



**Saint Paul's Catholic High School**

# Options Booklet 2024

**BELONG BELIEVE ACHIEVE**



**Journeying together with Jesus Christ, we learn to love and love to learn.**

# *Dear Lord*



*Thank you for our school community.*

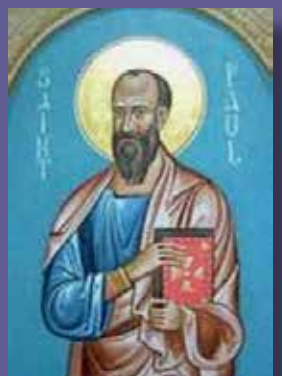
*Bless us all and keep us safe.*

*Send your Spirit to guide us,  
as we become the people you want us to be.*

*Be with us on our journey  
as we learn to love and love to learn.*

*Through Christ, Our Lord.*

*Amen.*





# Saint Paul's Catholic High School



Dear Parent/Carer

## Year 9 Virtual Parents/Options Evening Thursday 25<sup>th</sup> January 2024

At the end of year 9 students will decide the subjects they will follow for GCSE/BTEC in years 10 and 11. At St Paul's we have a two-year keystage 4 in order for students to go into more depth with selected subjects of choice after experiencing a broad and well-balanced curriculum at keystage 3.

In years 10 and 11 all students will follow GCSE courses in English, Mathematics, Combined Science and Religious Education. Students will also follow NEA (Non-Examined Assessment) courses of Physical Education and PHSE.

We hope that this booklet is useful to you. It provides syllabus details for each subject and it's designed to give you an idea of what each subject is about, how it is assessed, and how it may provide progression to further study.

The list of courses available is provisional. Final course details will inevitably be subject to staff availability and sufficient numbers of students opting for a particular course. Where a course is oversubscribed the school reserves the right to restrict numbers, but naturally, everything possible will be done to enable students to follow the subjects of their first choice.

If you wish to discuss any aspect of the curriculum. Please contact The Progress Leader Mrs Delaney or myself. If you wish to discuss subject specific issues please contact the relevant Head of Department.

### Options Evening Section:-

There will be a video presentation uploaded on the school website talking you through the process which will be available from Thursday, 25<sup>th</sup> January 2024.

Option forms will be electronic and these will be emailed out to student email accounts on the evening along with the booklet for options evening.

Mrs Delaney is also available on the evening for booked appointment slots to support with this process.

The timeline for Year 9 options:

**15<sup>th</sup> January - Year 9 Options Event/Assembly**

**25<sup>th</sup> January - Year 9 Parents/Options Evening**

**8<sup>th</sup> February - Year 9 Option choice Deadline via electronic forms within the student emails.**

**11<sup>th</sup> March to 22<sup>nd</sup> March - Options choices student interviews.**

Yours faithfully

Mr C Fannon  
Deputy Headteacher

## **BELONG BELIEVE ACHIEVE**

Saint Paul's Catholic High School

Firbank Road, Newall Green, Wythenshawe, Manchester M23 2YS.

Telephone: 0161 499 0000 Email: [admin@st-paulshigh.net](mailto:admin@st-paulshigh.net) Website: [www.st-paulshigh.net](http://www.st-paulshigh.net) Twitter: @StPaulsRCHigh

**Mr M. Whiteside, Acting Headteacher.**

**We are His body, living and learning as one.**





# WELCOME TO YOUR OPTIONS BOOKLET 2024

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This is an important time for you. You will be able to make choices about the courses that you will follow for the next two years.

## **You need to think about:**

- Your strengths, your ideas about what you want to study post-16 and possible career options/pathways.

## **By the time you have received this booklet you will have had the following:**

- A series of presentations from Heads of Department about the courses they are offering next year.

Anyone requiring careers advice can visit Ms Hitchen, our Careers Advisor and she will be able to arrange appointments with one of our independent careers advisors.

## **Talk to your teachers about the courses you are interested in - Find out:**

- Are they GCSE or equivalent courses?
- What post 16 courses could they lead onto?
- Which topics will be studied during the course?
- How much of the course is assessed through practical activities / controlled and non-examined assessments / written examinations?

**BELONG BELIEVE ACHIEVE**



## What learning style enables you to do your best?

There are many different preferred styles of learning. Some students learn best through vocational experiences where they can see how their learning applies directly to the world of work.

- Kinaesthetic learners have a preference for learning through some sort of physical activity, such as carrying out practical work.
- Auditory learners find it easiest to learn through listening and speaking, for example, oral activities in French and Spanish.
- Visual learners have a preference for learning through studying pictures, images and diagrams, such as map work in Geography.

All courses are designed to have a variety of activities that appeal to students with different learning preferences, although some courses may be particularly well suited to certain types of learner. Therefore, students should aim to choose a combination of subjects that contain at least one or two courses that match their preferred learning style.

## Do not let yourself be influenced by:

- The subjects that your friends are taking. These are **your** options, not theirs.
- The teachers, teaching the course. While we do our best to provide continuity for our students, changes can occur over the two years. **You** need to be sure that **you** choose courses that **you** are interested in.

Once the subject's choices are received, they are sorted and checked. In some circumstances, a few students may be disappointed in not obtaining all of their first choice of subjects.

## The reasons for this could be:

- Students have made choices that cannot be fitted into a timetable structure.
- The number of students choosing a subject is too small to run the course.

Students and parents will be notified any of subsequent changes made. It is our aim to keep these amendments to an absolute minimum. Each student needs to ensure they take advantage of all the information, advice and guidance on offer.

# COMMITMENT TO STUDY!

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## **A commitment to study is essential to success.**

This means hard work in school and at home. Students can expect an increased homework load during Key Stage Four. All courses have substantial elements of preparation work to be done at home too. Employers and institutions of further and higher education will be impressed by strong grades. They are keen to recruit people who have demonstrated the ability to work hard, who are reliable and trustworthy and who can contribute to the society in which they live and work. We at Saint Paul's therefore regard it as important that students continue to participate in extracurricular activities (although it may be necessary to curtail these at times approaching examinations).

**Good attendance at school is also vital to this success. It is also something that employers ask about in a reference.**

## **Where can I get Information about Options?**

In order to make sound choices, students must be well informed.

INFORMATION can be obtained from a variety of sources:

1. The best information comes from the subject staff in the option choices!
2. Subject staff are happy to tell students as much as they need to know about GCSE/BTEC courses in their departments. Heads of Department and Teachers will be able to advise at the Parents Evening.
3. Employers and employees will often willingly discuss subject choices with young people.
4. Progress Tutors and the Progress Leader are always willing to discuss plans and any problems an individual may be experiencing. Progress leader Year 9 is Mrs Delaney.

**Will I be able to change options during Year 10 if I do not like the subject?**



**This is why it is important you think carefully before making any final choices. The availability of courses depends on the number of students selecting particular subjects, which takes careful planning to meet everybody's requirements.**

# KEY STAGE 4 OPTION PROCESS

During Key Stage 3 at Saint Paul's Catholic High School, students study a broad and balanced curriculum. At Key Stage 4, to allow more time for subjects to be studied in depth, an element of choice is introduced.

This booklet contains details of courses available in Key Stage 4. It is designed to help students and parents understand the implications of option choices and to assist students, in particular, to make wise choices based on their own individual strengths, interests and ambitions for the future.

All students in Key Stage 4 will study the core subjects of English Language and English Literature, Mathematics, Combined Science and Religious Education. Students will then be asked to choose further subject(s) depending on their pathway.

If a student wishes to study the English Baccalaureate, they will need to ensure that they choose both a Humanity subject (History or Geography) and a Foreign language subject (French or Spanish or Italian) within their three option choices.

All option choices will be reviewed. Students will be interviewed regarding their choices and their progress data will be taken into account so that they can be sure that they are making the right choice for them.

**All Students on Key Stage 4 will study the core subjects of English Language and English Literature, Maths, RE, Combined Science, plus non-examined subjects of Core Physical Education and PHSE.**

Please know that we will do all we can at school to support you and your child through this exciting time and if you have any questions you only have to ask.

Working together, we will ensure that your child realises their full potential and can go on to achieve great things in their further education and beyond.

## YEAR 9 OPTIONS: TIMELINE

- Monday 15th January 2024 - Year 9 Options Assembly
- Thursday 25th January 2024 - Year 9 Parents'/Options Evening
- Thursday 8th February 2024- Year 9 Option Choice Deadline via Electronic Forms within the Student Emails
- Monday 11th March to Friday 22nd March 2024 - Option Choices - Student Interviews

### SUBJECTS:

CORE:  
English Language  
English Literature  
Mathematics  
Religious Education  
Science Combined

Non-examined Core:  
Core Physical Education  
PSHE

### OPTIONS:

Art  
Child Development  
Computer Science  
Creative iMedia  
Dance  
Design & Technology  
Drama  
Enterprise & Marketing  
Food & Nutrition  
French  
Geography  
Health and Social Care  
History  
Italian  
Music  
Physical Education  
Separate Science  
Spanish  
Sports Studies  
Sports & Coaching Principles  
Travel & Tourism

## SUBJECT:

# ENGLISH LANGUAGE

Head of Department: Mrs Evans

# GCSE

Exam Board: AQA

## COURSE DESCRIPTION

The new GCSE English course is designed to inspire and motivate students. It equips students with essential reading, writing and communication skills that are required in the work place and in Further Education. Students are taught how to be perceptive and critical judges of writers' choice of language in fiction and non-fiction including the relatively new emerging language of social media. The new course is a linear qualification that commences in Year 9 and is examined at the end of Year 11. There is a significant shift away from Controlled Assessment. In order to achieve the award, students must complete both English exams in June in a single year. Students will also complete a Spoken Language course that is not formally examined. The class teacher will assess this component and students will receive a separate certificate to endorse the standard.

### Assessment

Paper 1: Explorations in creative Reading and Writing: 1 hour 45 minutes  
50% of GCSE

Paper 2: Writers' Viewpoints: 1 hour 45 minutes  
50% of GCSE

### Subject Teachers

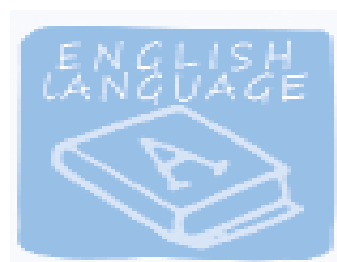
Mrs Evans (Head of Department)  
Mr Oakley (Second in Department)  
Ms Fannon (Assistant Headteacher)  
Ms Hitchin  
Mr Sharrock  
Mr Oakley  
Ms Chan  
Ms Hitchin  
Ms Lewis  
Ms Grieve

## Higher Education Courses/Careers

Sixth Form: GCE A Level English, English Literature, combined English and Literature and Media Studies.

English and Literature can be studied with a variety of other subjects at university including: History, Politics, Law, and Philosophy.

Careers where this course may be useful are: Journalism, Law, Business, Retail, Marketing, Teaching, and Social Work. It is considered as a generic qualification that is highly regarded for many other career paths.





## SUBJECT:

# ENGLISH LITERATURE

Head of Department: Mrs Evans

# GCSE

Exam Board: AQA

## COURSE DESCRIPTION

The new GCSE English Literature course is designed to encourage students to develop knowledge and critical thinking skills. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should also encourage students to read widely for pleasure and acquire wide vocabulary.

A greater emphasis has been placed on the study of Shakespeare, the 19th-Century novel and British Literature in this newly revised course.

The course is a linear qualification that commences in Year 9 and is examined at the end of Year 11.

### Assessment

Paper 1: Shakespeare and the 19th-Century novel 1 hour 45 minutes  
40% of GCSE

Paper 2: Modern Texts and Poetry 2 hours 15 minutes  
60% of GCSE

### Subject Teachers

Mrs Evans (Head of Department)  
Mr Oakley (Second in Department)  
Ms Fannon (Assistant Headteacher)  
Ms Hitchin  
Mr Sharrock  
Mr Oakley  
Ms Chan  
Ms Hitchin  
Ms Lewis  
Ms Grieve

## Higher Education Courses/Careers

Sixth Form: GCE A Level English, English Literature, combined English and Literature and Media Studies

English Literature can be studied with a variety of other subjects at University including: History, Politics, Law, and Philosophy.

Careers where this course may be useful are: Journalism, Law, Business, Retail, Marketing, Teaching, and Social Work. It is considered as a generic qualification that is highly regarded for many other career paths.



# SUBJECT:

# MATHEMATICS

Head of Department: Mr Seddon

# GCSE

Exam Board: AQA – Edexcel

## COURSE DESCRIPTION

**The Mathematics GCSE should enable students to:**

1. Develop fluent knowledge, skills and understanding of Mathematical methods and concepts.
2. Acquire, select and apply mathematical techniques to solve problems.
3. Reason mathematically, make deductions, inferences and draw conclusions.
4. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

### Assessment

**Exam Board: AQA**

The subject content of this specification is common to all awarding bodies and is consistent with the statutory Programme of study for mathematics in Key Stage 4 for England.

As all content can be assessed on any examination paper within this specification, some questions will draw together elements of content from different topic areas.

**Paper 1:** Written paper (Non-Calculator)

1 hour and 30 minutes, 80 marks, non-calculator, 33.3% of the assessment

**Paper 2:** Written paper (Calculator)

1 hour and 30 minutes, 80 marks, calculator allowed, 33.3% of the assessment

**Paper 3:** Written paper (Calculator)

1 hour and 30 minutes, 80 marks, calculator allowed, 33.3% of the assessment

**Foundation Tier** grades 1 – 5

**Higher Tier** grades 4 – 9

### Subject Teachers

Mr Hedge (Acting Head of Mathematics)

Mr Seddon (Acting Assistant Headteacher)

Mrs Cropper (Acting Deputy Headteacher)

Mr Fannon (Acting Deputy Headteacher)

Mr Barnes

Mrs Connor

Mrs Smith

Mrs Johnson (Lead Practitioner)

Ms Chadwick

## Higher Education Courses/Careers

**College:**

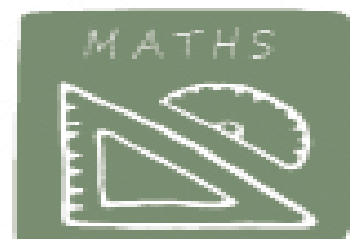
**GCE A Level Mathematics**

**GCE A Level Further Mathematics**

**GCE A Level Statistics**

**University:**

A degree in Mathematics does not train you for a specific job. It is a versatile qualification that gives you a range of skills, which can enable you to enter a wide range of careers. Careers for which a degree in Mathematics is either essential or a strong advantage could be grouped as: scientific research, engineering, design and development, finance, management services, computer games design, cryptanalyst, statistical work and teaching.



## SUBJECT:

# COMBINED SCIENCE

Head of Department: Mr McMahon

# GCSE

Exam Board: AQA

## COURSE DESCRIPTION

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**GCSE Combined Science** emphasises scientific literacy - the knowledge and understanding of Biology, Chemistry and Physics which candidates need to engage, as informed citizens, with science based issues. This course uses contemporary, relevant contexts of interest to candidates, which can be approached through a range of teaching and learning activities.

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### Assessment

There are 6 exam papers which will result in 2 GCSE's (GCSE Combined Science):

- 2 Biology exams
- 2 Chemistry exams
- 2 Physics exams.

This qualification is linear. Linear means that students will sit their exams at the end of the course.

Grading will follow the 9-1 system and as the course is worth 2 GCSE's each student will receive a double grade (e.g. 6-5).

### Subject Teachers

Mr McMahon (Head of Science)  
Mrs Sudworth (2nd in Department)  
Ms Towli  
Mr Harness  
Mr Bowden  
Miss Dewhurst (Lead Practitioner)  
Mrs Delaney  
Ms Passley-Biggins

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## Higher Education Courses/Careers

Sixth Form: GCE A Level Biology GCE A Level Chemistry GCE A Level Physics

There are hundreds of science based degrees that can be studied at University including Medicine, Engineering and Computing.

The Science Sector is one of the largest and most important in the UK. There are over 1 million workers in the UK Science Industry, according to the 2011 Cogent Annual Report.

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SUBJECT:

# RELIGIOUS EDUCATION

Head of Department: Mrs Stewart

GCSE

Exam Board: Eduqas

## COURSE DESCRIPTION

Foundational Catholic Theology students study two themes, Origins and Meaning and Good and Evil.

Applied Catholic Theology students study a further two themes, Life and Death and Sin and Forgiveness.

In the Judaism module students study the beliefs, teachings and practices of Judaism.

There is no coursework element to the Religious Education GCSE.

Students develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. They also develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. Religious Education also challenges students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

### Assessment

Foundational Catholic Theology - 100% Examination  
June of Year 11 – 37.5% of final mark

Applied Catholic Theology - 100% Examination  
June of Year 11 – 37.5% of final mark

Judaism - 100% Examination  
June of Year 11 – 25% of final mark

### Subject Teachers

Mrs Timkovicova (Head of Department)

Mr Iqbal

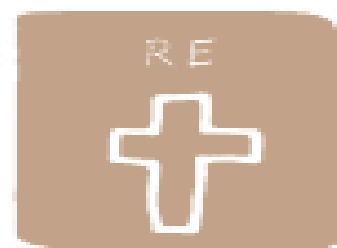
Ms Daniels

## Higher Education Courses/Careers

Sixth Form: GCE A Level Philosophy and Ethics GCE A Level Sociology GCE A Level Theology

Religious Education can be studied with a variety of other subjects at University.

Careers where this course may be useful are youth and community work, counselling, law, journalism, local government, the charity sector, librarian, minister of religion, social work and teaching.



\* All qualifications are subject to change following consideration of any new specifications.

## SUBJECT:

# ART & DESIGN

Head of Department: Miss Coyle

# GCSE

Exam Board: AQA

## COURSE DESCRIPTION

**GCSE Art & Design (Unendorsed)** General description / Suitability: Unendorsed means a general art course covering a variety of different art experiences. Students must produce course work in at least 2 –3 different areas of art. Usually these are Drawing, Painting and other 2D work, Graphic Design, and Sculpture/ 3D work.

This non-specialised course will suit students of all abilities.

Course Structure: Students will produce course work throughout Y10 -Y11.

The minimum amount of work is 2 projects. A vital part of the course is the work students do in their preparatory work to support the finished art work. These have to be well presented and well kept.

Students will also be expected to study a wide range of art works by different artists and makers from different times, places and cultures. This research is very important as it will influence the practical work.

## Assessment

### Unit 1 Portfolio of work 96 marks

Controlled Assessment – set and marked by centre and moderated by AQA.  
Candidate portfolio selected from work undertaken during course of study and must include two or more projects.  
Coursework 60% of final mark

### Unit 2 Externally set task 96 marks

Question papers issued from 1 January. Marked by centre and moderated by AQA.  
Unlimited preparation time prior to the 10 hours of sustained focused study.

Candidates respond to their chosen starting point. Easter Exam 40% of final mark

## Subject Teachers

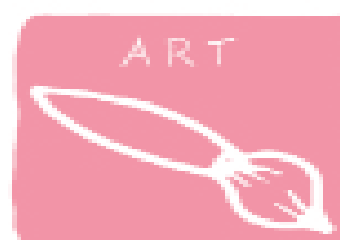
Miss Coyle (Head of Art & Design)  
Ms McKeeney

## Higher Education Courses/Careers

Sixth Form: GCE, Diploma, Foundation Certificate in a wide range of disciplines.

Art can be studied with a wide variety of other subjects at University.

Art GCSE allows students to access a multitude of careers opportunities ranging from Artist to Teacher of Art, Set Designer, Fashion Designer and so on.



\* All qualifications are subject to change following consideration of any new specifications.

**SUBJECT:**

# CHILD DEVELOPMENT LEVEL 1 & 2

Head of Department: Mrs Walters

OCR Level 1/2  
Cambridge  
National Certificate  
Exam Board: OCR

## COURSE DESCRIPTION

### **R057 Health and well-being for child development**

This is assessed by an exam.

In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.

Topics include:

Pre-conception health and reproduction.

Antenatal care and preparation for birth.

Postnatal checks, postnatal care and the conditions for development.

Childhood illnesses and a child safe environment.

### **R058 Create a safe environment and understand the nutritional needs of children from birth to five years**

This is assessed by a set assignment.

In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Topics include:

Creating a safe environment in a childcare setting

Choosing suitable equipment for a childcare setting

Nutritional needs of children from birth to five years.

### **R059 Understand the development of a child from one to five years**

This is assessed by a set assignment.

In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.

Topics include:

Physical, intellectual and social developmental norms from one to five years

Stages and types of play and how play benefits development

Observe the development of a child aged one to five years

Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

Unit no.	Unit title	Guided learning hours (GLH)	How are they assessed
R057	Health and well-being for child development	48	E
R058	Create a safe environment and understand the nutritional needs of children from birth to five years	36	N

### Subject Teachers

Mrs Walters (Head of Department)

## Higher Education Courses/Careers

Sixth Form: GCE Health and social care.

CACHE Level 3 Diploma for Children's Care, Learning and Development

BTEC Nationals: Children's Play, Learning and Development

Careers where this course may be useful are youth and community work, the charity sector, social work, midwifery, nursing, social care sector and teaching.

\* All qualifications are subject to change following consideration of any new specifications.



## SUBJECT:

# GCSE COMPUTER SCIENCE

Head of Department: Mr Steed

# GCSE

Exam Board: OCR

## COURSE DESCRIPTION

Thinking of a career as a game's developer? Or maybe somebody who designs websites? Or apps? Then Computer Science is the course for you.

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. It will allow you to understand and apply the fundamental principles and concepts of Computer Science,

including abstraction, decomposition, logic, algorithms, and data representation.

It will allow you to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. As well as understand the components that make up digital systems, and how they communicate with one another and with other systems.

## Subject Teachers

Mr Steed

Mr Birkett (Progress Leader Year 10)

## Assessment

### Component 1

**Computer systems (01)**

**1 hour 30 mins exam**

**50 %**

## Assessment

### Component 2

**Computational thinking, algorithms and programming (02)**

**1 hour 30 mins exam**

**50 %**

## Higher Education Courses/Careers

Software Developer  
Applications Programmer  
Systems Programmer

Multimedia Programmer  
Systems Analyst Computer Sales Support Database  
Administrator IT Technical Support Officer



\* All qualifications are subject to change following consideration of any new specifications.

# SUBJECT:

## CREATIVE iMEDIA

Head of Department: Mr Steed

Cambridge  
National Certificate  
Exam Board: OCR

## COURSE DESCRIPTION

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Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. It provides knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning.

Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

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### Subject Teachers

Mr Steed

Mr Birkett (Progress Leader Year 10)

### Assessment

#### Units

Creative iMedia in the media industry

Visual identity and digital graphics

Interactive digital media

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### Higher Education Courses/Careers

Cambridge Technical IT Media (Levels 2 & 3)

GCE Media Studies ICT (Level 3)

Apprenticeship Framework (Levels 2 & 3)

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\* All qualifications are subject to change following consideration of any new specifications.



## SUBJECT:

# DRAMA & PERFORMING ARTS

Head of Department: Ms Slater

## BTEC TECH AWARD

Level 1/2 Performing Arts  
Drama & Production/Design Skills

Subject Teachers  
Ms Slater

## COURSE DESCRIPTION

There are 2 different pathways students can choose to explore for this qualification:

- Acting
- Production/Design (Lighting, Costume, Set Design Make-up etc...)

This course is divided into three units that students will be study across the 2 years.

Students will take part in a series of practical workshops in their lessons that will guide them to be able to complete the 3 assessment units.

Unit 1:

COMP 1 – Exploring the Performing Arts

This component will help you to understand the requirements of being a performer in acting and/or designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles. In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques.

Unit 2:

COMP 2 – Developing Skills and Techniques in the Performing Arts

Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. In this component, you will develop performing or design skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

Unit 3:

COMP 3 – Responding to a Brief

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

## Assessment

As this course is modular, students will not sit one final exam. They will be expected to complete coursework throughout the year that will then be submitted to the exam board for marking.

Internally Assessed Units

Unit 1: COMP 1 – Exploring the Performing Art      Unit 2: COMP 2 – Developing Skills and Techniques in the Performing Arts

For these 2 units, students will be asked to provide a portfolio of written work and practical filmed rehearsal/performance work that will be assessed by the class teacher and externally moderated by the exam board.

Workshops will be conducted under controlled conditions, supervised by the teacher.

Externally Assessed Units

Unit 3: COMP 3 – Responding to a Brief

For this units, students will be asked to provide a portfolio of written work and practical filmed rehearsal/performance work. This will be assessed by the exam and conducted under controlled conditions.

## Higher Education Courses/Careers

**Sixth Form:**

A Level Theatre Studies, BTEC Performing Arts, BTEC Production Arts, BTEC Diploma Acting, BTEC Diploma Musical Theatre

**Undergraduate Degree:**

Acting, Screen Writing, Acting for Film, Drama, Musical Theatre, Performing Arts, Production Arts, Stage Hair and Make-up, Visual and Special Effects, Theatre Studies, Applied Theatre

**Performance:**

Actor, Musical Theatre Performer

Production/Design/Technician:

Make-up, Hair, Lighting, Sound, Set Design, Marketing, Producer, Director, Casting Director, Location Manager, Agent, Special Effects, Stunt Work, Presenting, Mask, Puppetry.

Every role within the Theatre, TV, Film and Radio Industry.

**Teaching:**

Youth Theatre, Private Workshops, Applied Theatre

Drama and Performing Arts helps with many public facing roles.



## SUBJECT:

# ENTERPRISE & MARKETING

Head of Department: Mr Steed

Cambridge  
National in Enterprise  
& Marketing  
Exam Board: OCR

## COURSE DESCRIPTION

This qualification is for learners who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. For example, learners may progress onto OCR's Level 3 Certificate in Preparing for a Business Venture, OCR's Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing or A Levels in related subjects.

### Subject Teachers

Mr Steed

## Assessment

All learners will study three mandatory topics as follows:

Enterprise and marketing concepts - Exam

Design a business proposal - Centre assessed task, OCR moderated

Market and pitch a business proposal - Centre assessed task, OCR moderated

## Higher Education Courses/Careers

Learners may progress onto OCR's Level 3 Certificate in Preparing for a Business Venture, OCR's Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing, BTEC Level 3 Business Studies or A Levels in related subjects.

### Careers related to Enterprise and Marketing:

Enterprise and Marketing gives career opportunities along a wide range of career paths including accountancy, advertising, banking, investment and financial services, general management, HR/personnel, management consultancy, public relations and retail management.

\* All qualifications are subject to change following consideration of any new specifications.



## SUBJECT:

# DESIGN TECHNOLOGY

Head of Department: Mrs Walters

# GCSE

Exam Board: AQA

## COURSE DESCRIPTION

Design and Technology (D&T) is the inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world.

Design and Technology is about providing opportunities for students to develop their design and making skills with knowledge and understanding in order to create quality products.

The GCSE specifications in design and technology should enable students to understand and apply design processes through which they explore, create and evaluate a range of outcomes. They should enable students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. GCSE specifications should also provide opportunities for students to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

The knowledge, understanding and skills that all students must develop have been separated into:

- Technical principles
- Designing and making principles

Specifications must require students to produce at least one final made prototype based on a design brief they develop in response to a contextual challenge set by Awarding Organisations. When completing their project students will apply designing and making principles and their knowledge and understanding of technical principles.

## Assessment

### Unit 1 External Examination

The exam is in two sections and will test knowledge of materials and processes

June of Year 11 – 50% of final mark

### Unit 2 Internal 'controlled assessment'

Designing and making practice

From the end of Year 10 – 50% of final mark

## Subject Teachers

Mr Fowler

Ms Cowell

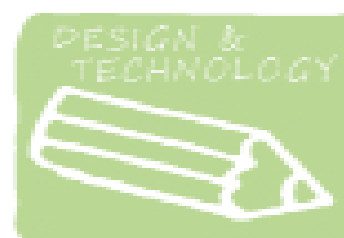
## Higher Education Courses/Careers

A-Level in various design subjects

BTec Diploma in Engineering, Product Design or Construction.

Design & Technology can be studied at University in many forms.

Careers where this course may be useful are wide and cover all areas of design, engineering and construction.



**SUBJECT:**

# FOOD & COOKERY

Head of Department: Mrs Walters

Exam Board:  
**NCFE**  
**Level 2**

## COURSE DESCRIPTION

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This qualification aims to:

- focus on the study of food and cookery • offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a range of practical and technical skills

The objectives of this qualification are to:

- provide an understanding of health and safety relating to food, nutrition and the cooking environment
- provide an understanding of legislation in the food industry • identify and understand food provenance
- provide an understanding of the main food groups, key nutrients and what is required as part of a balanced diet
- identify factors that can affect food choice • explore recipe development and how recipes can be adapted
- understand how to cater for people with specific dietary requirements
- demonstrate menu and action planning • be able to evaluate and consider how to improve completed dishes
- demonstrate the application of practical skills and techniques through all aspects of the qualification content areas

Support handbook to be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all 7 mandatory content areas.

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### Assessment

The qualification has 2 assessments externally-set by NCFE: one non-exam assessment and one written examined assessment. Only one attempt at each assessment is permitted.

### Subject Teachers

Mrs Mawn

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### Higher Education Courses/Careers

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- Level 3 Certificate/Diploma in Food Science and Nutrition
- Level 3 Technical Levels including T Level programmes (this will support progression to employment and higher education)

Learners could progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the food industry through a variety of occupations that are available within the sector, such as kitchen assistant, catering assistant, chef and sous chef.

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## SUBJECT:

# FRENCH

Head of Department: Ms McCarron

# GCSE

Exam Board: Edexcel

## COURSE DESCRIPTION

GCSE French helps students develop their language skills in a variety of contexts and a broad understanding of the culture of countries and communities where French is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

This four-unit specification requires students to develop their ability to write and speak in French and to understand French when it is written down or spoken. This course is assessed via four equally weighted exams at the end of Year 11. It is particularly suitable for students who wish to study at a higher level.

This qualification counts towards the English Baccalaureate.

### Assessment

Externally set Exams at the end of Year 11

Listening	25%
Reading	25%
Speaking	25%
Writing	25%

### Subject Teachers

Ms McCarron (Head of Department)  
Mr Merrill (Second in Department)

## Higher Education Courses/Careers

Sixth Form: GCE A Level French

French can be studied alone or with a variety of other subjects at University.

Careers where this course may be useful are journalism, law, website designer, fashion, service industries, tourism and teaching.



\* All qualifications are subject to change following consideration of any new specifications.

## SUBJECT:

# GEOGRAPHY

Head of Department: Mrs Vallelly

# GCSE

Exam Board: Edexcel A

## COURSE DESCRIPTION

GCSE Geography is an exciting subject which looks at a wide range of contemporary global issues.

The course is split into three components.

Paper 1 – The Physical Environment. This includes topics such as rivers, coasts, climate change, weather hazards and ecosystems.

Paper 2 – The Human Environment. This includes topics such as cities and urban development, global development issues including poverty resolution and resource management, including water and energy supplies.

Paper 3 – Geographical skills. This paper includes work on fieldtrips and geographical skills.

Fieldwork is a compulsory part of GCSE Geography and all pupils choosing to study this course must be willing to attend and participate in fieldwork. This will include;

- An urban study within the Manchester area
- A rural study to either a river environment or a coastal environment

## Assessment

### Paper 1: The Physical Environment

June of Year 11 – 37.5% of final mark

### Paper 2: The Human Environment

June of Year 11 – 37.5% of final mark

### Paper 3: Geographical Investigations

June of Year 11 – 25% of final mark

## Subject Teachers

Mrs Vallelly

Mrs Chisnall

## Higher Education Courses/Careers

Sixth Form: GCE A Level Geography GCE A Level Geology GCE A Level Environmental Studies

Geography can be studied as a Science (BSc) or an Arts subject (BA) at university depending on whether you are more interested in Physical or Human Geography at that point. It can also be studied as a joint degree with a variety of other subjects.

Careers where this course may be useful are Environmental Management, Disaster mitigation, Town planning, Architecture, Engineering, Distribution and Logistics, Nature Conservation and Public housing.



## SUBJECT:

# HEALTH & FITNESS

Head of Department: Mr Mawn

**NCFE CACHE**  
**LEVEL 1/LEVEL 2**  
**Technical Award in**  
**Health & Fitness**

## COURSE DESCRIPTION

This qualification aims to:

- focus on the study of the health and fitness sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- develop a broad understanding of the structure and function of body systems
- identify the effects of health and fitness activities on the body
- understand health and fitness and the components of fitness
- apply the principles of training
- understand the impact of lifestyle on health and fitness
- test and develop components of fitness
- apply health and fitness analysis and set goals
- plan, develop and take part in a health and fitness programme and understand how to prepare safely

### Subject Teachers

Mr Mawn (Head of P.E)  
Mr Wilson  
Miss Spotswood



## Assessment

### Guided Learning Hours Breakdown:

**120 hours delivery**

**1 hour 30 minutes examined assessment**

**22 hours non-exam assessment plus 2 hours preparation and research time**

**Non-exam assessment (60% of course) Externally-set, internally marked and externally moderated synoptic project**

**Examined assessment (40% of course) Externally set and externally marked written exam**

**Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D\***

## Higher Education Courses/Careers

Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as: • GCSE Physical Education • study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study; examples might include level 2 technical certificates in: o sport and physical activity o sport and activities leaders o exercise and fitness instruction o exercise and fitness instruction for wellbeing o coaching sport and instructing physical activities o physical activity and exercise science Technical certificate qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study. Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as: NCFE Level 1/2 Technical Award in Health and Fitness (603/7007/5) 7Version 1.3 August 2023 Visit [ncfe.org.uk](https://www.ncfe.org.uk). • level 3 applied generals in: o sport studies o sport and physical activity o sports performance and excellence o sport and exercise science • level 3 qualifications in: o sport and physical activity o personal training o personal training and behaviour change o fitness services o exercise science and personal training o personal training for health, fitness and performance o physical activity and exercise science • A Level Physical Education (this will support progression to higher education) Learners could also progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the health and fitness sector through a variety of occupations that are available within the sector, such as health assistants, fitness instructors or personal trainers.

\* All qualifications are subject to change following consideration of any new specifications.

## SUBJECT:

# HEALTH & SOCIAL CARE

Head of Department: Mr Mawn

**NCFE CACHE**  
**LEVEL 1/LEVEL 2**  
**Technical Award in**  
**Health & Social Care**

## COURSE DESCRIPTION

This qualification aims to:

- focus on the study of health and social care
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- provide an understanding of health and social care provision and services in the UK
- identify job roles within health and social care and the values that underpin professional practice
- provide an understanding of legislation, policies and procedures in health and social care and their importance for a health and social care practitioner
- promote understanding of human development across the life span
- identify the individual's care needs and understand how these are met through working in partnership with other professionals
- provide an understanding of the purpose of care planning in health and social care to meet the preferences and needs of the individual

## Assessment

**Guided Learning Hours Breakdown:**

**120 hours delivery**

**1 hour 30 minutes examined assessment**

**13 hours non-exam assessment plus 2 hours preparation and research time**

**Non-exam assessment (50% of course) Externally-set, internally marked and externally moderated synoptic project**

**Examined assessment (50% of course) Externally set and externally marked written exam**

**Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D\***

## Subject Teachers

Mrs Rudd  
Miss Spotswood



## Higher Education Courses/Careers

Learners could progress to level 2 and level 3 qualifications and/or GCSE/A Levels/T Levels. Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as: • GCSE Health and Social Care • GCSE Childcare • study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study – examples might include: o Level 2 Technical Certificate in Child Development and Care in the Early Years NCFE CACHE Level 1/2 Technical Award in Health and Social Care (603/7013/0) 7 Version 1.2 June 2023 Visit [ncfe.org.uk](http://ncfe.org.uk).

Learners who achieve at level 2 might consider progression to level 3 qualifications, post-16 such as: • level 3 applied generals in o health and social care o early years, childcare and education • Level 3 technical level qualifications, including T Level programmes allow for entry to the workforce and higher education – opportunities are available in: o health and science o health and social care o education and childcare, including a range of options for early years education and teaching assistants Learners could also progress onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the health and social care sector through a variety of occupations that are available within the sector, such as lead/adult care worker or senior/healthcare support worker.

\* All qualifications are subject to change following consideration of any new specifications.



**SUBJECT:**

**HISTORY**

**Head of Department: Mr Welsby**

**GCSE**

**Exam Board: AQA**

## COURSE DESCRIPTION

Students will study the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will also study a wider world depth study which focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. Students who choose to study history now have an opportunity to learn about a contrasting period in time in “Shaping the Nation”, this helps students to gain an understanding of the development of the relationship between the citizen and the state in Britain. It considers the causes and consequences of protest. Finally the students will focus on major events during the last 35 years of Elizabeth I reign, including economic, religious, political, social and cultural opinions, and historical controversies.

- **Germany 1890-1945: Democracy and Dictatorship**
- **Conflict and Tension 1918-1939**
- **Britain: Power and the People**
- **Elizabethan England c1568-1603**

## Assessment

**TWO FINAL EXAM PAPERS**

Paper one: Understanding the modern world. 50% of the total GCSE  
2 hours, written paper. 84 marks

Paper Two: Shaping the nation. 50% of the total GCSE  
2 hours, written paper. 84 marks

## Subject Teachers

Mr Welsby (Head of History)  
Miss Davies  
Ms Lewis

## Higher Education Courses/Careers

Sixth Form: GCE A Level History

History can be studied with a variety of other subjects at university.

History is an excellent choice for many careers. The skills of research and investigation are highly regarded by employers in such fields as Law, the armed forces, Archaeology, Banking, Sales and Marketing, Politics, Journalism, Personnel, Commerce, Administration, Civil Service, Teaching, Television and Radio, Nursing and Medicine.



\* All qualifications are subject to change following consideration of any new specifications.

# SUBJECT:

## ITALIAN

Head of Department: Ms McCarron

## GCSE

Exam Board: AQA

## COURSE DESCRIPTION

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GCSE Italian helps students develop their language skills in a variety of contexts and a broad understanding of the culture of countries and communities where Italian is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

This four-unit specification requires students to develop their ability to write and speak in Italian and to understand Italian when it is written down or spoken. This course is assessed via four equally weighted exams at the end of Year 11. It is particularly suitable for students who wish to study at a higher level.

This qualification counts towards the English Baccalaureate.

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### Assessment

Externally set Exams at the end of Year 11

Listening	25%
Reading	25%
Speaking	25%
Writing	25%

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### Subject Teachers

Miss Cunliffe  
Miss Fragagnano

## Higher Education Courses/Careers

Sixth Form: GCE A Level Italian

Italian can be studied alone or with a variety of other subjects at University.

Careers where this course may be useful are journalism, law, website designer, fashion, service industries, tourism and teaching.

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\* All qualifications are subject to change following consideration of any new specifications.

# SUBJECT:

# MUSIC & PERFORMING ARTS

Head of Department: Ms Slater

## BTEC TECH AWARD

Level 1/2 Music Practice  
Music & Music Technology

## COURSE DESCRIPTION

### Subject Teachers

Mr Ryan (Music Teacher)

This course is divided into three units that students will be study across the 2 years.

Students will take part in a series of practical workshops in their lessons that will guide them to be able to complete the 3 assessment units.

Students can either choose to explore a musical instrument or they could explore how to use music technology software to create a piece of music.

#### Unit 1:

##### COMP 1 – Exploring Music Products and Style

Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also 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.

#### Unit 2:

##### COMP 2 – Music Skills Development

As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production.

#### Unit 3:

##### COMP 3 – Responding to a Music Brief

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief.

## Assessment

As this course is modular, students will not sit one final exam. They will be expected to complete coursework throughout the year that will then be submitted to the exam board for marking.

### Internally Assessed Units

Unit 1: COMP 1 – Exploring Music Products and Style    Unit 2: COMP 2 – Music Skills Development

For these 2 units, students will be asked to provide a portfolio of written work, practical filmed rehearsal/performance work and/or music compositions that will be assessed by the class teacher and externally moderated by the exam board.

Workshops will be conducted under controlled conditions, supervised by the teacher.

Externally Assessed Units    Unit 3: COMP 3 – Responding to a Music Brief

For this units, students will be asked to provide a portfolio of written work, practical filmed rehearsal/performance work and/or music compositions. This will be assessed by the exam and conducted under controlled conditions.

## Higher Education Courses/Careers

### Sixth Form/BIMM Institute:

Level 3 RSL Extended Diploma in Music Performance, Level 3 RSL Extended Diploma in Music Business & Events, Level 3 RSL Extended Diploma in Music Production, Level 3 Extended Diploma in Songwriting, A Level Music, BTEC Performing Arts, BTEC Diploma Musical Theatre, BTEC Diploma Music Performance,

### Undergraduate Degree:

Popular Music Performance, Music & Sound Production, Music Business & Event Management, Popular Music, Musical Theatre, Performing Arts, Music Marketing, Media & Communication, Songwriting.

### Performance:

Performing Musician (Instrumental & Vocal), Musical Theatre Performer, Recording Artist, Session Musician, Backing Singer, Professional Choral/Ensemble Performer, Drummer, Guitarist, Keyboard Player, Bass Guitarist, Singer.

### Music Industry Roles:

Music Producer, Music Promoter, Composer, Sound Engineer, Music Management, Music Entrepreneur, Music Journalist, Music Therapist, Publisher, Music Marketing, Media & Communication, Songwriting, Event Management.

### Teaching:

Peripatetic Instrumental/Vocal Tutor, Voice Coach, Youth Workshops, Music Teacher, Community Musician. Music and Performing Arts helps with many public facing roles. The course supports key life skills including project management, self-motivation, organisation, and independent learning. The course is designed to prepare students with skills that are valued in further education and employment, such as independent working and analysis, and will support other areas of the curriculum.



## SUBJECT:

# PHYSICAL EDUCATION

Head of Department: Mr Mawn

# GCSE

Exam Board: Edexcel

## COURSE DESCRIPTION

The GCSE covers a broad range of practical activities and theory topics relating to the world of sport and health performance. It equips students not only with sports skills and knowledge but the skills to evaluate the importance and relevance of a healthy, active lifestyle.

Practical activities studied come from sports such as football, table tennis, trampolining, handball and off-site sports such as climbing. The assessment includes two written examinations (Fitness and Body Systems and Health and Performance) worth 60% of the overall grade. The non-examined assessment has a 30% practical element and a 10% coursework element.

*Students are required to:*

1. Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport to improve performance.
2. Understand how the physiological and psychological state affects performance.
3. Perform effectively in different physical activities by developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas.
4. Develop their ability to analyse and evaluate to improve performance.
5. Understand the contribution which physical activity and sport make to health, fitness and well-being.
6. Understand key sociocultural influences which can affect peoples involvement.

## Assessment

**Component 1:** Fitness and Body Systems. Written examination: 1 hour and 45 minutes.

36% of the qualification. Topic 1 - Applied anatomy and physiology - Topic 2 Movement Analysis - Topic 3 Physical training - Topic 4 Use of Data.

**Component 2:** Health and Performance. Written examination: 1 hour and 15 minutes 24% of the qualification.

Topic 1 - Health, fitness and well-being - Topic 2-Sport psychology Topic 3 Sociocultural influences - Topic 4 Use of Data.

**Component 3:** Practical Performance. Non-examined assessment: Internally marked and externally moderated: 30% of the qualification. 105 marks, (35 marks per activity).

One team activity, one individual activity and a free choice. Skills in Isolation - Skills in a competitive/formal situation.

**Component 4:** Personal Exercise Programme (PEP). Non-examined assessment: Internally marked and externally moderated: 10% of the qualification, 20 marks. Aim and planning analysis - Carrying out and monitoring the PEP - Evaluation of the PEP.

## Higher Education Courses/Careers

Sixth Form: GCE A Level Physical Education BTEC level 2/3 Sport

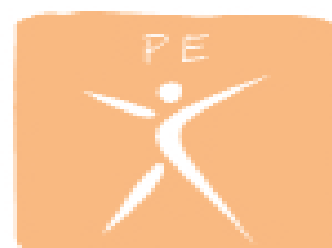
Physical Education can be studied with a variety of other subjects at University.

Careers where this course may be useful are teaching, coaching, youth and community work, sports journalism, physiotherapy, sports scientist, sport and leisure managers, fitness consultants, nutrition and sports performance analysis.

## Subject Teachers

Mr Mawn  
Mr Wilson  
Miss Spotswood  
Mrs Rudd

\* All qualifications are subject to change following consideration of any new specifications.



## SUBJECT:

# SEPARATE SCIENCES BIOLOGY/CHEMISTRY/PHYSICS

Head of Department: Mr McMahon

GCSE  
Exam Board: AQA

## COURSE DESCRIPTION

The 3 GCSEs in Biology, Chemistry and Physics emphasise scientific literacy - the knowledge and understanding of Science which candidates need to engage, as informed citizens, with science based issues. This course uses contemporary, relevant contexts of interest to candidates, which can be approached through a range of teaching and learning activities.

The Separate Science Course will result in students gaining 3 GCSEs in Biology, Chemistry and Physics.

**This is a challenging course for those students wishing to go on to study any of the Science A-levels in Biology, Chemistry and Physics.**

### Assessment

There are 6 exam papers which will result in 3 Separate GCSE's (GCSE Biology, GCSE Chemistry, GCSE Physics):

- 2 Biology exams • 2 Chemistry exams • 2 Physics exams.

This qualification is linear. Linear means that students will sit their exams at the end of the course.

Grading will follow the 9-1 system.

Each of the papers will assess knowledge and understanding from distinct topic areas.

### Subject Teachers

Mr McMahon (Head of Science)  
Mrs Sudworth (2nd in Department)  
Ms Towli  
Mr Harness  
Mr Bowden  
Miss Dewhurst (Lead Practitioner)  
Mrs Delaney  
Ms Passley - Biggins

## Higher Education Courses/Careers

Sixth Form: GCE A Level Biology GCE A Level Chemistry GCE A Level Physics

There are hundreds of science based degrees that can be studied at University including Medicine, Engineering and Computing.

The Science Sector is one of the largest and most important in the UK. There are over 1 million workers in the UK Science Industry, according to the 2011 Cogent Annual Report.



## SUBJECT:

# SPANISH

Head of Department: Ms McCarron

# GCSE

Exam Board: Edexcel

## COURSE DESCRIPTION

GCSE Spanish is new to the option choices this year. It will broaden their understanding of the culture of communities and countries where Spanish is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

This four-unit specification requires students to develop their ability to write and speak in Spanish and to understand Spanish when it is written down or spoken. This course is assessed via four equally weighted exams at the end of Year 11. It is particularly suitable for students who wish to study at a higher level.

This qualification counts towards the English Baccalaureate.

### Assessment

Externally set Exams at the end of Year 11

Listening	25%
Reading	25%
Speaking	25%
Writing	25%

### Subject Teachers

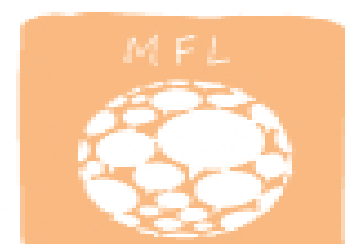
Miss Cunliffe  
Miss Fragnano

## Higher Education Courses/Careers

Sixth Form: GCE A Level Spanish

Spanish can be studied alone or with a variety of other subjects at University.

Careers where this course may be useful are journalism, law, website designer, fashion, service industries, tourism and teaching.



\* All qualifications are subject to change following consideration of any new specifications.

## SUBJECT:

# SPORTS STUDIES

Head of Department: Mr Mawn

OCR  
Cambridge National  
Sports Studies  
Certificate

## COURSE DESCRIPTION

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Understanding contemporary issues in sport and how they impact on different sporting activities
- Applying your skills as both a performer in two different sporting activities and as a leader in one sporting activity
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations
- Understanding the relationship between sport and the media and applying this to real life examples
- How to evaluate and interpret the different ways in which sport is represented by the media
- Applying your skills to participate in an outdoor and adventurous activity in a natural setting and environment.

This will help you to develop independence and confidence in using skills that would be relevant to the Exercise, Physical Activity, Sport and Health sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research
- Working with others
- Planning training programmes
- Evaluating and making recommendations to help improve performance
- Creating and delivering presentations
- Writing reports
- Leadership skills
- Healthy living and lifestyle skills.

This qualification will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study.

## Assessment

The course is made up of three modules, consisting of one examination unit and two units of examination coursework. Each module has a number of Topic Areas that will need to be completed. Pupils will leave this course with GCSE equivalent grades from a Level 1 Pass up to a Level 2 Distinction\*. Units covered are as follows -

**R184 - Contemporary Issues in Sport (External Examination – 1 hour 15 minute written paper)**

**R185 – Performance and Leadership in Sports Activities**

**R186 – Sport and the Media**

## Higher Education Courses/Careers

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Sport and Physical Activity, an apprenticeship or university. Sport Studies careers could take a student anywhere – from coaching small groups to leading campaigns to get more people interested in sport.

You'll develop a range of skills to help you succeed not only in the workplace but in other subjects too. These skills include:

- Analytical skills
- Creative thinking
- Leadership
- Research and planning
- Team working
- Verbal communication and presentation skills.

No matter what you progress on to – the skills you'll learn from a Cambridge National will prepare you for the future.

## Subject Teachers

Mr Mawn (Head of P.E)

Mr Wilson

Miss Spotswood

Mrs Rudd



\* All qualifications are subject to change following consideration of any new specifications.

## SUBJECT:

# TRAVEL & TOURISM

Head of Department: Ms McCarron

Pearson Btec  
LEVEL 1/LEVEL 2  
First Award in  
Travel & Tourism

## COURSE DESCRIPTION

Subject Teachers  
Ms McCarron

This qualification aims to:

- Provide an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK, and investigate different types of customer and UK destinations. You will also have the opportunity to study international travel and tourism. You will develop key skills, such as research, report drafting and writing skills and project management.

You will study the following three mandatory units, covering the underpinning knowledge and practical skills required:

- UK travel and tourism sector
- UK travel and tourism destinations
- The travel and tourism customer experience

You will choose one further unit from two optional units, covering more specific aspects of the global travel and tourism sector.

These are:

- International travel and tourism destinations
- Factors affecting worldwide travel and tourism

## Assessment

**As this course is modular, students will not sit one final exam. They will be expected to complete coursework. You will carry out assignments throughout the course (Your class teacher will assess and mark these and so you will receive feedback as to how you are getting on).**

**Unit 1 – External marking**

**Unit 2 – Internal**

**Unit 3 – Internal Synoptic**

**Grade – Pass/Merit/Distinction**

## Higher Education Courses/Careers

Level 3 travel and tourism  
A level Travel and tourism  
Aviation industry  
Travel industry  
Hotel industry  
Tourism  
Event management  
Marketing executive

Travel & Tourism





# NOTES:

Handwriting practice lines consisting of 28 horizontal dotted lines.

**BELONG**

**BELIEVE**

**ACHIEVE**





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**BELONG BELIEVE ACHIEVE**