

BYRCHALL
HIGH SCHOOL



CURRICULUM CHOICES

2022-2024



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Introduction

The aim of the curriculum is to fulfil the school's mission statement:

Live to Learn (Enjoy and Achieve)
Learn to Live (Now and in the Future)

It helps to prepare students to be knowledgeable, successful and fulfilled global 21st century citizens. The curriculum covers the entirety of provision in taught time and extra-curricular. It provides opportunities for students to become knowledgeable, successful and develop into fulfilled global 21st century citizens.

High standards of achievement are available to all students through an appropriate and relevant curriculum, that is flexible to meet the needs and aspirations of all learners. The curriculum aims to provide an ambitious, broad and balanced experience; it is a high quality education to enable all students to have a deeper understanding of a range of subject areas, be successful and develop as individuals.

In addition, it provides opportunities to develop and apply a broad range of generic skills in literacy, numeracy, thinking, independent learning, employability and understanding examination techniques; it helps to prepare students to take responsibility for their own learning, now and in the future.

The school sets ambitious targets for all pupils, and maximising the achievement of the students at Byrchall High School is the responsibility of all staff. The full curriculum is available and accessible for all students, including those with SEND. The school provides support for individuals to overcome any barriers.

We offer a broad and balanced curriculum which allows students to enjoy their studies and follow their interests and talents, while also providing rigorous academic study. We challenge students to be the best that they can be, both academically and in their personal development. The challenges will be hard work, but the rewards will be worth the effort.



Curriculum

The school has carefully considered the curriculum plan, to ensure that its students are successful in their academic studies, and it prepares them for the next stage of their education and eventually into the world of work.

Subject areas have detailed 5-year overview plans, showing the progression across the years. These will prepare students from their starting points to enabling them to deepen and develop their knowledge of subjects and to facilitate achieving the requirements and expectations of public examinations.

Each year group has a clear focus:

Year 7 Transition

- Broad and balanced and meets all statutory requirements
- Progression from Key Stage 2
- Establish high expectations
- Development of numeracy and literacy skills
- Introduction and development of the expectations for the National Curriculum
- An age appropriate, ambitious and personalised Personal Development curriculum, with opportunities and enhancements
- A bespoke extra-curricular range of opportunities to meet the needs, aspirations and interests of individuals

Year 8 Development

- Broad and balanced and meets all statutory requirements
- Development of numeracy and literacy skills
- Development of subject specific skills, knowledge and understanding in National Curriculum subjects.
- An age appropriate, ambitious and personalised Personal Development curriculum, with opportunities and enhancements
- A bespoke extra-curricular range of opportunities to meet the needs, aspirations and interests of individuals

Year 9 Progression

- Broad and balanced and meets all statutory requirements
- Subject skill development, and depth and breadth of knowledge designated in the National Curriculum
- Subject specific key skill enhancement, increased depth and breadth of subject knowledge and understanding in advance of the National Curriculum to challenge and engage
- An age appropriate, ambitious and personalised Personal Development curriculum, with opportunities and enhancements
- A bespoke extra-curricular range of opportunities to meet the needs, aspirations and interests of individuals



Year 10 Achievement

- Consolidation and development in skills, knowledge and understanding in core curriculum as designated in the National Curriculum
- Consolidation and development in skills, knowledge and understanding in optional subjects as designated in the National Curriculum
- Introduction to the additional requirements of GCSEs and vocational qualifications
- An age appropriate, ambitious and personalised Personal Development curriculum, with opportunities and enhancements
- A bespoke extra-curricular range of opportunities to meet the needs, aspirations and interests of individuals

Year 11 Enhancement

- Development, application, extension and support in core curriculum
- Development, application, extension and support in optional subjects
- Secure knowledge and skills in each subject area to prepare for the next stage of their education
- An age appropriate, ambitious and personalised Personal Development curriculum, with opportunities and enhancements
- A bespoke extra-curricular range of opportunities to meet the needs, aspirations and interests of individuals

The model for the curriculum is shown below:

Y7		Y8		Y9 2021-2022		Y10 2022-2023		Y11 2023-2024	
Expressive Arts & PE (Art, Drama, Music, PE)	5	Expressive Arts & PE (Art, Drama, Music, PE)	5	Expressive Arts & PE (Art, Drama, Music, PE)	4	Option A (Geography or History)	3	Option A (Geography or History)	3
Product Design	2	Product Design	2	Product Design	2	Option B	3	Option B	3
						Option C	3	Option C	3
Computing	2	Computing	2	Computing	1				
Science	3	Science	3	Science	5	Science	5	Science	5
Maths	4	Maths	4	Maths	4	Maths	5	Maths	4
English	4	English	4	English	4	English	4	English	5
MFL	2	MFL	2	MFL	2	PE	1	PE	1
Humanities (Geog, Hist, RE)	3	Humanities (Geog, Hist, RE)	3	Humanities (Geog, Hist, RE)	3	RE	1	RE	1
TOTAL	25		25		25		25		25

Sex and Relationships, PSHE, Citizenship and Personal Development are delivered on a rolling 1-hour period per week, in Personal Development Lessons and Ethos Days.



Qualifications

There have been several changes, over recent years, to the type of qualifications, the range of subject areas and the level of challenge that students are examined in at the end of Year 11.

All the qualifications are more demanding, as they have higher expectations and increased content; they require students to be resilient, as the assessment is at the end of the course for all GCSE qualifications. There is less controlled assessment and coursework.

GCSE

The Department for Education (DfE) decided to change how GCSEs are graded. These changes came into effect in 2017.

Instead of A*- G grades, GCSEs are measured on a 9-1 scale; 9 is the highest grade that can be achieved.

The diagram below shows how the new number grades relate to the old grades.

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above



This new grading system allows for greater differentiation between students. The key features of the new GCSE are:

- Assessment will be mainly by exam
- Other types of assessment will only be used when they are needed to test essential skills
- More demanding content
- Students will take all their exams at the end of their course
- Exams will only be split into foundation tier and higher tier papers if one exam paper does not give all students the opportunity to show their knowledge and abilities i.e. Mathematics, Science and Languages

Vocational and Applied Courses

The DfE have identified specific high value vocational courses that are suitable for 14 – 16 year olds. These have parity with GCSEs. These courses are more rigorous and demanding, and provide clear progression routes to further study and the world of work. However, the focus of vocational courses is on the practical element.

The new Technical Awards allow pupils to develop real life practical and technical skills. All of the new awards have a requirement of an external assessment element, but the majority of the assessment is based on a portfolio of evidence.

The grading of these new awards is shown below;

Technical Award	Old GCSE grading	9 to 1 GCSE grading
L2 Distinction*	A*	8/9
L2 Distinction	A	7
L2 Merit	B	6
L2 Pass	C	4/5
L1 Advanced Credit	D/E	2/3
L1 Credit	F/G	1/2



Choices

During Year 9, we work with students to plan their curriculum for the next 2 years, in Years 10 and 11. This is planned to meet their individual strengths, skills, needs and aspirations; whilst ensuring they have a broad and balanced curriculum.

Most year 9 students do not know the career they want yet, and will need further experience, advice and the chance to change their mind. The choices they make for this curriculum are not to directly lead to further study or employment, they will allow them to study a breadth of subjects to prepare for the future. They will all follow a core curriculum, and then will be allowed to make some choices that will engage, encourage them to be ambitious, develop their skills, knowledge and talents. They will be guided to plan a broad and balanced curriculum, with an appropriate core curriculum and then select from a range of subject choices on offer.

They will all study English, Mathematics, Science, RE, Core PE and Personal Development; then select either Geography or History. They then have two further curriculum choices, which are designed to meet the needs of the individual students. We also ask that they select a reserve choice, in case we cannot accommodate their first preferences. Students and parents will be provided with a range of information, and further opportunities for discussion and support, to enable individuals to make the most appropriate choices.

How to Choose

It is important that students choose the subjects they are interested in, are suitable and those which offer the chance to develop their own particular talents. Discussions with subject teachers and with other students, interviews and discussions with parents, will help with these decisions.

Students should not choose a subject because a friend has chosen it. Nor should they select it because they like their current teacher, as they may have a different teacher next year. They should not choose a subject because it looks easy, as all examination subjects involve hard work.

It is not easy to select the appropriate subjects and important decisions need serious consideration, after listening to advice. It is difficult and sometimes impossible to make changes once the courses have started, so it is important to make a careful choice.



Support

To support students and parents in making these important decisions there are a series of activities and opportunities:

- Y9 Taster Sessions on Tuesday 25th January 2022.
- Information website for parents and students to access
- A series of assemblies for students starting in the week beginning 24th January 2022.
- Personal Development lessons in January to March with a focus on curriculum choices and opportunities to ask questions.
- Opportunities for an appointment with the Careers Personal Advisor.
- Students can discuss the subjects on offer with their current teachers, and ask for further advice.
- Interviews with staff for all students starting week commencing 7th March 2022. These will be available on-line if parents would like to attend the interview.
- Progress Report 4th March 2022 followed by Parents' Consultation Evening on 10th March 2022.
- Parents can contact Mr Eccles if they have questions or need to discuss choices during the week beginning 7th March 2022.
- Deadline for return of the options form 18th March 2022.



Careers Advice, Information and Guidance

Parents have a big influence on the career decisions of their son/daughter/child.

You can help by:

- Giving feedback when your son/daughter/child does something well
- Listening carefully to their ideas
- Encourage family and friends to talk about their work
- Helping them to attend events, visit careers libraries, take part in work experience
- Encourage them to try out new experiences - joining groups/activities, Saturday jobs
- Giving advice without pressure
- Offering support – without doing everything for them
- Looking at their career action plan and discussing what it says
- Encouraging them to seek help and ask questions

As a parent you are entitled to:

- Know how your son's/daughter's/child's progress at school will affect their decisions
- Talk to the careers advisor to find out information about careers
- Attend to parents' evenings or events which discuss Careers Education and Guidance
- Attend your son's/daughter's/child's career interview, if you wish
- See a copy of their career action plan
- Find out more about how you can support your child at this time
- Find out what progress is being made with applications

Careers Personal Advisor

The Careers Personal Advisor working in school is **Julie Tindall**. She will be in school every Wednesday.

She can help to:

- Match interests and strengths to possible careers
- Use the careers library to find out information
- By discussing choices in year 9 and options after year 11
- Draw up a career action plan
- Apply for courses, training or jobs
- Go for interviews with confidence
- To apply for college courses
- To apply for jobs, apprenticeships and training places
- With job hunting, CVs, application forms and interview preparation

The Advisor is impartial and offers a free and confidential service to all student. You can contact Julie Tindall by speaking to your form tutor to arrange an appointment, or email Julie at jtindall@byrchall.wigan.sch.uk to arrange an appointment.



Completing the Form

Students will be issued with their Curriculum Choices Form during March. These are important choices, so parents need to discuss this with their child. It is important to read all the information carefully. At the individual interview, students should have made some provisional choices and these can be discussed.

To complete the form please follow these steps:

- Ensure the name and form are correct
- Tick the Career Pathways box on the back of the form
- Make your selections from each section; 1 from Option A and 2 for Options B&C, plus a reserve choice.
- The forms must be signed by both the student and the parent to show that it has been agreed
- Return the Curriculum Choices form to the school by the deadline (18th March 2022)

NB

- 1) The school does not have sufficient staff to provide sets for small numbers of students. If too few students choose a particular subject, or they select a particular combination of subjects, it may not be possible to provide this, and students will be given one of their reserve choices. This will be discussed with the students. Therefore, inclusion in this booklet does not mean that all the courses will run.
- 2) Departments may choose to change exam board and specification.
- 3) The majority of students are given their preferred choices. However, it is not always possible due to the combinations. Further discussions with the student will take place if there is a problem.
- 4) All departments make students aware of examination dates and coursework deadlines early in the course. Parents will also be informed.
- 5) Every care has been taken to produce this booklet and to ensure the information is as accurate as possible at the time of going to press.



Choices

Core Examinations	
GCSE English Language	
GCSE English Literature	
GCSE Mathematics	
GCSE Science (Double Award/Trilogy)	
GCSE Religious Education	
Core Lessons	
Physical Education	
Personal Development	
Option A -Select 1	
GCSE Geography	
GCSE History	
Options B and C – Select 2 from the following, plus a reserve (R):	
Art GCSE	
Business Studies GCSE	
Enterprise and Marketing (Business) Cambridge National Award	
Child Development Cambridge National Award	
Computer Science GCSE	
Creative iMedia Cambridge National Award	
Dance GCSE	
Drama – Performing Arts Award	
Food Preparation and Nutrition GCSE	
French GCSE	
Further Maths	
Geography GCSE	
Health and Social Care Tech Award	
History GCSE (Modern World)	
Information Technologies Cambridge National Award	
Music BTEC	
Product Design – Design and Technology GCSE	
Science – Further Science (Biology GCSE, Chemistry GCSE, Physics GCSE)	
Spanish GCSE	
Sports Award/GCSE PE	



CORE CURRICULUM

ENGLISH AND ENGLISH LITERATURE GCSEs

Members of Staff Responsible: Mr I Barry and Mr J Thirlby

EXAMINATIONS

GCSE Board – AQA

- | | | |
|--------------------|---|--|
| English Language | - | Paper 1: Explorations in Creative Reading and Writing (50%)
Paper 2: Writers' Viewpoints and Perspectives (50%) |
| English Literature | - | Paper 1: Shakespeare and the 19 th -century novel (50%)
Paper 2: Modern Texts and Poetry (50%) |



SPECIFICATION

Students will be able to:

- talk and listen in a variety of contexts and for a range of purposes
- read a variety of literature, non-fiction and media and develop their understanding of different genres and styles
- write for a range of purposes and in a variety of forms
- appreciate the way authors achieve their effects
- be aware of social, historical and cultural contexts of literature

CHOICE OF TEXTS

Students will study a selection of texts and extracts, including:

- *Romeo and Juliet* by William Shakespeare
- *Macbeth* by William Shakespeare
- *A Christmas Carol* by Charles Dickens
- *The Strange Case of Dr Jekyll and Mr Hyde* by R. L. Stevenson
- *Blood Brothers* by Willy Russell
- *An Inspector Calls* by J. B. Priestley
- A range of poetry from the AQA Anthology
- A range of fiction and non-fiction texts

EXAMINATION

Students will sit four examinations in the summer of Year 11, totalling 7.5 hours.

They will complete a Spoken Language assessment during the final year of the course.

HOMEWORK

Year 10 and Year 11 students receive homework once a week. It may consist of written work, reading, independent learning, revision or internet-based research.

Homework is available for students to access using the school's EduLink application.



CORE CURRICULUM

MATHEMATICS GCSE

Member of Staff Responsible: Mr D Tudor



GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series. The information in the table below is the same for both Foundation and Higher tiers.

Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
What's assessed Content from any part of the specification may be assessed		What's assessed Content from any part of the specification may be assessed		What's assessed Content from any part of the specification may be assessed
How it's assessed <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks non-calculator 33⅓% of the GCSE Mathematics assessment 		How it's assessed <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks calculator allowed 33⅓% of the GCSE Mathematics assessment 		How it's assessed <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks calculator allowed 33⅓% of the GCSE Mathematics assessment
Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

SPECIFICATION

The GCSE Maths course should enable students to:

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

Students should be aware that mathematics can be used to develop models of real situations and that these models may be more or less effective depending on how the situation has been simplified and the assumptions that have been made. Students should also be able to recall, select and apply mathematical formulae.

HOMEWORK

One substantial written piece each week will be set. Occasionally, learning or revision homework prior to assessment will be set.

Assessment takes place approximately every eight weeks to monitor student progress.

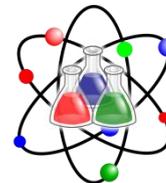


CORE CURRICULUM

SCIENCE GCSEs

Member of Staff Responsible:

Mrs Millward (Head of Department)



We offer a range of Science GCSE pathways that are in line with national guidelines.

AQA: Combined Science, Trilogy- 2 GCSE's

GCSE Science has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students will sit six examinations in the summer of year 11. They will sit, two biology, two chemistry and two physics papers. Each of the papers will assess knowledge and understanding from distinct topic areas. The information in the table below is the same for both Foundation and Higher tiers.

Biology paper 1	Biology paper 2	Chemistry paper 1	Chemistry paper 2	Physics paper 1	Physics paper 2
What is assessed:	What is assessed:	What's assessed:	What's assessed:	What's assessed:	What's assessed:
Biology topics 1 – 4: Cell Biology; Organisation; Infection and response; and Bioenergetics.	Biology topics 5 – 7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.	Chemistry topics 8 – 12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.	Chemistry topics 13 – 17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.	Physics topics 18 – 21: Energy; Electricity; Particle model of matter; and Atomic structure.	Physics topics 13 – 17: 22 – 24: Forces; Waves; and Magnetism and electromagnetism
How it's assessed					
<ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7 % of GCSE 					
Questions					
Multiple choice, structured, closed short answer, and open response.					

During the duration of the course, all students will have opportunity to take part in the 21 practical activities which are a required part of the course and will be assessed in their final 6 exams. There is no coursework element to this GCSE qualification.



Following this pathway will give students two combined Science GCSEs.

The qualification will be graded on a 17-point scale: 1 – 1 to 9 – 9 – where 9 – 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 – 1 to 5 – 5.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 – 4 to 9 – 9.

A

HOMework

Year 10 and Year 11 students receive homework once a week. It may consist of written work, recall tasks, exam questions or independent learning.

Homework is available for students to access using the school's EduLink application.

CORE CURRICULUM

PE

All students will continue with a dedicated PE lesson to encourage a healthy lifestyle and lifelong participation in sport. It gives students the opportunities to perform in a range of sports, at all levels. It also helps students learn about physical and mental health to lead a healthy lifestyle moving forward. Student who chose Sport as an option will also partake in Core Physical Education lessons.

The sports on offer include:

Football / Futsal / Fitness

Table Tennis / Netball

Aerobics / Rugby League

Softball / Hockey

Rounders / Athletics

Volleyball / Handball



RE



Students will continue with Religious Education lessons for the next three years; this will lead to them sitting GCSE RE at the end of Year 11.

Students will study Christianity and Buddhism, as well as a range of Philosophy and Ethics topics. These lessons will provide young people with the opportunity to learn about other faiths and cultures and develop an understanding and respect for people and the world around us.

There will be challenging questions to encourage students to reflect on their own values and the values of others, developing tolerance and respect. They will develop independent thinking skills and the ability to debate. They will explore some of life's issues and problems, and have the opportunity to help them to develop spiritual, moral and cultural awareness.

Personal Development

Personal Development is a weekly timetabled lesson that serves to address the personal development of students. This encompasses Personal, Social, Health Education (PSHE), Relationships, Sex and Health Education (RSHE) as well as careers and citizenship. Lessons deal with a range of relevant issues such as self-esteem, employability skills and dealing with the challenges that face our young people online. Through a range of teaching activities students are encouraged to question their values, challenge assumptions and develop critical thinking skills, resilience and the means to thrive as young people in modern Britain.



CURRICULUM CHOICES

ART GCSE

Member of Staff Responsible: Mrs C Williamson



EXAMINATIONS

GCSE Board- AQA

SPECIFICATION

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. It is an unendorsed course where candidates can work in appropriate art, craft and design materials and processes. Students should produce practical and contextual work associated with two or more of the endorsements below:

- Fine art
- Textile design
- Three dimensional design
- Photography

COURSEWORK

Students will produce a portfolio of work and will submit at least one whole unit of work and a selection of their best pieces for final assessment. Each assignment must cover the guidelines set by AQA.

EXAMINATION

There are six weeks' preparation time followed by a ten hour examination of sustained focused study in which students are expected to develop their own unaided work, informed by their preparatory studies. Students will carefully select and present work for assessment, ensuring in meets all four assessment objectives.

HOMEWORK

Students will be expected to continue their coursework on a weekly basis at home, as well as in school. It is important to do this to meet the essential requirements of quantity and quality of work for each assignment.



CURRICULUM CHOICES

BUSINESS STUDIES GCSE

Member of Staff Responsible: Mrs K McGuire

ASSESSMENT METHOD:

- 100% assessment by 2 exams sat in year 11.

Do you ever stop and think about:

- The design process, planning and research that goes into your latest Smart Phone?
- The impact that fashion trends have upon the sales and profitability of fads like loom bands?
- Why Facebook is such a useful promotional tool from a business perspective?
- How advances in technology have led to new product development from Retro Games such as Pac Man to today's latest Xbox/PlayStation game?
- How Branding increases the price of everything you eat or drink?
- The impact that celebrity endorsement has upon the prices of products?

All of these decisions are items that must be considered by businesses.



SPECIFICATION

Business Studies is not just a theory-based course; it is about real life. It will help you to learn about businesses and the way they operate in today's society. You will gain skills, which will be useful in a wide range of jobs, in further study of Business Studies and in your personal life. This subject enables you to develop your enterprise capabilities and provides you for the world of work whilst keeping your future career options open!

The course consists of 6 areas broken down into TWO exam papers:

1. Business structure and law
2. Marketing
3. Production
4. Human Resources
5. Finance and Accounting
6. Business ICT

SKILLS REQUIRED

- The course requires students to **competent in numeracy and literacy**.
- The Accounting unit requires confidence with maths
- The course does involve a **large element of written and essay based tasks** both within lessons and the exam.
- An interest in what is happening in the world around you – willingness to watch and discuss the news is a must
- You will be expected to **participate in extra-curricular events** and competitions. This helps you to apply theory to run your own mini businesses.

ANNUAL ENTERPRISE COMPETITIONS

Current clubs and opportunities involve:

- National Make Your Mark challenge
- Bank Money hero's competition
- Peter Jones enterprise academy challenge

FUTURE PROGRESSION ROUTES: Business Studies is viewed as an excellent subject to have on your CV. Past students have gone on to have careers in teaching, law, accountancy, advertising, journalism and politics to name a few!



CURRICULUM CHOICES

Enterprise and Marketing (BUSINESS)- Cambridge National Award

Member of Staff Responsible: Mrs K McGuire

ASSESSMENT METHOD:

- 1 exam
- 2 Pieces of coursework

Course Content

- It is the equivalent of one GCSE.
- This course covers some of the elements of GCSE Business but may be more suited for students who are better suited to coursework rather than entire assessment by examination (GCSE)

This qualification is for learners aged 14-16 who wish to develop **applied knowledge and practical skills** Business Studies. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Business, Marketing, Accounting and Finance.

Units

1. **Enterprise and Marketing – examined externally by one exam.** In this unit, students will learn about how to set up a business. They will learn about the challenges faced and skills required by entrepreneurs to succeed in competitive markets.
2. **Designing a business proposal – coursework.** In this unit, students will learn how to develop market research tools and use these to complete market research. They will use their research findings to decide who their customers will be, create a design mix and produce product design ideas.
3. **Marketing and pitching a business proposal – coursework –** In this unit students will learn how to design a brand which will make their product stand out in the market, before creating a promotional campaign to get the brand noticed by customers. Their promotional campaign will include choosing different methods of promotion which they think are most suitable for their target customers

Specification

OCR exam board

Outcomes

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*

ANNUAL ENTERPRISE COMPETITIONS

Current clubs and opportunities involve:

- National Make Your Mark challenge
- Bank Money hero's competition
- Peter Jones enterprise academy challenge





CURRICULUM CHOICES

Child Development Cambridge National Award

Member of Staff Responsible: Mrs K Sutton



Course Content

It is the equivalent of one GCSE. It is assessed via a mixture of coursework and external examination.

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care and careers working with young children under 5.

Units

- Health and wellbeing for the child marked via an external exam
- Understanding the health and nutritional needs of a child 0-5 years marked via coursework
- Understanding the development of a child 0-5 years marked via coursework

Specification

OCR exam board

Outcomes

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*

Homework

Research tasks
Investigation tasks
Learning home works
Self-assessment opportunities
Questionnaires
Coursework preparation
Revision
Observations and working with children



CURRICULUM CHOICES

Computer Science GCSE

Member of Staff Responsible: Mr C Smethurst

EXAMINATIONS

Exam board - AQA

Two written examinations (100%)

Graded – 1 to 9



COURSE OUTLINE

Where the ICT option focuses on **what** we can do with technology and applications in business-like situations, GCSE Computer Science focuses on the technical aspects of **how** those technologies work and how to program computer applications. As a result, students on this course will learn how to create computer programs. Students will also gain an understanding of the fundamental concepts around creating software applications and have opportunities to work collaboratively to develop new software. Concepts covered by this course include:

- Constants, variables, data types and data structures
- Program flow control, procedures and functions
- Error handling
- Computer structure, systems and hardware – including the parts needed to build a computer and how they work
- Algorithms
- C# Programming.
- Software development life cycle and prototyping
- Application testing
- Networking
- Cyber-security
- Web application concepts
- Use of external code sources
- Database concepts and query methods (SQL)
- The use of computer technology in society

Following the study of these topics, students will sit two written examination papers which include a combination of multiple-choice, short answer and essay style questions to explore students' understanding of the theoretical concepts and their ability to write and trace programming code. Practical ability is developed to allow students to undertake a substantial programming project which will act as preparation for the exam papers. This assignment will require students to design, code and test their own solution to a given problem.

The amount of material covered by this course, the high-level theoretical concepts and the amount of work involved in preparing for and completing the practical assessment means that this subject is best suited to higher ability students who must be committed to the subject from the beginning with a keen interest in logical thinking, how computers work and how to create computer programs.

ADDITIONAL INFORMATION

This course will interest any pupil who wants a career in the computing industry – particularly system developers and application or game programmers. This course is ideal for those intending to take a more academic pathway and continue on to study A-Level ICT or Computing.

CURRICULUM CHOICES

Creative iMedia Cambridge National Award

Member of Staff Responsible: Mr C Smethurst

EXAMINATIONS

Exam board – OCR
Coursework (66.6%)
Written examination (33.3%)
Graded – Distinction* to Pass at Level 1 or 2
(Equivalent to GCSE grades 9-1)



COURSE OUTLINE

This course is designed to be a practical introduction to the modern digital media industry and the current technologies that are used. Rather than focusing on a lot of technical theory about the computers themselves, iMedia is about understanding and applying the fundamental principles and concepts of digital media including factors that influence product design, use of design conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations. Students will develop independence and confidence in using skills that would be relevant to the media industry and more widely, and design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements. The course is offered at 'Certificate' level which is equivalent to one GCSE. Skills will be developed in:

- Creative iMedia in the media industry – students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.
- Visual identity and digital graphics – students will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.
- Interactive Digital Media – students will learn about the importance of good user interface design mixed with producing high-quality multimedia and interactive components to create an interactive multimedia product.

Students will sit a written examination that tests their knowledge and understanding of pre-production processes. They also complete three practical units to put their understanding into practice. The large volume of practical work means students must be committed to the subject from the beginning and be prepared to put in extra time if necessary to meet deadlines. They should have a keen interest in media and popular culture and how imaginative ideas are brought to life. A creative flair and an original imagination will also benefit pupils choosing iMedia as a lot of hand-drawn and digital design work takes place.

ADDITIONAL INFORMATION

This course will interest any student who is looking towards a career in areas such as animation, TV and film, games design, web design, radio or any aspect of the digital media industry.



CURRICULUM CHOICES

DANCE GCSE

Member of Staff Responsible: Mrs K Johnson

EXAMINATIONS

GCSE Board – AQA.

Component 1 - Performance and Choreography - Internally marked and externally moderated

Performance

30% of GCSE

Choreography

30% of GCSE



Component 2-Dance appreciation - Written Paper

40% of GCSE

Written exam 1 hour 30 minutes

Based on students' own practice in performance and choreography and the GCSE Dance anthology

SPECIFICATION

This specification focuses on the aesthetic and artistic qualities of dance and the use of dance movement as a medium of expression and communication in the performance, creation and appreciation of dance.

The content has been chosen for the way in which it enables candidates to develop knowledge, skills and understanding of creating and interpreting images/ideas/concepts embodied in dance development. The study of dance works, including those of the professional repertoire, within artistic and social contexts, is an essential component in the development of this understanding.

It is the specification's emphasis on the study of how movement can be designed/formed to communicate and/or evoke responses that places it within the realms of Performing Arts. It is not anticipated that a dance can be used for assessment purposes in both GCSE Physical Education and GCSE Performing Arts: Dance because of the significant difference in stated assessment criteria. In GCSE Expressive Arts, candidates are required to integrate two art forms.

Candidates need to demonstrate the potential to engage in a study of dance which is broadly-based. This includes the ability to develop knowledge, skills and understanding of performance, choreography and appreciation of dance to levels appropriate for the award of GCSE. Some candidates will show this ability through their achievements in Years 7&8; others will have certificates from the Private Dance Sector, for example, Children's Grades 2/3; others will have no formal recognition of attainment but through their own dancing and their ability to talk about the dance of others, show the potential to achieve the necessary standard.

COURSEWORK

Performance & Choreography. Coursework - 60% of the total marks.

Written exam – Critical appreciation – 40% of total marks.

HOMEWORK

Each week, usually related to choreography and performance preparation or linked to written paper.



CURRICULUM CHOICES

DRAMA- PERFORMING ARTS AWARD

Member of Staff Responsible: Mrs C Lipton

EXAMINATIONS

BTEC

SPECIFICATION



This qualification is designed for learners who may be interested in the performance industry. The focus of the qualification is on the learner's ability and desire to perform.

This qualification aims to:

- Focus on an applied study of the performance skills industry.
- Offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability.
- Provide opportunities to acquire a number of practical and technical skills.
- Acquire and develop fundamental practical skills
- Focus on performance ability by developing critical awareness
- Provide an opportunity to develop existing skills relating to the performance industry.

There are three units that make up the qualification:

Developing skills for performance

This unit provides an opportunity for learners to assess the skills required for their chosen art form and explore the benefits and practicalities of skills development. Learners will understand the importance of rehearsals in the development of their skills.

Internal assessment – portfolio of evidence.

Performance production in practice

This unit develops the learner's understanding of the practical and organisational processes that surround the successful staging of a performance. It develops an understanding of the co-operative nature of a production team and enables the learner to get involved in the development process.

Internal assessment – portfolio of evidence.

Prepare and perform

This unit develops the understanding and effectiveness of preparing for, taking part in and evaluating a performance, taking into consideration the needs of the audience.

External assessment – assignment.

ABILITIES TO BE DEMONSTRATED

- Be able to demonstrate and develop skills for performance.
- Be able to perform.
- Know how to use practice to improve.
- Demonstrate the ability to develop and apply new skills.
- Demonstrate safe working practices within chosen art form.
- Explain how participation in practice sessions can improve skills.
- Describe appropriate rehearsal techniques to use within action plans and schedules.
- Know how to carry out planning requirements for a performance production.
- Be able to take part in the development process for a performance production.



CURRICULUM CHOICES

FOOD PREPARATION AND NUTRITION GCSE

Member of Staff Responsible: Mrs A Hudson

EXAMINATIONS

GCSE Board – EDUQAS

Coursework

Assessment 1	Food Investigation	15%
Assessment 2	Food Preparation Assessment	35%
Final Written Examination – 1 paper		50%



SPECIFICATION

Students will look at building knowledge, understanding and skills in preparing and cooking food safely using a wide range of food commodities. This will help students understand the

- The relationship between diet and health and the effects of a poor diet on health
- How a range of different factors affect our food choices
- The functional and nutritional properties, working characteristics and sensory qualities of foods and how food science principles can be applied
- How to prepare, process, store and cook food safely
- Different culinary traditions and the ingredients and cooking techniques they use.

The course is divided into 6 areas

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

CONTROLLED ASSESSMENT

Assessment 1 Food Investigation worth 15%

A scientific food investigation which will assess knowledge, skills and understanding in relation to the scientific principles underlying the preparation of cooking food

Assessment 2 Food Preparation Assessment worth 35%

Preparing, cooking and presenting a menu to assess knowledge, skills and understanding relating to the planning, preparation, cooking and presenting of food.

HOMEWORK

Homework is set weekly and is used to help pupils develop their knowledge skills and understanding. Cooking practicals are almost always weekly.

Information on what is to be cooked and what is going to be taught is shared with the students and is on Edulink.



CURRICULUM CHOICES

FRENCH GCSE

Member of Staff Responsible: Mrs D Turban



EXAMINATIONS

GCSE Board – AQA

Assessment is broken down into the 4 skill areas of reading, writing, speaking and listening.

Speaking (25%): End of course examination.

Writing (25%): End of course examination.

Listening (25%): End of course examination.

Reading (25%): End of course examination.

SPECIFICATION

Students can be assessed at either Foundation or Higher level.

Students will study a range of topics based on three themes:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

OVERVIEW

The course aims to:

- develop pupil ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop pupil thoughts and ideas spontaneously and fluently
- allow pupils to listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- develop awareness and understanding of the culture and identity of the countries and communities where French is spoken

HOMEWORK

Homework will be set once per week and will consist of a range of activities:

- ICT based learning.
- Vocabulary learning.
- Workbook exercises – reading comprehension, written work.
- Preparing Speaking material for examination.
- Preparing written material for examination.



CURRICULUM CHOICES

FURTHER MATHS

Member of staff responsible: Mr D Tudor

This course provides candidates with an introduction to the mathematics studied in A Level GCE modules. It is designed for those students who have a thorough knowledge of the content of the Higher Tier of the National Curriculum for Mathematics. They should have achieved, or be expected to achieve one of the top 3 grades at GCSE.



Algebra (Level 3)

The Pearson Edexcel Level 3 Awards in Algebra enables students to:

- Develop a thorough knowledge and understanding of concepts in algebra and a sound foundation of mathematical techniques
- Acquire confidence in their mathematical skills to move into further study in the subject or related areas
- Enjoy using mathematics and become confident when using mathematics
- Develop proficiency in algebra to support progression in their studies, in the workplace and for training.
- Content:
 - Algebraic manipulation and solution of equations
 - Inequalities and number sequences
 - Linear and curved graphs, distance and time graphs, speed and time graphs

GCSE Statistics (Level 2)

The Edexcel (9-1) GCSE Statistics course consists of two externally assessed examinations.

Content:

- The collection of data
- Processing, representing and analysing data
- Probability

OCR FSMQ Additional Maths (Level 3)

The course aims to:

- Introduce students to the power and elegance of advanced mathematics
- To allow students to experience the directions in which the subject is developed post-GCSE.
- To develop confidence in using mathematical skills in other areas of study.

Pure Mathematics content- Algebra, Co-ordinate Geometry, Trigonometry, Calculus.



CURRICULUM CHOICES

GEOGRAPHY GCSE

Member of Staff Responsible: Mr C Moorhouse and Miss A Ollerenshaw

EXAMINATIONS

GCSE Board – AQA

Three papers worth 100%

1 entry level – there has been a removal of tiers



SPECIFICATION

The course has three themes:

1. Living with the physical environment
2. Challenges in the human environment
3. Geographical applications

Pupils need to have a range of map and graph skills and be able to use photos, table and graph resources to solve geographical problems. Many questions require short answers but extended written answers are included in all papers.

EXAMS

Paper 1: The challenges of natural hazards, The Living World, Physical landscapes in the UK, Geographical Skills.

1 hour 30 minutes

35% of the course/ 88 marks

Paper 2: Urban Issues and challenges, The changing economic world, the challenge of resource management, Geographical skills.

1 hour 30 minute

35% of the course/ 88 marks

Paper 3: Issue evaluation, fieldwork, Geographical skills

1 hour 15 minutes

30% of the course/ 76 marks

Pre-release booklet made available 12 weeks before exam

HOMEWORK

Homework will be set twice a week and can range from:

- Problem solving activities
- Learning classwork for regular tests
- ICT research
- Extended pieces of writing



CURRICULUM CHOICES

HEALTH AND SOCIAL CARE TECH AWARD

Member of Staff Responsible: Mrs K Sutton



Course Content

It is the equivalent of one GCSE.

The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Units

Human Lifespan development assessed by controlled assessment

Health and social care services and values assessed by controlled assessment

Health and well-being assessed by **external** examination

Specification

Edexcel/Pearson exam board

Outcomes

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*

Homework

Research tasks

Investigation tasks

Learning home works

Self-assessment opportunities

Questionnaires

Coursework preparation

Revision



CURRICULUM CHOICES

HISTORY GCSE (MODERN WORLD)

Member of Staff Responsible: Mr G Rowland

EXAMINATIONS

GCSE Board – AQA Syllabus B

Examination 2 papers 100%



SPECIFICATION

Paper 1

America 1920 - 1973: Opportunity and Inequality

Pupils will study American people and the boom in the 1920s, before moving onto experiences of depression in the 1930s before finishing this unit looking at America's post-war society focusing largely on the civil rights movement.

Conflict and Tension between East and West, 1945 - 1972

Pupils look at the origin of the Cold War, before moving onto its developments for example the Berlin Blockade and Airlift, the Korean War and the U2 crisis. They then look at the transformation of the Cold War focusing on the Berlin Wall and the Cuban Missile Crisis.

Paper 2

Power and the People

This is the thematic study that pupils will complete in paper 2 and helps to gain an understanding of the relationship between the citizen and the state in Britain over a long period of time. They will study the importance of war, religion, chance, government, communication and science and technology. Case studies will include The Magna Carta, the Peasants, Revolt, the Civil War, American Revolution and the search for rights in the twentieth century.

Norman England, 1066 – c1100

Pupils are asked to study a medieval unit in the new GCSE and will begin by looking at the Norman Conquest and the Battle of Hastings and the Norman attempt to control England. They will move onto look at life under the Normans; feudalism and the Domesday Book before looking at the Norman church and monasticism.

RATIONALE

This new GCSE in History includes studies from three different eras; medieval, early modern and modern and also across three timescales; two depth studies, a medium term period study and a longer thematic study. It also covers three geographical contexts; a locality, European and World studies and at least 40% of the paper covering British history.



CURRICULUM CHOICES

Cambridge National in IT – Information Technologies

Member of Staff Responsible: Mr C Smethurst

EXAMINATIONS

Exam board – OCR

Two practical coursework assignments (60%)

One written examination (40%)

Graded – Distinction* to Pass at Level 1 or 2
(Equivalent to GCSE grades 9-1)



COURSE OUTLINE

Whereas Computer Science focuses more on the technical details of how computers function and iMedia focuses on the creative capabilities of technology, the OCR Cambridge National in IT looks more at the way computers are used in everyday life and the world of business. This course is perfect for those who want to develop a deeper level of understanding of how computers can be used in a range of real-life situations. It is aimed at those preparing for careers where computers may play a big part in their job and therefore want a background in everyday computer systems and their uses, rather than those who are planning on heading down a technical route into a specific computer-based career such as a computer programmer or technician. The course focuses on areas such as:

1. Planning and designing IT solutions and products for a given purpose
2. Using different applications and tools to design, create and evaluate IT solutions and product
3. Finding imaginative ways to solve IT problems
4. Creating an Augmented Reality (AR) Prototype
5. Using Spreadsheets to create a data manipulation solution
6. Current and emerging technologies and the impact that advances in technology may have on themselves and others
7. Understanding data handling systems such as databases and spreadsheets and how these can be used in a variety of work-based situations
8. Understanding and implementing Human Computer Interface Principles into real world scenarios
9. Analysing problems and identifying the steps needed to design, develop, test and evaluate appropriate solutions
10. Project planning and management tools and techniques.
11. Understanding how Augmented Reality can be used by organisations.

Students will sit one written examination paper which includes a combination of short answer and essay style questions. Practical ability is assessed through project-based tasks culminating in two completed projects for a given organisation. The amount of material covered by this course and the amount of practical work involved means that students must be committed to the subject from the beginning, good at meeting deadlines and have a keen interest in the use of computers.

ADDITIONAL INFORMATION

This course will interest any pupil who wants a career in almost any sector as good computer skills are important for a range of modern jobs. It can also lead in computer-specific careers in the ICT industry. This course is equivalent to one GCSE.



CURRICULUM CHOICES

MUSIC BTEC

Member of staff responsible: Mr S Gibson



EXAMINATIONS: BTEC

Why study Music?

Music is all around us. It influences our moods and emotions in many ways. It is a practical, engaging and diverse subject to study, and will leave you with practical musical skills. There are many career paths a music qualification can lead you into, making it a good choice for a hardworking, hands on student.

BTEC music is an interesting course in its own right or may lead to further study at college and beyond.

You will study:

- Performing techniques as a soloist and as an ensemble player.
- Composing techniques of all sorts of different genres.
- How to read and write music plus analysing music you hear every day, and take its complexities and brilliance for granted.
- The Music Industry and how to get involved in various job roles & careers.

You will learn the following skills:

Performing, composing, self-management & team skills and how to organise yourself and events planning.

The course

Unit 1: The Music Industry - (Examination in Y11)

- You will learn about different careers and job roles in the music industry
- How to safeguard performers and performances
- About the various ways you can get yourself work as a musician

Unit 2: Managing a Music Product - (Coursework)

- You will design or create an event/product which you will then produce
- Things could include a CD of your performances, a music Podcast, a school concert/talent show etc
- You will work as a group, set targets, minute meetings and then reflect on your finished product

Unit 4: Composition - (Coursework)

- You will be taught to and learn how to compose in various styles
- You will learn to analyse music and a to compose for a target audience
- You will eventually produce a full length track or your designing.

Unit 5: Performance - (Coursework)

- You will practice your instrument/voice for various performances
- You will be taught how to practice properly
- You will be taught various technical skills on your instrument
- You will perform to others/with others



CURRICULUM CHOICES

PRODUCT DESIGN - DESIGN & TECHNOLOGY GCSE

Member of Staff Responsible: Mrs C Knight

EXAMINATIONS

GCSE Board – AQA

UNIT 1 Final Written Examination – 2 hr paper	50%
UNIT 2 Coursework (approx. 35 hrs Design & make task)	50%



SPECIFICATION

Students will continue to develop their key design & making skills learnt in lower years by using a variety of materials, tools & equipment, computer aided design (CAD) and computer aided manufacture to produce more demanding quality products. The course is divided into 3 main areas and combines theoretical content with practical application:

- Core technical principles
- Specialist technical principles
- Designing & making principles

COURSEWORK

What's assessed?

Practical application of :

- Core technical principles
- Specialist technical principles
- Designing & making principles

Students have to complete a design & make task based on contextual challenges set by the exam board each year. They are expected to:

- identify design possibilities through primary & secondary research
- generate design ideas based on a clear design brief
- develop their ideas through sketching, modelling, and experimenting.
- realise their final idea by using a variety of practical skills to produce a quality prototype.

HOMEWORK

Homework is set weekly and is used to help pupils develop their knowledge skills and understanding. Students are issued with study books which contain all the theory and help to support their learning. The format is based on, research, designing and development activities which will also be linked to their coursework.

ADDITIONAL INFORMATION

3D CAD software is available and free to download at home. The department also provides extra support where needed.

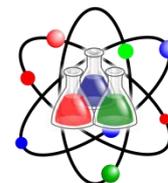


CURRICULUM CHOICES

SCIENCE- Further Science- Biology GCSE, Chemistry GCSE, Physics GCSE

Member of Staff Responsible:

Mrs Millward



AQA: Single Sciences: GCSE Biology, GCSE Chemistry and GCSE Physics

Students may opt to study Biology, Chemistry and Physics as separate GCSE subjects however are required to study all three. The course is designed to develop an interest and enthusiasm of Science. It will also develop a critical approach to scientific evidence and methods. It is the route recommended for aspiring scientists who want to go into careers that include Science and wish to study Science at further and higher level.

Students will sit six exams: two Biology, two Chemistry and two Physics all at the end of year 11. Following this pathway will enable students to achieve three separate GCSEs in Biology, Chemistry and Physics.

GCSE Biology

Paper 1	+	Paper 2
What's assessed Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.		What's assessed Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
How it's assessed <ul style="list-style-type: none"> Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50 % of GCSE 		How it's assessed <ul style="list-style-type: none"> Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50 % of GCSE
Questions Multiple choice, structured, closed short answer and open response.		Questions Multiple choice, structured, closed short answer and open response.

GCSE Chemistry

Paper 1:	+	Paper 2:
What's assessed Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.		What's assessed Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.
How it's assessed <ul style="list-style-type: none"> Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50 % of GCSE 		How it's assessed <ul style="list-style-type: none"> Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50 % of GCSE
Questions Multiple choice, structured, closed short answer and open response.		Questions Multiple choice, structured, closed short answer and open response.



GCSE Physics

Paper 1:	+	Paper 2:
What's assessed Topics 1–4: Energy; Electricity; Particle model of matter; and Atomic structure.		What's assessed Topics 5–8: Forces; Waves; Magnetism and electromagnetism; and Space physics. Questions in Paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity .
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• Foundation and Higher Tier• 100 marks• 50% of GCSE		How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• Foundation and Higher Tier• 100 marks• 50% of GCSE
Questions Multiple choice, structured, closed short answer and open response.		Questions Multiple choice, structured, closed short answer and open response.

Students will need to select '**Further Science**' as one of the option blocks.

This pathway will equip students with the necessary knowledge and understanding required for further study, and it is envisaged that they will study Science higher level appropriate to their target. All the Science GCSEs and pathways are accepted for entry onto A-level and other college courses, with the minimum requirement being two Science GCSEs.



CURRICULUM CHOICES

SPANISH GCSE

Member of Staff Responsible: Mrs D Turban



EXAMINATIONS

GCSE Board – AQA

Assessment is broken down into the 4 skill areas of reading, writing, speaking and listening.

Speaking (25%): End of course examination.

Writing (25%): End of course examination.

Listening (25%): End of course examination.

Reading (25%): End of course examination.

SPECIFICATION

Students can be assessed at either Foundation or Higher level.

Students will study a range of topics based on three themes:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

OVERVIEW

The course aims to:

- develop pupil ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop pupil thoughts and ideas spontaneously and fluently
- allow pupils to listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken

HOMEWORK

Homework will be set once per week and will consist of a range of activities:

- ICT based learning.
- Vocabulary learning.
- Workbook exercises – reading comprehension, written work.
- Preparing Speaking material for examination.
- Preparing written material for examination.



CURRICULUM CHOICES

SPORT AWARD/GCSE PE

Member of Staff Responsible: Mr R Williams

EXAMINATIONS

To be confirmed - Cambridge National in Sports Science or GCSE PE

Both courses worth exactly the same number of points to colleges. Staff will initially baseline students to see which is the most appropriate course for learning style and take student preference into account.



Both courses include:

Theory work - including coursework and exams. (GCSE 60% final exam / CN Sports Science 25% exam)

Coursework – showing understanding of training (GCSE 10% coursework / CN Sports Science 75% coursework)

3 lessons per week – 2 theory and 1 practical

Theory – covers Human Biology, Psychology Physical Fitness, Training for Sport, Nutrition and Safety in Sport. Homework and revision tasks will be given every week. Students will be expected to maintain a quality workbook and complete all tasks on time.

Students must consider that theory work makes up a good proportion of the course and it is not just a practical course. Students will be expected to work produce a high standard of written work and revision throughout the course. Students will need a keen interest and understanding of sport. This may include rules, regulations and tactics.

Practical Lessons – Lessons run in blocks of approximately 6-8 lessons, Students cover 10-12 sports over the course. These include Hockey, Handball, Netball, Football, Basketball, Rugby League, Badminton, Athletics, Table Tennis, Trampolining. On the Cambridge National Course students will also use practical lessons to develop understanding of health, fitness and training. Practical lessons supplement the theory work being studied.

As Students also have a core PE lesson every week it is expected that they will use this to be assessed for practical activities that they may offer for the exam.

Students need to be able to play a number sport to a good standard by the end of the course. Attendance at school clubs is vital to improve grades. It is also vital that candidates are playing sport out of school time to improve performance.

GCSE candidates would need 3 sports played regularly to a good standard (worth 30% of final grade)

COURSEWORK

Written Coursework – written coursework will be required on all possible courses. It is vital that student complete coursework on time and to a high standard. Students will be given the opportunity to redraft work and should ensure that the maximise marks by doing this.

HOMEWORK

Homework is set after every theory lesson (every week)

Should students / parents require further guidance on the Sport Award it is advised that they see PE staff.



Curriculum Choices For 2022-2024

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