



HALEWOOD  
ACADEMY

**WE SEEK THE BEST**

# KS4 OPTIONS 2025-2026

**Version Number:** 06

**Next Review Date:** March 2027

**Academy Link:** Mr R Ellis

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PLACE  
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**MEMBER OF THE WADE DEACON TRUST**



# Principal's Message



Dear Parents and Carers,

I hope you find the contents of this booklet useful and I would encourage you to read this thoroughly with your child. This is a very exciting time for Year 9 students in their school career. They have reached a Key Stage transition point; moving from Key Stage 3 to Key Stage 4 and beginning their GCSE courses from September 2026.

At **Halewood Academy**, we believe in the importance of teaching a broad and balanced curriculum. Our aim is to develop students who have knowledge, skills and understanding across a range of areas that will prepare them well for life beyond Halewood Academy. As you are aware, in Years 7, 8 and 9, students study a core academic curriculum in Maths, English, Science, Humanities and Languages alongside foundation subjects, such as Art, Drama, Music, Design Technology, Food Technology, Physical Education and Computing. Our Personal Development lessons cover the Personal, Social, Health, Relationship and Careers Education that is necessary to ensure a balanced and engaging curriculum.

As we approach Year 10 students will begin to select their GCSE Options and embark on a two-year programme of study which leads to public examinations in Year 11. From Year 10 students are able to specialise in subjects they enjoy and excel in. It also means that they have more time to develop the depth of knowledge needed to achieve in their GCSE examinations. We know that this is a very important decision for our students and we are there to support you and your child along this journey. It is crucially important to make informed decisions on which qualifications and courses are best suited to your child. To support you with this we are providing a number of sources of information including; a detailed options booklet; options assemblies outlining courses available; and an options evening as part of our **Year 9 Parents and Carers Evening**.

Alongside of this, there are also many staff who will be able to answer questions including form tutors; class teachers; department leaders; pastoral teams and the senior leadership team. We are all here to help. It is important students have a career route / path in mind when opting for subjects and students shouldn't make choices based on friendships or favourite teachers. Options should be based on their interests and a keen eye on their future employment, education and training. We have specifically tailored the option choices for students based on our knowledge of their skills and attributes alongside our understanding of the current educational climate. Every student has the entitlement to study the highly academic English Baccalaureate route; we would encourage our students to consider this route as this suite of subjects provides the basis for strong academic success. We also offer a creative route which many students may wish to consider based on their interests and future aspirations.

I wish our students every success as they embark upon the next stage of their education.

Best wishes,

**Mr I Critchley**

Executive Principal

# Assistant Vice Principal's Message



Dear Students,

We are approaching an important milestone in your education at **Halewood Academy** where you begin to consider your GCSE options in preparation for starting Key Stage 4 in September. We will work closely with you and your family to support your decision making and hope this options booklet will provide you with an insight into the compulsory subjects you will continue to follow and some specific detail on the subjects where you have a greater degree of choice.

This booklet is designed to be used alongside advice from teachers at your Parents/Options evening, any previous details about prior attainment and reports and assessment results to help you and your parents/carers make informed choices about the most appropriate choices for you.

In **Key Stage 4**, based on your previous progress, attainment and attitude to learning, you will follow a personalised curriculum pathway that will provide you with key life skills that will prepare you for your future and enable you to be competitive within the world of work. Choices should be made to suit your interests, abilities and future prospects. Please do not make your option choices based on your favourite teachers, as at this moment in time, we do not know which teachers will teach which classes. **Please consider your prior attainment, abilities, interests and career prospects only.**

The options process has been designed to maximise choices without restricting potential subject selection. Wherever possible, it is hoped that you will be able to follow your preferred choices. However, we also ask that you list reserve subjects and these must be seriously considered and valid option choices. **We cannot guarantee you will receive all of your choices due to potential timetabling constraints.**

I hope you will find this booklet helpful and I wish you all the very best for the next exciting challenge in your school career.

**Mr R Ellis**

Assistant Vice Principal



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HALEWOOD  
ACADEMY

# MISSION STATEMENT

*Inspirational teaching for aspirational learners.  
A community where we value diversity - staff,  
students and parents working together to  
create a happy, safe and stimulating learning  
environment.*







# COMPULSORY SUBJECTS



# ENGLISH LITERATURE/LANGUAGE

GCSE English Language  
GCSE English Literature  
Subject Leader: Miss A Gilbert

Examining Body: EDUQAS

## Assessment

### English Language (100% examination):

#### **Component 1- 20th Century Literature Reading and Creative Prose Writing**

Written examination: 1 hour 45 minutes - 40% of the qualification

Section A (20%) - Reading - One extract (about 60-100 lines) of literature from the twentieth century

Total marks = 40

Section B (20%) - Prose Writing- One creative writing task drawn from a selection of four titles.

Total Marks = 40

#### **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.

Total marks = 40

Section B (30%) - Writing Two compulsory transactional/persuasive writing tasks

Total Marks = 40

#### **Component 3: Spoken Language (Speaking and Listening)**

##### **Non-exam assessment**

One presentation/speech, including responses to questions and feedback.

### English Literature (100% examination):

#### **Component 1- Shakespeare and Poetry**

Written examination: 2 hours - 40% of the qualification

Section A (20%) Shakespeare

One extract question and one essay question based on the reading of a Shakespeare text.

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 the qualification

Section A (20%) Post 1914 Prose/Drama

One source-based question based on a post 1914 text

Section B (20%) 19th Century Prose

One source-based question based on a 19th century prose text

Section C (20%) Unseen Poetry

# Course Outline

Throughout the course students will be provided with the opportunity to advance their analytical and writing skills, exploring a range of fiction and non fiction texts, spanning across the ages.

They will delve into the world of Shakespeare and Dickens applying critical thinking to a range of themes and topics. Not to mention the chance to examine the impact of class on Liverpool through the eyes of Willy Russell's Blood Brothers.

## Future Pathways

### A Level

- English Language
- English Literature
- Combined English

### Degree Level

- BA / MA in English Language
- BA / MA in English Literature

Students may be able to combine English with another subject as well. MAs are higher level degrees and may enable students to study a more specific area of English, such as Victorian Literature.

## Possible Careers

Advertising

Public Relations

Broadcasting

Authorship

Publishing

Teaching

Law

Administration

Journalism





# MATHEMATICS

GCSE Mathematics

Subject Leader: Mrs N Roberts

Examining Body: Edexcel

## Assessment

Assessment will take place at the end of Year 11 as three 1 and a half hour written papers. Each paper is worth 80 marks, totalling 240 marks.

Two tiers are available; Foundation awards Grades 1-5 and higher awarding grades 4-9.

Paper 1-Non Calculator	33.3%	Written Exam	1 Hour 30 minutes
Paper 2-Calculator	33.3%	Written Exam	1 Hour 30 minutes
Paper 3-Calculator	33.3%	Written Exam	1 Hour 30 minutes

The linear mathematics GCSE is examined in the summer of Year 11. The specification that the students will be following is the Edexcel 1MA1 specification at Foundation or Higher dependent. Revision guides, online subscriptions and practice resources will be available to support students. This course integrates functional and problem solving mathematics and quality of written communications into the GCSE. Students will study Number, Algebra, Geometry and data handling modules. They will be required to apply these disciplines to both abstract and real life problems. Teaching groups in Mathematics are organised to ensure that students are in an appropriate group for their ability and target grades.



# Course Outline

This qualification involves the study of Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics & Probability.

This course enables students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions

Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Success in Mathematics GCSE comes from a commitment to hard work, enthusiasm, creativity and an eagerness to develop original thinking.

## Future Pathways

A good GCSE in Mathematics provides a strong foundation for further academic and vocational study and for employment. A stepping stone to A Level Mathematics, and a necessity for any Science A Levels.

## Possible Careers

All employers require a good pass at GCSE Mathematics whatever field or career students choose to go in to in the future.

Animator, Scientist, Architect, Statistician, Computer games designer, Computer Programmer, Forensic Scientist, Cryptanalyst, Engineer, Doctor, Accountant, Operational researcher, Biochemist, Oceanographer, Software developer, Sound engineer, Nuclear Scientist, Pharmacist, Management Consultant, Economist, Meteorologist, Astronaut and Teacher.



# SCIENCE COMBINED TRILOGY

GCSE Combined Science Trilogy  
Subject Leader: Mr R Kendrick

Examining Body: AQA

## Assessment

In consultation with teaching staff and parents and carers, students will be entered for the trilogy science course, which has two entries: foundation or higher tier.

Tiers of entry will be decided in Year 11 for both trilogy and separate science.

Both separate science and trilogy combined science are studied over a 2-year period, with students being assessed for the GCSEs in May/June of Year 11.

There will be 6 exam papers, each lasting 1 hour 15 minutes for Combined Science and 1 hour 45 minutes for Separate Science.

- Biology paper 1 and 2
- Chemistry paper 1 and 2
- Physics paper 1 and 2



# Course Outline

Students will gain an understanding of science across the three science disciplines through studying the following topics.

**Biology:** Cell biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; Ecology.

**Chemistry:** Atomic Structure and the Periodic Table; Bonding, structure and the Properties of Matter; Quantitative Chemistry; Chemical Changes; Energy Changes; The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere, Using resources.

**Physics:** Energy; Electricity; Particle Model of Matter; Atomic Structure; Forces; Waves; Magnetism and Electromagnetism.

## Future Pathways

This course can complement and support learning in other GCSE subjects such as Food Technology, Physical Education and Geography. This course is particularly well suited to progression to A-Level courses and BTEC Level 3 courses. There are numerous career options associated with studying science. Science-related careers include Laboratory Technician, Nurse, Engineer, Electrician, Chemist, Sport Scientist, Forensic Scientist, Physiotherapist, Physicist, Dentist, Pharmacist, Vet, and Teacher.

## Possible Careers

Pharmacology, research assistant, sports science, nursing, veterinary science, engineering and many more.

If you are interested in following the separate science course, this will reduce the number of options available to you.

Students following the separate science course will be awarded three GCSEs (Biology, Chemistry, Physics) instead of the two GCSEs (an average grade of the Biology, Chemistry, Physics) awarded to those following the Combined Trilogy course. This means that in order to study the full separate science course, one of the options available to you will be taken up by Separate Science. Specific criteria will need to be met to be accepted onto the Separate Science course.





# CAREERS

## Year 10

### Work experience

During the summer term, all Year 10 students are required to attend a week long work experience placement. Students have the option to find their own placements by completing a placement selection form with the company/employer they wish to work for. Alternatively, students can have a placement assigned to them based on a discussion with the Independent Careers Advisor who will find a placement for them.

The objective of work experience is to;

- Prepare students for the World of Work
- Give students the opportunity to learn from employers about work, employment and the skills that are valued in the workplace.
- Give students first-hand experience of the work place to help their exploration of careers opportunities, and expand their networks.
- Expose students to the workplace to enhance their communication skills and build their confidence.
- To equip students with realistic expectations of the work place and to highlight the expectations of employers.
- To highlight the importance of the link between study and the World of Work which will in turn motivate students and raise attainment and aspirations.
- Give students an insight into a potential career path.

### **Riverside College – Trade Day**

Riverside host a Trade day for our Year 10s each year. The Trade Day is designed so that students considering a trade-based course in Year 11 can experience different subjects and to explore their post 16 options.



Students have the choice of 3 subject areas which will then make up their timetable which will include 3 sessions within these areas for the day:

- Hair and Beauty
- Construction and Engineering
- Health and Social Care/Nursing

### **Cronton College – Sample day**

All Year 10 students will be given the opportunity to visit Cronton college on a sample day. Throughout the day, students will follow a timetable, sampling subjects they may be interested in studying as they move on to further education.



### **Personal Development Curriculum**

Students will complete the personal development programme throughout KS4. In Year 10 students will focus on living in the wider world. Through this course students will be learning about the impact of financial decisions, debt, gambling and the impact of advertising on financial choices. Additionally, they will cover topics on online safety, digital literacy, media reliability, and gambling hooks, all of which are to help our students to become positive members of society as they move throughout their various pathways in life.

### **Year 11**

#### **Independent Impartial Careers Advice**

All our Year 11 students will receive career guidance from our Independent Careers Advisor. Our Careers Advisor is obtained through our partnership with Halton Careers Services who have expertise and experience working with young people across the Liverpool City Region. Our Careers Advisor will help our Year 11 students navigate through the post 16 pathways they have access to, to broaden their awareness and understanding of the variety of options available to them. They will help our students to create a personal sense of empowerment so that they feel confident about the decisions they make to help them take their next steps and reach their career goals. The Careers Advisor will liaise with families and create an action plan for each individual to support their progress towards a post 16 pathway.

#### **Assemblies**

Throughout the academic year there will be various colleges, 6th form and apprenticeship assemblies delivered to Year 11. This provides opportunities for year 11 to begin thinking about Further Education and courses they would like to take once they leave Halewood Academy.

#### **Careers Fair**

This is a huge annual event held at Halewood Academy, with up to 50 further education services attending our school. Students are able to have one-to-one talks with their providers to find out about courses which they deliver, extra-curricular activities and how to apply for their college, 6th form, apprenticeship or employment opportunities.

### **Personal Development Curriculum**

Students will complete the personal development programme throughout KS4. In Year 11 students will focus on living in the wider world. Through this course students will be learning about their next steps. The topics covered include application processes, and skills for further education, employment and career progression.

# PERSONAL DEVELOPMENT

Our **Personal Development** curriculum is carefully designed to instil our core values, ensure our students understand the wider world and their place within it and enrich their wider experience so that they are well placed to thrive in modern society. We insist on a curriculum that encourages resilience, provides equity and equality of opportunity and instils independence and aspiration in our students, so they can become hard working, respectful, tolerant and compassionate citizens who are ready to make a difference.

At Key Stage 4, all students receive a timetabled lesson on a fortnightly basis to help them prepare for life after Halewood Academy. The lessons are designed to help students make informed decision in their lives. Students will engage in various topics within these lessons covering the topics of PSHE, RSHE, Careers, Citizenship and Fundamental British Values.

The content covered is broadly:

## **Year 10**

- Mental Health and Well-being
- Financial Awareness
- Healthy Relationships
- Exploring Influence
- Work Experience
- Extremism and Radicalisation

## **Year 11**

- Building for the Future
- Careers Next Steps
- Communication in Relationships
- Independence
- Families

PERSONAL  
DEVELOPMENT  
**AT HALEWOOD  
ACADEMY**



At **Halewood Academy** we are committed to ensuring that students are provided with the knowledge, skills and confidence they need to become great citizens and lead highly successful lives in modern Britain.

These opportunities are not solely focused on the Personal Development lesson but through assemblies, form time and enrichment activities.

Our aim is to ensure that students leave **Halewood Academy** as well round individuals who are ready to take on the many challenges that life after school brings.

*Our students are prepared for the tests of life, not just a life of tests.*

PERSONAL  
DEVELOPMENT  
**AT HALEWOOD  
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# OPTION SUBJECTS



# OPTION 1

All students must choose ONE of the following subjects:

- ASDAN in Personal Development (Gold, Silver Bronze awards available). This is NOT a GCSE and might provide more time to study English, Maths and Science in Year 11
- Computer Science (GCSE)
- Geography (GCSE)
- History (GCSE)
- Separate Sciences (Biology, Chemistry and Physics)
- Spanish (GCSE)

## OPTIONS 2 AND 3

Please choose a further TWO subjects from the list below plus TWO RESERVE choices

3D Art and Design – Product Design (GCSE)*	IT Cambridge National (OCR)*
Animal Care (Maximum of 15 students)	Music
Art (GCSE)*	Performing Arts – Dance (BTec)
Business and Enterprise (NCFE)	Photography (GCSE)
Child Development and Care (NCFE)	Physical Education (GCSE)*
Computer Science (GCSE)*	Religious Education (GCSE)
Drama (GCSE)	Separate Science* (3 GCSEs)
Geography (GCSE)	Spanish
Health and Social Care (BTec)	Sports Science (OCR)*
History (GCSE)	Sports Studies (OCR)*
Hospitality and Catering (Level 1/2 GCSE)	Statistics (GCSE)
* means this subject can not be studied with a similar subject due to a clash of content	

- Students cannot study Art AND 3D Art and Design (only one)
  - If you are guided towards separate Science this takes up one of your options
  - Students can choose ONLY ONE of Sports Science, Sports Studies and GCSE PE. Your teacher will guide you to the most appropriate option
  - You can only choose either Computer Science or IT as there is a cross-over in content
- NOTE - courses will need approximately a minimum of 15 students opting for them to run.



# ANIMAL CARE

BTEC Level 1/Level 2 Tech Award  
Subject Leader: Mr R Kendrick

Examining Body: Pearson

## Assessment

(This course is limited to 15 students maximum)

### Internal Assessment

Two non-exam internally-assessed components, which will be assessed through Pearson-set assignments.

#### Component 1: Animal Handling

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.

The Pearson-set Assignment will be completed in approximately 2 hours of monitored preparation and 6 hours of supervised assessment.

60 marks.

#### Component 2: Animal Housing and Accommodation

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.

The Pearson-set Assignment will be completed in 6 hours of supervised assessment.

60 marks.

### External synoptic assessment (40% of the tech award examination)

**Component 3: Animal Health and Welfare** External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson.

60 marks.



# Course Outline

The Pearson BTEC Level 1/Level 2 Tech Award in Animal Care is for learners who want to acquire sector-specific applied knowledge and practical skills through vocational contexts by studying animal health and welfare, including signs of good and ill health, causes, transmission and treatment of common diseases in animals, the different health and monitoring checks, factors that affect animal behaviour, and how this impacts handling and restraint; and what needs to be carried out to prepare, check and clean out animal accommodation as part of their Key Stage 4 learning.

The qualification enables learners to develop their practical skills, such as using appropriate equipment and techniques to handle and restrain different animals, and to prepare and clean out animal accommodation ready for use using realistic vocational contexts. It will also develop personal skills, such as self-management and communication, through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## Future Pathways

Qualifications: Level 3 Award in Animal Care

## Possible Careers

Many people often under estimate the career possibilities that can stem from the animal care career pathway. Possible careers include:

- animal technician
- groom
- pet shop worker
- groundsperson
- veterinary nurse



# ART

GCSE Art

Subject Leader: Mrs R Dowling

Examining Body: AQA

## Assessment

Component 1	Coursework portfolio	60%
Component 2	Externally Set Task – Exam	40%

**Component 1 (60%)** – the portfolio of work (coursework) will be continually assessed throughout the course. The deadline for submission of this body of work will be December in Year 11 to allow pupils to focus on the Externally set Task in January.

**Component 2 (40%)** - the Externally Set Task (exam paper) will be issued in January of the final year of the course. Preparatory studies will commence over a period of 12 weeks before pupils complete a 10-hour timed session to showcase the development of ideas. The timed session will be completed within 2 weeks.

The Art and Design course covers a wide variety of media activities and you will develop skills through drawing, painting, mixed media and print. Other media techniques can be explored through the development of projects in discussion with the class teacher.

Pupils will be expected to work independently and produce work outside of the classroom by completing tasks at home.





# Course Outline

During the course, students will produce a portfolio of work.

They will develop ideas in a sketchbook and will experience a wide range of materials in two and three dimensions.

Students will look at the work of artists, craftspeople and designers to support their understanding of how other artists work and how they can inspire their own ideas and the creative process.

Students will be expected to work independently and produce work outside of the classroom by completing research and drawing tasks at home..

## Future Pathways

**Qualifications:** A levels Art, Textiles and Photography, Art Design and Communication Diploma,

## Possible Careers

Many people often under estimate the career possibilities that can stem from the arts, the creative industries are growing 5x faster than the UK economy rate as a whole. The creative industries employ over 2 million people in the UK and are projected to create an additional one million jobs by 2030 (Creative Industries Federation, 2020).

Artist/designer, Teacher of Art/DT/Textiles, TV/Film Director, Fashion Designer, Gallery Assistant, Prop/Set Designer, Textiles Designer, Gallery Curator, Tattoo Artist, Interior Designer, Art Therapist, Stylist, Furniture Designer, Art Technician, Florist, Photographer, Gaming/Graphics Design, Book Illustrator, Web Design, Art Critic/Author, Architect



## Assessment

ASDAN in Personal Development is **NOT** a GCSE subject, but instead is a qualification that might be more appropriate for students who would be more suited to studying 2 GCSE option course's instead of 3 on top of their core subjects.

### About this course

ASDAN's **Personal Development Programmes** (PDP: Bronze, Silver and Gold) offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. All the programmes link to nationally recognised qualifications.

This broad, activity-based course has a track record in developing learners' personal, social and employability skills.

### Course benefits:

- Boosts learners' confidence by helping them recognise and develop their personal qualities and abilities
- Empowers students by giving them ownership of their learning
- Broadens learners' experiences through a wide range of challenges
- Rewards achievement through certification for 10 hours of work upwards
- Structure activities inside and outside of school with ready-made curriculum

### The Different award levels

- 6 credits (approx. 60 hours) are needed to achieve Bronze
- 12 credits (approx. 120 hours) are needed to achieve Silver
- 18 credits (approx. 180 hours) are needed to achieve Gold



### Requirements

- The Personal Development Programmes (PDP) feature 12 modules. Each learner must work from their own student book and compile a portfolio of evidence to show what they have done.
- Students gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity. Six credits are needed to achieve Bronze, 12 credits for Silver and 18 credits for Gold.
- Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas: Ability to learn; Teamwork; Problem solving, IT skills; Literacy; and Numeracy. There are pro forma recording documents (Skills Sheets) to guide them

Once students have completed their ASDAN award there will be curriculum time to study extra English and Maths to support students towards achieving their target grade in these core qualifications.

ASDAN contains 12 Modules whereby a student will pick a Challenge to complete.

They will research and collect evidence to go in their portfolio's.

Each Award equates to 60 hours of work.

Bronze, Silver and Gold awards.

It is externally moderated.

Challenge 2A3 Collect information about a social or local issue.

- Vandalism
- Homelessness
- food poverty
- Other agreed issue

Challenge 4A7 Show how different foods should be stored

- Raw meat and fish
- Fresh fruit and veg
- Cooked food
- Dairy food

### Challenge 6A4

Plan the cost of a birthday celebration

You have been promised £200 to take 5 friends out on your birthday. You have decided to go to the cinema and to get something to eat afterwards.

Find out the cost of tickets, transport and a meal of your choice.

- . What would be the total cost?
- . How much would it cost per person?

All challenges allow students;

Ability to learn

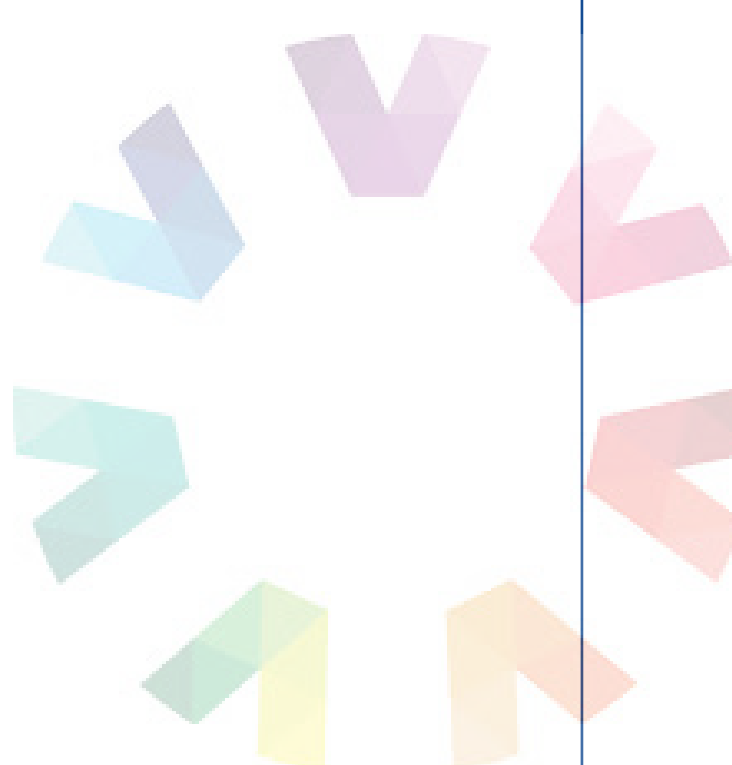
Teamwork

Problem solving

IT skills

Literacy

Numeracy





# CHILD DEVELOPMENT & CARE

GCSE Level 1/2 Technical Award

Subject Leader: Mrs J Thomson

Examining Body: NCFE CACHE

## Assessment

This qualification is designed to ensure that all students are able to:

- Gain an understanding of holistic child development
- Identify factors that influence child development
- Understand legislation in the early years
- Promote care routines and activities to support the child
- Provide an understanding of the expectations of an early years practitioner and their roles and responsibilities in a childcare setting
- Provide an understanding of the importance of observations in early years childcare
- Understand the purpose of planning in early years childcare

To be awarded the qualification, students will be required to successfully achieve all learning outcomes through 2 assessments.

Non-Exam Assessment (NEA) – Synoptic Project linked to 9 Content areas.

50% Weighting

Externally set in the second year of study, internally marked and externally moderated.

Examined Assessment (EA) – Written Exam linked to 9 content areas.

50% Weighting

Externally set and externally marked.

Total 100%

Overall Qualification Grade ; L1P, L1M, L1D, L2P, L2M, L2D, L2D\*



# Course Outline

Content area 1	Child development
Content area 2	Factors that influence the child's development
Content area 3	Care routines, play and activities to support the child
Content area 4	Early years provision
Content area 5	Legislation, policies and procedures in the early years
Content area 6	Expectations of the early years practitioner
Content area 7	Roles and responsibilities within early years settings
Content area 8	The importance of observations in early years childcare
Content area 9	Planning in early years childcare

## Future Pathways

Students could progress to level 2 and level 3 qualifications and/or GCSE/A Levels/T Levels.

Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as:

- GCSE in: Health and Social Care
- Study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships, and further study (for example, Level 2 Technical Certificate in Health and Social Care)

Students achieving a level 2 could progress to a level 3 qualification post 16, such as:

- Level 3 Applied Generals in:  
Early Years Childcare in Education  
Health and Social Care

Level 3 Technical Level Qualifications allow entry to the workforce and higher education:

## Possible Careers

Opportunities are available in:

- Education and Childcare, including a range of options for early years educators and teaching assistants
- Health and Social Care
- Health Science

Students could also progress onto an apprenticeship.



# COMPUTING

GCSE Computing  
Subject Leader: Miss L O'Neill

Examining Body: OCR

## Assessment

50 % Examination (1hr 30mins) 80marks

50 % Examination (1hr 30mins) 80marks

Practical programming tasks (NEA)

The GCSE in Computer Science is split into two main components:

### 1. Paper 1: Computer Systems (Theory Exam)

- Duration: 1 hour 30 minutes
- Weighting: 50% of the total GCSE grade
- Marks: Out of 80

Topics Covered:

- Systems architecture (CPU, memory, storage)
- Memory and storage types
- Data representation
- Computer networks, connections and protocols
- Network security and threats
- Systems software (operating systems, utilities)
- Ethical, legal, cultural and environmental impacts

### 2. Paper 2: Computational Thinking, Algorithms, and Programming (Theory Exam)

- Duration: 1 hour 30 minutes
- Weighting: 50% of the total GCSE grade
- Marks: Out of 80

Topics Covered:

- Algorithms (searching, sorting, logic)
- Programming concepts (variables, loops, selection, arrays)
- Producing robust programs (testing, validation, errors)
- Boolean logic
- Programming languages and IDEs





# Course Outline

Computing is of enormous importance to the economy. The role of Computer Science as a discipline itself and as an underpinning subject across science and engineering is growing rapidly.

Businesses today require an ever-increasing number of technologically aware individuals. This is even more so in the gaming, mobile and web related industries. This qualification offers students an in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming.

Students will learn the theory behind computing systems and how they work. Focussing on the particular roles of the components inside a computer and how they impact on the performance of computers. They will also learn how to think abstractly and gain an understanding of how to plan, develop, create and test a program. These skills will then be used in a practical setting for the programming task within the subject where they will have to write a program for a scenario provided.

Homework - Students will be given homework on various topics and exam questions throughout year 10 and 11. They may also have to complete some aspects of programming in their own time.

This exciting new qualification allows you to explore how computer systems work. You will also get the chance to develop the necessary skills to write your own computer programs from scratch.

## Future Pathways

Qualifications:

- A level Computing
- Apprenticeships in computing

## Possible Careers

- Web Designer / Developer
- Systems analysts
- Database administrator
- Computer Programmer
- Network Engineer
- Advertiser/Marketing
- Computer Game Designer
- Film Animator
- IT or Media Sector



# BUSINESS AND ENTERPRISE

GCSE Level 1/2 in Business and Enterprise  
Subject Leader: Miss L O'Neill

Examining Body: NCFE

## Assessment

### External exam

- Section A: Answer all questions
  - o 33 marks
  - o Focus on short-answer and structured questions
- Section B: Answer all questions
  - o 25 marks
  - o Includes data response, geographical skills, and applied knowledge
- Section C: Answer two questions from a choice of Questions 3, 4 and 5
  - o 30 marks
  - o Extended writing and levels-of-response questions assessing depth of understanding

### Topics

- Entrepreneurship and business ownership
- Business aims, objectives and stakeholders
- Market research and marketing (marketing mix)
- Human resources and managing people
- Operations and day-to-day business activities
- Business finance and sources of funding
- External influences on businesses
- Business growth and resource planning
- Business and enterprise planning (business plans)

### Non-exam assessment (NEA)

- Section A: Answer all questions
  - o 33 marks
  - o Structured questions based on urban environments and case studies
- Section B: Answer all questions
  - o 25 marks
  - o Data response and applied questions focusing on economic development
- Section C: Answer two questions from a choice of Questions 3, 4 and 5
  - o 30 marks
  - o Extended writing and levels-of-response questions on resource management themes



# Course Outline

Typical activities are aimed to reflect the differing learning styles of all students. Class lectures, question and answer sessions, pupil presentation, computer based tasks, reading comprehension; group tasks and individual research tasks are the usual activities and offer the students various ways to improve their learning. The course will also focus on case studies about how business impacts on our society from the individual entrepreneur to multi million pound corporations.

Homework - Students will have to complete homework on a weekly basis in conjunction with their progression throughout the various units. Students are required to have strong subject knowledge for assessments and background reading is advised alongside the course. Students will have access to an I-achieve online learning platform.

Business studies is an important element in ensuring successful progression to A Level Business and in the workplace.

This qualification is designed for learners who want an introduction to Business and Enterprise that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the business and enterprise sector or progress to further study. The course also has a lot of ICT skills content, which can be readily applied in a variety of positions.

## Future Pathways

Qualifications: A level & BTEC Business, A level Economics.

## Possible Careers

Accountancy, law, marketing, sports management or the leisure and tourism industry, teaching.





# DRAMA

GCSE Drama

Subject Leader of Performing Arts:

Miss G Walsh

Examining Body: AQA

## Assessment

### Component 1 – Understanding Drama

This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others

**Section A** - to assess students' knowledge and understanding of drama and theatre.

**Section B** - students will study *Blood Brothers* and be expected to demonstrate knowledge and understanding of the play and the characters.

**Section C** - students will go and see a live theatre performance and analyse and evaluate the work of live theatre makers.

This is a written exam – open book – 1 hour and 45 minutes

It is worth 40% of the students GCSE and is marked out of 80.

### Component 2 – Devising

Students will have the opportunity to create their own piece of theatre based of a chosen stimulus.

Students will learn how to contribute as a performer to devised drama in a live theatre context for an audience. Students will draw on and demonstrate a practical understanding of the subject content and develop their ability to create and communicate meaning through a performance and realise artistic intention in devised drama.

Students are also required to produce an individual Devising log documenting the devising process and contribute to a final devised duologue or group performance. The Devising log is marked out of 60, and the performance is marked out of 20.

It is worth 40% of the students GCSE.

This is marked by the class teacher and moderated by the exam board.

### Component 2 – Texts in Practice

This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance

For this component students must study and present two key extracts from the same play.

Each student's contribution to each key extract performance is marked out of 20.

It constitutes 20% of the GCSE and is marked by an external examiner.

### Component 3 – Texts in Practice

This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance

For this component students must study and present two key extracts from the same play.

Each student's contribution to each key extract performance is marked out of 20.

It constitutes 20% of the GCSE and is marked by an external examiner.



# Course Outline

It is a natural progression from the Key Stage 3 drama curriculum. GCSE drama promotes confidence, performance techniques, team working and creativity.

- It actively engages students in the process of drama in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- It will also develop students' skills, knowledge and understanding of a range of drama techniques through the inter-related processes of performing, creating and appreciating a variety of drama techniques.
- It increases expressive skills through which students are able to communicate their dramatic intention and develop their individual qualities as performers.
- It will present opportunities to develop students' skills, knowledge and understanding of drama through which they are able to communicate ideas, thoughts and meaning drawn from a range of dramatic techniques

## Future Pathways

**Qualifications:** Skills obtained in this subject will enable students to further develop their talent in the dramatic arts and gain the confidence to perform and speak in public, as well as analyse and interpret plays. Future relevant opportunities include: Level 3 BTEc Nationals in Travel and Tourism.

## Possible Careers

- Director film/theatre
- Drama dancer
- Broadcast presenter
- Fitness instructor
- Theatre/stage productions
- Drama photographer/videographer
- Stage Manager
- Stage makeup
- Costume design
- Community Arts Worker



# GEOGRAPHY

GCSE Geography

Subject Leader: Miss E Sandland

Examining Body: AQA

## Assessment

Our GCSE Geography follows the AQA Specification syllabus which is composed of three units:

**Living with the physical environment** written exam 35%

**Challenges of the human environment** written exam 35%

**Geographical Investigations: Fieldwork and UK Challenges** written exam 30%

*'The study of Geography is about more than just memorizing places on a map. It's about understanding the complexity of our world'*

Paper 1: Living with the Physical Environment - 35%

Content assessed

- **The Challenge of Natural Hazards**  
Tectonic hazards, weather hazards, climate change, and responses to natural disasters.
- **The Living World**  
Ecosystems, tropical rainforests, hot deserts, and the management of fragile environments.
- **Physical Landscapes in the UK**  
Coastal and river landscapes, physical processes, landforms, and management strategies.
- **Geographical Skills**  
Map skills, fieldwork techniques, graphical skills, data interpretation, and the use of geographical terminology

How it's assessed

- Written examination: 1 hour 30 minutes
- Total marks: 88
  - o Includes 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)





**Paper 2: Challenges in the Human Environment - 35%**

**Content assessed**

- **Urban Issues and Challenges**  
Urban growth and change, opportunities and challenges in cities, sustainable urban living, and urban planning.
- **The Changing Economic World**  
Global variations in economic development, strategies to reduce development gaps, and the changing UK economy.
- **The Challenge of Resource Management**  
Global patterns of resource consumption, resource security, and sustainable management of resources (with a focus on food, water or energy).
- **Geographical Skills**  
Use of maps, graphs, statistics, data interpretation, and decision-making skills within human geography contexts.

**How it's assessed**

- Written examination: 1 hour 30 minutes
- Total marks: 88
  - Includes 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)

**Paper 3: Geographical Applications - 30%**

**Content assessed**

- **Issue Evaluation**  
Students are assessed on their ability to understand, analyse and evaluate a geographical issue using a range of resources provided in the exam.
- **Fieldwork**  
Students draw on their own geographical fieldwork experiences, demonstrating understanding of enquiry processes, data collection, presentation, analysis and evaluation.
- **Geographical Skills**  
Use of maps, graphs, statistics, photographs and decision-making skills across both sections of the paper.

**How it's assessed**

- Written examination: 1 hour 15 minutes
- Total marks: 76

## Future Pathways

**Qualifications:** A Levels such as Geography and other subjects within earth sciences and Humanities. Universities consider GCSE Geography to be a high quality qualification which keeps opportunities. T Levels such as Project Management and Travel and Tourism. Apprenticeships in relevant careers.

## Possible Careers

There are many careers that people who study Geography can follow. Examples include: architect, banker, lawyer, military GIS specialist, aerial or offshore surveyor, diplomat, conservation worker, weather forecaster, earth scientist, coastal engineer, social worker, marketing, teacher, university lecturer, insurance, aid worker, armed forces, town planner, surveyor, travel agent and tourism.

# HISTORY

GCSE History  
Subject Leader: Mr J Cahill

Examining Body: AQA

## Assessment

### Paper 1 50%

#### **Section A America, 1920-73: Opportunity and inequality**

The first section is a study of a period of the Roaring 20's where we will look at gangsters, flappers, the KKK and more. We then move chronologically to the Great Depression, a period that caused America to plunge into financial instability and we evaluate the effectiveness of the New Deal in dealing with this. We then complete Section A by studying post-war America, focusing on Prosperity and Popular Culture in the 1950s, McCarthyism, the Civil Rights Movement, Black Power, JFKs New Frontier vs Johnson's Great Society and a study of Feminism in the 1960s and 1970s.

#### **Section B Conflict and Tension, 1918-1939**

This is a study of the interwar years, we will look at the Treaty of Versailles and discuss if this was justified, evaluate the effectiveness of the League of Nations and analyse whether Hitler caused the outbreak of WWII in 1939.

### Paper 2 50%

#### **Section A Britain: Health and the People c1000CE to present day.**

Travel through time from 1000AD to the present day and discover how medicine has changed over time, including the fight against disease and infection such as the Four Humours, the first vaccination, germ theory and the creation of antibiotics. Developments in surgery such as dissection of humans, the creation of anaesthetics and antiseptics and the prevention of blood loss. Public Health is studied through a look into the Black Death, the Great Plague, the cholera epidemics of the 19th Century and the creation of the NHS in 1948.

#### **Section B Elizabethan England 1568-1603**

Revisit KS3 history and enjoy a more in-depth look at the Elizabethan era. This option allows students to study the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints and covering Parliament and court life, the 'Golden Age' of culture such as the circumnavigation of the globe by Sir Francis Drake, the role of Shakespeare and theatre, as well as the Catholic threat at home such as Mary Queen of Scots and from abroad in the shape of the Spanish Armada.



# Course Outline

History teaches us about our past; so that we understand the world we live in now. Students will learn about different lives and cultures and how they have changed history. Students will learn second order concepts of when events happened and in what order (chronology); why events happened (causation); how different people have recorded the past (source analysis) and viewed the past (interpretation); how and why certain people and events affected the world at the time and in the future (significance). In addition, skills will be developed such as critical reasoning, constructing an argument, investigating and problem solving, analysing interpretations and essay writing.

## Future Pathways

**A-Levels:** History is an excellent subject in its own right. It also opens up other A-Level subjects such as; *Politics, Business studies, Ethics, Media Studies, English, Sociology and Economics.*

**Degrees at university;** *History, International relations, Law, Media, Teaching (to name a few).*

## Possible Careers

Marketing, Journalism, Editing, Archivist, Public relations, TV researcher, Archaeologist, Lawyer, Teacher, Tour guide, Historical researcher, Publishing, Consultancy, Politics, Hospitality and Tourism.



# HEALTH AND SOCIAL CARE

BTEC TECH Award L1/2

Subject Leader: Miss G Walsh

Examining Body: Pearson

## Assessment

The three components in the qualification give learners the opportunity to develop applied knowledge and understanding of the health and social care sector, at Levels 1 and 2.

Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment.

**External synoptic assessment**

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts.

Component 3: Health and Well-being requires learners to study the factors that affect health and well-being, learn about physiological and lifestyle indicators, and person centred approaches to make recommendations and actions to improve health and well-being

Component 1 Human Lifespan Development	30%	Internal
Component 2 Health and Social Care Services and Values	30%	Internal
Component 3 Health and Well-being	40%	External

All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction.





# Course Outline

The course consists of three components. The three components focus on the assessment of knowledge, skills and practices. Learners will normally take this qualification over 2 years.

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. They will investigate how individuals deal with life events and understand the different types of health and social care services. They will learn about the barriers to accessing them. Learners will demonstrate care values and review own practice. The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

## What does the qualification cover?

Learners will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and they will learn about how people adapt to these changes, as well as the types and sources of support that can help them. Learners will develop transferable skills, such as written communication skills, which will support progression to Level 2 or 3 vocational or academic qualifications.

# Future Pathways

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

# Possible Careers

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

# HOSPITALITY AND CATERING

Level 1/2 in Hospitality and Catering  
(vocational and equivalent to GCSE)

**Subject Leader:** Mrs G Owen-Williams

Examining Body: Eduqas

## Assessment

Unit 1	The Hospitality and Catering Industry	40%
Unit 2	Hospitality and catering in action	60%

How you will be assessed

**Unit 1:** You will be assessed through an exam which will be worth 40% of your qualification.

**Unit 2:** You will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.



# Course Outline

This course has been designed to help students develop knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. Students will learn about issues related to nutrition and food safety. In this qualification, students will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

## Future Pathways

**Qualifications:** After completing the WJEC Vocational Award in Hospitality and Catering you may be interested in progressing to other qualifications relevant to working in the sector, such as: WJEC Level 3 Applied Certificate/Diploma in Food Science and Nutrition Level 2/Level 3 Diplomas in Hospitality and Catering Level 2/Level 3 Diplomas in Professional Cooking.

## Possible Careers

Careers within the hospitality and catering industry cover a wide spectrum of employment such as Hotel Management, Group Sales, Spa Manager, Event Planner, Wedding Co-ordinator, Event Manager, Executive Chef, Cook, Beverage Manager, Front Desk, Concierge.



Level 1/2 in Information Technology  
(vocational and equivalent to GCSE)

**Subject Leader:** Miss L O'Neill

Examining Body: OCR

# Assessment

Unit 1	IT in the digital world	70 marks
Unit 2	Data manipulation using Spreadsheets	60 marks
Unit 3	Using Augmented Reality to present information	60 marks

How you will be assessed

## IT in the digital world – 70 marks – 1 hour 30 minutes - Examination

Topic areas include Design tools, Human Computer Interface, Data and Testing, Cyber Security and Legislation, Digital Communication and Internet of Everything.

## Data Manipulation using Spreadsheets– 60 marks – NEA

Pupils learn the skills to be able to plan and design a spreadsheet solution to meet client requirements.

## Using Augmented Reality to present information – 60 marks – NEA

Pupils learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information.

### R050 – IT in the Digital World (Exam)

- Data and information
- Cyber security and data protection
- Legislation and regulations
- Digital technologies and emerging tech
- Impact of IT on individuals, businesses and society

### R060 – Data Manipulation Using Spreadsheets (Coursework)

- Spreadsheet design
- Formulas, functions and modelling
- Data manipulation and analysis
- Testing and reviewing solutions
- Presenting data

### R070 – Using Augmented Reality to Present Information (Coursework)

- Purpose and types of augmented reality
- Planning and designing AR solutions
- Creating AR content (assets, triggers, overlays)
- Testing and reviewing AR products
- Evaluating effectiveness for the target audience



# Course Outline

Good use of Information Technology is an essential part of any successful business and career. It enables creative and collaborative working, solving of problems and use of the best techniques and technologies to communicate meaningful information which meets customers' needs. Cambridge Nationals have created a qualification which will raise your child's confidence in using IT and plugging potential gaps in digital skills.

There are two centre assessed units offering practical task-based assessment opportunities, alongside the examined unit of assessment. This creates a qualification which supports pupils to progress onto other related study, such as vocational qualifications in Information Technology, A Levels, T Levels and apprenticeships.

This qualification will inspire and equip students with the confidence to use skills that are relevant to the IT sector and beyond covering the use of IT in the digital world, Internet of Everything, spreadsheets, human-computer interface (HCI) and augmented reality.

# Future Pathways

**Qualifications:** Future relevant opportunities include -BTEC IT

- Apprenticeships in relevant fields.

# Possible Careers

An understanding of IT systems and functional skills will be utilised in any future career or occupation. Direct career links include; Data Analyst, IT manager, Data Scientist, Data Engineer.



# MUSIC

GCSE (Music)

Subject Leader: Miss G Walsh

Examining Body: Eduqas

## Assessment

Unit 1	Performing	30%
Unit 2	Composing	30%
Unit 3	Appraising	40%

### How you will be assessed

#### Unit 1: Performing

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

A **minimum of two** pieces, **one** of which must be an **ensemble** performance of **at least one minute** duration, The other piece(s) may be **either solo and/or** ensemble.

**One** of the pieces performed must link to an area of study of learner's choice.

#### Unit 2: Composing

Total duration of performances: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

Two compositions, **one** of which must be in response to a **brief set by Eduqas**. Learners will choose one brief from choice of four, each one linked to different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The **second** composition is a free composition for which learners set their **own brief**.

#### Unit 3: Appraising

Written examination: 1 hour 15 minutes (approximately)

40% of qualification

This component is assessed via a listening examination.

**Eight** questions in total, **two** on each of the four areas of study.

**Area of study 1: Musical Forms and Devices**

**Area of study 2: Music for Ensemble**

**Area of study 3: Film Music**

**Area of study 4: Popular Music**

Two of the eight questions are based on extracts set by **Eduqas**.

# Course Outline

Component 1: Performing - Students perform 2 pieces one of which is an ensemble piece that lasts between 3 and 6 minutes. Both performances combined must reach 4 minutes in total.

Component 2: Students create 2 pieces in response to a brief the other is free choice. Compositions combined must last 3-6 minutes in total.

Component 3: Appraising - students study the elements of music and apply these to 8 exam questions, 2 of which are based on set works studied in class. The AOs are musical forms and devices, musicals and jazz, film music and popular music.

## Future Pathways

Qualifications: A Levels/GCSE Diploma in Music/Production Arts

## Possible Careers

Music is what makes humans, human! As an industry, music covers and includes a phenomenal number of different jobs. This BTEC is successful as it appeals to a wide range of interests as some students have a passion in performing, others may prefer to learn how to become a composer/songwriter whereas some will want to focus on using computer software to sequence and mix a track.

There is a vast spectrum of careers within the music industry but a snapshot includes performer, composer/songwriter, record producer, manager, music therapist, music journalist/blogger, live sound technician, promoter, concert manager, studio manager, radio presenter, music teacher, instrumental technician etc.



# PERFORMING ARTS (DANCE)

BTEC Tech Award Level 1/2 Performing Arts  
(Dance)

Subject Leader of Performing Arts:

Miss G Walsh

Examining Body: Pearson

## Assessment

**BTEC Tech Award in Performing Arts: Dance**

**All practical and written coursework and no written exam**

**Component 1 (60 marks)**

**Exploring the Performing Arts**

Learning Aim A - Examine professional choreographer's dance work.

Learning Aim B - Explore the relationships between the choreographer, dancers, set designers, lighting designer and composer of existing performance material. You will study three performance styles.

- Explore the work of Dance choreographers.
- Explore the roles and responsibilities in the Performing Arts industry.
- Learn about expressive, physical and mental skills needed as a performer.

**Component 2 (60 marks)**

**Developing Skills and Techniques in the Performing Arts**

Task 1 - Learning aim A: Learners will develop their dance repertoire arts skills and techniques through professional dance work.

Task 2 - Learning aim B: Apply skills and techniques in rehearsals and a performance.

You will learn and memorise a chosen piece of Dance repertoire and apply technical, stylistic and interpretative skills to the workshop performance.

Task 3- Renew own development and application of performance or design skills.

You will record all work as evidence during rehearsals, workshops and performances complete a working log with an evaluation.

**Component 3 (60marks)**

**Responding to a brief**

- You will be given the opportunity to work as part of a group to create a performance in response to a given brief or stimulus.
- You will respond to stimuli in relation to an assignment brief through dance.
- Complete a working log reflecting on the creation, the performance and evaluation after the performance.
- Work as a group to develop a Performance.
- Perform in front of a live audience.





# Course Outline

Component 1 and 2 are assessment internally. (60% of total marks), externally moderated.

Component 3 is assessed externally. (40% of total marks)

**No written examination.**

Explore a variety of dance, styles and choreography throughout the two years. Develop knowledge in performance skills.

## Future Pathways

**Qualifications:** A Levels as preparation for entry to higher education in a range of subjects. Students might study a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.

## Possible Careers

- Choreographer
- Professional dancer
- Dance teacher
- Fitness instructor
- Theatre/stage productions
- Dance photographer/videographer
- Dance physiotherapist
- Stage makeup
- Costume design



# PHOTOGRAPHY

Subject Leader: Mrs R Dowling / Mrs A Manriquez

Examining Body: AQA

## Assessment

Component 1	Coursework	60%
Component 2	Externally set task– Exam	40%

Photography is defined, as drawing with light, and it is this main concept you will explore through using a camera.

This course has a theoretical basis and pupils will be taught to analyse the work of photographers in depth and respond to their work.

Students will gain an understanding of the basic photography principles, applying this knowledge to their own work. Also students will spend time taking photographs in a fun and experimental manner and be taught how to manipulate images through hand and computer edits, presenting all research, development and outcomes effectively.

**Component 1 (60%)** – the portfolio of work (coursework) will be continually assessed throughout the course. The deadline for submission of this body of work will be December in Year 11 to allow pupils to focus on the Externally set Task in January.

**Component 2 (40%)** - the Externally Set Task (exam paper) will be issued in January of the final year of the course. Preparatory studies will commence over a period of 12 weeks before pupils complete a 10-hour timed session to showcase the development of ideas. The timed session will be completed within 2 weeks.

Pupils will be expected to work independently and produce work outside of the classroom by completing tasks at home.



# Course Outline

You will develop skills to take into an industrial environment. You will have fun setting up photo shoots to tell stories. You will be out of the classroom taking photos. You will develop your Photoshop skills in a creative and imaginative way.

You will improve the use of and develop skills in facilities that you have readily available, for example the camera on your phone, an iPad etc. You will learn how to take better pictures. You will feel proud as you display your ideas well in a sketchbook and on mount board. You will know what makes a good photograph and be able discuss this with confidence.

## Future Pathways

**Qualifications:** A levels Art, Textiles and Photography, Art Design and Communication Diploma,

## Possible Careers

Many people often under estimate the career possibilities that can stem from the arts, the creative industries are growing 5x faster than the UK economy rate as a whole. The creative industries employ over 2 million people in the UK and are projected to create an additional one million jobs by 2030 (Creative Industries Federation, 2020).

There are a wide range of careers related to photography from product, forensic, fashion, press, wedding to name just a few. It will also provide a good basis for those who want to become filmmakers and animators. Photography also relates well to graphic designer, web designer, interior designer, architect, product designer, illustrator, and gallery or museum curator.



# PHYSICAL EDUCATION

Core PE- All students at KS4 will take part in one practical PE lesson each week. These lessons will promote a healthy and active lifestyle and encourage lifelong participation in sport and physical activity. Students will have the opportunities to take part in a range of activities including badminton, netball, football, fitness, and trampolining. Work on the areas of a balanced diet and goal setting will also be available throughout the key stage. In addition to this you could opt for: GCSE PE, Sport Science or Sport Studies.

GCSE Physical Education  
**Subject Leader:** Miss H Scott

Examining Body: OCR

## Assessment

This course is perfect for practically able pupils (ideally competing outside of school) who will enjoy an academically challenging course.

60% exam. 30% practical sports. 10% coursework

### Component one

Physical factors affecting performance (written paper, one hour and 60 marks) This unit equates to 30% of the qualification.

Applied anatomy and physiology

Movement analysis

Physical training

Use of data

### Component two

Socio-cultural issues and sport psychology (written paper, one hour and 60 marks). This unit equates to 30% of the qualification.

Health, fitness and well-being

Sports psychology

Socio-cultural influences

Use of data.

These assessments consists of multiple choice, short answer and extended writing questions.

### Component three

Practical Performance (non-examined assessment: internally and externally moderated.)

This unit is scored out of 60 marks (20 marks for each activity) and equates to 30% of the qualification.

The assessment consists of students completing three physical activities from a set list.

One activity must be a team sport.

One must be an individual sport.

The final activity can be a free choice between a team and individual sport.

### Component 4

Analysing and evaluating performance (Non-examined assessment: internally and externally moderated.)

This unit is scored out of 20 marks and equates to 10% of the qualification.

Evaluating and analysing components and movements in a chosen activity and creating a programme for improvement



# Course Outline

Theory lessons will cover the exam content (worth 60%) and the course work (worth 10%). Practical lessons will allow students opportunities to participate in individual and team sports so that their skills and gameplay are ready to perform within competitive situations (worth 30%)

## Future Pathways

**Qualifications:** Following GCSE studies in P.E or Sport subject areas natural next steps would include completing an A level in Sport Science, BTEC level 3 Sport and Exercise Science, or a Cambridge Technical in Sport Science / Sport Studies. Other A levels that link well with Sport and PE include Biology and Psychology.

## Possible Careers

- Police,
- Personal Trainer,
- PE Teacher,
- Armed Forces Career,
- Sport Development Officer,
- Coaching,
- Physio-therapist,
- Sports Psychologist,
- University lecturer



# RELIGIOUS EDUCATION

GCSE RE

Subject Leader: Mr J Cahill

Examining Body: Pearson  
Edexcel

## Assessment

The students study this specification for two years and sit 2 exam papers at the end of the course.

Paper 1: Religion, Peace and Conflict through Christianity

- Christian beliefs (1)
- Crime and Punishment (2)
- Living the Christian life (3)
- Peace and Conflict (4)

Paper 2 :Religion and Ethics through Islam

- Muslim beliefs (1)
- Marriage and the Family (2)
- Living the Muslim life (3)
- Matters of life and death (4)

100% Examination, weighted 50% for each paper

Paper 1 – Religion and Ethics Through Islam (1 hour and 45 minutes)

Paper 2 – Religion, Peace and Conflict Through Christianity (1 hour and 45 minutes)



# Course Outline

Studying Religious Education offers students the opportunity to explore two world faiths and their belief systems as well as how they live out their daily lives, through practices, worship, festivals, to name a few.

In addition to obtaining a clear understanding of two world faiths, students will also be given the opportunity to explore some of life's ethical issues, including the big questions surrounding marriage and family life, religious views on war, how criminals should be dealt with, and the debate around what happens after we die including the question of our purpose on earth as humans.

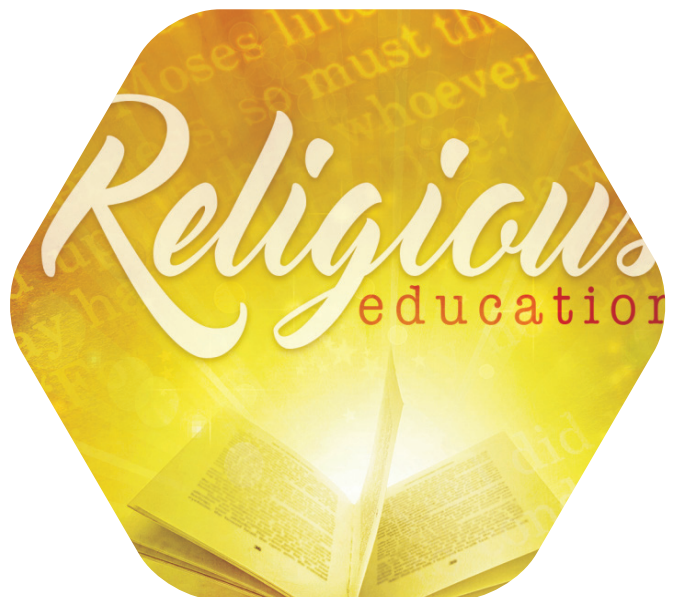
Students will learn skills of debate and critical thinking and how to construct an effective argument whilst remaining empathetic and being able to view issues from the perspectives of others.

## Future Pathways

GCSE Religious Education can lead to the subject of Philosophy and Ethics at A level. It can also open up other subjects such as; History, Politics, Media Studies, English, Sociology and Psychology.

## Possible Careers

Degrees at university; Theology and Religion, Philosophy and Ethics, Politics, Law, Media Studies, Teaching.



# SPANISH

GCSE languages (Spanish)

Subject Leader: Miss S Gonzalez

Examining Body: AQA

## Assessment

The specification covers three distinct themes. These themes apply to all four question papers.

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

### 3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

#### Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

#### Topic 2: Technology in everyday life

- Social media
- Mobile technology

#### Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

#### Topic 4: Customs and festivals in Spanish-speaking countries/communities



3.1.2 Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

#### Topic 1: Home, town, neighbourhood and region

#### Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

#### Topic 3: Global issues

- The environment
- Poverty/homelessness

#### Topic 4: Travel and tourism

3.1.3 Theme 3: Current and future study and employment covers the following four topics:

#### Topic 1: My studies

#### Topic 2: Life at school/college

#### Topic 3: Education post-16

#### Topic 4: Jobs, career choices and ambitions



# Course Outline

The GCSE Spanish course is an intensive 2 year course that builds on the learning of Spanish since Year 7. Over the 2 year course you will study 3 main broad themes:

1. Identity and culture (including youth culture, lifestyle and customs and traditions)
2. Local, national, international and global areas of interest (including home and locality, Spanish speaking countries and global sustainability)
3. Current and future study and employment (including current study, world of work and jobs and future plans.)

## Future Pathways

**Qualifications:** A level Spanish

Degree Level

- BA / MA in Spanish

Students may be able to combine Spanish with another subject as well. MAs are higher level degrees and may enable students to study a more specific aspect of the language.

## Possible Careers

A qualification in modern foreign languages increases your employability as it is only ever seen as an asset by employers. It shows you have good listening and communication skills, that can offer opinions and arguments and you can converse in another language with their people. It also demonstrates an understanding and tolerance of different people and cultures.

A GCSE in Spanish can open up many opportunities in Europe and around the world for both travel and work. Speaking Spanish can also make learning language in the future much easier. The qualification is an asset in most careers and especially in the fields of banking, business, education, engineering, entertainment, law, sport and travel and tourism.



# SPORTS SCIENCE

OCR Sports Science

Subject Leader: Miss H Scott

Examining Body: OCR

## Assessment

This course is perfect for students who are interested in Sport, Fitness and Nutrition and would benefit from a bigger focus on coursework.

60% coursework, 40% exam

### Unit one (Compulsory)

Reducing the risk of sports injury and dealing with medical conditions – written exam – 1 hour and 15 minutes (70 marks)

How to prepare participants to take part in physical activity, which minimises the risk of injuries occurring.

How to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions.

### Unit two (Compulsory)

Applying principles of training, fitness and how it affects performance - Internally assessed and externally moderated (80 marks)

Principles and methods of training

Fitness testing

Design of training programmes

We then complete a final unit that staff have chosen based on experience and past success.

Sports Nutrition and Sports Performance - Internally assessed and externally moderated (40 marks)

The composition and guidelines for a healthy, balanced diet.

The role that diet plays in different sports and activities

Appropriate and effective diet planning for a performer.



# Course Outline

Practical lessons will cover both team and individual sports. These lessons will support the theory content and provide practical examples for written work.

A one hour fifteen minute written exam in - Reducing the risk of sports injury. (40%)

2 (centre assessed units, which are OCR moderated). (60%)

## Future Pathways

**Qualifications:** BTEC (National) Level 3 Sport, Sport Development and Coaching. A level in Physical Education

Cambridge Technicals, Sport and Physical Activity

Apprenticeship e.g. Exercise, Physical Activity, Sport and Health Sector.

Other subjects that compliment this course are biology, science, food preparation as well as media studies

## Possible Careers

- Choreographer
- Sports coaching
- Sports development
- Teaching
- Nutrition
- Physiotherapy
- Sports medicine
- Sports science
- Sports journalism
- Leisure industry



# SPORTS STUDIES

OCR Sports Studies

Subject Leader: Miss H Scott

Examining Body: OCR

## Assessment

The course is perfect for pupils who are practically able and would benefit from a bigger focus on coursework.  
60% coursework, 40% exam

### Unit one (Compulsory)

#### Contemporary issues in sport – written paper – one hour 15 mins - (70 marks)

Issues with groups who participate in sports, and possible barriers. Solutions to improve participation. Positive and negative impacts of sport popularity in the UK. Emerging new sports and sporting values. Sporting behaviours. Hosting sports events. Technology in sport and national governing bodies.

### Unit two (Compulsory)

#### Performance and Leadership in sports activities (Centre assessed and internally moderated)

Performance of skills, techniques, tactics, strategies and decision making in individual and team performance. Methods to improve, drills and practices, measuring improvement and evaluation. Organising sports sessions, risk assessment and leadership.

We then complete a final unit that staff have chosen based on experience and past success.

#### Increasing awareness of outdoor and adventurous activities. (Centre assessed and internally moderated)

Knowledge, understanding and participation of outdoor organisations, safety, equipment, clothing, technology and environments. Evaluate participation in outdoor activities.

A one hour 15 mins written exam in – Contemporary issues in sport. (40%)

2 centre assessed units which are OCR moderated. (60%)





# Course Outline

Practical lessons will cover both team and individual sports. These will be assessed against set criteria to allow learners to complete certain tasks.

Other lessons will be theory based and will allow students to plan and evaluate practical sessions. Theory lessons will also help students prepare for the exam element and complete course work units.

# Future Pathways

**Qualifications:** BTEC (National) level 3 Sport, Sport Development and Coaching. A level in Physical Education

Cambridge Technicals, Sport and Physical Activity

Apprenticeship e.g. Exercise, Physical Activity, Sport and Health Sector.

Other subjects that compliment this course are biology, science, food preparation as well as media studies

# Possible Careers

- Police,
- Personal Trainer,
- PE Teacher,
- Armed Forces Career,
- Sport Development Officer,
- Coaching, Physiotherapist,
- Sports Psychologist,
- Sport Nutritionist,
- Outdoor adventurous sports instructor

# STATISTICS

GCSE Statistics

**Subject Leader:** Mrs Roberts

Examining Body: Edexcel

# Assessment

100 % examination, two exams sat at the end of the course.

The course analyses and evaluates real life examples of data. The course is based on the statistical enquiry cycle through studying how to plan investigations, the ways to present the data collected and any constraints in the sourcing of the data then interpreting the results before evaluating the investigation and the communicating the results. This can be split into three main areas which are all studied across both papers at the end of the two-year course.

1. The collection of data
2. Processing, representing and analysing data
3. Probability



# Course Outline

Statistics is an opportunity to investigate and analyse real life data and make decisions about it. It is also an opportunity to research hypotheses you may have and find the answers.

Statistics lessons will focus on the statistical enquiry cycle so there will be a mixture of planning how to collect data, collect-ing the data and then evaluating it. Activities will include creating graphs, tables and diagrams to represent real life data such as government spending, comparing sales of computer games or looking at growth in the population and then making deci-sions or comparisons from this.

The course will also give you the opportunity to collect and analyse your own data. Towards the end of the course, there is the opportunity to spend an extended period of time designing and investigating your own topic using all the skills you have learnt.

## Future Pathways

This is a subject where you will be constantly studying real life data and gaining skills which are invaluable for every college course or career you are planning to study. The course will also support your science and maths GCSEs and support you moving onto A Levels in STEM subjects

## Possible Careers

If you google careers which require Statistics, thousands of jobs will come up as the skills which you learn (problem solving, analysis, decision making and communication) are invaluable in all sectors. However, if you would like to continue to study Statistics at A Level and beyond, possible careers include being an actuary, a medical statistician, a risk analysis, a research assistant, a sports statistician or you could even work for the government helping them to make decisions on how the country is run.



# THREE-DIMENSIONAL DESIGN PRODUCT DESIGN

GCSE Three-Dimensional Design:  
Product Design  
**Subject Leader:** Mrs G Owen-Williams

Examining Body: AQA

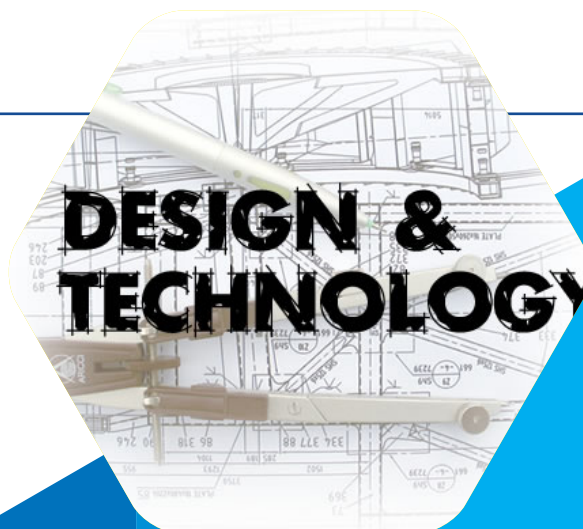
## Assessment

Component 1	Portfolio (coursework)	60%
Component 2	Externally assessed assignment (Exam)	40%

### How you will be assessed

**Component 1:** A portfolio of work that will be continually assessed throughout the two year course. You will complete a sustained project from an initial brief, designing, development and making.

**Component 2:** Students respond to their chosen brief from an externally set assignment paper relating to their subject.





# Course Outline

Students will develop ideas in a sketchbook and will experience a wide range of materials in two and three dimensions. Students will look at the work of artists, craftspeople and designers to support their understanding of how other artists work and how they can inspire their own ideas and the creative process. Students to demonstrate the ability to use a range of three-dimensional techniques and processes including model making, constructing, surface treatment, assembling and modelling. Students will have the opportunity to work with a range of materials such as wood, plastic, metal and found materials. Students will be expected to work independently and produce work outside of the classroom by completing research and drawing tasks at home.

## Future Pathways

**Qualifications:** A Levels – Art and Design, Three-Dimensional Design, Design and Technology, BTEC Art and Design, Product Design.

## Possible Careers

Many people often under estimate the career possibilities that can stem from the arts, the creative industries are growing 5x faster than the UK economy rate as a whole. The creative industries employ over 2 million people in the UK and are projected to create an additional one million jobs by 2030 (Creative Industries Federation, 2020). Artist/designer, Teacher of Art/DT/Textiles, TV/Film Director, Fashion Designer, Gallery Assistant, Prop/Set Designer, Textiles Designer, Gallery Curator, Tattoo Artist, Interior Designer, Art Therapist, Stylist, Furniture Designer, Art Technician, Florist, Photographer, Gaming/Graphics Design, Book Illustrator, Web Design, Art Critic/ Author, Architect, Product Designer, Engineer.







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