



Park High School

Raising Aspirations



Year 8

Curriculum Pathways Information Booklet 2021-2022

Welcome from the Head of School

Dear Student

The next few weeks will be important for you since during this time you, your teachers and your parents will be making decisions about some of the subjects you will be studying in Years 9 to 11. We are giving you this opportunity so that the curriculum you study can be personalised to match your interests, needs and aspirations.

Making the correct choices is important. You should make the most of the opportunities available to you in the next few weeks to ensure you make the right decisions. Whilst this greater choice will enable you to choose more of your favourite subjects, we would advise that you think carefully before coming to a final decision.

This booklet provides information to help you make these decisions. It outlines the various courses offered and describes each of the subjects available as well as explaining the process by which the choices can be made. It also points out some of the factors which will be taken into account when making choices.

I hope that you find this booklet helpful. If you need any additional information please feel free to contact your Head of House, Form Tutor, Mr Calvert or myself at the school.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'C Eulert', written in a cursive style.

Mrs C Eulert
Head of School

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- There are three pathways that students can follow at Park High School:
- The Ebacc pathway is a suggested pathway based on the students' performance in French. This pathway leads to the "Ebacc" qualification which includes Maths, English, Science, Geography or History and a language. These students can then select **one free choice**.
- The Core pathway includes all aspects of the Ebacc pathway with the exception of French. These students have **two free choices, one in Year 9 and one in Year 10**.
- The ASDAN pathway is for selected students who would benefit from the additional support provided by the course.
- All students will undertake a Religious Education qualification in Years 9 and 10.
- All students will study Geography **and** History until the end of Year 9, when they will then choose to continue with either Geography **or** History in Years 10 and 11.
- We have a range of high quality vocational qualifications which are equivalent to GCSE.
- These vocational qualifications are appropriate for all ability ranges and should not be perceived as a weaker qualification to traditional GCSE qualifications. These courses replicate how these qualifications are delivered post-16 and offer an opportunity to develop higher skill levels to be successful when students leave school.



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Park High School

Key Stage 4 Options 2021/22



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Please complete the form sent to each pupil's email address

to indicate the options you wish to take.

Below is a summary of the options available:

All Students: Free choice Option 1	
Please rank order (1 to 3)	
Art	
Business and Enterprise (V)	
Children's Learning Development (V)	
Computer Science	
Performing Arts: Acting Pathway (V)	
Design and Technology—Engineering Design (V)	
Design and Technology—Graphic Communication	
Food Preparation and Nutrition	
Music	
Physical Education— Health & Fitness (V)	

(V) = Vocational Course

Additional Choices to be made at the end of Year 9:

Option 2 Humanities
to be chosen at the end of Year 9
History
Geography
<i>Everyone must choose ONE Humanities subject at the end of Year 9</i>

Option 3
Students selected for Core Pathway only — end of year 9
French
Art
Creative Media Production (V)
Performing Arts: Dance Pathway (V)
Business and Enterprise (V)
ASDAN (selected students only)

About Your Choices

The time has arrived to start making some decisions about your next three years at Park High School and the GCSE courses that you wish to study. You are required to take certain subjects but this is your opportunity to choose to study other subjects that interest you and will be useful in your future. The following information will give you the guidance to make an informed choice.

What is changing for you? New GCSEs will be examined in **Summer 2024 (when you are finishing Year 11)**. These exams now contain more content and will be **graded 1 to 9**, with Grade 9 being the highest grade, further information on the new grading system is given below.

New GCSE Grades

- Grade 4 will be similar to a Grade C
- Grade 7 will be similar to a Grade A
- The top 20 per cent of those who get Grade 7 or above will get a Grade 9 – the very highest performers

Based on current information, this Grade 5 will be the new benchmark for you to progress to further education and careers. Progression to post-16 Level 3 courses and apprenticeships are likely to be based on achieving 5 GCSE grades at Grade 5 and above. The grade thresholds have become more challenging.

Vocational Course Grading

Vocational courses are equivalent to GCSE courses both in level of challenge and points gained towards further education. However, they are graded differently and the table below shows the equivalence to GCSE grades:

Vocational Grade	Code	Equates to a GCSE grade
Level 2 Distinction *	D*2	8.5
Level 2 Distinction	D2, D	7
Level 2 Merit	M2, D	5.5
Level 2 Pass	P2, P	4
Level 1 Distinction	D1	3
Level 1 Merit	M1	2
Level 1 Pass	P1	1
Not Yet Passed	NYP	0

The following information in this booklet will allow you to make informed decisions. Remember to follow the instructions carefully and take your time over the decisions you make. Most importantly, ask questions and remember, this is your future you are deciding on.

The Core Curriculum

English

All pupils will study the English Language and English Literature course which leads to two GCSE's.

Mathematics

There are no pathways in Mathematics – all pupils study it all the way through until the end of Year 11. There are however different levels of entry - Foundation and Higher. The decision about pupils' entry level will be decided in Year 10.

Science

All students will start GCSE Science courses in Biology, Chemistry and Physics, leading to the award of two GCSE's or three GCSE's depending on progress.

Core Physical Education

In Key Stage 4 **all pupils** follow a Core Physical Education programme for one or two hours per week. The programme is designed to give pupils a wide variety of sports to participate in, as well as giving them the option to choose and select their own curriculum. The focus is to promote physical activity and life time sports as part of a healthy balanced lifestyle.

Personal Development

The two key themes in the Personal Development curriculum are firstly to educate pupils about the importance of developing healthy lifestyles and secondly to provide on-going advice on careers as they progress through their GCSE courses.

Curriculum Enrichment (year 9 only)

Students will continue to study Art, Music, Information Technology, Design Technology and Health and Fitness on a 6 week carousel. This is to ensure all students have access to a full, broad and balanced curriculum at Key Stage 3, no matter what option subject they choose.

Religious Studies (year 9 and 10)

Religious Studies will continue to be part of the core curriculum offer in years 9 and 10. All students will be entered for the Religious Studies GCSE at the end of year 10.

Geography and History

All students will continue to study both Geography and History until the end of year 9. At the end of year 9, they will be able to choose between Geography and History to study at GCSE level.

Key Questions

It is very important that your parents and your subject teachers feel comfortable with your choices too. This leads us to some very important questions we are sure you and your parents will want to ask.

What are important considerations in choosing your subjects?

Identify possible links between subjects of study and access to future careers or Sixth Form/Further Education. Remember, generally, you will do best at subjects which you enjoy and are good at.

Please understand the nature and suitability of the new subjects on offer.

Poor reasons for choices?

What your friends are doing.

A liking for a particular teacher's way of working with you - you may be taught by someone else next year!

Looking for an easy two years and choosing courses which seem to put fewer demands on you.

Choices based upon hearsay, out-of-date careers information.

Will I be offered all of the subjects I choose?

Not necessarily. We will do all that we can to make things happen but some groups may be overcrowded or under-subscribed. We will support you through the process if you need to rethink your options.

Will I be able to change my mind?

We will always try to be flexible. If a course is unsuitable, change may be possible if spaces exist in other groups. However, any changes in courses must be requested before October half-term in Year 9. Also, we would hope that the time we are spending advising you now, will mean that the need for change should not arise.

Speak to others for advice and listen carefully to what they have to say.

Who should I speak to?

- Form tutors
- Heads of House
- Subject teachers
- Parents/Guardians
- Pupils in Years 9, 10 and 11
- Older brothers and sisters

Further Education, Careers and Enrichment

Some of the option subjects are directly linked to certain career pathways, for example, Engineering or Computing, and these are a good way of trying something you think you are interested in as a possible career. Other subjects are more general and will give you a wide skill set suited to many different careers.

STEM subjects



STEM stands for Science, Technology, Engineering and Maths. There is a national drive to get more students into STEM related careers, due to the shortage of qualified people in those areas. If you study separate Sciences, Engineering or Computing you will have access to lots of enrichment opportunities. These include visits to Universities; work related learning such as visits to employers and presentations from outside speakers. You will find details of the enrichment opportunities in the subject information pages that follow.

Careers information

Every pupil has access to high quality information on careers as part of the Personal Development curriculum. This may take the form of visiting speakers, for example from Colleges; presentations about specific careers; mock interviews; visits to Universities. The underlying aim is to make pupils aware of the vast array of opportunities open to young people and how to access them.

Employability Award

The Employability Award is run in conjunction with all Pendle secondary schools and several leading employers. Pupils are given an award if they meet stringent standards in attendance, punctuality, attitude to learning, a careers interview and contribution in the community. This runs throughout Year 10 with Gold, Silver and Bronze awards available.



Core Subjects

ENGLISH LANGUAGE

Director of English: Mrs G Simcoe

WHAT is this subject about?

English Language is about opening new horizons and encouraging you to see more in the world around you than you first thought was there. Being skilled in the use of English Language will prepare you for further learning opportunities and help you to make rational and reasoned choices about your future. You will learn how to use language in order to effectively take on your role in the world around you.

WHY should I study this subject?

First things first, you don't get a choice. English in any form is the cornerstone to a well-formed mind and personality. By learning how to use English Language you will demonstrate the skills needed to be confident in the way you communicate with others, whether that is on the page or via speech. You will be encouraged to be creative and imaginative as well as develop your skills when looking critically at the work of others. Through the study of Language we will develop your skills as writers and enhance your understanding of the conventions and structures you can employ. We will develop your ability to listen to language and analyse how to adapt that language to suit whatever purpose you choose.

When and HOW am I assessed?

Component 1: 20th Century Literature Reading and Creative Prose Writing
Written examination: 1 hour 45 minutes
40% of qualification

Section A (20%) – Reading
Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions

Section B (20%) – Prose Writing
One creative writing task selected from a choice of four titles

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing
Written examination: 2 hours
60% of qualification

Section A (30%) – Reading
Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions

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

Component 3: Spoken Language
Non-exam assessment
Unweighted

One presentation/speech, including responses to questions and feedback

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

ENGLISH LANGUAGE continued...

Director of English: Mrs G Simcoe

WHICH subjects should I have an aptitude in?

The beauty of English is that you find it in everything, and I mean EVERYTHING! So, to be good at this, and to be good at everything else, studying English and applying yourself to the subject is the key to success. After all, you don't get a choice on this one!

ENGLISH LITERATURE

Director of English: Mrs G Simcoe

WHAT is this subject about?

English Literature is all about getting you enthusiastic about literature. I know what you're thinking; that means books. Well, there is so much more to it than that – it also means plays and poems, as well as novels and short stories. Literature is a rich and influential well of knowledge and if you drink from that well you are tapping a reservoir of experience that will change you forever.

WHY should I study this subject?

Once again, you don't get a choice. Through the study of Literature the English Faculty will develop your appreciation of the impact that literary heritage work has had on the writers of today. We will explore the way that texts from other cultures reflect the values and identity of their writers. You will learn how to draw themes and ideas from a range of texts and become critical readers of all genres and traditions of writing. Most of all, we will open your eyes to different times, cultures, viewpoints and situations that are found hidden within the pages of the Literature of the world.

Component 1: Shakespeare and Poetry
Written examination: 2 hours
40% of qualification

Section A (20%) Shakespeare

Romeo and Juliet; *OR Macbeth*; *OR Othello*; *OR Much Ado About Nothing*; *OR Henry V*; *OR The Merchant of Venice*

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

Learners are not permitted to take copies of the set texts into the examination.

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

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

Learners are not permitted to take a copy of the anthology into the examination.

Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry
Written examination: 2 hours and 30 minutes
60% of qualification

Section A (20%) Post-1914 Prose/Drama

Lord of the Flies (Golding); *OR Anita and Me* (Syal); *OR Never Let Me Go* (Ishiguro); *OR The Woman in Black* (Hill); *OR Oranges are not the Only Fruit* (Winterson); *OR The Curious Incident of the Dog in the Night Time* (play script) (Stephens); *OR A Taste of Honey* (Delaney); *OR An Inspector Calls* (Priestley); *OR The History Boys* (Bennett); *OR Blood Brothers* (Russell)

One source-based question on a post 1914 prose/drama text from the above prescribed list.

Learners are not permitted to take copies of the set texts into the examination.

Section B (20%) 19th Century Prose

A Christmas Carol (Dickens); *OR Silas Marner* (Eliot); *OR Pride and Prejudice* (Austen); *OR War of the Worlds* (Wells); *OR Jane Eyre* (Brontë); *OR The Strange Case of Dr Jekyll and Mr Hyde* (Stevenson)

One source-based question on a 19th century prose text from the above prescribed list.

Learners are not permitted to take copies of the set texts into the examination.

Section C (20%) Unseen Poetry from the 20th/21st Century

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

ENGLISH LITERATURE continued...

Director of English: Mrs G Simcoe

WHICH subjects should I have an aptitude in?

The experiences that can be drawn from good literature reflect in all other subject areas, depending on what you are reading. By opening yourself to the world of words that Literature is, you will become skilled at understanding the written form. If you are good at this, you will find the vast depths of knowledge that can support you in ANY endeavour.

MATHEMATICS

Director of Mathematics

Mrs K Whitaker

WHAT is this subject about?

In Mathematics at GCSE level you will learn the content of a broad and balanced Mathematical curriculum as set out by OfQual that covers topics over the following areas of Maths: **Number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.**

OfQual have set out reforms to GCSE's, and recent changes reflect the way that questions are posed in examinations and include applications to normal everyday problems where thinking skills are required, so it's not just a simple regurgitation of the materials traditionally covered, it's about how they are ***applied*** to solve problems in a wider variety of mathematical contexts.

A developing area in Maths education is the increasing ability to create a logical argument, and then to communicate it effectively. So, in some ways Mathematics is becoming increasingly linked with English as how you reason needs to be understood in a way which can be 'read' by anyone.

WHY should I study this subject?

As Mathematics is the universal language of numbers, it is recognised the world over, and you simply cannot survive in everyday normal life without the basic understanding of what numbers mean and how they're applied in everyday contexts. You'll meet lots of examples where you have to 'apply' your mathematical skills to a variety of situations (i.e. in context) and analyse what the results (numbers) really mean in reality.

MATHEMATICS continued...

Director of Mathematics,

Mrs K Whitaker

Mathematics has many links across school and the workplace. Your ability to solve equations in Science, or plot and interpret results of experiments in understandable graphs, is an essential skill to achieve a good grade. Other STEM subjects also rely heavily on mathematical skills. If you're lucky enough to have an idea of what career you want to pursue, you may not realise what 'bits' of mathematics you may need to do your job – but they will definitely be there!

WHEN and HOW am I assessed?

GCSE examinations in Mathematics may only be sat at the end of the course (this is called a 'linear' process) – and is 100% assessed by examination at the end of Year 11 in three separate equally weighted examinations, two with a calculator and one without.

SCIENCE PATHWAYS

Curriculum Leader: Mr J Fowler

AQA GCSE Science

WHAT is this subject about?

Students will follow one of two pathways depending on their progress throughout the course. The most able students will gain three GCSE's in Biology, Chemistry and Physics. The rest of the year group will study the Combined Science: Trilogy GCSE course. This has slightly less subject content in all three subjects and leads to the award of two GCSE's.

- ◇ **Biology:** keeping healthy, the immune system, nerves and hormones, adaptation, energy in food chains, genetic variation, reproduction and evolution, the heart and circulation, homeostasis including diabetes, human impact on the environment, exchange of materials including osmosis in plants and respiration in animals.
- ◇ **Chemistry:** atoms, the periodic table, chemical calculations, chemical reactions, extracting metals, electrolysis, energy changes in reactions, rates of reactions, organic chemistry, chemical analysis, the Earth's atmosphere and the Earth's resources and their use.
- ◇ **Physics:** energy transfer, generating and uses of electricity, properties of waves and their uses, reflection, sound and red-shift, medical applications of physics, moments, circular motion and using electromagnets.

SCIENCE PATHWAYS continued...

Curriculum Leader: Mr J Fowler

WHY should I study this subject?

Science is compulsory for all students and does not need to be chosen as an option. Science is a set of ideas about the material world. The course offered includes all the parts of what good science is about; whether it be investigating, observing, experimenting or testing out ideas and thinking about them. You will be able to consider the ethics behind scientific research and consider the impact on society. Science also develops many transferable skills including literacy, numeracy and ICT. GCSE's in Science demonstrate a wide range of skills to employers/colleges.

WHEN and HOW am I assessed?

The course is assessed terminally, with six exams at the end of Year 11. There will be two exams for each subject area; Biology, Chemistry and Physics. There is no coursework for Science anymore. Pupils on the two GCSE Trilogy complete final examinations on a slightly less extensive curriculum.

PERSONAL DEVELOPMENT

Curriculum Leader: Miss F Ratcliffe

WHAT is this subject about?

Personal Development lessons are a continuation of the work completed in Years 7 & 8 and cover the compulsory curriculum subjects of PSHEE and Careers.

PD is a wide-ranging and diverse course. The content of these lessons includes drug and alcohol awareness, debating, RSE, financial and economic education and enterprise.

PD is designed to prepare you for the world in which you live and work. It will encourage you to become an active citizen of our democracy and help promote your personal and social development. Its overall aim is to make you more self-confident and responsible in and outside of the classroom.

WHY should I study this subject?

It will help you think about problems you may face in your life and help you work out how to deal with them. We are confident your PD lessons will help to prepare you for the opportunities, responsibilities and experiences of life. We want you to be able to discuss public issues and have an increased awareness of political institutions and voluntary groups. It is important that you understand your rights and responsibilities both within school and the wider community. It is a chance for you to develop your own beliefs, values and attitudes. The skills you develop within this subject will support you in further studies or employment, as it prepares you to be a good citizen and to work and deal with people of different cultures and beliefs. This is essential for careers in the police, education, caring professions and the Armed Forces.

RELIGIOUS STUDIES

Curriculum Leader: Mr S J Thompson

Subject Leader: Mrs R Woollacott

HOW will I be assessed?

This GCSE course is compulsory for all students to take from Year 9 and involves two exams at the end of Year 10. There is no coursework component.

WHAT is this subject about?

AQA specification A is followed and involves two components:

Component 1: The study of religions: Beliefs, teachings and practices in Christianity and Islam.

Component 2: Thematic studies: This involves evaluating the following ethical issues; Relationships and families, Religion and life, Crime and Punishment and Human Rights.

WHY should I study this subject?

Religious Studies is an exciting and demanding course, where you will be challenged with questions about belief, values, meaning, purpose, and truth, so that you can develop your own attitudes towards religious issues.

You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. Evaluation and critical thinking skills are developed, along with the ability to work with abstract ideas and develop research skills. All these skills will help prepare you for further study in a variety of A level subjects.

A qualification in RS is useful in many careers, especially in working with people. A knowledge and understanding of religious beliefs and culture is especially useful in many professions, including Law, Medicine, Journalism, Teaching, Nursing, Social Work, the Police and Probation Service.

RELIGIOUS STUDIES continued...

Curriculum Leader: Mr S J Thompson

Subject Leader: Mrs R Woollacott

What the pupils say about GCSE RS

“RS GCSE Option is brilliant; it has definitely widened my knowledge. I find it to be the most challenging subject and the most interesting.”

“I’m not religious but I really enjoy RS. It’s really interesting to learn about different religions’ attitudes to the modern-day issues we study.”

“In RS you need to be willing to express your opinions. You also need to be respectful towards others and listen to what they have to say.”



A person without the knowledge of their past history, origin and culture is like a tree without roots.

Marcus Garvey

Faith is a knowledge within the heart, beyond the reach of proof.

Khalil Gibran





Option
Choice
Subjects

ART

Curriculum Leader: Mrs S Newall

WHAT is this subject about?

If you enjoy drawing, painting and working creatively with a variety of two and three dimensional materials then we are certain you will enjoy the Art course. Art enables you to be creative and inventive. It allows you to use your imagination and to explore the style of a variety of Artists, Craftspeople and Designers. During the course you will choose to study an extended project which is based on 'a view from above and nature'. The taught project in Year 9 is based on an 'animals' project. During the animals project, we produce work on the children's illustrator and author, Beatrix Potter and the printmaker, Adrienne Craddock. We also explore the fantasy artist, Ian Miller and Caitlin Hackett. Practical work is based on observational drawings and paintings of real birds and animals which we hire from Lancashire museum centre or from pupils' own choice based on their family pets. We develop the project by finally producing sculptures in a variety of materials. The extended project is largely completed in Years 10 and 11 with pupils being inspired by artists such as Andy Goldsworthy, Alicia Merrett and the Boyle family. The projects have been enjoyed by past pupils and are very interesting.



ART continued ...

Curriculum Leader: Mrs S Newall

WHY should I choose this subject?

You should choose Art if you have an interest or talent in the subject. You should consider post-16 courses and decide if you require Art as a subject which is necessary for you to progress with your career path. If you are interested in design, architecture, textiles, museum work, graphics, teaching etc.... then Art is a subject which is an essential option choice. There are many career paths which need to have a qualification in Art including: interior design, fashion, graphic design, architecture, textiles and teaching, to name but a few. Other opportunities arising from the study of Art might lead to a job in a museum or gallery as a curator or involve you leading guided tours to places to view both current and past works of Art. The scope is very broad. Quite often, if you are interested in beauty or hairdressing then having Art as a GCSE highlights your creativity to a prospective employer.

WHEN and how am I assessed?

60% coursework (An extended project with other art works)

40% Exam - 10 hours in total plus preparatory time beginning in January.

QWC— the quality of written work is assessed as part of AO3.



COMPUTER SCIENCE

Subject Leader: Mr A Curran

WHAT is this subject about?

A computational system is made up of two areas, the physical parts - hardware, and software, also referred to as programs. The area of software will be the main focus throughout the course. You will learn the fundamentals of programming and how to develop programs, using algorithms and Python high-level language. This will teach you a new way of processing thoughts, called computational thinking and is crucial to the success of a computer scientist. Other topics covered throughout the course will be: fundamentals of data representation, computer systems, fundamentals of computer networks, fundamentals of cyber security, and the ethical, legal and environmental impacts of digital technology on wider society.

WHY should I choose this subject?

The UK is facing a skills crisis. There is a lack of young people with sufficient work-ready digital and computing skills. The GCSE in Computer Science will ensure you are both capable and confident when entering into a digital world.

You will gain the important skill of computational thinking which will provide strong problem-solving skills and help you to make informed choices in a digital world.

WHEN and HOW am I assessed?

You will be assessed at the end of the course. The assessments will consist of two written papers both contributing to 100% of the overall marks as follows:

COMPUTER SCIENCE continued...

Subject Leader: Mr A Curran

Paper 1:

Computational thinking and problem solving

80 marks

50% of GCSE

Paper 2:

Theoretical knowledge of content

80 marks

50% of GCSE

WHICH subjects should I have an aptitude in?

An aptitude for Computing in general, is important. You will also need to have an aptitude for Mathematics, a target grade of 6 in Mathematics is desirable. Programming uses mathematical equations in order to solve problems. As an example, you might want to find all the even numbers from a list of random numbers. An equation would have to be written in a programming language in order to solve this. But don't worry about the programming side for now, this will be taught during the course!

Design and Technology

GCSE Graphic Communication

Curriculum leader: Miss Lister

What is this subject about?

Vibrant and dynamic, this subject will give you the freedom to learn in ways that inspire and bring out the best in all you do. The qualification provides scope for innovation and offers you opportunities to individually tailor your study. With two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', the specification provides a range of creative, exciting and stimulating opportunities to develop and explore personal interests in Graphic Design. It allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.

Why should I choose this subject?

If you do well in this course you will be in a good position to progress to further study of Graphic Design and Art and Design at AS or A level. The content of the qualification is ideal grounding for anybody looking for a future in Graphic design, User experience (UX) designer. ..., Photographer. ..., Interior designer. ..., Multi-media artist & animator. ..., Art director. ..., Advertising & promotions manager. ...

Component 1: Portfolio
What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.
How it's assessed <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE
Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Graphic Communication continued...

Curriculum leader: Miss Lister

Component 2: Externally set assignment
What's assessed Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
How it's assessed <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE
Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Which subjects should I have an aptitude in?

The subject will draw upon, Art, Design, Maths and English. A keen interest in the world around you, viewing things from different angles and thinking outside of the box are a definite characteristic for success. You do not have to be able to draw to be creative and therefore to be able to articulate your ideas in a variety of ways is essential. This subject will develop your practical skills, and encourage you to experiment, think for yourself and try to answer 'what if'. Therefore you need to enjoy working with your hands and be competent using computer software .

Enrichment opportunities.

The department has many links with local companies in Manufacturing, Engineering and the creative sector. Where possible, the department will make the link between school and industry through employers visiting the school, visits to their place of work and work experience in Year 10.

FOOD Preparation and Nutrition

Curriculum Leader: Miss D Lister

WHAT is this subject about?

Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply principles of food science, nutrition and healthy eating. It encourages learners to cook and make informed decisions about food and nutrition. Areas of content include: Food commodities, principles of nutrition, diet and good health, food science, where food comes from and cooking and food preparation .

WHY should I choose this subject?

Food Preparation and Nutrition can open opportunities into the food industry as well as food science, the NHS and opportunities within the nutritional aspect of sports.

When and how am I assessed?

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment;
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks;
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices;
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health;

FOOD Preparation and Nutrition

continued...

Curriculum Leader: Miss D Lister

- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food; and
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

WHEN and HOW am I assessed?

The NEA coursework element is worth 50% of the final mark and is broken down into two separate assignments starting at the beginning of Year 11 in September and mid-November.

NEA1 is a Science Investigation where pupils will investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and is worth 15% of the final grade.

NEA 2 is the Food Preparation Assessment and is worth 35% of the final grade. Pupils will need to research the brief, trial dishes then prepare, cook and present a menu of three dishes within a three-hour timescale.

The final written examination is worth 50% of the GCSE grade and is the conclusion to the course in Year 11.

WHICH subjects should I have an aptitude in?

Science, Maths and English are essential for those wanting to study Nutrition or Food Science, or a career as a Food or PE Teacher.

FRENCH

Curriculum Leader: Mrs E Mitchell

What is this subject about?

Well, speaking French of course!! This subject is of course predominately about developing your language and communication skills in a foreign language and cultural awareness. But there are other advantages too. In a globalised world characterised by international links and intercultural connections, linguistic skills and international experience are crucial for employment and career. International skills and communication skills plays a major part in every young person's school curriculum. We live in a multicultural and multilingual world. There are differences in the way we look at things whether we live in a small village, a large town or a big city. Understanding these differences will help us to become better citizens. One way of doing this is through language learning.

Why should I choose this subject?

You should choose this subject because learning a language...

- * Is fun!
- * Provides challenge (sense of pride and achievement)
- * Creates job opportunities
- * Improves cognitive function (memory skills, concentration)
- * Improves performance in other subject areas
- * Boosts awareness of other community languages
- * Sets a foundation for future language learning
- * Creates cultural awareness
- * Promotes a desire to travel
- * Increases overall well being
- * Staves off dementia in later life
- * Helps you compete in a global market
- * Broadens your horizons
- * Park have an amazing team of dedicated and skilled language teachers that will ensure you get the best grade possible!

FRENCH continued...

Curriculum Leader: Mrs E Mitchell

What will I be studying?

The five themes you will study are:

- **Identity and culture** (family & friends / customs and everyday life / celebrations and festivals)
- **Local area, holiday and travel** (holidays destinations / booking accommodation / town / region)
- **School** (subjects / opinions / comparisons between French and English schools)
- **Future aspirations, study and work** (travel / employment / volunteering / training / using languages)
- **International and global dimension** (sports and music events / campaigns / good causes / environment)

All themes and topics are studied in the context of both the students' home country and that of countries and communities where French is spoken.

The skill areas you will develop are:

Listening & Reading – the ability to understand native speakers speaking clearly at near normal speed, respond to a rich range of authentic material – including literary texts

Speaking & Writing – express and develop thoughts and ideas with increasing confidence and good pronunciation, convey with accuracy what they want to say / improve range of vocabulary

Translation – French to English and English to French

FRENCH continued...

Curriculum Leader: Mrs E Mitchell

Why would languages appeal to me?

If you are looking for a future using communication skills, interpersonal skills, problem solving, team working, organizational skills and independence as well as excellent job prospects, then a modern language is for you. Languages are a personal skill and as such are an enriching experience with plenty of added value.

When and how will I be assessed?

There are four assessed skills: Listening, reading, writing and speaking. Each skill contributes towards 25% of the overall GCSE grade.

All skills will be assessed at the end of Year 11 in exam conditions.

Post-16 study and career opportunities:

'A' levels in French and other complementary subjects.

Confidence to study other languages in the future.

Career options in teaching, translating, journalism, travel, local businesses, interpreting.

Potential to work with international firms or for the European Union or projects funded by the European Union.

Pupils choosing their options should bear in mind that the more prestigious universities expect candidates to have a GCSE in a foreign language.

GEOGRAPHY

Curriculum Leader: Mr S J Thompson

Subject Leader: Miss G King

WHAT is the subject about?

Geography will appeal to you if you are keen to learn more about the world in which you live. It provides the opportunity to learn more about why the world looks the way it does and how people interact with the natural world. The course provides opportunities for stimulating debates and decision-making exercises about real world issues and places. This course includes physical and human geography; allowing you to investigate the link between these two themes. Topic areas are varied and include the study of natural and man-made hazards, different environments like polar, tundra and tropical rainforests, the creation of natural landforms, changing city and economic landscapes, and how well we use the world's resources. We use a varied range of teaching techniques including independent research, photo and map analysis, group work, newspaper articles, textbooks and videos. If you are keen to learn more about global and national issues then this course is for you.

WHY should I choose the subject?

You should choose Geography if you have an interest in the world around you. You should consider post 16 courses and decide if you require Geography as a subject which is necessary for you to progress with your career path. Geographers are highly sought after in the workplace as they have well developed communication, literacy and numeracy skills as well as problem solving and good interpersonal abilities. They also have good technological skills including the use of Geographical Information Systems. At A-Level or degree level, a Geography qualification will allow you to work in a huge variety of fields including the Armed forces and public sector, banking, accountancy, engineering, logistics, global analytics, education, environmental management, tourism and research.

GEOGRAPHY continued...

Curriculum Leader: Mr S J Thompson

Subject Leader: Miss G King

WHEN and HOW am I assessed?

Unit 1: Physical Environment (Exam Paper 1 hour 30 minutes worth **35%** of the overall grade)

Topics: Natural, Tectonic and Weather Hazards, Living World Ecosystems including Tropical Rainforests and Cold Environments, Physical Landscapes: Coasts and Rivers

Unit 2: Human Environment (Exam Paper 1 hour 30 minutes worth **35%** of the overall grade)

Topics: Urban Issues and Challenges, Changing Economic World, Challenge of Resource Management

Unit 3: Geographical Applications (Exam Paper 1 hour 15 minutes worth **30%** of the overall grade)

Topics: Issue Evaluation - materials published 12 weeks before the exam for you to analyse and interpret before answering questions in the exam.

Fieldwork - Undertake a piece of physical and human fieldwork so you can discuss the methods you used and data you gained in the exam.

HISTORY

Curriculum and Subject Leader: Mr S J Thompson

WHAT is this subject about?

Dates...dates...dates! **ABSOLUTELY NOT!** History is much more about investigation, points of view, attitudes and decision-making than whether or not you can remember a long list of dates. It's full of fascinating facts, interesting stories and details about famous and infamous people and events.

There are four areas of study at GCSE, covering developments in medicine from 1250 to the present day, the development of life in the American West, the reign of Queen Elizabeth I and the growth and impact of Hitler and the Nazi regime. Each topic covers factual details but, more importantly, they develop your understanding of the impacts of discovery, tyranny, development and warfare, as well as how people and events in the past have shaped our world today. The study of history is a window into the past that provides understanding of the present day, and how individuals, nations, and the global community might develop in the future.

WHY should I choose this subject?

Through the study of these topics, you will gain vital key skills such as problem solving, analysis, empathy and teamwork. History teaches you to ask questions, draw your own conclusions and make clear judgements using evidence. These skills are essential, not only for history and other subjects in school, but also for any career you may wish to pursue in the future.

Choosing History at GCSE will provide you with an array of opportunities, and is highly respected by colleges and universities thanks to its academic rigour. Many professions, such as Medicine and Law, believe that History opens the minds of students and makes them think critically. Therefore, History can provide access to a wide range of careers, including business, television, journalism, law, teaching, social work and the civil service.

History may be a thing of the past, but it could be the route to your future!

HISTORY continued...

Curriculum and Subject Leader: Mr S J Thompson

WHEN and HOW am I assessed?

Paper 1: Thematic study and historic environment

Thematic study: Medicine in Britain, 1250-present

Historic environment: The British sector of the Western Front, 1914-18: injuries, treatment and the trenches

This unit is worth 30% of the qualification and is assessed by a one hour and fifteen minute examination.

Paper 2: Period study and British depth study

Period Study: The American West, 1835-1895

British depth study: Early Elizabethan England, 1558-88

This unit is worth 40% of the qualification and is assessed by a one hour and forty five minute examination.

Paper 3: Modern depth study

Weimar and Nazi Germany, 1918-39

This unit is worth 30% of the qualification and is assessed by a one hour and twenty minute examination.

WHICH subjects should I have an aptitude in?

Being interested in History is the most important thing to consider before choosing this course. Much of the work that we do is written, so an ability to express yourself well is useful. It is also important to think independently and approach topics with an open, yet critical and analytical mind. These are central features of this course. A genuine interest in solving questions from the past and debating controversial issues is desirable. The course does require a disciplined approach as independent study is essential, and you need to be determined to persevere even if things get tough!

MUSIC

Curriculum Leader: Mrs S Newall

Assistant Curriculum Leader: Mrs F Lowden

WHAT is this subject about?

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. AQA GCSE Music brings theory, listening and composition to life in new and engaging ways, and links to the world around us. You will study a wide range of musical styles including Classical Music, World Music and Pop Music. You will also spend a lot of time developing your own performing skills to become a good musician. This course involves performing and composing individual pieces, so independent musical skills are crucial. Every student has different learning styles and musical tastes, which is why GCSE Music values all music styles, skills and instruments and aims to broaden your mind and foster a love of all music with a qualification that pupils of all abilities and backgrounds will enjoy.

WHY should I choose this subject?

The UK Music Industry contributed 5.2 billion pounds to the economy in 2018. There are many careers in the Music industry including: performing, producing, song writing, retail, commerce and journalism.

GCSE Music is not just a qualification useful to anyone wanting to work in the Music industry. Employers understand all the other skills you must have to be a performer; communication skills, able to work in a team, able to problem solve and make decisions, able to think creatively and finally

MUSIC continued...

Curriculum Leader: Mrs S Newall

Assistant Curriculum Leader for Music: Mrs F Lowden

WHEN and HOW will I be assessed?

Component 1 Understanding Music - Examination - 40% of the course – 1 hour 30 minute exam answering questions about many styles of Music composed between 1650 and the present day.

Component 2 Performing Music – 30% of the course – perform a solo piece and a group piece. You will also study Mozart in detail.

Component 3 Composing Music – 30% of the course –compose two pieces of music, one of which is a free choice and the second piece to a brief set by AQA. Pieces are usually composed using Garageband on the iPad.

Component 1 is marked by the examinations board.

Components 2 and 3 are assessed by your teacher in school and then moderated externally.

WHICH subjects should I have an aptitude in?

You will need to be a proficient musician or singer by the end of the course (Grade 4) in order to achieve the higher GCSE grades. You will also need to enjoy composing your own music. Being able to read and understand music by the end of the course is a great advantage. You should also enjoy listening to music critically and also be willing to learn theory and vocabulary skills which will enable you to do this well.

Vocational Subjects



PERFORMING ARTS :

ACTING PATHWAY



Curriculum Leader: Mrs S Newall

Subject Teacher: Miss A Wild

WHAT is this subject about?

If you enjoy exploring professional work, developing your own ideas and performing in a practical way then we are certain you will enjoy the Acting pathway. With the new BTEC Tech Award in Performing Arts, you not only get the chance to perform, but also develop valuable skills and techniques in different acting styles. You will explore professional practitioners' work through learning set script, devise your own project through responding to a brief and have the opportunity to discover potential careers in the industry.

WHY should I choose this subject?

You should choose Acting pathway if you have an interest or talent in the subject. You should consider post-16 courses and decide if you require Performing Arts as a subject which is necessary for you to progress with your career path. If you are interested in performing, theatre design, playwright, directing, broadcast presenting, or teaching, then Acting is a subject which is an essential option choice. There are many career paths which need to have a qualification in Acting including: Actor, production design, arts administrator, community arts worker and teaching.



PERFORMING ARTS :

ACTING PATHWAY

continued...



Curriculum Leader: Mrs S Newall

Subject Teacher: Miss A Wild

WHEN and how am I assessed?

The course has two internally assessed components and one that's externally assessed. These components build on each other to motivate you by helping you to put what you have learnt into practice and grow in confidence.

Component	Title	Assessment Method	Weighting
1	Exploring the Performing Arts	Internal	30%
2	Developing Skills and Techniques	Internal	30%
3	Performing to a Brief	External	40%



PERFORMING ARTS :

DANCE PATHWAY



Curriculum Leader: Mrs S Newall

Subject Teacher: Miss A Wild

WHAT is this subject about?

If you enjoy exploring professional work, developing your own ideas, performing in a practical way and have prior experience within dance then we are certain you will enjoy the Dance pathway. With the new BTEC Tech Award in Performing Arts, you not only get the chance to perform, but also develop valuable skills and techniques in different dance styles. You will explore professional dance companies' work by learning set repertoire, devise your own choreography through responding to a brief and have the opportunity to discover potential careers in the industry.

WHY should I choose this subject?

You should choose the Dance pathway if you have an interest or talent in the subject. You should consider post-16 courses and decide if you require Performing Arts as a subject which is necessary for you to progress with your career path. If you are interested in performing, choreographing, production, fitness, design or teaching, then Dance is a subject which is an essential option choice. There are many career paths which need to have a qualification in Dance including: dancer, choreographer/director, physical therapist, personal trainer, arts administrator, community arts worker, and teaching.

ASPIRE. PERFORM. ACHIEVE.



PERFORMING ARTS : DANCE PATHWAY



continued...

Curriculum Leader: Mrs S Newall

Subject Teacher: Miss A Wild

WHEN and how am I assessed?

The course has two internally assessed components and one that's externally assessed. These components build on each other to motivate you by helping you to put what you have learnt into practice and grow in confidence.

Component	Title	Assessment Method	Weighting
1	Exploring the Performing Arts	Internal	30%
2	Developing Skills and Techniques	Internal	30%
3	Performing to a Brief	External	40%

BUSINESS AND ENTERPRISE

Subject Teacher : Mrs C Lunney

What is the subject about?

Business Studies gives you the opportunity to study key areas of business and enterprise. Introduction to Business and Enterprise, Marketing within a Business, Resource Planning and growth for business, enterprise funding and business finance.

The course will allow you to add breadth to your knowledge and understanding of the sector as part of your career progression and development plans, it will also allow progression to a level 3 qualification or apprenticeship within the business environment.

The course will strengthen team working and communication skills, help improve on presentation skills and allow you to use your own initiative in given situations, you will also be expected to work independently on project tasks.

Why should I choose this subject?

This qualification is designed for those students who want an introduction to business and enterprise that includes a vocational and hands-on element. It will allow you to enthuse and be inspired to develop a career in business and enterprise. If you would really like to set up your own business in the future, this course is a good starting point to either set up your own business, move into employment or progress on to further study.

BUSINESS AND ENTERPRISE

continued...

Subject Teacher : Mrs C Lunney

The qualification will develop skills and knowledge:

- ♦ In adapting your own ideas and responding to feedback
- ♦ In evaluating your own work
- ♦ Analysing data and making decisions that are essential for the business and enterprise sector such as evaluation skills, responding to data, independent working, working to deadlines, efficient use of resources.

The knowledge and skills gained will provide a secure foundation for careers in the business and enterprise sector.

How will I be assessed?

Internal assessment – portfolio of evidence

External assessment—exam

CREATIVE MEDIA PRODUCTION

Subject Leader: Mr A Curran

WHAT is this subject about?

As the BTEC Tech Award in Creative Media Production is a practical introduction to life and work in the industry, students will explore the sector while:

Component 1

Exploring Media Products (*Weighting: 30%*)

Aim: learn about the sector and investigate media products across the following sub-sectors:

- audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts)
- publishing (newspapers, magazines, books, e-magazines, comics)
- interactive (websites, mobile applications, mobile games, video games, online games).

Assessment: internally assessed assignments.

Component 2

Developing Digital Media Production Skills (*Weighting: 30%*)

Aim: develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive media.

Assessment: internally assessed assignments.

Component 3

Create a Media Product in Response to a Brief (*Weighting: 40%*)

Aim: apply digital skills and techniques by responding to a digital media brief.

Assessment: externally assessed task where students respond to a brief to create a media product.

CREATIVE MEDIA PRODUCTION continued...

Subject Leader: Mr A Curran

WHY should I choose this subject?

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. The UK's creative industries as a whole are now worth over £84 billion per year to the UK economy. Working in the creative media industry involves a wide range of practical processes, skills and techniques – from broadcast media to increasingly interactive products and platforms. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what has not changed is that media products still have the power to enthrall, intrigue and affect audiences.

WHEN and HOW am I assessed?

Component 1 Exploring Media Products

Internally Assessed (*Weighting: 30%*)

Component 2 Developing Digital Media Production Skills

Internally Assessed (*Weighting: 30%*)

Component 3 Create a Media Product in Response to a Brief

Internally Assessed (*Weighting: 40%*)

WHICH subjects should I have an aptitude in?

A moderate IT background would be an advantage. Also, Art, due to the creative elements of the course.

Design and Technology

Engineering Design

Curriculum Leader: Miss D Lister

What is this subject about?

Engineering design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems. This qualification is aimed at learners who wish to study the processes involved in designing new engineered products and the requirements of a design specification. Through research and practical activities, learners will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas.

Why should I choose this subject?

If you do well in this course you will be in a good position to progress to further study of Design Technology at AS or A level. The content of the qualification is ideal grounding for anyone wishing to apply for an apprenticeship in Engineering, Manufacturing or any of the design related industries such as Architecture, Product Design or Industrial Design

WHEN and HOW am I assessed?

The qualification consists of four compulsory components, consisting of 25% external exam: R105 Design briefs, design specifications and user requirements. 50% non-examined assessment: R106 Product analysis and research. R107 Developing and presenting engineering designs and finally 25% non-examined assessment R108 3D design realisation.

The external exam is taken in January of Year 11 and can be retaken in June if necessary.

The NEA are submitted for final moderation by May of Year 11.

of a product. The non-examined assessment will be completed between

Design and Technology

Engineering Design continued...

Curriculum Leader: Miss D Lister

Which subjects should I have an aptitude in?

The subject will draw upon Science, Art, ICT and Maths. An interest in all of the subjects mentioned would be beneficial. Engineering Design requires you to respond logically and creatively to a given brief, therefore a willingness to communicate through analytical writing, research and in drawn form through sketches and formal drawings is essential. The subject will also develop your practical skills, therefore you need to enjoy working with your hands and be competent using machinery to manipulate materials and manufacture products in the workshop.

Enrichment opportunities

The department has many links with local companies in Manufacturing, Engineering and the creative sector. Where possible, the department will make the link between school and industry through employers visiting the school, visits to their places of work and work experience in Year 10.

Health and Fitness

Curriculum Leader: Mr R Orme

Health and Fitness

This is a new, vocational style course that combines coursework and a 90 minute written examination to determine the final mark.

WHAT is this subject about?

The NCFE Level 1/2 Technical Award in Health and Fitness is designed to provide pupils with the skills, knowledge and understanding of the applied study of good health and fitness practices and an understanding of working in the sector.

You will gain a broad understanding of Health and Fitness including the following:

- ⇒ the principles of training and FITT
- ⇒ how physical activities affect the body in the short and long term
- ⇒ how relevant fitness test can be used for specific health and skill components of fitness
- ⇒ different lifestyle analysis tools and how to apply them creating a health and fitness programme
- ⇒ The body systems and energy systems

WHY should I choose this subject?

Choose this qualification if you have a genuine interest in your performance and the theory behind Health and Fitness and most importantly, how to improve. Possible career paths include A-level PE, sports coaching, physiotherapy and personal training, among others.

Health and Fitness

continued...

Curriculum Leader: Mr R Orme

WHEN and HOW am I assessed?

Unit 01

Introduction to body systems and principles of training in health and fitness

40% Weighting - Externally Assessed: Written Examination. Pupils have 2 attempts at the examination, one in Summer of Year 10 and another in November of Year 11. Pupils must pass the examination in order to achieve a pass on the course.

Unit 02

Preparing and planning for health and fitness

60% Weighting - Internally Assessed: 21 hour Synoptic Project to be completed in Year 11 under controlled conditions.

CHILDREN'S LEARNING & DEVELOPMENT

Curriculum Leader: Mr R Orme

Assistant Curriculum Leader: Mrs N Ireland

CHILD DEVELOPMENT (OCR)

What will the student study as part of this qualification?

All students will study three mandatory topics as follows:

- Health and well-being for child development
- Understand the equipment and nutritional needs of children from birth to five years
- Understand the development norms of a child from birth to five years.

Overview of the qualification

R018: Health and well-being for child development

Written paper - 1 hour and 15 minutes – 80 marks

R019: Understand the equipment and nutritional needs of children from birth to five years

Centre assessed tasks OCR moderated – 60 marks

R020: Understand the development of a child from birth to five years. Centre assessed tasks OCR moderated – 60 marks

CHILDREN'S LEARNING & DEVELOPMENT

continued...

Curriculum Leader: Mr R Orme

Assistant Curriculum Leader: Mrs N Ireland

Why should I choose this course?

This course is vocationally based and is aimed at developing a number of skills that can prepare the pupils for further study and employment within the childcare sector. This course also provides pupils with the background knowledge in Children's Learning and Development and will provide the opportunity to study children aged 0 – 5 years. It is mainly practical in nature. This involves frequent visits to nurseries to independently interact with the babies and children and also deliver and lead an activity for a child to improve an area of development.

Independent learning is essential to fulfill the internally assessed assignments in which it is necessary to present work to the rest of the class.

If you feel that you may struggle with any of the above areas or you do not have an interest in young children then this course is not for you.