



## **IMPORTANT INFORMATION**

	<b>Page</b>
Making choices	3
Core curriculum	3
The English Baccalaureate	4
Help your child make the best choices	4
Good advice	5
Make good choices for you	6
The options process	7
Key dates	7

## **CORE GCSE CURRICULUM**

English Language and Literature	8 & 9
Mathematics	10
Combined Science	11
Religion & Ethics	12

## **CORE NON-EXAMINATION CURRICULUM**

Personal, Social, Health & Economic Education (PSHE)	13
Core Physical Education	14

## **OPTIONS SUBJECTS**

Art Craft and Design	15
Computer Science	16
Construction and the Built Environment	17
Digital Information Technology	18
Drama	19
Geography	20
Health & Social Care	21
History	22
Hospitality & Catering	23
Music	24
Photography	25
Psychology	26
Spanish	27
Sport	28
Statistics	29

# Making Choices

Making curriculum choices in Year 9 is a very important part of your time in school. It is an opportunity for you to take control of your education and shape your future. The options you choose for Years 10 and 11 will impact on your education at St Anne's Academy, as well as your future in further education, higher education and your future career.

At St Anne's Academy, all students study a broad and balanced curriculum and, due to the breadth of the curriculum offer, you will all study between 10 and 11 GCSE, or equivalent, qualifications.

To ensure that you can make fully informed decisions about the options available to you, please read this booklet carefully with the people at home before making your choices. It contains a lot of information including the full range of courses on offer at Key Stage 4 (Years 10 and 11).

# Core Curriculum

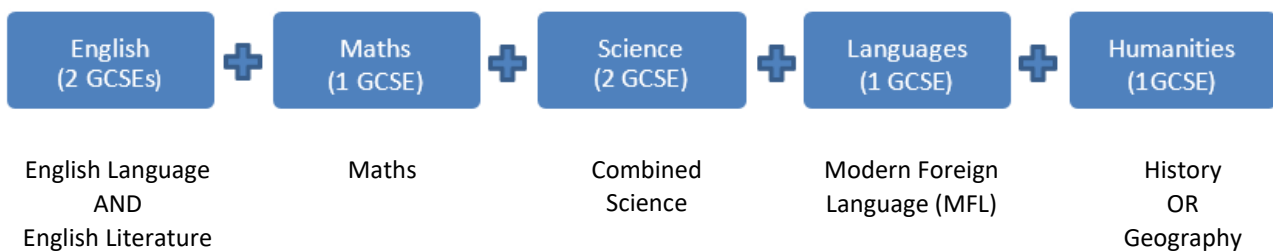
In years 10 and 11 all students study a core curriculum of:

Examined Subjects	Non-examined Subjects
English Language (GCSE) and English Literature (GCSE)	Personal Social Health Education (PSHE)  Physical Education (PE)
Mathematics (GCSE)	
Combined Science (GCSE x2)	
Religion & Ethics (GCSE)	

These are compulsory subjects set by the Department for Education and school. All students must study them as part of our statutory school curriculum. These subjects will give you crucial skills for the future and allow you to be successful in all other subjects.

# The English Baccalaureate

The Department for Education have designated a “Gold Standard” for the quality of education as the English Baccalaureate (EBacc). This is not a qualification in itself; however, it provides colleges, universities and employers with the information that a student has achieved a well-rounded academic education and we would recommend this set of GCSEs to the majority of our students. The EBacc pathway is explained by the diagram below.



It is highly likely that employers and universities will look favourably on students who have achieved the English Baccalaureate at Grade 5 or above. For most students, the EBacc suite of qualifications would be an appropriate set of GCSE subjects to study, especially for those wishing to continue with further and higher education.

In Years 10 and 11 any student wanting to follow an EBacc curriculum will have to study either History or Geography and Spanish.

# Help your child make the best choices



I have enclosed a copy of **HELP YOUR CHILD MAKE THE BEST GCSE CHOICES** for you to read. This is a parental guidance leaflet from the Department for Education. This guidance recommends students study the core subjects that make up the English Baccalaureate (English Language and Literature, Maths, Science, History or Geography and a Language) as it gives all students access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.



# Good Advice

**Make your choices for the right reasons.** Before making your final choices, you should make sure that:

- ✓ You **READ** all the information with which you are provided.
- ✓ You will **ENJOY** studying the subject (being careful to distinguish between your opinion of the subject and the teacher).
- ✓ You have carefully considered **ADVICE** from your tutor and subject teachers.
- ✓ You have considered **MORE ADVICE** from parents/carers, older brothers and sisters and older students.
- ✓ If you have a particular **CAREER** area or university course in mind, you can consult with our independent Careers Adviser to determine if specific subjects are required. You can also research the career yourself. Details for contacting our careers advisor are:  
Damion Langford: [DamionLangford@positive-steps.org.uk](mailto:DamionLangford@positive-steps.org.uk)
- ✓ Wherever possible, leave your choices as **WIDE** as possible to keep your options open at the end of Year 11.

Make sure you **DO NOT** choose subjects to be with your friends. The school will decide on the structure of teaching groups and friendships will not be a factor.

Make sure you **DO NOT** choose subjects based on your favourite teachers. You may not have these teachers for your GCSE class.



# Making good choices for you

## Good reasons for choosing a course

- You're good at the subject.
- You think you'll enjoy the course.
- It fits your career ideas and plans.
- It goes well with your other GCSE choices.
- You're interested in the knowledge and skills it develops.
- A broad and balanced choice of subjects will give you plenty of choice in the future.
- You think that you might want to continue studying it after Year 11, either at college or via an apprenticeship.
- Your research shows that it will interest you and motivate you to learn.



## Bad reasons for choosing a course

- Your friends are doing it.
- People say it's easy.
- You think it's a good course for a boy or for a girl.
- Someone else thinks that it's a good idea but you disagree.
- You like the teacher you have now.
- You didn't have time to research your options properly.



# The Options Process

You will study **4 Options Subjects** in Years 10 and 11 in addition to the 6 core examination subjects (English Language, English Literature, Maths, Science × 2 and Religion & Ethics), providing you with a minimum of 10 GCSEs.

To complete the options process:

1. Students will need to carefully choose which 4 subjects they want to study.
2. Students who have been selected for the EBacc pathway will have to choose between History or Geography and Spanish, then also choose 2 other subjects (plus a reserve).
3. Students who haven't been selected for the EBacc pathway will have to choose one of: History, Geography, Spanish or Computer Science (they can choose more than one of these by selecting them in their 3 remaining choices), they will also choose 3 other subjects (plus a reserve). They can choose to follow the EBacc pathway by selecting the appropriate subjects (History or Geography and Spanish) if they feel that this is right for them.




**Once the option form has been completed online, students are allocated subjects. Where possible, students are allocated their option choices. In some cases, because an option has too small a number choosing it to make it viable to run students will be given their reserve choice. If this is necessary, students and parents will be contacted to explain why this has happened.**

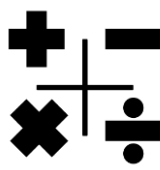
## Key Dates





**Deadline for Year 9 Options form to be completed: Monday 23<sup>rd</sup> February 2026**


<b>Subject:</b>	<b>GCSE English Language &amp; Literature</b>	
<b>Curriculum Leader:</b>	Miss English	
<b>Examination board:</b>	<b>GCSE English Language (AQA 8700)</b> <b>GCSE English Literature (AQA 8702)</b> <b>GCSE Spoken Language Endorsement (AQA 8700/C)</b>	
<b>How is the course assessed?</b>	<p><b>English Language GCSE</b> The course will be assessed by two written examinations taken at the end of Year 11: Paper 1: Explorations in Creative Reading and Writing 50% Paper 2: Writers' Viewpoints and Perspectives 50%</p> <p><b>English Literature GCSE</b> The course will be assessed by two written examinations taken at the end of Year 11: Paper 1: Shakespeare and the 19th century novel 40% Paper 2: Modern texts, Power and Conflict Poetry and Unseen poetry 60% The grades awarded for English Language and English Literature will be 1 to 9, with 9 being the highest.</p> <p><b>Spoken Language Endorsement</b> The course will be assessed by a spoken presentation and discussion at the end of Year 10. The endorsement will receive a separate grade (pass, merit, distinction or not classified).</p>	
<b>What will be studied?</b>	<p>Students will study a wide range of classic and modern texts: For <b>English Language</b> these will include unseen fiction and non-fiction extracts; the topic or theme of the extracts will link to writing tasks set in the examination papers. For <b>English Literature Paper 1</b>, students will study: <i>Macbeth</i> and <i>A Christmas Carol</i> For <b>English Literature Paper 2</b>, they will read: <i>An Inspector Calls</i> and the AQA poetry anthology of <i>Power and Conflict</i>. They will, in addition, have to respond to unseen poems. For the Spoken Language Endorsement, students will present and debate topics or issues that interest them and which matter in the world today.</p>	
<b>What will I learn?</b>	<p><b><u>English Language Paper 1</u></b></p> <p>English Language Paper 1 aims to engage students in a creative text and inspire them to write creatively themselves. In section A, students will be reading a literature fiction text in order to explore how established writers use narrative and descriptive techniques to capture the interest of readers. In section B, students will be writing their own creative text inspired by the topic that they have responded to in section A; this will allow pupils to demonstrate their writing skills in response to a written prompt or visual image.</p> <p><b><u>English Language Paper 2</u></b></p> <p>This paper will aim to develop students' insights into how writers have particular viewpoints on issues or themes that are important to the way we think and live our lives. In section A, students will be reading two linked extracts from different time periods and genres in order to consider how each of them present their viewpoints and perspectives to influence the reader. In section B, students will be writing their own text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced in section A.</p> <p><b><u>Macbeth</u></b></p> <p>Students will explore the theme, plot and character of the play 'Macbeth'. An understanding of the methods used by Shakespeare will ensue through pupils examining the dramatic devices used to mirror the complex social and political context of Jacobean society. Students will therefore be encouraged to identify commonalities between the time frames of the Jacobean era and the modern day; in particular, the current political landscape and the</p>	


	<p>human condition. This will allow them to create personal responses towards the text and to develop an in-depth understanding of how literature has changed over time.</p> <p><b><u>A Christmas Carol</u></b></p> <p>Students will explore the Victorian novella, A Christmas Carol, utilising their developed critical analysis skills, creating personal interpretations and opinions of characters, themes and ideas. Students will ensure that they have a thorough and precise understanding of narrative development, characterisation and the purposeful methods employed by Dickens to create emotion, sympathy and moral reckoning for the reader. Students will explore some of the key aspects of contextual influence including: Victorian repression, class conflict, and attitudes towards religion, wealth and family values.</p> <p><b><u>An Inspector Calls</u></b></p> <p>In this module, students will study the contemporary text 'An Inspector Calls' and establish an understanding of ideas about themes of class, gender and politics considered in previous units. Students will examine how context can shape a text and can be used to create meaning, as well as how this can affect the construction of narrative characters. Priestley's methods will be examined in detail in order to produce analyses of how a writer's intention and purpose can be explored in a play. Students will be encouraged to find parallels between the time in which the play is set and the modern day, ensuring a comprehensive and personal understanding is established.</p> <p><b><u>Poetry</u></b></p> <p>Students will revisit the identification of poetic techniques and writers' intention. They will revisit and consolidate key terminology before moving on to analyse and develop personal responses to the poems. Students undertake unseen poetry skills using the AQA Power and Conflict anthology as a springboard. Whilst studying the Power and Conflict cluster, students will be expected to confidently select appropriate quotations to justify wide ranging and divergent responses to the poems; critically identify and analyse methods used by the writer and draw deliberate comparisons between the fifteen poems on the anthology- referring precisely to the political, personal and social contexts of the various writers. Students will be required to memorise key quotations and vocabulary from each of the fifteen poems (in order to reproduce and comment on these in an assessment format) as well as show a personal response to the writer's critical message. Students will also be exposed to the concept of analysing unseen poetry across the unit, developing their confidence in approaching unseen texts in timed conditions.</p>
<b>Successful study of English can lead to...</b>	<p>English GCSE helps develop many transferrable skills and is an enabling qualification to complement students pursuing a wide variety of careers. It provides a strong foundation for further study, especially in careers such as publishing, education, law, advertising, marketing or recruitment.</p>
<b>Other information</b>	<p>The course will allow you to develop the ability to:</p> <ul style="list-style-type: none"> <li>• Develop research skills and construct balanced arguments, as well as having your own viewpoint and perspective.</li> <li>• Consider a variety of opinions as well as your own and have an interest in debate. You must also be able to justify opinions based on evidence.</li> <li>• Use language effectively within a range of context so that you can question and understand the world around you.</li> </ul>


<b>Subject:</b>	<b>GCSE Mathematics</b>	
<b>Curriculum Leader:</b>	<b>Mr Farrell</b>	
<b>Examination Board:</b>	<b>Edexcel</b>	
<b>How is the course assessed?</b>	<p>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 three papers are sat at the end of Year 11;</p> <ul style="list-style-type: none"> <li>• Paper 1: Non-calculator 1hour 30mins 80 marks</li> <li>• Paper 2: Calculator 1hour 30mins 80 marks</li> <li>• Paper 3: Calculator 1hour 30mins 80 marks</li> </ul> <p>The papers contain 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.</p>	
<b>What will be studied?</b>	<p>All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from the different topic areas:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Ratio</li> <li>• Geometry</li> <li>• Probability and Statistics</li> </ul> <p>There are three assessment objectives that are the same across all topic areas:</p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Use and apply standard techniques (Percentage of exam: 50% Foundation, 40% Higher)</li> <li>• <b>AO2:</b> Reason, interpret and communicate mathematically (Percentage of exam: 25% Foundation, 30% Higher)</li> <li>• <b>AO3:</b> Solve problems within mathematics and in other contexts (Percentage of exam: 25% Foundation, 30% Higher)</li> </ul>	
<b>What will I learn?</b>	<p>All students study Mathematics. It is one of the fundamental subjects underpinning all sciences and technology. We want students to see the learning of Mathematics as a lifelong experience which will help them to approach situations with confidence.</p> <p>You will re-visit each of the six topics to recap what should be known from Key Stage 3 and then extend your learning in each area to prepare for life after Year 11.</p>	
<b>Successful study of Maths can lead to ...</b>	<p>A minimum grade 5 in GCSE Maths is expected by many colleges and employers. It is diverse, engaging and essential in equipping you with the right skills that give you a wider choice of exciting careers. GCSE Mathematics is an important foundation for many courses and careers. Almost all jobs and careers require a Mathematics GCSE, but the following are some that use Mathematics extensively: Science, Engineering, Psychology, Insurance, Medicine, Banking, Economics, Accountancy, Computing, Marketing, Architecture, Pharmacy, Environmental Studies, Business Management and Teaching.</p>	
<b>Other information</b>	<p>It is essential that you have a complete set of mathematical equipment including a scientific calculator, compasses, ruler, protractor, pen, pencil, rubber and pencil sharpener. All equipment is available to be purchased from the school.</p>	


<b>Subject:</b>	<b>GCSE Combined Science</b>	
<b>Curriculum Leader:</b>	<b>Ms Hallam</b>	
<b>Examination Board:</b>	Edexcel	
<b>How is the course assessed?</b>	<p>Students who complete GCSE Combined Science will be awarded 2 GCSE grades. GCSE Combined Science consists of six externally examined papers that will be completed at the end of Year 11. There are two biology, two chemistry and two physics papers; each paper will last 1 hour and 10 minutes, is out of 60 marks, and is worth 16.67% of your final grade. The examinations will consist of a mixture of different question styles, including multiple choice, short answer, calculations and extended writing questions.</p> <p>There are two tiers of entry for this GCSE, foundation or higher tier. All the papers must be sat at the same level; additionally, the tier of paper that you sit will influence your final grade. On foundation tier, you can achieve a minimum grade of 1-1 to a maximum of 5-5, on higher tier the minimum grade is 4-3 and the maximum is 9-9.</p>	
<b>What will be studied?</b>	<p><b>Biology:</b> the structure and function of the cell, key processes in the human body, health and disease, evolution, biodiversity and ecosystems.</p> <p><b>Chemistry:</b> understanding atoms and the periodic table, bonding models, how chemicals interact, how materials are obtained and recycled, factors affecting rates of reactions and processes that effect the environment.</p> <p><b>Physics:</b> fundamental ideas about forces, motion and energy, nuclear radioactivity, uses of electricity and how it can be generated, and the properties of matter.</p> <p>Within the context of each section, you will be provided with opportunities to carry out practical work. These investigations will allow you to:</p> <ul style="list-style-type: none"> <li>• Use your knowledge and understanding to pose scientific questions and define scientific problems.</li> <li>• Plan and carry out investigative activities, including appropriate risk management, in a range of contexts.</li> <li>• Collect, select, process, analyse and interpret both primary and secondary data to provide evidence.</li> <li>• Evaluate your methodology, evidence and data.</li> </ul>	
<b>What will I learn?</b>	<p>The GCSE Combined Science course provides a broad level of knowledge and understanding about the world we live in and its place in the universe. Science matters!</p> <p>Throughout the course you will be given opportunities that will enable you to:</p> <ul style="list-style-type: none"> <li>• Develop scientific knowledge and understanding in the three disciplines of biology, chemistry and physics.</li> <li>• Answer scientific questions about the world around you by applying scientific processes and methods.</li> <li>• Apply observational, practical and problem-solving skills in the laboratory and other learning environments.</li> <li>• Evaluate claims based on science, both qualitatively and quantitatively, through critical analysis of working methods, evidence and conclusions.</li> </ul>	
<b>Successful study of Combined Science can lead to ...</b>	<p>A level subjects in Biology, Chemistry and Physics, along with other examples such as Environmental Science, Forensic Science and Applied Science</p> <ul style="list-style-type: none"> <li>• Level 3 BTEC Extended Diploma in Applied Science</li> <li>• Level 2/3 Vocational Animal Management courses</li> <li>• Many careers require a GCSE at grade 5 in Science, for instance Initial Teacher Training courses stipulate this as a requirement.</li> </ul>	


<b>Subject:</b>	<b>GCSE Religion and Ethics</b>		
<b>Curriculum Leader:</b>	Mrs Houghton		
<b>Examination Board:</b>	AQA		
<b>How is the course assessed?</b>	Assessment is 100% examination and consists of 2 papers, each lasting 1 hour and 45 minutes.		
<b>What will be studied?</b>	<p>Paper 1: The study of religions Christianity – beliefs, teachings and practices. Islam – beliefs, teachings and practices.</p>	<p>Paper 2: Thematic studies Relationships and families Religion and life Religion, peace and conflict Religion, crime and punishment.</p>	
<b>What will I learn?</b>	<p>Paper 1: The study of religions You will consider the core beliefs, teachings and practices for Christians and Muslims today; you will consider how these beliefs influence their daily lives and how practices can differ between denominations, cultures and across the globe.</p> <p>The study of Christianity which includes, beliefs about God, Creation, incarnation, Jesus and salvation, sacraments, pilgrimage, festivals and the local and worldwide churches.</p> <p>Study of Islam includes: the foundations of faith, nature of Allah, prophethood, angels, Imamate, pre-destination and the afterlife, the five pillars of Sunni Islam, the ten obligatory acts of Shi'a Islam, jihad and festivals.</p>	<p>Paper 2: Thematic studies You will consider Christian, Muslim and non-religious responses to ethical and philosophical questions across a range of topics.</p> <p>Relationships and families, which includes questions about, sexuality, marriage, divorce, families and gender equality.</p> <p>Religion and life which includes questions about, the origins of the universe, the value of the world and how we should treat the environment and animals, abortion, euthanasia and the afterlife.</p> <p>Religion, peace and conflict which includes questions about, violence and protests, war, pacifism, the use of weapons of mass destruction, terrorism and how to respond to the victims of war</p> <p>Religion crime and punishment which includes questions about, the cause of crime, attitudes to different types of crime, aims of punishment, types of punishment such as prison, corporal punishment and the death penalty, attitudes to suffering and forgiveness.</p>	
<b>Successful study of RE can lead to ...</b>	<p>Religious Studies prepares you brilliantly for the world of work because whatever job you do you will be interacting with people from different backgrounds with a variety of opinions and beliefs. RS give a foundation to study other subjects such as Sociology, Criminology, Philosophy and Classical Civilisation and the Russell group universities have made it clear that it provides a 'suitable foundation for university.' People who study RS often consider careers in healthcare, journalism, the emergency services, the media, law and education.</p>		
<b>Other information</b>	<p>The course will allow you to develop:</p> <p><b>Skills:</b> You need to be inquisitive and to be able to argue for and against a range of issues.</p> <p><b>Abilities:</b> You will need to be able to listen to and understand different points of views, have a good understanding of how to debate and argue in a constructive and meaningful way. You will also need to be articulate and able to complete structured pieces of writing, as part of the exam is essay based.</p>		


<b>Subject:</b>	<b>Personal Social Health Economic Education (PSHE) (non-examination)</b>	
<b>Curriculum Leader:</b>	<b>Mrs Davies</b>	
<b>What is on offer?</b>	<p>Today's young people are growing up in an increasingly complex world and living their lives seamlessly on and offline, presenting many positive and exciting opportunities, but also challenges and risks (Secretary of State, RE, RSE and Health Education, 2019). In order to embrace the challenges of creating a happy and successful adult life, PSHE lessons allow pupils at St Anne's academy to develop the knowledge, skills and attributes to enable them to make informed decisions about their health and wellbeing, relationships, finance, careers and also learn how to build resilience to cope with the difficulties they may face in adult life. Using active learning opportunities, our aim for PSHE at St Anne's Academy is to provide pupils with:</p> <ul style="list-style-type: none"> <li>• Up to date, relevant and accurate knowledge about mental and physical health, relationships and sex education, careers and financial education.</li> <li>• Opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.</li> <li>• The skills and strategies they need to live healthy, safe, responsible and fulfilling lives.</li> <li>• Ground rules to create a safe and comfortable classroom climate where students are confident to discuss their hopes, fears and sensitive issues.</li> </ul> <p>A flexible curriculum to respond to modern day issues as they arise.</p>	
<b>How is the course assessed?</b>	<p>Although there is a knowledge base to the PSHE programme the assessment suggested in this programme is more focused on skill development and showing the progress that students make in terms of their personal, social, and economic wellbeing.</p>	
<b>What will be studied?</b>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• How to develop self-confidence, assertiveness and resilience.</li> <li>• How to develop strategies to support positive mental and emotional wellbeing and to understand where to access help, advice and support if it is needed.</li> <li>• How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity.</li> <li>• How to assess and manage risks to health; and to keep themselves and others safe, how to respond in an emergency, including administering basic first aid.</li> <li>• Learn about sexual health and fertility including keeping themselves safe, about fertility, healthy pregnancy lifestyle choices and about support available.</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.</li> <li>• How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying), discrimination, abuse, sexual and other violence and online encounters.</li> <li>• About the concept of consent in a variety of contexts (including in sexual relationships).</li> <li>• To consider social influence and peer pressure, how to recognise situations where you may be adversely influenced and learn strategies to access appropriate help.</li> </ul> <p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• How to develop employability, team working and leadership skills and develop flexibility and resilience, challenging career stereotypes, maintaining high aspirations for the future and embracing new opportunities.</li> <li>• How personal financial choices can affect oneself/others and about rights/responsibilities as consumers.</li> <li>• Learn about media literacy and digital resilience – learning how to be safe online including effect of social media and FOMO (fear of missing out), financial safety, and use of targeted advertising. Learning how to protect and enhance personal and professional reputation online. Recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern.</li> </ul>	


<b>Subject:</b>	<b>Core Physical Education (non-examination)</b>	
<b>Curriculum Leader:</b>	<b>Mr Arain</b>	
<b>What is on offer?</b>	<p>PE should be fun, inclusive and safe. The KS4 Core PE programme serves to reinforce the benefits of physical activity and school sport in the view to build on the knowledge, understanding and skills you have established in KS3 PE in a fun and inclusive environment. We strive to empower you to develop a desire to lead an informed, active and healthy lifestyle at school and beyond.</p> <p>A significant part of learning will be spent on improving your skills as a performer, coach, official or choreographer. You will have the opportunity to develop your leadership skills and to organise events and activities in a recreational manner.</p>	
<b>How is the course assessed?</b>	<p>100% Practical</p> <p>Students are not subject to a formal assessment in this area, but options are sometimes chosen to support the BTEC PE requirements of some students within groupings.</p>	
<b>What will be studied?</b>	<p>Sports are studied on an optional basis with students choosing the option they wish to pursue from a minimum of 2 and maximum of 3 options depending on the group sizing they are placed within.</p> <p>Sports to be offered will vary between academic terms, and options selected will differ dependent on the preferences of the students within each group.</p> <p>Traditional options include the following sports.</p> <ul style="list-style-type: none"> <li>Football,</li> <li>Netball,</li> <li>Fitness,</li> <li>Volleyball,</li> <li>Trampolining,</li> <li>Badminton,</li> <li>Dance,</li> <li>Basketball,</li> <li>Rounders,</li> <li>Softball,</li> <li>Athletics.</li> </ul>	


<b>Subject:</b>	<b>GCSE Art, Craft &amp; Design</b>	
<b>Curriculum Leader:</b>	<b>Ms Tattersall</b>	
<b>Examination Board:</b>	AQA	
<b>How is the course assessed?</b>	Your GCSE grade is based on two parts. Your portfolio of classwork makes up <b>60%</b> of your final grade and shows how you've developed your ideas, experimented with materials, and created finished pieces. The remaining <b>40%</b> comes from an <b>externally set assignment</b> , where you'll choose from a list of starting points, plan and develop your ideas, and then produce a final piece in a <b>10-hour practical exam</b> held over two days.	
<b>What will be studied?</b>	<p>Students must explore and create work associated with areas of study from at least two titles listed below.</p> <p><b>Fine art:</b> for example, drawing, painting, sculpture, installation, photography, printmaking, mixed media and land art.</p> <p><b>Graphic communication:</b> for example, communication graphics, design for print, advertising and branding, illustration, package design, typography, signage and exhibition graphics.</p> <p><b>Textile design:</b> for example, art textiles, fashion design and illustration, printed and dyed textiles, surface pattern, stitched and/or embellished textiles.</p> <p><b>Three-dimensional design:</b> for example, architectural design, sculpture and ceramics.</p> <p><b>Photography:</b> for example, portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, moving image: film, video and animation.</p>	
<b>What will I learn?</b>	If you choose GCSE Art, Craft and Design, you'll explore your creativity through drawing, painting, sculpture, printmaking, textiles, and mixed media. You'll experiment with a wide range of materials and techniques to develop your own ideas and personal style. You'll learn how to record from observation, use colour and composition effectively, and take inspiration from artists, designers, and craftspeople from different times and cultures. The course helps you build confidence, independence, and creative problem-solving skills as you create a portfolio of work that reflects your imagination and individuality.	
<b>Successful study of Art, Craft and Design will lead to...</b>	<p><b>Jobs where an interest in art is useful</b> Art Gallery Attendant, Museum Attendant, Art Shop Assistant, Display Designer / Window Dresser, Clerical work in Arts Administration (you will also need ICT and English skills).</p> <p><b>Jobs where you will need good artistic or technical skills</b> Body Artist, Ceramic Decorator, Ceramic Pottery Maker, Stage Set Designer Engraver, Florist, Glassblower. Illustrator. Jeweller, Make-Up Artist, Sign-writer, Model Maker.</p> <p><b>Jobs where a degree or professional qualification is usually needed</b> Architect, Art Therapist, Fine Artist, Arts Administrator / Manager Exhibition Designer, Graphic Designer, Interior Designer, Teacher, Lecturer, Museum Curator, Landscape Architect, Multimedia Designer.</p>	
<b>Other information</b>	<p>Potential employers are not just looking for practical skills, but highly value creative thinkers (ideas people), co-operative team workers, imaginative problem-solvers, and expect resilience and commitment.</p> <p>As part of the course, you'll have the chance to go on <b>two inspiring trips</b>. We visit a local <b>art gallery</b> to explore different exhibitions and collect ideas for your projects, and the <b>Yorkshire Sculpture Park</b>, where you can experience large-scale artworks in an outdoor setting. These trips help you develop your creativity, see how artists work, and inspire your own pieces.</p>	


<b>Subject:</b>	<b>GCSE Computer Science</b>	
<b>Curriculum Leader:</b>	<b>Mr Heaney</b>	
<b>Examination Board:</b>	OCR	
<b>How is the course assessed?</b>	<p>The grade awarded will be grade 1 to 9, with 9 being the highest. It is made up from the following:</p> <ul style="list-style-type: none"> <li>• Computer Systems – Theory Examination</li> <li>• Computational Thinking, Algorithms and Programming – Theory Examination</li> </ul> <p>Each examination is equally weighted accounting for 50% of a student's overall grade.</p> <p>Students will also need to complete a series of Programming Projects – which do not carry any weighting for a student's final grade but must be completed and submitted to the exam board.</p>	
<b>What will be studied?</b>	<p>Computer Systems covers:</p> <ul style="list-style-type: none"> <li>• Systems Architecture, Memory, Storage, Computer Networks, Connections &amp; Protocols, Network Security, System Software, Ethical, Legal, Cultural and Environmental impacts of digital technology.</li> </ul> <p>Computational Thinking, Algorithms and Programming covers:</p> <ul style="list-style-type: none"> <li>• Algorithms*, Programming Fundamentals, Producing Robust Programs, Boolean Logic, Programming Languages and Integrated Development Environments</li> </ul> <p>* Algorithm questions are not exclusive to Component 02 and can be assessed in either component.</p> <p>A Series of Programming Projects, set by the exam board will also need to be completed and documented</p>	
<b>What will I learn?</b>	<p>Computer Science is an intellectually challenging yet rewarding discipline. The course involves creating programmed solutions to real world problems. Most of the marks come from a range of theoretical topics which will help you understand how computers work and how programs are constructed.</p> <p>You will not be on the computers all the time. Computer Science is an academic discipline which involves you understanding how computers work, and how to solve problems. You will be expected to learn a computer programming language, which you will have to be able to hand write in your final exam.</p>	
<b>Successful study of Computer Science can lead to ...</b>	<p>Computer Science is changing the world, and every aspect of your life has been impacted by Computer Science in some way. You do not need to want to go on to work exclusively in the digital sector in a career such as programming, software engineering, design, and development.</p> <p>The core aspects of computational thinking is problem solving, looking at a situation and formulating a way to solve it. Which means the skills learnt in Computer Science can be applied to a host of different college courses and future careers.</p> <p>You could continue to study Computer Science at Colleges such as Rochdale Sixth Form College, Loreto Sixth Form College, and Oldham Sixth Form College. However, Computer Science is a well-respected GCSE course which will help students get onto A Level and T Level Courses.</p>	
<b>Other information</b>	<p>Computer Science students should be creative, problem solvers, with a good grounding in both Science (Physics) and Maths. Both exam papers are non-calculator, and you will be required to complete calculations at a minimum of a band 4.</p>	

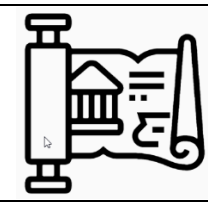
<b>Subject:</b>	<b>Construction &amp; the Built Environment</b>	
<b>Curriculum Leader:</b>	<b>Mrs Grainger</b>	
<b>Examination Board:</b>	EDUQAS	
<b>How is the course assessed?</b>	<ul style="list-style-type: none"> <li>• Unit 1: Introduction to the Built Environment (external exam) 40% of the final grade</li> <li>• Unit 3: Constructing the Built Environment (controlled assessment) 60% of the final grade</li> </ul>	
<b>What will be studied?</b>	<p>The constructing the built environment course is an exciting and diverse learning experience with a focus of acquisition of practical skills in joinery, painting and decorating and brickwork alongside gaining a broad knowledge of the construction industry. You will work through mini practical projects and have the opportunity to develop your understanding of the construction industry so that you build the skills needed for a possible career in the industry.</p> <p>You will also learn all about the construction industry through topics such as:</p> <ul style="list-style-type: none"> <li>The sector</li> <li>The built environment life cycle</li> <li>Types of building and structure</li> <li>Technologies and materials</li> <li>Building structures and forms</li> <li>Sustainable construction methods</li> <li>Trades, employment and careers</li> <li>Health and safety</li> </ul>	
<b>What will I learn?</b>	<p>The rationale for this qualification in Construction and the Built Environment is to:</p> <ul style="list-style-type: none"> <li>• inspire and enthuse learners to consider a career in the construction sector</li> <li>• give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the construction industry</li> <li>• support progression to a more specialised level 3 vocational or academic construction course or an apprenticeship</li> <li>• give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the construction industry</li> </ul>	
<b>Successful study of Construction &amp; the Built Environment can lead to ...</b>	<p>The Award in Construction and the Built Environment provides the skills, knowledge and understanding for learners to progress to:</p> <ul style="list-style-type: none"> <li>• other level 2 vocational qualifications</li> <li>• level 3 vocational qualifications</li> <li>• related academic qualifications</li> <li>• employment within the construction industry.</li> </ul>	
<b>Other information</b>	Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.	


<b>Subject:</b>	<b>Digital Information Technology</b>	
<b>Curriculum Leader:</b>	<b>Mr Heaney</b>	
<b>Examination Board:</b>	Pearson BTEC	
<b>How is the course assessed?</b>	<p>The course awards Grades as Pass, Merit and Distinction, at both Level 1 and Level 2. With a Level 1 Pass being the lowest passing grade and a Level 2 Distinction being the highest.</p> <p>The Course is made up of 3 components.</p> <ul style="list-style-type: none"> <li>• Exploring User Interface Design Principles and Project Planning Techniques – This is timed coursework and is worth 30% of the final grade.</li> <li>• Collecting, Presenting and Interpreting Data - This is timed coursework, and is worth 30% of the final grade.</li> <li>• Effective Digital Working Practices – This is an examination which is worth 40% of the final grade.</li> </ul>	
<b>What will be studied?</b>	<p>Component 1: Exploring User Interface Design Principles and Project Planning Techniques</p> <ul style="list-style-type: none"> <li>• Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface, based on a scenario provided by the exam board.</li> </ul> <p>Component 2: Collecting, Presenting and Interpreting Data</p> <ul style="list-style-type: none"> <li>• Students will develop their understanding of data and information and how they help organisations help in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information, based on a scenario provided by the exam board.</li> </ul> <p>Component 3: Effective Digital Working Practices</p> <ul style="list-style-type: none"> <li>• Students will explore how organisation use digital systems and the wider implications associated with their use.</li> </ul>	
<b>What will I learn?</b>	<p>Component 1: Exploring User Interface Design Principles and Project Planning Techniques</p> <ul style="list-style-type: none"> <li>• About different types of computer interfaces, what different audiences/users need, design principles for IT solutions, project planning, creating project proposals and plans, system design and evaluations.</li> </ul> <p>Component 2: Collecting, Presenting and Interpreting Data</p> <ul style="list-style-type: none"> <li>• Characteristics of data, how information can be represented, ensuring data is suitable for processing, data collection methods, quality of information, sectors which use data modelling, threats to individuals, data processing methods, producing a dashboard, drawing conclusions based on findings, considering how presentation affects understanding.</li> </ul> <p>Component 3: Effective Digital Working Practices</p> <ul style="list-style-type: none"> <li>• The exam is split into 4 sections, Modern Technologies, Cyber Security, The Wider implications of digital systems and Planning and Communication in digital systems</li> </ul>	
<b>Successful study of Computer Science can lead to ...</b>	<p>Information Technology is everywhere. Every career you look at will require good levels of IT knowledge. Whether your interested in a role within IT or business, or if you're more interested in a job in the creative technology industry, BTEC DIT could be the subject for you.</p> <p>You can also move onto Study BTEC DIT Level 3, as well as other applied IT/ICT/Computer based subjects at local colleges such as Hopwood Hall, The Manchester College and Bury College</p>	
<b>Other information</b>	<p>As the course is a BTEC it requires students to be self-motivated to complete the set assignments independently. There are strict deadlines set by the exam board as to when work needs to be completed, this may mean you need to stay back after school to catch up on missed work.</p>	


<b>Subject:</b>	<b>GCSE DRAMA</b>	
<b>Curriculum Leader:</b>	<b>Mr Appleton</b>	
<b>Examination Board:</b>	OCR	
<b>How is the course assessed?</b>	<p>30% <b>Devising Drama</b> - Non-exam assessment          30% <b>Presenting and performing texts</b> - Non-exam assessment          40% <b>Performance and response</b> - Exam assessment 1 hour 30 minutes (Written paper)</p> <p>The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.</p>	
<b>What will be studied?</b>	<p>The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.</p> <p><b>The focus areas are:</b></p> <ul style="list-style-type: none"> <li>• The development of key skills that prove learners' aptitude in drama, such as reproducing repertoire or responding to a stimulus</li> <li>• The process that underpins effective ways of working in the acting industry, such as development of ideas, rehearsal, and performance</li> <li>• The attitudes that are considered most important including personal management and communication</li> <li>• The knowledge that underpins effective use of skills, processes, and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.</li> </ul> <p><b>Is acting right for you?</b></p> <ul style="list-style-type: none"> <li>• Are you prepared to mix coursework with performance and a written examination?</li> <li>• Have you consistently participated in your performing arts lesson during year 9 and demonstrated a good attitude towards the subject?</li> <li>• Do you have previous experience in performing arts and are you passionate about the subject?</li> </ul> <p><b>If you do not meet all of these criteria, you MUST speak to a performing arts teacher before considering this as an option</b></p>	
<b>What will I learn?</b>	<p>GCSE Drama has been designed to be a practical, engaging and creative specification for learners to study. It will provide opportunities to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices. The main purpose of this qualification is to allow learners to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and to their own performance work.</p>	
<b>Successful study of Drama can lead to...</b>	<p><b>Learners who generally achieve at grade 4 across their Key Stage 4 learning might consider progression to:</b></p> <ul style="list-style-type: none"> <li>• A Levels as preparation for entry to higher education in a range of subjects</li> <li>• study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.</li> </ul> <p><b>Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:</b></p> <ul style="list-style-type: none"> <li>• study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3.</li> </ul>	
<b>Other information</b>	<p>This is an academic course with vocational components, and you must have a proven interest in practicing and performing with in the arts. It is also an expectation that you will take part in extra-curricular activity. This will ensure that you will have the best skillset and technical knowledge possible.</p>	

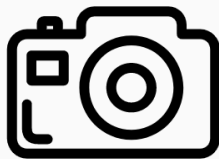
<b>Subject:</b>	<b>GCSE Geography</b>	
<b>Curriculum Leader:</b>	<b>Miss Hodgkins</b>	
<b>Examination Board:</b>	AQA	
<b>How is the course assessed?</b>	<p>Assessment is 100% Written Examination across 3 exam papers.</p> <p>Paper 1: Living with the physical environment</p> <p>Paper 2: Challenges in the human environment</p> <p>Paper 3: Geographical applications</p>	
<b>What will be studied?</b>	<p><b><u>Living with the physical environment</u></b></p> <ul style="list-style-type: none"> <li>• The challenge of natural hazards: tectonics, atmospheric and climate change hazards</li> <li>• The living world: small-scale ecosystems, tropical rainforests and hot deserts</li> <li>• Physical landscapes in the UK: rivers and coastal environments</li> <li>• Geographical skills: cartographic, graphical, numerical, statistical</li> </ul> <p><b><u>Challenges in the human environment</u></b></p> <ul style="list-style-type: none"> <li>• Urban issues and challenges: Growth, opportunities and sustainability - Manchester and Lagos</li> <li>• The changing economic world: Development, Nigeria and the UK.</li> <li>• The challenge of resource management: Food, water and energy in the UK. World water resources.</li> <li>• Geographical skills – cartographic, graphical, numerical, statistical</li> </ul> <p><b><u>Geographical applications</u></b></p> <ul style="list-style-type: none"> <li>• Issue evaluation – pre-release examination paper 12 weeks ahead of exam with geographical issue to evaluate</li> <li>• Fieldwork – 2 x fieldwork opportunities based on enquiry process. Question formation through to conclusion and evaluation</li> <li>• Geographical skills – cartographic, graphical, numerical, statistical</li> </ul>	
<b>What will I learn?</b>	<p>GCSE Geography combines learning of physical locations and processes with human interactions and themes. It provides students with a balance of studies to investigate the world around them and understand the world beyond the classroom. Topics built into their studies include climate change, poverty, economic power, and sustainability.</p> <p>At St Anne's Academy we focus on various locations and case studies around the world. Key areas of focus include the UK and Manchester, Nigeria and Lagos, the Amazon Rainforest, the Western Desert, and examples of geographical events including tropical storm Haiyan, the Japanese earthquake of 2011 and the Nepal earthquake 2015.</p>	
<b>Successful study of Geography can lead to ...</b>	<p>GCSE Geography develops many transferable employment skills. As a subject it helps students develop good communication, effective leadership and management as well as planning and research skills. These skills are valued in a range of careers including journalism, finance, marketing, research and politics.</p> <p>Studying geography can also support students who want to move into a specific career path connected to the subject such as meteorology, cartography, volcanology, town planning or demography.</p>	
<b>Other information</b>	<p>Successful geography students will need to develop their written, numerical and analytical skills. Mathematics makes up 10% of the geography GCSE and students will be expected to complete longer written exam answers. They will also need to be able to read and produce graphs using statistics and data.</p> <p>As part of the geography GCSE students will undertake two full days of fieldwork. This will include one human study and one physical study. It provides an opportunity for students to understand geography in the 'real world' and test geographical theory through an enquiry.</p>	


<b>Subject:</b>	<b>Health and Social Care</b>	
<b>Curriculum Leader:</b>	<b>Ms Phillips</b>	
<b>Examination Board:</b>	Pearson Edexcel BTEC Level 1/2 Tech Award in Health and Social Care	
<b>How is the course assessed?</b>	<p>Assessment: This is a vocational BTEC course assessed by 40% exam and 60% coursework undertaken in Years 10 and 11.</p> <p>Component 1: Coursework worth 30% of total marks consisting of internally assessed independent tasks. Component 2: Coursework worth 30% of total marks consisting of internally assessed independent tasks Component 3: Externally assessed exam worth 40% of total marks consisting of short answer and extended writing questions.</p>	
<b>What will be studied?</b>	<p>Health and Social Care comprises two sub sectors. Health care includes all medical activities, nursing homes and GP services. The social care sector includes residential nursing care, domiciliary care and social work. Health and Social Care enables us to prepare for a career in this sector by trying to answer questions like this:</p> <ul style="list-style-type: none"> <li>• How do we grow and develop?</li> <li>• What are the effects of ageing?</li> <li>• What are the roles and responsibilities of people who work in Health and Social Care?</li> <li>• What are the values and skills we need to meet the care needs of individuals?</li> <li>• What are the barriers to accessing Health and Social Care and how can we overcome them?</li> </ul> <p>This is broken down into 3 components:</p> <p>Component 1: Human Lifespan Development</p> <ul style="list-style-type: none"> <li>• Understand human development across life stages and factors that affect it.</li> <li>• Investigate how individuals deal with life events.</li> </ul> <p>Component 2: Health and Social Care Services and Values</p> <ul style="list-style-type: none"> <li>• Understand the types of health and social care services and barriers to access.</li> <li>• Understand skills and attributes required by professionals working in health and social care.</li> </ul> <p>Component 3: Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of factors that affect health and wellbeing.</li> <li>• Interpret health indicators.</li> <li>• Design a person-centred health and wellbeing improvement plan.</li> <li>• Demonstrate understanding of how to overcome obstacles relating to health.</li> </ul>	
<b>What will I learn?</b>	<p>Students learn employability skills to be able to progress in the future into the world of work or through degree programmes at higher education institutions. There are more than 300 distinct career paths in these sectors, and you will receive an excellent introduction to the theory and practical skills required to work in a health and social care setting.</p>	
<b>Successful study of Health and Social Care can lead to ...</b>	<p>Studying Health and Social Care equips you for a wide range of career pathways including: Nursing / Midwifery / Social Work / Physiotherapy / Occupational Therapy / Healthcare Assistants / Teaching / Counselling and Therapy / Ambulance Services / Podiatrist / Speech Therapist / Dietician / Care Worker</p>	
<b>Other information</b>	<p><a href="#">Health &amp; Social Care (2022)   BTEC Tech Award   Pearson qualifications</a></p>	

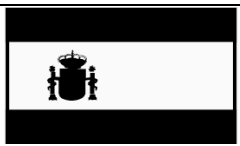
<b>Subject:</b>	<b>GCSE History</b>	
<b>Curriculum Leader:</b>	<b>Mr Eddleston</b>	
<b>Examination Board:</b>	Pearson Edexcel	
<b>How is the course assessed?</b>	GCSE History contains 3 Papers (however there are 4 topics – see below) The course is 100% examination.	
<b>What will be studied?</b>	Paper 1: Crime and Punishment in Britain, c. 1000 – present day. Thematic Study: Whitechapel. Paper 2: Early Elizabethan England 1558- 1588 & Superpower Relations and the Cold War, 1941-1991 Paper 3: Weimar and Nazi Germany, 1919-1939	
<b>What will I learn?</b>	<p><b><u>Paper 1. Crime and Punishment:</u></b> The topic examines the growth of the justice system in Britain from the Middle Ages to the present day. Focus is given to the development of monarchical and governmental power in the realm of law and order, particularly in terms of policing and prisons. A thematic study examines the relationship between crime and poverty in Whitechapel during the late nineteenth century.</p> <p><b><u>Paper 2a. Early Elizabethan England:</u></b> The topic examines in detail the reign of Elizabeth I. You will explore the problems she faced at the start of her reign and how she overcame them. There will be a focus on the Spanish Armada in 1588 and how Queen Elizabeth of England defeated the invasion. You will explore what life was like in Elizabethan England through a detailed study of education, leisure and exploration during this time.</p> <p><b><u>Paper 2b. Superpower Relations:</u></b> The topic examines the relationship between the United States and the Soviet Union from the Second World War and the later 20<sup>th</sup> century. Emphasis is given to the ‘arms race’ that took place in this period, especially the growth of nuclear weapons and the proxy wars fought by these nations, such as Vietnam and the conflict in Afghanistan.</p> <p><b><u>Paper 3. Weimar and Nazi Germany:</u></b> The topic examines German politics from the end of the First World War to the beginning of the Second World War. The major focus of the topic is the rise of the Nazi Party and the creation of the Nazi state in the 1930s. Emphasis is given to understanding the methods used by Hitler to maintain control over the various elements of German society, including women, the Church and the labour force.</p>	
<b>Successful study of History can lead to...</b>	GCSE History develops many transferable employment skills such as the ability to analyse and evaluate issues; good communication and organizational skills, and the ability to work with others. These skills are particularly valued in journalism; marketing; business management; law; research; armed forces, and politics.	
<b>Other information</b>	<p>The course will allow you to develop:</p> <ul style="list-style-type: none"> <li>• The ability to analyse different kinds of evidence – written and visual. You will develop research skills and construct balanced arguments, as well as assess and question the reliability of evidence.</li> <li>• The ability to consider a variety of opinions as well as your own and have an interest in debate. You must also be able to justify opinions based on evidence.</li> </ul>	


<b>Subject:</b>	<b>Hospitality and Catering</b>	
<b>Curriculum Leader:</b>	<b>Mrs Grainger</b>	
<b>Examination Board:</b>	EDUQAS	
<b>How is the course assessed?</b>	<p>Unit 1 – The Hospitality and Catering industry. External exam. (40% of the final grade). This exam unit is sat at the end of year 11.</p> <p>Unit 2 – This unit combines a piece of course work and a practical cooking exam. Internally assessed. (60% of the final grade) This unit is completed in Year 11.</p>	
<b>What will be studied?</b>	<p>Students will be investigating the hospitality and catering industry. They will be looking at:</p> <p><b>The hospitality industry</b> – What businesses are in the industry, types of food service, jobs available, types of accommodation and factors that affect the success of a business.</p> <p><b>Hospitality operations</b> – Layout of kitchens, workflow, operational activities, equipment and materials, stock control, documentation and administration, staff allocations, dress code and safety and security.</p> <p><b>Health and safety</b> – Health and Safety at Work Act, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to health (COSHH), Manual Handling Operations Regulations, Personal Protective Equipment at Work Regulations (PPER)</p> <p><b>Food safety</b> – Bacteria, microbes, chemicals, metals, poisonous plants, allergies and intolerances.</p> <p><b>Practical cooking skills</b> – Soups, sauces, bread, pastry, cakes, fish, chicken, meat, vegetables and pasta and rice dishes.</p> <p><b>Nutrition</b> – Carbohydrates, protein, fats, vitamins and minerals, special diets and nutritional deficiencies and excesses.</p>	
<b>What will I learn?</b>	<p>You will learn practical cooking skills and how to present food. You will also learn how to plan menus for customers with different needs. You will learn all about the hospitality and catering industry and what needs to be considered when planning events. You will investigate the nutrients the body needs and the impacts on the body if you have too much or not enough of these nutrients. You will create and cook food that you would serve if you had your own restaurant. This will take place in your 3-hour cooking exam in Year 11.</p>	
<b>Successful study of Catering can lead to ...</b>	<p>Dietetics, nutritionist, personal trainer, teaching, food production, chef, food product development, restaurant manager, pub management, working in hotels, food journalism and opening your own restaurant.</p>	
<b>Other information</b>	<p>A love of cooking is essential. You will have 1 practical lesson every week. You will be cooking with lots of ingredients that you might not have used before or ingredients that you don't like. There will also be theory lessons that need to be completed to help you pass the written exam which you will complete at the end of Year 11. The coursework element requires in class learning and typing up on a computer.</p>	


<b>Subject:</b>	<b>GCSE Music</b>	
<b>Curriculum Leader:</b>	<b>Ms Yeomans</b>	
<b>Examination Board:</b>	WJEC Eduqas	
<b>How is the course assessed?</b>	<p>Component 1: Performing. Total duration of performances: 4-6 minutes Non-exam assessment 30% of qualification</p> <p>Component 2: Composing. Total duration of compositions: 3-6 minutes Non-exam assessment 30%</p> <p>Component 3: Appraising. Written examination: 1 hour 15 minutes (approximately) 40% of qualification</p>	
<b>What will be studied?</b>	The WJEC Eduqas specification encourages an integrated approach to the three distinct disciplines of performing, composing, and appraising through four interrelated areas of study.	
<b>What will I learn?</b>	<p>The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices, and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble allows learners to look more closely at texture and sonority. Film Music and Popular Music provide an opportunity to look at contrasting styles and genres of music.</p> <p>This course is designed to develop your knowledge of music, performance skills and composition skills. 60% of this course is practical, with 30% being a written exam. The practical aspects of this course require you to perform in front of others confidently on your chosen instrument. The written examination requires you to answer questions on a range of genres and listening extracts, as well as writing a comparative essay.</p> <p>If you already play an instrument or sing, you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life.</p>	
<b>Successful study of GCSE Music can lead to ...</b>	<p>Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection, and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem-solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.</p> <p><b>Continue Your Education:</b></p> <ul style="list-style-type: none"> <li>If you enjoyed studying music at the GCSE level, consider taking it further at the A-levels or equivalent. This can provide you with a more in-depth understanding of music theory, history, and performance.</li> </ul> <p><b>Explore Higher Education Options:</b></p> <ul style="list-style-type: none"> <li>Look into undergraduate programs in music at universities or conservatories. This could include degrees in music performance, composition, music technology, or music education.</li> </ul> <p>Below are some roles that the skills and knowledge a music GCSE provides could lead to: Musician or Performer, Composer or Songwriter, Music Producer, Sound Engineer or Technician, Music Therapist, Arts Administration, Radio or Podcast Producer, Music Retail, Music Journalism or Criticism, Event Coordinator, Music Teacher or Tutor etc...</p> <p>There are also a number of transferable skills that studying music provides that are useful for whichever career you choose such as; communication, creativity, patience, confidence, discipline, fine motor skills, leadership skills, reliability.</p> <p><b>Please come and speak to Miss Yeoman in G17 to discuss the right instrument/voice type for your performance aspect of your GCSE.</b></p>	

<b>Subject:</b>	<b>GCSE Photography</b>	
<b>Curriculum Leader:</b>	<b>Ms Tattersall</b>	
<b>Examination Board:</b>	AQA	
<b>How is the course assessed?</b>	Your GCSE grade is made up of two parts. Your <b>portfolio</b> of work completed during the course counts for <b>60%</b> of your final grade and shows how you've developed your ideas, experimented with camera techniques, and created personal photographic outcomes. The remaining <b>40%</b> comes from <b>an externally set assignment</b> , where you'll select a theme, plan and develop your ideas, and then produce a final set of images in a 10-hour practical exam held over two days.	
<b>What will be studied?</b>	<p>You will explore, develop, refine and present ideas and experiments based around a variety of projects within coursework which include:</p> <p><b>Abstract Photography: Close Up and Texture.</b>  <b>Natural Forms</b>  <b>Tiny Worlds – mini project</b>  <b>This is the Place: Manchester</b></p> <p>The course also encompasses an introduction to historical photography which aims to develop research skills but also develop historical, cultural and social understanding alongside topics to debate.</p> <p>The course offers challenges on editing techniques later on in the course to prepare you to work independently for the examination period to help to develop problem solving skills and develop confidence in editing.</p>	
<b>What will I learn?</b>	If you choose GCSE Photography, you'll learn how to take creative and professional-looking photographs using both digital and traditional techniques. You'll explore a range of themes such as portrait, landscape, documentary, and experimental photography. Throughout the course, you'll develop your camera skills, learn how to use lighting and composition effectively, and discover how to edit and refine your images. You'll study the work of famous photographers to inspire your own ideas and produce a personal portfolio that showcases your creativity and style.	
<b>Successful study of Photography can lead to ...</b>	<p>Studying Photography GCSE can lead to careers in creative industries such as Fashion, Architecture, Games design, Graphic Design, Freelance Photographer, Image editing, Advertising, and other careers including Photojournalism and Teaching.</p> <p>Potential employers are not just looking for practical skills, but highly value creative thinkers (ideas people), co-operative team workers, imaginative problem-solvers, and expect resilience and commitment.</p>	
<b>Other information</b>	<p>Successful Photography students should be able to combine strengths in literacy problem solving, research skills, possess an inquisitive mind and an interest in creative approaches and visual arts.</p> <p>As part of the course, you'll have the opportunity to take part in <b>two exciting trips</b>. We visit <b>Manchester city centre</b> to explore galleries and collect inspiration for your project, and the <b>Yorkshire Sculpture Park</b>, where you can experience large-scale artworks in an outdoor setting. These visits help you develop your ideas and understand how artists work in different environments.</p>	

<b>Subject:</b>	<b>GCSE Psychology</b>		
<b>Curriculum Leader:</b>	Ms Phillips		
<b>Examination Board:</b>	AQA		
<b>How is the course assessed?</b>	<p>Assessment is done by two examinations at the end of Year 11.</p> <p><b>Paper 1:</b> 1 hour 45 minutes (100 marks) - 50% of the marks for the qualification.</p> <ul style="list-style-type: none"> <li>One section for each of the four compulsory core topics (memory, perception, development and research methods)</li> <li>each section will contain multiple-choice, short answer and extended writing questions.</li> </ul> <p><b>Paper 2:</b> 1 hour 45 minutes (100 marks) - 50% of the marks for the qualification.</p> <ul style="list-style-type: none"> <li>One section for each of the four compulsory core topics (social influence, language, thought and communication, brain and neuropsychology and psychological problems).</li> <li>Each section will contain multiple-choice, short answer and extended writing questions.</li> </ul>		
<b>What will be studied?</b>	<p>Year 10 Content</p> <p><b>Paper 1:</b> Memory Perception Development Research Methods</p>	<p>Year 11 Content</p> <p><b>Paper 2:</b> Social influence Language, thought and communication Brain and neuropsychology Psychological problems</p>	
<b>What will I learn?</b>	<p>Psychology is the study of the mind and behaviour. In psychology we study the biological, genetic, emotional, social and developmental factors involved in behaviour. In other words, psychology is about how people think, feel, and behave. Psychology is a fun and fascinating subject and has real world applications to everyday life. Psychology enables us to try to answer questions like this:</p> <ul style="list-style-type: none"> <li>What is depression, schizophrenia or obsessive-compulsive disorder?</li> <li>What is addiction, how can it be explained and treated?</li> <li>How does our memory work?</li> <li>How accurate is eye-witness testimony and should it be used in court?</li> <li>How can our childhood influence our thoughts and behaviour in adulthood?</li> <li>What makes us behave and act the way we do?</li> <li>How can we explain conformity, obedience and crowd behaviour?</li> <li>How does the function of our brain relate to our behaviour?</li> <li>What roles do nature and nurture play in our psychological development?</li> <li>How can we design research to gather evidence for psychological theory?</li> </ul> <p>The course has been designed as a broad introduction to the nature of psychology. Students are expected to apply their knowledge and understanding to develop transferable skills of analysis, interpretation, evaluation and critical thinking.</p>		
<b>Successful study of Psychology can lead to ...</b>	<p>Studying psychology equips you for a wide range of career pathways including: Psychologist (such as clinical / educational / child / occupational / forensic / health / sport), mental health work, nursing, therapist or counselling, law, marketing, social work, scientist, data analyst, speech therapy and teaching.</p>		
<b>Other information</b>	<p>Exam board: <a href="https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182">https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182</a> British Psychological Society: <a href="https://www.bps.org.uk/">https://www.bps.org.uk/</a></p>		

<b>Subject:</b>	<b>GCSE Spanish</b>	
<b>Curriculum Leader:</b>	<b>Mr Mc Stocker</b>	
<b>Examination Board:</b>	Edexcel	
<b>How is the course assessed?</b>	<p>This qualification is linear. Students will sit all their exams at the end of the course.</p> <p><b>25% Paper 1 – Speaking.</b> Task 1 – read aloud exercise Task 2 – role-play situation Task 3 - answering questions about a photograph and a short conversation on the general topic. Higher: 10-12 minutes + preparation time. Foundation: 7-9 minutes + preparation time.</p> <p><b>25% Paper 2 – Listening.</b> Part 1 - Listen and respond to multiple-choice, multiple-response and short-answer open response questions. Part 2- Dictation (students write down exactly what they hear in Spanish) Higher: 1 hour. Foundation: 45 minutes.</p> <p><b>25% Paper 3 – Reading.</b> Multiple choice and short answer question exam, translation from Spanish into English. Section A – questions in English, to be answered in English or non-verbally. Section B – translation from Spanish into English. Higher: 1 hour. Foundation: 45 minutes.</p> <p><b>25% Paper 3 – Writing.</b> Foundation: a photo description, 2 short written passages and a translation of short sentences into Spanish. Higher: 2 extended written passages and translation of a short passage into Spanish.</p> <ul style="list-style-type: none"> <li>Higher: 1 hour 20 minutes. Foundation: 1 hour 15 minutes.</li> </ul>	
<b>What will be studied?</b>	<p>You will study a wide range of key vocabulary and grammatical structures over the following topic areas:</p> <ul style="list-style-type: none"> <li>• My personal world</li> <li>• Lifestyle and wellbeing</li> <li>• My neighbourhood</li> <li>• Media and technology</li> <li>• Studying and my future</li> <li>• Travel and tourism</li> </ul>	
<b>What will I learn?</b>	<p>You will learn to read, write, listen and speak in Spanish on a range of topics and you will be taught the correct grammatical structures for each situation.</p>	
<b>Successful study of Spanish can lead to ...</b>	<p>Spanish is useful in a range of different careers. These include law, finance, business administration, sales and marketing, public services, media, journalism, transport, tourism and hospitality, the armed services, teaching and international business and aid. Speaking foreign languages is also useful if you want to work abroad. It is also a highly desirable qualification for many universities in competitive subjects such as law and medicine.</p> <p>The course allows progression to college to study A level Spanish and can also be studied at degree level, or studied alongside other subjects, such as Spanish and Law or Journalism with Spanish.</p>	
<b>Other information</b>	<p><b>To be successful on this course what skills, abilities and interests should I have?</b></p> <p><b>Skills:</b> You will need good reading and writing skills. This could include a good standard of spoken and written English, and good knowledge of spelling, punctuation, and grammar.</p> <p><b>Abilities:</b> You must be well organised with your work to ensure you meet deadlines. You should be able to memorise vocabulary and key grammatical structures.</p> <p><b>Interests:</b> You should be interested in the wider world, other cultures as well as learning, speaking and understanding a different language.</p>	

<b>Subject:</b>	<b>Sport</b>	
<b>Curriculum Leader:</b>	<b>Mr Arain</b>	
<b>Examination Board:</b>	Edexcel – BTEC	
<b>How is the course assessed?</b>	<p>During the 2 years you will have to complete the following units/assignments:</p> <p><b>Unit 1</b> Preparing Participants to Take Part in Sport and Physical Activity (<b>Controlled Assessment</b>)  <b>Unit 2</b> Taking Part and Improving Other Participants Sporting Performance (<b>Controlled Assessment</b>)  <b>Unit 3</b> Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (<b>Exam</b>)</p> <p>These units will contain both theory &amp; practical lessons, but the majority of your evidence will come from written documentation in the form of assignments.  Evidence for assessment can be generated through a range of activities, including:</p> <p><b>Written assignments</b>  <b>Practical performance (limited amounts) Delivering lessons to groups of pupils</b>  <b>External examination</b></p>	
<b>What will be studied?</b>	<p>A range of practical skills in a variety of physical activities and how to analyse performance using methods and principles of training to help improve performance.  The Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.  Learners will have the opportunity to develop applied knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> <li>● Investigating provisions for sport including equipment and facilities to enhance sport</li> <li>● Planning and delivery of sport drills and sessions</li> <li>● Fitness for sport including fitness testing and methodology</li> </ul>	
<b>What will I learn?</b>	<p>The BTEC Tech Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. It develops knowledge of the theory behind Physical Education and provides a good introduction to Sport for learners in post-16 education such as BTEC Level 3. The specific content is outlined in the box above.</p>	
<b>Successful study of Sport can lead to ...</b>	<p>BTEC Sport is useful for anybody wanting a career in the sports industry.  Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to A Levels as preparation for entry to higher education in a range of subjects or study of a vocational qualification at Level 3, such as a BTEC National in Sport (2016) or a BTEC National in Sport and Exercise Science (2016), which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.  The course does develop transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities such as recreational management, leisure activities, teaching, coaching, officiating, the fitness industry as well as the armed forces and the Civil Service.</p>	
<b>Other information</b>	<p><a href="#">Specification - Pearson BTEC Level 1/Level 2 Tech Award in Sport 2022 Issue 1</a></p>	

<b>Subject</b>	<b>GCSE Statistics</b>	
<b>Curriculum Leader:</b>	<b>Mr Farrell</b>	
<b>Examination Board:</b>	Edexcel	
<b>How is the course assessed?</b>	<p>We currently offer GCSE Statistics at Higher tier (grades 4 – 9). Students must take two question papers at the same tier. Exam papers are sat at the end of Year 11;</p> <ul style="list-style-type: none"> <li>• Paper 1: 1hour 30mins 80 marks (Calculator Allowed)</li> <li>• Paper 2: 1hour 30mins 80 marks (Calculator Allowed)</li> </ul> <p>The papers contain a mix of question styles, from short, single-mark questions to multi-step problems and longer written responses.</p>	
<b>What will be studied?</b>	<p>The content can be split into three areas.</p> <ol style="list-style-type: none"> <li>1. The collection of data</li> <li>2. Processing, representing and analysing data</li> <li>3. Probability</li> </ol>	
<b>What will I learn?</b>	<p>Statistics gives students the opportunity to take a deeper dive into the some of the statistics and probability from GCSE maths and to explore some more complex statistical diagrams and tools.</p> <p>In Statistics students are expected to communicate their understanding of statistical methods and evaluate their precision and reliability</p>	
<b>Successful study of Statistics can lead to ...</b>	<p>Statistical Analysis is an invaluable tool for all career paths.</p> <p>A strong qualification at GCSE will be a fine complement for further study in many areas such as Biology, Chemistry, Physics, Engineering, Psychology, Insurance, Medicine, Banking, Economics, Accountancy, Finance, Computing, Marketing, Architecture, Pharmacy, Environmental Studies, Business Management and Teaching.</p> <p>We believe the study of Mathematics and Statistics together is an ideal match for students who wish to pursuit further study in any of the above areas.</p>	
<b>Other information</b>	<p><a href="https://www.pearson.com/9780198320000/gcse-9-1-statistics-specification.pdf">gcse-9-1-statistics-specification.pdf (pearson.com)</a></p>	