

Y8 OPTIONS

2018–19

Option choices in Key Stage 4

When you enter Year 9, or Key Stage 4, the number of subjects which you study is reduced from Year 8. Whilst some subjects are compulsory you are given some choices in certain areas. Most of them, but not all, will be examined in GCSE.

The following subjects are compulsory and have to be taken by all pupils to GCSE level:-

English	Mathematics	Science (Double Award)
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The full list of available options is shown below:

- Art
- Enterprise (Business Studies)
- Computer Science
- Performing Arts (Drama)
- Design & Technology
- Food Preparation & Nutrition
- French
- Geography
- History
- Music
- Physical Education
- Religious Education
- Spanish
- Triple Science

History or Geography and French or Spanish are available to all pupils.

RE and **PE** are also compulsory but not to GCSE level unless chosen as an option.

Choosing an option

- Research all your options before you make a decision. Advice will be given if you choose to have a meeting with a member of the leadership team.
- Don't fall into the trap of thinking that some subjects are only for boys and some only for girls – this is not true.
- If you have a firm career idea, choose the options you need to meet the entry requirements for the post-16 opportunities that interest you – further education, higher education, an apprenticeship or a job with training.

If you don't have a firm career idea, choose options that will give you plenty of choice post-16.

Don't be afraid to ask for help and advice from your family, friends, teachers, school careers advisor and others.

Don't choose a course in which you have a history of non-participation. This particularly applies to PE and food preparation and nutrition.

If you intend to follow 'A' level courses at 16-18 colleges such as Winstanley, Bolton, St. John Rigby, Bolton 6th Form College or Wigan and Leigh make sure that they will accept the qualifications you will complete for admission. Information is available on their websites.

Do choose a course because:

- you are good at it and think you will enjoy the subject;
- it links to a career idea;
- it goes well with your other choices;
- it helps to give you plenty of choice post-16;
- you think you might want to continue studying it post-16;
- your research shows that it will interest you and motivate you to learn.

Do not choose a course because:

- your friends have chosen it;
- you think it will be easy and there won't be much writing;
- you think it is a good course for a boy/girl to do;
- someone else thinks that it is a good idea;
- you like the teacher you have now;
- you didn't have time to research your options properly.

Your choices don't have to be job-related. It's fine to choose some simply because you enjoy them or are good at them. You can make few choices now that will stop you from changing direction or qualification pathways post-16.

You should also nominate reserve choices as we cannot guarantee that everyone will get their preferred options. This is because some subjects are very popular and numbers are limited whilst in others there may not be enough pupils to make a viable group.

Generally you are allowed a free choice of subjects. However you are advised not to overspecialise in any particular area and may not be allocated to 2 subjects from 1 department if demand is high.

If you have any questions see the **subject teachers**, your **form teacher**, **Head of Year**, **Mr Nolan** or **Mr Fearon**.

Subject: Art & Design

Exam Board Specification	AQA Art and Design (Art, craft and design) (8201/C and 8201/X. JA2)
Introduction to the course	The skill areas of study are fine art, graphic communication, textile design, three-dimensional design and photography. You will be introduced to a variety of experiences exploring a range of 2D and 3D media, techniques and processes including both traditional and new technologies. You will record and evidence your personal and individual development in your personal journal/sketchbook and evaluate each project.
Summary of the course	The work for the portfolio will be created through development of skills in the areas of fine art, graphic communication, textile design, three-dimensional design and photography. Project titles may include; Mixed Media, Light and Dark, Changes, Self-image and Identity, The Everyday, Detail and Assemblage.
Assessment of course	The course is assessed as two components: Controlled assessment – a portfolio of work (60%). Examination externally set task (40%).
Post 16 choices or pathway	One year - Level 1: Introduction Diploma in Art & Design, Level 2: First Diploma. Two year - Level 3: 2 Year National Diploma, 2 Year A Level courses. Level 3+ : Pre Degree Foundation Diploma, Level 5: Higher National Diploma, Level 6: BA Honours Degree.
Further information can be obtained from:	Miss Woods , Head of Art and Design

Subject: Enterprise (Business Studies)

BTEC Technical Award

Exam Board	Pearson BTEC Level 1/Level 2 Tech Award in Enterprise (603/1916/1)
Introduction to the course	The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise, enables learners to develop their technical skills e.g. market research, planning, promotional and financial skills using realistic work scenarios, and personal skills. The learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, and this will comple-
Summary of the course	<p>Components Learners are required to complete and achieve all the components included in the qualification.</p> <p>Component 1: Exploring Enterprises Assessment type: Internal Component in brief Learners will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs. Learning aims A Examine the characteristics of Enterprises B Explore how market research helps enterprises meet customer needs and understand competitor behaviour C Investigate the factors that contribute to the success of an enterprise</p> <p>Component 2: Planning for and Running an Enterprise Assessment type: Internal Component in brief Learners will select an enterprise idea to plan and pitch for. They will work as a small group to run a micro-enterprise activity, and will develop their skills in operating and reviewing the success of the enterprise. Learning aims A Explore ideas, plan and pitch for a micro enterprise activity B Operate and review the success of a micro enterprise activity.</p> <p>Component 3: Promotion and Finance for Enterprise Assessment type: External Component in brief Learners will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. They will explore financial documents and how to use them to monitor and improve the performance of an enterprise.</p>
Assessment of course	Learners will complete a task worth 60 marks under supervised conditions. The supervised assessment period is a maximum of two hours.
Post 16 choices or pathway	The course provides progression for pupils wishing to continue their studies to A-level Business Studies, A-level Economics, A-level Applied Business and BTEC level 3 nationals in Business. Alternatively BTEC Business provides learners with the opportunity to enter employment in the Business sector.
Further information can be obtained from:	Mr Holden, Teacher of Business

Subject: Computer Science

Exam Board Specification	Computer Science OCR (J276)
Introduction to the course	<p>This is a GCSE course that encourages pupils to become more independent and discerning users of technology and programming.</p> <p>They will develop their logical and problem solving skills through developing computer-programs. They will learn about how software and computer systems are developed for today's increasingly online society.</p> <p>Pupils will also study the aspects of ICT law, system software, PC hardware, network topologies, system security, the internet and World Wide Web.</p>
Summary of the course	<p>Computer systems</p> <p>Computational thinking, algorithms and programming Programming project</p>
Assessment of course	<p>Two final exams worth 80-100%. These may be an 'in class' programming product subject to approval in the future.</p>
Post 16 choices or pathway	<p>The qualification is a natural choice for pupils who wish to study level 3 qualifications such as A level. Computer science can also lead into careers in Software Development, Computer Games Development, Web Development, Computer Games Tester, Meteorologist (Weather forecaster), IT security coordinator, Network Manager, Electronics Engineer amongst many others.</p>
Further information can be obtained from:	<p>Miss Thompson Head of Computing and Business Studies Mr Nolan Assistant Headteacher.</p>

Subject: Performing Arts (Drama)

BTEC Technical Award

Exam Board Specification	Pearson BTEC Award in Performing Arts Level 1/2 QAN Code 603/0406/6 & AQA GCSE Drama QAN code: 601/8575/2
Introduction to the course	<p>This course allows pupils to gain much more experience as drama practitioners and prepares them for performing arts based courses in all local colleges, most of which follow Performing Arts BTEC level 3. This qualification is accepted by all colleges as a GCSE grade, even if pupils are applying for non performing arts related courses. A pass will be regarded as a grade 4, merit is grade 6 and distinction is grade 8.6.</p> <p>The course explores the roles and responsibilities of theatre makers such as actors and directors and explores a wide range of theatrical styles. Pupils will watch, research and craft live performances on a regular basis and will be expected to keep research and reflection notes throughout the process. The course is dynamic and demanding. Excellent attendance, the ability to work well with others and an interest in drama beyond the classroom are essential to success in this course.</p>
Summary and Assessment of the course	<p>BTEC</p> <p>Component one: Exploring the performing arts (30%) - Pupils will explore three theatrical styles and produce a presentation based on their experience.</p> <p>Component two: Developing skills and techniques in the performing arts (30%) - Pupils will complete a series of drama workshops and take part in a final repertoire performance showcasing their skills as an actor. They will submit a reflective notebook, completed throughout the process. Work throughout the unit will be filmed.</p> <p>Component three: Performing to a brief (40%) - Pupils will respond to a performance task set by the exam board. This will require an extended contribution to a final live performance.</p> <p>GCSE</p> <p>Component one: Understanding Drama (40%) - Pupils will complete a 1hr 40min written exam which assesses their general knowledge of the roles and responsibilities of practitioners, their understanding of a set text and a response to a live production.</p> <p>Component two: Devising Drama (30%) - Pupils will devise and perform a piece of drama. They will submit a written log explaining and evaluating the process in detail.</p> <p>Component three: Texts in Practice (30%) - Pupils will develop two performances from script.</p>
Post 16 choices or pathway	<p>This course leads straight into performing arts level 3 courses which are offered at all local colleges. The GCSE course is very similar to theatre studies A-Level. For pupils not intending to further their study of drama, the course provides invaluable experience in working with and leading others, creative problem solving and working to deadlines and briefs. There are obvious pathways onto the growing British Performing Arts industry but crucially we aim to deliver invaluable life skills that are recognised by colleges and employers.</p>
Further information can be obtained from:	<p>Miss Nicholson, Head of Drama</p> <p>http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017 https://www.aqa.org.uk/subjects/drama/gcse/drama-8261</p> <p>There is also a drama department options booklet which is available from Miss Nicholson</p>

GCSE Design & Technology

<p>Exam Board</p>	<p>AQA Specification code: 8552 QAN code: 603/0984/2</p>
<p>Introduction to the course.</p>	<p>The GCSE specifications in design and technology should enable students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes.</p> <p>They should enable students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. GCSE specifications should also provide opportunities for students to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.</p> <p>The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. GCSE design and technology specifications must enable students to work creatively when designing and making and apply technical and practical expertise.</p>
<p>Summary of the course</p>	<p>The knowledge, understanding and skills that all students must develop have been separated into:</p> <ul style="list-style-type: none"> • Technical principles • Designing and making principles <p>Specifications must require students to produce at least one final made proto-type based on a design brief they develop in response to a contextual challenge set by awarding organisations. When completing their project students will apply designing and making principles and their knowledge and understanding of technical principles.</p>
<p>Assessment of course</p>	<p>50/50% split between the exam and non examined assessment (NEA).</p> <p>Non-examination assessment (NEA), coursework, will be assessed internally by the teacher.</p>
<p>Post 16 choices or pathway</p>	<p>A level Design and Technology, college courses in Mechanical, Electrical or Design Engineering.</p> <p>Access to vocational construction courses.</p>
<p>Further information can be obtained from:</p>	<p>Mr Rudd, Head of DT</p>

Subject: English

<p>Exam Board Specifications</p>	<p>EDUQAS English Language (C700QS) and AQA English Literature (8702)</p>
<p>Introduction to the course</p>	<p>In Year 9, students commence their three year GCSE courses in English Language and English Literature. During the courses, pupils will study a range of literary texts, develop their abilities to write for specific audiences and purposes, as well as developing their abilities to critically respond to a range of fiction and non-fiction texts.</p>
<p>Summary of the course</p>	<p>English Language</p> <p><i>20th Century Literature Reading and Creative Prose Writing (40%)</i> In this unit, pupils will study a range of passages from 20th century literary texts. Pupils will develop their abilities to analyse how writers achieve effect, evaluate meaning and locate and synthesise evidence. In addition, pupils will also develop their abilities to create narratives to engage an audience.</p> <p><i>19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing (60%)</i> In this unit, pupils will study a range of non-fiction texts from different centuries. Pupils will develop their ability to compare texts and analyse how writers create effect. Pupils will also develop their abilities to write for a range of purposes and audiences and effectively express their ideas and opinions on a range of topics. Pupils will develop their abilities to use sophisticated and varied vocabulary, and use sentence structures and punctuation for effect.</p> <p>English Literature</p> <p><i>Shakespeare and the 19th Century Novel (40%)</i> Pupils will study 'Macbeth' by William Shakespeare and 'A Christmas Carol' by Charles Dickens.</p> <p><i>Modern texts and Poetry (60%)</i> Pupils will study 'Blood Brothers' by Willy Russell and an anthology of poetry.</p> <p>Pupils will develop their abilities to critically engage with the texts and offer their personal responses to them. During their study of these texts, pupils will focus on exploring characters, themes and relationships and examining the authors' intentions and methods of communication.</p>
<p>Assessment of the course</p>	<p>English Language 2 end of course examinations and a spoken language accreditation.</p> <p>English Literature 2 end of course examinations</p>
<p>Post 16 choices or pathway</p>	<p>GCSE English provides many post 16 opportunities and is a requirement for a variety of further education courses. More specifically, English provides opportunities to progress in careers such as: journalism, teaching, politics, law and psychology.</p>
<p>Further information can be obtained from:</p>	<p>Mr H Goffe, Head of English</p>

Subject: GCSE Food Preparation & Nutrition

<p>Exam Board Specification</p>	<p>AQA Specification code: 8585 QAN code: 601/8421/8</p>
<p>Introduction to the course</p>	<p>Food preparation skills—these are intended to be integrated into the 5 sections: food; nutrition and health; food science, food safety; food choice; food provenance.</p> <p>Please note that this subject is not entirely focused on making and that there is an element of theoretical knowledge that underpins all practical work.</p>
<p>Summary of the course</p>	<p>Students will be required to use general practical skills and knife skills to prepare and produce a wide range of food products. Student will have to show that they can use all food technology equipment proficiently. Students will learn about how to make informed choices of food for a varied and balanced diet whilst learning about technological developments associated with better health. Students will research why food is cooked and the different cooking methods. This term's project also examines the functional and chemical properties of food and their nutrients such as protein, coagulation, gelatinisation and emulsification. Students will explore how food should be stored and apply their knowledge of food safety when preparing and cooking food.</p> <p>Students will discuss factors affecting food choices related to religion, culture, ethical and medical conditions. Students must learn the fast changing laws of food labelling and how it can affect consumer choice. They will research the meaning of current food labelling in accordance with the EU and Food Standards Agency.</p>
<p>Assessment of course</p>	<p>Written exam: 1 hour 45 min 50% GCSE 100 Marks (20 marks multiple choice questions and 80 marks for 5 questions each with a number of sub questions.)</p> <p>Non exam assessment: (NEA) 50%</p> <p>Task 1 Food Investigation (15%) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Written or electronic report (1500—2000 words) including photographic evidence of the practical investigation (15% of GCSE) Practical investigations are compulsory element of this task.</p> <p>Task 2 Food Preparation Assessment (35%) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of 3 dishes within 3 hours, planning in advance how this will be achieved. Written or electronic portfolio including photographic evidence. Photographic evidence of the 3 final dishes must be included. (35% of GCSE)</p>
<p>Post 16 choices or pathway</p>	<p>Candidates are able to apply the skills and knowledge they attain, to other food based subjects. The subject gives candidates a foundation for any career in the food industry.</p>
<p>Further information can be obtained from:</p>	<p>Mrs Lynch, Head of Food & Nutrition</p>

Subject: French

Exam Board Specification	AQA GCSE French (8658)
Introduction to the course	This GCSE in French is a natural continuation of the language studied in years 7 and 8. The course is engaging as it focuses on developing our key communication skills: listening, reading, speaking and writing and the skills that are needed are those that can be used in all walks of life.
Summary of the course	<p>Throughout the 3 year course, pupils study French in 3 key topic areas all of which are a continuation of what we have done in years 7 – 8.</p> <p>Identity and culture (relationships, technology and social media, music, cinema, food and sport)</p> <p>Local, national, international and global areas of interest (home and town, social issues and healthy lifestyles, environment, travel and tourism)</p> <p>Current and future study and employment (my studies, life at school, education post 16 and jobs and ambition)</p>
Assessment of course	All four key skills of listening, reading, speaking and writing are assessed at the end of year 11 and are weighted equally. Exams are either at foundation or higher tier. We will be practising these skills thoroughly throughout all three years to ensure pupils are ready and well equipped to succeed.
Post 16 choices or pathway	<p>A knowledge of French opens up many possibilities for working abroad (or dealing with foreign companies doing business with us here in Britain) in a wide range of different jobs from building and construction to child-minding, from coach or lorry driving to teaching.</p> <p>It is often essential for pupils thinking about a career in business, the travel industry, catering, or fashion. No matter what your future plans are, having a foreign language GCSE on your CV is always attractive to potential employers and can be combined with other subjects at college or university.</p>
Further information can be obtained from:	Mr Coleman, Head of Modern Foreign Languages

Subject: Geography

Exam Board Specification	AQA Geography (8035)
Introduction to the course	<p>Geography – studying the earth’s surface features and related human activity – has a vital place in the 21st century curriculum. Geography helps us understand our own lives in a global world and face vital issues like climate change, the ‘war on terror’, water, energy and food security and poverty eradication.</p> <p>Geography is a practical subject, teaching skills young people need across the school curriculum, at home and at work. Through geography students learn about map use, data analysis, problem solving and ICT. Students find out how to work alone and in a team. They work directly in the real world – on ‘fieldwork’.</p>
Summary of the course	<p>A modern and engaging approach covers the following themes, pupils will study:</p> <p>Living with the physical environment</p> <ul style="list-style-type: none"> • Section A: The challenge of natural hazards • Section B: Physical landscapes in the UK • Section C: The living world <p>Challenges in the human environment</p> <ul style="list-style-type: none"> • Section A: Urban issues and challenges • Section B: The changing economic world • Section C: The challenge of resource management <p>Geographical applications</p> <ul style="list-style-type: none"> • Section A: Issue evaluation • Section B: Fieldwork <p>Geographical skills</p> <ul style="list-style-type: none"> • Geographical skills
Assessment of course	<p>Paper 1: Living with the physical environment—Written exam: 1 hour 30 mins 35% of GCSE</p> <p>Paper 2: Challenges in the human environment—Written exam: 1 hour 30 mins 35% of GCSE</p> <p>Paper 3: Geographical applications—Written exam: 1 hour 15 mins 30% of GCSE</p> <p>All exams are taken at the end of the course in Year 11</p>
Post 16 choices or pathway	<p>A course in geography opens up a very wide range of further education and employment opportunities and seven key areas of employment can be identified: management and administration (e.g. local authority planning); environmental management (e.g. environment agency); information services (e.g. journalism); leisure, travel and tourism (e.g. travel agent); education, professional and social services (e.g. teacher); business and finance (e.g. accountant); scientific services (e.g. energy resources).</p>
Further information can be obtained from:	Mr Smith, Head of Humanities

Subject: History

Exam Board Specification	Pearson Edexcel GCSE (9-1) in History (1HI0)
Introduction to the course	<p>The course aims to enable students to:</p> <ul style="list-style-type: none"> • Develop and extend knowledge and understanding of certain historical key events, periods and societies in local, British and wider world history. • Engage in historical enquiry to develop them as independent learners and as critical and reflective thinking. • Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context • Develop an awareness of why people, events and developments have been recorded as historical significance and how and why different interpretations have been constructed about them. • Organise and communicate historical knowledge and understanding in different ways and reach substantial conclusions.
Summary of the course	<p>Paper 1:– British Thematic Study with Historical Environment: crime and punishment in Britain c1000 to present with Whitechapel c1870-1900 crime, policing and the inner city. Paper 2:– Period study and British Depth Study: Superpower relations and the Cold War, c1941-91 Anglo Saxon and Norman England, c1060-88 Paper 3: – Modern Depth Study: Weimar and Nazi Germany, c1918-39</p>
Assessment of course	<p>The course offers a linear approach, meaning three examinations will be sat at the end of Year 11. There will be no opportunities to sit examinations prior to this. Please note coursework or controlled assessment no longer exists. Some advantages of this approach are:</p> <ul style="list-style-type: none"> • With three papers, there are more opportunities for students to show what they can do • There’s maximum of two topics covered in every paper, so students don’t need to switch between topics too often in the exam. • Particular skills are focused on in different exams. • Papers are shorter, so students are less likely to be affected by exam fatigue.
Post 16 choices or pathway	<p>What careers can I do with History? Through developing your analytical, writing, debate and detective skills, you will be equipped for a huge variety of different careers. Such as law, politics, public sector, business, marketing, journalism, economics, teaching, academia, insurance, social research, archaeology and curation (museums, galleries, archives and libraries).</p> <p>What subjects does History go with? Studying History at GCSE will help you with other GCSE and A level essay subjects like English Literature, languages, media studies, law, politics, philosophy, psychology, economics and sociology. As it also helps you develop both writing and analysis skills, it can also be really useful alongside a science subject or maths to broaden your knowledge and abilities.</p>
Further information can be obtained from:	Mr Till – Head of History

Subject: Mathematics

Exam Board Specifications	Edexcel IMAI GCSE (9-1) Course: Mathematics
Introduction to the course	<p>Mathematics is a compulsory subject for all pupils in years 9, 10 and 11. The course is a continuation of the work studied in year 8.</p> <p>All pupils will be entered for the exam at one of two levels, higher or foundation. The higher tier allows pupils to achieve grades 9—4 (WITH AN ALLOWED GRADE 3) and foundation grades 5—1.</p>
Summary of the course	<p>Pupils will develop knowledge, skills and understanding of mathematical methods and concepts including:</p> <ul style="list-style-type: none">• Number• Algebra• Geometry & Measures• Ratio, proportion and rates of change• Statistics• Probability
Assessment of course	<p>Pupils are assessed at the end of the course. There are 3 written papers each with a weighting of 1/3rd of the overall marks</p> <p>Paper 1 is a non-calculator exam, a calculator may be used on paper 2 and 3. At each tier, all papers are 1hour and 30 minutes in length.</p>
Post 16 choices or pathway	<p>GCSE Maths is a requirement in a number of careers and courses post 16.</p> <p>'A' Levels Vocational Courses University entry</p>
Further information can be obtained from:	Mr Richardson, Head of Maths

Subject: Music

Exam Board Specification	AQA GCSE - 8271
Introduction to the course	<p>Students choose to develop their performing skills on one of the following: keyboard, singing, guitar, bass, drums, piano or rapping. The facilities within the music department are always available to GCSE pupils at break times and lunch times and after school by appointment. Students develop their composing skills. They learn how to create drum and bass rhythms, chord patterns, riffs and melodies in different styles including: dance, rock, pop and film music. They use Cubase software to help them to do this. Pupils listen to music and learn how to analyse and understand what they hear.</p>
Summary of the course	<p>Performing (playing or singing or rapping) 30% Composing (creating music using computer software) 30% Listening and understanding (answering questions on music you hear) 40%</p>
Assessment of course	<p>Two performances (one solo and one group) are recorded and sent off for assessment. Two compositions are recorded and send off for assessment. One 90 minute listening and understanding paper.</p>
Post 16 choices or pathway	<p>Music GCSE is an excellent qualification known for providing confidence and creativity as well as ICT skills.</p> <p>Most of our pupils choose music because it is a subject they enjoy and can achieve well in. It can also lead to a wide range of employment opportunities such as:</p> <p>Music Industry—sound and recording engineer, producer, song writer, broadcaster, concert/ event promoter, music technician, artist management, club DJ, music lawyer. Performing—singer, instrumentalist, session musician. Education—class music teacher, primary teacher, nursery worker, instrumental teacher, vocal coach, instrument maker and repairs. Administration—contract and royalties, music publisher, music journalist, music retailer. Arts—music therapy, community arts, administration.</p>
Further information can be obtained from:	<p>Mrs Gallagher, Head of Music</p>

Subject: Physical Education

Exam Board Specification	OCR Physical Education J587
Introduction to the course	PE will offer you the opportunity to develop your skills in a wide range of sports and activities and help you improve your own performance. You will learn about diet and exercise, how the body works to help you exercise and then through training how performance can be improved. This will be achieved via the use of practical, theory and ICT based lessons.
Summary of the course	<ul style="list-style-type: none">• Physical factors affecting performance• Socio-cultural issues and sport psychology• Practical performance
Assessment of course	Theory: 2 x written exam – 1hr per paper — 60% Practical: 3 practical performances – 30% AEP– 10%
Post 16 choices or pathway	A level PE, Vocational courses (BTEC – Sport & Exercise Sciences) The course develops the transferable skills and key skills that employers are looking for and can lead to a wide range of employment opportunities. This can include further training in such areas as recreational management, leisure activities officiating, the fitness industry, the armed forces and the civil service, coaching,
Further information can be obtained from:	Mr Bancroft, Head of PE or any of the subject staff.

Subject: Religious Studies

<p>Exam Board Specifications</p>	<p>GCSE EDUQAS Religious Studies Route A: Philosophy and Ethics, Christianity and Buddhism</p>
<p>Introduction to the course</p>	<p>Our new GCSE combines understanding of Christianity and Buddhism with the study of philosophical and ethical studies in the modern world. The GCSE covers a range of contemporary moral issues that will ask you to challenge your own and others attitudes towards a range of topics. The issues involved in GCSE RE are designed to stimulate discussions with other pupils; developing your speaking, listening and debating skills as well as having an analytical writing. Considered strong personal opinions are important, as is a willingness to consider new ideas and an interest in the news.</p>
<p>Summary of the course</p>	<p>Y9 focuses on Buddhist beliefs, teachings and practices and the impact of these in today's world. This features a visit to the Buddhist centre in Ulverston to further aid understanding.</p> <p>Y10 looks at Christianity in depth. Y11 features in depth study of relationships, living and dying, good and evil and human rights, which we explore from a Buddhist, Christian and Humanist perspectives.</p> <p>The course involves new experiences on the religious side to supplement our understanding of Christianity and Buddhism. We also explore the work of charities, hospices, the legal system, etc.</p> <p>The three units complement each other, other humanities subjects and build upon work at KS3.</p> <p>There will possibly be an opportunity to participate in a three day tour of Berlin to explore these issues.</p>
<p>Assessment of course</p>	<p>Three exams make up 100% of the qualification. The quality of your written work is important as is the content. There is no course work or controlled assessment in this course.</p> <p>The final grade is awarded at the end of the three years of study.</p>
<p>Post 16 choices or pathway</p>	<p>Religious studies is a highly desirable GCSE for anyone who plans to work with people in the future; in particular leading to careers in the public sector, journalism, medicine and law. Many of our students continue studying in this area by taking A levels in Religion, Philosophy and Ethics.</p> <p>The mental, spiritual and moral 'gymnastics' demanded by this course provides a challenging preparation for those considering a wide range of college and university courses, including philosophy, psychology and sociology. We have strong links with local colleges who have recognised our success in this area.</p>
<p>Further information can be obtained from:</p>	<p>Miss Tomlinson, Head of R.E.</p>

Subject: Science

<p>Exam Board Specification</p>	<p>AQA Combined Science: Trilogy (Double Science) AQA Separate Sciences: Biology, Chemistry, Physics (Triple Science)</p>																											
<p>Introduction to the course</p>	<p>Pupils will follow ‘Combined Science: Trilogy’ (double award) over three years. This will lead to two GCSE’s. The course has a solid foundation of key scientific theory and practice, with an emphasis on relevant social, ethical and technological issues. Learning is linked to real world contexts that engage and enthuse pupils.</p> <p>There will also be the option of ‘Separate Sciences’ (triple science) for pupils who are considering following a science based career and intend to study science subjects at A level and beyond.</p> <p>Both courses develop the following skills:</p> <ul style="list-style-type: none"> • Knowledge and understanding • Practical techniques • Analysis, interpretation and evaluation skills • Application of knowledge and skills to a range of contexts 																											
<p>Summary of the course</p>	<p>Biology, chemistry and physics are taught separately by specialist staff in well-equipped laboratories, each with its own digital projector and interactive whiteboard.</p> <p>Examples of topics covered in each subject are listed below:</p> <table border="0" data-bbox="491 1182 1455 1525"> <thead> <tr> <th data-bbox="491 1182 794 1216">Biology</th> <th data-bbox="826 1182 1129 1216">Chemistry</th> <th data-bbox="1161 1182 1455 1216">Physics</th> </tr> </thead> <tbody> <tr> <td data-bbox="491 1227 794 1261">Microbes and disease</td> <td data-bbox="826 1227 1129 1261">Atomic structure</td> <td data-bbox="1161 1227 1455 1261">Energy transfers and efficiency</td> </tr> <tr> <td data-bbox="491 1272 794 1305">Diet and digestion</td> <td data-bbox="826 1272 1129 1305">The periodic table</td> <td data-bbox="1161 1272 1455 1305">Generating electricity</td> </tr> <tr> <td data-bbox="491 1317 794 1350">Nerves and hormones</td> <td data-bbox="826 1317 1129 1373">Chemical reactions and bonding</td> <td data-bbox="1161 1317 1455 1350">Forces and motion</td> </tr> <tr> <td data-bbox="491 1361 794 1395">Homeostasis</td> <td data-bbox="826 1361 1129 1395">Metals and their uses</td> <td data-bbox="1161 1361 1455 1395">Waves and their uses</td> </tr> <tr> <td data-bbox="491 1406 794 1440">Organ systems</td> <td data-bbox="826 1406 1129 1440">Oils and fuels</td> <td data-bbox="1161 1406 1455 1440">Light and sound</td> </tr> <tr> <td data-bbox="491 1451 794 1485">Ecology</td> <td data-bbox="826 1451 1129 1485">Nanotechnology</td> <td data-bbox="1161 1451 1455 1485">Astronomy</td> </tr> <tr> <td data-bbox="491 1496 794 1529">Genetics</td> <td data-bbox="826 1496 1129 1529">Acids and alkalis</td> <td data-bbox="1161 1496 1455 1529">Nuclear physics</td> </tr> <tr> <td data-bbox="491 1541 794 1574">Evolution</td> <td></td> <td></td> </tr> </tbody> </table>	Biology	Chemistry	Physics	Microbes and disease	Atomic structure	Energy transfers and efficiency	Diet and digestion	The periodic table	Generating electricity	Nerves and hormones	Chemical reactions and bonding	Forces and motion	Homeostasis	Metals and their uses	Waves and their uses	Organ systems	Oils and fuels	Light and sound	Ecology	Nanotechnology	Astronomy	Genetics	Acids and alkalis	Nuclear physics	Evolution		
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<p>Assessment of course</p>	<p>Combined Science: Trilogy (double award): At the end of year 11 there will be two 1hour 15 minute exams in each subject specialism of biology, chemistry and physics (6 exams in total)</p> <p>Separate Sciences (triple science): At the end of year 11 there will be two 1hour 45 minute exams in each subject area of biology, chemistry and physics (6 exams in total).</p> <p>The exams assess: the knowledge and understanding of key scientific concepts; practical skills; analysis, interpretation and evaluation skills and literacy skills. Pupils must also apply what they have studied to a range of different contexts.</p>																											
<p>Post 16 choices or pathway</p>	<p>Science is an essential requirement for a wide range of careers ranging from medicine, medical services including physiotherapy, dentistry, forensics, and sports science. Science qualifications are also highly valued in health and beauty careers along with engineering, catering, motor vehicle, plumbing and electrical services. The science department has a strong tradition of pupils going on to study science disciplines at sixth form, university and beyond.</p>																											
<p>Further information can be Obtained from:</p>	<p>Mr Fletcher, Head of Science</p>																											

Subject: Spanish

Exam Board Specification	AQA GCSE Spanish (8698)
Introduction to the course	In GCSE Spanish lessons, pupils will continue to develop the skills and language studied in years 7 and 8. Furthermore, there are also studies in the unique cultures of Spain and Spanish speaking countries and territories across the globe in what is now the world's second-most spoken language.
Summary of the course	<p>Throughout the 3 year course, pupils study Spanish in 3 key topic areas all of which are a continuation of what we have done in years 7 – 8.</p> <p>Identity and culture (relationships, technology and social media, music, cinema, food and sport)</p> <p>Local, national, international and global areas of interest (home and town, social issues and healthy lifestyles, environment, travel and tourism)</p> <p>Current and future study and employment (my studies, life at school, education post 16 and jobs and ambition)</p>
Assessment of course	All four key skills of listening, reading, speaking and writing are assessed at the end of year 11 and are weighted equally. Exams are either at foundation or higher tier. We will be practising these skills thoroughly throughout all three years to ensure pupils are ready and well equipped to succeed.
Post 16 choices or pathway	For those with intentions of working in an ever-increasing global economy, showing a grasp of modern foreign languages is extremely attractive for many industries and businesses and as one of the world's fastest growing languages, Spanish will help. No matter what your future plans are, having a foreign language GCSE is extremely exciting for anyone's CV and languages can always be combined with other subjects at colleges or university.
Further information can be Obtained from:	Mr Coleman, Head of Modern Foreign Languages