

Morecambe Bay Academy Options Booklet

2023



Welcome to the Key Stage 4 Options Booklet for 2023. This booklet is designed not only to help pupils and parents decide which subject's pupils wish to study in Years 10 and 11 (Key Stage 4) but also to provide general information about Key Stage 4. It would be advisable to keep the booklet throughout Years 10 and 11 as it will provide useful information about subjects in those years.

In Years 7 to 9, pupils have had little choice about which subjects they study. Most of these are specified in the National Curriculum. At this stage they have some choice and some important decisions to make. Most of the subjects they study are again compulsory but now they have, in addition, to choose **four** optional subjects to study to GCSE.

The second part of this booklet gives information about the subjects offered at Key Stage 4. If it is proving difficult to make a choice between subjects it is worth bearing in mind that it is often possible to study a subject at A-level even if it has not been chosen as a GCSE option, subject to interview with the Subject Leader.

Please read the information in this booklet very carefully and take advantage of all the opportunities available to ask about the courses.

We will do our best to ensure that all pupils can take their chosen subjects but we cannot guarantee that this will always be possible. Groups in any subject which do not reach sufficient numbers will not run. Oversubscribed classes will mean some pupils not getting their preferred choice and being allocated a reserve choice. In this situation, pupils will be chosen for their reserve by random lottery, but we will ensure they do not have a full set of options based on their reserve choices.

Key Stage 4: Subjects to be studied

All pupils are expected to study the following subjects to GCSE level:

- English Language and English Literature
- Mathematics
- (Separate or Combined) Science

In order to educate the whole person and to prepare pupils for life beyond school, all pupils will receive:

- Physical Education
- LIFE including Careers Education

The National Curriculum and GCSE

The National Curriculum sets out areas of study to be taught in each subject and identifies which subjects are compulsory.

Each subject leader has chosen the most appropriate syllabus for our pupils and details of these can be found on the subject pages of the booklet.

Pupils are assessed in a variety of ways depending on the subject. In some subject's credit is given for work done throughout the two years; this is assessed through controlled assessment/coursework. This is either a long project in school time or shorter pieces of work done under exam conditions. Controlled assessment is an essential part of some examinations and without it a GCSE grade cannot be awarded. Many subjects are 100% examination in year 11.

In Science, MFL and Mathematics, pupils are entered for the appropriate level or tier in their examinations where applicable. Where tiered entry is offered, subjects have two tiers of entry: Foundation Tier (grades 1 to 5) and Higher (grades 4 to 9).

BTEC/OCR/Vocational qualifications

BTEC and vocational qualifications for example Sport, iMedia and Hospitality and Catering are alternative qualifications. These are not GCSE courses but are equivalent to GCSE. Grading is Pass, Merit, Distinction and Distinction*. They have a high proportion of coursework. Please see the subject pages for more details of these types of courses.

English Baccalaureate (EBacc)

The Government has expressed a clear view that pupils should be studying the EBacc suite of qualifications. We agree that for most pupils this mix of subjects is the most appropriate pathway and would encourage the majority of pupils to consider choosing subjects that would lead to the EBacc.

In order to gain the English Baccalaureate (EBacc) award, pupils have to achieve a pass grade or better in the following subjects:

1. English
2. Mathematics
3. Two sciences (including Computer Science)
4. A modern foreign language
5. History or Geography

Successfully achieving passes in this combination of GCSEs will entitle the pupil to the EBacc. The combination of these subjects may be sought after by certain universities and unquestionably this broad balance of subjects provides an excellent platform for further and higher qualification routes. We strongly feel that this may be advantageous for many pupils.

All pupils at Morecambe Bay Academy study English, mathematics and combined / separate sciences. In order to gain the Baccalaureate, pupils will therefore need to select **French and either History or Geography**.

Whilst pupils passing in this combination of subjects will be deemed to have gained the EBacc, they will not receive an additional certificate on results day to signify this.

The Process

- You need to choose 4 options.
- One of these choices must be History or Geography.
- One of these choices should be French if you wish to achieve the EBacc
- The remaining choices can be made from:

Science

History

Geography

French

Art

Ceramics

RE

Drama

Music

Design Technology - Product Design

Design technology – Textiles

Hospitality and Catering

Health and Social care

PE

Sport

Travel and Tourism

Business Studies

Business Enterprise

Computing

iMedia

Dance

Completed forms should be handed into school by the 1st February 2023

GCSE English

COURSE CONTENT

The English Language course at GCSE level will ensure that pupils can read and understand a range of 19th, 20th and 21st century fiction and non-fiction. Pupils also develop the ability to write in a variety of forms for both creative and functional purposes. Pupils will continue to work on their control of Standard English and write grammatically correct sentences, deploying figurative language and developing a broad vocabulary.

GCSE Subject

Qualification:
EDUQAS GCSE
Language

ASSESSMENT

Component 1: 20th Century Literature Reading and Creative Prose Writing

Written examination – 1 hour 45 minutes

40% of qualification

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

Written examination: 2 hours

60% of qualification

Spoken Language

Presentation skills—**Marked internally**

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

PROGRESSION ROUTES POST 16

Pupils can study English Language at A level where they will build upon their explorations of linguistic terminology and of exciting and challenging literature. Pupils will also get to conduct their own 'Independent Study' piece of coursework where they select a genre they are passionate about, investigate seminal examples from that genre and produce creative pieces using the appropriate generic conventions.

Please speak to Miss Watton (Acting Head of English)

GCSE English Literature

COURSE CONTENT

The English Literature course at GCSE involves the study of a range of varied texts. Pupils will study one heritage text, one modern play and one work of Shakespeare, as well as a collection of themed poetry. The course culminates in two exams where pupils are tested on their knowledge of understanding of meaning, the writers' crafts and social/historical contexts.

**GCSE
Subject**

Qualification:
EDUQAS GCSE English
Literature

ASSESSMENT

Component 1: Shakespeare and Poetry

Written examination: 2 hours

40% of qualification

Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry

Written examination: 2 hours and 30 minutes

60% of qualification

PROGRESSION ROUTES POST 16

Pupils can study English Literature at A level where they will build upon their explorations of linguistic terminology and of exciting and challenging literature. Pupils will also get to conduct their own 'Independent Study' piece of coursework where they select a genre they are passionate about, investigate seminal examples from that genre and produce creative pieces using the appropriate generic conventions.

Please speak to Miss Watton (Acting Head of English)

GCSE Mathematics

COURSE CONTENT

The study of Mathematics will ensure that you develop numeracy and mathematical reasoning to be applied not just within Mathematics, but across all subjects that you study. This will help you to realise the importance of Mathematics. You will learn “fluency” (all the topics you should be able to recall rapidly), and you will also learn how to solve problems by breaking down into smaller steps, and use estimates effectively to check your answers. You will develop your algebraic and geometric reasoning, and develop and understanding of risk and uncertainty (probability), together with an understanding of the Handling Data Cycle. You will also learn important calculator techniques.

Note: you will require a scientific calculator for GCSE Mathematics

GCSE Subject

Qualification:
Edexcel GCSE

ASSESSMENT

All assessment will be done via three examination papers at the end of Year 11. There is no specific order to the subjects that will be assessed; any topic could appear on any of the three papers. There is no coursework.

Paper 1:
Non- Calculator
1 hour 30 minutes

Paper 2:
Calculator
1 hour 30 minutes

Paper 3:
Calculator
1 hour 30 minutes

PROGRESSION ROUTES POST 16

Pupils can study Mathematics at A level. This will give you opportunities to build on your skills learnt in GCSE. You will considerably develop your algebra and trigonometry skills, and learn new and powerful techniques, for example calculus, which is the cornerstone of higher level mathematics. You will further practice your problem-solving techniques through the study of statistics (dealing with data) and mechanics (forces and motion).

Pupils can study Core Mathematics (this is a Level 3 qualification similar to an AS level). This builds on the skills you have learnt at GCSE and apply them to a range of subjects and situations. This subject allows you to apply mathematical skills to a range of real-life contexts. There is a lot less algebra than A level Mathematics.

Head of Subject- Mr C Starr

GCSE Science

COURSE CONTENT

Combined Science (2 GCSEs):

Science touches all our lives, whether we are looking into the furthest reaches of space or at the tiny microbes that damage our health, huge moral issues such as climate change, energy production, food and overpopulation, health and how we can better use our dwindling resources. Having an understanding of Science will enable your child to make sense of and adapt to a rapidly changing world.

All pupils not selected for 'Triple Science' option will study Combined Science.

Triple Science. Separate Biology, Chemistry and Physics (3 GCSEs):

This course follows the 'Double Award' course as outlined above but pupils cover the work at a faster rate and study extra units as they have more lessons. Pupils sit examinations in Biology, Chemistry and Physics at the end of Year 11 and end up with separate qualifications for each subject.

'Triple Science' is aimed at higher ability pupils.

**GCSE
Subject**

**Qualification:
AQA GCSE**

ASSESSMENT

Combined Science

Paper 1. (3 separate papers for Biology, Physics on Topics 1-4 and Chemistry Topics 1-5

1 hour 15 mins—50%

Paper 2. (3 separate papers for Biology, Physics on Topics 4-6 and Chemistry Topics 6-10

1 hour 15 mins—50%

Separate Sciences

Biology Paper 1. Topics B1-B4 1 hour 45 mins—50%

Biology Paper 2. Topics B5-B7 1 hour 45 mins—50%

Chemistry Paper 1. Topics C1-C5 1 hour 45 mins—50%

Chemistry Paper 2. Topics C6-C10 1 hour 45 mins—50%

Physics Paper 1. Topics P1- P4 1 hour 45 mins—50%

Physics Paper 2. Topics P5-P8 1 hour 45 mins—50%

PROGRESSION ROUTES POST 16

Pupils can study Biology, Chemistry and Physics at A level . In each of these subjects, as at GCSE, pupils are required to conduct and write up practical work. Post 16 Sciences lead onto work and apprenticeships in Science and Industry and to a variety of university courses, for instance in Engineering, Science or the medical professions.

Head of Subject – Miss H Black

GCSE RE

COURSE CONTENT

The GCSE PR course is focused on the study of the beliefs, teachings, practices, philosophy and ethics of two of the most influential religions in the world: Christianity and Islam. The influence of these religions extends to society, law, politics, art and literature, so to understand the modern world it is vital to understand how these religions affect world views. Pupils will be expected to demonstrate knowledge and understanding that religious traditions of Great Britain are in the main Christian, but also diverse, so as well as studying Islam they are also able to draw on atheist/ humanist beliefs.

The ethical themes we study in relation to the ideas are:

Relationships and Families

Religion, peace and conflict

Religion, crime and punishment

Religion, Human Rights and Social Justice

GCSE Subject

Qualification:
AQA GCSE

ASSESSMENT

The subject is examined at the end of the course through two examinations. There is no coursework.

Paper 1- Religious beliefs and practices of two specified religions. 1 hour 45 mins—50%

Paper 2 - Religious, Philosophical and Ethical themes 1 hour 45 50%

Entry Requirements

We require pupils to have enthusiasm and interest in the subject and to be motivated to achieve their best.

Since there will be lots of debate and discussion, including on some controversial topics, we expect a sensitive and considerate approach.

The subject will require pupils to develop the ability to use a variety of religious language including some Arabic and to write extended responses evaluating religious and non- religious views. As a result a good ability Level in English is recommended

PROGRESSION ROUTES POST 16

Pupils can study Religious Studies at A Level at MCHS where they will study religious concepts in greater depth alongside some social and historical developments in religion, such as the influence of feminist ideas and challenges to religious belief from psychological and sociological perspectives. They also study Philosophy of Religion and Ethical Theories, that allow them to engage with ideas and debates that have raged through time from ancient Greece to the modern day. This subject will allow pupils to further develop their skills of analysis, reasoning and essay writing, and has been described by the Russell Group of universities as being a 'generally suitable' A Level for study at Higher Education. Our past pupils have gone on to study a wide variety of subjects in Higher Education, whilst others have gone straight into apprenticeships and employment.

Head of Subject - Ms J Slatter

GCSE Art & Design: Ceramics

COURSE CONTENT

Component 1 Portfolio:

This is made up of a series of coursework projects determined by individual teachers, you are required to show evidence of meeting all four assessment objectives. The portfolio will be marked as a whole. The portfolio runs from the September of Year 9 until Christmas Year 11.

Component 2 Externally set assignment

This is your exam project; you will select a starting point from 7 questions in January of Year 11. You will then develop a sketchbook of preparation work and a range of clay samples before completing your final piece in the 10 hours of exam time. You must show evidence of covering all four assessment objectives.

**GCSE
Subject**

**Qualification:
AQA GCSE**

ASSESSMENT

Component 1: Portfolio

Selection of your best coursework projects made up of sketchbook work and final pieces – 60%

Component 2: Externally set assignment

Sketchbook and final piece – 40%

PROGRESSION ROUTES POST 16

Pupils can study Art and Photography at A Level where they will build upon their knowledge skills and understanding of their visual and creative language. Pupils will get to develop work independently, working to their own strengths. Pupils also get to experiment and explore a range of media and techniques to create more ambitious, technically proficient work.

Head of Subject - Miss C Simpson

GCSE Art & Design: Fine Art

COURSE CONTENT

Component 1 Portfolio:

This is made up of a series of coursework projects determined by individual teachers, you are required to show evidence of meeting all four assessment objectives. The portfolio will be marked as a whole. The portfolio runs from the September of Year 9 until Christmas Year 11.

Component 2 Externally set assignment

This is your exam project; you will select a starting point from 7 questions in January of Year 11. You will then develop a sketchbook of preparation work before completing your final piece in the 10 hours of exam time. You must show evidence of covering all four assessment objectives.

**GCSE
Subject**

**Qualification:
AQA GCSE**

ASSESSMENT

Component 1: Portfolio

Selection of your best coursework projects made up of sketchbook work and final pieces – 60%

Component 2: Externally set assignment

Sketchbook and final piece – 40%

PROGRESSION ROUTES POST 16

Pupils can study Art and Photography at A Level where they will build upon their knowledge skills and understanding of their visual and creative language. Pupils will get to develop work independently, working to their own strengths. Pupils also get to experiment and explore a range of media and techniques to create more ambitious, technically proficient work.

Head of Subject- Miss C Simpson

GCSE Business Studies

COURSE CONTENT

The study of Business will ensure that pupils have an understanding of the world of work. Real life companies are used to do this; big multinational companies like Mars to small entrepreneurs in the local area. Business looks at the theory of businesses; covering a variety of topics like finance, leadership, marketing and many more.

There is a growing interest in the work businesses do, thanks to TV programmes such as 'The Apprentice'. Pupils have often seen the typical skills required in the business world but also the mistakes that can be made.

The pupils have the opportunity to participate in the Coca-Cola challenge enabling them to design and brand a new product for the company and compete against schools nationally.

**GCSE
Subject**

**Qualification:
Edexcel GCSE**

ASSESSMENT

Theme 1: Investigating Small Business

Written examination: 1 hour and 30 minutes

50% of the qualification

Theme 2: Building the Business

Written examination: 1 hour and 30 minutes

50% of the qualification

PROGRESSION ROUTES POST 16

Pupils can study Business at A level where they will build upon their investigations of Business concepts and theories and further explore the exciting world of international trade and global economics. Pupils regularly conduct their own research and further probe their own.

Areas of interest within the content and present it back to peers and bring to debates. Often pupils find an area of passion across the range of content and can relate it to dynamic business examples.

Head of Subject - Mrs K Korab

GCSE Computer Science

COURSE CONTENT

Unit 1 - Computer Systems

This is designed to build your understanding of how computers are used in the real world. Topics to be studied include: systems architecture and performance, network security, topologies, protocols and layers plus ethical, legal, cultural and environmental concerns.

Unit 2 - Computational Thinking, Algorithms and Programming

This is designed to build your logical thinking skills and to help you understand how computers 'think'. Topics to be studied include: translators and compilers, producing robust programs, data representation, algorithms and programming techniques. A large focus is given to developing programming skills, including more advanced Python skills plus a look at SQL.

**GCSE
Subject**

Qualification:
OCR GCSE

ASSESSMENT

Paper 1

Computer Systems – Written Exam (No Calculator) 1 hour and 30 minutes - Worth 50%

Paper 2

Computational Thinking, Algorithms and Programming – Written Exam (No Calculator) 1 hour and 30 minutes – Worth 50%

PROGRESSION ROUTES POST 16

Pupils can study Computer Science at A level where they will build upon their programming skills and further build upon their computational thinking. There are two exams and a programming project in Year 13 using any language you want to explore further. This can lead to further study at university and/or jobs in areas such as cyber security, network management, video game design, software engineering and web development.

Head of Subject – Mrs K Korab

OCR Creative iMedia

COURSE CONTENT

The Cambridge National in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable and transferable skills such as research, planning, and review. It will also support skills in working with others and communicating creative concepts effectively.

Pupils will learn about the media industry, digital media products and how they are planned, which create impact and engage audiences.

Pupils also learn how to develop visual identities for clients and use concepts of graphic design to create original digital graphics.

Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

**Vocational
Subject**

**Qualification:
OCR Creative imedia**

ASSESSMENT

3 units, one of which is an external examination and two are externally set assignments.

Unit 1 – R093: Creative iMedia in the media industry. Written paper 1 hour 15 minutes

Unit 2 – R094: Visual identity and digital graphics. Coursework.

Unit 3 – R097: Interactive digital media. Coursework.

PROGRESSION ROUTES POST 16

Pupils can study OCR Cambridge Technical L3 in IT where they will build upon their knowledge of the use of ICT and explain how ICT is used within different scenarios. Pupils will follow the digital path to study: the fundamentals of IT, global information, and mobile technology, social media and virtual reality.

This can lead to further study and/or jobs in: graphics editing, games design, software development, social media management and content design.

Head of Subject – Mrs K Korab

BTEC Dance

COURSE CONTENT

BTEC Level 2 Performing Arts (Dance) is a dynamic course which helps to develop creativity and intellectual capacity, alongside transferrable skills such as team working, communication and problem solving along with developing their technical and performance skills in a variety of dance styles.

This course reflects both historical and current dance practices, making it relevant and inspiring a lifelong passion for dance and health and fitness.

At the heart of learning is a focus on professional dance works, which provide pupils with an understanding of how choreographers develop their work and communicate their choreographic intention through varying ways such as costume and lighting. It then also allows students to extend their knowledge into a practical performance they create and perform within.

Vocational Subject

Qualification:
BTEC Level 2 Performing Arts (Dance)

ASSESSMENT

Component 1: Exploring the Performing Arts (Dance) 30%

- A - Investigate how professional performance or production work is created.
- B - Demonstrate understanding of the skill, techniques and approaches used by professionals to create performance/production work.

Component 2: Developing Skills and Techniques in the Performing Arts (Dance) 30%

- A - Use rehearsal or production/design processes.
- B - Apply skills and techniques in performance or realisation.
- C - Review own development and application of performance or design skills.

Component 3: Performing to a Brief 40%

A01 - Understand how to respond to a brief

A02 - Select and develop skills and techniques in response to a brief.

A03 - Apply skills and techniques in a workshop performance in response to a brief.

A04 - Evaluate the development process and outcome in response to a brief.

PROGRESSION ROUTES POST 16

Pupils can study Dance at KS5 in the RSL Extended Diploma in Creative and Performing Arts. They will build upon their knowledge of choreography and the professional dance world. They will study about the safe practices in dance and applying their everyday technique and performance lessons. Within theory students will investigate into the dance industry and through working out their skills, they will plan a career in dance and map out pathways for future opportunities. The leading dance unit will see students plan and deliver sessions to a target audience and then choreography will allow their creative flair to design and perform a dance.

Please speak to Miss I Oates

GCSE Drama

COURSE CONTENT

We aim to develop student's awareness of effective Drama and Theatre, and to improve their performance work and evaluation skills. We study ourselves and our place in the wider world. This is done through practical work covering topics close to home as well as Drama from other countries. You will improve communication skills, teamwork and self-confidence. You will also develop confidence in public speaking.

**GCSE
Subject**

**Qualification:
AQA GCSE**

ASSESSMENT

Component 1 – Understanding Drama – Written examination 1hour 45 minutes. Worth 40% of the course.

Component 2 – Devising Drama – Practical – assessed via a log book (60 marks) and performance (20 marks). Worth 40% of the course.

Component 3 – Text in Practice 20% - performance of extract (20 marks) and extract 2 (20 marks). Worth 20% of the course.

PROGRESSION ROUTES POST 16

The course would prepare you well for studying A Level Drama or Level 3 BTEC Drama. This can then lead on to studying Drama at University.

Head of Subject – Mr C Campbell

BTEC Business Enterprise

COURSE CONTENT

Enterprise is having or showing initiative and resourcefulness. It's all about being able to spot opportunities and then make the most of them. All businesses need enterprising employees to help their organisations, to have ideas and initiatives to assure they are successful, and to ensure that businesses survive in this dynamic world.

The study of Enterprise provides an opportunity to develop and apply enterprise skills alongside study of the concepts. This can generate confidence and find something that you didn't know you were good at.

It gives the opportunity to participate in a project creating a Business enabling pupils to design, create, market and launch a new product and make decisions to ensure it sells and generates revenue. This project will embed the practical skills that pupils develop throughout the course.

Vocational Subject

Qualification:
BTEC Tech Award

ASSESSMENT

Component 1: Exploring Enterprise
Internal Assessment
30% of the qualification

Component 2: Planning and Running an Enterprise
Internal Assessment
30% of the qualification

Component 3: Promotion and Finance for Enterprise
External Assessment
40% of the qualification

PROGRESSION ROUTES POST 16

The BTEC Tech Awards provide an opportunity to study the BTEC Level 3 within the sixth form which prepares pupils to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector. This qualification is another mix of study and practical skills, where pupils further explore the world of business and especially the external factors that can impact on success. Pupils are then to design and create a marketing campaign for a given company. This needs to be supported with research and justification. Learners who perform well in the BTEC Tech Award should strongly consider this progression route as it can lead to employment in the business sector.

Head of Subject - Mrs K Korab

GCSE French

COURSE CONTENT

The study of French will allow pupils to:

- communicate confidently in both written and spoken French
- learn about French culture
- feel comfortable reading and listening to a variety of texts in French
- translate from both English into French and from French into English

Pupils are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken:

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

**GCSE
Subject**

**Qualification:
AQA GCSE**

ASSESSMENT

Listening

Understanding and responding to different types of spoken language

Written exam 35 mins (Foundation Tier) / 45 minutes (Higher Tier) — 25%

Speaking

Communicating and interacting effectively in speech for a variety of purposes (role-play, photo card, general conversation)

Oral non-exam assessment conducted by teacher 7-9 minutes (Foundation Tier) / 10-12 minutes (Higher Tier) — 25%

Reading

Understanding and responding to different types of written language

Written exam 45 mins (Foundation Tier) / 1 hour (Higher Tier) — 25%

Writing

Communicating and interacting effectively in writing for a variety of purposes including translation into French.

Written exam 1 hour (Foundation Tier) / 1 hour 15 minutes (Higher Tier) — 25%

PROGRESSION ROUTES POST 16

Languages are seen as academically demanding A-level qualifications and therefore higher institutes of education and employers value them highly.

An Advanced Level course in a language allows you to become a confident communicator, makes you more culturally aware and provides many different opportunities for future employment, for example, tourism, banking, retail, teaching, advertising, and law.

Head of Subject - Mrs E Laird

GCSE Geography

COURSE CONTENT

WJEC Eduqas GCSE Geography B aims to enable learners to think 'like a geographer'. That is to say, learners will develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues.

The content of the specification is organised into three broad themes:

Theme 1: Changing Places - Changing Economies

Theme 2: Changing Environments

Theme 3: Environmental Challenges

Two days compulsory fieldwork must also take place.

Previous locations include Liverpool and The Lake District National Park

GCSE Subject

Qualification:
EDUQAS SPEC B

ASSESSMENT

Component 1: Investigating Geographical Issues Written Examination:

1 hour 45 minutes 40% of qualification

Component 2: Problem Solving Geography Written Examination:

1 hour 30 minutes 30% of qualification

Component 3: Applied Fieldwork Enquiry Written Examination:

1 hour 30 minutes 30% of qualification

PROGRESSION ROUTES POST 16

Pupils can study A level Geography where they will build upon their explorations of the topics at GCSE as well as tackling new concepts. Pupils will also get to conduct their own 'Independent Study' piece of coursework as well as undertake 4 compulsory days of fieldwork in locations such as Blencathra or Malham.

Head of Subject- Ms T Norman

BTEC Health & Social Care

COURSE CONTENT

The Pearson BTEC Level 2 Tech Award in Health and Social Care is for pupils who wish to acquire knowledge, understanding and technical skills through vocational contexts as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the pupils experience and understanding of the varied progression options available to them.

Vocational Subject

Qualification:
BTEC Tech Award in Health and social care

ASSESSMENT

Components

Pupils are required to complete and achieve all the components included in the qualification.

Component 1 – Human Lifespan Development – Internally assessed

Component 2 – Health and Social Care Services and Values – Internally assessed

Component 3 – Health and Wellbeing – Synoptic External

PROGRESSION ROUTES POST 16

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

Head of Subject – Mrs. Ralph

GCSE History

COURSE CONTENT

GCSE History consists of four units of work that look at thematic studies alongside period studies that tell a story about a period that shaped the world we live in today. Depth studies look at both modern and American history. A number of different historical skills are developed that will be examined.

Topics:

The Elizabethan Age, 1558-1603

Germany in Transition, 1919-1939

The Development of the USA 1929-2000

Changes in Health and Medicine in Britain, c.500 to the present day

**GCSE
Subject**

**Qualification:
WJEC Eduqas GCSE**

ASSESSMENT

Component 1: Written examinations: 2 hours (split into two papers of 1 hour duration each) 50% of the qualification:

- The Elizabethan Age, 1558-1603
- Germany in Transition, 1919-1939

Component 2: Written examinations 2 hours (split into two papers of 45 minutes for the period study and 1 hour 15 minutes for the thematic study)

50% of the qualification

- The development of the USA, 1929-2000
- Changes in health and medicine in Britain, c.500 to present day

The requirement to study an historic site is part of the thematic study. Each study will be assessed by compulsory questions focusing extensively on second order historical concepts including continuity, change, cause, consequence, significance, similarity and difference.

PROGRESSION ROUTES POST 16

Pupils can study History at A level where they will build upon their knowledge of Britain, Industrialisation and the causes of the American Civil War. Pupils will also get to conduct their own 'Independent Study' piece of coursework where they select an hundred year period and investigate the significance of an individual or an event they are passionate about; finding relevant information and sources to support their work.

Head of Subject – Ms T Norman

Hospitality & Catering

COURSE CONTENT

This qualification has been developed to give pupils a clear understanding of all aspects of the Hospitality and Catering Industry.

This includes:

- how different hospitality and Catering establishments operate
- how hospitality and catering provision meets health and safety requirements
- how food can cause ill health
- proposing a hospitality and catering provision to meet specific requirements of a range of different customers
- understanding menu planning, including the importance of nutrition when choosing dishes

All of this theory content will be reinforced through practical work whenever possible. You will learn how to prepare and make a wide range of dishes and how to present them in a professional manner.

Vocational Subject

Qualification:
EDUQAS
Level 1/2

ASSESSMENT

Unit 1 - The Hospitality and Catering Industry

Written exam: 1 hour 30 minutes

40 % of the qualification

Format: On screen, e-assessment.

Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions.

Pupils must achieve a Level 1 pass in this exam to achieve an overall grade.

Unit 2 - Hospitality and Catering in Action

Internal, non-examination 60% of the qualification

Research, plan and prepare dishes

Pupils will be given a brief set by the exam board. They must then use course notes from Year 10 to research the context, justify their choice of dishes and plan and carry out a practical examination.

This will be completed over 9 hours under direct supervision of the teacher.

The practical exam will 3 of these hour

PROGRESSION ROUTES POST 16

This course will enable pupils to make informed decisions about a wide range of further learning opportunities and career pathways within the Hospitality and Catering Industry.

Head of Subject - Mrs M Windle

BTEC Music

COURSE CONTENT

The course is designed for pupils who want to acquire technical knowledge and skills through vocational contexts. They will explore and develop their musical skills, and by responding to a music industry brief as part of their learning. The qualification will broaden the learners experience and understanding of the varied progression options available to them. There are 3 main components:

Component 1: Students will explore the techniques used in the creation of different musical products and will investigate the key features of different musical styles.

Component 2: Students will explore professional and commercial skills for the music industry and will develop skills and techniques.

Component 3: Students will respond to a commercial brief by performing an accurate cover version or by creating music within a framework.

Vocational Subject

Qualification:
BTEC Tech Award in
Music Practice

ASSESSMENT

The 3 components give the pupils the opportunity to develop a broad knowledge and understanding of the music industry, specialist skills and techniques in music practice, and how to respond to a commercial music brief.

Component 1: Exploring Music Products and Styles – Internally Assessed

Component 2 : Music Skills Development – Internally Assessed

Component 3: Responding to a commercial Music Brief – Externally Assessed

PROGRESSION ROUTES POST 16

Pupils can study Music at BTEC A Level (LEVEL 3) or A Level where they will build upon their knowledge skills and understanding of the music industry and combine this with performance and composition work. Pupils will get to develop work independently and collaboratively on their performance skills. Pupils will have the opportunity and will be expected to take part in a range of extra-curricular activities and performances both in school and in the community.

The course will support those students who want to progress a career within the music industry and typical employment pathways might include; Sound engineer, Music promoter, Music agent, Event manager, record producers, tour managers.

Head of Subject - Mrs G Dalglish

GCSE Physical Education

COURSE CONTENT

The human body and movement in physical activity and sport:
Within this unit, pupils will develop knowledge and understanding of the key body systems and basic principles of movement. They will study the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.

Socio-cultural influences and well-being in physical activity and sport:
Within this unit, pupils will develop knowledge and understanding of the psychological and socio-cultural factors that can affect performers in physical activity and sport.

Pupils will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being.

Practical performance

The non-exam assessment (NEA) aspect of this course requires pupils to develop their ability and aptitude in physical activities, demonstrating appropriate skills and techniques.

**GCSE
Subject**

**Qualification:
AQA GCSE**

ASSESSMENT

Paper 1: The human body and movement in physical activity and sport (30% of GCSE)

Applied anatomy and physiology, Movement analysis, Physical Training, Use of data

Written exam: 1 hour 15 minutes (78 marks in total)

Paper 2: Socio-cultural influences and well-being in physical and sport (30% of GCSE)

Sports psychology, Socio-cultural influences, Health, fitness and well-being, Use of data

Written exam: 1 hour 15 minutes (78 marks in total)

Non-exam assessment: Practical performance in physical activity and sport (40% of GCSE)

Practical performance in three different 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).

Analysis and evaluation of performance to bring about improvement in one activity.

PROGRESSION ROUTES POST 16

The course would prepare you well for studying A Level PE or Level 3 BTEC Sport. The course helps to develop the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include employment in areas such as recreational management, coaching, officiating, the fitness industry, the armed forces and the Police or Fire Service to name a few. They also complement science and humanities courses because they have content that crosses into both these subject areas.

Head of Subject – Mr M Squires

GCSE Fashion and Textiles

COURSE CONTENT

Core knowledge and understanding is presented in five clear and

- Impact and evaluation of new and emerging technologies.
- Energy
- Smart and modern materials.
- Ecological and social footprint.
- Investigating and analysing the work of others.

Learners are required to study all of the content in these five areas to ensure they have a broad knowledge and understanding of Design and Technology and that they are able to make effective choices in relation to which materials, components and systems to utilise within design and make activities

GCSE Subject

Qualification:
Eduqas Design and
Technology

ASSESSMENT

Component 1: Design and Technology in the 21st century written examination:

2 hours 50% of the qualification

A mix of short answer, structured and extended writing questions assessing candidates knowledge and understanding of:

Technical principals in their chosen material area (textiles), designing and making principals along with their ability to analyse and evaluate design decisions and wider issues in Design and Technology.

Component 2 : Design and make non exam assessment:

Approximately 35 hours 50% of the qualification

A sustained design and make task, based on a contextual challenge set by Eduqas, assessing candidates' ability to:

- Identify, investigate and outline design possibilities.
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in Design and Technology

PROGRESSION ROUTES POST 16

The course helps to develop the transferrable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include employment in areas such as Product Design, fashion design, textile design, fashion buying, interior design and clothing management and production. Following on from GCSE, students could have the option to study design further at A level, BTEC, HND or Degree level.

Head of Subject – Miss J Mitchell

GCSE Product Design

COURSE CONTENT

Core knowledge and understanding is presented in five clear and distinct topic areas:

- Design and Technology in our world.
- Smart Materials
- Electronic Systems and programmable components.
- Mechanical components and devices
- Materials.

Learners are required to study all of the content in these five areas to ensure they have a broad knowledge and understanding of Design and Technology and that they are able to make effective choices in relation to which materials, components and systems to utilise within design and make activities

GCSE Subject

Qualification:
Eduqas Design and
Technology

ASSESSMENT

Component 1: Design and Technology in the 21st century written examination:
2 hours 50% of the qualification

A mix of short answer, structured and extended writing questions assessing candidates knowledge and understanding of:

Technical principals, designing and making principals along with their ability to analyse and evaluate design decisions and wider issues in Design and Technology.

Component 2 : Design and make non exam assessment:

Approximately 35 hours 50% of the qualification

A sustained design and make task, based on a contextual challenge set by Eduqas, assessing candidates' ability to:

- Identify, investigate and outline design possibilities.
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in Design and Technology

PROGRESSION ROUTES POST 16

The course helps to develop the transferrable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include employment in areas such as Product Design, engineering, Graphic design, Interior and Digital design and Architecture.

Following on from GCSE, students could have the option to study design further at A level, BTEC, HND or Degree level.

Head of Subject – Miss J Mitchell

OCR Sport Science

COURSE CONTENT

The Cambridge National Level 1/Level 2 certificate in Sport science has been designed to provide an engaging and stimulating introduction to the world of sport. The qualification builds on learning from Key stage 3 for those who may wish to explore a vocational route at Key stage 4. It also provides a good introduction to sport for learners in post 16 education

Vocational Subject

Qualification:
BTEC Level 1/Level 2
First Award in Sport

ASSESSMENT

Students will study 4 units of work.
You will study:

- Unit R180 – Reducing the risk of sports injuries and dealing with common medical conditions (Written exam)
- Unit R181 – Applying the principles of training: fitness and how it affects skill performance (Coursework)
- Unit R182 – The body's response to physical activity and how technology informs this (Coursework)

It is a mixture of practical and theory work - the theory work is very important and you must be willing to work at both. Practical lessons will have a purpose, to re-enforce prior learning or to introduce new elements. Each unit will be assessed and graded as Level 1, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*. Marking of units is moderated internally before pupils are given their final grade for the unit.

Unit R180 is assessed externally. This involves sitting a 1 hour examination. The other two units are assessed internally and externally moderated. Pupils are taught the content and given the knowledge about the topic, then set tasks to complete independently, under controlled assessment. The grades from each unit are weighted and contribute to an overall score.

PROGRESSION ROUTES POST 16

Prepares young people for careers in the sports sector, including fitness, coaching, health and injury. Provides a good basis to more advanced qualifications e.g. Level 3 Sports course. The course helps to develop the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include employment in areas such as recreational management, coaching, officiating, the fitness industry, the armed forces and the Police or Fire Service to name a few. They also complement science and humanities courses because they have content that crosses into both these subject areas.

Head of Subject - Mr M Squires

BTEC Travel & Tourism

COURSE CONTENT

Travel & Tourism can help you take your first steps towards a career in retail or the travel industry. You'll learn essential skills such as business awareness, customer service and understand the appeal of destinations in the UK and worldwide.

You will learn about different cultures and countries, promote different destinations, plan holidays for different clients and learn how to deal with customer complaints! You will also explore what can impact or influence a client's choice of travel or destination.

Transferable skills: Leadership, teamwork, problem solving, communication skills, ICT skills, the ability to research, presentation skills and the ability to work to deadline.

**Vocational
Subject**

**Qualification:
BTEC Tech Award**

ASSESSMENT

This course involves 3 Components of work.

Component 1: Travel and Tourism Organisations and Destinations – Internally assessed (30%)

Learners will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Learners will understand the different types of tourism and different types of visitors and will investigate the features of and routes to popular tourist destinations.

Component 2: Customer Needs in Travel and Tourism – Internally assessed (30%)

Learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences

Component 3: Influences on Global Travel and Tourism – Externally assessed (40%)

This component requires learners to apply their knowledge and understanding of the factors influencing tourism, the impact of tourism on destinations, and destination management

Fieldwork is an essential part of the course. There will be Educational Visits and work experience/ links with local Tourism businesses.

PROGRESSION ROUTES POST 16

A Travel and Tourism course offers vocational training and helps you develop business management and communication skills, broadening your career prospects in the business world or tourism industry. You can go on to study this subject at A Level or University and have the option to work and study abroad. This can lead to voluntary/paid work experience and internships.

Head of Subject – Mrs K Korab

