

Options

Options for starting Key Stage 4

What is the EBacc?

The EBacc is a combination of GCSE subjects that offer an important range of knowledge and skills to young people. The EBacc future proofs your prospects and gives you access to a full range of employment options when you leave secondary school

What is a GCSE?

GCSEs (General Certificate of Secondary Education) are level 2 awards given at the end of Key Stage 4 (year 11). They are scaled on a numerical system, with 9 being the highest and 1 being the lowest. Most colleges and universities require a grade 4 in maths and English.

What are the pathways?

At Colne Valley High School, we offer three pathways. Each of our pathways are tailored to your child's specific needs and interests.

Every student is assigned a pathway. This is based on a discussion between your Achievement Co-ordinator and heads of subjects, with the intention being your best successes at the end of KS4.





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Welcome Message

Information for students

Welcome to Colne Valley High School's Key Stage 4 Guided Choices information booklet. This booklet will guide you through our options process and answer any questions you may have.

For the first time in your school life, you are now able to make a choice about the curriculum that you will study. In KS4 you are able to select subjects that you enjoy and which you are likely to succeed in.

We would advise you to keep breadth and balance within your choices by selecting subjects from a broad range of curriculum areas such as: languages, humanities, technology and the creative arts. You must study English language, English literature, mathematics, science, PE, and Religion and Worldviews. PE and Religion and Worldviews are non-examined subjects. They contain essential skills and understanding about key issues relating to the world around you, your health and well-being.

In Science, you will be guided towards the combined science course (worth 2 GCSEs) or triple science (worth 3 GCSEs). Further details about this are available in the following pages, but all courses include elements of Chemistry, Biology and Physics.

Qualifications other than GCSE are also offered as an option choice. These are called vocational qualifications. These qualifications are equivalent to one GCSE grade. They are externally examined, like GCSE, but there may be a greater emphasis on the internal coursework elements.

Information for parents and guardians

Your child will be placed on a bespoke pathway that will guide them to make choices that are the most appropriate for them. Please consider the subject choices carefully when supporting your child through the process to ensure their eventual success at the end of Year 11. It is also worth taking into consideration what students might like to do at the end of Year 11. It might be beneficial for some students who aspire to take certain courses at college or university to study for the English Baccalaureate.

All subjects will be examined at the end of Year 11, although some subjects may have aspects of the final grade assessed through control assessments during Year 10 and Year 11. It is important to note that whilst all subjects are offered initially, it may not be possible to run all of them. These subjects will be decided essentially by demand.

If you have any questions throughout this process, please contact us using the guided choices email address below. We endeavour to respond to any requests within 48 hours (working days).

guidedchoices@thecvhs.co.uk

Miss H Chappell

Year 9 Achievement Co-ordinator

Introduction

Dates for your diary

Wednesday 4th December 2024 – Guided Choices Pathways Launch

Thursday 12th December 2024 - Year 9 Parents Evening

Wednesday 18th December 2024 – Guided Choices Evening (invitation only)

Overview of GCSEs

GCSEs (General Certificate of Secondary Education) are level 2 awards given at the end of Key Stage 4. GCSEs have changed in recent years. Transition from the GCSE grades A* to G to the new grade 9 to 1 began in 2017. KS4 qualifications are made up of exams, controlled assessment, or a mixture of the two.

So what do these new GCSE grades mean?

All GCSE qualifications are examined at the end of Year 11.

Current Grading Structure (From 2017)	Old Grading Structure
9	A*
8	
7	A
6	B
5 (Strong Pass)	
4 (Pass)	C
3	D
2	E
1	F G
U	U

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open in later life.

- English language and English literature
- Mathematics
- Science (combined science or 3 single sciences)
- History or Geography
- A modern language (French or Spanish)

What is the EBacc?

The EBacc is not a qualification in its own right, more it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people. The EBacc future proofs your prospects. While you may not have decided on their future career path yet, choosing the EBacc at GCSE gives you access to a full range of employment options when you leave secondary school and the broad knowledge that employers

The EBacc (English Baccalaureate)

are looking for. If you are re thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

Our Blue and Yellow pathways ensure you are able to access the EBacc. The EBacc can also be achieved from Green and Lilac.

Further information and guidance can be found at:

<https://www.gov.uk/government/publications/english-baccalaureate-EBacc>

Vocational and GCSE Subjects

Most students study around nine subjects. Some of these courses are known as GCSEs. These are traditional and are made up of an exam at the end of Year 11, though they sometimes include a controlled assessment unit of no more than 60%. Some courses are known as vocational. Vocational qualifications are those that are practical and directly related to a specific job or career path. Most vocational subjects offer a mix of theoretical and hands-on learning, allowing you to get a good foundational understanding of the subject while also getting plenty of actual experience. Vocational subjects are alternatives for those who have a good idea of what job or employment sector they want to go into, and want to start preparing for the world of work or further job-based training. If you're a practical and hands-on person who learns best by doing, you are likely to thrive on a vocational course. It's important to note that vocational qualifications aren't necessarily easier than GCSEs. They're still a rigorous programme of study and you'll be expected to work hard, complete homework, and prepare for your final exams and assessments.

At Colne Valley High school we offer GCSEs in:

- Art & Design
- Business Studies
- Computer Science
- Design & Technology (Textiles)
- Design & Technology (Graphics)
- Design & Technology (Resistant Materials)
- Drama
- English Language
- English Literature
- Food Preparation & Nutrition
- French
- Geography
- History
- Mathematics
- Physical Education (PE)
- Religious Studies
- Science (combined and triple)
- Spanish

We offer vocational qualifications in

- Child Development
- Constructing the built environment
- Enterprise & Marketing
- Health and Social Care
- Music Technology
- Creative iMedia
- Performing Arts
- Sports Studies



Careers Support

Choosing the right option choices requires careful thought. There are a number of resources available to you which provide guidance. They include;

- Unifrog (a web page giving impartial career information). The website is www.unifrog.org
- There are a range of quizzes that you can take and various tools for researching careers, apprenticeships, and Higher Education.
- School Careers page on X @cvhs_careers
- School Spotlight sessions (held at Form Times and provide insight into a variety of careers). Form Tutors can provide more information on the upcoming spotlight sessions.
- School Careers Room – pop in at break or lunch to ask questions.
- Mrs Hardcastle and Mrs Mawhinney (School Careers Advisors). You can ask us questions or request an appointment.
- KS4 Curriculum Evening (opportunity to talk to staff and students about the subjects available)
- Tutor programme – careers sessions are delivered throughout form time in Year 9. During the Autumn term, you will have taken part in careers learning during form time that will support you with making your Guided Choices. This will help you to identify your interests and possible career ideas.



Does this subject link to career areas that I am interested in for the future?

If you are unsure about the future, are there subjects that you can choose that will keep various career paths and future choices open?

Do you need to study specific subjects at GCSE so that you can study them at college?

Think about entry requirements for college in the future, which subjects will I achieve well in that will allow me to apply for my preferred college in Year 11?

Will the college that I am thinking about going to accept vocational qualifications?

Would any GCSE courses develop skills that I will need for an apprenticeship or T Level?

If you have any questions about careers and choosing your Guided Choices, please pop into the careers office to see us or request a careers meeting through your Form Tutor. We are here to help!

Mrs S Hardcastle and
Ms E Mawhinney
Careers Advisors

Email: shardcastle@thecvhs.co.uk
emawhinney@thecvhs.co.uk

What should I be thinking about when making my Guided Choices? When choosing your option choices, think about the following questions before making a decision:

What will I enjoy studying for the next two years?

Pathways

At Colne Valley High School, we offer three pathways. Each pathway is tailored to our students' specific needs and interests.

Every student will be assigned a pathway. This is based on a discussion between your Achievement Co-ordinator and Curriculum Leaders. While there may be some flexibility to deviate from your given pathway, these are allocated to allow you to be successful in your KS4 curriculum.

No. Subjects	Blue	Yellow	Green	No. Subjects
1	Maths			1
2	English Language			2
3	English Literature			3
4	Physics	Combined Science	Combined Science	4
5	Biology			5
6	Chemistry	Guided Choice	Guided Choice	6
7	Guided Choice	Guided Choice	Guided Choice	7
8	Guided Choice	Guided Choice	Guided Choice	8
9	Guided Choice	Guided Choice	Guided Choice	9
PE				
Religion and Worldviews				

Qualification Type:

GCSE

Exam Board:
Pearson Edexcel

Future Opportunities

GCSE Mathematics provides a strong foundation for further academic and vocational study and for employment.

This course will give you the appropriate mathematical skills, knowledge and understanding to help you progress to a full range of courses in further and higher education. This includes Level 3 mathematics courses (such as A-Level and AS-Level Mathematics, Further Mathematics and Core Mathematics) as well as Level 3 and undergraduate courses in other disciplines such as biology, geography and psychology, where the understanding and application of mathematics is crucial.

Career Routes

Achievement in Mathematics at all levels is advantageous and often essential for a wide variety of scientific, business and technological vocations. It is likely that Universities and Higher Education Colleges will specify that a grade 4/5 in GCSE Mathematics is needed as an entrance requirement for most courses.

Mathematics

Intent

Subject Specification
Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics (1MA1)

Qualification aims and objectives

The aims and objectives of the Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics are to enable students to develop fluency, reasoning and problem-solving skills in the following five areas of Mathematics:

- Number (performing calculations; fractions, decimals and percentages)
- Algebra (exploring number patterns, rules and graphs)
- Geometry & Measure (properties of shape and constructions)
- Statistics & Probability (averages, tables, statistical charts, probability)
- Ratio & Proportion (units of time, length, area and relationships between numbers)

Implementation

The course is split into two tiers Foundation (Grades 5 – 1) and Higher (Grades 9 – 4)

You will continue to study Mathematics at an appropriate level for you. Your final tier of entry will not be decided until year 11 and will depend upon your needs throughout the course.

Your knowledge and understanding of the subject will develop as we introduce new concepts, consolidate prior learning, apply your subject knowledge to new situations and prepare you for the exam ahead.

Impact

This course is 100% exam based. There are three, equally weighted, 80-mark papers. Each lasting 1 hour and 30 min
Paper 1 is a non-calculator exam and Papers 2 and 3 allow the use of a Calculator.

You will need a scientific calculator for the duration of the course.

Course Weighting

This course is worth one GCSE.

Exam	100%
Controlled Assessment	None



Mathematics

Part of EBacc

Career Routes

Journalist, Solicitor, Teacher, Film Industry, Public Relations, Writer, Actor, Architect. The list is endless!

English Language

Part of EBacc

Qualification Type:

GCSE

Exam Board:

AQA

English Language

Intent

The course will enable you to:

- Read a wide range of texts, fluently and with good understanding.
- Write effectively and coherently.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide range of vocabulary.
- Use spoken English effectively.

GCSE English Language is designed on the basis that you should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries.

Paper 1, Explorations in Creative Reading and Writing,

looks at how writers use narrative and descriptive techniques to engage the interest of readers.

Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time.

The specification offers two equally-balanced papers, relating reading sources to the topic and theme of the writing tasks. The reading sources act as a stimulus for writing tasks, providing students with a clear route through each paper.

Implementation

At the end of the Year 11, you will sit two equally weighted 1 hour 45 minute examination which will test your reading and writing skills. All texts for the reading sections will be unseen.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives	Non-examination Assessment: Spoken Language
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> • One literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> • Descriptive or narrative writing <p>Assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE <p>Questions</p> <p>Reading (40 marks) (25%)– one single text</p> <ul style="list-style-type: none"> • 1 short form question (1 x 4 marks) • 2 longer form questions (2 x 8 marks) • 1 extended question (1 x 20 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> • 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> • One non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> • Writing to present a viewpoint <p>Assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE <p>Questions</p> <p>Reading (40 marks) (25%) – two linked texts</p> <ul style="list-style-type: none"> • 1 short form question (1 x 4 marks) • 2 longer form questions (1 x 8, 1 x 12 marks) • 1 extended question (1 x 16 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> • 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	<p>What's assessed</p> <p>(AO7–AO9)</p> <ul style="list-style-type: none"> • Presenting • Responding to questions and feedback • Use of Standard English <p>Assessed</p> <ul style="list-style-type: none"> • Teacher set throughout course • Marked by teacher • Separate endorsement (0% weighting of GCSE)

We follow the AQA specification, details of which can be found on the AQA website. The specification code is 8700. The QAN code is 601/4292/3. Grades are awarded from Grade 9 (Higher) to Grade 1.

Impact

GCSE English Language provides the foundation for study for all post-16 courses. GCSE English Language at Grade 5 and above is essential to take any A Level or BTEC Level 3 course, including A Levels in English Language, English Literature or English Language and Literature.

Course Weighting

This course is worth one GCSE.

Exam	100%
Controlled Assessment	None

Career Routes
 Journalist, Solicitor, Teacher, Film Industry, Public Relations, Writer, Actor, Architect. The list is endless!

English Literature

Part of EBacc

Qualification Type:
GCSE

Exam Board:
AQA

English Literature

Intent

- The course will enable you to:
- Read a wide range of classic literature with good understanding
 - Read in depth so that you are able to discuss and explain your understanding
 - Appreciate the depth and power of the English literary heritage
 - Write accurately and analytically about your reading
- Acquire and use a broad technical vocabulary to criticise and analyse what you read
- GCSE English Literature is designed for you to develop knowledge and skills in reading, writing and critical thinking. Through literature, you have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

Implementation

You will sit two examinations at the end of Year 11. All assessments are closed book which means that any stimulus materials required will be provided in the examination.

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
<p>What's assessed</p> <ul style="list-style-type: none"> • Shakespeare plays • The 19th-century novel 	<p>What's assessed</p> <ul style="list-style-type: none"> • Modern prose or drama text • The poetry anthology • Unseen poetry
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE
<p>Questions</p> <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	<p>Questions</p> <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

Further information can be found on the AQA website. Specification code is 8700. The QAN code is 601/4292/3. Grades are awarded from Grade 9 (Higher) to Grade 1.

Impact

GCSE English Literature offers excellent preparation for AS and A-level English Literature, as well as providing you with an understanding and love for literature that will stay with you for life

Course Weighting

This course is worth one GCSE.

Exam	100%
Controlled Assessment	None



Career Routes
 Laboratory technician, Forensic specialist, Archaeologist, Chemist, Geologist, Environmental scientist, Biologist, Research scientist, Doctor, Surgeon, Nurse

Combined Science

Part of EBacc

Qualification Type:
GCSE

Exam Board:
AQA

Combined Science

Intent
 Our GCSE Combined Science course, aimed at the majority of students, develops a deeper understanding of life and the world around us, and encourages a love of science. It develops transferable skills such as problem solving, creativity, decision making, reasoning, critical thinking, communication, collaboration, team work, and adaptability (just to name a few!) that are desired by employers and useful in the modern world. Students' experiences in GCSE Combined Science balance the everyday wonder, real world applications and the academic rigor of the scientific disciplines.

- Studying GCSE Combined Science ensures that:
- All students cover a broad range of knowledge from Biology, Chemistry and Physics.
 - All students can access academic science courses post-16 (including A-levels and BTEC Level 3).
 - All students are not limited by their science qualification in any other future opportunity, whatever their background or post-16 choices.
 - All students are scientifically literate, helping them be more informed, effective members of society.
 - All students develop skills and knowledge of benefit to the local community, which has a rich industrial and technological past and present.

Impact

Science will be one of the most common subjects on the timetable and students have one teacher that covers all of Chemistry, Physics and Biology. The course builds directly on from students' work in Year 7, 8 and 9. Knowledge retained from here will give students a head start, with opportunity for other students to catch up and plug gaps in their knowledge. The topics are:

Biology	Chemistry	Physics
B1 – Cell Activity	C1 – Atomic Structure and the Periodic Table	P1 – Motion
B2 – Nerves and Growth	C2 – Separation Techniques	P2 – Forces
B3 – Genetics	C3 – Bonding and Structure	P3 – Energy
B4 – Evolution and Genetic Modification	C4 – Acids and Salts	P4 – Waves and the EM Spectrum
B5 – Health and Diseases	C5 – Metals and Electrolysis	P5 – Radioactivity
B6 – Plants	C6 – Calculations and Equilibrium	P6 – Thermal Physics, Fluids and Elasticity
B7 – Hormones and Homeostasis	C7 – Energy, Rate and Tests	P7 – Electricity
B8 – Respiration and Circulation	C8 – Fuels and the Atmosphere	P8 – Magnetism
B9 – Ecosystems		

In Year 10, all students deepen their knowledge and develop academic rigor as they work more independently and take greater risks in applying their knowledge. Many students become interested in the careers and post-16 opportunities that science offers. Every student takes a series of mock exams over the year. At the end of Year 10 students receive a mock GCSE grade for Combined Science. In Year 11, all students master exam craft by revisiting topics, rehearsing key concepts and applying their knowledge in new contexts. They secure successful outcomes for their future pathways, including apprenticeships in scientific fields, Level 3 BTECs, A-levels and beyond. Students retake each mock exam to showcase their improvement and get a very clear idea of what grade they can achieve in the real exams. is 1 hour 10 minutes long and worth 60 marks. The questions are a range of multiple choice, short and longer answer questions. 15% of the questions will be about practical work. There is no controlled assessment or coursework. Roughly 20% of each exam tests mathematical skills. GCSE Science exams are tiered, meaning the exam boards offer harder 'Higher' tier papers where you can achieve grades 5+ (but do not get any grade at all if you score lower) and more accessible 'Foundation' tier papers that cover grade 5 down to grade 1. We use the Pearson Edexcel exam board, further details of which, including specification, are publicly available online.

Implementation

The final exams consist of 6 exam papers taken May to June in Year 11. There are 2 papers each for Biology, Chemistry and Physics. Each paper is 1 hour 15 minutes long and worth 70 marks. The questions are a range of multiple choice, short and longer answer questions. 15% of the questions will be about practical work. There is no controlled assessment or coursework. Roughly 20% of each exam tests mathematical skills. GCSE Science exams are tiered, meaning the exam boards offer harder 'Higher' tier papers where you can achieve grades 5+ (but do not get any grade at all if you score lower) and more accessible 'Foundation' tier papers that cover grade 5 down to grade 1. We use AQA as our exam board, further details of which, including specification, are publically available online.

Course Weighting

This course is worth two separate GCSEs.

Exam	100%
Controlled Assessment	None

Triple Science

Part of EBacc

Triple Science (Physics, Biology, Chemistry)/ Separate Sciences

Intent

Our GCSE Triple Science course (also called 'Separate Sciences') is aimed at approximately 60 students a year. It develops a more detailed knowledge base that is best suited for students with a strong scientific curiosity and/or interest in further scientific study and careers.

Impact

Studying GCSE Triple Science ensures that:

- Students cover an even wider range of knowledge that can be built upon in further study.
- Students have the best opportunity to study academic science course post-16, especially A-levels, and progress into scientific careers (doctors, nurses, veterinarians, researchers, engineers etc; although it is not a requirement to study Triple Science to study A-levels in science or have a scientific career).
- Students have the knowledge and cultural capital needed to engage in the scientific community, including an understanding of scientific discoveries past and present, and the scientists involved.
- Students have excellent scientific literacy through reading, as well as developing their scientific writing, oracy and even showmanship (a common trait of great scientists).
- Students have the best opportunity to secure grades 7+ (but must be willing to commit to achieving this).

Implementation

Science will be the most common subject on your timetable. You will have specific Biology, Chemistry and Physics lessons timetabled with separate teachers who specialise in that subject. The topics studied are:

(Also studied by students who have selected Combined Science)

Biology	Chemistry	Physics
B1 – Cell Activity	C1 – Atomic Structure and the Periodic Table	P1 – Motion
B2 – Nerves and Growth	C2 – Separation Techniques	P2 – Forces
B3 – Genetics	C3 – Bonding and Structure	P3 – Energy
B4 – Evolution and Genetic Modification	C4 – Acids and Salts	P4 – Waves and the EM Spectrum
B5 – Health and Diseases	C5 – Metals and Electrolysis	P5 – Radioactivity
B6 – Plants	C6 – Calculations and Equilibrium	P6 – Thermal Physics, Fluids and Elasticity
B7 – Hormones and Homeostasis	C7 – Energy, Rate and Tests	P7 – Electricity
B8 – Respiration and Circulation	C8 – Fuels and the Atmosphere	P8 – Magnetism
B9 – Ecosystems		

Additional Biology	Additional Chemistry	Additional Physics
<ul style="list-style-type: none"> • The brain and the eye • Genetic disorders and protein synthesis • Immunology • Viral lifecycles • Kidney function • Food webs 	<ul style="list-style-type: none"> • Standalone topic C9 – Organic Chemistry • Material sciences • Transition metals • Fuels of the future • Reversible reactions • Flame tests 	<ul style="list-style-type: none"> • Standalone topic P9 – Astrophysics • Sound and colour • Nuclear power (fission and fusion) • Medical physics • Pressure and kinetic theory of gases • Static electricity and electromagnetism

In Year 10, all students deepen their knowledge and develop academic rigor as they work more independently and take greater risks in applying their knowledge. Many students become interested in the careers and post-16 opportunities that science offers. Every student takes a series of mock exams over the year. At the end of Year 10 students receive a separate mock GCSE grade for Biology, Chemistry and Physics.

In Year 11, all students master exam craft by revisiting topics, rehearsing key concepts and applying their knowledge in new contexts. They secure successful outcomes for their future pathways, including apprenticeships in scientific fields, Level 3 BTECs, A-levels and beyond. Students retake each mock exam to showcase their improvement and get a very clear idea of what grade they can achieve in the real exams.

The final exams consist of 2 exam papers for each subject (so 6 in total) taken in the exam season in Year 11. Each paper is 1 hour 45 minutes long and worth 100 marks. The questions are a range of multiple choice, short and longer answer questions. 15% of the questions will be about practical work. There is no controlled assessment or coursework. There is also mathematical skills assessed in the exams (10% of the marks in Biology, 20% in Chemistry and 30% in Physics). We only offer the 'Higher' tier paper for the Triple Science exams, on which you must score a grade 4 or above you will fail. We use AQA as our exam board, further details of which, including specification, are publicly available online.

Please note it is not necessary to study separate award sciences to study A-levels in science or have a scientific career however, they are a well-respected qualification that will give you a head start. Most students pursuing A-level Science will have taken Triple Science at GCSE.



Course Weighting

This course is worth three separate GCSEs.

Exam	100%
Controlled Assessment	None

Qualification Type:

GCSE

Exam Board:
Pearson Edexcel

Future Opportunities

Not only is History very interesting but the skills you develop studying it are complimentary to any course of higher education (A Level and beyond) and is unquestionably an asset to a variety of careers. It is no wonder that students who have studied history go into a very wide range of occupations – management, in business and finance, in the legal profession, in politics and public administration, in journalism and broadcasting, in teaching and much more.

History

Intent

The Edexcel GCSE in History offers an exciting opportunity to study a range of topics that have a significant impact on the world today. If you have an interest in or want to understand key events that have shaped history then you will enjoy this course. History will provide you with the skills to determine which information is useful, reliable and significant. It offers the opportunity to develop arguments supported with evidence and reach justifications for events. In the GCSE you will study:

- Paper 1: Thematic Study – Crime and Punishment in Britain from c1000 to present – this looks at how crimes and punishments for crimes have changed. This paper also looks at key events such as the Gunpowder Plot, the witch trials and the development of the police force. This also has a Historical Environment Study on Whitechapel 1870 to 1900, with a focus on the crimes committed in Whitechapel and how they were solved.
- Paper 2: This consists of two topics. A Period Study – The American West, 1835 to 1895 – this looks at conflicts between the Indigenous People of the Great Plains and the settlers, the Gold Rush and key battles. It also includes a British Depth Study – Anglo- Saxon and Norman England, 1060-88 – this looks at 1066, the Battle of Hastings and how William attempted to keep control of England when the country was rebelling against his leadership.
- Paper 3: Modern Depth Study – Weimar and Nazi Germany, 1918-39 – this looks at Germany after World War One and the problems they faced, the golden era of 1923 to 1929, the rise of the Nazis, how Hitler becomes the Chancellor and then Dictator, plus what life was like in Germany under the Nazis.

Implementation

For those students choosing GCSE History, we aim to extend and deepen your knowledge of past societies, political systems, ideas and events, and to develop your understanding of how the past has shaped the present. Students will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. Alongside this, students will develop the ability to ask relevant questions about the past and to investigate issues critically. You will become skilled in reading and analysing

different kinds of evidence, assessing conflicting interpretations of the past, and explaining your reasoning and judgement.

Impact

The course will consist of three final written examinations taken at the end of Year 11. As the course is undertaken there will be a range of assessments from exam style questions to knowledge tests to prepare you for the final exams. Grades are awarded from grade 9 (Higher) to grade 1. The examinations focus on testing key historical skills such as explanation, analysis, evaluating and reaching judgements. The examinations are:

- Paper 1: 30% - The Paper 1 examination will be taken at the end of Year 11 (1 hour 15 minutes exam).
- Paper 2: 40% - The Paper 2 examination will be taken at the end of Year 11 (1 hour 45 minutes exam).
- Paper 3: 30% - The Paper 3 examination will be taken at the end of Year 11 (1 hour 20 minutes exam).

Course Weighting

This course is worth one GCSE.

Exam	100%
Controlled Assessment	None

Part of EBacc

History

Qualification Type:

GCSE

Exam Board:

AQA

Future Opportunities

Foundation for AS & A2 level Geography, AS & A2 level Geology and bridging subject between Arts and Science. Links well for future courses with Geography, Environmental Science, Business, Surveying, Teaching, Social and Biological Science, Economics, Politics, Meteorology.

Career Routes

Career opportunities/background for work in: hazard planning, tourism, recreation, town planning, geology, meteorologist, conservation, transport, armed forces and social sciences. Geography also is highly regarded by universities and colleges as it develops key analytical skills.

Geography

Part of EBacc

Geography

Intent

The course incorporates both human and physical Geography units which develop different key skills and introduces you to global issues and why there are differences in our world. Human Geography is a rich and interesting element that teaches you about differences between countries. It will inspire you to become a global citizen by exploring your world and values. Current world issues are developed and discussed in the subject including; climate change, globalisation, economic progress and urbanisation. The main focus in physical Geography is the understanding of physical processes and factors that produce diverse and dynamic landscapes that change over time such as volcanoes, flooding and tropical storms. If you enjoy nature and understanding how processes can change your landscape then you will enjoy GCSE geography. There will also be opportunities for Key Stage 4 field trips to case study locations and unique environments.

Implementation

You will learn through group work, whole class teaching and discussion work, all whilst developing the following skills; Graphical and Cartographical skills (creating graphs, exploring different ways to show data and statistics), Geographical Information Systems (using images and maps to solve problems and understand what is happening in an area), problem solving skills (using data to understand places and examine whether strategies have been successful). This course will also develop ICT, literacy and numeracy skills.

Impact

Unit 1: Living with the Physical Environment (natural hazards, the living world and physical landscapes in the UK): Written exam: 1 hour 30 minutes, 35% of the final grade. 88 marks available, including 3 for SPAG (spelling, punctuation and grammar).

Unit 2: Challenges in the Human Environment (urban issues and challenges, the changing economic world and the challenge of resource management): Written exam: 1 hour 30 minutes, 35% of the final grade. 88 marks available, including 3 for SPAG.

Unit 3: Geographical Applications. Issue evaluation, fieldwork and geographical skills. Written exam: 1 hour

15 minutes, 30% of the final grade. 76 marks available, including 6 for SPAG. For the issue evaluation section, you will receive a pre-release resources booklet which will be available 12 weeks prior to the exam.

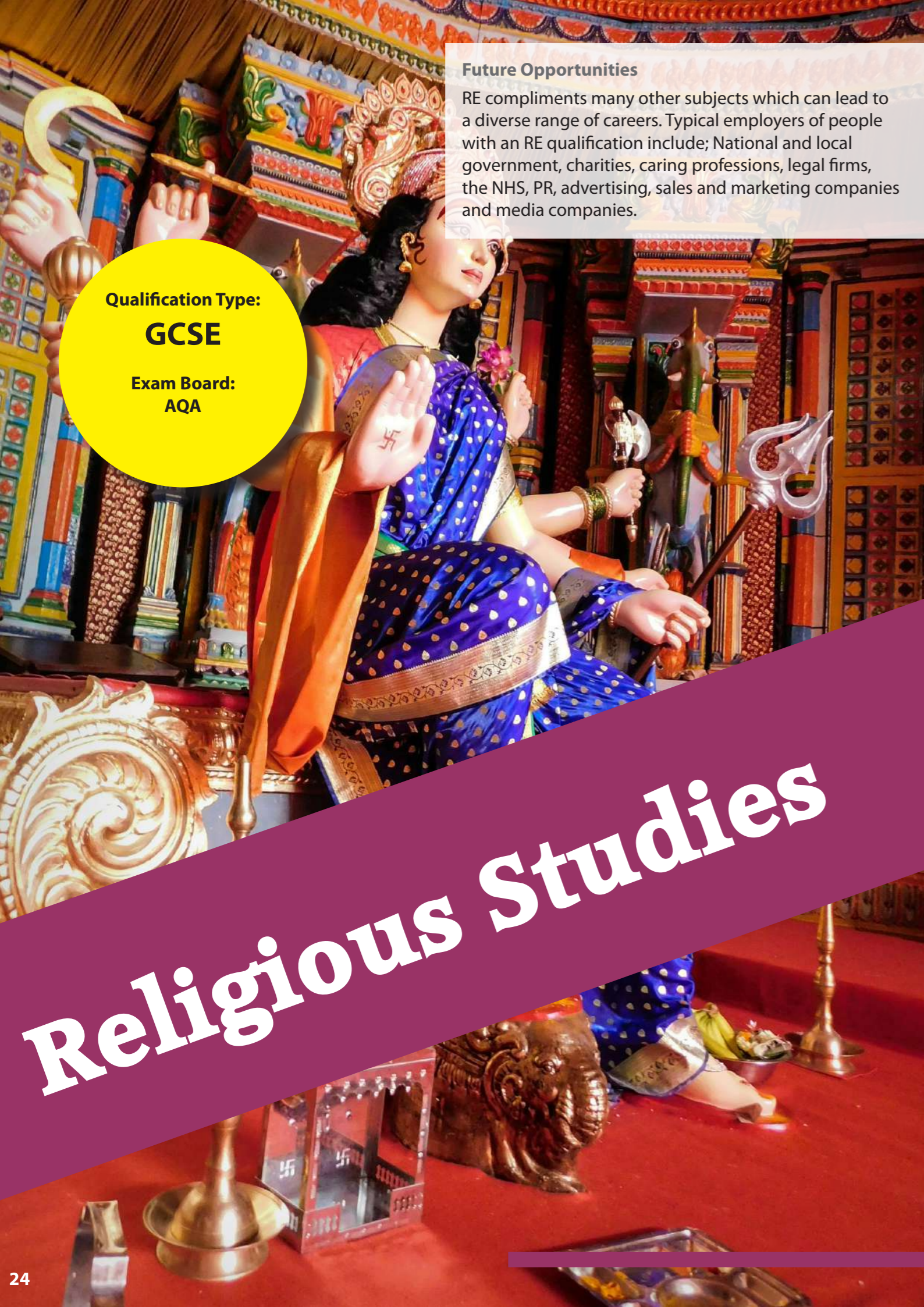
We follow the AQA specification, details can be found on the AQA website. The specification code is 8035. The QAN code is 601/8410/3. Grades are awarded from Grade 9 to Grade 1.

Course Weighting

This course is worth one GCSE.

Exam	100%
Controlled Assessment	None





Qualification Type:
GCSE
Exam Board:
AQA

Future Opportunities

RE compliments many other subjects which can lead to a diverse range of careers. Typical employers of people with an RE qualification include; National and local government, charities, caring professions, legal firms, the NHS, PR, advertising, sales and marketing companies and media companies.

Religious Studies

Intent

This engaging subject offers the chance to learn about how religion, philosophy and ethics form the basis of our culture and develop valuable skills that will help prepare students for life after school, in employment or further study in a range of other subjects.

Implementation

Pupils will study philosophical and ethical studies, covering topics relating to two world religions: Christianity and Islam.

Within the topics listed below we will look at abortion, euthanasia, animal rights, war, terrorism, violence and reconciliation, crimes, punishment (including the death penalty), marriage and family life.

The GCSE units of work will cover the following components:

- Religion and Life
- Religion, Peace and Conflict
- Religion, Crime and Punishment
- Religion and Relationships
- Christian beliefs, teachings and practices
- Islamic beliefs, teachings and practices

What skills will I develop?

- Problem solving
- Communication
- Questioning
- Attention to detail
- Analytics and critical thinking
- Discipline
- Literacy
- Interpersonal skills
- Abstract ideas, leadership and research skills

Impact

How will you be assessed?

Paper 1: The study of religions: beliefs, teachings and practices 1 hour 45 minutes

Paper 2: Thematic studies—1 hour 45 Minutes

Course Weighting

This course is worth one GCSE.

Exam	100%
Controlled Assessment	None



Religious Studies

Qualification Type:
GCSE

Exam Board:
Pearson Edexcel

Future Opportunities

As mentioned, a GCSE in Spanish equips you with a breadth of skills, not just an understanding of the Spanish language. Therefore, studying Spanish is complimentary to many other subjects and an asset to many different careers. Additionally, many students choose to continue language study at A-level or use the cognitive skills they have developed, to begin the study of another language.

Career Routes

Languages are a fantastic springboard into a variety of career paths within this country and abroad. There are linguist careers in banking, customer services, politics, publishing, tourism, law, and academia.

Spanish

Part of EBacc

Spanish

Intent

The Edexcel French GCSE offers an exciting opportunity to learn about a variety of topics, including:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

If you choose to study Spanish at GCSE, you must have studied Spanish in Years 7 - 9.

The vocabulary that you learn will cover a range of topics and scenarios that match real-world occasions that would require it. As part of this, you will learn to give information and opinions using a wide range of vocabulary and also develop your knowledge of complex language and grammar throughout the two-year course.

GCSE lessons will involve the main four skill areas – speaking, listening, reading and writing. You will build on the skills, knowledge and understanding that you have covered lower down in the school, but in much more detail as you will know more words.

You will also develop a rich cultural understanding of the Spanish speaking world and build on skills that employers and further education providers are actively looking for i.e. resilience, communication skills, improved memory and increased self-confidence.

Impact

You will continue to learn Spanish using our familiar and well-established sentence builder approach. Over time, you will learn how to produce extended written and spoken pieces in Spanish, and work towards perfecting the skills required for successful GCSE outcomes. In order to develop your confidence in this subject, you will have the opportunity to work independently, in pairs and in groups.

Implementation

GCSE grades are awarded from 9-1, and assessments take place in the four key skill areas. Pupils will be examined at either Foundation or Higher tier in all assessments, and will sit the following exams at the end of the course:

- Unit 1 – Listening and Understanding in Spanish.
- Unit 2 – Speaking in Spanish– 25%.
- Unit 3 – Reading and Understanding in Spanish – 25%.
- Unit 4 – Writing in French – 25%.

Course Weighting

This course is worth one GCSE.

Exam	100%
Controlled Assessment	None



Qualification Type:
GCSE

Exam Board:
Pearson Edexcel

Future Opportunities

As mentioned, a GCSE in French equips you with a breadth of skills, not just an understanding of the French language. Therefore, studying French is complimentary to many other subjects and an asset to many different careers. Additionally, many students choose to continue language study at A-level or use the cognitive skills they have developed, to begin the study of another language.

Career Routes

Languages are a fantastic springboard into a variety of career paths within this country and abroad. There are linguist careers in banking, customer services, politics, publishing, tourism, law, and academia.

French
Part of EBacc

French

Intent

The Edexcel French GCSE offers an exciting opportunity to learn about a variety of topics, including:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

If you choose to study Spanish at GCSE, you must have studied French in Years 7 - 9.

The vocabulary that you learn will cover a range of topics and scenarios that match real-world occasions that would require it. As part of this, you will learn to give information and opinions using a wide range of vocabulary and also develop your knowledge of complex language and grammar throughout the two-year course.

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You will also develop a rich cultural understanding of the French speaking world and build on skills that employers and further education providers are actively looking for i.e. resilience, communication skills, improved memory and increased self-confidence.

Impact

You will continue to learn French using our familiar and well-established sentence builder approach. Over time, you will learn how to produce extended written and spoken pieces in French, and work towards perfecting the skills required for successful GCSE outcomes. In order to develop your confidence in this subject, you will have the opportunity to work independently, in pairs and in groups.

Implementation

GCSE grades are awarded from 9-1, and assessments take place in the four key skill areas. Pupils will be examined at either Foundation or Higher tier in all assessments, and will sit the following exams at the end of the course:

- Unit 1 – Listening and Understanding in French.
- Unit 2 – Speaking in French – 25%.
- Unit 3 – Reading and Understanding in French – 25%.
- Unit 4 – Writing in French – 25%.

Course Weighting

This course is worth one GCSE.

Exam	100%
Controlled Assessment	None



Career Routes

Working with children and adults with disabilities, Health care worker, Nursery Nurse, Protective services, Health services, Teaching, Nursing and Protective services.

Child Development

Qualification Type:

BTEC

Exam Board:
Pearson Edexcel

Child Development

Intent

The early years sector focuses on the learning, development and care of children in the UK. There are approximately 1.7 million Ofsted registered childcare places for children offered by many different types of early years' settings in England, ranging from childminders and nannies to nurseries, crèches and preschools. This course aims to equip students with the necessary skills to excel in this field, by understanding how children grow and develop, the importance of play, and supporting children through birth to 5 years.

Implementation

You will complete 3 units during the two years of the course. Two of these units will be through classroom-based coursework assessments and one external exam. We will follow the BTEC Tech Award specification, details of which can be found on the BTEC website.

Grades are awarded from L1/2 Pass/Merit/Distinction/Distinction*

- Unit 1 Children's Growth and Development
- Unit 2 Learning Through Play
- Unit 3 Supporting Children to Play, Learn and develop

The course is designed for students who enjoy learning through experience and taking a lot of responsibility for their own learning. As well as taking part in classroom-based activities, you will be given the opportunity to visit childcare providers in the local area. This will enable you to put the work in the classroom into practice in a real-life setting.

Child development will ask you to reflect on what you know and build on your existing knowledge. You will do this through: discussion and group work, visual resources include real life stories, reading and writing, practical activities and visits.

Impact

Students within Health and Social Care will develop the ability to work within face to face careers such as nursery workers, care workers, early years' practitioners, paediatricians. This will have an impact

in your future career as you will develop key skills a wide variety of employers are looking for.

How you will be assessed

You will complete a range of assignments for your controlled assessments that will build up a portfolio of evidence which is submitted to the exam board. There is one externally examined unit, in the form of a written exam which will be taken at the end of the two years.

Pathways after Year 11

- BTEC Level 3 National in Children's Care, Learning and Development
- BTEC Level 3 National in Health & Social Care.

These qualifications prepare learners to enter employment or apprenticeships, or for a move to higher education to study a degree in early childhood, childhood and youth areas or in related related sectors such as nursing and social care.

Course Weighting

This course is worth one GCSE.

Exam	40%
Controlled Assessment	60%

Intent

The intent of health and social care is to understand how to work in careers which deal with members of the public every day. This includes how to communicate with individuals, how to work with those with special needs and how to ensure equality and safety within society.

Implementation

You will complete 3 units during the two years of the course. Two of these units will be through classroom-based coursework assessments and one external exam. We will follow the OCR specification, details of which can be found on the OCR website.

Grades are awarded from Grade Pass/Merit/Distinction/Distinction*

- Unit 1 Principles of care in health and social care settings
- Unit 2 Supporting individuals through life events
- Unit 3 Creative and therapeutic activities

The course is designed for students who enjoy learning through experience and taking a lot of responsibility for their own learning. As well as taking part in classroom-based activities, you will undertake visits to nurseries. You will be given the opportunity to base your research and work around specific areas you are interested in such as working with, young children, the elderly, those with disabilities and those who have a variety of medical conditions.

Health and Social Care will ask you to reflect on what you know and build on your existing knowledge. You will do this through; Discussion and group work, visual resources include real life stories, reading and writing, practical activities and visits. Research tasks including Learning background knowledge for an external assessment

Impact

Students within Health and Social Care will develop the ability to work within face to face careers such as nurses, nursery workers, care workers, dentists, teachers and social workers. This will have an impact in your future career as you will develop key skills a wide variety of employers are looking for.



Health & Social Care

Career Routes

Working with children and adults with disabilities, Health care worker, Nursery Nurse, Protective services, Health services, Teaching, Nursing and Protective services.

How you will be assessed

You will complete a range of assignments for your controlled assessments that will build up a portfolio of evidence which is submitted to the exam board. There is also one externally examined unit, which will be taken in June Y10.

Future Opportunities

- Level 2/3 Diploma in Childcare and Education or Health and Social Care
- Level 3 BTEC National in Health and Social Care
- AS and A2 Levels in Health and Social Care

Qualification Type:
Cambridge National
 Exam Board:
OCR

Course Weighting

This course is worth one GCSE.

Exam	40%
Controlled Assessment	60%

Qualification Type:

GCSE

Exam Board:
Pearson Edexcel

Career Routes

This course leads directly to lots of careers. Some of these include: Marketing specialist, Account executive, Search engine optimization specialist, Copywriter, Public relations manager, Media researcher, Promotions manager, Economist, Statistician, Actuary, Data analyst, Financial planner, Researcher, Investment analyst, Financial risk analyst, Stockbroker, Portfolio manager, Risk manager, Investment banker, Compensation and benefits manager, Recruitment and placement specialist, Human resources analyst, Human resources manager, Recruiter.

Business Studies

Intent

In this GCSE, you'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved. Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

Implementation

- Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.
- Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Impact

Components	Title	Duration	Weighting
Theme 1:	Investigating Small Business	1 hour 45 minute exam	50% of total GCSE
Theme 2:	Building a Business	1 hour 45 minute exam	50% of total GCSE

*Please note students cannot select both Business Studies and Enterprise and Marketing due to overlaps in content.

Pathways after Year 11

After this qualification you'll understand the world of business and have developed skills in:

- Making decisions and developing persuasive arguments
- Creative and practical problem solving
- Understanding data, finance and communication.

It's also a great step preparing you for further and higher education such as A levels and BTEC courses.

A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business related profession, like accountancy, law, marketing or the leisure and tourism industry.

Course Weighting

This course is worth one GCSE.

Exam	100%
Controlled Assessment	None



Business Studies

Intent

This is a Level 1/Level 2 course. There has never been a better or more exciting time to study Business. Find out about current and topical issues such as Brexit and the impact this will have on our economy on both a global, national and individual level. Learn to think like an entrepreneur, and acquire knowledge and skills related to researching, planning, pitching and creating a product for an enterprise idea.

Real life businesses and case studies are used throughout the course, and you will learn about how businesses of all sizes operate and the impact of global businesses that you hear about all the time. Case studies include businesses such as Netflix, Amazon, Apple and many others. As well as learning about real life businesses, you will also have the opportunity to come up with your own business idea/ product and plan as if setting up a real business. This is for learners who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare learners for further study.

Implementation

You will undertake a range of teaching and learning activities, as well as developing entrepreneurial skills and the ability to think like an economist.

You will:

- Create a plan for a new small business product.
- Discuss and debate current business and economic issues.
- Learn about how businesses market themselves and how they use market research to meet customer needs.
- Justify and evaluate different business decisions which impact how a business performs.
- Development of key skills that prove aptitude in planning an enterprise activity, including marketing, market research, carrying out financial transactions, communication and problem solving
- Work in groups and individually to solve today's business and economic issues.
- Learn writing structures to critically assess business and economic problems.

Impact:

Consists of 3 mandatory units -Two Units of coursework and 1 Exam (1-hour 15 minutes)

Unit R067 Enterprise and marketing concepts - Exam 40% weighting (January/June)

Unit R068 Design a business proposal - Assignment based upon a practical task 30% (Course work)

Unit R069: Market and pitch a business proposal - Assignment based upon a practical task 30% (Coursework)

Enterprise and Marketing

Career Routes

OCR – Enterprise and Marketing not only prepares you for a range of employment opportunities, but also helps you to develop the skills and knowledge required to set up and run your own business.

Future Opportunities

A Levels as preparation for entry into higher education in a range of subjects' study of a vocational qualification at Level 3, such as Cambridge Technical Level 2/3, Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships (business administration), or to move on to higher education by studying a degree in the business sector, business studies /management.

Study of enterprise post-16 through the study of a Technical Certificate. Learners who perform well in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in the business sector.

Course Weighting

This course is worth one GCSE.

Exam	40%
Controlled Assessment	60%

Qualification Type:
Cambridge National
Exam Board:
OCR

*Please note students cannot select both Business Studies and Enterprise and Marketing due to overlaps in content.

Qualification Type:
GCSE
Exam Board:
OCR

Career Routes

There are a range of careers that can be followed with a Computing qualification. This can include, graphic design, visual merchandising, animation design, sign-making, product design, website design, logo design, software development, network manager, computer engineer, hardware development, global communications, computer scientist, information

Computer Science

Computer Science

Intent

This is a Level 2 course. This GCSE course encourages students to develop an understanding of core concepts in Computer Science. A valuable subject if you are interested in a career in computing systems and programming. This GCSE will provide a practical insight into understanding how computers work. You will learn how to solve problems using industry techniques to design, build and test programs and systems. It will be useful to have an insight in the technical side of computing and a desire to understand how computers and programs are structured and built.

Implementation

Component 1: Computer Systems.
 Introduces you to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 2: Computational thinking, algorithms and programming.
 You will have the opportunity to develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

Impact

The assessment consists of two written examinations:

Components	Title	Duration	Weighting
Component 1	Computer Science	1 hour & 30 Minutes	50% of total GCSE
Component 2	Computational Thinking	1 hour & 30 Minutes	50% of total GCSE

Specification and further information

This is available from the OCR website, GCSE Computer Science (9-1) J277

Pathways after Year 11
 The content of this course will prepare students for Higher Education study. This GCSE is desirable for those wishing to complete an apprenticeship in the Computing and ICT Industry.

Specialists, artificial intelligence and game developer.

Course Weighting

This course is worth one GCSE.

Exam	100%
Controlled Assessment	None



Creative iMedia

Intent

This is a Level 1/ Level 2 course. Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. This qualification will provide students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education. The hands-on approach structure of the qualification has strong relevance to the way young people use the technology required in creative media



Implementation

R093: Creative iMedia in the media industry: (External Assessment) Students are introduced to the different sectors that Creative iMedia has to offer. Planning is an essential part of working in the creative and digital media sector, therefore students will study the different planning techniques that can be used. It will also develop your understanding of

Impact

The assessment consists of one written examination and two externally moderated non-exam assessments:

Title	Duration	Weighting
R093: Creative iMedia in the media industry	1hr 30min Examination	40 %
R094: Visual identity and digital graphics	10 Hour Controlled Assessment	25 %
R097: Interactive digital media	10 Hour Controlled Assessment	35 %

Course Weighting

This course is worth one GCSE.

Exam	40%
Controlled Assessment	60%

the client brief, time frames, deadlines, legislation and the impact that a target audience has on the overall design of a product.

R094: Visual identity and digital graphics: (Controlled Assessment) This is a compulsory unit in which students will investigate, design and create a visual identity for a given client brief. A visual identity is all about making a company instantly recognisable whilst remaining professional looking. As part of a creating a visual identity, students will learn how to create logos, animations and videos alongside different design principles and how to implement them. R097: Interactive digital media: (Controlled Assessment) Interactive products are found across the media industry in games, websites, apps and much more. At the heart of these interactive products is content such as text, images, sounds, videos and animations. Students will learn how to create and use this different type of media effectively. Students will also learn how to take into consideration the target audience and how this may impact the design and how the user interacts with the finished product.

Future Opportunities

The content of this course will prepare students for Higher Education study. This GCSE is desirable for those wishing to complete an apprenticeship in the Computing and ICT Industry.

Qualification Type:
GCSE

Exam Board:
AQA

Future Opportunities

Many of our students go on to study catering at Kirklees College or Leeds College.

Career Routes

Hospitality and Catering industry, Food product design and development, Food Science, Food retail – major supermarkets, Teaching, Bakery and Butchery.

Food Preparation & Nutrition

Intent

This course allows students to learn about and use a range of food and ingredients that should reflect the recommended guidelines for a healthy diet based on the main food commodity groups. The majority of the course will be delivered through preparation and making activities designed to help students understand and apply the theory being taught. The five main areas of study are Food Provenance, Food Nutrition and Health, Food Choice, Food Safety and Food Science.

Implementation

In Year 10 students will carry out practical work on a weekly basis to build on the skills they have developed at KS3. They will learn through discussion, demonstrations, exam practice, investigating, team work and independent research. Students will know about where food comes from, primary and secondary food processing, how food choice affects health, how food can be stored, prepared and cooked safely and the science of ingredients. This will involve looking at nutrients provided by foods in great depth and the chemical and physical function of ingredients. In Year 11 students will use the knowledge and skills gained to complete two coursework tasks.



Task 1 – Food investigation. 15% 10 hours, 2000 words.

Students select one of three tasks set by the exam board. These are tasks based on the chemical and physical functions of ingredients. After carrying out background research to the task, students will carry out experiments to test a hypothesis and analyse their results.

Task 2 – Food preparation. 35% 20 hours.

Students will select one task from three set by the exam board. They will carry out research and make a range of dishes to meet the brief. They will then plan to make three different products in a three hour practical assessment and evaluate their success.

We are using the AQA exam board: Food Preparation and Nutrition Specification 8585.



Course Weighting

This course is worth one GCSE.

Exam	50%
Controlled Assessment	50%

Food Preparation & Nutrition

Qualification Type:

GCSE

Exam Board:
AQA

Future Opportunities

There are a wide variety of further study and work related options available to students after studying this course. Students can continue to study A-level design technology, Product design, Fashion and Textiles. Our students can also choose to do an apprenticeship in carpentry, plumbing, construction, graphical design all of which require students to demonstrate the many skills gained by studying this GCSE course.

Career Routes

Graphic designer, interior design, plumbing, construction, carpentry, retail fashion, fashion design, costume design, furniture design, Packaging/recycling industry, fabric construction, clothing industry, textile buyers.

Design & Technology

(Textiles, Graphics and Resistant Materials)

Design & Technology (Textiles, Graphics and Resistant Materials)

Intent

This GCSE course really allows students to build on the knowledge and practical skills gained at KS3. The course combines three material areas of resistant materials, textiles and graphics. Students will use their creativity and imagination to design and make prototypes that solve real life and relevant problems, considering their own and others' needs, wants and values.

Implementation

Students will specialise in one of three materials. These are:

- Textiles – working with fabrics, sewing machines, surface decoration techniques – furnishings and fashion.
- Graphics – using industry standard software: Adobe Illustrator and Photoshop creating 2 and 3D projects.
- Resistant materials – using timbers, plastics and metal and hand tools as well as CAD/CAM to create 3D projects



The majority of time will be spent learning about specialist technical principles in the chosen material area. This will involve completing short design and make projects in Year 10. Students will have three hours per fortnight studying in their chosen material. They will also have one hour of theory in the other two materials. This knowledge will be tested in the Year 11 final examination. In Year 11 all 5 hours per fortnight will be spent studying in the specialist material area.

Impact

Unit 1

Written exam, 100 marks, 50% of the final grade. The exam is a mixture of multiple choice, short answer and long answer questions which test students on the three principle areas of the specification relating to all materials studied in Year 10:

- Core technical principles - 20 marks
- Specialist technical principles - 30 marks
- Design and make principles - 50 marks

Unit 2

NEA Extended task

30-35 hours, 100 marks, 50% of the final grade.

Students will research, design and make a prototype to solve a real life problem. The result will be presented as an A3 project of approximately 20 pages.

We are using the AQA exam board, Design and Technology Specification (8552)

Course Weighting

This course is worth one GCSE.

Exam	50%
Controlled Assessment	50%



Intent

This course offers a learning experience that focuses students through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work. The applied purpose provides the opportunity for authentic work-related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment.

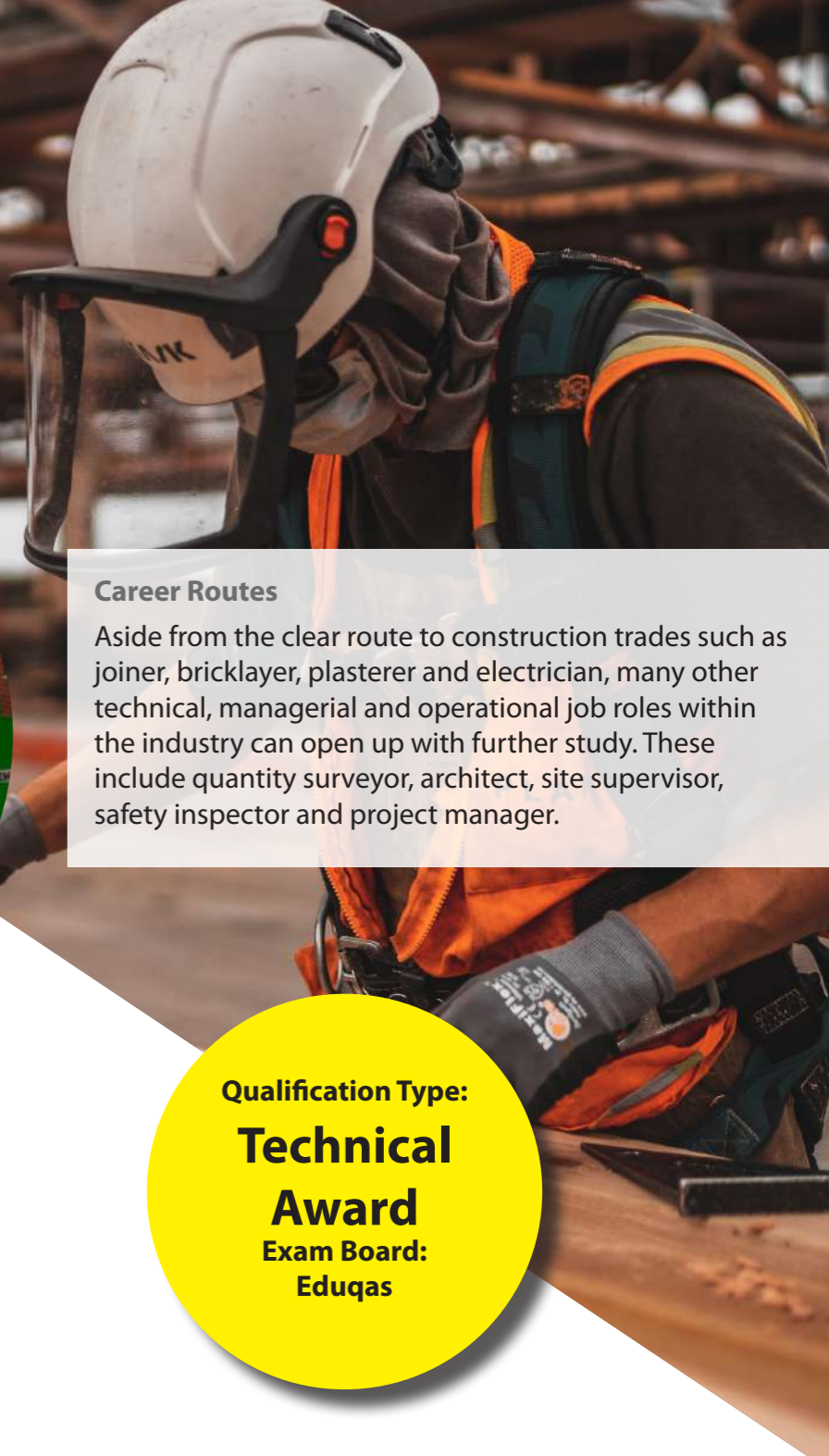
Implementation & Impact

The course consists of two mandatory units:

Unit	Content	Assessment	Weighting
Unit 1	This unit introduces learners to the construction sector and the type of professional and trade roles and activity that is undertaken. The learner will explore the different types of buildings and structures that the built environment forms. Sustainability and the impact of the built environment on the local community is explored along with reduction measures that can be employed.	External Written Exam (1Hr30)	40%
Unit 3	Practical skills and associated knowledge. Experience of joinery, plaster boarding, tiling, painting and decoration. Written Method Statement including Health and Safety, Costings, Waste Disposal and Evaluation	Internal (Practical with supporting paperwork)	60%

Overall outcomes from the course are based on the weighted outcomes from the units above. The achievable grades are Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

Constructing the Built Environment



Career Routes

Aside from the clear route to construction trades such as joiner, bricklayer, plasterer and electrician, many other technical, managerial and operational job roles within the industry can open up with further study. These include quantity surveyor, architect, site supervisor, safety inspector and project manager.

Qualification Type:
Technical Award
Exam Board:
Eduqas

Course Weighting

This course is worth one GCSE.

Exam	40%
Controlled Assessment	60%

Future Opportunities

The successful completion of this qualification, together with other equivalent qualifications, such as in maths and the sciences, could provide the learner with opportunities to access a range of qualifications including GCE, apprenticeships, vocationally related and occupational qualifications. Good next steps could include Level 2 qualifications in construction, including specialist areas such as plumbing, bricklaying and carpentry and apprenticeships in construction.

Qualification Type:

GCSE

Exam Board:

AQA

Future Opportunities

This course leads directly into 'AS' and 'A' level courses in Art and Design including Fine Art, Illustration, Graphic Design or Textiles (offered at Greenhead College or New College). You could also choose to go onto BTEC or Foundation courses at Kirklees College (Huddersfield or Dewsbury) or a specialist art college such as Leeds College of Art.

For a career in an Art field you would generally continue your studies (as above) before selecting to focus on one of the many creative industries such as:

- Advertising
- Computer Graphics
- Fashion Design
- Photography
- Architecture.

Art & Design

Intent

This course will suit you if you enjoy Art and Design and are keen to develop your own creative ideas. The course focuses on researching and recording ideas and artists, skills and techniques in a wide range of materials (sketchbook work) and making final individual visual pieces in response to given themes. You will look at art work from different cultures and study different art movements including contemporary artists. Some of the work will be experimental whilst some will require care and skill. You should be versatile and willing to try out alternative approaches.

Implementation

This is a level 2 qualification. In Year 10 you will work on 2 coursework projects based on different themes. In the first project your teacher will guide you through a variety of tasks to cover the assessment criteria, before making your personal response. As your skills and understanding develop, you will have more freedom to work independently on your second project. In Year 11 you will select from these projects and revisit some elements, to develop your work more fully, improving your mark. From this portfolio of work you will choose two personal responses and prep work to form your 'coursework portfolio'. This will be completed by the January of Year 11 when the exam paper (externally set task) is issued. This 'exam' is exactly like a coursework project, with the same preparation tasks and the same mark scheme. The only difference is that the personal response has to be completed in 10 hours of supervised time under exam conditions.

After school sessions, with materials and help, are available throughout the year. You should be versatile and willing to try out alternative approaches. You will be expected to work hard – including weekly home learning tasks. Good quality work takes a lot of time.

Impact

60% of the final GCSE Art grade comes from the coursework portfolio.

The work is marked out of 96.

- Research up to 24 marks
- Recording ideas up to 24 marks
- Materials and techniques up to 24 marks
- Final piece up to 24 marks

Each project will be assessed using the assessment objectives and teacher feedback will be accessible every lesson.

The externally set task is marked on the same criteria and forms 40% of the final grade.

We follow the AQA GCSE Fine Art specification, details of which can be found on the AQA website. The QAN code is 601/8088/2. Grades are awarded from Grade 9 (Higher) to Grade 1.

Course Weighting

This course is worth one GCSE.

Exam	40%
Controlled Assessment	60%

Art & Design

Qualification Type:

GCSE

Exam Board:

OCR

Career Routes

Studying drama will allow you to study a level 3 qualification in theatre studies, performing arts or production arts. It will offer you a wide range of exciting opportunities which includes:

- Writing, directing and performing
- Theatre and arena production – sound and lighting
- Costume design
- Television production and advertising
- Theatre advertising and administration

What will I study?

Lessons are delivered in the drama studio and students are encouraged to work practically in groups or individually. Written homework is set each week. Learning is through a wide variety of tasks set, some building on techniques and skills introduced in years 7, 8 and 9 at a more advanced level. These include visual, aural and kinesthetic stimuli to ensure that you are able to access the skills required to create drama. Warm-up activities include teamwork, trust exercises, energisers, confidence builders and spontaneous improvisation and voice and movement skills. You will be introduced to the 4 theatrical approaches; director, deviser, designer and actor. Regular theatre visits will also inspire creativity, ideas for devising and characterisation.

How will I be assessed?

This level 2 qualification is made up of 3 units:

• Unit 1 devising drama: 60 marks-30% coursework
This unit of coursework is internally assessed and is based on devising a piece of drama linked to a stimulus that the exam board provides. In addition to the performance, you will be marked on an accompanying portfolio which will evidence the process and decision making whilst creating your performance.

• Unit 2 presenting and performing texts: 60 marks -30% coursework: visiting examiner
You will study a play script chosen by the centre and will perform two contrasting extracts to a visiting examiner. This is externally assessed. You will be required to produce an accompanying document which outlines your intentions for and approach to the performance showcase.

• Unit 3 drama: performance and response: written paper: 1 hour 30 minutes. 80 Marks- 40% final exam
This unit requires you to study a set text provided from a list by the exam board. For section a, you will study one text in detail and answer short and medium response questions. It assesses your knowledge and understanding of how drama is developed and performed. In section b, you will be required to analyse and evaluate a live theatre performance you have seen using subject specific terminology.

What skills will I develop?

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication

- Confidence
- Learning independently
- Organisation
- Problem solving
- Taking on responsibility
- Time management.

Specification and further information
We follow the OCR specification, details of which can be found on the OCR website. The specification code is j316. The qan code is 601/8975/7. Grades are awarded from grade 9 (higher) to grade 1.

Course Weighting

This course is worth one GCSE.

Exam	40%
Controlled Assessment	60%



Drama

Drama

GCSE Drama involves exploring issues, play texts and stimulus by responding, developing, performing and evaluating through the 6 areas of study; Character, Context and Plot, Structure, Audience and Defining Performance Space, Improvisation, Genre, Performance Style and Convention and the Semiotics of Drama and Theatre. The course builds on the skills developed in Years 7, 8 and 9 with a greater emphasis on extended rehearsal and performance. You will express your ideas through a variety of media, forms and designs. Students learn to be creative theatre makers, designers and directors. They learn to be critical thinkers and evaluate the process of live theatre production.

Music Technology

Do you fancy a career as a musician, composer, music producer or DJ? Do you enjoy creating music using technology or live instruments? Would you like to know how a recording studio works and see what it takes to be a sound engineer? Or do you want the opportunity to perform, write songs or develop your instrumental skills? If so, it's time to uncover your potential – find out more about this exciting qualification today!

The BTEC in Music Practice allows students to practically explore and develop their Music skills. Students can tailor the course to suit their strengths, develop new skills or concentrate on composition or music technology. You must be committed to meeting deadlines.

What will I study?

This level 2 vocational qualification is made of up of 3 units:

•Component 1: Exploring Music Products and Styles 30% (internally assessed)

You will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

•Component 2: Music Skills Development 30% (internally assessed)

You will have the opportunity to develop two musical disciplines (performing, composing, producing, DJing) through engagement in practical tasks, while documenting your progress and planning for further improvement.

•Component 3: Responding to a Music Brief 40% (externally assessed)

You will be given the opportunity to develop and present music in response to a given music brief

How will I be assessed?

This is a level 1/2 Vocational Award which means you will be assessed through project work. For Components 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each unit will take 12 hours and be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake a number of tasks. In Component 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario set by the exam board and will need to undertake a number of tasks.

What skills will I develop?

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Taking on responsibility
- Time management.

Music and Music Technology

Career Routes

The music industry offers you a wide range of exciting opportunities which includes:

Producer
Media
Composer
Front of house manager
Lighting / sound technician
Performer
Teacher
Stage manager

Qualification Type:
**Vocational
Award**
Exam Board:
Eduqas

Specifications and further information

We will follow the eduqas level 1/2 vocational award in performing arts (technical award), details of which can be found on the eduqas website. The specification code is 5639. The qan code is 603/7020/8. Grades are awarded from distinction * to pass.

Course Weighting

This course is worth one GCSE.

Exam	None
Controlled Assessment	100%

Future Opportunities

Cambridge Nationals provide a strong base for progression to Further Education, whether it is on to our Level 3 Cambridge Technicals, BTEC musical qualifications or to an apprenticeship.

Performing Arts

This qualification is for those interested in taking a hands-on course alongside their gcse's that will offer them an insight into what it is like to work in the performing arts sector. This course enables you to develop the foundational skills that are integral to a wide range of roles (from performing to designing and directing) across the creative industries, including film and television, theatre, games, and advertising. Students can specialise in a skill or skills of their choice including dance, musical theatre, costume design and lighting design. It is a great stepping-stone into further vocational or academic study in the performing arts sector.

What will I study?

This is a level 2 vocational qualification is made up of 3 units:

Component 1: exploring the performing arts internally assessed – 30%

You will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Component 2: developing skills and techniques in the performing arts internally assessed – 30%

You will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Component 3: responding to a brief externally assessed – 40%

You will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

You must be committed to taking part in the Colne Valley expressive arts extra curricular sessions, which will support you becoming an all-round performer.

How will I be assessed?

This is a level 1/2 vocational award which means you will be assessed through project work. For components 1 and 2 you will undertake projects (not exams). The project for each unit will take up to 15 hours and each will be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake a number of tasks. In component 3 you will undertake another project (no exam) in response to a brief, which will take 12 hours and be worth 40% of your qualification. You will be given a scenario set by the exam board and will need to undertake a number of tasks.

What skills will I develop?

Through this course, you will acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role. You will also have the opportunity to develop their own technical, practical and interpretative skills through workshops and classes, and to apply them in the internal and external assessments. In addition, you will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.

Specifications and further information

We will follow the Pearson BTEC level ½ tech award in performing arts, details of which can be found on the Pearson website. The QAN code is 603/7054/3. Grades are awarded from distinction * to pass.

Qualification Type:

BTEC

Exam Board:

Pearson Edexcel

Performing Arts

Career Routes

Studying performing arts will allow you to study a level 3 qualification in theatre studies, performing arts, production arts or musical theatre. The performing arts industry offers you a wide range of exciting opportunities which includes:

- Writing, directing and performing
- Theatre and arena production – sound and lighting
- Set, costume and make-up design
- Television production and advertising

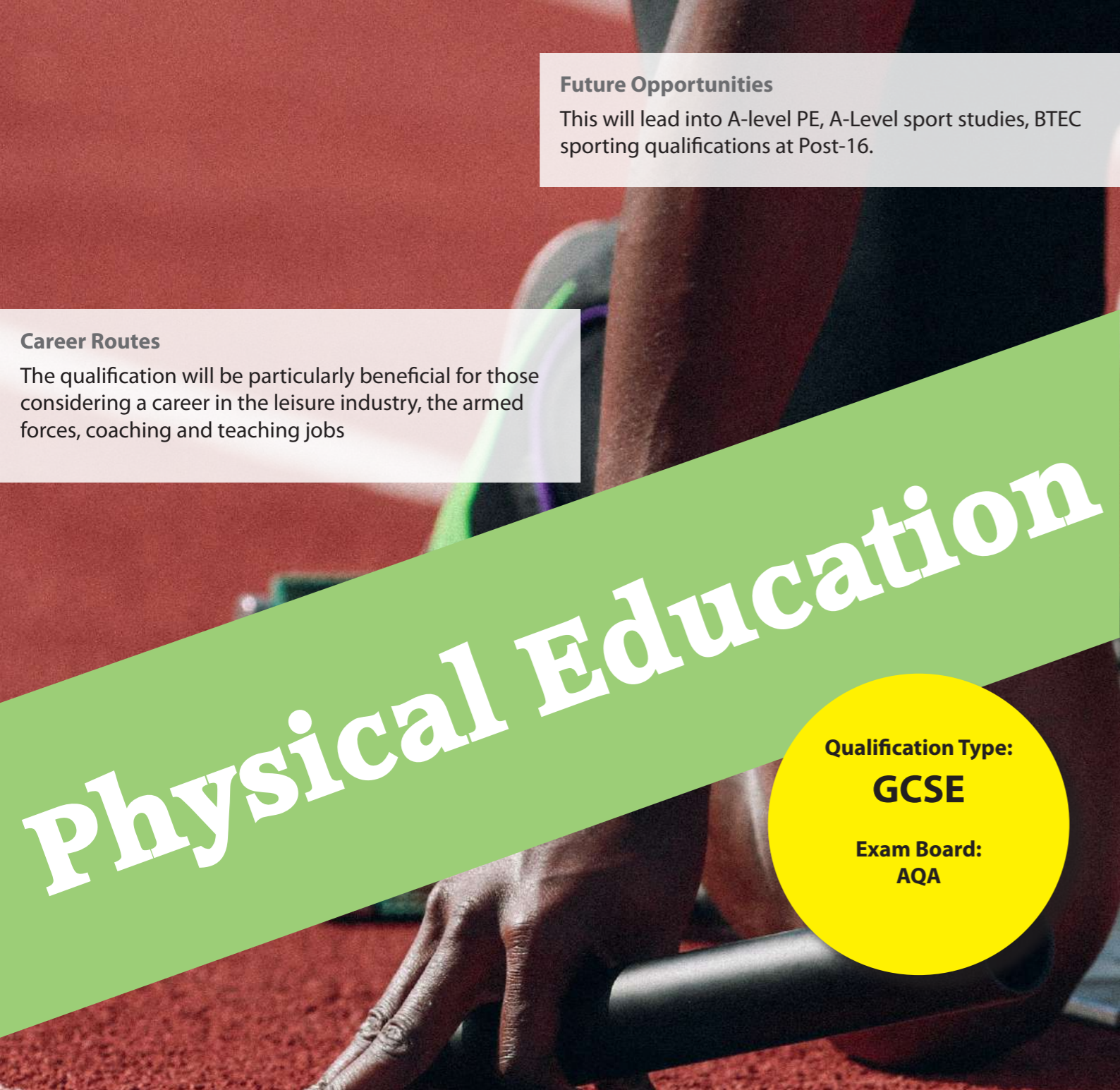
Course Weighting

This course is worth one GCSE.

Exam	None
Controlled Assessment	100%

Future Opportunities

AS and A2 Levels in Drama and Theatre Studies



Future Opportunities
 This will lead into A-level PE, A-Level sport studies, BTEC sporting qualifications at Post-16.

Career Routes
 The qualification will be particularly beneficial for those considering a career in the leisure industry, the armed forces, coaching and teaching jobs

Physical Education

Qualification Type:
GCSE
Exam Board:
AQA

Physical Education

Intent

The practical study requires you to perform in 3 different physical activities. One must be a team activity, one must be an individual activity and the third can be team or individual. Students considering this course should already be taking part in at least one competitive sport on a regular basis, preferably more. You should be interested in science and have a passion for sport. Students should be motivated in PE lessons and be a student who always has their kit and is committed to working as hard in the classroom as they are in their practical lessons. The classroom theory lessons for the first half of Year 10 are science based lessons, so a passion for science is a requirement. There will be two written exam papers 1 and 2 worth 60% of the overall final grade. You will be assessed in practical performance in 3 sports. This course suits students who train and compete regularly outside of School on sports that are on the Exam specification. This course is not suitable for students who do not do sport/s outside of School and who do not represent School teams.

Paper 1 The human body and movement in sport
Written examination: 1 hour 15 minutes
Anatomy & Physiology Movement Analysis Physical Training Use of Data
Paper 2 Socio-cultural influences and well-being in sport
Written examination: 1 hour 15 minutes
Sport Psychology Socio-cultural influences Health, Fitness & Wellbeing Use of data

Activities include:	TEAM	INDIVIDUAL
	Football	Athletics
	Rugby	Badminton
	Netball	Table tennis
	Handball	Tennis
	Cricket	Trampolining
	Basketball	

Some other activities such as skiing, rock climbing, swimming and equestrian can be used if they take place out of school as long as they are backed up with appropriate and current video evidence.

Implementation

A course combining both practical activities and two final exams. You will have 2 practical lessons every fortnight and 3 theory lessons (may vary). The practical activities will vary but will be based around team and individual activities covered in school. The classroom theory lessons will involve many differing strategies and techniques and will be supported by regular home learning.

There will be two written exam papers both 1 hour and 15 minutes long, each is worth 30% of the final grade. You will be assessed in their practical performance in 3 sports and your written ability to analyse and evaluate performance, totalling 40% of the final grade. We will follow the AQA specification, details of which can be found on the AQA website. The specification code is 8582. The QAN code is 601/8279/9. Grades are awarded from Grade 9 (Higher) to Grade 1. The qualification will suit the more academic student who has an interest in sport and physical education and one who must take part in regular competitive sporting activities outside of school.

Course Weighting

This course is worth one GCSE.

Exam	60%
Controlled Assessment	40%

*Please note students cannot select both GCSE PE and Vocational Sports Studies due to overlaps in content.

Intent

This is a level 2 certificate. A course combining one written exam and two centre assessed units. The centre assessed units do have some practical based tasks, but the majority of the assessment process involves written assignments. Students should be interested in sport as a performer and to study theoretically. They must be self-motivated in PE lessons.

The four units of study are:

Contemporary issues in sport – covering a range of topical and contemporary issues in sport, as well as learning about the role of high profile sporting events and national governing bodies. (Mandatory unit)

Developing Sports skills and Sports Leadership – In this unit students will develop their skills and knowledge within a number of sports and will learn more about leadership roles and styles and will plan and deliver effective and safe sessions and evaluate their own performance.

Media and Sport – In this unit students will develop their knowledge about the various forms of media and how media is linked with sport.

Activities include:

Team Sport

Association football, Badminton, Basketball, Camogie, Cricket, Dance, Gaelic Football, Handball, Hockey, Hurling, Lacrosse, Netball, Rowing, Rugby League, Rugby Union, Table Tennis, Volleyball.

Individual Sport

Amateur boxing, Athletics, Badminton, Canoeing, Cycling, Dance, Diving, Golf, Gymnastics, Equestrian, Kayaking, Rock climbing, Rowing, Sculling, Skiing, Snowboarding, Squash, Swimming, Table Tennis, Tennis, Trampolining.

Implementation

You will have 5 lessons every fortnight. Lessons will vary based on the topic of study. The practical lessons will be covered in school. The two units of coursework are each worth 30% of the marks. The units include a written exam paper and two centre assessed tasks. We will follow the OCR Cambridge Nationals Sports Studies Level 2 Certificate, details of which can be found on the OCR Cambridge Nationals website. The qualification is equivalent to GCSE in both size and rigour and contains 120 guided hours. Grades are awarded from Distinction* to Pass. The qualification will support students who have an interest in sport and physical activity in both a performing, officiating and leadership role.

Future Opportunities

Cambridge Nationals provide a strong base for progression to Further Education, whether it is on to our Level 3 Cambridge Technicals, BTEC Sporting qualifications or to an apprenticeship.

Qualification Type:
Cambridge National
Exam Board:
OCR

Sports Studies

Career Routes

The qualification will be particularly beneficial for those considering a career in the leisure industry, the armed forces and coaching and teaching jobs.



Course Weighting

This course is worth one GCSE.

Exam	40%
Controlled Assessment	60%

*Please note students cannot select both GCSE PE and Vocational Sports Studies due to overlaps in content.

2024/2025

Options

Options for starting Key Stage 4

We hope that you find this booklet useful and informative. If you do require any further information about guided choices, please contact us at guidedchoices@thecvhs.co.uk

Guidance for parents

- 6/12/24 Ask your child which pathway they have been allocated and read through the options booklet.
- Make an appointment to speak with your child's subject teachers at the Parents' Evening on 12/12/24.
- Make an appointment to attend the Guided Choices Consultation evening on 18/12/24 **if your child needs additional support or requires further information with their pathway form.**
- Ensure your child has placed their choices form into the student services box by no later than 3:10pm on 17/1/25.

Guidance for students

- 6/12/24 Read the welcome letter from Miss Chappell, look over your pathway form and read the guided choices booklet. It is a good idea to make notes about any questions you might have.
- Attend the Parents' Evening on 12/12/24 and ask questions about what KS4 looks like in these subjects.
- If you need further advice or have questions, attend the Guided Choices Consultation evening on 18/12/24.
- Make sure your choices form is complete and legible. Use block capitals to write your name and form group.
- Make sure your form is placed into the student services box by no later than 3:10pm on 17/1/25.



COLNE VALLEY
HIGH SCHOOL