

# Options Booklet

Courses starting  
September 2025





# Contents

	Page no.
Introduction and CEIAG	3-4
The Grading System	5
The Core Curriculum	6
The Curriculum and what is the English Baccalaureate?	7
How do I choose my options?	8
Timeline for making choices	9
Using your report to help with your choices	10
Home learning	11
 <u>Core Subjects</u>	
English Language / Literature GCSE	12
Mathematics GCSE	14
Combined Science / Separate Sciences GCSE	15-19
Geography GCSE	20
History GCSE	21
 <u>Option Courses</u>	
Art & Design (Art)	23
Business Studies GCSE	24
Citizenship Studies GCSE	25
Computer Science GCSE	27
Dance GCSE	28
Hospitality & Catering Technical Award	29
Design Technology GCSE	30
Digital Information Technology BTEC Technical Award	32
Drama GCSE	33
Enterprise BTEC Technical Award	34
French GCSE	35
Health and Social Care BTEC Technical Award	36-37
Music GCSE or Music Practice BTEC Technical Award	38-41
Performing Arts BTEC Technical Award	42-43
Sport Studies Cambridge National	44
Religious Studies GCSE	46
Sociology GCSE	47
Spanish GCSE	48
Option Preference Help Sheet / Option Preference Form	49-50

# Introduction

This booklet is designed to help pupils and parents carefully consider their options preferences for the next two years at Key Stage 4. Pupils will be working towards examinations from which important decisions will be made about their future, therefore the pathways and combinations of subjects that they choose are really important. The subject information in this booklet has been written so that pupils can easily understand what each course involves and can choose their preferred examination courses carefully and objectively. Throughout the booklet we talk about Level 2 and Level 3 qualifications:-

## Level 2 Qualifications at Key Stage 4

Pupils can achieve Level 2 when you have 5 or more grade 9-5 levels (equivalent to the previous A\*- C grades) at GCSE or BTECs at Level 2. These qualifications include:

- GCSEs achieved at Grade 9-5 in English and Maths.
- GCSEs achieved at Grades 9-5 in other subjects.
- BTEC Technical Awards

Most employers use this level as their minimum entry requirement and insist on Maths and English.

## Level 3 Qualifications at Sixth Form College

Pupils can achieve Level 3 when you have 2 Advanced Level passes. These qualifications include:

- 'AS' and 'A' Levels,
- The Advanced and Progression Diplomas,
- The International Baccalaureate,
- BTEC National Award and City & Guilds Advanced Awards.
- National Vocational Qualifications

We have recently seen the introduction of the new T Level courses. T Levels are new courses which follow on from GCSEs and are equivalent to 3 A levels. These 2 year courses, which launched September 2020, have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares pupils for work, further training or study. T Levels offer pupils a mixture of classroom learning and 'on-the-employment' experience during an industry placement of at least 315 hours (approximately 45 days). In time, pupils will be able to take a T Level in subjects including accounting, agriculture, land management and production, animal care and management, construction, finance, legal etc.

In excess of 10 T Level courses are now available at selected colleges, schools and other providers across England with more courses being added year on year.

## Pupil Entitlement to CEIAG at Co-op Academy North Manchester.

From year 7, all pupils have a planned programme of Careers Education, Information, Advice and Guidance (CEIAG) to include information on option preferences in Year 9 and work experience in Year 10, with a view to considering pathways into post-16 education, training opportunities and types of employments.

In Year 11, pupils will receive guidance on choosing post-16 courses and completing applications for apprenticeships or college courses.



# Pathway To Your Further Education Post 16

## POST 16 OPTIONS MADE SIMPLE



I'm thinking about ...

A LEVELS

T LEVELS

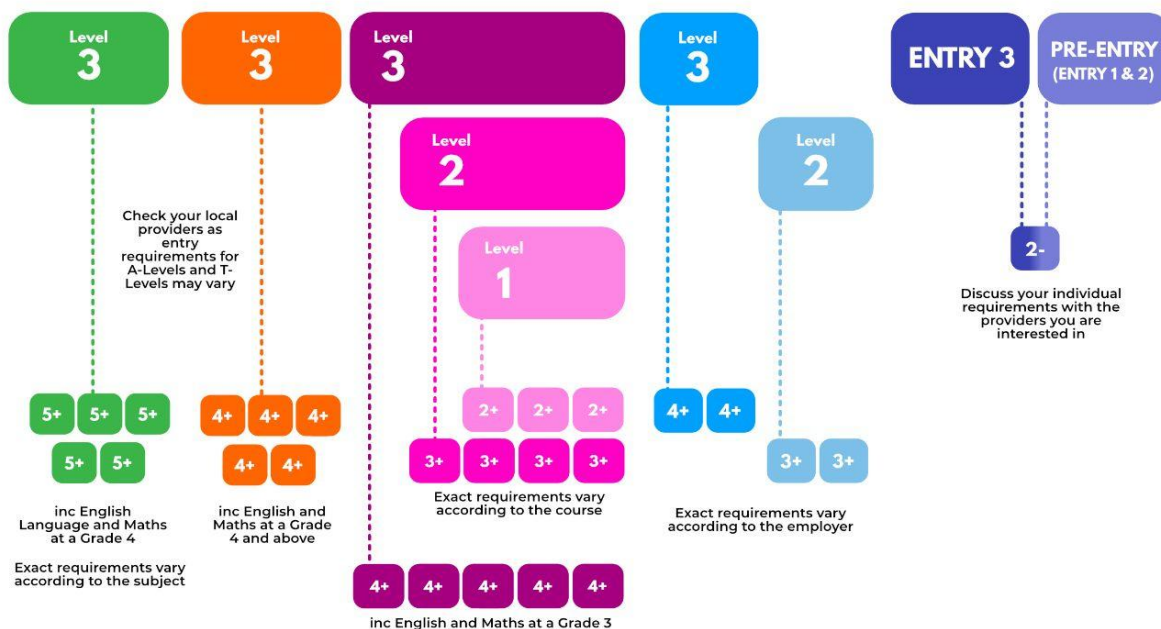
VOCATIONAL  
COURSES

APPRENTICESHIPS

VOCATIONAL  
COURSES

FUNCTIONAL  
SKILLS  
COURSES

How many GCSEs will I need for each level?



How many subjects / courses / Apprenticeships do I work towards?

3 or 4  
SUBJECT

1  
SUBJECT

1  
SUBJECT COURSE

1  
APPRENTICESHIP

1  
SUBJECT COURSE

Speak to your Careers Adviser to help you explore the options in more detail.

# The 9-1 Grading System for GCSEs

## Grade 9

The Grade 9 allows colleges and universities to identify those pupils with exceptional ability in particular subject areas. A Grade 9 is not the equivalent of a previous A\*. It is a grade that has been included to recognise the highest performing pupils nationally. There will be fewer Grade 9s awarded than there were A\*s previously.

## Grades 8, 7 and 6

Roughly, Grade 8 sits between a previous A\* and A grade. Grade 7 is roughly equivalent to a previous grade A and Grade 6 sits just a bit higher than the previous B Grade.

## Grades 4 and 5

These grades represent a 'pass' mark, roughly equivalent to the previous C Grade. Grade 4 is considered a 'standard pass' and Grade 5 a 'strong pass'. Schools will be measured by the number of pupils achieving a Grade 4 and above – but they will also be measured on the proportion of pupils who achieve a Grade 5 and above. It is hoped that the Grade 5 will be considered the benchmark entry when comparing educational establishments both in this country and abroad.

## Grades 3, 2 and 1

These grades correspond to the previous GCSE grades D, E, F and G. Grade 3 ranks somewhere in-between a D and an E, whilst Grade 2 is somewhere between an E and an F. A Grade 1 is similar to a previous grade G, and a U grade still refers to an exam that has been 'ungraded' – put simply this means that a candidate did not achieve sufficient marks to get onto the grading scale.

## BTEC Gradings

### Level 2 Distinction

This grade recognises the highest performing pupils

### Level 2 Merit and Pass

These grades represent the 'pass' mark for the Level 2 qualification with the Merit grade recognising stronger performance.

### Level 1 Pass, Merit, Distinction

These grades roughly correspond to the grades 1, 2 and 3 within the 1- 9 GCSE grading structure.





# The Core Curriculum

There are some subjects which every pupil must study here at Co-op Academy North Manchester. These form our core curriculum

- English and English Literature
- Mathematics
- Combined Science (this includes Biology, Chemistry and Physics) / Separate Sciences (Triple)
- Core PE
- SRE & PSE
- Either History or Geography GCSE from within the options preferences

They will need to choose three further option subjects from our extensive offer, to ensure they are sitting the equivalent of at least 9 GCSEs/BTECs in years 10 and 11. Guidance on selecting these options as preferences follows in the booklet and on the website.

## English Language and Literature

Being able to read and write with confidence and a high level of accuracy is essential for future success. The skills they learn in English will not only help them if they choose an academic future, but will also help in everyday adult life.

## Mathematics

Mathematics helps to develop their thinking, problem solving and numeracy skills and preparation for the world of work.

## Science

Studying science will help them to broaden their understanding of the world around.

## Core PE

The Academy offers a range of activities within the core PE lessons that support in developing an active and healthy lifestyle and provide a break from academic studies.

## SRE & PSE

Topics include relationships, consent, STI's, bereavement, families, bullying and online bullying and citizenship.

## History or Geography

Studying a Humanities subjects of either History or Geography will ensure that they follow a traditional broad and balanced curriculum. The skills learnt within History and Geography are important transferable skills that are relevant to a number of other subjects both at GCSE and BTEC, and also post 16 and beyond.

Pupil must study

Mathematics	English Language	English Literature	History or Geography	Core PE and RSE/PSE	3 options
-------------	------------------	--------------------	----------------------	---------------------	-----------

# The Curriculum

Moving into Year 10 is a very important part of a pupil's time in school and is an opportunity for them to take more control of their education and shape the way they want their future to be. The options which are chosen for Years 10 and 11 will determine not only the next two years of school experience but will also have an impact on the choice of a career pathway after Year 11. There have been a lot of changes and discussions about the education system of late including significant changes to the Personal Development and Religious Studies curriculums.

Pupils have fantastic opportunities available that will help them achieve in the future. Years 10 and 11 aren't just about GCSEs. There are other qualifications such as BTECs and Technical qualifications. These qualifications are taught and assessed in different ways, and it may be that one type suits more than others. It is important to choose subjects that will interest and motivate. Spend some time thinking about what makes them work hard and how they enjoy learning. Remember that they are not alone in making these decisions; everyone in Year 9 is going through the same process. Teachers, friends, parents, carers and family will be able to guide, advise and support in this important decision making process.

In addition to the compulsory core subjects, and either History or Geography, the rest of academy time will be spent studying courses from 3 option subjects. Each option has 5 lessons every fortnight in year 10 and 6 lessons every fortnight in year 11. An increasing importance has to be placed on Mental Health and Well Being, ICT and core PE, developing resilience and independent working. **rs and specialist trainers in to run workshops and sessions.**

## What is the English Baccalaureate

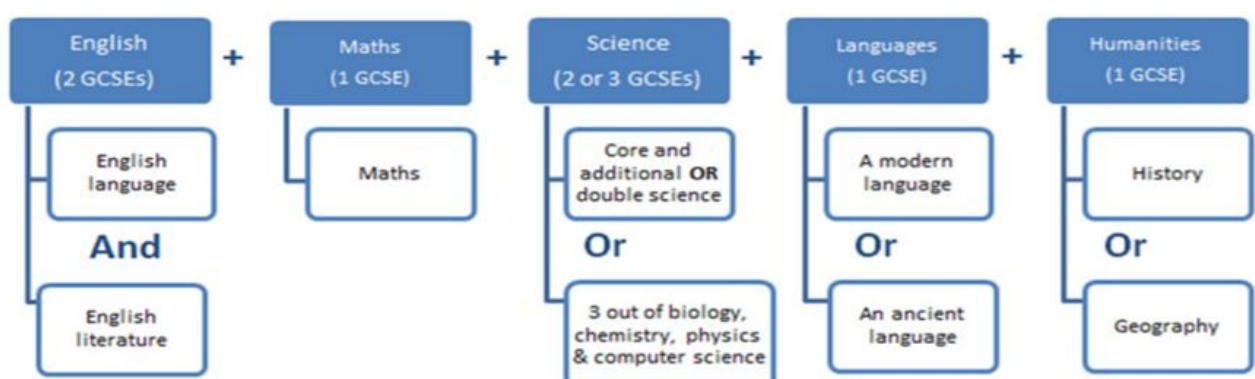
The EBacc is not a new qualification in itself. It recognises pupils achievements across a core of selected academic subjects in getting good passes in rigorous GCSEs.

To achieve the EBacc pupils must study at least seven GCSEs in the five areas: English language, English literature, mathematics, combined science or separate biology, chemistry and physics, history or geography and a language.

The measures of Attainment 8 and Progress 8, which are used to judge school performance, include the EBacc within them.

**Attainment 8** – Pupils grades in their 8 highest GCSEs/BTEC subjects are combined to produce a number score. These 8 best GCSEs must include their grades in Maths and English Language or English Literature GCSE. Maths and whichever of English Language or English Literature is higher is then double weighted. A further three of the 8 best GCSEs need to be drawn from English Baccalaureate subjects. The final three slots can be any subject.

**Progress 8** – Pupils progress from a baseline when entering secondary school and the results in their 8 best GCSEs. Five of the GCSEs have to be in EBacc subjects. The remaining three can be from EBacc or non-EBacc subjects.





# As a pupil, how do I choose?

- Think about the subjects you have enjoyed studying in Year 9
- Research all your option subjects on offer before you make a decision
- Don't fall into the trap of thinking that some courses are only for boys and some only for girls - this isn't true
- If you have a firm career idea, choose the option subjects you need to meet the entry requirements for the post-16 opportunities that interest you - whether that's for studying A Levels at sixth form, embarking on the new T Level courses, university, an apprenticeship or employment with training. If you don't have a firm career idea, choose option subjects that will give you plenty of choice post -16.
- Don't be afraid to ask for help and advice from your family, friends, teachers, careers co-ordinators and others around you.
- Look at your latest report and think about if you are working on, below or above target.

## Good reasons for choosing an option

- You are good at the subject
- You can satisfy the entry criteria (if there are entry criteria)
- You think you will enjoy the course. It fits your career ideas and plans
- It goes well with your other choices
- It is required for a future pathway you are considering
- You think you might want to continue studying it a post-16
- Your research shows that it will interest you and motivate you to learn



## Bad reasons for choosing an option

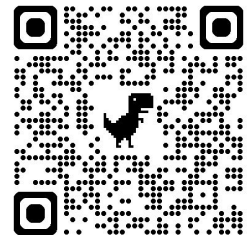
- Your friends have chosen it
- You think it will be easy
- Someone else thinks that it is a good idea
- You like your teacher you have now
- You didn't have time to research your options properly



## Use career websites to help you decide and research courses

There are lots of good websites to help with making choices.

Use UCAS [www.ucas.com](http://www.ucas.com). Scan the QR code to visit the UCAS website



# Timeline for making your choices

Wed 26th Feb - Year 9 Options Assembly for Pupils to explain the option process

W/C 24th Feb - Parents receive invitation to the Option Event and the Options booklet. The school website also includes all the Options information

Thursday 6th March - Year 9 Options Event

Friday 7th March - Option form made available online

W/C 10th March - Taster sessions delivered to year 9 for new courses not previously studied in years 7-9 eg: Business, Health & Social Care, Sociology

Wednesday 21st March - Option form due in online

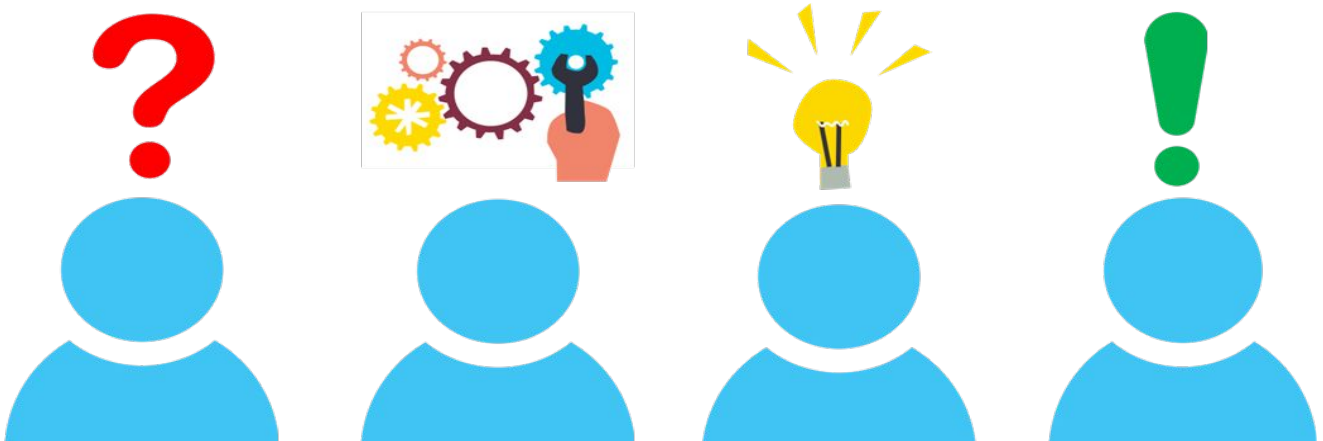
June - Option choices confirmed

## Making choices

Following the Options Event, pupils will be asked to make their subject preferences on the online option form. The link is available on the school website from Friday 7th March. When completing the form they will need to decide whether to study History or Geography and also list their top 7 option subject preferences. Pupils will be asked to number these 7 preferences 1 to 7, with 1 being the most important one to them and 7, the least.

Pupils can receive guidance on what option subjects they should seriously consider choosing, based on their performance and engagement in Year 9 and feedback from subject staff. Some subjects have very specific criteria so please ensure your child has read this carefully in this booklet and cross checked the subject entry criteria against the report they received at their most recent Progress Evening in January.

Once the forms have been submitted online and collated, a small number of pupils will be invited for a one to one with a member of the senior staff to discuss the suitability of their option subject preferences. They will also look at the specific entry criteria for courses (where applicable). Please note that some courses will have a strict restriction on pupil numbers and some courses will only run if there is sufficient demand to make the class viable. The options booklet will also be published on the academy website. Please keep an eye on the website for important information.



# Using your report to help with your choices



Co-op Academy  
North Manchester

## Year 9 Autumn Report

**Attendance: 99.3%**

**Achievement points: 88**

**Behaviour Points: -1**

Please see below your child's current progress report.

Subject	Age Related Expectation	Progress against Target
Maths	At	On Track
English	At	On Track
Science	At	On Track
Geography	Above	Exceeding
History	At	On Track
Spanish	Above	Exceeding
ICT	Above	On Track
Drama	At	On Track
Dance	At	On Track
Art	Below	Not On Track
Music	At	On Track
Design Technology	Below	On Track

Assessment at KS3 is based on two measures, Age Related Expectation and Progress Against Target.

### Age Related Expectations

Teachers record how well pupils have demonstrated their understanding against precise knowledge set out in each subject's curriculum through key assessments, class work and home learning. Using this the pupils are then placed into one of the three thresholds below.

Below age related expectation (grades 1-3)	At age related expectation (grades 4-6)	Above age related expectation (grades 7-9)
Grasped some of the main ideas and knowledge in the units covered but others require development.	Has a secure understanding of the main concepts and knowledge covered and can start to use their knowledge in a range of contexts.	Demonstrated a comprehensive understanding of all concepts and knowledge covered and can apply to new contexts.

### Progress against target

Alongside age related expectation, teachers will also report on a pupils progress against their individual subject target. The individual targets are created using a pupil's KS2 SATs results. Where this is not possible a pupil will sit a series of online ability tests which will inform individual targets.

A pupil's individual progress will be based against 3 thresholds.

Not on track	On track	Exceeding
Academic progress is currently below target grade.	Academic progress is currently on track to meet target grade.	Academic progress is currently above target grade.

Some subjects may have entry requirements such as Triple Science. These entry requirements will be based on a pupil's age related data for that subject. Heads of Department in these subjects will cross reference this against individual pupils' progress against target to ensure suitability for the subject at KS4.

# Home Learning

Whatever choice of subjects our pupils finally make, they will be expected to supplement their school work with home learning. For each subject they will be given home learning every week, via google classroom, and planners will continue to be used throughout Key Stage 4 to record work set and essential deadlines.

Home learning is necessary because it gives time to reflect and extend what they have learnt in lessons; or to prepare for lessons; or to write something to be assessed so that the teacher knows how well they are doing and how independent they are as a learner.

Pupils records for completing home learning will be taken into consideration when deciding which courses would suit best for their options.

Some courses are assessed partly by PSAs or coursework. GCSE Controlled Assessments have to be completed at school or under the supervision of the subject teacher. These sessions are planned across the whole period of the course and 100% attendance is essential as they cannot usually be rearranged. BTEC coursework is completed across the period of the course under the direction of the subject teacher.

These are the staff in school that can help with any questions when making the option choices:

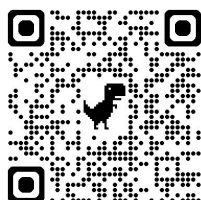
- Mr. N. Lane - Assistant Vice Principal, Achievement
- Ms. S. Tomkow - Assistant Vice Principal, Teaching and Learning
- Mrs. L. Parkinson - Assistant Vice Principal, CEIAG coordinator (Careers, Advice and Guidance)
- Form Tutors
- Pastoral Managers - Mr Morrison, Miss Johnson
- SEND team – Mrs Garsden
- For pupils with an Additional Language (EAL) - Mrs Heddi

The information in this booklet is available to view on our website and can be translated into your preferred language by clicking the globe icon in the top right hand corner of the menu bar.

Click here

<https://www.northmanchester.coopacademies.co.uk/page/?title=Curriculum&pid=38>

Or Scan the QR code to visit the academy website



# English Language & English Literature GCSE

Exam Board: AQA

Type of course: GCSE . You will study both English Language and English Literature

## How is the course assessed?

GCSE English Language: Two exam papers at the end of Y11

GCSE English Literature: Two exam papers at the end of Y11

## English Language

Paper 1- Reading and analysing fiction and writing creatively—50%

Paper 2 - Reading and analysing non-fiction and writing non-fiction—50%

## English Literature

Paper 1 - Romeo and Juliet and Dr Jekyll and Mr Hyde - 40%

Paper 2 - Blood Brothers and Love & Relationships Poetry / unseen poetry - 60%

## What topics / units will you study?

You will study:

- A range of creative reading texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century
- A range of literary non- fiction and non- fiction texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century
- Different types of writing styles and how to emulate these
- Shakespeare
- A 19<sup>th</sup> Century novel
- A modern drama
- A variety of 19<sup>th</sup> Century and modern poetry

## How to be successful

Read widely - read books and articles by authors you read in class

- Read the classics
- Read articles and news items that take your interest
- Write 'in the style of.'
- Watch and play vocabulary games
- Visit the theatre

## What extra-curricular are there?

- Trips to the theatre to see the plays being studied. We will also bring in theatre companies to present live performances of the texts being studied.
- DebateMate
- Writing Club
- Poetry Slam
- Library Leaders

## What opportunities does this qualification help you to have?

Careers associated with English include journalism, work within the media industry, publishing, teaching, to name but a few. Being able to communicate is an essential for any job and the study of English will help you develop this skill. College courses connected to this subject include English Language, English Literature and Media Studies.

All employers and colleges will ask you for your predicted / actual grade in English. Being able to communicate is an essential for any job and the study of English will help you develop this skill. You will develop a critical ability to write to suit your purpose and express yourself clearly and confidently.

## Who can you speak to for more information or if you have any questions?

Mr Dermody in 2R5 or Mrs McLean in 2R1



nostalgic

growing up

reminiscent

admiration

idolise

separation

independence

stifling

maternal

paternal





# Maths GCSE

Exam Board: Pearson Edexcel

Type of course: GCSE

## How is the course assessed?

Each pupil will sit 3 examinations at the end of Year 11. See the breakdown as shown in the image.

The infographic is a 2x4 grid. The first column contains two large colored boxes: teal for 'Foundation (grades 1-5)' and blue for 'Higher (grades 4-9)'. The next three columns show the details for each tier's three papers. Each paper box includes the paper number, whether a calculator is allowed, the weighting (33.3%), the duration (1 hour and 30 minutes), and the marks (80). Icons of an alarm clock and a calculator are used to represent time and calculator use. In the Foundation tier, Paper 1 is marked with a red 'X' over the calculator icon, indicating it is non-calculator. In the Higher tier, all three papers (1, 2, and 3) show a calculator icon, indicating they are calculator papers.

	Paper 1 Non-calculator	Paper 2 Calculator	Paper 3 Calculator
<b>Foundation</b> (grades 1-5)	33.3% weighting 1 hour and 30 minutes 80 marks	33.3% weighting 1 hour and 30 minutes 80 marks	33.3% weighting 1 hour and 30 minutes 80 marks
<b>Higher</b> (grades 4-9)	33.3% weighting 1 hour and 30 minutes 80 marks	33.3% weighting 1 hour and 30 minutes 80 marks	33.3% weighting 1 hour and 30 minutes 80 marks

## What topics / units will you study?

The Year 10 and 11 schemes of learning follow two distinct paths, foundation and higher. The foundation tier ranges from Grades 1 to 5 and the higher tier, Grades 4 to 9. Pupils will follow the tier that will allow them to fulfil their Mathematical potential and reach the very best grade possible.

The GCSE Curriculum is designed so that the teaching of new content is completed by the end of the first term in Year 11. Following this, pupils complete a series of mock exams that replicate the GCSE process they undertake in the summer.

## Key areas of learning include:

- Context-rich work on four operations and calculation skills, including fractions, decimals and negative
- Numbers, order of operations.
- Proportional reasoning; using fraction, decimal, percentage and ratio skills flexibly and applying to a range of contexts.
- Procedural work on factors, multiples, primes, HCF and LCM, standard form, power and root calculations.

## How to be successful

Explore interesting Mathematical problems both in lessons and at our extra-curricular clubs.

Attend revision sessions or visit our Academic Mentor team for help and support with any topics you might struggle with.

## What extra-curricular activities are there?

Some of our clubs and events include:

- Problem Solving Breakfast Club
- UKMT Maths Challenges
- KS3 and KS4 Revision Sessions
- Homework Help Club

## What opportunities does this qualification help you to have?

There are many careers opened up to you through the studying of Maths, such as; engineering, accounting & finance, data analysis or even the world of research.

All employers like applicants who can demonstrate sound numeracy skills. They are also increasingly looking for employees who can display creative and logical problem solving skills in the face of challenges. A good grade in GCSE mathematics is regarded highly by all colleges, universities and potential future employers. Pupils hoping to participate in further study of Science, ICT and Business will require strong mathematical skills.

## Who can you speak to for more information or if you have any questions?

Mr Jones in 1B10 or Mr Wilson in 1W15 in the Maths Department

# Combined Sciences GCSE

Exam Board: AQA

Type of course: GCSE

## How is the course assessed?

Each pupil will sit six exams at the end of Year 11. 2 Biology, 2 Chemistry, 2 Physics

For the combined course each exam is 1hr 15 mins long and has 70 marks.  
Each exam counts towards 16.7% of the overall award.

There is no coursework element and exams are linear so they are all sat at the end of the course.

## What topics / units will you study?

### Paper 1

- Biology topics 1 – 4: Cell Biology; Organisation; Infection and response; and Bioenergetics.
- Chemistry topics 1-5: Atomic structure and the periodic table; Bonding, Structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.
- Physics topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

### Paper 2

- Biology topics 5-7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
- Chemistry topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and using resources.
- Physics topics 5-7: Forces; Waves; and Magnetism and electromagnetism.

## How to be successful

- Read scientific news articles and reference books.
- Use revision guide to review learning at regular intervals.
- Use educake to test your knowledge of the different topics.
- Practice exam questions.
- Watch online videos of required practicals.
- Complete topic sheets for each unit.
- Use flashcards to learn key facts and equations.

## What extracurricular activities are there?

The Science department works closely with local universities to provide enhanced teaching in class and enrichment through external partners coming in to share their knowledge of scientific industries. The department will work with selected groups of Pupils to enter competitions run by external agencies such as Institute of Physics, Royal Societies of Chemistry and Biology, BP and CREST. All GCSE groups have the opportunity to attend extra revision classes on a weekly basis.

## What opportunities does this qualification help you to have?

If you like to learn how things work, in order to learn how to fix things when they break, or how to understand everyday phenomena, then science will teach you the skills to do this. It also teaches you to find things out for yourself rather than always relying on other people's reasons for things.

## Who can you speak to for more information or if you have any questions?

Mr McIntyre (Head of Science) or Dr Matis (Assistant Head of Science)

Most of our pupils study this combined science course.



# Separate Science - Biology GCSE

Exam Board: AQA

Type of course: GCSE

How is the course assessed?

Pupils are required to sit 2 exams and will gain one GCSE in Biology

For the Biology course, each exam is 1hr 45mins long and has 100 marks. Each exam counts towards 50% of the overall award. There is no coursework element and exams are linear so they are both sat at the end of the course.

What topics / units will you study?

Paper 1

Biology topics 1 – 4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Paper 2s

Biology topics 5 – 7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

How to be successful

- Read scientific news articles and reference books.
- Use flashcards to learn key facts and equations.
- Use revision guides to review learning at regular intervals.
- Use educake to test your knowledge of the different topics.
- Practice exam questions.
- Watch online videos of required practicals.
- Complete topic sheets for each unit.

What extra-curricular activities are there?

The Science department works closely with local universities to provide enhanced teaching in class and enrichment through external partners coming in to share their knowledge of scientific industries. The department will work with selected groups of Pupils to enter competitions run by external agencies such as Institute of Physics, Royal Societies of Chemistry and Biology, BP and CREST. All GCSE groups have the opportunity to attend extra revision classes on a weekly basis.

What opportunities does this qualification help you to have?

All science subjects enable you to develop your problem solving skills and learn to analyse data to make conclusions. These transferable skills can be useful in most careers.

People who go on to study Biology beyond GCSE often follow career paths in scientific research, laboratory work, medicine, pharmaceuticals, animal care, veterinary science, optometry, nutrition, physiotherapy and more.

Who can you speak to for more information or if you have any questions?

Mr McIntyre (Head of Science) or Dr Matis (Assistant Head of Science)

\*Only a small number of our pupils will study the separate Triple science courses. Pupils must be working above age related expectations and be on track/ exceeding their target in all subjects to be considered for this course.



# Separate Science - Chemistry GCSE

Exam Board: AQA

Type of course: GCSE

## How is the course assessed?

Each pupil will sit two exams at the end of Y11.

For the Chemistry course each exam is 1hr 45mins long and has 100 marks. Each exam counts towards 50% of the overall award. There is no coursework element and exams are linear so they are both sat at the end of the course.

## What topics/ units will you study?

### Paper 1

Chemistry topics 1-5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

### Paper 2s

Chemistry topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and using resources.

## How to be successful

- Read scientific news articles and reference books.
- Use revision guide to review learning at regular intervals.
- Use educake to test your knowledge of the different topics.
- Practice exam questions.
- Watch online videos of required practicals.
- Complete topic sheets for each unit.
- Use flashcards to learn key facts and equations.

## What extra-curricular activities are there?

The Science department works closely with local universities to provide enhanced teaching in class and enrichment through external partners coming in to share their knowledge of scientific industries. The department will work with selected groups of Pupils to enter competitions run by external agencies such as Institute of Physics, Royal Societies of Chemistry and Biology, BP and CREST. All GCSE groups have the opportunity to attend extra revision classes on a weekly basis.

## What opportunities does this qualification help you to have?

All science subjects enable you to develop your problem solving skills and learn to analyse data to make conclusions. These transferable skills can be useful in most careers.

People who go on to study Chemistry beyond GCSE often follow career paths in scientific research, laboratory work, pharmaceutical industry, chemical industry, chemical analysis companies, agriculture, material sciences, atmospheric chemistry and many more.

## Who can you speak to for more information or if you have any questions?

Mr McIntyre (Head of Science) or Dr Matis (Assistant Head of Science)

\*Only a small number of our pupils will study the separate Triple science courses. Pupils must be working above age related expectations and be on track/ exceeding their target in all subjects to be considered for this course.

# Separate Science - Physics GCSE

Exam Board: AQA

Type of course: GCSE

How is the course assessed?

Each pupil will sit two exams at the end of Year 11.

For the Physics course each exam is 1hr 45mins long and has 100 marks. Each exam counts towards 50% of the overall award. There is no coursework element and exams are linear so they are both sat at the end of the course.

What topics/ units will you study?

Paper 1

Physics topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2s

Physics topics 5-8: Forces; Waves; and Magnetism and electromagnetism, Space (separate sciences only).

How to be successful

- Read scientific news articles and reference books.
- Use revision guides to review learning at regular intervals.
- Use educake to test your knowledge of the different topics.
- Practice exam questions.
- Watch online videos of required practicals.
- Complete topic sheets for each unit.
- Use flashcards to learn key facts and equations.

What extra-curricular activities are there?

The Science department works closely with local universities to provide enhanced teaching in class and enrichment through external partners coming in to share their knowledge of scientific industries. The department will work with selected groups of Pupils to enter competitions run by external agencies such as Institute of Physics, Royal Societies of Chemistry and Biology, BP and CREST. All GCSE groups have the opportunity to attend extra revision classes on a weekly basis.

What opportunities does this qualification help you to have?

Various types of engineering, manufacturing design, aeronautical, electronics and electrical mechanics

Who can you speak to for more information or if you have any questions?

Mr McIntyre (Head of Science) or Dr Matis (Assistant Head of Science)

\*Only a small number of our pupils will study the separate Triple science courses. Pupils must be working above age related expectations and be on track/ exceeding their target in all subjects to be considered for this course.



# Geography GCSE

Exam Board: AQA

Type of course: GCSE Geography

How is the course assessed?

3 exams in May/June of Year 11

Paper 1: Living with the Physical Environment	Paper 2: Challenges in the Human Environment	Paper 3: Geographical Applications and Skills
1hr 30 minutes 35% of GCSE	1hr 30 minutes 35% of GCSE	1 hr 30 minutes 30% of GCSE

What topics / units will you study?

Unit 1: Living with the Physical Environment:

- Natural Hazards (Tectonics, Earthquakes, Tropical Storms, Extreme weather, Weather Hazards)
- Living World (Ecosystems, Tropical Rainforests, Cold Environments)
- Physical Landscapes in the UK (Rivers, Coasts, Landscape Changes, Protecting Landscapes)

Unit 2: Challenges in the Human Environment:

- Urban Issues & Challenges (Population Growth, Urban Growth in NEE's, UK Urban Change)
- Changing Economic World (Development, NEE Country Study, UK's Changing Economy)
- Challenge of Resource Management (Resource Management, Water Management)

Unit 3: Geographical Applications and Skills:

- Issue Evaluation & Fieldwork

Who would this course suit? What skills do you need?

Geography inspires you to become global citizens by exploring your place in the world. It encourages you to challenge your values and responsibilities to people and the environment, promoting global sustainability. This course suits people who work hard and like to debate and discuss issues (in a spoken or written way). A curiosity about current local and global issues is an advantage. Interpreting information is a key skill, as is a willingness to write extended answers.

What trips / activities will you be involved in?

There are at least 2 out of school field trips, as well as investigations on the school site which focus on geographical issues studied. Fieldwork helps to explore geographical issues and allows you to test if theoretical concepts occur in real life.

What college courses / employment opportunities would this help you follow in the future?

Following GCSE Geography, you can go on to study A-Levels at college in a variety of different subjects such as Law, Biology, Chemistry, English, Maths and Geography itself. A-Levels in subjects such as these provide a sound basis for pupils to go into employment or continue with education at University. This GCSE develops analytical and problem-solving skills which are transferable to a range of jobs such as IT, finance and urban planning.

How will this course help you to get employment?

The Geography GCSE includes work on statistics and extended answers and so it helps support with both your literacy and numeracy. There are many transferable skills which appeal to employers, including the ability to interpret data, read maps and conduct enquiries are skills valued by employers.

Who can you speak to for more information or if you have any questions?

If you would like any further information, please speak to any member of the Geography department.

# History GCSE

Exam Board: AQA

## How is the course assessed?

- Paper 1 – Conflict and Tension, The Interwar Years 1918 – 1939, America, 1920 – 1973, Opportunity and Inequality
- Paper 2 – Norman England, c1066 – c1100, Britain: Health and the people: c1000 to the present day

## What topics / units will you study?

You will study 4 Units:

- **Conflict and Tension:** This unit looks at the aftermath of World War One in 1918 and how the world tried to rebuild itself and establish peace following the First World War. It goes through to 1939 and the outbreak of the 2<sup>nd</sup> World War charting the Great Depression and the rise of Adolf Hitler to power in Germany.
- **America:** In this unit you will study America from the year 1920 to 1973 and look at which groups had opportunity's and where there was inequality in American society. We study Civil Rights, Women's Rights and the changes that took place in society.
- **Norman England:** In this unit you will study the year 1066 and how William was able to win at Hastings and gain control of England following his victory. We will then consider what life was like in England under Norman rule.
- **Britain, Health and the People:** This Unit tracks health from the Middle Ages right the way through to the present day, looking at pandemics, public health, medicines and the individuals that made breakthroughs.

## How to be successful

- Read widely – books, magazines and newspaper articles and news items that interest you
- Use books available in the department
- Be interested in the past – visit museums or galleries – online or in person
- Join History club
- Turn on your television, laptop or phone and you will see how relevant history is to understanding the present. It helps us to appreciate multiple perspectives and interpretations. Analysing history strengthens our critical thinking skills, as well as helping us to understand other peoples and their cultures.

## What extra-curricular activities are there?

- History club
- School trips to historical sites
- Revision clubs

## What opportunities does this qualification help you to have?

History pupils mainly go onto study A-Levels in a variety of different subjects, such as Law, or Biology, Chemistry, English, Physics and History itself. A- Levels in academic subjects such as these give you a sound basis if you want to go on to university or into employment.

History gives you lots of transferable skills which can be used in a variety of different jobs. It helps you think about different points of view, and it helps you to form reasoned arguments, handle evidence, question its validity, and use information to build an argument for yourself. Most colleges expect you to have GCSEs in humanities for this reason.

A GCSE in History will help you if you are thinking about journalism, law, teaching, medicine or even politics as a career.

## Who can you speak to for more information or if you have any questions?

Mr Charlton 2B8





# Art GCSE

Exam Board: AQA

Type of course: GCSE

## How is the course assessed?

Component 1 = 60% portfolio (coursework)

Component 2 = 40% externally set assignment (examination)

## What topics / units will you study?

Years 10 and 11:

- Component 1: You will cover the following themes/topics: Cells & Bacteria, Identity and The Sea. You will develop ideas and cover the 4 assessment objectives through research into contextual studies around a theme and produce supporting explorations which can include drawing, painting, printmaking, ceramics, mixed media, textile media, digital media and 3-D media.
- Component 2: Will be set by the exam body in Year 11 and this is followed by a 10 hour exam to produce your final outcome.

## How to be successful

If have a genuine passion for art and you enjoy being creative and exploring different materials, processes and techniques then this is the course for you! All artistic abilities are welcome on this course. Studying Art & Design develops deep thinking skills as well as enriching personal development in terms of skill, understanding and appreciation of arts and culture. Art & Design complements the more academic subjects as it can help pupils focus and express their ideas creatively in a wide variety of ways.

## What extra-curricular activities are there?

- After-school Art Club
- On-site artist taster days
- Trip to Art Gallery/Museum in Year 10 or 11
- Art Exhibitions to showcase your work

## What opportunities does this qualification help you to have?

This GCSE is important for anyone wishing to study the subject after Year 11, including A-Level: Art & Design, and Photography, Vocational courses including: Art, Design & Media or Art & Design.

These courses should be studied by anyone aiming for a career in: Graphic Design, Photography, Fashion and Costume design, Games Design, Merchandising, Interior Design, Video / Digital editing, web design, an illustrator or fine artist.

Art & Design is a highly regarded and useful subject that can lead to many creative careers, but also enhances a learner's aptitude for whatever career path they choose.

## Who can you speak to for more information or if you have any questions?

You can speak to Miss Baines in 1Ar1



# Business Studies GCSE

Exam Board: Pearson Edexcel

Type of course: GCSE

## How is the course assessed?

GCSE Business is assessed via two externally assessed examinations. Paper 1 assesses investigation into small businesses and Paper 2 assesses building a business. These examinations are worth 50% each of the course.

## What topics / units will you study?

Paper 1 - Investigating Small Business 50%

- 1.1 Entrepreneurship and Enterprise
- 1.2 Spotting a Business Opportunity
- 1.3 Putting a Business Idea into Practice
- 1.4 Making a Business Effective
- 1.5 Influences on Business

Paper 2 - Building a Business 50%

- 2.1 Growing a Business
- 2.2 Making a Marketing Decision
- 2.3 Operational and Financial Decisions
- 2.4 Making Human Resource Decisions

## How to be successful

Be able to work meticulously, work well on your own and in groups, likes debating and discussing issues, and enjoys researching and keeping up to date with the news. You must be someone who enjoys mathematical calculations, learning new skills wants to develop as effective and independent pupils, and as critical and reflective thinkers with enquiring minds.

## What extracurricular activities are there?

- The Mosaic Enterprise Challenge
- Enterprise activities in school
- The Young Entrepreneur of the Year Award
- Manchester United enterprise events

## What opportunities does this qualification help you to have?

Pupils can continue on to Further Education and study courses such as A-Level Business Studies, T-Level Management and Administration, Vocational Business and Apprenticeships in Business Administration. These courses can open pathways into Hospitality, Management, Retail, Sales, Customer Service, Business Management and many other careers.

Applicants who can demonstrate a wide range of business skills are in demand by the employer. The course will help you to understand a range of career paths, such as apprenticeships and vocational qualifications which focus on more specialised business areas. as well as the role of different departments within a business.

## Who can you speak to for more information or if you have any questions?

Mr Grimshaw in 2W17 or Mrs Fiddler in 1Me1.

# Citizenship Studies GCSE

Exam Board: Pearson Edexcel

Type of course: GCSE

## How is the course assessed?

100% exam based; consists of two exam papers.

Each exam is 1hr 45mins and worth 50% of the grade.

## What topics / units will you study?

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) Pupils will study 5 Themes, A-E.

Themes A-D cover a range of topics including society, law, politics and the media.

Theme E is an advocacy campaign that pupils organise and carry out, assessed in Paper 2.

### Paper 1

- Section A - Theme A: Living together in the UK.
- Section B - Theme B: Democracy at work in the UK.
- Section C - Theme C: Law and justice.
- Section D - Extended-response questions related to two or more of specification Themes A -C.

### Paper 2

- Section A - Theme E: Taking citizenship action. Questions relate to the pupils' advocacy campaign.
- Section B - Questions relate to a campaign explained in an article provided in the exam paper.
- Section C - Theme D: Power and Influence.

The final question will also link to content in one of Themes A - C from Paper 1.

## How to be successful

The course suits pupils who like to explore and debate current affairs the world today, considering controversial and moral issues that affect our society. Pupils on this course will become informed and active citizens - developing skills of advocacy which can be applied to local, national and global problems in order to make changes they wish to see. If you like keeping up to date with the news, arguing your point of view, doing research and working in teams to make our society a better place then this is the course for you. This course also supports pupils taking GCSE Religious Studies, Sociology, History or Geography due to shared knowledge and exam skills. Topics include: Human Rights, Terrorism, Immigration, Racism and Community Cohesion, Voting, Political Parties, Crime and Punishment, the Courts, The Commonwealth, World Trade Organisation and The United Nations.

## What extra-curricular activities are there?

There will be guest speakers from organisations such as Amnesty International, people working in the legal profession and chances to interview our local police officers, councillors and mayors. We also hold a mock court trial with our local magistrates and visit the Suffragette Museum in Manchester.

## What opportunities does this qualification help you to have?

People that have studied GCSE Citizenship have used their knowledge to study Law, Politics or Economics at A-Level. Others have also chosen to study History, Geography, Psychology or Sociology due to related content and shared skills. As the level of written work is challenging throughout the GCSE many pupils have gone on to study subjects where extended writing continues to be their main form of assessment, such as Philosophy and English Language. Alternatively, pupils continue with an apprenticeship or T Level related to Public Services, including the Emergency Services. Past pupils have gone on to become teachers, journalists, politicians, lawyers, charity workers and civil servants.

Employers like applicants who can demonstrate the ability to understand current affairs and the impact this has on society, and potentially their business or industry. Employers also recognise Citizenship Action, where pupils make their own advocacy campaign, as a type of work experience - showing teamwork skills, creativity and an understanding of the needs of people in our community.

## Who can you speak to for more information or if you have any questions?

Ms Anderson or Mr Cooper





# Computer Science GCSE

Exam Board: OCR

Type of course: GCSE

How is the course assessed?

2 examinations (1 hr 30 each) worth 50% each of the course

What topics/ units will you study?

Paper 1 - Computer Systems 50%

- 1.1 Systems Architecture
- 1.2 Memory and Storage
- 1.3 Computer networks, connections and protocols
- 1.4 Systems Software
- 1.5 Ethical, legal, cultural and environmental impacts of digital technology

Paper 2 - Computational thinking, algorithms and programming 50%

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

How to be successful

Someone who enjoys programming/coding can work well as part of a team or on their own, they enjoy solving problems and learning about how computers work. This course is predominantly theory-based which involves mathematical theory. Students will be given the opportunity to learn to program in Python to develop the skills required for Paper 2. Pupils should have a love for theoretical studies.

What extracurricular activities are there?

- Coding club
- Digital Leaders
- Robotics club

What opportunities does this qualification help you to have?

Pupils can continue on to Further Education and study courses such as A Level Business Studies, T Level Management and Administration, Vocational Business and Apprenticeships in Business Administration. These courses can open pathways into Hospitality, Management, Retail, Sales, Customer Service and many other careers. Applicants who can demonstrate a wide range of business skills are in demand by the employer. The course will help you to understand a range of career paths, such as apprenticeships and vocational qualifications which focus on more specialised business areas, as well as the role of different departments within a business.

Who can you speak to for more information or if you have any questions?

Mr Grimshaw in 2W17 or Mr Slattery in 2ME2.

\*Only a small number of our pupils will study the Computer Science course. Pupils must be working at age related expectations and be on track/ exceeding their target in all subjects to be considered for this course.

# Dance GCSE

Exam Board: AQA

Type of course: GCSE

## How is the course assessed?

- Performance of 2 set phrases from the examining board (12 marks) and a duet/ trio piece focusing on performance skills (24 marks) plus marks awarded jointly for use of mental skills during both performance elements (4 marks) worth 30% of GCSE (40 marks)
- Choreography 30% of GCSE (40 marks)
- Total component 60% of GCSE
- Written examination of 1 hour 30 minutes (80 marks)
- Total component 40% of GCSE

## What topics/units will you study?

- Performance and Technique - This unit focuses on how accurately you are able to perform specific action content with the use of physical skills as well as expressive skills. You will understand and develop what skills you are using to perform specific actions as well as broaden your dance vocabulary.
- Choreography- This unit focuses on your ability to create a dance choreography based on a stimulus that is set by the examining board. For this unit, you will take on a choreographer role and experience having to communicate with other professionals as you would do in the industry to create a finalised piece of around 2-3 minutes in length.
- Dance Appreciation- This unit focuses on the appreciation of 6 professional set works that have been chosen by the exam board. You will gain knowledge about different styles and genres of dance as well as set features of works and why the choreographer has chosen to use specific set design, costumes and lighting.

## How to be successful

- Attend dance clubs at break and lunch time during the school day
- Attend dance classes outside of school hours
- Attend theatre, dance or musical performances.
- Listen to and watch a wide range of different performances
- Develop confidence and techniques of acting, dancing, singing and musicality

## What extracurricular activities are there?

- Dance clubs
- School productions
- Trips to see live music/ dance / theatre performances
- Dance Shows
- External Workshops

## What opportunities does this qualification help you to have?

College courses connected to this subject include BTEC Performing Arts Level 3, Dance A-Level, Theatre and Performing Arts. This could lead to a degree in Dance and Performing Arts or other relevant subjects. Careers associated with BTEC Dance might be: Performer, Choreographer, Venue manager, Producer, Manager, Performing Arts Journalist, Music, Dance or Drama Teacher, Tour Manager.

## How will this course help you to get a job?

As well as learning dance skills the GCSE also offers the opportunity to build your confidence, show your commitment by attending rehearsals and practising becoming a team worker/leader and having a creative approach to situations.

## Who can I speak to for more information or if I have any questions?

Miss Wells in 3Da

# Hospitality and Catering Tech Award

Exam Board: WJEC

Type of course: Level 1/2 Hospitality and Catering Technical Award

## How is the course assessed?

1 examination (1hr 20 Minutes) worth 40% of course:

Exam questions will come from a series of 5 different learning objectives and will be delivered with both short and extended answer questions based around applied situations. Pupils will get 1 opportunity to re-sit this exam throughout Year 11. An internally assessed unit worth 60% of the course is pre-set by the exam board and focuses on pupils' ability to safely plan, prepare, cook and present nutritional dishes.

## What topics / units will you study?

The Hospitality and Catering Industry (Exam)

Pupils will gain an understanding of the environment in which hospitality and catering providers operate, understand how hospitality and catering provisions operate in the kitchen, understand how hospitality and catering provision meets health and safety requirements, know how food can cause ill health and be able to propose a hospitality and catering provision to meet specific requirements.

Hospitality and Catering in Action (Coursework/NEA)

Pupils' knowledge will be demonstrated by their ability to understand the importance of nutrition when planning a menu, understanding menu planning and being able to cook successfully in the kitchen. Most of this element will be practical and pupils will be tested on their ability to know their way around a kitchen and apply some of the theory they have learnt.

Hospitality & Catering is an excellent opportunity to develop pupil skills and knowledge through a mixture of practical and theoretical exploration. Pupils will follow a series of theoretical and practical lessons in which they will develop their understanding of the Hospitality & Catering Industry and apply their learning to create and cook a variety of different dishes.

## How to be successful

To be successful, the pupil must have a genuine interest in how this industry operates. A passion for cooking, whether this be through attending extra-curricular clubs or helping at home, are essential. An individual who can work independently, is self-motivated and has the ability to carry out research. You must have the ability to manage deadlines and manage your time appropriately.

## What extra-curricular activities are there?

During the period of study there may be the opportunity to:

- Visit an industrial kitchen
- Cater for an event within school
- Contribute to the catering of an event outside of school

## What opportunities does this qualification help you to have?

There are a number of courses you can select at college to continue your journey in Hospitality & Catering, such as Vocational courses including: Culinary Skills, Professional Cookery, and Patisserie and Confectionery.

Food and beverage activities make up 60% of employment in the Hospitality, Tourism and Sport sector. The hospitality industry is the 3rd biggest employer in the UK, accounting for 3.2m jobs through direct employment. Typical job roles include: chef, butcher, catering manager, events manager and patissier.

## Who can you speak to for more information or if you have any questions?

Mrs Cook in Bridgewater FLZ Office



# Design Technology GCSE

Exam Board: OCR

Type of course: GCSE

## How is the course assessed?

- 1 Non Assessment Exam Task approx 40 hours - 50%
- 1 Written examination, 2hrs - 50%

## What topics / units will you study?

The external assessment will cover the core content. The core content provides pupils with a breadth of study and the material categories provide pupils with a depth of study. This component brings together the learners core and in-depth knowledge and understanding.

- Core knowledge of Design and Technology principles demonstrates learners' broad understanding of principles that all learners should have across the subject.
- In-depth knowledge allows learners to focus more directly on at least one main material category, or design engineering.

The non-assessment exam allows pupils to explore the needs and requirements of a user, create solutions to meet those needs and evaluate whether the needs have been met. This component offers the opportunity for learners to demonstrate an understanding of, and skills in, iterative design. In particular:

- The interrelated nature of the processes used to identify needs and requirements (explore)
- Creating solutions to meet those needs (create)
- Evaluating whether the needs have been met (evaluate).

As an outcome of their challenges, learners will produce a chronological portfolio and one final prototype. It is through the iterative processes of designing that learners draw on their wider knowledge and understanding of Design and Technology principles.

## How to be successful

Pupils must be able to work independently and creatively with their ideas and concepts. They must be able to communicate ideas well and present these in a number of forms. They also need to enjoy practical activities and be good problem-solvers, with the resilience and perseverance to continue with difficult tasks.

Design and Technology is an excellent opportunity to develop pupil skills and knowledge through a mixture of practical tasks focusing on finding solutions for different design scenarios and theoretical exploration. Pupils will follow a series of theoretical and practical lessons in which they will develop their understanding of the design and apply their learning to design and make creative product solutions.

Design and Technology is a subject that brings learning to life, requiring learners to apply their learning to real-life situations. This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative and manufacturing industries. Learners will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

## What extra-curricular activities are there?

- Design practical activities
- Visit to a live clothes show
- Art gallery visits

## What opportunities does this qualification help you to have?

Design Technology A-levels including design courses, fashion design, product design, textiles design, art and design courses. Employers like applicants who can problem solve, work independently and be creative. Independent thinkers are desirable to employers.

## Who can you speak to for more information or if you have any questions?

Mrs Edwards in 1Tx1 or Mrs Cook in Bridgewater FLZ Office





# Digital Information Technology BTEC

**Exam Board:** Pearson

**Type of course:** Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology

## How is the course assessed?

The BTEC Level 2 Tech Award is equivalent to a GCSE over a two year qualification. There are three components that you will be covering, two coursework units in Year 10 and one exam in Year 11.

These are:

- Component 1 – Using interface design principles
- Component 2 – Developing a visual user dashboard and interpreting data
- Component 3 – Introduction to modern technologies

## What topics / units will I study?

Component 1: (Assignment assessed) Using interface design principles

What techniques do people use to plan projects. How do people develop a variety of user interfaces (coursework assignment assessed) and create bespoke interfaces based on a given scenario?

Component 2: (Assignment assessed) Developing a visual user dashboard and interpreting data

This unit is about presenting and interpreting data. Pupils will be provided with a series of data to manipulate and develop into a visual user dashboard and evaluate how the data could be used.

Component 3 – (Exam assessed; 2hr exam) Introduction to modern technologies

The final unit introduces you to modern technologies including cloud based technology, cyber security, implications of digital systems and planning and communication skills.

## How to be successful

Pupils who enjoy a practical hands-on approach to studying or someone who can work meticulously and works well on their own and in groups. Pupils must have good organisational skills and be good timekeepers to ensure strict deadlines are met. Pupils who enjoy research tasks and have a creative flair would benefit from this course.

## What extracurricular activities are there?

- Coding club competitions
- Digital experience days
- Robotics club

## What opportunities does this qualification help you to have?

Pupils can continue on to Further Education and study courses such as A Level Computer Science, T Level Digital Support Services and Vocational Information Technology. These courses can open pathways into Programming, Game Designer, App Designer, ICT Support, Web Designer, First Line IT Support.

Employers like applicants who can demonstrate sound ICT skills, who can demonstrate problem-solving and organisational skills. You will learn programming skills using a range of languages and tools.

## Who can you speak to for more information or if you have any questions?

Mr Grimshaw in 2W17 or Mr Slattery in 2W17

# Drama GCSE

Exam Board: AQA

Type of course: GCSE

How is the course assessed?

- Component 1 - 1 written examination with a duration of 1 hour 45 minutes. This is 40% of the total awarded grade. This area of the GCSE covers Section A which revolves around lighting, set, and stage configurations, Section B which will be a study of a set text, being Blood Brothers, and finally Section C which is a Live Theatre Review of a performance students will be taken to watch at the Theatre.
- Component 2 - 1 non-examination assessment. Practical exploration of a stimulus, and performance in front of an audience, with a portfolio as supporting evidence. This is 40% of the total awarded grade.
- Component 3 - 1 performance of two extracts from a published play. Students will work individually or as a company to collaborate on a performance of a published performance. This is 20% of the total awarded grade.

What topics / units will I study?

- Section A: Knowledge and understanding of drama and theatre including, theatre roles and responsibilities, area of the stage and stage configurations
- Section B: Study of Blood Brothers as the set play text
- Section C: Live Theatre Review: analysis and evaluation of a live theatre performance

How to be successful

- You should enjoy drama and theatre and have a passion for performance, whether performing or watching.
- Watch as much theatre as possible - whether online or in person
- Take part in extracurricular drama activities
- You should be willing to work hard and consistently in order to develop your practical skills.
- You must be able to work well in a group and contribute ideas, as this is part of the assessed criteria in units.
- Have a positive attitude and the ability to adapt, performance involves peer feedback and self assessment - no mistakes are bad ones, but adapting and improving are key components to being a performer.

What extracurricular activities are there?

- Drama Performances
- School productions
- Supporting with lighting and sound for school shows
- Theatre trips
- Working with professionals and workshops
- Opportunity to watch recorded theatre performances

What opportunities does this qualification help you to have?

The skills you will develop throughout the course will not only equip you for courses within the arts but give you an array of life skills to deal with other opportunities that you may wish to pursue, e.g. confidence, cooperation, leadership, communication, thinking and idea development.

Some post-16 courses and Degrees that Drama is a fantastic gateway into include:

- English Literature/Language A-Level, Drama and Theatre Studies A-Level, Level 2 in Performing and Production Arts - Events Production, BTEC Extended Diploma in Performing Arts, Media Studies,
- BA Hons Acting, BA Hons Drama and Theatre Studies, BA Hons English Literature, BA Hons Film and Media Studies, BA Hons Writing, Directing and Performance, BA Hons Musical Theatre Studies

Who can I speak to for more information or if I have any questions?

Mr Asher in 0Mu1, Miss Jewitt in 0Mu2 or Miss Mather in 1Dr2

# Enterprise BTEC Technical Award

**Exam Board:** Pearson

**Type of course:** Pearson BTEC Level 1/Level 2 Tech Award in Enterprise

## How is the course assessed?

BTEC Enterprise comprises of two internally assessed portfolios worth 30% each of the course. In Year 11, Pupils will sit an externally assessed examination worth 40% of the course.

Gradings - Level 1 Pass, Level 1 Merit, Level 1 Distinction and Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction \*

## What topics/ units will you study?

**Component 1:** This is an internally assessed piece of coursework that explores current enterprises within the localised area. Pupils research small enterprises and assess how market research, characteristics, SWOT and PEST analysis' can be used to keep ahead of their competitors.

**Component 2:** This is an internally assessed piece of coursework that allows pupils to research, plan and pitch their own enterprise activity. Pupils develop their ideas and plan a presentation, to be presented in front of staff. Pupils will require skills such as presenting to an audience, mathematical skills, IT skills and good timekeeping to allow them to meet strict deadlines.

**Component 3:** This is an externally set exam sat in Year 11. This exam explores Marketing and Finance for Enterprises and covers financial, mathematical and marketing methods.

## How to be successful

Be able to work meticulously, work well on your own and in groups, likes debating and discussing issues, and enjoy researching and keeping up to date with the news. You must be someone who enjoys mathematical calculations, learning new skills wants to develop as effective and independent pupils, and as critical and reflective thinkers. Pupils who enjoy a practical hands-on approach to studying and have an interest in business and may want to start your own business one day. Enquiring minds are a great assets and if you are someone who can work meticulously, work well on your own and in groups then this qualification is for you.

## What extracurricular activities are there?

- The Mosaic Enterprise Challenge
- Enterprise activities in school
- The Young Entrepreneur of the Year Award
- Manchester United enterprise events

## What opportunities does this qualification help you to have?

Pupils can continue on to Further Education and study courses such as A Level Business Studies, T Level Management and Administration, Vocational Business and Apprenticeships in Business Administration. These courses can open pathways into Hospitality, Management, Retail, Sales, Customer Service and many other careers. Applicants who can demonstrate a wide range of business skills are in demand by the employer. The course will help you to understand a range of career paths, such as apprenticeships and vocational qualifications which focus on more specialised business areas. as well as the role of different departments within a business.

## Who can you speak to for more information or if you have any questions?

Mr Grimshaw in 2W17 or Mrs Fiddler 1Me1.

# French GCSE

Exam Board: AQA

Type of course: GCSE

## How is the course assessed?

- You will sit 4 examinations, each worth 25%. These are:
- Listening - Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier, Dictation of short, spoken extracts.
- Speaking- Speaking using clear and comprehensible language to undertake a Role-play, carry out a Reading aloud task, talk about visual stimuli.
- Reading - Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier, translating from French into English.
- Writing - Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli, translating from English into French.

## What topics / units will you study?

You will study a variety of topics that come under three big themes. These are:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

## How to be successful

This course would suit someone who is an excellent communicator, with mental agility and problem solving skills. You will ideally have good literacy skills, remember new words and vocabulary and be willing to speak and practice speaking out loud. You may enjoy conversation; have good listening skills and pay attention to detail. High levels of resilience and a willingness to overcome linguistic challenges is highly desirable to follow this course.

## What extra-curricular activities are there?

- Trips to the University of Manchester
- Educational visits to France (subject to availability and interest)
- Educational competitions
- Language leader opportunities in school

## What opportunities does this qualification help you to have?

Languages can lead to studying A-Level languages at college. You may then choose to study languages at university or pair a language degree with another mainstream degree which will prove to be highly useful, as many people who have a degree in languages go on to secure high-paying jobs in various fields around the world.

UK businesses need linguists and knowledge of a second language will help you in a variety of careers from Law, Business to Journalism. Language learners demonstrate many competencies that employers value such as creativity, empathy, and perseverance. If you are able to speak a foreign language, it will increase your chances of finding work in the UK and abroad, whatever employment you want to do. Most big companies have offices in more than one place too. For example Google has over 70 offices all over the world – from Bogota to Beijing, so being able to speak a second language could increase your chances of getting hired and moving up within a company. Even if you choose not to use a second language in your job, employers love to see candidates with language qualifications as it demonstrates that you are a confident communicator, are resilient and are an active and conscious global citizen who demonstrates excellent team-working skills and respect for others. You may even encounter an opportunity to speak a foreign language in your hometown or local community as Manchester is so diverse.

## Who can you speak to for more information or if you have any questions?

Miss. C. Bauer in 2W22 or Mrs. S. Tomkow in 2W23

# Health and Social Care BTEC

Exam Board: Pearson

Type of course: Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

## How is the course assessed?

The BTEC Level 2 Tech Award is equivalent to a GCSE over a two year qualification. There are three components that you will be covering, two coursework units and one exam, which is externally assessed.

These are:

- Component 1 – Human Lifespan Development (Learning from Sept – January PSA window opens in February Year 10)
- Component 2 – Service and Values in HSC (Learning May—October PSA window opens in October Year 11)
- Component 3 – Health and Well-being (Exam in May Year 11)

## What topics / units will I study?

Component 1: Human Lifespan Development (coursework assignment assessed)

- How do people grow and develop throughout their lives?
- How can factors such as lifestyle choices, relationships and lifestyle events affect your growth and development?
- Different life events and how people cope.

Component 2: Health and Social Services and Care Values (assignment assessment) This unit will help you to understand people's differences and those individuals who are vulnerable

- Health and Social Care values underpin good practice at work. This unit is about working in both health and social care settings
- You will learn about the range of services and professions as well as how the care values and care staff behaviours impact on service users in health and social care settings. Understanding that Individuals, patients or residents, should have control of their own care and their own specific needs are met.

Component 3: Health and wellbeing (exam assessed; a 2-hour exam)

- This final unit builds on knowledge learned in Components 1 and 2 and enables you to bring these together and related to a real-life situation.
- You will need to assess an individual's health and wellbeing and use this to analyse how choices and situations affect good health. You will also need knowledge about a variety of health conditions and how to improve these as well as positive lifestyle choices for the best possible health and well-being.

## How to be successful?

Someone who can work independently is self-motivated and has the ability to carry out research. You must have the ability to manage deadlines and your time appropriately. Pearson Set Tasks (PSA's) are internally assessed qualifications that are to be sat in exam conditions, so being able to do all of these things is imperative to your success. Do you care about others? Are you interested in offering advice, care, support or medical treatment to individuals in the future? Then this might be the course for you!

## What extra-curricular activities are there?

- Arts and Crafts Event
- Community involvement events
- Intervention sessions



# Health and Social Care BTEC

## What opportunities does this qualification help you to have?

You could choose to enrol onto the T-Level Health which is good for any health career aspirations, or T-Level in Education and Childcare at Level 2,. You could do the Level 2 T-Level transition year and progress to your chosen T-Level.

You could chose to take a Level 1, 2 or 3 BTEC Health and Social Care qualification where you will study in more depth and at Level 3 go on work experience to really be able to put skills into practice  
You could choose to do an Apprenticeship, this is where you will spend 80% of your time in the workplace and 20% of your time in college/training.

Qualifications above could lead to employment within the following roles:

- Nursing (all types)
- Social Work
- Teaching
- Public Health
- Therapist
- Residential care work
- Allied Health Professionals
- Dietician
- Speech and Language therapist
- Paramedic
- Art therapist
- Occupational therapist

## Who can I speak to for more information or if you have any questions?

Any further questions or queries please see Miss Parkinson in 2W18



# Music GCSE

Type of course: GCSE Music

Exam Board: AQA

## How is the course assessed?

- Performance: (30%) Two performances lasting a total of 4 minutes. One solo performance and one ensemble performance.
- Solo performance - This can be a vocal singing or playing any musical instrument. You will be expected to play an instrument to grade 2 - 5 standard.
- Ensemble Performance - This again can be a vocal performance or playing any musical instrument. This will be played with at least one other live instrument.
- Composition: (30%) Two compositions, one composition to a brief set by the exam board and one free own choice composition. Total duration of both compositions should be 4 minutes.
- Brief composition - This is a composition set by the exam board you will compose a piece of music using the elements of music to create a composition for a specific purpose.
- Free composition - this is your own choice of composition you can compose in any style for any event or audience. You will use the elements of music to create a composition.
- Listening Exam: (40%) One exam lasting 1h 30min. You will listen to music and answer a range of questions about the music that you will have studied throughout the course. This will be based on the Areas of study. Western Classical Tradition, Popular Music, Traditional Music. This exam takes place at the end of Year 11.

## What topics/units will you study?

- Solo Performance
- Ensemble Performance
- Composition
- The Basics - Elements of Music
- AOS 1 - Western Classical Tradition 1650 - 1910
- AOS 2 - Popular Music
- AOS 3 - Traditional Music
- AOS 4 - Western Classical Music since 1910

## What trip/activities will you be involved in?

- Musical performances, school productions and concerts
- Trips to see and perform live music and theatre trips

## How to be successful:

- You must be able to play an instrument or sing or dedicated to learning to play an instrument.
- Practice your instrument/singing regularly and attend lessons in music with specialist instrumental teachers
- Have an interest in music and want to learn the theory behind the notes
- Be creative and enjoy expressing yourself (expect to be asked to perform during lessons)
- Playing in an ensemble / Band attending an extra curricular music club

## What extra-curricular activities are there?

- Musical performances
- School Bands
- School Choir
- Guitar / piano / drumming clubs / Steel Pans

## What opportunities does this qualification help you to have?

- Vocational music courses
- A-Level music
- BTEC Level 3 music awards
- A-Level music technology

# Music Practice BTEC

**Exam Board:** Pearson

**Type of course:** Pearson BTEC Level 1/Level 2 Tech Award in Music Practice

## How is the course assessed?

Components One and Two are Internally Assessed. This means that they are marked by your teacher. Component Three is Externally Assessed by Pearson Examiners.

Assessments will take place in exam conditions during lessons - there is no 'one-off' exam paper in the traditional sense. The BTEC requires you to complete work consistently throughout Year 10 and Year 11. When required to work in groups you will be assessed based on your contribution and learning journey.

## What topics/units will you study?

### Component 1 - Exploring Music Products and Styles (30%)

You will take your Component 1 exam in February of Year 10. You will research and learn to play five styles of music. You will practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.

### Component 2 - Music Skills Development (30%)

You will specialise in at least two of: Music Performance, Creating Music, Music Production. You will learn how musicians share their work and collaborate with others, and develop your skills as a musician in using blogs, Youtube, Soundcloud etc to share your work and skills development with others.

### Component 3 - Responding to a Music Brief (40%)

You will develop and present an original creation based on a piece from a given list and a style from a choice of four. For example, you might re-write a song by Oasis as a House Music track, using the key features of House Music. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation project. You will also consider how your skills and interests make you suitable for the specific music sector opportunity.

## How to be successful:

You should enjoy music and have an interest in this subject.

- Listen to a wide range of music.
- Attend gigs and concerts.
- Take part in extra-curricular music activities
- You should be willing to work hard and consistently, as this is part of the assessed criteria to pass units.
- You must be able to work well in a group and contribute ideas, as this is part of the assessed criteria in units.

You should have an interest in computers, technology, recording and music production as this makes up a large part of the course. You do not need to play an instrument or sing.

## What extra-curricular activities are there?

- Musical performances
- School productions
- Supporting with lighting and sound for school shows
- Recording studios
- Trips to see live music
- Theatre trips
- Working with professionals
- Recording and editing

# Music GCSE / BTEC

## What opportunities does this qualification help you to have?

As well as learning musical skills and about the music industry the BTEC & GCSE course will allow you to build confidence and show your commitment by completing extended pieces of coursework. The BTEC lets you explore your interest in music and provides you with a range of versatile skills that are transferable across many professions. It will help you to develop teamwork and creativity, which are desirable skills in the job market. BTEC & GCSE music will show employers you have a wide range of interests and skills and demonstrate that you have shown dedication and commitment to learning.

College courses connected to this subject include BTEC Music Level 3, Music A-Level, or Music Tech, and Performing Arts. This could lead to a degree in Music, Music Technology, Business and Management, Media or Sound Engineering.

Careers associated with BTEC & GCSE Music might be: Music studio engineer, Sound designer, Composer, Performer and Venue manager, Producer, Manager, Music Journalist, Music Teacher, Tour Manager, Marketing or Agent.

## What opportunities does this qualification help you to have?

Both Music GCSE and Music BTEC would help you follow the courses/employment opportunities listed below in the future.

## How will this course help you get a employment?

As well as learning musical skills and developing as a musician the GCSE allows young people to build confidence and show your commitment by attending rehearsals and practicing. The GCSE music course develops your appreciation for music and provides you with a range of versatile skills that are transferable across many professions. It helps young people develop teamwork and creativity. GCSE music will show employers you have a wide range of interests and skills and well as demonstration that you have shown dedication and commitment to learning. GCSE music can help confidence and performance skills needed in situations such as employment interviews.

## Who can you speak to for more information or if you have any questions?

Mr Asher in 0Mu1 or Miss Jewitt in 0Mu2





# Performing Arts BTEC

Exam Board: Pearson

Type of course: BTEC Level 1 / Level 2 Tech Award in Performing Arts

## How is the course assessed?

The course is broken into 3 components

- Component 1: Exploring and Performing Arts
- Component 2: Developing skills and techniques in Performing Arts
- Component 3: Responding to a brief

Components 1 and 2 are assessed through internal assessments on the knowledge you gain about the Performing Arts Industry. You will gain experience from a variety of drama texts/ dance performances and analyse the context behind the work. You then have the opportunity to practically explore professional work and show how your skills as a performer developed over time. Component 3 provides the main synoptic assessment for the qualification. This is an external assessment. Component 3 provides the main synoptic assessment for the qualification. It builds directly on Components 1 & 2 and enables learning to be brought together and related to a real life situation. Here you will collaborate with a group and create a brand-new drama or dance work based upon research you have discovered in other components along the course.

The BTEC requires you to complete work consistently throughout Year 10 and Year 11. You will be required to keep a portfolio of work for each assessment as evidence. You will be assessed on your quality of engagement and teamwork and final performance.

## What topics/units will you study?

- Exploring Performing Arts- researching and developing ideas on drama and dance work within the professional industry and what skills and knowledge are required to collaborate and showcase professional work.
- Developing skills and techniques- practically exploring a set professional work and recreating the work looking closely at the practical ability of an actor/ dancer.
- Working as part of a group to contribute to a workshop performance- Creating a new drama/ dance work from a set stimulus set by the exam board. You will take on multiple roles during this component to ensure a piece is of a high standard in order to perform for an audience.

## How to be successful

- Attend theatre, dance or musical performances
- Listen to and watch a wide range of different performances
- Develop confidence and techniques of acting, dancing, singing and musicality
- watch sessions for recorded theatre performances

## What extracurricular activities are there?

- School productions
- Trips to see live music/ dance / theatre performances
- Theatre trips
- Workshops
- Dance and Drama lunch and after school clubs
- Drama club leadership to extracurricular



# Performing Arts BTEC

## What opportunities does this qualification help you to have?

College courses connected to this subject include BTEC Performing Arts Level 3, Music A-Level, Theatre and Performing Arts. This could lead to a degree in Music, Theatre, Dance or other relevant subject.

Careers associated with BTEC Music might be: Performer, Composer, Playwright, Choreographer, Venue manager, Producer, Manager, Performing Arts Journalist, Music, Dance or Drama Teacher, Tour Manager, Marketing or Agent.

## How will this course help you to get a job?

As well as learning dance skills the GCSE also offers the opportunity to build your confidence, show your commitment by attending rehearsals and practising becoming a team worker/leader and having a creative approach to situations.

## Who can I speak to for more information or if I have any questions?

Mr. M. Asher in 0Mu1, Miss. .A. Jewitt in 0Mu2 or Miss Wells/ Miss Mather in 1Dr2

Please note: you can not choose a music or dance course if you want to do Performing Arts as the courses overlap in content



# Sports Studies Cambridge National

Exam Board: OCR

Type of Course: OCR Level 1/Level 2 Cambridge National in Sport Studies

## How is the course assessed?

The course consists of 3 units, 2 of which are coursework-based whilst the third is an exam-based unit that is externally assessed through a written exam.

## What topics / units will you study?

There are three units:

### R184: Contemporary Issues in Sport (Exam 80 Marks, 1 hour 15 mins)

By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

Worth 40% of overall marks

### R185: Performance and Leadership in Sports Activities (70 Marks)

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions.

Worth 40% of overall marks

### R186: Sport and the Media (40 Marks)

In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants.

Worth 20% of overall marks

## How to be successful

The course is suited to individuals who have an interest in sport and regularly attend extra-curricular clubs and who are prepared to get changed and take part in a wide variety of sporting activities. Pupils have a target grade of 4 or above in English and are striving to improve their performance in sport. Pupils are prepared to work hard and are ready to be challenged with an interest in physical activity and a desire to learn about how and why it is important to keep fit and healthy. Pupils must attend at least 2 extra-curricular sports activities in/outside school. Having a good understanding of the world of sport will support you in developing your written answers. It would be beneficial to take an interest in a wide variety of sports and sporting competitions.

## What extra-curricular activities are there?

Throughout the course there will be various opportunities to take part in physical activities both as participants and as a leader/official. It is expected that you attend at least 2 sports clubs, and it is important that you continue to take part in a wide variety of activities as this will help you when completing your coursework.

## What opportunities does this qualification help you to have?

There are a number of courses you can select at college to continue your journey in sport such as Applied A Levels, BTECs and Vocational courses in sport and fitness.

## Who can you speak to for more information or if you have any questions?

If you would like any questions answering please speak to a member of the PE team.

\*Pupils must be participating in 3 sports, either in or outside of school, to be considered for this course.





# Religious Studies GCSE

**Exam Board:** Pearson Edexcel

**Type of course:** GCSE

**How is the Religious Studies course assessed?**

100% exam based; consisting of two exam papers.  
Each exam is 1hr 45mins and worth 50% of the grade.

**What topics / units will you study?**

Pupils will study 2 religions; Christianity and Islam.

**Paper 1: Area of Study 1 – Religion and Ethics**

Pupils are examined on four content sections, all from the perspective of Christianity:

- Christian Beliefs
- Marriage and the Family
- Living the Christian Life
- Matters of Life and Death

**Paper 2: Area of Study 2 – Religion, Peace and Conflict**

Pupils are examined on four content sections, all from the perspective of Islam:

- Muslim Beliefs
- Crime and Punishment
- Living the Muslim Life
- Peace and Conflict

**How to be successful**

In Religious Studies you will develop an enthusiasm for the study of religion and its relation to the wider world. You will develop your knowledge, skills and understanding of religion by:

- exploring the significance of beliefs and teachings
- analysing sources of wisdom and the impact these have on religious practices
- comparing the varying ways of life from within the same religion
- evaluating ethical issues and learning to use reasoned arguments to contrasting points of view
- comparing religious views to those held by non-religious people such as Humanists.

**What extra-curricular activities are there?**

There will be opportunities for workshops and talks from religious leaders plus trips to places of worship.

**What opportunities does this qualification help you to have?**

People who have studied GCSE Religious Studies have found it a good foundation for further study of Religious Studies at A Level or related subjects including Philosophy, Law and Politics. You will develop many skills that are important for various careers, such as the ability to think logically, critically analyse and evaluate arguments. You will also develop skills of negotiation, debate and both written and verbal communication, which prove useful in careers which require working with others and dealing with clients. Employers will appreciate applicants who have a wider awareness of the world and its diversity, which will allow them to communicate effectively and respectfully with a range of stakeholders.

**Who can I speak to for more information or if you have any questions?**

Ms Anderson, Mr Cooper or Miss Massey



# Sociology GCSE

Exam Board: AQA

Type of course: GCSE

## How is the Sociology course assessed?

100% exam-based; consisting of two exam papers.  
Each exam is 1hr 45mins and worth 50% of the grade.

## What topics / units will you study?

Paper 1: Sociology of Family Life and Education

Paper 2: Sociology of Crime and Deviance and Social Stratification

Pupils will study sociological theory and methodology.  
This includes the perspectives of Feminists, Functionalists and Marxists.

## How to be successful

Pupils will discuss and debate social issues affecting the UK. They will learn to explore various pieces of data in order to analyse and evaluate various claims. Using this research they develop academic written skills to present opposing views on topics, supported by sociological theory, and including evaluation skills in which they criticise the view, sociologist or school of thought.

The course suits pupils who want to develop their knowledge of society, helping them to develop as well-informed and critically considered individuals as well as supporting them on their path to a host of careers in the public and private sectors.

## What extra-curricular activities are there?

There will be guest speaker workshops from our local magistrates and opportunities to visit places of educational relevance such as the Suffragette Museum.

## What opportunities does this qualification help you to have?

People who have studied GCSE Sociology have found it a good foundation for further study of Sociology at A- Level and related subjects, including Philosophy, Politics, Law and English Literature. Career pathways including Nursing, Teaching, Journalism, Management, Social Services, Police and Law are accessible from this qualification. This subject also sets pupils up well for further study at higher levels, which may include the use of statistical data or research projects.

You will develop many skills that are important for any employment and career. For example the ability to think logically and to be able to critically analyse and evaluate. You will also develop skills of negotiation, debate and communication, both written and verbal.

## Who can I speak to for more information or if you have any questions?

Miss Rundle or Ms Anderson

\* Pupils must be working above age related expectations and be on track/ exceeding their target in maths, English and science to be considered for this course.



# Spanish GCSE

Exam Board: AQA

Type of course: GCSE

## How is the course assessed?

You will sit 4 examinations, each worth 25%. These are:

- Listening - Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier, Dictation of short, spoken extracts.
- Speaking- Speaking using clear and comprehensible language to undertake a Role-play, carry out a Reading aloud task, talk about visual stimuli.
- Reading - Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier, translating from Spanish into English.
- Writing - Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli, translating from English into Spanish.

## What topics / units will you study?

You will study a variety of topics that come under three big themes. These are:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

## How to be successful

This course would suit someone who is an excellent communicator, with mental agility and problem solving skills. You will ideally have good literacy skills, remember new words and vocabulary and be willing to speak and practice speaking out loud. You may enjoy conversation; have good listening skills and pay attention to detail. High levels of resilience and a willingness to overcome linguistic challenges is highly desirable to follow this course.

## What extra-curricular activities are there?

- Trips to the University of Manchester
- Educational visits to Spain (subject to availability and interest)
- Educational competitions
- Language leader opportunities in school

## What opportunities does this qualification help you to have?

Languages can lead to studying A Level languages at college. You may then choose to study languages at university or pair a language degree with another mainstream degree which will prove to be highly useful as many people who have a degree in languages go on to secure high-paying jobs in various fields around the world. UK businesses need linguists and knowledge of a second language will help you in a variety of careers from Law, Business to Journalism. Language learners demonstrate many competencies that employers value such as creativity, empathy, and perseverance. If you are able to speak a foreign language, it will increase your chances of finding work in the UK and abroad, whatever employment you want to do. Most big companies have offices in more than one place too. For example Google has over 70 offices all over the world – from Bogota to Beijing, so being able to speak a second language could increase your chances of getting hired and moving up within a company. Even if you choose not to use a second language in your job, employers love to see candidates with language qualifications as it demonstrates that you are a confident communicator, are resilient and are an active and conscious global citizen who demonstrates excellent team-working skills and respect for others.

You might even encounter an opportunity to speak a foreign language in your hometown or local community, as Manchester is so diverse.

## Who can you speak to for more information or if you have any questions?

Miss Bauer in 2W22 or Mrs Tomkow in 2W23.

# Options Preference Form

Mathematics	English Language	English Literature	History or Geography	Core PE and RSE/PSE	3 options
-------------	------------------	--------------------	----------------------	---------------------	-----------

Check that you understand what you must study in Years 10 and 11 (detailed above), then complete the option form online using the link.

Step 1 Tick either History or Geography	
History GCSE	
Geography GCSE	
Step 2 Number your top 7 preferences . Use 1 for the most important, then 2, 3 etc. Remember to only choose 7	Insert 1—7
Art & Design GCSE	
Business Studies GCSE	
Citizenship GCSE	
Computer Science GCSE *	
Dance GCSE	
Digital Information Technology BTEC	
Hospitality & Catering TECH Award	
Design Technology GCSE	
Drama GCSE	
Business Enterprise BTEC	
French GCSE	
Geography GCSE (only choose if you wish to do both Geography & History)	
Health & Social Care BTEC	
History GCSE (only choose if you wish to do both Geography & History)	
Music GCSE	
Music Practice BTEC	
Performing Arts BTEC	
Religious Studies GCSE	
Sociology GCSE *	
Spanish GCSE	
Sport Studies Cambridge National *	
Triple Science (3 separate sciences) *	

Use the option preference table below, before you complete the option form online, to ensure that you have a record of child's combination of option subject preferences. Remember that, while we will do our very best to try and get every child their highest preferences courses, places on certain courses fill up fast and some courses may not run if there are insufficient pupil numbers to make it viable.

Please ensure that you fill in the additional information free text box on the form with any additional languages your child speaks/ anything else you wish to tell us. Complete the form on the school website by the deadline date of Friday 21st March.

Remember to keep your options broad and balanced, don't pick subjects that are all similar. Choose a combination of GCSEs and BTECs.

On your form you can choose two subjects with a similar course name i.e. Music GCSE / Music BTEC, Business GCSE/ Business Enterprise, if you really want to study that subject and are flexible on the type of course GCSE/BTEC but make sure you have read up on the differences in the courses first, and any entry requirements\* as this will increase the likelihood of you gaining a place on one of these courses.

**\*\*Performing Arts cannot be chosen with Music or Dance (as the subject content overlaps).**

Ask for help if you are unsure. Don't submit the option form online until you are sure of your preferences. Exemplar of how to fill in your option preference form below.

Step 1 Tick either History or Geography	
History GCSE	x
Geography GCSE	
Step 2 Number your top 7 preferences - Use 1 for the most important, then 2, 3 etc. Remember to only choose 7	
Art & Design GCSE	1
Business Studies GCSE	7
Citizenship GCSE	
Computer Science GCSE *	2
Dance GCSE	
Digital Information Technology BTEC	
Hospitality & Catering TECH Award	
Design Technology GCSE	6
Drama GCSE	
Business Enterprise BTEC	
French GCSE	
Geography GCSE (only choose if you wish to do both Geography & History)	
Health & Social Care BTEC	5
History GCSE (only choose if you wish to do both Geography & History)	
Music GCSE	3
Music Practice BTEC	
Performing Arts BTEC	
Religious Studies GCSE	
Sociology GCSE *	
Spanish GCSE	
Sport Studies Cambridge National *	4
Triple Science (3 separate sciences) *	







## Co-op Academy North Manchester

Co-op Academy North Manchester

[Noma-enquiries@coopacademies.co.uk](mailto:Noma-enquiries@coopacademies.co.uk)

[northmanchester.coopacademies.co.uk](http://northmanchester.coopacademies.co.uk)

0161 681 1592

300 Victoria Avenue East Blackley, Manchester, M9 7SS