOGY

ABOUT THE COURSE

AQA GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and applying technical and practical expertise.

Our GCSE allows students to study core technical, designing and making principles, including a broad range of design processes, material techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Through the 2 year course, students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for the intended use. For example, the home, school, work or leisure. Students must also demonstrate mathematical and scientific knowledge and understanding in relation to design and technology.

WHAT YOU WILL STUDY

A Non-Exam Assessment: The non-exam assessment will contribute towards 50% of the students overall mark. The non-exam assessment project in its entirety should take between 30-35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages.

A Written Examination: All students will sit the unit written paper. Questions may vary from multiple choice questions to extended responses. This is 50%. Some of the questions include applied maths, which is worth 15%.

FURTHER OPPORTUNITIES

An extremely broad range of career opportunities exists for students specialising in Design and Technology. These vary from any of the engineering disciplines through Product and Graphic Design into architecture, fashion design and advertising.

TECHNOLOGY

CAMBRIDGE NATIONAL in ENGINEERING DESIGN

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low car-bon, aerospace, automotive, agri-food and bioscience.

People with engineering skills are always in demand. Between 2010 and 2020, engineering companies are projected to have 2.74 million job openings. With big personalities like Elon Musk and Richard Branson pushing the boundaries of technology on a seemingly daily basis, now seems like an exciting time to start a career in engineering. The engineering industry is expected to continue to grow, and it's predicted that 40% of jobs could be automated by 2030.

There are two qualifications available in Years 10 and 11, both are equivalent to one GCSE and are a very popular and enjoyable course for students who opted in previous years.

COURSE CONTENT

You may be interested in this if you want an engaging qualification where you will use what you learn in practical, real-life situations, such as:

- Using both 2D and 3D engineering design techniques
- Designing new products to meet a design brief
- Communicating engineering design ideas.

This will help you to develop independence and confidence in using skills that would be relevant to the engineering design and development sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research to inform engineering design ideas
- Solving problems by exploring different engineering design options
- Finding imaginative solutions through creative thinking.

This qualification is broken down into 3 Units

R038: Principles of engineering design
This is assessed by an exam. In this unit you will learn about the design process, and all of the stages that are involved. Topics include:

- Designing processes
- Designing requirements
- Communicating design outcomes
- Evaluating design ideas.

R039: Communicating designs
This is assessed by a set assignment. In this unit you will learn how to use sketching and engineering drawings to communicate your ideas. Topics include:

- Manual production of freehand sketches
- Manual production of engineering drawings
- Use of computer aided design (CAD).

R040: Design, evaluation and modelling
This is assessed by a set assignment. In this unit you will learn how to create and test models of your design. Topics include:

- Product evaluation
- Modelling design ideas.

COURSE CONTENT

You may be interested in this if you want an engaging qualification where you will use what you learn in practical, real-life situations, such as:

The materials used in engineering manufacture
Safely producing a one-off product
The use of Computer Numerical Control (CNC) to produce in quantity.

This will help you to develop independence and confidence in using skills that would be relevant to the engineering manufacturing and development sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

Solving problems by exploring different engineering manufacture processes, tools and equipment
Planning a sequence of processes. This will involve managing your time and identifying the resources you will need, as well as reviewing your plans if necessary.

This qualification is broken down into 3 Units

R014: Principles of engineering manufacture
This is assessed by an exam. In this unit you will learn about the different types of manufacturing processes, and the different materials that can be used within manufacturing. Topics include:

- Manufacturing processes
- Engineering materials
- Manufacturing requirements
- Developments in engineering manufacture.

R015: Manufacturing a one-off product
This is assessed by a set assignment. In this unit you will learn how to safely plan and produce a one-off product by using appropriate processes, tools and equipment.
Topics include:

- Planning the production of a one-off product
- Measuring and marking out
- Safely use processes, tools and equipment to make a product.

R016: Manufacturing in quantity
This is assessed by a set assignment. In this unit you will learn how to manufacture using simple jigs and templates to support manufacturing in volume using Computer Aided Design (CAD) software and Computer Numerical Control (CNC) equipment. Topics include:

- Preparing for manufacture
- Develop programmes to operate CNC equipment
- Safely use processes and equipment to make products in quantity.

FUTURE OPPORTUNITIES

Successful completion of either of these courses would give access to:

- A Level Design and Technology
- Cambridge Technical Level 3 in Engineering
- Various apprenticeship opportunities.