

Morecambe Bay Academy Options Booklet

2025-26



Welcome to the Key Stage 4 Options Booklet for 2025. This booklet is designed not only to help students and parents decide which subject's students 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, students have had little choice about which subjects they study. Most of these are specified in the National Curriculum. At this stage in your child's education, they have some choice and some important decisions to make. As with Key Stage 3, there are a number of subjects studied that remain compulsory but, in addition, your child is able to choose **four** optional subjects to study to GCSE.

In the second part of this booklet, information about the subjects offered at Key Stage 4 are detailed. 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.

We will do our best to ensure that all students can study their chosen subjects, but we cannot guarantee that this will always be possible. Groups in any subject which do not reach sufficient numbers will unfortunately not be able to run. Oversubscribed classes may mean some students not getting their preferred choice and being allocated a reserve choice due to staffing availability.

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 students and details of these can be found on the subject pages of the booklet.

Methods of assessment

Students are assessed in a variety of ways depending on the subject. In some subjects, credit is given for work done throughout the two years - this is assessed through controlled assessment/coursework activities. This is either a long project in school time or shorter pieces of work completed 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% examined in Year 11.

Tiers of entry

In Science, MFL and Mathematics, students 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).

Non-GCSE qualifications

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 Level 2 qualifications to GCSEs. Grading is Pass, Merit, Distinction and Distinction*. They have a high proportion of controlled assessment/ 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 students should be studying the EBacc suite of qualifications. We agree that for most students, this combination of subjects is the most appropriate pathway and would encourage the majority of students to consider choosing subjects that would lead to the EBacc.

In order to gain the English Baccalaureate (EBacc) award, students have to achieve a pass grade (4) 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 student 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 students.

All students at Morecambe Bay Academy study English, Mathematics and Combined / separate Sciences. In order to gain the Baccalaureate, students will therefore need to select **French** and **either Geography or History** in their option choices.

Whilst students 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

Key Stage 4: Subjects to be studied

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

- English Language and English Literature
- Mathematics
- Combined Science

These qualifications are all examined.

To educate the 'whole child' and to prepare students for life beyond school, all students will study:

- Physical Education
- LIFE including Careers Education

These subjects are non-examined.

Optional subjects

Students will need to choose FOUR optional subjects to study.

One of these choices **must** be French, Geography or History.

In addition, students have free choice of **three** subjects from the following:

- GCSE Art: Fine Art
- GCSE Art: Ceramics
- GCSE Business Studies
- BTEC Business Enterprise
- GCSE Computing
- BTEC Dance
- GCSE Design Technology - Product Design
- GCSE Design technology – Fashion and Textiles
- GCSE Drama
- GCSE French
- GCSE Geography
- BTEC Health and Social care
- Vocational Hospitality and Catering
- GCSE History
- Cambridge National iMedia
- GCSE Music
- GCSE PE
- GCSE RE
- OCR Sport Science
- BTEC Travel and Tourism
- GCSE Triple Science

Options form 2025

Students will be expected to complete the options form, indicating their choices, including two reserve subjects.

Completed forms must be handed into the **Main School Office** by **Wednesday 19th March 2025**.



Year 9 Options 2025-26



Name:		Form:
All students will follow courses in English Language, English Literature, Mathematics and Science, which are examined. Life and Physical Education (PE) are also taught but not externally assessed.		
Students MUST choose ONE of the following subjects. Please circle your choice:		
French Geography History		
In addition, please choose THREE subjects, and two reserves, from the following list:		
GCSE Art: Fine Art	BTEC Health and Social Care	
GCSE Art: Ceramics	Vocational Hospitality and Catering	
GCSE Business Studies	GCSE History	
BTEC Business Enterprise	Cambridge National iMedia	
GCSE Computing	GCSE Music	
BTEC Dance	GCSE PE	
GCSE Design Technology - Product Design	GCSE RE	
GCSE Design technology – Fashion and Textiles	OCR Sport Science	
GCSE Drama	BTEC Travel and Tourism	
GCSE French	GCSE Triple Science	
GCSE Geography		
Please note: students are not able take the following combinations of subjects: Fine Art and Ceramics OR Product Design and Fashion and Textiles. Students are also unable to study the GCSE and vocational equivalent subject e.g. GCSE PE and OCR Sports Science.		

Your options:

Option 1	
Option 2	
Option 3	
Reserve 1	
Reserve 2	

Parent/ Carer statement:

We have discussed these choices and are happy for _____ to study the subjects listed above in Key Stage 4.

Print name: _____

Signed: _____ Date: _____

Please return this form to **Receptions Wednesday 19th March 2025**.

Belong

Believe

Achieve

In the remainder of this booklet, there is an overview of the subjects studied at Key Stage 4. It gives an overview of what is studied and how each subject is assessed and the potential post 16 pathways. On our options evening, **Thursday 6th March 2025**, you will be able to attend subject presentations and speak to members of staff in more detail so that your child can make an informed decision about their Key Stage 4 programme of study.

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.

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.

GCSE Maths

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.

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.

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.

**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 - Mrs V Bradley

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 Morecambe Bay Academy 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 many courses of 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 – Mrs Paternoster

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 10 until Christmas Year 11. You will work in a sketchbook as well as produce a range of clay work.

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 Clay 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%

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

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 10 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%

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
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AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

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 45 minutes

50% of the qualification

Theme 2: Building the Business

Written examination: 1 hour and 45 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 debate. 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 30 minutes

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

Unit 3 – R095: Character and Comics. Coursework.

PROGRESSION ROUTES POST 16

Studying Creative iMedia will open up many opportunities into the creative and innovative sector. These allow future developments into A Levels, BTEC and apprenticeships in the following areas:

- IT
- Computing
- Media Studies

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 Mrs Baines

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. This course engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

GCSE Subject

**Qualification:
AQA GCSE**

ASSESSMENT

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

Component 2 – Devising Drama – Practical – assessed via a log book (60 marks) and performance (20 marks). Each student must choose to be assessed on **ONE** of the following disciplines. Performer, lighting designer, sound designer, set designer, costume designer or puppet designer. Each student must choose **one specialism** only for all the Devising drama content.
Worth 40% of the course.

Component 3 – Text in Practice 20% - performance of extract (20 marks) and extract 2 (20 marks). Students must develop their ability to:

- interpret texts
- create and communicate meaning
- realise artistic intention in text-based drama.

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. Drama can benefit students who wish to pursue a career in the arts, media, the communications industry, law, marketing and any career which deals with the public or presentations in business. If you wish to pursue Drama as a career option then there are a number of routes that you can take such as acting, directing, teaching, stage management, costume design, set construction, lighting and sound technical work

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 Pitching 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 GCE Business 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. The qualification allows them to 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 debate. 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 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 mainly to their own experiences, but also those of other people, including people in countries/communities where French is spoken:

- People and lifestyle
- Popular culture

Communication and the world around us

**GCSE
Subject**

**Qualification:
AQA GCSE**

ASSESSMENT

Listening

Understanding and responding to different types of spoken language, including dictation

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, reading aloud / unprepared discussion, photo cards / unprepared discussion)

Oral non-exam assessment conducted by teacher 7-9 minutes (Foundation Tier) / 10-12 minutes (Higher Tier) + 15 minutes supervised preparation time – 25%

Reading

Understanding and responding to different types of written language, including translation into English

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

Eduqas GCSE Geography B aims to enable learners to think 'like a geographer'. 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 – Development, global cities, rural and urban change.

Theme 2: Changing Environments – Eco systems under threat and water.

Theme 3: Environmental Challenges

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

Two days compulsory fieldwork must also take place. Previous locations include Liverpool and The Lake District National Park

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 Manchester, Lancaster, Morecambe and the Lake District.

Acting Head of Subject– Mrs K Ashworth

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 – 30% of qualification

Component 2 – Health and Social Care Services and Values – Internally assessed – 30% of qualification

Component 3 – Health and Wellbeing – Synoptic External – 40% of qualification

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 builds on pupils' previous studies in History and extends their knowledge by studying new areas of content and by revisiting and deepening their knowledge of existing topics. GCSE History consists of four units of work that look at thematic studies and depth studies from British and non-British history, and from medieval and modern periods.

Topics:

- Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.
- Anglo-Saxon and Norman England, c1060–88
- Superpower relations and the Cold War, 1941–91
- The USA, 1954–75: conflict at home and abroad

**GCSE
Subject**

**Qualification:
Edexcel GCSE**

ASSESSMENT

Paper 1: Thematic study and historic environment – Crime & Punishment and Whitechapel. This is assessed in an examination of 1 hour and 20 minutes.

Paper 2: Period study and British depth study – Anglo-Saxon & Norman England and Cold War. This is assessed in an examination of 1 hour and 50 minutes.

Paper 3: Modern depth study – USA. This is assessed in an examination of 1 hour and 30 minutes.

The following skills are tested in the examinations

- AO1 - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. 35%
- AO2 - Explain and analyses historical events and periods studied using second order historical concepts. 35%
- AO3 - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. 15%
- AO4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. 15%

PROGRESSION ROUTES POST 16

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

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. It is particularly valuable for pupils looking to follow careers in law, journalism, archaeology, public relations, museums and heritage work.

Acting Head of History Mrs K Hill

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 20 minutes

40 % of the qualification

Format: Written examination

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 12 hours under direct supervision of the teacher.

The practical exam will be 3 of these hours.

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

GCSE Music

COURSE CONTENT

In the future, Creativity is going to be one of the most important and in-demand skills at work. 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. Studying music will give you opportunities for high order thinking, by considering ideas that 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.

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

GCSE Music will build on all areas of KS3 and the focus on the course will be on 3 areas; performance - developing skills to perform in a group and solo. Composing music – in response to a set brief and also having the freedom to create your own and finally preparation for the listening exam. The listening exam will involve studying music across time and answering questions based on listening extracts.

GCSE Subject

Qualification:
WJEC GCSE

ASSESSMENT

Component 1-Performance-30% A minimum of 2 pieces, lasting a total of 4-6 minutes. One piece must be an ensemble piece(group) and one must be linked to an Area of study.

Grade 3 is the standard level and can score full marks if played perfectly.

Component 2- Composing 30%

Two pieces:

One in response to a brief set by WJEC- there are 4 to choose from.

One free composition- ANY style you want to write in.

Component 3- Appraising 40%

Listening:

8 questions, 2 on each area of study:

AOS1 Musical Forms and Devices (including a set work)

AOS2 Music for Ensemble

AOS3 Film Music

AOS4 Popular Music (including a set work)

PROGRESSION ROUTES POST 16

Pupils can study level 3 in music 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. 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 Dalgleish

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 candidate's 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 – Mrs M Windle

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 candidate's 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.

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- 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 – Mrs M Windle

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:
OCR Level 1/Level 2
National in Sport Science

ASSESSMENT

Students will study 3 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 R183– Nutrition and sports performance (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 ¼hour 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