

KS4 - YEAR 10

**COURSES OF STUDY
AND
SUBJECT INFORMATION BOOKLET
(for Year 9 Students)**

2024

**Your word is a lamp for my feet and a light on my path
(Psalm 119, vs 105)**

INTRODUCTION

2024

Dear Parents/Carers/Students

Thank you for your support over the first three years at Balshaw's. Your son's/daughter's future education is very important to us. The next few months are a most important stepping stone in the school life of our Year 9 students. In view of the vital role that you will play in the decisions that your son/daughter is about to make, we hope that you will find this booklet a useful document to read together as you look to make some decisions about the next two years.

Our Parents' Evening will be on Thursday 14th March from 4-7pm. During this Parents' Evening you will be able to make appointments with your son/daughter's teachers and discuss their progress in that subject but also suitability for progression to GCSE qualification in the case of some subjects.

KS4 Online Videos will be available from Friday 9th February

- There will be a video welcome & introduction from Mr Haycocks followed by a short introduction from Mr Morgan about the overall options process
- There will be a short video from each subject leader about the course content which will hopefully address most of the questions you might have

What if I have further questions that I need an answer to?

- On **Friday 8th March** you will get your child's latest tracking report which will give you a clear idea about their current attainment and attitude to learning in each subject
- There is the Year 9 Parents' Evening on **Thursday 14th March**. This will enable you to check on the progress that your child is making in a particular subject and their suitability for taking the subject as a possible option
- Mr Morgan can be contacted in school to answer any further questions that you may have.

When is the deadline for my child to decide their options?

- Your online options preference form must be submitted by **Tuesday 19th March 2024**

We feel that it is important to offer a breadth of curriculum study that will give students who leave Balshaw's the very best opportunities to be successful in an ever more competitive employment arena in the 21st Century. With this in mind we have a core curriculum which we believe it is important for everyone to follow as well as the opportunity to choose at least one other subject to study at KS4. It is important to note that first preferences indicated cannot be guaranteed due to constraints on group sizes and numbers of groups that can be staffed with appropriate staff at KS4, which is why second and third preferences are requested and may be implemented.

In addition to our curriculum pathways in school we are also able to offer a very limited number of places on a Level 2 Construction qualification at Preston College for students on Pathway Two. An Expression of Interest form and more information is available from Mr Morgan.

We want the best courses for each student and your interest and support is vital. We ask you to ensure that your son/daughter continues to work hard in all their present subjects and completes all homework set in preparation for the heavier programme of work next year. The importance of revision and home study cannot be emphasised too strongly.

We shall of course be building up, for reference purposes, a general picture of each student for his/her overall contribution to school life. This includes appearance, attendance, punctuality, attitude to learning, behaviour and acceptance of school rules, including uniform, which will all contribute to this profile. We are sure that you will continue to help by encouraging a positive attitude to all these aspects and ensuring that evenings are usefully employed during the next two years and an established work pattern is created. There should never be an evening when your son/daughter has no work to do. We shall also be looking to our senior students for the school prefects, stewards and other positions of responsibility.

We hope that the information you have access to helps your son/daughter make the best choices for their KS4 studies and with continued communication with you over the next two vital years, we will work together to ensure the best possible grades for your son/daughter.

Please do not hesitate to contact me or any of my senior colleagues if you require additional help or information. Together we will give your son/daughter the best start in life we can. Your youngster only has one chance to achieve well at school. We will do everything within our power to make this happen.

Yours faithfully,

S C Haycocks
HEADTEACHER



BALSHAW'S CHURCH OF ENGLAND HIGH SCHOOL

Your Word is a lamp for my feet and a light on my path. (Psalm 119, vs 105)

THE PROCESS

The decisions concerning which subjects to follow in Years 10 and 11 are very important ones. Students, parents/carers and teachers must work together to make the most appropriate decisions. The process should provide opportunities for both information-giving and discussion so that informed choices can be made.

The timescale and activities are as follows:

<p>Careers conversations/support with all Year 9 students.</p> <p>Available every Wednesday lunchtime in the Careers Room next to the Library</p>	<p>Drop-in sessions for Year 9s are available every Wednesday lunchtime. Here you can ask for information to help you plan your next steps.</p>
<p>Wednesday 7th February 2024</p>	<p>KS4 Courses of Study and Subject Information Booklet 2024 Available</p> <p>This booklet provides an explanation to parents/carers/students about the process, the choices available, how the selection process will operate and an opportunity to start reading more about different subjects. If you have additional questions for curriculum leaders please feel free to contact them at school.</p>
<p>Friday 9th February 2024</p>	<p>9.00am Videos Available Online Introductory video from Mr Haycocks Overview video from Mr Morgan Subject details video from subject leaders.</p>
<p>Thursday 22nd February 2024</p>	<p>Online Options Preference Form Available The online form will be available from this date and MUST be completed online by Tuesday 19th March.</p>
<p>Monday 19th February 2024 Wednesday 7th March 2024</p>	<p>Additional support available from Form Tutor/HOH/Curriculum Leaders or SLT on request. (email directly or via enquiries@balshaws.org.uk).</p>
<p>Friday 8th March 2024</p>	<p>Year 9 Tracking Reports Issued to Parents/Carers An up-to-date report giving assessment results/attitude to both learning, as well as additional information where applicable to support decision-making.</p>
<p>Thursday 14th March 2024</p>	<p>Year 9 Parents' Evening – 4pm-7pm.</p> <p>An opportunity to discuss current performance and future potential.</p>
<p>Tuesday 19th March 2024</p>	<p>Online Options Preference Form Return Date Nb: The option to continue studying a Modern Foreign Language and therefore following the EBACC suite of qualifications to GCSE is open to all students. MFL teachers have closely monitored and tracked the progress of all students in KS3, but in Year 9 especially, and those students whose prior attainment and progress tracking indicates that they have the academic ability to pursue the EBACC pathway will continue to study either French or Spanish. Therefore, students who, it has been determined, will continue to study MFL to qualification will be emailed the link to the Pathway One form and other students will be emailed the link to the Pathway Two form.</p>
<p>April/May 2024</p>	<p>Option Preference Forms Processed Follow-up with individual students as required</p>
<p>June 2024</p>	<p>Notification Students and parents/carers notified of subjects, confirmation of teaching groups</p>

HOW TO CHOOSE

Until now all students in Years 7, 8 and 9 have followed a compulsory broad and balanced educational course which is tailored to satisfy the requirements of the National Curriculum.

The curriculum for Years 10 and 11 will still have a core content that we feel is very important in preparing students at Balshaw's for their futures. However, there will still be an element of choice for students to consider different option subjects.

- 1) If he/she does not have any idea about a future career, then it is advisable to keep a wide choice of subjects suitable for several different careers
- 2) Your son's/daughter's capabilities in terms of your opinion and the opinion of his/her teachers

Guidance and advice will be given if there is any difficulty in choosing options. Parents have an important role to play by encouraging their son/daughter to discuss careers and choices with them.

A significant number of GCSE subjects are now linear, meaning that they are assessed purely on final examinations at the end of the two year course. However, some subjects still have an element of coursework or portfolio work and it is important that students and parents/carers recognise the necessity of keeping up to date with assignments. Students will benefit from parental encouragement and support in planning work systematically.

Please remember that all the staff at Balshaw's are on hand to answer queries and to give advice.

SUBJECTS THAT MUST BE DONE

During the next two years, students will take the following subjects:

- English Language to GCSE
- English Literature to GCSE
- Mathematics to GCSE level
- Science - see science subject specification for details
- Some students in French/Spanish (as determined by MFL Departmental tracking and prior data where it indicates the academic ability to continue French or Spanish and achieve GCSEs in the EBacc suite of subjects) – **will follow Pathway One**
- Geography **OR** History to GCSE level (there is the option to do both Geography & History through the pathways)
- Religious Studies Short Course GCSE (Some groups will **not** do RS to qualification - this will only be determined as students progress through the qualification)
- PSHE (delivered through Tutor time and one period on the timetable)
- Physical Education
- Some students in French/Spanish (as determined by MFL Departmental tracking and data will be given the opportunity to continue a MFL or choose an alternative) **will follow Pathway Two**. Within this pathway they will still have the option to choose a language

Syllabus
Edexcel

Assessment

Examination - 2 Papers (100%)

Paper 1 (50%) – Theme 1: Investigating Small Businesses - theory examination (1 ¾ hours)

Paper 2 (50%) – Theme 2: Building a Business - theory examination (1 ¾ hours)

Description

This course is suitable for students with a real interest in business and who wish to find out how businesses operate.

Expectations of the course

Units covered:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business
- Growing the business
- Making marketing, operational, financial and human resource decisions

Skills required

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

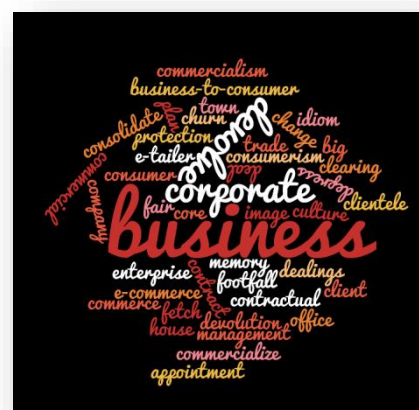
- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data

Possible career links

Foundation for further study of business studies and/or other related subjects and for the world of work.

Requirement

You will need to have gained the iDEA Bronze Award to study this course.



COMPUTER SCIENCE GCSE

"I really enjoy the creative side of Computer Science – and it's exciting when I get a program to do exactly what I want it to do!" Florence - Year 11

Syllabus

AQA

Assessment

Examination – 2 Papers (100%)

Paper 1 - Computational Thinking and Programming Skills (2 hours – 50% of GCSE)

- Fundamentals of algorithms
 - Computational thinking and problem solving
- Programming
 - Code tracing, design of effective algorithms, and designing, writing, testing and refining of code

Paper 2 – Computing Concepts (1 ¾ hours – 50% of GCSE)

- Fundamentals of data representation, Computer Systems, Fundamentals of computer networks, Cyber security, Relational databases and structured query language (SQL), Ethical, legal and environmental impacts of digital technology on wider society

Both examinations contain a mix of multiple choice, short and longer answer questions. Paper 1 assesses programming, practical problem-solving, computational thinking skills and Paper 2 assesses SQL programming skills and theoretical knowledge.

Description

GCSE Computer Science will develop your computational thinking which is the ability to think about any problem in a logical way, compare it to previous experiences and develop the solution. Computer Science will get you ready for the modern, digital world. It's an exciting, creative subject that you can apply to almost any issue that you care about, from supporting people's mental health, to finding sporting opportunities.

Skills required

Computer Science is an enjoyable challenge. If you like working with others, being creative, working through challenges to get to a solution and the idea of making a positive difference in the world, then Computer Science could be for you. As some of the topics link to maths topics, being on track for a grade 4 or above in maths should put you in a strong position to start this GCSE.

Possible career links

Almost every career in the future will have an element of computing involved. Technology is moving so fast that Computer Science knowledge will become an essential part of general knowledge and will help you pursue your chosen career for almost any area of work. A background in Computer Science can make you appealing to potential employers, no matter what sector you want to go in to.

Requirement

You will need to have gained the iDEA Bronze Award to study this course.



DESIGN & TECHNOLOGY: PAPER AND BOARD (GRAPHIC PRODUCTS)

LEVEL: GCSE WJEC EDUQAS C600QS

There is one 2 hour written examination (component 1) at GCSE worth 50% of the qualification; the remaining 50% will be a Design and Make task (NEA) (Component 2)

COURSE COMPONENTS:

Non-exam Assessment (NEA): 50%

TERMINAL EXAMINATION: 50%

COURSE CONTENT:

- Complete a range of assignments that respond to design situations
- Develop a range of graphic/drawing techniques
- Develop a range of modelling techniques and manufacturing processes
- Use of computer graphics, computer aided design, computer aided manufacture
- Develop an awareness of industrial practices

Non-exam assessment (NEA) details:

Component 2: Design and Make Task (NEA) worth 50% of the qualification

A sustained design and make task, based on a contextual challenge set by WJEC, 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.

Students must produce a Final Design and Make Task (NEA) which showcases their abilities.

- 30% is allocated to practical work
- 70% is allocated to research, designing, modelling, and evaluating

How it is assessed

- Non-exam assessment (NEA): - approximately 35 hours.
- 100 marks

WRITTEN EXAMINATION DETAILS: (component 1) worth 50% of the qualification

What is assessed

Component 1: Design and Technology in the 21st Century

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: technical principles designing and making principles along with their ability to: analyse and evaluate design decisions and wider issues in design and technology.

How it is assessed

- One written exam: 2 hours
- 100 marks

SPECIAL REQUIREMENTS:

- Students will require drawing and writing equipment, an A3 folder
- Students may need to be prepared to work in their own time
- In some cases some students may wish to buy special materials of their own

POSSIBLE CAREER LINKS:

Graphic Designer, Engineering, Advertising, Fashion, Interior Design, Architect, Product Design, Games Developer, Web Designer, Architect. You could of course carry on studying on Design and Technology at an advanced level, which would allow you the opportunity to study a range of courses at university.

For further information see **Miss Brown**.



DESIGN & TECHNOLOGY: RESISTANT MATERIALS

LEVEL: GCSE WJEC EDUQAS C600QS

COURSE COMPONENTS:

Non-exam Assessment (NEA): 50%

TERMINAL EXAMINATION: 50%

COURSE CONTENT:

Design and make a range of products that meet a need

Develop a range of design and communication skills

Develop a knowledge of materials (woods, plastics, metals) and their properties

Develop a range of making skills and industrial manufacturing processes

Use of appropriate tools and equipment to produce work to set specifications

Develop an awareness of industrial practices

Non-exam assessment (NEA) details:

Component 2: Design and Make Task (NEA) worth 50% of the qualification

A sustained design and make task, based on a contextual challenge set by WJEC, 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.

Students must produce a Final Design and Make Task (NEA) which showcases their abilities.

- 30% is allocated to practical work
- 70% is allocated to research, designing, modelling, and evaluating

WRITTEN EXAMINATION DETAILS: (component 1) worth 50% of the qualification

What is assessed

Component 1: Design and Technology in the 21st Century

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: technical principles designing and making principles along with their ability to: analyse and evaluate design decisions and wider issues in design and technology.

How it is assessed

- One written exam: 2 hours
- 100 marks

SPECIAL REQUIREMENTS:

- Students will require drawing and writing equipment, an A3 folder
- Students may need to be prepared to work in their own.
- In some cases, some students may wish to buy special materials of their own

POSSIBLE CAREER LINKS:

Apprenticeships, Engineering, Architect, Product Design, Manufacturing Engineer, Construction.

You could of course carry on studying on Design and Technology at an advanced level, which would allow you the opportunity to study a range of courses at university.

For further information see **Miss Brown.**



DRAMA

Specification from September 2016

AQA GCSE Drama

- Practical coursework 60%
- Written exam paper 40%

Practical work :

Devised Drama: Students will create a piece of theatre on a theme. Most students will work as actors on this project. Some, who have a special interest in technical and design aspects, may work on sound, lighting or costume/make up. There is a requirement to do a written log for this component for both actors and designers.

Scripted Drama: All students will perform two extracts from a published play. This will be examined by an external visiting examiner.

Written paper: Final exam under full exam conditions at end of course:

Section A: Multiple choice (theatre knowledge)

Section B: Questions about a set play

Section C: A review of a theatre production seen during the course, with the teacher

Essential skills required

- Ability to understand, learn and use scripted material
- Ability to work in group situations with confidence and sensitivity
- A good imagination
- Determination
- Confidence to perform in front of others
- A genuine interest and enthusiasm for drama and the theatre
- Ability to adopt and sustain a variety of roles
- Ability to evaluate work done and seen effectively (verbal and written)
- Ability to communicate through the language of drama (space, movement and words)
- For some a genuine desire to learn about the technical and design aspects of theatre which enhance a performance

Expectations

- To complete all tasks to required standard at specified times - both performances and written work
- To be prepared to work outside normal lesson time to rehearse work to a high standard
- To have a good record of attendance, punctuality and reliability
- To be prepared to visit the theatre on at least three occasions (out of school hours for at least one of them)



100% Examination

Examinations:

Component 1:

20th Century Literature Reading and Creative Prose Writing

Written examination: 1 hour 45 minutes

40% of qualification

Section A (20%) – Reading

One extract (about 60-100 lines) of literature from the twentieth century

Section B (20%) – Prose writing

One creative task drawn from a selection of four titles

Component 2

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

Written examination: 2 hours

60% of qualification

Section A (30%) – Reading

Two extracts (about 900-1200 words in total) of high-quality non-fiction writing from the nineteenth and twenty-first centuries

Section B (30%) – Writing

Two compulsory transactional/persuasive writing tasks



100% examination

Component 1: Shakespeare and Poetry

Written examination: 2 hours

40% of qualification

Section A (20%) Shakespeare

One extract question and one essay question based on the reading of a Shakespeare text from a prescribed list

Section B (20%) Poetry from 1789 to the present day

Two questions based on poems from the WJEC Poetry Anthology, one of which involves comparison

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

Written examination: 2 hours and 30 minutes

60% of qualification

Section A (20%) 19th Century Prose/Drama

One source based question on a post-1914 text from a prescribed list

Section B (20%) 19th Century Prose

One source based question on a 19th century prose text from a prescribed list

Section C (20%) Unseen Poetry

Two questions based on unseen poems, one of which involves comparison



EXAM BOARD: EDUQAS

Component 1: Key Developments in US Film

Written examination: 1 hour 30 minutes, 35% of qualification, 70 marks

Content: Learners will study three US films for this component:

- one comparative study of a pair of mainstream genre films (from a choice of five pairs).
Each pair of films includes one film produced between 1930 and 1960 and one film produced between 1961 and 1990
- one independently produced film, from a choice of five recent films.

Component 2: Global Film: Narrative, Representation and Film Style

Written examination: 1 hour 30 minutes, 35% of qualification, 70 marks

Content: Learners will be required to study three films from outside the US for this component:

- one global English language film, from a choice of three, produced outside the US
- one global non-English language film, from a choice of three
- one UK film, from a choice of three, produced since 2010.



Component 3: Production -Non-exam assessment

Internally assessed, externally moderated by EDUQAS, 30% of qualification (production, 20%, evaluative analysis, 10%)
60 marks

The production may take the form of:

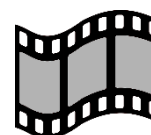
- either a filmed extract from a genre film (2 minutes to 2½ minutes)
- or an extract from a screenplay for a genre film (800 to 1000 words).

Learners must also provide an evaluative analysis of the production (750 to 850 words), which analyses and evaluates the production in relation to other professionally produced films or screenplays.

What skills will this subject develop?

Studying film helps you to see the world in a new light. It helps develop understanding of popular culture. It helps develop a range of skills including:

- Creative thinking
- Critical thinking
- Emotional intelligence
- Communication skills



What skills do I need for this subject?

You will need a genuine interest in films and in the film industry and of course the ability to concentrate and notice detail in a two-hour film. You will need to be able to consider the ideas behind the director's choices and express your ideas in extended writing.

What it isn't-

- just watching films! We watch around one film every half term to apply your film studies knowledge and skills to an actual film
- easy - there is a LOT of writing and you will be learning new things every single lesson

Equipment: No specialist equipment is needed by the students, though a laptop/computer to work on at home and copies of the films we are studying on DVD or a streaming service would help.

Syllabus

AQA FINE ART

Assessment

60% non-exam assessment

Portfolio of work selected from work undertaken during the course of study and must include more than one project

40% externally-set assignment

The externally-set assignment provides students with the opportunity to demonstrate their ability to bring together different areas of knowledge, skills and/or understanding from their selected starting point (choice of 7) through to their realisation of intentions in the 10 hours supervised time. The ESA preparation period starts at the beginning of January 2023.

Skills required

- The ability to draw and paint from observation and imagination
- To complete a number of pieces of work for each project
- To appreciate and respond critically to visual images through drawings and annotations
- To sensitively evaluate their own work
- To develop work imaginatively/progressively

Expectations of the course

Students should be able to:

- demonstrate that they can work independently, systematically and in a disciplined way
- produce an exhibition of their non-exam assessment work
- complete an externally-set assignment as a unit of work
- develop their knowledge and understanding of artists and cultures
- make appropriate use of sketch books, library and IT resources
- work imaginatively and progressively across a broad array of mediums

Possible career links

A Fine Art qualification can open up opportunities to a wide range of work, including fashion design, interior design, textile and surface design, theatre design, window dressing and display, signwriting, teaching, medical photographer, press photographer, make-up artist, film set design, garden design, floristry, museum work, medical illustrator, graphic design, designer craftspeople, computer games designer, architect, restoring works of art, careers in antiques, art therapy.

Any other information

Students choosing this course will be expected to meet deadlines and can enhance their skills further by using the Art department facilities at lunchtime and/or after school.

Continuous internal assessment procedures enable students to reflect on and adapt their work through a constant dialogue between teacher and student.

Students are advised to purchase some graded pencils, a putty rubber and a set of pencil crayons.



FOOD PREPARATION AND NUTRITION

LEVEL: GCSE AQA FULL COURSE (8585)

COURSE COMPONENTS:

Non-exam assessment 50%

Terminal exam 50%

COURSE CONTENT:

The specification for Food Preparation and Nutrition equips you with the knowledge, understanding, skills and encouragement you need to learn to cook. The course will give you the ability to apply principles of food science, nutrition and healthy eating.

The theory is divided into 5 key sections

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

Non-exam Assessment (NEA) DETAILS: (50%)

Task 1 Food investigation 15%

A written or electronic report (1,500-2,000 words) including photographic evidence. Students looking at the working characteristics, functional and chemical properties of food.

Task 2 Food Preparation assessment 35%

Students to prepare cook and present a final menu of three dishes cooked within 3 hours.

A written or electronic report including photographs.

WRITTEN EXAMINATION DETAILS: (50%)

- Students will sit one examination paper, of which there is a single tier:
- The exam will be 1 hour 45 minutes
- The GCSE will be graded 9-1
- Multiple choice 20 marks
- Five questions each with a number of sub questions 80 marks



SPECIAL REQUIREMENTS:

Students must provide their own ingredients on specific dates.

POSSIBLE CAREER LINKS:

Research and Development, Food Manufacture, Health and Safety, Product Design, Hospitality and Catering Industry, Food Science and Nutrition.

For further information see **Mrs Bromley/Mrs Gregory**

FRENCH

Note – This option should only be chosen by students who are studying French this year.

Syllabus

Edexcel GCSE

Skills required

Listening: 25%

Speaking: 25%

Reading: 25%

Writing: 25%

Expectations of the course

GCSE (five lessons per fortnight)

Possible career links

Information from CILT (the National Centre for Languages) – The market for language skills is very diverse and, of course, global. There are jobs for people with languages at all levels in the workforce ranging from sales assistants, airline cabin crew and call centre staff through to the professions and the Diplomatic Service. Language skills are particularly sought after currently in finance and IT. There is also a growing demand for interpreters and translators, both for the public services (law, police, health, social services) and for international institutions such as the EU.

Any other information

It is essential that students have their own bilingual dictionary for written work.

The use of electronic translators is not allowed.



Exam Board AQA

Overview

The GCSE Geography course enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures. The course builds on a number of topics studied at KS3 including tectonics, coasts, urban issues and challenges and development as well as introducing new concepts.

What will I study and how is it assessed?

The Geography course is linear, students will sit all their exams at the end of the course, there is no coursework. There are three exams:

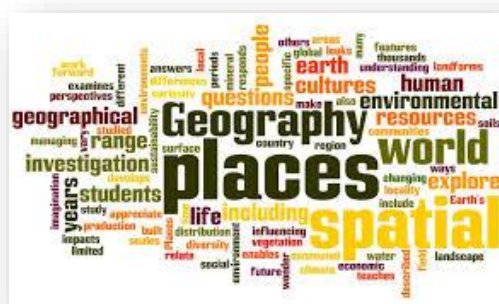
Paper	1: Living with the physical environment	2: Challenges in the human environment	3: Geographical application
Topics	<ul style="list-style-type: none"> • The challenge of natural hazards - (tectonic hazards, weather hazards, climate change) • Physical landscapes in the UK - (coasts, rivers, glaciation) • The living world - (ecosystems, tropical rainforests, cold environments) 	<ul style="list-style-type: none"> • Urban issues and challenges • The changing economic world • The challenge of resource management - (resource management & food) 	<ul style="list-style-type: none"> • Issue evaluation • Fieldwork • Geographical skills <p>(Fieldtrips will take place in the summer term of Y10 to facilitate the fieldwork)</p>
How it is assessed	<ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 35% of GCSE 	<ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 35% of GCSE 	<ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 30% of GCSE

Skills developed

Studying GCSE Geography you will develop a range of skills including; personalised independent learning, communication skills, technological skills such as ICT and Geographical Information Systems, interpersonal skills through debate and discussion and literacy, numeracy and problem-solving skills.

Future opportunities

Following a GCSE course in Geography many students will go on to study Geography at A Level. Geography is a bit of everything - economics, history, chemistry, biology, physics and politics. For this reason Geography is known as a **pivotal subject**. Geography is one of the more academic subjects and is regarded highly by the top universities, they will look at your combination of A Level and GCSE subjects and look favourable on those who study Geography meaning it is also called a **facilitator subject**. Careers include: law, marketing & retail, accounting, research, teacher training, publishing & journalism, water resource management, tourism, transport management and traffic planning to name a few!!



HISTORY

Exam Board AQA

The new GCSE History course is linear. Exams are taken at the end of the course. There is NO coursework or controlled assessment.

Two exam papers (both 2 hours).

Paper 1: Understanding the modern world

Paper 2: Shaping the nation (Britain)

Topics studied for Paper 1 Studied in Year 11

- Conflict and Tension 1894 – 1918
- America 1920 – 1973 “Opportunity and Inequality”

Topics studied for Paper 2 Studied in Year 10

- Britain, health and the people 1000AD to the present day
- Elizabethan England 1568-1603

Overview

GCSE History students will develop a secure understanding of chronology, gain a knowledge and understanding of history on different scales and contexts, apply historical concepts and processes and engage with the nature of evidence and different interpretations.

Skills required

GCSE study in this subject requires good English language skills. Students must be able to critically analyse evidence and write structured, ‘balanced’ essays. Skills of explanation and assessment are critical, and literacy skills are vital.

Why should I study History?

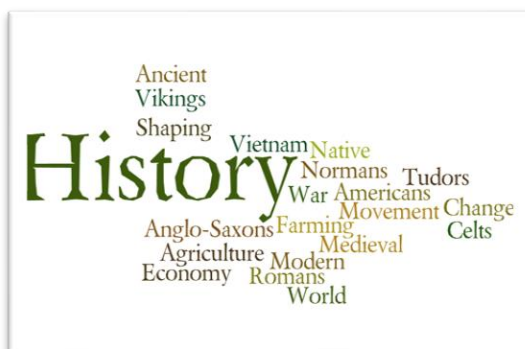
History will enable you to understand more about the nation and the world in which you live. The skills developed will enable you to look beyond the headlines, ask questions properly and express your own opinions coherently. Studying History allows you to make sense of other subjects, and understand the origins of modern social and political problems.

Career links/post 16 study

GCSE History provides a valuable route into A-level study in a variety of subjects. History can help with careers in Law, Journalism and the Civil Service.

“The study of History is the beginning of wisdom”

Jean Bodin



MATHEMATICS

Syllabus AQA 8300

Paper 1: 1 hour 30 mins, 80 marks, non-calculator, 33⅓% of the GCSE Mathematics assessment

Paper 2: 1 hour 30 mins, 80 marks, calculator allowed, 33⅓% of the GCSE Mathematics assessment

Paper 3: 1 hour 30 mins, 80 marks, calculator allowed, 33⅓% of the GCSE Mathematics assessment

Each paper includes a mix of question styles, short single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Percentage of coursework

None

Subject Content

Number

Algebra

Ratio, proportion and rates of change

Geometry and Measures

Probability

Statistics

To use their knowledge and understanding to make connections between mathematical concepts. Apply the functional elements of Mathematics in everyday and real-life situations.

This qualification in Mathematics encourages students to develop confidence in and a positive attitude towards Mathematics, and to recognise the importance of Mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

Expectations of the course

Some of the work for GCSE will be revision of work covered lower down in the school. However, there are many new topics, and familiar topics are covered in more detail. It is therefore important to continually go back over old work to review and revise. Students are expected to do this themselves in their own time.

Homework tasks may need a sound knowledge of earlier work before progress can be made. Students are expected to bring all their maths equipment and a calculator to their lessons.

Possible career links

Most careers require a qualification in Mathematics as a requirement for a course to be attended as part of the training. Many careers also have a significant amount of Mathematics in them, for example accounting, engineering, computing, business, banking, insurance and teaching.

For further education, Mathematics can help in sciences, geography and economics to name but a few subjects.

Any other information

There are two tiers of entry:

- Higher level – possible grades 4 - 9
- Foundation level – possible grades 1 - 5

*A grade 4 is equivalent to the former grade C and a grade 7 is equivalent to a grade A

All students will need a scientific calculator. Ask your Mathematics teacher if you need advice on the type of calculator to buy.

Syllabus Pearson GCSE equivalency

Students who study Music at KS4 will take the BTEC Tech Award, which provides them with the necessary comprehensive skills and knowledge for further study or merely the creative pursuit of music in a rapidly changing world of music technology. This course is suitable for students who have a keen interest in different musical styles and who have some skill in singing or playing a musical instrument, composing or creating, or using digital audio workstations (DAWS). The course is suitable for students of all abilities and has been tailored to prepare students for a diverse and competitive music industry. Therefore, those who have an interest in the scope of music technology in production or composition may find it as relevant as those who simply enjoy playing an instrument for pleasure.

Students are assessed in three components throughout key stage 4, two of which are internally assessed and externally moderated, and the third, which is only externally moderated. These assessments are carried out over several weeks under controlled conditions.

- Component 1 involves a study of different styles of music (e.g. pop, classical, blues and rock) and the elements of music which typify these styles. Students produce a portfolio of four contrasting genres with examples, and a performance, composition or DAW project incorporating one of these styles.
- Component 2 involves developing skills used in the music industry and the assessed outcome is a choice of performing, composing or producing and commentary/reflection on their personal development.
- Component 3 involves responding to a musical brief and contrasting styles of music. Students are then given the option to compose, perform or produce a remix version of a song in a different style. Clear preparation and a commentary must also be produced.

During the course, it is important that students are committed to developing their own skills and being involved in extra-curricular music, where appropriate. The practice rooms and digital facilities are available after school and at lunchtimes for students to undertake their own study. This course is enjoyable and varied but challenging in its content.

Progression-Next steps

There are many careers for which this course would be beneficial, including: session musician, music producer, talent scout, recording engineer, technician, studio manager, software programmer, composer, arranger, singer, stage manager, events' organiser, teacher, agent and music manager.



PHYSICAL EDUCATION - GCSE

(Please note all students will receive core practical PE lessons every week whether they opt to select a KS4 PE course or not.)

Syllabus

OCR Full Course

Percentage of coursework

40% (judged by practical performance in three sports and a performance analysis piece of coursework)

Percentage of theory

60% (2 x 1hour 20 minute written exams at the end of Year 11)

Who would this course be suitable for?

The GCSE PE course will suit students who have a very keen interest in the theory aspects of PE such as Applied Anatomy and Physiology, Sport Psychology and Movement Analysis. This course is for students who are very keen sport performers, playing competitive sport outside of school. It will suit students who are good in written exam conditions and able to apply the theory content in two final written exam papers. This is not a course for students wanting extra practical PE lessons as the vast majority of the course is theory and classroom based. Please see below for more details.

Skills required

- Students must be playing/performing to a good standard in at least one of the following sports– football, rugby, basketball, badminton, cricket, dance, handball, hockey, table tennis, netball, squash, tennis, athletics, road cycling, golf, gymnastics, skiing/snowboarding, swimming. All GCSE PE students will be assessed on their performance in three of these activities which will account for 40% of their final grade. In order to be successful students will need to be highly competent as sports performers
- The vast majority of the GCSE PE course is theory and classroom based. Students will need to have a very keen interest in the theory content including topics such as applied anatomy and physiology, sport psychology and movement analysis
- Students will need to be fully dedicated to weekly homework and revision of the theory content and be able to apply their knowledge in a written exam format



Expectations of the course

- Highly organised
- Involved in competitive sport/activities on a regular basis both in and outside of school
- Hard work in both practical and theory
- Homework and coursework deadlines met weekly
- Regular, committed attendance to at least one extracurricular club throughout Year 10 and Year 11

Possible career links

Sport and leisure industry, PE teaching, A-level PE, Physio, Fitness instructor

Any other information

There is a parental financial contribution of approximately £40 which pays for the course text book, course kit and revision materials.

RELIGIOUS STUDIES (FULL COURSE)

Syllabus

Students will study the AQA Specification A Religious Studies.

Course content

Throughout the GCSE course, students will study in depth the beliefs, teachings and practices of Christianity and one other religion. Through the units of work on religious beliefs and practices, they will explore both the unity and diversity in religious beliefs and the impact of these beliefs and teachings on the lives of religious believers. They will also complete at least four units of work from the following list of religious, philosophical and ethical thematic studies: *Relationships and families, Religion and life, The existence of God and revelation, Religion, peace and conflict, Religion, crime and punishment, Religion, human rights and social justice*. Within these units, students will study a range of engaging, contemporary ethical issues and the different religious and moral responses to these.

Throughout this course students will develop their confidence in expressing their own views and beliefs through exploring some of life's ultimate philosophical questions. They will develop their critical and analytical thinking skills through looking at religious and moral responses to contemporary ethical issues. They will develop an in depth knowledge and understanding of different religious beliefs, teachings and practices.

Scheme of assessment

There are two examinations which are taken at the end of the course.

Percentage of coursework

There is no coursework in this specification.

Skills required

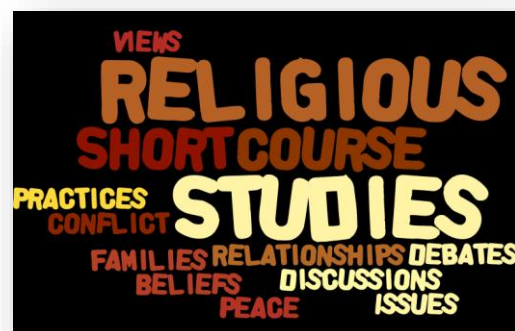
Students will be encouraged to express their own well thought out and reflective views on religious issues, both orally and in writing. Students will be expected to gather information and evidence from a variety of sources and present this information in detailed essays, notes and discussions. Students must have an interest and passion for learning about different religious and moral views. Students must also show respect to different beliefs and viewpoints.

Expectations of the course

We expect students choosing this course to work to their full potential, completing all the work set to the best of their ability. Students need to show respect to the different views and beliefs encountered in this course. As debates and discussions are an important part of the course, students will be asked to contribute to class and group discussions.

Possible career links

Having a GCSE in Religious Studies provides an excellent opportunity for students to develop their knowledge, understanding and awareness of a range of different religious and ethical views and the impact which these have on everyday life. Employers understand that students who have studied RS are interested in and concerned about people and different beliefs and faiths. In a multi-cultural world of work, this is important. Throughout the course, students also develop a wide range of transferable skills such as evaluation, interpretation and analysis skills, the ability to construct well-structured and balanced arguments. Students who have studied RS GCSE have gone into careers such as the Police, nursing, teaching, law, human resources, airline staff, finance, Doctors, Dentists and many other professions.



RELIGIOUS STUDIES (SHORT COURSE)

Syllabus

AQA short course GCSE

Scheme of assessment

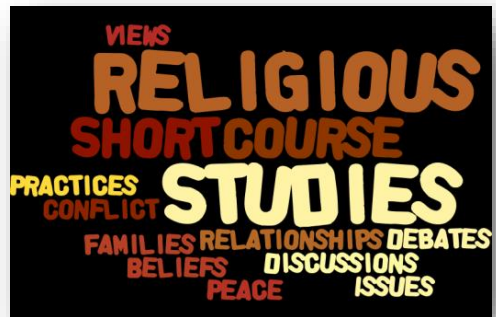
One exam, lasting one hour and forty five minutes.

Percentage of coursework

There is no coursework in this specification.

Course content

Students will study the beliefs, teachings and practices of Christianity and one other religion. This will involve them studying in-depth the different ways in which religious believers interpret teachings and practices and the impact of these interpretations on their lifestyle. They will also study two religious, philosophical and ethical themes which are **Theme A:** Relationships and families and **Theme B:** Religion, peace and conflict.



Skills required

Students will be encouraged to express their own views on religious issues, both orally and in writing. Students will be expected to gather information and evidence from a variety of sources and present this information in detailed essays, notes and discussions. Students must have an interest in learning about different religious and moral views and must be respectful towards different beliefs and viewpoints.

Expectations of the course

We expect students choosing this course to work to their full potential. As debates and discussions are an important part of the course, students will be asked to contribute to class and group discussions. Students will be required to write essays and produce detailed notes and responses to tasks. Students also need to be respectful of different views and beliefs.

Possible career links

Having a short course GCSE qualification in Religious Studies provides an excellent opportunity for students to develop their knowledge, understanding and awareness of a range of different religious and moral views and the impact which these have on everyday life. Employers understand that students who have studied RS are interested in and concerned about people and other beliefs and faiths. In a multi-cultural world of work, this is important. Students who have studied RS GCSE have gone into careers such as the Police, nursing, teaching, law, human resources, airline staff, finance, medicine, dentistry and many other professions.

Any other information

This course is 50% of a normal GCSE. However, it is timetabled for only one lesson per week so therefore students are expected to be extremely dedicated to producing the work required.

Exam Board: AQA

Every student will study Science at GCSE. There are two courses that we deliver:

- Combined Science (Science Trilogy)
- Separate Sciences (Triple Science)

All Science GCSEs are linear courses studied through Years 10 and 11, with all exams taken at the end of Year 11. Controlled Assessment (coursework) is not a part of Science GCSE; the qualification is 100% examination.

Both Combined Science and Separate Sciences have six exam papers at the end of Year 11 (two for each subject).

Combined Science

This is studied by the majority of students at GCSE. In Combined Science we have Higher and Foundation tier classes. Students will have 10 lessons per fortnight and will study Biology, Chemistry and Physics. They will be awarded two Science GCSEs at the end of Year 11 and grades 9-1 are available.

Separate Sciences

Students studying Separate Sciences will have 15 lessons a fortnight and so a keen interest and /or passion in the subject area is required as their timetable will be 30% Science lessons. Due to option blocking students who select Separate Sciences will be unable to study D & T – resistant materials or D & T – Graphics. Students will be advised by Science staff on their suitability to take Separate Sciences based on their performance in assessments. Students will be awarded three GCSEs at the end of Year 11. Grades 9-1 are available, but it should be noted that each exam is 30 minutes longer than those for Combined to accommodate the extra content that is taught. They will be awarded three GCSEs at the end of Year 11, one in each Science subject.

Skills and attributes required

- Ability to use scientific vocabulary to communicate ideas about science
- Ability to take knowledge gained and apply it to different situations
- Ability to work sensibly and safely during practical experiments
- Ability to apply mathematical skills to scientific calculations

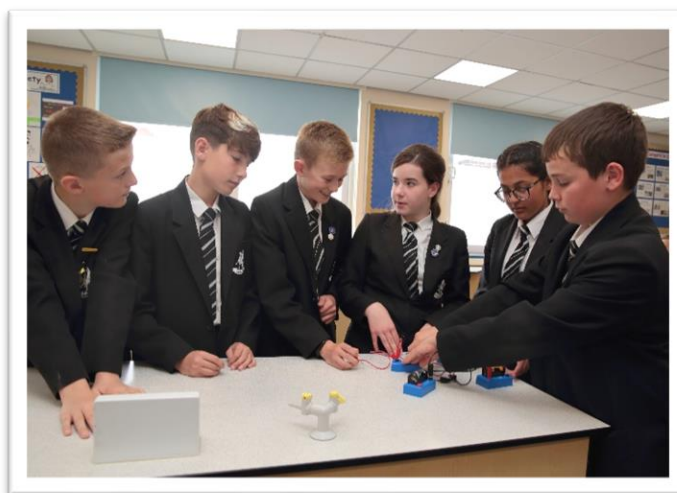
Aims of the course

- To develop students' understanding of the science that affects their everyday life
- To develop students' thinking, questioning, analysing and application skills in science
- To encourage enthusiasm about science leading to continued involvement in the future

Possible career links

Both routes, Separate Sciences and Combined Science GCSEs, will allow progression onto A Level Sciences.

Science qualifications are highly sought after in most professions, but especially for careers in the NHS, education, environmental work, engineering, mechanics, IT, veterinary work, the cosmetic industry and with research fields.



SPANISH

Note – This option should only be chosen by students who are studying Spanish this year.

Syllabus

Edexcel GCSE

Skills required

Listening: 25%

Speaking: 25%

Reading: 25%

Writing: 25%

Expectations of the course

GCSE (five lessons per fortnight)

Possible career links

Information from CILT (the National Centre for Languages) – the market for language skills is very diverse and, of course, global. There are jobs for people with languages at all levels in the workforce, ranging from sales assistants, airline cabin crew and call centre staff through to the professions and the Diplomatic Service. Language skills are particularly sought after currently in finance and IT. There is also a growing demand for interpreters and translators both for the public services (law, Police, health and social services) and for international institutions such as the EU.

Any other information

It is essential that students have their own bilingual dictionary for written work. The use of electronic translators is not allowed.



PLEASE NOTE THIS FORM IS FOR REFERENCE ONLY

THE ONLINE PREFERENCE FORM, WILL BE [AVAILABLE ONLINE HERE](#), FROM THURSDAY 22ND FEBRUARY

PATHWAY ONE: OPTION PREFERENCE FORM

NAME:

TUTOR GROUP

Your option preferences:

Make a choice from each of the following 4 option selections.

Please indicate your preferences for the following options by **writing 1, 2, 3 in the order of preference** within each of the option boxes.

ADDITIONAL GCSE PREFERENCE 1	
GEOGRAPHY	<input type="text"/>
HISTORY	<input type="text"/>

ADDITIONAL GCSE PREFERENCE 2	
FRENCH	<input type="text"/>
SPANISH	<input type="text"/>

ADDITIONAL GCSE PREFERENCE 3	
BUSINESS	<input type="text"/>
COMPUTER SCIENCE	<input type="text"/>
DRAMA	<input type="text"/>
FILM STUDIES	<input type="text"/>
FINE ART	<input type="text"/>
GEOGRAPHY/HISTORY	<input type="text"/>
MUSIC-BTEC	<input type="text"/>
PHYSICAL EDUCATION-GCSE	<input type="text"/>
RELIGIOUS STUDIES	<input type="text"/>

ADDITIONAL GCSE PREFERENCE 4	
D&T GRAPHICS	<input type="text"/>
D&T RESISTANT MATERIALS	<input type="text"/>
FOOD PREPARATION & NUTRITION	<input type="text"/>
GEOGRAPHY	<input type="text"/>
RELIGIOUS STUDIES	<input type="text"/>
SEPARATE SCIENCES	<input type="text"/>

PLEASE NOTE: It will always be the aim to allocate first preferences where possible. However, this is not possible in all cases hence the requirement to provide second and third preferences which the school will use to provide the best curriculum offer where first preference isn't available.

To be completed online by Tuesday 19th March 2024.

PLEASE NOTE THIS FORM IS FOR REFERENCE ONLY

THE ONLINE PREFERENCE FORM, WILL BE [AVAILABLE ONLINE HERE](#), FROM THURSDAY 22ND FEBRUARY

PATHWAY TWO: OPTION PREFERENCE FORM

NAME:

TUTOR GROUP:

Your option preferences:

Make a choice from each of the following 4 option selections.

Please indicate your preferences for the following options by **writing 1, 2, 3 in the order of preference** within each of the option boxes.

ADDITIONAL GCSE PREFERENCE 1	
GEOGRAPHY	<input type="text"/>
HISTORY	<input type="text"/>

ADDITIONAL GCSE PREFERENCE 2	
BUSINESS	<input type="text"/>
COMPUTER SCIENCE	<input type="text"/>
DRAMA	<input type="text"/>
FILM STUDIES	<input type="text"/>
FINE ART	<input type="text"/>
GEOGRAPHY/HISTORY	<input type="text"/>
MUSIC-BTEC	<input type="text"/>
PHYSICAL EDUCATION-GCSE	<input type="text"/>
RELIGIOUS STUDIES	<input type="text"/>

ADDITIONAL GCSE PREFERENCE 4	
D&T GRAPHICS	<input type="text"/>
D&T RESISTANT MATERIALS	<input type="text"/>
FOOD PREPARATION & NUTRITION	<input type="text"/>
GEOGRAPHY	<input type="text"/>
RELIGIOUS STUDIES	<input type="text"/>
SEPARATE SCIENCES	<input type="text"/>

ADDITIONAL GCSE PREFERENCE 3	
BUSINESS	<input type="text"/>
D&T GRAPHICS	<input type="text"/>
FINE ART	<input type="text"/>
FOOD PREPARATION & NUTRITION	<input type="text"/>
FRENCH	<input type="text"/>
PHYSICAL EDUCATION - GCSE	<input type="text"/>
SPANISH	<input type="text"/>

PLEASE NOTE: It will always be the aim to allocate first preference where possible. However, this is not possible in all cases hence the requirement to provide second and third preferences which the school will use to provide the best curriculum offer where first preference isn't available.

**To be completed online
by Tuesday 19th March 2024.**

PLEASE NOTE THIS FORM IS FOR REFERENCE ONLY

PATHWAY TWO: OPTION PREFERENCE FORM

Preston College – Expression of Interest Form

NAME: TUTOR GROUP:

<p>ADDITIONAL VOCATIONAL COURSE</p> <p>L2 CONSTRUCTION @PRESTON COLLEGE</p> <input type="checkbox"/>

We are pleased to be able to offer a limited number of places on a vocational course in Level 2 Construction at Preston College, available to students on Pathway Two. Please indicate, as an expression of interest at this stage, by ticking the box above.

This will help us to establish whether we can offer the course. If you are successful in being accepted onto this course, it will become your Additional Preference 3. Once expressions of interest have been received further information will be made available in school from Mr Morgan or can be viewed on the Preston College website under '14-16 Work Ready Programmes' and above the qualifications.

A formal application process will then commence in partnership with Preston College.

This course involves students going up to Preston College every Wednesday afternoon via organised transport by school. Learning at Preston College finishes 4pm each Wednesday and the expectation is that students arrange their own transport home from college.

PLEASE NOTE: The school reserves the right to make the decision as to the suitability of the Construction course for some students as well as the viability of whether any individual student can be trusted going out of school each week. In order to make informed decisions in these matters, the school will refer to the attendance and behaviour records amongst other criteria.

Please see Mr Morgan for a copy of this form.

To be completed by Tuesday 19th March 2024.