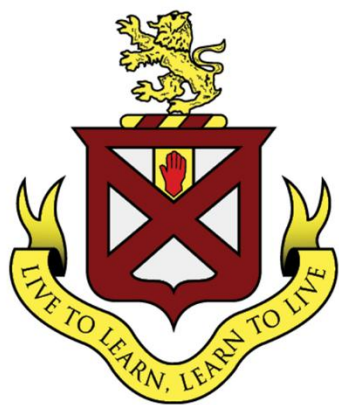
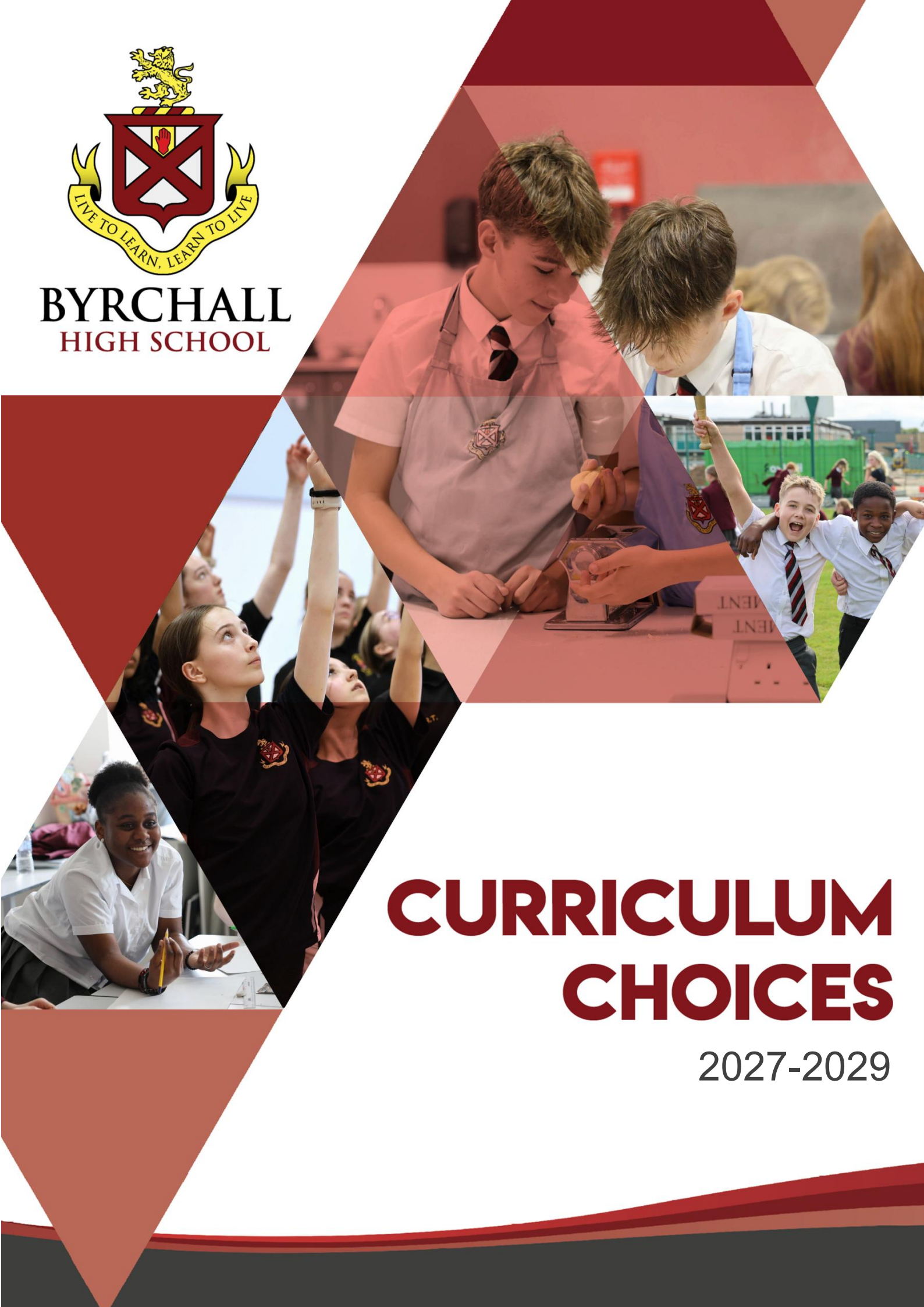




BYRCHALL
HIGH SCHOOL



CURRICULUM CHOICES

2027-2029



Contents

Important Information

Introduction	Page 3
Curriculum Overview and Qualifications	Page 4
GCSE Assessment	Page 6
Vocational and Applied Courses	Page 7
Choices and How to Choose	Page 8
Support	Page 9
Careers Advice, Information and Guidance	Page 10
Completing the Form	Page 11
Pathways	Page 12
Contact Information	Page 39

Core Curriculum

English and English Literature GCSEs	Page 13
Mathematics GCSE	Page 14
Science GCSE	Page 15
PE	Page 17
RE	Page 17
Personal Development	Page 17

Curriculum Choices

Art GCSE	Page 18
Business Studies GCSE	Page 19
Enterprise and Marketing (Business) Cambridge National Award	Page 20
Child Development Cambridge National Award	Page 21
Computer Science GCSE	Page 22
Creative iMedia Cambridge National Award	Page 23
Dance GCSE	Page 24
Drama – Performing Arts Award	Page 25
Engineering Level 1 / 2 Vocational Award	Page 26
Food and Nutrition GCSE	Page 27
French GCSE	Page 28
Further Maths	Page 29
Geography GCSE	Page 30
Health and Social Care Tech Award	Page 31
History GCSE (Modern World)	Page 32
Information Technology Cambridge National Award	Page 33
Music BTEC	Page 34
Photography GCSE	Page 35
3D Design GCSE	Page 36
Science – Further Science (Biology GCSE, Chemistry GCSE, Physics GCSE)	Page 37
Spanish GCSE	Page 39
GCSE PE	Page 40
Cambridge National Award in Sport Science	Page 41



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:

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

Y7		Y8		Y9 2026-2027		Y10 2027-2028		Y11 2028-2029	
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



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. It is important that you discuss these choices with your child.

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 and to 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 3 subjects 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 as Option A. 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 in school.
- Information Evening for parents on Wednesday 21st January, 2026.
- A series of assemblies for students.
- 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 Adviser.
- Students can discuss the subjects on offer with their current teachers, and ask for further advice.
- Progress Report 4th February 2027 followed by Parents' Consultation Evening on 25th February 2027.
- Parents can contact Mrs Smith if they have questions or need to discuss choices during the week beginning 2nd March 2027.
- Deadline for return of the options form 12th March 2027.



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 Adviser

The Careers Personal Advisers working in school are Anna Fishwick (Tuesdays and Wednesdays) and Julie Tindall (alternate Wednesdays)

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 Anna Fishwick by speaking to your form tutor to arrange an appointment, or email Anna at afishwick@byrchall.wigan.sch.uk to arrange an appointment.



Completing the Form

Students will be issued with their Curriculum Choices Form during January. These are important choices, so parents need to discuss this with their child. It is important to read all the information carefully and attend the Parents' Information Evening. 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 (13th March 2026)

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:	
Art GCSE	
Business Studies GCSE (note: you cannot choose Enterprise and Marketing with this)	
Enterprise and Marketing (Business) Cambridge National Award (note: you cannot choose Business Studies with this)	
Child Development Cambridge National Award	
Computer Science GCSE	
Creative iMedia Cambridge National Award	
Dance GCSE	
Drama – Performing Arts Award	
Engineering Level 1 / 2 Vocational Award	
Hospitality and Catering Level 1 / 2 Vocational Award	
French GCSE	
Geography GCSE	
Health and Social Care Tech Award	
History GCSE (Modern World)	
Information Technology Cambridge National Award	
Maths – Further Maths	
Music BTEC	
Photography GCSE	
3D Design GCSE	
Science – Further Science (Biology GCSE, Chemistry GCSE, Physics GCSE)	
Spanish GCSE	
Sports Award	
GCSE PE	
Cambridge National Award in Sport Science	



CORE CURRICULUM

ENGLISH AND ENGLISH LITERATURE GCSEs

Members of Staff Responsible: Mr N Hartley (Director of Learning – English)

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:

- *Macbeth* by William Shakespeare
- *The Strange Case of Dr Jekyll and Mr Hyde* by R. L. Stevenson
- *Blood Brothers* by Willy Russell
- A range of poetry from the AQA Anthology (Love & Relationships)
- 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 Synergy application.



CORE CURRICULUM

MATHEMATICS GCSE

Member of Staff Responsible: Mr D Tudor (Director of Learning: Maths)



GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three exam papers at the same tier. All exam 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 - written exam: 1 hour 30 minutes 80 marks - non-calculator 33⅓% of the GCSE Mathematics assessment		How it's assessed - written exam: 1 hour 30 minutes 80 marks - calculator allowed 33⅓% of the GCSE Mathematics assessment		How it's assessed - 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 on Sparx. Occasionally, learning or revision homework prior to assessment will be set.

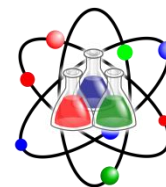
Assessment takes place approximately every 4 weeks to monitor student progress.



CORE CURRICULUM

SCIENCE GCSEs

Member of Staff Responsible: Mrs Millward (Director of Learning: Science)



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 • 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 Synergy application.

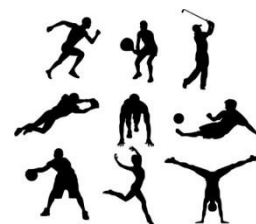
CORE CURRICULUM

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. Students 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/ Rugby League/
Hockey / Basketball
Rounders / Athletics
Volleyball/ Badminton / Handball
Ultimate Frisbee / Yoga/ Trampolining



RE



Students will continue with Religious Education lessons for the next two 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

Art, Craft and Design is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes, 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
- 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 it 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!

NOTE: If you choose to study GCSE Business Studies, you cannot choose Enterprise and Marketing CNAT.



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

NOTE: If you choose to study Enterprise and Marketing CNAT, you cannot choose GCSE Business Studies.



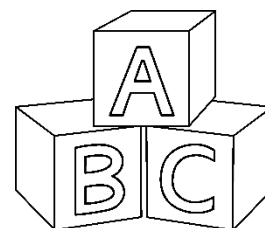
CURRICULUM CHOICES

Child Development Cambridge National Award

Member of Staff Responsible: Miss S Dowd

Course Content

This course is equivalent of one GCSE. It is assessed via a mixture of coursework (60%) and external examination (40%).



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.

You will study three Units:

- **RO57 Health and wellbeing for the child (exam component)** – Learn how to keep both parents and babies healthy, from preparing for pregnancy to caring for a newborn. You'll study childhood illnesses and how to create a safe environment for children.
- **RO58 Understanding the health and nutritional needs of a child 0-5 years (coursework)** – Discover how to set up a safe, welcoming space for children and plan healthy, balanced meals. You'll investigate practical childcare equipment and learn how to prevent accidents.
- **RO59 Understanding the development of a child 0-5 years (coursework)** – Observe how children grow and learn through play. You'll plan and evaluate play activities to support children's physical, social and intellectual development.

Specification

OCR exam board

Outcomes

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*
This qualification leads to: A-Levels in Sociology, Psychology or Biology. T-Levels in Education, Childcare or Cooking. Further BTEC study in Health and Social Care.
Careers in: Teaching, Nursery care, Social Care, Midwifery, Nursing.

What will I be doing in lesson?

Research and Investigation tasks, Self-assessment (Questionnaires and exam style questions), Coursework preparation, Exam Revision, Observations and working with children.

Why it's a great choice:

This topic is coursework based – great for helping you build your confidence, research and communication skills that are valuable in **any** career involving people. You'll leave with practical knowledge that's useful for further study, whether or not you work directly 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 other ICT options focus 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
- 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 (60%)

Written examination (40%)

Graded – Distinction* to Pass at Level 1 or 2

(Equivalent to GCSE grades 8-1)



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.
- Characters and Comics – students will learn about the importance of storytelling and character design, learning to draw characters and create a comic strip.

Students will sit a written examination that tests their knowledge and understanding of pre-production processes and products and roles within the media industry. 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: Miss O 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: Mr D Taylor

EXAMINATIONS

COMPONENT I – Exploring the Performing Arts
30% of BTEC – Y10 May Submission (Internal Assessment)

COMPONENT 2 – Developing Skills & Techniques in Performing Arts
30% of BTEC – Y10 December Submission (Internal Assessment)

COMPONENT 3 – Responding to a Brief
40% of BTEC – Y11 April Submission (External Assessment)



SPECIFICATION

The **Pearson BTEC Level 2 Tech Award in Performing Arts** is designed to give learners both practical and theoretical knowledge of the performing arts industry. It provides an insight into how the sector works, the roles of different practitioners, and the skills needed to succeed in performance and production. The qualification balances exploration, skill development, and creative response, preparing learners for further study in the arts or related industries. It is equivalent to a GCSE, making it a solid foundation for progression into Level 3 courses or vocational training.

The first part of the course, **Component I: Exploring the Performing Arts**, asks students to investigate the work of professional performing arts companies and practitioners. This involves looking at different styles, genres, and creative approaches, as well as understanding how productions move from idea to stage. Learners reflect on how performance, technical, and design elements combine to create a finished piece, developing analytical and evaluative skills. This component is assessed through internal assignments based on research and presentation.

Next is **Component 2: Developing Skills and Techniques in the Performing Arts**, which focuses on practical training. Students develop their own performance or production skills through workshops, rehearsals, and performance opportunities. This allows them to apply professional approaches, practice discipline, and show commitment to improvement over time. Learners are assessed internally on both their practical work and written evidence of progression, including rehearsal diaries or evaluation of their learning.

Finally, **Component 3: Responding to a Brief** is the externally assessed part of the qualification. Here, students work as part of a group to create and present a performance based on a given stimulus or brief from Pearson. They must consider the target audience, creative intentions, and collaborative process, before presenting their final piece. This synoptic component tests how well students can draw on everything they've learned—research, skills, techniques, and creativity—to deliver a complete performance project under controlled conditions.

COURSE AIMS

- Develop knowledge of the performing arts industry – Learners gain an understanding of how professional practitioners and companies work, exploring different styles, genres, and creative approaches.
- Build practical performance and production skills – The course provides structured opportunities to develop acting, dance, musical theatre, or design/technical skills through rehearsal and performance.
- Encourage creativity and personal expression – Students learn to respond imaginatively to briefs and stimuli, producing original or adapted work that communicates meaning to an audience.
- Prepare learners for progression – The qualification equips students with a strong foundation for further study at Level 3 (such as BTEC National Diplomas or A Levels in Performing Arts, Drama, or Dance), as well as apprenticeships or vocational training routes.
- Promote transferable skills – Beyond performance, the course strengthens teamwork, communication, organisation, problem-solving, and reflective practice, all of which are valuable in a wide range of careers.



CURRICULUM CHOICES

Level 1/2 Vocational Award in Engineering

Responsibility: Mr K Thomas

Engineering is a driving force in the UK's economy, accounting for 21.4% (£1.2 trillion) of the UK's £5.7 trillion turnover in 2018. However, there is a considerable shortage of appropriately skilled workers in the engineering sector. One of the reasons for this is due to lack of awareness among young people of the educational routes into engineering occupations, despite the fact that pursuing STEM subjects remains a priority for many young people, and, according to Engineering UK, the proportion of young people ages 11 to 14 who said they would consider a career in engineering was 54.7% in 2019.

The Vocational Award in Engineering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

EXAMINATIONS

Exam Board – OCR Engineering Design

Unit R038: Principles of engineering design

Unit R039: Communicating designs

Unit R040: Design, evaluation and modelling



SPECIFICATION

R038: Principles of engineering design This is assessed by an exam. In this unit you will learn about the design process, and all of the stages that are involved. Topics include:

- o Designing processes
- o Designing requirements
- o Communicating design outcomes
- o Evaluating design ideas

R039: Communicating designs This is assessed by a set assignment. In this unit you will learn how to use sketching and engineering drawings to communicate your ideas. Topics include:

- o Manual production of freehand sketches
- o Production of engineering drawings
- o Use of computer aided design (CAD)

R040: Design, evaluation and modelling This is assessed by a set assignment. In this unit you will learn virtual and physical modelling skills. Topics include:

- o Product evaluation
- o Modelling a prototype

CURRICULUM CHOICES

GCSE Food and Nutrition

Member of Staff Responsible: Mrs M Noor

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 Synergy.



CURRICULUM CHOICES

FRENCH GCSE

Member of Staff Responsible: Mrs D Turban



EXAMINATIONS

GCSE Board – Edexcel

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

Speaking (25%): End of course examination.

Listening and understanding (25%): End of course examination.

Reading and understanding (25%): End of course examination.

Writing (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 different themes such as:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

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 an 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.
- Reading out loud recordings.

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.



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, Inequalities with Linear Programming, Kinematics.

The course enables students to:

- Develop a thorough knowledge and understanding of concepts in algebra, geometry and calculus 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.



CURRICULUM CHOICES

GEOGRAPHY GCSE

Member of Staff Responsible: Miss E Gardner

EXAMINATIONS

GCSE Board – AQA

Three papers worth 100%

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: Living with the physical environment

Topics included: 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: Challenges in the human environment

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

1 hour 30 minutes

35% of the course (88 marks)

Paper 3: Geographical applications

Topics included: Issue evaluation, fieldwork, Geographical skills

1 hour 30 minutes

30% of the course (76 marks)

Pre-release booklet made available 12 weeks before Paper 3 exam

HOMEWORK

Homework will be set each week. It will consist of either an exam question or keywords

CURRICULUM CHOICES

HEALTH AND SOCIAL CARE TECH AWARD

Member of Staff Responsible: Miss S Dowd

Course Content

This course is the equivalent of one GCSE. It is assessed via a mixture of coursework (60%) and external examination (40%).



Do you enjoy helping people and want to make a real difference to others' lives? Health and Social care is all about understanding people, how they grow, develop and cope with life challenges. We will learn about how professionals support them to stay healthy, safe and happy. The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

Units

Component 1: Human Lifespan development (coursework) – Learn how people change from birth to old age – physically, intellectually, emotionally and socially. You'll explore how factors like health, relationships and major life events affect development.

Component 2: Health and Social Care Services and Values (coursework) – Discover how healthcare and social care systems support people, from GP surgeries to care homes. You'll learn about the values of care (empathy, dignity and respect) and the skills professionals need to work effectively with others.

Component 3: Health and Wellbeing (exam) – Assess someone's health, interpret data (BMI, Blood pressure, Heart rate) and create a plan to improve their wellbeing. You'll look at how lifestyle choices (diet, environment and exercise) can affect health and learn how to support people to make positive changes.

Specification

Pearson exam board



Outcomes

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. This course provides a strong foundation for further study in A-Levels Psychology, Sociology or Biology, T-levels in Health or Education, Apprenticeships in health, childcare or social work.

Career opportunities include: Nursing, Midwifery, Health Visitor, Paramedic, Social Worker.

What will I be doing in lesson?

Research and Investigation tasks, Self-assessment (Questionnaires and exam style questions), Coursework preparation, Exam Revision, Observations and working with people to improve health.

Why it's a great choice:

This topic is coursework based – great for helping you build your confidence, research and communication skills that are valuable in **any** career involving people. You'll build teamwork, empathy and problem-solving skills that are valuable for working in healthcare.



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 Technology

Member of Staff Responsible: Mr C Smethurst

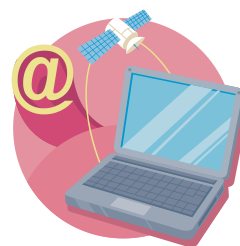
EXAMINATIONS

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 8-1)



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

CURRICULUM CHOICES

MUSIC – EDUQAS PERFORMING ARTS

Member of staff responsible: Mr K Cater



EXAMINATIONS: Eduqas Performing Arts

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.

The students will follow the Eduqas performing arts course. Although this is a performing arts qualification, it is designed to allow students to complete a music curriculum, similar to the BTEC qualifications in years gone by.

You will study:

- Performing techniques as a soloist and as an ensemble player.
- Composing techniques to a brief set by the exam board.
- Undertake a music project, considering planning, marketing, pitching ideas and delivering a music project.

You will learn the following skills:

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

The course

Unit 1: 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

Unit 2: Composition - (Coursework)

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

Unit 3: Managing a Music Product - (Controlled 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



CURRICULUM CHOICES

PHOTOGRAPHY GCSE

Member of Staff Responsible: Mrs C Williamson



EXAMINATIONS

GCSE Board- AQA

SPECIFICATION

Photography is a practical course which will involve students developing skills when using SLR cameras and digital editing software. You will gain experience when completing photographic shoots in an indoor and outdoor setting.

You will be expected to develop critical understanding of artists work and make connections with your own through experimentations and annotation.

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 it 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

3D Design GCSE

Member of Staff Responsible: Mr K Thomas

EXAMINATIONS

GCSE Board – AQA



SPECIFICATION

This qualification is intended for students who enjoy designing and making 3D products. It is aimed at those with a preference for the type of processes, equipment and materials used in Design & Technology during KS3 (e.g. Woods, Metals, Plastics, 3D Constructions), and wish to further continue in those workshops/classrooms. Year 10 involves students developing skills in both traditional and digital presentation techniques and CAD. These are taught through a range of mini projects, focussed practical tasks and skills based workshops. Both involve short practical skills building activities. Extended design and make assignments also take place where more time is given for imaginative ideas to be developed, and making skills to be explored in greater depth. During year 11, students also complete a final assignment set by the exam board. The ability to research and analyse existing products, artists and designers will be developed, along with how to best respond to a design brief, how to carry out written annotation and how to effectively evaluate designs and products.

COURSEWORK

60% Portfolio – Demonstrating your overall learning/skills in 3D Design, including a mini project and a sustained project

40% Assignment – Externally set task, to include preparation and a timed practical exam

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 it meets all four assessment objectives.

HOMEWORK

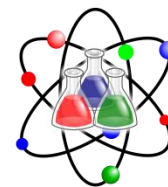
Students will be expected to continue their coursework on a weekly basis at home, as well as in school. It is important to do this to meet the essential requirements of quantity and quality of work for each assignment.

CURRICULUM CHOICES

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 - Written exam: 1 hour 45 minutes - Foundation and Higher Tier 100 marks 50 % of GCSE		How it's assessed - 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 - Written exam: 1 hour 45 minutes - Foundation and Higher Tier 100 marks 50 % of GCSE		How it's assessed - 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 • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50 % of GCSE		How it's assessed • 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 – Edexcel

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

Speaking (25%): End of course examination.

Listening and understanding (25%): End of course examination.

Reading and understanding (25%): End of course examination.

Writing (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 different themes such as:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

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 an 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.
- Reading out loud recordings.



CURRICULUM CHOICES

GCSE PE

Member of Staff Responsible: Miss H Nelson

EXAMINATIONS

GCSE Physical Education

3 lessons per week – 2 theory and 1 practical

Theory work – examined by 2 x 60 min exams in Y11. (60% of final grade)

Coursework – showing understanding of training and components of fitness (10% of final grade)

Practical - 3 sports offered in practical exams (taken in Y11). Each sport worth 10% of final grade (30% in total)



Theory – covers Human Biology, Psychology Physical Fitness, Training for Sport, Health, Participation, 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.

Coursework – 1 piece of written coursework completed in school across Y10 & 11. This is based on a sport of their choice. 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.

Practical Lessons – Lessons run in blocks of approximately 6-8 lessons, students cover 10-12 sports over the course. These includes Hockey, Handball, Netball, Football, Basketball, Rugby League, Badminton, Athletics, Table Tennis, Trampolining. Practical lessons also supplement the theory work being studied and coursework completion.

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 of sports 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.

Important - GCSE candidates would need 3 sports played regularly to a good standard worth 30% of final grade – 10% per sport. We would expect sport to be played outside of school for GCSE candidates. These must be a combination of team and individual sports.

HOMEWORK

Homework is set each week in theory lessons. Homework tasks are also put on synergy for parents and students.

Should students / parents require further guidance on the GCSE PE course it is advised that they see PE staff. The dept also run another course which does not need practical performance is needed but not at as high a standard.



CURRICULUM CHOICES

Cambridge National in Sport Science

Member of Staff Responsible: Miss H Nelson

EXAMINATIONS

Cambridge National in Sports Science

Worth the same as a GCSE qualification - just a different assessment and learning style.



Courses includes:

Theory work – Reducing the Risk of Sports Injuries - examined by exam in Y11 by 75 min exam (worth 40% of final grade)

Coursework – 2 units

R181 - Applying the principles of Training (40% of final grade)

R183 - Nutrition and Sports Performance (20% of final grade)

3 lessons per week – 2 theory and 1 practical

Theory this forms part of all 3 units covered and leads to both exam and coursework completion. Students will be expected to maintain a quality workbook and complete all tasks on time. In Year 11 students work towards a written examination which will need revision and exam practise like any other externally examined course.

Coursework - this will be ongoing and must be completed to a high standard and to deadline. Students will have to produce between 4-5 pieces of coursework per unit. This work will require research and a good standard of written English. All students work will be moderated by an external examiner.

Students must consider that theory work / coursework 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.

Practical Lessons

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 supplement work on the Cambridge National Course.

Students need to be competent at sport but do not have to play a sport at a high standard to study on the Cambridge National course. A keen interest in Sport, Health and Fitness is required.

HOMEWORK

Homework is set after theory lessons (every week). This could be a longer-term task of completing coursework or more traditional homework when completing the exam unit.

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



Curriculum Choices For 2026-2028

Head of Year

Miss A Matthews
amatthews@byrchall.wigan.sch.uk

Careers Personal Adviser

Anna Fishwick
afishwick@byrchall.wigan.sch.uk

Careers and Curriculum Support

Mr A Rastrick
arastrick@byrchall.wigan.sch.uk

Deputy Headteacher

Mrs C Smith
csmith@byrchall.wigan.sch.uk



Byrchall High School
www.byrchall.wigan.sch.uk
01942 728221
enquiries@admin.byrchall.wigan.sch.uk