



WADE DEACON
HIGH SCHOOL

Year 9 Options Booklet

2025-26

A COMMITMENT TO EXCELLENCE



Our Curriculum

In Key Stage 4, we provide an ambitious and inclusive curriculum that prepares students for a variety of post-16 opportunities and enables them all to develop the skills that are required by employers, colleges, universities and not least, for life-long learning.

We aim to deliver a personalised curriculum for every child that is tailored to their abilities and interests, talents and needs. The learning route that each student takes will be based on consultation between students, parents and carers, class teachers and members of the Senior Leadership Team. Discussions will focus on the suitability and demands of each subject.

In addition to a 'core curriculum' of compulsory subjects, students have the option to choose from a wide range of additional subjects during the Year 9 Options process so that:

- students can select a curriculum that leads to a range of choices and opportunities for post-16 study.
- all students study an ambitious and academic curriculum.
- we can provide vocational and career-focused options, incorporating technical courses and a personalised curriculum.
- there is an opportunity to support some students through additional focus on Mathematics, English and Personal Development lessons.



Mr Brendan Hesketh



Mr Matthew Deeney

From the Executive Principal and the Head of School

Dear Parents and Carers,

An exciting time is approaching for our students as they commence their journey into Key Stage 4.

At Wade Deacon High School, we pride ourselves on the provision of a broad, balanced and ambitious curriculum for our students which enables them all to develop the skills that are required by employers, colleges, universities and not least, for life-long learning.

The personalised curriculum that every child follows from Y9 will be specifically tailored to their abilities, talents, needs and current performance regarding attainment, progress and attitude to learning to ensure that they achieve the qualifications, knowledge and skills that will help them to move forward in their lives.

The learning route that your child will take will be based on consultation between yourselves, your child, class teachers and members of the Senior Leadership Team. Discussions will focus on the suitability and demands of each subject.

Our curriculum is broad and balanced and, as you look through the booklet, we hope that you agree that it offers exciting opportunities for your child that will challenge and inspire them to work hard, promote their love of learning and enable them to fulfill their potential. Above all, we want it to be a curriculum that our students enjoy.

Our members of staff will work tirelessly to support your child and will look forward to working in partnership with you to ensure your child's success.

With kindest regards

Brendan Hesketh
Executive Principal

Matthew Deeney
Head of School



Ms Carine Whitfield



Ms Josie Gallagher



From our Senior Leaders

Dear Students,

We are approaching an important milestone in your education at Wade Deacon High School. In September, you will enter Key Stage 4 and begin the next stage of your learning journey. This information booklet is designed to be used alongside advice from teachers to help you and your parents and carers to make informed choices about the most appropriate curriculum for you.

In Key Stage 4, based on your previous progress, attainment, behaviour and attitude to learning, you will follow a Curriculum Pathway designed to provide you with key life skills that will prepare you for your future and enable you to be competitive within the world of work.

You will follow a broad and balanced curriculum made up of core and optional subjects, which have been personalised to meet your needs and maximise your opportunities for success. In addition to these subjects, you will continue through our Personal Development curriculum which includes Religious Education, SMSC, Relationships, Sex and Health Education, as well as Careers guidance to help prepare you for life beyond Wade Deacon.

Before making your final decision about your options, you will, of course, be involved in discussions with your teachers. They will be able to give you good advice about your suitability for specific courses and whether the demands, content and skills required for the subjects are compatible with your prior learning and abilities.

You will need to consider your performance in the subject at Key Stage 3: did you perform well? Did you enjoy the subject? Did you make good progress compared to your targets? Choices should be made to suit your interests, abilities and future prospects - not because of choices made by your close friends. We all have our favourite teachers, but please do not make your option choices based on the teacher. At this moment in time, we do not know which teachers will teach which classes. Please consider your prior attainment, abilities, interests and career preferences only when making your decision.

The Options process has been designed to maximise choices without restricting potential subject clashes in separate option blocks. Wherever possible, we hope that you will be able to follow your preferred choices. However, we also ask that you list reserve subjects; these must be seriously considered as valid option choices. We cannot guarantee you will receive all of your options due to potential timetabling constraints.

We hope you will find this booklet and the information on our website helpful and we wish you all the very best for the next exciting challenge at Wade Deacon High School.

Ms Whitfield & Ms Gallagher

The Option Process

Most of the activities in the Options process take place in the Spring Term. The timetable below gives you some further information of what events and activities are coming up to help you make your choices.

Timescale	Information & Activities
January 2026 onwards	Y9 Options Information shared via school website and through assemblies in school. Students should investigate the range of optional subjects on offer and begin conversations with teachers to find out about the qualifications available.
February 2026 onwards	Guidance Interviews Students will meet with senior leaders to discuss their preferred choices and receive guidance as to their most appropriate curriculum given their strengths and future aspirations. Y9 Parents' Evening (5th Feb) An opportunity for students, parents and carers to review progress with subject teachers.
March 2026	Y9 Options Evenings (18th -19th March) Students and parents/carers meet with staff to confirm and submit final choices.



Qualifications and Assessment

There are a range of different qualifications available and, while they are assessed in a variety of ways, they are of equivalent value and standing.

All of the courses that your child studies will lead towards a recognised qualification, details of which can be found throughout this booklet.

GCSEs

GCSE stands for General Certificate of Secondary Education and is the main qualification taken by 14-16 year-olds. GCSEs are assessed mainly through written exams, although in some subjects there are also some elements of controlled assessment and controlled tasks. Details of how each course is assessed is given in the individual subject information.

GCSEs are graded from 1-9: with 1 as the lowest and 9 the highest grade. All external exams are taken at the end of the course. Teachers will be preparing your child with regular assessments and internal examinations to ensure they are fully prepared.

Technical Qualifications

In technical courses, students' progress is continually assessed throughout the two years of study. There is also an externally assessed element.



Exceptional Values
Exceptional Learning & Teaching
Exceptional Achievement



GCSE ENGLISH LANGUAGE & LITERATURE

Course Outline- Language

Students will gain an understanding of how to access both contemporary and older fiction and non-fiction material. They will have the opportunity to investigate writers' skills and apply them to their own fiction and non-fiction (real-life) writing. Grammar and technical skills feature highly.

Course Outline- Literature

Students will gain an understanding of the skills of writers through time, addressing poetry, drama and prose. They will also have the opportunity to investigate how writers have been influenced by society.

ASSESSMENT

English Language (100% examination)

Paper 1 (Fiction) 1hr 45 minutes 40%

Section A – Reading (20th Century Texts)

Section B – Writing (Creative Prose)

Paper 2 (Non-Fiction) 2 hours 60%.

Section A – Reading (c.19th & c.21st Texts)

Section B – Writing (Transactional Writing)

ASSESSMENT

English Literature (100% examination)

Paper 1 – 2 hours 40%

Section A – Shakespeare

Section B - Anthology Poetry

Paper 2 – 2 ½ hours 60%

Section A – An Inspector Calls

Section B – A Christmas Carol

Section C – Unseen Poetry

FUTURE PATHWAYS

A Level

English Language / English

Literature / Combined English

Degree Level

BA / MA in English Language or Literature.

Students may be able to combine English with another subject as well.

POSSIBLE CAREERS

Journalism / Broadcasting

Advertising

Public Relations

Authorship

Publishing

Teaching

Law & Administration

Examining Body: EDUQAS

Subject Leader: Ms Russell



Working with your hands



Extended writing



Numeracy links



Using ICT



Performance opportunities



Design projects



Opportunities to be active



Coursework elements



Communication skills

GCSE MATHEMATICS

Course Outline

Students will already have been following a scheme of work in KS3, which supports the GCSE course. The GCSE course then allows students to gain a broad and deep understanding of many topics. The curriculum is split into key strands:

Ratio
Proportion and Rates of Change
Number
Algebra
Geometry and Measures
Statistics and Probability

A significant area of the curriculum is the requirement to solve broader problems, selecting the suitable processes and mathematical skills to solve more complex problems. Mathematics is a vital qualification with a variety of skills being learnt such as problem solving, logical thinking and building resilience. Students will learn how to develop their skills in formulating, modelling and solving problems through analysing statistics and applying their mathematical knowledge to real world problems.

ASSESSMENT

There will be two tiers available:
Higher (awarding grades 9-4) and Foundation (awarding grades 5-1)

Paper 1 Non-Calculator, 1 hour 30 minutes, 80 marks
Paper 2 Calculator, 1 hour 30 minutes, 80 marks
Paper 3 Calculator, 1 hour 30 minutes, 80 marks

FUTURE PATHWAYS

AS/A Level Mathematics and Core mathematics will lead to a variety of further progression routes.

GCSE mathematics is a requirement to a wide range of post-16 courses.

Students are expected to continue with their study of GCSE mathematics after the age of 16 if they have not achieved a pass

POSSIBLE CAREERS

Animator, Scientist, Architect, Statistician, Computer games designer, Computer Programmer, Forensic Scientist, Cryptanalyst, Engineer, Doctor, Accountant, Operational researcher, Biochemist, Oceanographer, Software developer, Sound engineer, Nuclear Scientist, Pharmacist, Management Consultant, Economist, Meteorologist, Astronaut and Teacher

Examining Body: Edexcel

Subject Leader: Ms Lewis



GCSE COMBINED SCIENCE (TRILOGY)

Course Outline

Students will gain an understanding of Science across the three science disciplines:

Biology: Cell biology, organisation of systems, infection and response, bio-energetics, homeostasis and response, inheritance, variation and evolution and ecology.

Chemistry: Atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.

Physics: Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electro-magnetism.

ASSESSMENT

There will be 6 exam papers, each lasting 1 hour and 15 minutes.

Biology (Paper 1 and 2)
Chemistry (Paper 3 and 4)
Physics (Paper 5 and 6)

Students must complete 21 required practicals during lesson time.

The scientific enquiry skills needed to complete these will also be assessed in the final exam along with skills developed in the analysis and evaluation of data. There is a greater emphasis on mathematical skills in science and so exam papers will contain a higher proportion of maths-related questions.

This route leads to 2 GCSE qualifications in Science.

FUTURE PATHWAYS

Qualifications: A levels, BTECs,
Science related apprenticeships

POSSIBLE CAREERS

Possible Careers: Nursing,
medicine, veterinary science,
dentistry, technicians, pharmacology,
engineering, radiography, environmental
science, research scientist, dietician,
journalism, physiotherapist, sports science

Examining Body: AQA

Subject Leader: Mr Seiffert



PERSONAL DEVELOPMENT

In all subjects students will have the opportunity to engage and explore social, moral, spiritual and cultural issues in a variety of ways. Students will explore beliefs and experience, respect faiths, feelings and values. They will enjoy learning about themselves, others and the surrounding world. They will use their imagination and creativity and reflect on what they have learned. They will recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

Students will continue to develop a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the British values of democracy, the rule of law, liberty, respect and tolerance. Students will learn to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

In Key Stage 4, the Personal Development curriculum includes further learning and information about careers and preparation for post-16 choices, as well as developing students' independence and ability to reflect on and manage their own wellbeing.

At Wade Deacon we believe in a whole-school approach to personal development and recognise that all areas of the taught curriculum make an important contribution to the spiritual, moral, social and cultural development of our students and opportunities for this are planned for in each subject area on an ongoing basis. Personal Development is also delivered through Focus Mornings throughout the year allowing for deeper exploration of key issues.



CAREERS EDUCATION

In all subject areas, pupils will have the opportunity to participate in activities that use the context of work to develop their knowledge, skills and understanding that will be useful in their future workplace. Furthermore, subject teachers will inform pupils about how their learning in the classroom relates to the world of work and future careers. Pupils will be provided with opportunities to learn *through* work, from direct involvement in, for example, work experience placement and enterprise activities. They will learn *about* work, by developing knowledge and understanding of the opportunities available to them and learn *for* work by demonstrating skills for employability in different problem-solving activities, work simulations and mock interviews. The Careers curriculum includes:

- Information, advice and guidance on careers from a variety of speakers, organisations and providers.
- Visits to local colleges & universities.
- Links with local employers to enable students to gain experience of mock interviews.

WORLD VIEWS

Religious Education at Key Stage 4 is delivered through our Personal Development curriculum. Building on their learning in previous years, it allows students to further explore principal religions, traditions and shared human experiences and understand the way they shape and influence the world we live in.

Religious and moral themes are also debated in tutor rooms on a daily basis via the school's 'Thought for the Week' programme, as well as being explored in year group assemblies throughout the year.

RELATIONSHIPS, SEX AND HEALTH EDUCATION

In line with statutory DfE guidance, through the Relationships, Sex and Health Curriculum, students will be guided in learning about respect for self and others, healthy relationships, stable loving relationships, family, gender roles, and decision-making, as well as factual teaching about sex, sexuality and sexual health. They will also be taught how to behave in a manner which is conducive to the promotion, maintenance or restoration of their physical and mental health. Where appropriate, sessions will be facilitated by specialist outside agencies who have expertise in specific areas of the curriculum.

PHYSICAL EDUCATION (CORE)

All students will take part in one hour of active physical education each week, taking part in a wide range of activities and building on their experiences at Key Stage 3. Students may also choose to study for a qualification in sport, PE or dance in addition to their core PE provision.



To ensure that the curriculum provided meets the needs of all students, our Year 9 Options process guides students towards one of three curriculum pathways:

Explorer Pathway – ensures a broad and rigorous academic curriculum that includes the study of at least one Modern Foreign Language

Discoverer Pathway – provides a wide choice of subjects based on a broad academic foundation

Voyager Pathway – a highly personalised curriculum designed to support students' wider needs



Explorer Pathway

All students on the Explorer Pathway will study:

- GCSE English Language.
- GCSE English Literature.
- GCSE Mathematics.
- GCSE Combined Science (Trilogy)*.
- GCSE French or Spanish.
- Physical Education**.

Students will also continue to follow our Personal Development curriculum, which includes SMSC, PSHE, Religious Studies, Relationships, Sex and Health Education and Careers.

*2 GCSEs.

**Core PE – not examined.



The Explorer Pathway



As you look through the information provided, we hope that you agree that our curriculum is broad and balanced, offering some exciting opportunities that will challenge and inspire students to work hard, promote their love of learning and enable them to fulfil their potential. Above all, we want it to be a curriculum that our students value and enjoy.

Students are guided towards a Curriculum Pathway based on a range of factors, such as their academic ability (demonstrated through previous attainment and progress), behaviour and attitude to learning to ensure that they can access a range of suitable post-16 routes at the end of Year 11.

The Explorer Pathway is a suite of subjects consisting of English, mathematics, science, a modern foreign language and either history or geography. The Explorer Pathway ensures a broad academic foundation and provides an excellent platform for further and higher education.

CORE ACADEMIC CURRICULUM Compulsory Subjects	HUMANITIES OPTION	Plus TWO options from
<p>English Language English Literature Mathematics Science (Combined)* French or Spanish Physical Education**</p> <p><i>Students will also continue to follow our Personal Development curriculum, which includes SMSC, PSHE, Religious Studies, Relationships, Sex and Mental Health Education and Careers</i></p> <p>*unless choosing Separate Science **core; non-examined</p>	<p>Either Geography or History</p>	<p>GCSE Separate Sciences (<i>Biology, Chemistry, Physics</i>) GCSE Spanish* GCSE History GCSE Geography GCSE Art GCSE Drama GCSE Music GCSE Business GCSE Computer Science GCSE Design Technology GCSE Food Prep & Nutrition GCSE Physical Education GCSE Religious Studies</p> <p>Technical Qualifications BTEC Performing Arts (Dance) BTEC Health and Social Care Vocational Award in Performing Arts OCR course in Hospitality and Catering</p> <p><u>Cambridge National:</u> Information Technologies Creative iMedia Sport Studies</p>



Discoverer Pathway



All students on the Discoverer Pathway will study:

- GCSE English Language.
- GCSE English Literature.
- GCSE Mathematics.
- GCSE Combined Science (Trilogy)*.
- Physical Education**.

Students will also continue to follow our Personal Development curriculum, which includes SMSC, PSHE, Religious Studies, Relationships, Sex and Health Education and Careers.

*2 GCSEs.

**Core PE – not examined.



The Discoverer Pathway



As you look through the information provided, we hope that you agree that our curriculum is broad and balanced, offering some exciting opportunities that will challenge and inspire students to work hard, promote their love of learning and enable them to fulfil their potential. Above all, we want it to be a curriculum that our students value and enjoy.

Students are identified for a Curriculum Pathway based on a range of factors, such as their academic ability (demonstrated through previous attainment and progress), behaviour and attitude to learning to ensure that they can access a range of suitable post-16 routes at the end of Year 11.

CORE ACADEMIC CURRICULUM Compulsory Subjects	HUMANITIES OPTION	Plus THREE options from
<p>English Language English Literature Mathematics Science (Combined)* Physical Education**</p> <p><i>Students will also continue to follow our Personal Development curriculum, which includes SMSC, PSHE, Religious Studies, Relationships, Sex and Mental Health Education and Careers</i></p> <p>*unless choosing Separate Science **core; non-examined</p>	<p>Either Geography or History</p>	<p>GCSE Separate Sciences (<i>Biology, Chemistry, Physics</i>) GCSE Spanish* GCSE History GCSE Geography GCSE Art GCSE Drama GCSE Music GCSE Business GCSE Computer Science GCSE Design Technology GCSE Food Prep & Nutrition GCSE Physical Education GCSE Religious Studies</p> <p>Technical Qualifications BTEC Performing Arts (Dance) BTEC Health and Social Care Vocational Award in Performing Arts OCR course in Hospitality and Catering</p> <p>Cambridge National: Information Technologies Creative iMedia Sport Studies</p>



Voyager Pathway

All students on the Voyager Pathway will study:

- GCSE English Language.
- GCSE English Literature.
- GCSE Mathematics.
- GCSE Combined Science (Trilogy)*.
- Physical Education**.

Students will also continue to follow our Personal Development curriculum, which includes SMSC, PSHE, Religious Studies, Relationships, Sex and Health Education and Careers.

*2 GCSEs.

**Core PE – not examined.



The Voyager Pathway



As you look through the information provided, we hope that you agree that our curriculum is broad and balanced, offering some exciting opportunities that will challenge and inspire students to work hard, promote their love of learning and enable them to fulfil their potential. Above all, we want it to be a curriculum that our students value and enjoy.

Students are guided towards a Curriculum Pathway based on a range of factors, such as their academic ability (demonstrated through previous attainment and progress), behaviour and attitude to learning to ensure that they can access a range of suitable post-16 routes at the end of Year 11.

CORE ACADEMIC CURRICULUM Compulsory Subjects	ADDITIONAL PROVISION	Plus TWO options from
<p>English Language English Literature Mathematics Science (Combined)* Physical Education**</p> <p><i>Students will also continue to follow our Personal Development curriculum, which includes SMSC, PSHE, Religious Studies, Relationships, Sex and Mental Health Education and Careers</i></p> <p>*unless choosing Separate Science **core; non-examined</p>	<p>Study Support Life Skills IT Skills</p>	<p>GCSE Art GCSE Drama GCSE Design Technology GCSE Food Prep & Nutrition</p> <p>Technical Qualifications BTEC Performing Arts (Dance) BTEC Health and Social Care Vocational Award in Performing Arts OCR course in Hospitality and Catering</p> <p><u>Cambridge National:</u> Information Technologies Creative iMedia Sport Studies</p>



GCSE ART



Course Outline

Art, Craft and Design is an exciting, creative course which encourages independent work, the development of practical skills and reflective practice. Students will have the opportunity to:

- develop their ideas through investigations informed by analysing sources such as artists, designers and craftspeople from around the world.
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes.
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.
- use different media, materials, techniques, processes and technologies.
- use drawing skills for different needs and purposes, appropriate to context.
- realise their intentions through sustained application of the creative process.

ASSESSMENT

60% Portfolio of Work
40% Externally Set Task

The Portfolio of Work is made up of coursework comprising of a number of Art projects undertaken across Years 10 and 11, during Art lessons and through home learning tasks.

The Externally Set Task is a response to one of seven starting points issued by the AQA Examination board in January of Year 11. Students develop their own project culminating in a final practical examination over two days.

FUTURE PATHWAYS

- A Levels in Fine Art, 3D Design, Fashion and Textiles, Graphic Design and Photography
- Level 2 and 3 Diplomas in Creative Practice
- Vocational Studies in make-up, hair and beauty
- Apprenticeships in creative and design industries
- Degree level studies in creative and design subject

POSSIBLE CAREERS

Advertising, Animator, Architect, Art Therapist, Artist, Fashion or Costume Designer, Games Designer, Graphic Designer, Illustrator, Interior Designer, Photographer, Set Designer, Tattoo Artist, Teacher, Make-up Artist.

Examining Body: AQA

Subject Leader: Ms Davies



Working with your hands

Extended writing

Numeracy links

Using ICT

Performance opportunities

Design projects

Opportunities to be active

Coursework elements

Communication skills



GCSE BUSINESS



Course Outline

Theme 1: Investigating small business

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Students are able to explore core business concepts from the perspective of an entrepreneur. Students will be introduced to local and national business contexts and will develop an understanding of how businesses behave and how they make decisions. Students will focus on key areas to develop their understanding of business interactions. These topics include business operations, finance, marketing and human resources.

Theme 2: Building a business

Theme 2 examines how a business develops beyond the initial start up phase. It focuses on the key concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Students will also consider the impact on the wider world based on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of decision making and behaviour within global businesses.

ASSESSMENT

Students must apply their knowledge and understanding of both themes using a range of examination techniques and using business context. Students will also learn business calculations and will be able to interpret qualitative data in business contexts.

Students will sit two written exam papers at the end of Year 11, each worth 50% of overall marks.

FUTURE PATHWAYS

A Level & BTEC Business
A Level Economics

POSSIBLE CAREERS

An understanding of business and organisations is applicable to any future career or occupation. Many business students go on to careers in accountancy, law, marketing, sports management or the leisure and tourism industry or teaching.

Examining Body: Edexcel

Subject Leader: Mrs Healey



Working with your hands

Extended writing

Numeracy links

Using ICT

Performance opportunities

Design projects

Opportunities to be active

Coursework elements

Communication skills



GCSE COMPUTER SCIENCE



Course Outline

A GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of core concepts. Students analyse problems and devise creative solutions by designing, writing, testing and evaluating programs using the Python programming language.

By the end of the course students will be able to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems.
- Think creatively, innovatively, analytically, logically and critically and apply mathematical skills relevant to computer science.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.

ASSESSMENT

Computer Systems – 50% - 80 marks – 1 hour 30 mins

- Systems architecture
- Memory and Storage
- Computer networks, connections and protocols
- Network security
- Systems Software
- Ethical, legal, cultural and environmental impacts of technology

Computational thinking, algorithms and programming- 50% - 80 marks – 1 hour 30 mins

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages, and IDEs

FUTURE PATHWAYS

Future relevant opportunities include

- A Level Computer Science
- BTEC IT
- Apprenticeships in relevant fields.

POSSIBLE CAREERS

This course is ideal for those students who are interested in seeking a future computing or programming career.

For example, software developing, games developing and designing, web developing, social media manager and many more.

Examining Body: OCR

Subject Leader: Mrs Healey



Working with your hands



Extended writing



Numeracy links



Using ICT



Performance opportunities



Design projects



Opportunities to be active



Coursework elements



Communication skills

GCSE DESIGN TECHNOLOGY



Course Outline

Design and Technology is everywhere and in everything. It is difficult to imagine what would happen without creative minds developing new products and solutions to essential everyday problems and desires.

Through the study of Design and Technology, students will be skilled in the design and manufacture of high-quality products in a wide variety of materials, combining practical knowledge with transferrable skills such as problem solving, analytical skills and time management.

All students will learn key skills and theory in Year 10 through a range of design-and-make assignments. In year 11 they complete their controlled assessment applying and demonstrating their skills whilst continuing to deepen and develop their theoretical knowledge.

ASSESSMENT

50% of the design technology course is theory based which is tested in a 2 hour exam. The remaining 50% of the assessment consists of NEA (None Exam Assessment) in the form of a design and make task.

Core components include:

- Technology and Manufacturing
- Product Sustainability
- Materials theory covering five materials areas – (Woods, Plastics, Metals, Paper & Boards, Textiles)
- Electronic and Mechanical Systems
- Designing & Making

The course is an academic GCSE, although there are many aspects of the course which are practical and computer based.

FUTURE PATHWAYS

A Levels in Graphic Communication & Textiles
Professional Engineering – Level 3 Diploma
Digital Built Environment – Level 3
Fashion – Level 3 UAL Extended Diploma
Graphic and Digital Design – Level 3 Diploma
BTEC – Level 3 Architecture

POSSIBLE CAREERS

Product Designer, Graphic Designer,
Architect, Photographer, Advertising and
Marketing, Computer Game Designer,
Fashion Designer, Teacher, Engineer

Examining Body: AQA

Subject Leader: Mr Philcock





GCSE DRAMA



Course Outline

The course is designed to allow students the opportunity to explore Drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to Drama, informed by their theoretical knowledge of Drama and Theatre. They will learn to collaborate with others, think analytically and evaluate effectively. They will gain the confidence to pursue their own ideas, reflect and refine their efforts.

ASSESSMENT

The course is organised into practical assessments and written coursework. There is a 1 hour 45 minute written examination paper.

Component 1 (40%) Understanding Drama (Written Exam)

Students will be assessed on their knowledge and understanding of Drama and Theatre. They will study one set text which will be taken from a prescribed list of six plays. Students are to answer exam questions surrounding the context and design of the play as well as directorial and performance-based questions. They will also write a response to a piece of live Theatre that they have seen during the course. The assessment for this unit takes the form of a 1 hour 45- minute written examination.

Component 2 (40%) Devising Drama (Practical and Devising Log)

Students will create and devise a piece of Drama which will be examined by their teachers and moderated by AQA. Students may contribute as a performer or a designer. Students are required to complete a written log of the process of their developing performance piece, allowing them to become reflective theatre makers.

Component 3 (20%) Texts in Practice (Practical)

Students are to perform two extracts from one play of their choosing. This could take the form of a monologue, duologue or a small group performance. This component is externally assessed by a visiting AQA examiner.

FUTURE PATHWAYS

Qualifications: A-level Drama and Theatre Studies, BTEC Level 3 Performing Arts.

POSSIBLE CAREERS

Actor, Director, Playwright, Teacher, Lawyer, Applied Theatre Practitioner, Designer, TV... and many more!

Examining Body: AQA

Subject Leader: Ms Hughes





GCSE FOOD PREPARATION AND NUTRITION



Course Outline

The main purpose of the GCSE food Preparation and Nutrition course is to enable the development of a thorough understanding of good nutrition, food provenance and the working characteristics of food. It aims to nurture students' practical and research skills to give them a strong sense of independence and achievement.

Throughout the course students will be taught a wide range of skills and techniques, shown how to use equipment safely and efficiently and encouraged to test, modify, adapt and evaluate their culinary creations and existing food products.

Students will:

- Carry out a wide range of research, analysis and product disassembly
- Analyse and evaluate existing products and processes
- Work with a wide range of ingredients & developing culinary skills through practical work
- Carry out Scientific investigative work
- Learn independent planning, organisation and time management

Skills Required

A proven track record within Food Technology is essential. Students MUST have brought ingredients in regularly to lessons. Students will have demonstrated that they are organised, creative, have good time management skills and are able to work independently.

ASSESSMENT

- 50% Controlled Assessment comprising of: 15% Scientific based food investigation.
- 35% Food Preparation Assessment (including a 3hr practical exam and portfolio of written evidence).
- 50% Final written Examination (1 tier entry - 1hr 45 minutes)

FUTURE PATHWAYS

Level 1 Diploma – Hospitality & Catering
Level 2 Diploma – Professional Food & Beverage Services
Level 2 Diploma – Professional Cookery
Level 3 Advanced Technical Diploma – Food Beverage Service Supervision

POSSIBLE CAREERS

Chef, Food Product Designer, Dietician, Sports Nutritionist, Teacher

Examining Body: AQA

Subject Leader: Mr Philcock



Working with your hands



Extended writing



Numeracy links



Using ICT



Performance opportunities



Design projects



Opportunities to be active



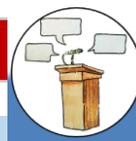
Coursework elements



Communication skills



GCSE FRENCH



Course Outline

Studying GCSE French enables students of all abilities to develop their French language skills to maximise their potential, equipping them with the knowledge to understand and communicate in a variety of contexts with confidence. As a result, we build sequentially on the foundation blocks established in Years 7, 8 and; systematically reviewing the fundamentals to ensure that all students can acquire the intended knowledge and skills, understand the sophisticated nuances of the language and be successful. Moreover, the range of topics on which we focus, inspires students' interest in French culture and French speaking countries.

Students study the following themes in depth over the course of the two years:

- Theme 1: People and lifestyle
Identity and relationships with other, healthy living and lifestyle, education and work.
- Theme 2: Popular culture
Free-time activities, customs, festivals and celebrations, celebrity culture.
- Theme 3: Communication and the world around us
Travel and tourism including places of interest, media and technology, the environment and where people live.

ASSESSMENT

At the end of the course, students will sit four papers to demonstrate their knowledge, skills and understanding of the French language. The examinations will assess students in all four skills areas (listening, speaking, reading and writing) and take place at the end of Year 11. Each assessment is worth 25%.

There are two tiers available:

Higher (awarding grades 9-4) and Foundation (awarding grades 5-1). Students have the choice of either sitting the Foundation or Higher Papers.

FUTURE PATHWAYS

A Level

French

Degree Level

BA and MA in French.

Students can combine French with a variety of subjects to enhance the learning experience and job opportunities.

POSSIBLE CAREERS

The ability to speak one or more languages opens up opportunities in a variety of sectors including the arts, finance, business, education, engineering, government, interpreting, law, the media, manufacturing, marketing, retail, teaching, translation and tourism.

Examining Body: AQA

Subject Leader: Ms Whitfield



Working with your hands



Extended writing



Numeracy links



Using ICT



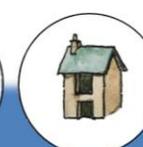
Performance opportunities



Design projects



Opportunities to be active



Coursework elements



Communication skills



GCSE GEOGRAPHY



Course Outline

Unit 1: Living with the Physical Environment - This unit is composed of three physical geography units which cover volcanoes, earthquakes, weather hazards such as floods and hurricanes, climate change, ecosystems, coastal and river landscapes.

Unit 2: Challenges in the Human Environment - This unit is composed of three human geography units which cover how urban areas around the world are changing with case studies of Liverpool and Lagos, how our economic world is changing with case studies of Nigeria as well as looking at how resources such as water are managed on our planet.

Unit 3: Geographical Applications - This unit includes the investigation of one physical environment and one human environment. Students will have the opportunity to study geography out of the classroom by visiting two contrasting landscapes (usually a river landscape and a city landscape). They will also look in detail at one global issue where they will be expected to use all of the skills developed over the course to evaluate the different viewpoints around it.

Students have an appreciation of many elements of this syllabus from their foundation study of geography at Wade Deacon. Our GCSE syllabus has so many vital skills for life, not only a thorough coverage of the core aspects of the subject, but also the opportunity to see its dynamic nature in the field. Our international trips to Iceland and Italy are just two examples of the many fieldwork opportunities on offer at Wade Deacon High School.

ASSESSMENT

Our GCSE Geography follows the AQA syllabus which is composed of three units:

1. Living with the Physical Environment Written exam 35%
2. Challenges in the Human Environment Written exam 35%
3. Geographical Applications Written exam 30%

FUTURE PATHWAYS

A Levels such as geography and other subjects within earth sciences and humanities. Universities consider GCSE geography to be a high-quality qualification which keeps opportunities open.

POSSIBLE CAREERS

Architect, banker, lawyer, military GIS specialist, aerial or offshore surveyor, diplomat, conservation worker, weather forecaster, earth scientist, coastal engineer, social worker, marketing, teacher, university lecturer, insurance, aid worker, armed forces, town planner, surveyor, travel agent and TV researcher.

Examining Body: AQA

Subject Leader: Mr Perritt



Working with your hands



Extended writing



Numeracy links



Using ICT



Performance opportunities



Design projects



Opportunities to be active



Coursework elements



Communication skills



GCSE HISTORY



Course Outline

Students demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied.

You will learn how to make accurate descriptions and explanations in order to show understanding of relevant causes, consequences and changes in an historical period. You will investigate historical questions, problems and issues and reach reasoned conclusions.

You will recognise and comment on how and why events, people and issues have been interpreted and represented in different ways and provide an appropriate consideration of the value of these interpretations.

ASSESSMENT

The assessment takes place through 2 exams at the end of Year 11. Students sit two examination papers each two hours long, each worth 50% of the final mark.

Paper 1: Understanding the modern world

Section A: Period studies - America, 1920–1973: Opportunity and Inequalities

Section B: Wider world depth studies - Conflict and tension, 1918–1939

Paper 2: Shaping the nation

Section A: Thematic studies - Britain: Health and the people: c.1000 to the present day.

Section B: British depth studies & the historic environment - Elizabethan England, c.1568–1603.

FUTURE PATHWAYS

- A Level History
- A Level Law
- A Level Archaeology
- A Level Politics

POSSIBLE CAREERS

- Marketing, Journalist, Public relations, TV researcher, Archaeologist, Lawyer, Teacher, Tour guide, Historical researcher, Publishing

Examining Body: AQA

Subject Leader: Ms Callander



Working with your hands

Extended writing

Numeracy links

Using ICT

Performance opportunities

Design projects

Opportunities to be active

Coursework elements

Communication skills



GCSE MUSIC



Course Outline

Studying music will help students when performing under pressure where they will continue to mature in their approach to critical reflection, memory recall, concentration and musical dexterity. The GCSE music performing standard is broadly equivalent to Grade 3 in the graded music examinations. The music department provides free instrumental lessons to all students for the duration of this course and also for the remainder of year 9 in preparation for the course.

Instrumental ability:

Students will be expected to have a main instrument as performance skills equate to 30% of the course. Students are expected to perform to at least Grade 3 standard by Year 11.

ASSESSMENT

Music is a course that has a 60% controlled assessment made up of performance and composition, resulting in a continual stream of formal and informal assessment. The course consists of 3 components:

Component 1: Performing (30%)

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

Component 2: Composing (30%)

Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

Component 3: Appraising (40%)

Written examination: 1 hour 15 minutes

40% of qualification

FUTURE PATHWAYS

A level Music

POSSIBLE CAREERS

Performer, arranger, sound technician, composer, teacher and many more

Examining Body: Eduquas

Subject Leader: Ms Hughes



Working with your hands



Extended writing



Numeracy links



Using ICT



Performance opportunities



Design projects



Opportunities to be active



Coursework elements



Communication skills



GCSE PHYSICAL EDUCATION



Course Outline

Students study sport and physical activity from both practical and theoretical perspectives.

Paper 1: Physical factors affecting performance

- Applied anatomy and physiology
- Movement analysis
- Optimising training
- Preventing injury in physical activity

Paper 2: Socio-cultural issues and sports psychology

- Health, fitness and well-being
- Sport psychology
- Socio-cultural influence on participation

Students will also be required to produce a detailed piece of written coursework worth 10% of their final grade. This requires students to analyse a sport from the specification focusing on movement analysis, evaluating strengths and weaknesses and developing plans to improve performance.

ASSESSMENT

30% of the final grade is assessed via a pupil's practical performance in 3 sports from a set list. These must be a combination of individual and team sports e.g., 2 team sports and 1 individual or vice versa.

Practical assessment will be ongoing throughout the course and students will be required to demonstrate their skills in a variety of drill situations and competitive conditions while under pressure. The external practical assessment is between March and April of Year 11.

Please note - The level of practical performance required for this course is very high and students should be participating in sport at a competitive level on a regular basis.

FUTURE PATHWAYS

A-Level PE
Level 3 BTEC in Sport and Coaching.
BSc in Sports Science
BSc in Sport Coaching or Psychology
Personal Training qualifications.

POSSIBLE CAREERS

Sports coaching, sports development, teaching, nutrition, physiotherapy, sports medicine, sports science, sports journalism, leisure industry, medicine and sports psychologist, sports performance, performance analysis, personal training.

Examining Body: OCR

Subject Leader: Mr Campbell



Working with your hands



Extended writing



Numeracy links



Using ICT



Performance opportunities



Design projects



Opportunities to be active



Coursework elements



Communication skills



GCSE RELIGIOUS STUDIES



Course Outline

Students will gain knowledge and understanding of two religions, studying key sources of wisdom and authority including scripture and the sacred texts which underpin contemporary religious faith. Students will understand the influence of religion on individuals, communities and societies, and learn to appreciate the significant common and divergent views between and within religions and beliefs. Students will learn how to construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.

ASSESSMENT

Students will sit 2 exams of 1-hour 45minutes each.

Paper 1 - Students must answer questions on two specified religions (Christianity and Islam). There will be two compulsory five-part questions set on each religion.

Paper 2 - Students must answer questions on four themes from religious, philosophical and ethical themes.

FUTURE PATHWAYS

- A Level in Religious Studies
- A Level in Theology
- A Level in Philosophy
- A Level in Sociology
- A Level in Psychology

POSSIBLE CAREERS

- Advice worker/Counsellor/Social worker/Youth worker/Community worker
- Archivist
- Civil Service/Legal service
- Charity worker/mediator
- Journalist/Teacher
- Police officer
- Chaplin

Examining Body: AQA

Subject Leader: Ms Callander



Working with your hands

Extended writing

Numeracy links

Using ICT

Performance opportunities

Design projects

Opportunities to be active

Coursework elements

Communication skills



SEPARATE SCIENCES (3 GCSEs)



Course Outline

Students will gain an in depth understanding of all the concepts on the Trilogy Science course along with additional content designed specifically for each Separate Science GCSE. For example, in biology, students will study how to culture micro-organisms and how DNA is structured. In chemistry, students need to use different analytical techniques to identify substances and will also study advanced organic chemistry. In physics, students will investigate space and learn about the uses of electromagnets.

There is a greater emphasis on mathematical skills in the separate science course, therefore, exam papers will contain a higher proportion of maths-related questions. To thrive on this course, students must demonstrate an enjoyment of all three sciences and should be working consistently at a high level in KS3.

ASSESSMENT

There will be 2 exam papers for each separate science GCSE which each last 1 hour and 45 minutes. Each paper is worth 50% of the GCSE.

Students must complete subject specific required practicals for each science GCSE during lesson time. The skills developed will be assessed in the final exam.

FUTURE PATHWAYS

Qualifications: A levels, science-related apprenticeships and other careers in analytical or science-related fields

POSSIBLE CAREERS

Advanced nursing, medicine, veterinary science, dentistry, dieticians, pharmacology, civil, mechanical or chemical engineering, radiography, environmental science, research scientist, computer science, astrophysicist, satellite or communications scientist, law, consultancy

Examining Body: AQA

Subject Leader: Mr Seiffert



Working with your hands

Extended writing

Numeracy links

Using ICT

Performance opportunities

Design projects

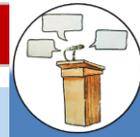
Opportunities to be active

Coursework elements

Communication skills



GCSE SPANISH



Course Outline

Students will gain some experience of learning Spanish towards the end of Year 9 and some may wish to continue their studies to GCSE level.

Studying GCSE Spanish enables students to develop their Spanish language skills and equips them with the knowledge to understand and communicate in a variety of contexts with confidence. Moreover, the range of topics on which we focus, inspires students' interest in Spanish culture and Spanish speaking countries.

Students study the following themes in depth over the course of the two years:

- Theme 1: People and lifestyle
Identity and relationships with other, healthy living and lifestyle, education and work.
- Theme 2: Popular culture
Free-time activities, customs, festivals and celebrations, celebrity culture.
- Theme 3: Communication and the world around us
Travel and tourism including places of interest, media and technology, the environment and where people live.

ASSESSMENT

At the end of the course, students will sit four papers to demonstrate their knowledge, skills and understanding of the Spanish language. The examinations will assess students in all four skills areas (listening, speaking, reading and writing) and take place at the end of Year 11. Each assessment is worth 25%.

There are two tiers available:

Higher (awarding grades 9-3) and Foundation (awarding grades 5-1). Students have the choice of either sitting the Foundation or Higher Papers.

FUTURE PATHWAYS

A Level

Spanish

Degree Level

BA / MA in Spanish.

Students can combine Spanish with a variety of subjects to enhance the learning experience and job opportunities.

POSSIBLE CAREERS

The ability to speak one or more languages opens up opportunities in a variety of sectors including the arts, finance, business, education, engineering, government, interpreting, law, the media, manufacturing, marketing, retail, teaching, translation and tourism.

Examining Body: AQA

Subject Leader: Ms Whitfield



BTEC PERFORMING ARTS (DANCE)



Course Outline

There are 3 separate components of the course which students will be assessed upon throughout the course programme.

Component 1 (Submitted December of Year 10): Exploring performing arts (30%)

- Study of a repertoire through practical sessions and research tasks.
- Development of one style including a written element
- Diary entries and logbooks.

Component 2 (Submitted in May of Year 10): Developing skills and techniques (30%)

- Three tasks covering a range of different genres.
- One genre is developed and performed in front of an audience.

Component 3: (Submitted summer of Year 11) Performing to a brief (40%)

- Externally assessed group performance based on a brief set by the examination board.

Lessons will generally be practically based where a variety of genres and stimulus will be explored. To meet the compulsory theoretical aspects of the specification, classroom-based lessons and tasks will be set cover the written element of the course.

Other information:

Participation and involvement in Dance must be high in and/or out of school to meet the requirements of the specification.

ASSESSMENT

60% of the course is internally assessed by performance and supported by written coursework.
40% externally assessed component covering set brief (summer Year 11).

FUTURE PATHWAYS

BTEC level 3 in Performing arts.
BA in Performing Arts
Performing arts college/institutions.

POSSIBLE CAREERS

Choreographer, Professional dancer, Dance teacher, Fitness instructor, Theatre/stage productions, Dance photographer/videographer, Dance physiotherapist, Stage makeup, Costume design

Examining Body: BTEC (EDEXCEL)

Subject Leader: Mr Campbell



Working with your hands



Extended writing



Numeracy links



Using ICT



Performance opportunities



Design projects



Opportunities to be active



Coursework elements



Communication skills



CAMBRIDGE NATIONAL IN INFORMATION TECHNOLOGY



Course Outline

Good use of Information Technology is an essential part of any successful business and career. It enables creative and collaborative working, solving of problems and use of the best techniques and technologies to communicate meaningful information which meets customers' needs. Cambridge Nationals have created a qualification which will raise your child's confidence in using IT and plugging potential gaps in digital skills.

There are two centre accessed units offering practical task-based assessment opportunities, alongside the examined unit of assessment. This creates a qualification which supports pupils to progress onto other related study, such as vocational qualifications in Information Technology, A Levels, T Levels and apprenticeships.

Skills required

This qualification will inspire and equip students with the confidence to use skills that are relevant to the IT sector and beyond covering the use of IT in the digital world, Internet of Everything, spreadsheets, human-computer interface (HCI) and augmented reality.

ASSESSMENT

IT in the digital world – 70 marks – 1 hour 30 minutes - Examination

Topic areas include Design tools, Human Computer Interface, Data and Testing, Cyber Security and Legislation, Digital Communication and Internet of Everything.

Data Manipulation using Spreadsheets – 60 marks – NEA

Pupils learn the skills to be able to plan and design a spreadsheet solution to meet client requirements.

Using Augmented Reality to present information – 60 marks – NEA

Pupils learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information.

FUTURE PATHWAYS

Future relevant opportunities include
-BTEC IT
-Apprenticeships in relevant fields.

POSSIBLE CAREERS

An understanding of IT systems and functional skills will be utilised in any future career or occupation.

Direct career links include; Data Analyst, IT manager, Data Scientist, Data Engineer.

Examining Body: OCR

Subject Leader: Mrs Healey



Working with your hands



Extended writing



Numeracy links



Using ICT



Performance opportunities



Design projects



Opportunities to be active



Coursework elements



Communication skills

VOCATIONAL AWARD IN PERFORMING ARTS



Course Outline

This course is ideally suited to students with a preference for practical, in addition to, theoretical learning. Many of the lessons are tailored towards specific career areas and all have a focus on creativity. A lot of the lessons will be taught through practical workshops and students will have the opportunity to see live performances throughout the course.

Students will experience a broad range of disciplines. The requirements of this specification can be met through specialising in a performance or production discipline. Students are required to include at least one performance and one production discipline. Whether you enjoy being on the stage or behind the stage, there will be a performance/production discipline to suit you.

ASSESSMENT

This qualification is modular and is split into three units. One unit is externally assessed and the other two are internally assessed.

Unit 1 – Performing (30%) **Internally assessed**

Unit 1 enables students to gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece(s) of professional/published work, to perform within their chosen discipline.

Unit 2 – Creating (30%) **Internally assessed**

Unit 2 enables students to gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. Students can use either performance or production skills for this unit.

Unit 3 – Performing Arts in practice (40%) **Externally assessed**

Unit 3 introduces students to areas of the performing arts that need to be considered when responding to an industry commission. It is synoptic and requires them to draw on knowledge and experience gained through Units 1 and 2.

FUTURE PATHWAYS

Tech certificates
Tech levels
BTEC level 3
AS and A levels

POSSIBLE CAREERS

Possible Careers: Performer, set designer, sound technician, lighting designer, make-up artist, director, stage manager

Examining Body: Eduqas

Subject Leader: Ms Hughes



Working with your hands



Extended writing



Numeracy links



Using ICT



Performance opportunities



Design projects



Opportunities to be active



Coursework elements



Communication skills



CAMBRIDGE NATIONAL IN CREATIVE I MEDIA



Course Outline

Britain has a thriving creative industry. Creative iMedia teaches the use of digital technologies to explore the creative side of computer-based work including film, television, web development, gaming, animation and photography and has IT at its heart. During the course students will complete 3 different modules in a wide range of a topics such as digital animation, games development and web design. Through the study of Creative iMedia students will become skilled in the industry approved and used software to design and manufacture high quality digital graphics and soundscapes. There is a hands-on approach to learning with theory and practical carefully interwoven through a range of engaging projects

ASSESSMENT

The course is challenging and will allow students to develop skills that are wide ranging and required in today's employment market.

Mandatory Units

- **Creative iMedia in the media industry** - This module will enable learners to understand pre-production skills used in the creative and digital media sector.
- **Visual identity and digital graphics** – This digital design module teaches students how to use photoshop and apply their skills to a real brief.

Optional units Examples include:

- Characters & Comics
- Animation with audio
- Interactive digital media
- Digital games

- Assessment
- 60% Controlled Assessment
- 40% Examination (1 hour 30 minutes)

FUTURE PATHWAYS

- A Level Photography
- A 'level ICT
- A Level in Media or Computing
- Creative iMedia Level 3
- Graphic and Digital Design – Level 3
- Lens Based Media - Level 3 UAL

POSSIBLE CAREERS

- Web Designer
- Advertiser/Marketing
- Computer Game Designer
- Film Animator
- IT or Media Sector

Examining Body: OCR

Subject Leader: Mr M Philcock





CAMBRIDGE NATIONAL IN SPORTS STUDIES



Course Outline

This course equips students with the knowledge and skills to enhance their practical ability and deepen their understanding of sport in the 21st century. Alongside the knowledge gained from this course, they will also develop their leadership, confidence, organisation and communication skills. Students will cover the following units:

Exam paper: Contemporary issues in sport

- Issues affecting participation in sport
- The role of sport in promoting values.
- Importance of hosting major sporting events.
- The role of national governing bodies in sport.
- The use of technology in sport.

Unit 1: Performance and leadership in sport.

- Performance in sport.
- Applying practice methods to support improvement in a sporting activity.
- Organising and planning a sports activity session
- Leading a sports activity session
- Evaluate and reflect on a coaching session.

Unit 3: Increasing awareness of Outdoor and Adventurous Activities

- Provision for different types of outdoor and adventurous activities in the UK.
- Equipment, clothing and safety aspects of participating in outdoor and adventurous activities.
- Plan for and be able to participate in an outdoor and adventurous activity.
- Evaluate participation in an outdoor and adventurous activity

ASSESSMENT

There are 3 separate components of the course which students will be assessed upon throughout the course programme and there are a total of 200 marks. 20% of the course is assessed internally based on students' practical performance in 2 sports and 1 coaching session. 40% of the course is assessed based on students completing written coursework. The final 40% of the course will be assessed via a 75-minute exam which will take place in Y11.

FUTURE PATHWAYS

- A-Level PE
- Level 3 BTEC in Sport and Coaching
- Level 3 Cambridge national in Sport
- BSc in Sports Science
- BSc in Sport Coaching or Psychology
- Personal Training qualifications

POSSIBLE CAREERS

Sports coaching, Sports development, Teaching, Nutrition, Physiotherapy, Sports medicine, Sports science, Sports journalism, Leisure industry, Sports psychologist.

Examining Body: OCR

Subject Leader: Mr M Campbell



Working with your hands

Extended writing

Numeracy links

Using ICT

Performance opportunities

Design projects

Opportunities to be active

Coursework elements

Communication skills

VOCATIONAL AWARD IN HOSPITALITY & CATERING



Course Outline

Hospitality and catering is a dynamic, vibrant and innovative sector employing 2.9 million people. Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions.

The hospitality and catering course offers an experience that focuses on acquiring and applying knowledge, skills and understanding through purposeful tasks that have many of the characteristics of real work.

Exam Paper

- Hospitality and Catering Provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering

Controlled Assessment

- The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

Skills Required

A proven track record within Food Technology is essential. Students MUST have brought ingredients in regularly to lessons. Students will have demonstrated that they are organised, creative, have good time management skills and are able to work independently.

ASSESSMENT

- There is a 1 hour and 20 minute **written exam** which is worth **40%** of your total GCSE grade and is out of **80 marks**
- There is a 3 hour **practical exam** which forms part of your coursework assessment
- You will complete a controlled assessment in year 11 which is worth 120 marks where you will respond to a brief set by the exam board..

FUTURE PATHWAYS

Level 2 Diploma – Professional Food & Beverage Services

Level 2 Diploma – Professional Cookery

POSSIBLE CAREERS

Chef, Maitre-D, Hospitality Management, Events Catering, Front of House, Restaurant Manager, Freelance Caterer

Examining Body: WJEC

Subject Leader: Mr Philcock



Working with your hands



Extended writing



Numeracy links



Using ICT



Performance opportunities



Design projects



Opportunities to be active



Coursework elements



Communication skills



CAMBRIDGE NATIONAL IN HEALTH AND SOCIAL CARE



Course Outline

The Health and Social care course is designed to increase students knowledge on the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) . Different life events and how individuals can adapt or be supported through changes caused by life events. Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available.

Controlled Assessment

Component 1- Human Lifespan Development .

- Understand human growth and development across life stages and the factors that affect it.
- Factors affecting growth and development.
- Understand how individuals deal with life events.
- Coping with change caused by life events

Component 2- Health and Social Care Services and Values.

- Understand the different types of health and social care services and barriers to accessing them.
- Social care services.
- Barriers to accessing services.
- Understand the skills, attributes and values required to give care.
- Values in health and social care.
- The obstacles individuals requiring care may face
- The benefits to individuals of the skills, attributes and values in health and social care practice

Examinable unit

Component 3- Health and Wellbeing

- Knowledge of health and wellbeing
- Understanding of health and wellbeing.
- Apply knowledge and understanding of health and wellbeing
- Make connections between aspects of health and wellbeing

ASSESSMENT

- There is a 1 hour and 15 minute **written exam** which is worth **40%** of your total GCSE grade and is out of **70 marks**
- There are 2 controlled assessments in year 11 which are worth 60% of your total GCSE grade and worth 120 marks.

FUTURE PATHWAYS

Vocational qualifications in health and social care, A Levels, T Levels and apprenticeships

POSSIBLE CAREERS

Adult care worker, Allied Health Profession Support, Health and Social Care, Healthcare science assistant, Maternity and Pediatric Support.

Examining Body: OCR

Subject Leader: Mr M Campbell



Working with your hands



Extended writing



Numeracy links



Using ICT



Performance opportunities



Design projects



Opportunities to be active



Coursework elements



Communication skills