



Westthoughton  
HIGH SCHOOL

# OPTIONS 2025

# LEARN



Look after each other • Enjoy our school • Aim high  
Respect one another, ourselves & our school  
Never stop learning

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## Introduction to the Options Process

In September 2025 you will enter Key Stage Four and begin a new and exciting educational phase of life. The next two years will provide you with the qualifications you need to progress onto post-16 pathways.

Every student has a **core curriculum** at the centre of their learning. This is the compulsory element of the timetable which includes **English, Maths, Science, PE, RE and PHSE**.

**In addition to the core curriculum you will need to choose 3 optional subjects.** Making decisions is not easy. Think very carefully, hold discussions with teachers and parents, find out as much as you possibly can about all the option subjects, and above all ASK QUESTIONS:

*What level am I currently working at in Year 9?*

*What subjects or kind of learning do I enjoy?*

*What kind of career or job am I interested in?*

*What do my parents/carers advise me to do?*

**CHOOSE** a subject because:

- You are interested in it and would like to pursue this interest.
- You are good at it.
- You have been advised by people you trust (your teachers; parents).
- It may be useful for future studies or careers.

**DO NOT** choose a subject because your friends have chosen it. Think only of your own future interests.

**DO NOT** choose a subject because you like the teacher. That teacher is not guaranteed in years 10 and 11.

**DO NOT** choose a subject because you think it is an 'easy option'. Every subject has its own demands.

**You will be supported in making your choices by:**

- Reading this booklet.
- Discussing ideas with your teachers and form tutor in form time.
- Using opportunities to discuss ideas or ask questions about colleges to Mrs Karen Hodgson, our Careers Advisor at school, and talking to the Post-16 Providers in school during parents evening.
- Making time to access the online Web platforms which provide advice about potential careers you might consider and what skills/qualification are required to move into this type of job role.  
[www.icould.com](http://www.icould.com)                      [www.careerpilot.org.uk](http://www.careerpilot.org.uk)                      [www.nationalcareers.service.gov.uk](http://www.nationalcareers.service.gov.uk)  
[www.ucas.com](http://www.ucas.com)                      [www.successatschool.org](http://www.successatschool.org)                      [www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)
- Contacting the teachers listed as contacts at the bottom of each subject page in this booklet for further information about the course.
- Discussing your future with your parents/carers before **Monday 3<sup>rd</sup> March** when we would like you to select and submit your option choices.

The purpose of this booklet is to provide you with appropriate information to ensure that a carefully considered decision is made. The subject statements provided offer a broad outline of the examination course to be followed at Key Stage 4. After discussions with subject teachers, careers guidance teachers and parents, students should try to choose those subjects which are best suited to their aptitudes and abilities.

We are pleased to inform you that subjects have created videos with further information about their subject to help you make a fully informed decision. The videos are available to watch on the options section of our website. Please scan the QR codes around the school during Options Evening.

All students are different; therefore, we offer a wide variety of courses for students to study. Students have the option to choose from all the list of subjects available. **There are also some subject combinations that cannot be studied together so please look at the Option Preference form carefully for additional guidance.**

**All students MUST take the following core subjects:**

GCSE English Language and GCSE English Literature

GCSE Mathematics

GCSE Combined Science or Separate Sciences (Biology, Chemistry & Physics if they opt for Triple Science\*)

*\*If students wish to opt for Triple Science, this will count as one of their three options*

**All students MUST take the following, non-examined, core subjects:**

- RE/PHSE
- Games

**They must then choose 3 Optional Subjects to study (and 2 reserve subjects).**

**The first choice of option subject must be one of the Ebacc\* subjects (Geography, History, French, Spanish, Triple Science or Computer Science).**

**\*Ebacc** (ENGLISH BACCALAUREATE) is a group of subjects that are recognised by Universities and Employers as giving a broad, balanced curriculum.

- |  |  |   |
|--|--|---|
| •English Language and English Literature | •Mathematics                                     | •Two Sciences (This can include Computer Science) |
| •A language (French and/or Spanish)      | •A humanities subject (Geography and/or History) |   |

**Optional choices are at least ONE from:**

Triple Science (Biology, Chemistry & Physics)

French

Spanish

Geography

History

Computer Science

**And 2 others (can include any from the above list) from:**

Art and Design – GCSE Art\* OR GCSE Textiles\*

Art and Design – GCSE Photography

Computer Science GCSE

Design Technology – GCSE Product Design

Food & Nutrition GCSE

Music GCSE

Physical Education GCSE OR Sports Studies - Cambridge National Vocational Qualification\*\*

Psychology GCSE

Religious Studies GCSE

Creative Media Production – BTEC Tech Award

Drama – BTEC Tech Award

Enterprise – BTEC Tech Award

Health & Social Care – BTEC Tech Award

Hospitality & Catering – BTEC Tech Award

Travel & Tourism – BTEC Tech Award

\*Please note these subjects cannot be studied together (choose one only)

\*\* The PE Team will advise and agree which is the best sport qualification for you to achieve the best outcome for you. Further communication will follow to discuss which course is most appropriate after the preferences have been received.

## Reserve Choices

Although you will study three options, we would like you to select your most preferred 5 subjects, 1- the first choice being the Ebacc you wish to study, followed by four others in preference order; 2 - first choice after chosen Ebacc subject and I absolutely need to study this to 5 - I would enjoy studying this subject but it is the lowest priority for me.

Students are asked to make a reserve choice for a number of reasons. Although we make every effort to ensure your highest preferences are met, **we cannot guarantee that you will be able to do every course you want to do.** This is because sometimes the courses that we offer in this booklet can only run if enough people want to do them, alternatively if too many people want to do a course, and classes would be too large, then places are limited and some students cannot be allocated the place. We do our best to ensure students get their first choices, but that is not always possible. We will always speak with students if we need to use their reserve choice.

An all-round education is important whatever you are going to do. Universities, Colleges and Employers have one thing in common: they are all looking for young adults leaving school who have a breadth of interest, experience and qualifications rather than someone who is a narrow specialist at this stage.

In a rapidly changing technological society it is likely that workers of the future will have evolving careers and may choose a career in a job sector that doesn't yet exist. The implications for school are that we must produce intelligent, articulate, well-balanced and adaptable young people. There may be occasions when we alter a course of study throughout Key Stage Four if we feel this is the right course of action.

All GCSEs will be graded 1– 9 with Grade 5 being the expected progression standard on to Level 3 courses (A levels/BTEC Level 3). BTECs and Cambridge Nationals will be graded as Pass, Merit, Distinction and Distinction\*. Students who don't achieve Grade 4 in English or Maths may have to re-sit the course in their post-16 provision. GCSEs are examined by linear exams taken at the end of the course and rely on students acquiring a large body of knowledge, alongside the stamina to sit longer exams. Consistent effort, regular revisiting of knowledge and practice, practice, practice will help you to be successful. With that in mind, attendance to school and regular revision for assessments are all important steps to your final success.

At the end of this booklet, you will find an Options Preference Form. We have included this form in the booklet so that you can see the option layout and choices. However, we will collect Option choices via an online form, which we will send via Arbor and signpost on our school website.

The option form should be completed and returned by Monday 3<sup>rd</sup> March 2025.

Please get in touch should you have any queries at all.

We are always here to help!

**Mrs J Benigno**, Deputy Headteacher

# GCSE English Language

## Course Description - general overview of the course

English Language is a two-year course undertaken by all students alongside English Literature. You will be assessed by two examinations at the end of the two year course with the AQA exam board. As English Language is a skills-based subject, you will be developing and refining the skills you have acquired at Key Stage 3 during the GCSE course.

## What the course will involve

The English Language qualification is divided into two components: reading and writing. Both of these components form 50% of the final grade. You are required to read and understand a range of fiction and non-fiction texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century. You will interpret information and ideas; analyse writers' methods using appropriate terminology; compare writers' ideas and evaluate texts critically. You will also develop your Creative Writing skills and Persuasive Writing skills as part of the course. Technical accuracy is more important than ever and accounts for 20% of the written exams.

Spoken Language (the new name for Speaking and Listening) will be reported on as part of the qualification, but will not form part of the final mark or grade.

## Requirements: skills/knowledge/interests you will need to have to follow the course

You will be expected to participate in discussion individually and in groups. You will be expected to express yourself clearly in written and spoken English. You will also be required to demonstrate good self-management through independent study and revision. Reading for pleasure will enhance your performance in this subject.

## Examinations - 50% Reading and 50% Writing

Component 1: 20<sup>th</sup> Century Literature Reading and Creative Prose Writing. 1 hour 45 minutes. (40%)

Component 2: 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction Reading and Transactional/Persuasive Writing. 2 hours. (60%)

Spoken Language: One presentation or speech.

## Progression - what the course can lead to

If you achieve a 5 or above, you will be able to study English Literature, English Language or English Language and Literature (combined) at A Level. GCSE English Language is often a basic requirement for many college courses and places of employment.

## Teacher(s) to contact for further information:

Mr L Roach - Leader of Learning, or any English teacher.

# GCSE English Literature

## Course Description - general overview of the course

English Literature is aimed at developing your ability to read, understand and respond to a wide range of literary texts including poetry, prose and drama with the AQA exam board. You will be assessed through two examinations.

## What the course will involve

You will read a variety of literary texts including: a Shakespeare play, a 19<sup>th</sup> Century novel, poetry, drama and unseen texts. You will learn to appreciate the ways in which authors achieve their effects and will develop an awareness of social, historical and cultural context in the study of literature. As with English Language, you will use appropriate terminology when discussing a writer's style and make comparisons between texts. Technical accuracy is also assessed and forms 5% of the final grade.

## Requirements: skills/knowledge/interests you will need to have to follow the course

We hope that you enjoy reading and are willing to discuss your ideas and present your views to others. An ability to appreciate and respond to other's viewpoints is a useful skill in English Literature, as well as being able to support your own viewpoints about a text. Reading for pleasure will enhance your performance in this subject.

## Examination - Closed Book (students are not allowed a text in the exam)

Component 1: Shakespeare (Macbeth) and 19<sup>th</sup> Century Prose (A Christmas Carol) 1 hour 45 minutes (40%)

Component 2: Modern texts (Animal Farm) and Poetry (Conflict Poetry and Unseen Poetry) 2 hours 15 minutes (60%)

## Progression - what the course can lead to

As English Literature helps you to develop your powers of criticism and analysis, it goes well with any of the Humanities courses at A-Level as well as English Language. If Science is your chosen area, it helps to broaden the range of your studies. GCSE English Literature shows any prospective college or employer your ability to read, understand and articulate yourself.

## Teacher(s) to contact for further information:

Mr L Roach - Leader of Learning, or any English teacher.

# GCSE Mathematics

## Course Description - general overview of the course

In the GCSE Mathematics specification (Edexcel exam board), there is a much greater emphasis on problem solving and using and applying mathematics. Several topics previously studied at A level are now within the GCSE Higher paper and topics from Higher moved into Foundation, so students at all levels will be stretched and challenged. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). The tier you start on depends on your Mathematics level during Year 9 but all of W Band would have a planned route of Higher Mathematics.

## What the course will involve

The course content domains are assessed in the following proportions:

Geometry and Measures (15% Foundation, 20% Higher)

Number (25% Foundation, 15% Higher)

Ratio Proportion and Rates of Change (25% Foundation, 20% Higher)

Algebra (20% Foundation, 30% Higher)

Statistics and Probability (15% Foundation, 15% Higher)

## Requirements

### Skills/ knowledge/ interests you need to have to follow the course

Previous mathematical successes determine the tier of course you will follow and so you should aim to get as high a level as possible by the end of Year 9. There is an opportunity to change tiers if your performance suggests you would be more successful on a different tier.

### Skills/knowledge you will need to develop on the course

- Consolidate and extend your understanding of Mathematics
- Develop your confidence to use Mathematics in everyday life
- Develop an ability to think logically
- Develop problem solving skills
- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## Form of Assessment/Examination

The Edexcel GCSE Mathematics (9-1) will be assessed through three equally weighted examination papers at either Foundation or Higher Tier with paper 1 being the non-calculator paper. There is no coursework in GCSE Mathematics. The Foundation papers will have questions targeted at Grades 1 to 5, whilst the Higher tier papers target Grades 4 to 9. Each paper lasts for 1 hour and 30 minutes. The three assessment strands of applying standard techniques (A01 – 50% Foundation, 40% Higher), reasoning, interpreting and communicating (A02 – 25% Foundation, 30% Higher), and solving non-routine problems (A03 – 25% Foundation, 30% Higher) will be assessed in every examination series. Each Paper forms a 33.3% weighting towards the final qualification.

## Progression – what the course can lead to

Mathematics GCSE is an important qualification for most types of employment and most college courses, with many requiring at least a Grade 4 or higher for L3 courses. It is likely that students will be required to re-sit Maths post 16 if they fail to achieve a 4.

**Teacher to contact for further information:** Miss J Murphy - Leader of Learning, or any Maths teacher.



# GCSE Combined Science

## Course Description

All students must study the 3 science specialisms (Biology, Chemistry and Physics) over the duration of the course, known as Combined Science which is worth 2 GCSE grades. The KS4 Science curriculum continues to build upon the knowledge and skills from KS3. You will be guided through key aspects of the three Sciences which are important for developing and deepening your understanding of the world around you.

## What the course will involve

GCSE Combined Science provides the foundation for understanding the ever-changing material world within which we live. Scientific understanding is changing our lives therefore you are taught essential aspects of the knowledge, methods, processes and uses of Science. We will introduce you to a wide range of information in many different formats; news articles, data tables, graphs and video footage to name a few, which you will use to analyse, evaluate and form opinions. You will be helped to appreciate how the complex and varied phenomena of the natural world can be described using a number of key ideas. You will also develop a greater appreciation of how the Sciences are inter-linked and applied universally.

## Assessment/Examinations:

A total of 6 written examinations each with an equal weighting of 16.7% will be completed. 2 exam papers are sat in each of the Science specialisms, Biology, Chemistry and Physics, all of which need to be completed to be awarded the 2 GCSE qualifications.

The examinations will have a variety of questions from multiple choice, structured responses, short answer and extended open response style. You may also need to interpret data and graphs, detailing what they show and why. The development of literacy and numeracy skills within a Science context will be essential in ensuring you succeed.

Practical work and the development of scientific enquiry skills is still an integral part of learning in Science and will be assessed through the written examinations.

## Requirements - Skills/Knowledge that you will develop and need

The focus of this course is to provide students with the scientific skills and knowledge needed to understand, inform and contribute to everyday life. As such, you will be expected to participate in class/group discussion to improve your verbal communication skills and, in addition, express your ideas in a well-structured and clear format in your written work. Furthermore, you will be expected to complete independent study and revision to consolidate learning from lessons but also to broaden the knowledge acquired applying it to different contexts.

## Progression - what can the course lead to

Students have a rigorous pathway to follow to provide them with the skills and knowledge they need to go on to study Sciences further at A-level or beyond. The course provides you with opportunities to develop opinions and formulate explanations about the world around you. It also allows for the development of extensive experimental skills in all three disciplines and will nurture the ability to analyse, evaluate and solve problems.

Students will find that GCSE Science is an expected qualification for a number of careers including law, accountancy, and teaching; this is due to the wide range of knowledge students are expected to learn and apply together with numeracy and literacy skills. Combined Science prepares students for 'A' level Science courses, Applied Science and Science related courses such as Health and Social Care.

**Teacher(s) to contact for further information:** Miss K Watson - Leader of Learning Science, or any other Science teacher.

# Triple Science: Biology, Physics and Chemistry

## Course Description

This pathway is suitable for science students who have made consistent or better than expected progress during KS3. Students will study Biology, Chemistry and Physics topics in much more depth to those covered in the Combined Science course. They will achieve a GCSE award for each Science subject. If this option is selected, students must study all three of the Sciences and are not permitted to select one or two as a preference.

## What the course will involve

Separate Science provides a greater foundation for understanding the ever-changing material world within which we live. Scientific advances and understanding are changing our lives and it is vital to our future prosperity, so it is essential that you are taught key aspects of the knowledge, methods, processes and uses of science. We need to ensure that we are training the scientists of the future to secure sustainable developments. This means that you will be introduced to a wide range of information in many different formats; news articles, data tables, graphs, and video footage to name a few, which you will use to analyse, evaluate, and form opinions. You will be helped to appreciate how the complex and varied phenomena of the natural world can be described using a small number of key ideas relating to each of the Sciences. You will also develop a greater appreciation of how the Sciences are inter-linked and applied universally. You will be introduced to a wider number of concepts than that covered in Combined Science and will also cover them in greater depth and breadth.

## Assessment/Examination

Each of the three GCSEs will involve:

Two written examinations, which have an equal weighting. The examinations will have a variety of questions from multiple choice, structured responses, short answer and extended open response style. You will also need to interpret data and graphs, explaining what they show and why. The development of literacy and numeracy skills within a science context will be essential in ensuring you succeed.

Practical work and the development of scientific enquiry skills is still an integral part of the learning in science and will be assessed through the written examinations.

## Requirements – skills/knowledge you will develop or need.

First and foremost, students must have a very keen interest in and passion for all three Science subjects. You will also possess good numeracy and literacy skills which will be essential to secure success in these subjects. The focus of this course is to provide students with the scientific skills and knowledge needed to understand, inform, and contribute to everyday life. As such you will be expected to participate in class/group discussion to improve your verbal communication skills and, in addition, express your ideas in a well-structured and clear format in your written work. Furthermore, you will be expected to complete independent study and revision to consolidate learning from lessons but also to broaden the knowledge acquired applying it to different contexts.

## Progression

Students have a rigorous pathway to follow to provide them with the skills and knowledge they need to go on to study Sciences further at A-level or beyond. The course provides you with opportunities to develop opinions and formulate explanations about the world around you. It also allows for the development of extensive experimental skills in all three disciplines and will nurture the ability to analyse, evaluate and solve problems. Triple Science can lead to careers in a wide range of scientific research, medicine, and education amongst others. Due to the knowledge and skills, you require and enhance, many non-Science specific courses also recognise it as a good platform to progress from; these include Law, Accountancy and Banking.

## Teacher(s) to contact for further information:

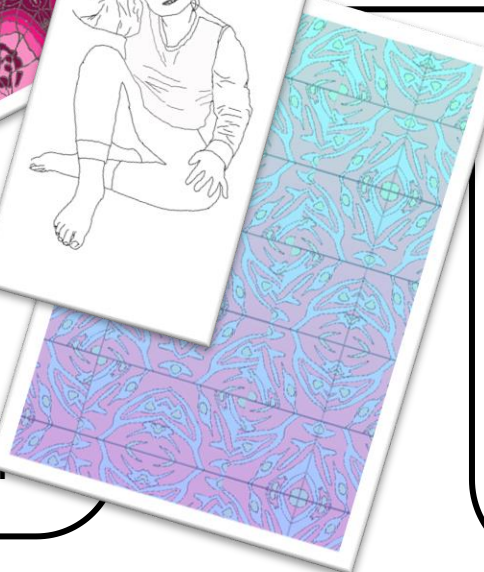
Miss K Watson – Leader of Learning in the first instance, then any other Science teacher



# Art and Design

GCSE

A R T



## Choose Art if:

- ☐ you like to draw
- ☐ you like to work in lots of different materials
- ☐ you like to experiment and explore ideas
- ☐ you like to create ideas in both 2d and 3d
- ☐ If you enjoy photography and working with computers

## Personal Attributes

### You need to be:

- **Enthusiastic**
- **Well-organised**
- **Creative**
- **Inquisitive**
- **A good Self Manager**

## Skills you will learn

- Drawing
- Photoshop
- Photography
- Mixed Media
- Animation
- Making
- Painting
- Sculpture
- Print Making
- Designing
- Textiles1

## Projects

You will learn how to:

- Express yourself creatively and develop your own ideas in lots of media.
- Analyse and evaluate images, showing your understanding of artists, designers, craftspeople, culture and current issues.
- Work related learning: Design wallpapers, gift wrap, textiles, CD and book covers, posters etc.

## Assessment

Portfolio of work = 2 projects (60%)

- Continually assessed

Externally set project (40%)

- Practical exam

Homework

- Set **very regularly** throughout course.



## Pathways to the future

- Progression to both BTEC Level 3 and 'A' level Art or other creative courses post-16.

**Teacher to contact for further information:** Mrs L Powell-Roden - Leader of Learning.

# Art and Design

## GCSE Photography

### Why Choose Photography?

*Photography can help you to look at the world with a more analytical eye.*

### What skills do I need?

- You should be well-organised
- An independent learner
- Prepared to put in the time outside of lessons to complete the set photography tasks.

### What will I learn?

*You will learn how to analyse photographs and look at key points in the history of photography.*

- You will learn how to identify and use photographic techniques and processes.
- This will involve using both traditional and contemporary media.
- You will learn how to use Photoshop.

### How is the course structured/assessed?

- Your work will be saved digitally and presented in your photography book.
- There are two major coursework projects and one exam project.
- All work is set and assessed by your teacher.
- Finally, you will be working within the following thematic areas:
  - a. Portraiture
  - b. Location photography
  - c. Experimental imagery
  - d. Documentary photography

### Teacher to contact for further information:

Mrs L Powell-Roden – Leader of Learning,  
or Mrs J McDowell.





## GCSE TEXTILES DESIGN

GCSE Art Textiles is a vibrant and dynamic course will provide students with a creative and exciting opportunity to explore the tactile world of textiles. From tie dying to print making to all manner of surface decoration techniques. You will develop a number of skills that are transferable to life beyond the classroom, as well as mastering hand sewing and your knowledge and understanding of using the sewing machine.

Students can also gain specialist skills in drawing for design, fabric manipulation techniques, digital repeat pattern design and garment making. During the course, students will have the opportunity to choose a project that will stretch and challenge their imagination, and they will be able to develop their ideas as well as build confidence and a sense of identity.

It allows students the freedom to express themselves using a variety of techniques and materials. It is not only inspiring and enjoyable but equips them with the skills to continue the subject with confidence at A-level and beyond.

### How is this subject examined:

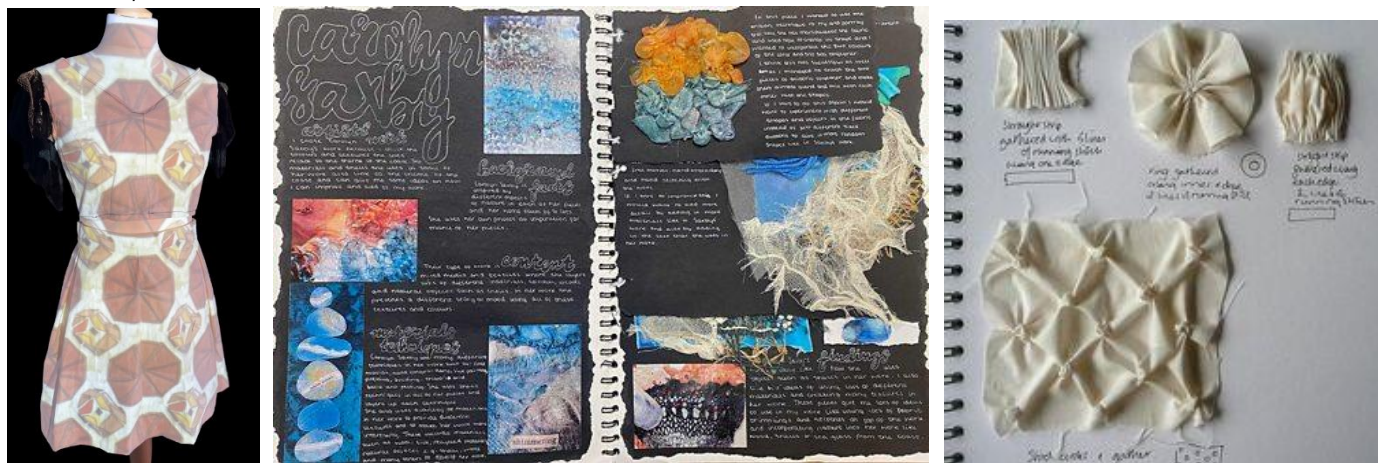
| Unit | % of Final Grade | Type of Assessment | Details   |
|------|------------------|--------------------|---|
| 1    | 60%              | Internal           | Portfolio of work consisting of a range of textiles skills and experiments. |
| 2    | 40%              | Exam               | Externally set assignment consisting of supporting work and a 10 hour exam. |

### Core Skills

- A01 – Developing ideas through investigation
- A02 – Experimenting and refining ideas using different media
- A03 – Primary and secondary observations and annotations
- A04 – Final response

### Topics covered

- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles



**Career Opportunities:** Fashion Designer/Illustrator - Visual merchandise - Graphic designer - Teacher - Surface pattern designer - Buyer for fashion/interior fabrics - Interior designer  
 For more information, please see Mrs Watson or Mrs Priest

## GCSE Computer Science

This course requires students to develop solutions to IT based problems using programming code (Python) as well as to understand *how* computers work. Students will sit 2 examinations:

Paper 1 – Computer Systems

Paper 2 - Computational Thinking, Algorithms and Programming.

**Topics covered are:**

### Paper 1

- Systems architecture understand the performance of computers.
- Memory and storage the advantages and disadvantages of different storage methods and suitable to situations/contexts. How storage is measured. How data is processed by a computer. Types of memory.
- Computer networks, connections and protocols Local area networks and Wide area networks. Factors affecting the performance of networks. The internet, cloud, and web servers. Wired and wireless.
- Network security Forms of attack and prevention.
- Systems software Operating systems and utility software.
- Ethical, legal, cultural, and environmental impacts of digital technology Ethical, legal, cultural, environmental and privacy issues



### Paper 2

- Algorithms
- Producing robust programs
- Boolean logic
- Programming fundamentals, languages and Integrated Development Environments (IDE)

### ***Why should I take this subject?***

This subject is a very challenging but enjoyable course that will teach you how computers work and how programs are built. Computer Science shows you how to write code using programming language, such as Python.



***What will I learn?*** You will learn how to write code and how to analyse problems. You will develop your own solution to a programming problem and provide evidence of how you solved the problem. Computer scientists also study for an exam that requires you to explain how computers, networks and software work together to make a completed system.

***What careers might this be useful for?*** This course can lead to jobs creating games, applications and computer systems. Many web developers study Computer Science to look at ways of developing more functionality with websites. Becoming a Programmer, Cybersecurity Consultants, Project Manager, Network Manager or IT Technician is a path open to students with skills in Computer Science as well as pathways to many other roles.

***What skills, talents and ability do I need to be successful?*** You will need to be interested in computers and want to know how they work. This course is for people who are less interested in using software to create things and more interested in what is happening inside the computer. Attention to detail is essential, writing programming code needs to be completed in a specific way. In order to access this course, **we advise** that students are working towards **GCSE grade 5 and above in English and Maths.**

**Teacher to contact for further information:** Ms N Patel - Leader of Learning.

“Design and Technology is about making things that work well. Creating these things is hugely exciting: it is an inventive fun activity” Sir James Dyson, Industrial Designer, Inventor and founder of Dyson.

Design and Technology offers students the ability to use skills and knowledge to creatively and independently design and make products.

Pupils continue to develop their skills in Design and Technology, they will have the opportunity to explore a range of projects using a variety of different materials, which will be supported with theory. Towards the end of the year, pupils will have the opportunity to develop their own project and produce a final outcome. This will help prepare the pupils for the NEA task set in year 11. The use of ICT is promoted through research and development, with the opportunity of using Sketch Up and 2D Design.

Pupils will gain awareness and learn from wider influences on Design and Technology, including historical, social, cultural, environmental and economic factors. They will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

This course allows pupils to study core technical, designing and making principles, including a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

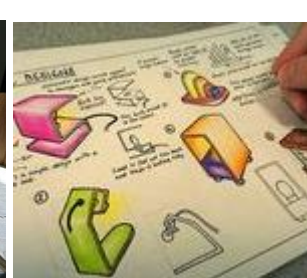
What will I study?

- Engineering drawing
- 2D and 3D computer software to design and model ideas
- Materials technology
- Mass production techniques
- Ergonomics and Anthropometrics
- Development of craft skills and use of machinery
- Development of graphical techniques

Here are just a few jobs that make use of skills found in design and technology

|                         |                       |
|-------------------------|-----------------------|
| • Interior Designer     | • Design Engineer     |
| • Product Designer      | • CAD engineer        |
| • Video Game Design     | • Electrical Engineer |
| • Civil Engineer        | • Sound Engineer      |
| • Mechanical Engineer   | • Architect           |
| • Robotics Engineer     | • Steel Fabricator    |
| • Aeronautical engineer | • Electrician         |
| • Joiner                | • Surveyor            |

| Exam (50% of GCSE)   | Non-Exam based coursework (50% of GCSE)  |
|--|--|
| <ul style="list-style-type: none"> <li>• Written exam split into three sections covering: <ul style="list-style-type: none"> <li>• Core technical knowledge</li> <li>• Specialist technical knowledge</li> <li>• Designing and Making Principles</li> </ul> </li> <li>• Exam duration: 2 hours</li> <li>• 100 marks – 50% of GCSE</li> </ul> | <ul style="list-style-type: none"> <li>• Practical design and making task</li> <li>• Pupils submit a prototype and portfolio of research and design work including 3D CAD. The choice of products will be determined by the contextual theme set by the exam board</li> <li>• 30-35 hours</li> <li>• 100 marks – 50% of GCSE</li> <li>• This unit is marked internally by the teacher and then moderated by AQA</li> </ul> |



For more information, please see Mrs Watson



## AQA GCSE FOOD & NUTRITION

Our GCSE Food Preparation and Nutrition GCSE sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

This academic course involves the completion of both a written exam, alongside non-exam assessments. (Coursework) These NEA's allow students to experiment with the science and properties behind ingredients, as well as develop recipes and skills, leading to the preparation and cooking of nutritious meals.

This GCSE qualification will give learners the opportunity to develop an understanding of:

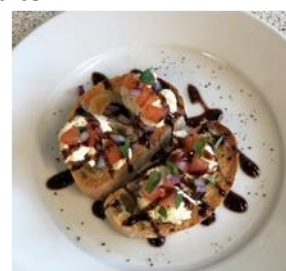
- food nutrition and health
- food science
- food safety
- food choice
- food provenance.

Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering or food industries if this is of interest to them.

Careers in the industry include, Nutritionists, Food marketers, Food product development scientist, Public health nutritionist, Food labelling specialist, Food safety auditor, Corporate wellness consultant. Course breakdown:

| Exam (50% of GCSE)   | Non-Exam based coursework   |
|--|---|
| <p>Multiple choice questions (20 marks).</p> <ul style="list-style-type: none"> <li>• Five questions each with a number of sub questions (80 marks)</li> </ul> <p>Written exam: 1hr 45-minutes 100 marks.</p> <p>What is assessed:</p> <ul style="list-style-type: none"> <li>• Food, nutrition and health</li> <li>• Food science</li> <li>• Food safety</li> <li>• Food choice</li> <li>• Food provenance</li> </ul> | <p>NEA 1: Food Investigation (30 marks)<br/>Approx 10 pages Assessing students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p>NEA 2: Food Preparation Assessment (70 marks)<br/>Approx 20 pages Assessing students' knowledge, skills and understanding in relation to the;</p> <p>research<br/>planning<br/>preparation<br/>development<br/>cooking<br/>presentation<br/>of food and the application of nutrition related to the chosen task.</p> <p>Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning how this will be achieved.</p> <p>Total - 100 Marks<br/>30-35 Hours</p> |

*For more information, please see Mrs Watson or Ms Laithwaite*





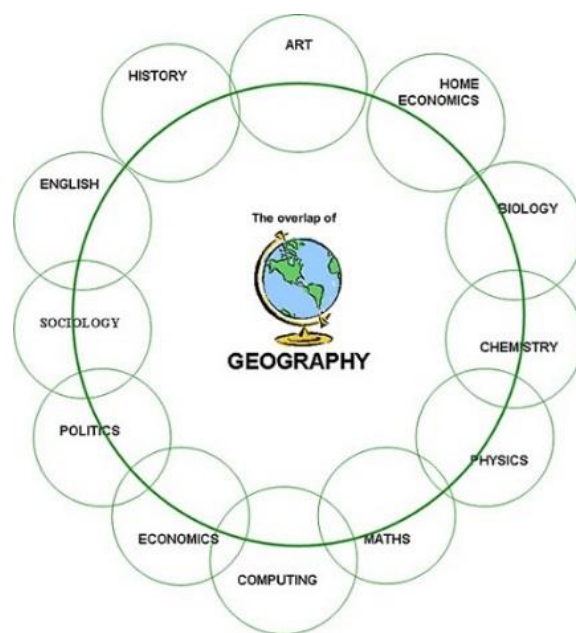
# GCSE Geography

## Why should I take this subject?

If you study Geography, you are better placed to understand the challenges facing our world, challenges that you cannot ignore. We are all stewards of our planet, and by gaining a better understanding we can leave a positive imprint for future generations. As Michael Palin said, 'Geography students hold the key to the world's problems.'

## What kind of things will I be learning?

Our world is dynamic, forever changing. We can learn from the past in the hope that we can prepare for today and protect tomorrow – you just need to open your eyes. If you study Geography, you will gain an understanding of complex scientific, social, economic & environmental issues. Theory can be seen in practice in the real world, and it is right on your doorstep. You will learn about **Human Geography** encapsulating topics such as Urbanisation, Development and Resource Management. The second aspect is **Physical Geography** which explores topics such as: Natural Hazards, Climate Change and Mitigation, Landforms and Processes, and Human Interaction with Biomes. You will also be examined on fieldwork skills and issue evaluation. In total, three exams spanning four and a half hours of assessment.



## What careers might this be useful for?

The study of Geography is desirable as many top colleges and universities value students who study Geography because they appreciate that, in addition to generic learning skills, Geographers will learn to collect, analyse, interpret, present, and critically evaluate information. It is these high-level skills that Russell Group universities and employers desire that GCSE Geography can provide. Geographers come from all walks of life – Michael Jordan, Prince William, and Mother Theresa all studied Geography. Careers that Geographers are most likely to follow are cartographers, environmental scientists, urban planners, sustainability consultants, conservation officers, geologists, volcanologists, meteorologists and working in Geographical Information Systems.

## What skills, talents, and ability do I need to be successful?

To be successful you need to be self-motivated, resilient, and be driven to work independently. The skills required include: the ability to interpret and analyse data searching for patterns and anomalies, an ability to draw links between sets of data and trends, communicate verbally, study sources of data in graphical, numeric, extended written and topographical. The ability to communicate through extended writing is essential – bring a lot of pens! Finally, you need to have a strong work ethic – both in school and at home.

**Teacher to contact for further information:** Mr A Elms - Leader of Learning, or your class teacher.

# GCSE HISTORY

## Is History the subject for you?



If you have an interest in the past and you want to find out about the causes and consequences of some of the most famous events in History, then the answer is **YES**.



### Why Study History?

History is a fascinating subject that helps us to understand the world we live in. It helps people to increase their ability to make good decisions, work independently and to plan their work carefully.

### What will you study?

GCSE History covers a variety of different topics from medieval times to the modern day. You will learn about key events in the History of Britain as well as other events that have transformed World History such as:

**Blood and Guts- Medicine through Time**  
**1066 and all that- Norman England**  
**Native Americans- The American West**  
**Rights and Protest in America- Civil Rights and the Vietnam War**

History GCSE is rated highly by colleges.

### Guess the Connection between all of these people!

Prince Charles, BBC correspondent Jeremy Bowen, singer Shakira, musician Lauren Hill, former Prime Minister Gordon Brown and US Presidents Kennedy and George W Bush! Millionaire businessman Gerald Corbett, barrister Michael Mansfield QC, radio presenters Simon Mayo and John Inverdale, actors Ed Norton and Amanda Peet, comedians Al Murray and David Badiell, Louis Theroux, Michael Palin, Sacha Baron Cohen, Jonathan Ross and London Olympics organiser Sebastian Coe.

**CLUE? THEY HAVE ALL STUDIED HISTORY.**

### What skills do I need to be successful/what skills will I develop?

By examining the past students you will learn skills that stay with you forever!

You need to like solving puzzles and getting to the bottom of things to find out the truth. You will develop your ability to critically evaluate information for its uses and reliability, research skills, extended writing skills and the ability to learn about the past from a range of sources.

### Pathways to the future - What careers will History be useful for?

History is an ideal subject to opt for an A level qualification and to progress to degree level. It is highly regarded by top universities and is an excellent foundation for careers in law and journalism. Many people with a background in History also progress into managerial careers. Colleges and Universities look very favourably on students who study History because they appreciate the learning skills that history can develop. Successful GCSE students are expected to show high levels of literacy and the ability to present coherent arguments.

### You can find people with History GCSEs working in

|                      |               |          |
|----------------------|---------------|----------|
| Publishing           | Town planning | Fashion  |
| Broadcasting         | Civil service | Acting   |
| Retail trades        | Photography   | Law      |
| Conservation         | Estate agents | Medicine |
| Office work          | Armed forces  | Design   |
| Journalism           | Teaching      |          |
| and many, many more. |               |          |

### Teacher(s) to contact for further information:

Mr A Butler - Leader of Learning, or any teacher of History.



## GCSE Modern Foreign Languages (French/Spanish)



### Course Description - general overview of the course

The course is designed to enable students across the full ability range to study French or Spanish with success and pleasure and to develop the ability to understand and use the language effectively for purposes of practical communication. Students deepen their knowledge gained during KS3 through the following relevant thematic contexts: My personal world, Lifestyle and wellbeing, My neighbourhood, Media and technology, Studying and my future and Travel and tourism. ***Students may only choose the language that has been studied in Year 9.***

### Why study a GCSE Modern Foreign Language?

- Learning new vocabulary and grammar is a great way to develop your brain power
- Listening to a different language improves your powers of concentration and comprehension
- Speaking a different language develops your self-confidence and oracy skills
- It's a challenge and develops your resilience and determination
- The best colleges, universities and employers recognise its value
- 75% of the world's population does not speak English at all
- Learning about a different culture makes you more aware of the global community and how other people live
- You'll have the opportunity to visit other countries, experience the culture firsthand and speak the language
- It's fun!

### Skills/Knowledge that you will develop on the course

You will learn to listen and respond to different types of spoken language, express yourself in speech and in writing using a broad range of vocabulary, syntax and structures, read and respond to written language and understand and apply the grammar of French or Spanish.

### Form of Assessment/Examination

AO1: Responding to spoken language - 35%

AO2: Responding to written language - 45%

AO3: Demonstrating knowledge and application of grammar and vocabulary - 20%

The *Assessment Objectives* are examined across 4 papers (Speaking, Listening, Reading and Writing).

### Progression - what the course can lead to

The importance of having a language qualification is being increasingly emphasised by both government and major industrial and commercial companies. The study of another language enables students to form an understanding of the transferable skills and attitudes required for further study, work and leisure. The English Baccalaureate requires students to take a language at GCSE level. Moreover, students intending to progress to a wide range of higher education courses are advised that many universities require applicants to have studied a Modern Foreign Language at GCSE level.

**“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”**

Nelson Mandela

**“What matters most is being able to understand and to be understood. ‘Fluent’ is an inhibitor, ‘functional’ is a liberator.”**

John Wome, Director of Strategy, British Council

**Teacher(s) to contact for further information:** Mrs J Nuttall - Leader of Learning or your MFL teacher.



## A GCSE in a language not formally taught at school



### Who can take these GCSEs

These courses are designed for students who are fluent in a language other than English. Students must be able to speak, listen, read and write fluently in the language to be able to access the GCSE. While we cannot offer lessons in these languages, we can provide resources for independent practice and enter students for the exam.

Languages are offered by the AQA exam board:

- \*German
- \*Italian
- Urdu
- Polish
- Bengali
- \*Chinese – Spoken Mandarin
- Panjabi

Languages offered by the Edexcel exam board:

- \*French
- \*Spanish
- Russian
- Arabic
- Greek
- Chinese – Mandarin and Cantonese
- Japanese
- Portuguese
- Gujarati
- Persian
- Turkish
- Biblical Hebrew

### General overview of the courses

The courses cover engaging and relevant topics such as family, free time, health, school and future plans, travel and tourism, where we live including social issues and the environment.

#### **Form of Examination**

|                     |       |
|---------------------|-------|
| Paper 1 – Listening | - 25% |
| Paper 2 – Speaking  | - 25% |
| Paper 3 – Reading   | - 25% |
| Paper 4 – Writing   | - 25% |

\*Slightly different examination process to the other languages

If you are interested in your child taking an extra GCSE in a language spoken at home. Please discuss with Mrs Nuttall or Mrs Benigno.

## WJEC Eduqas GCSE in Music

Music GCSE is designed for those who already have an appreciation of the subject, a talent for music and who are already learning an instrument or developing their voice through Music tuition. The course requires performances both as a soloist and as part of an ensemble so it is necessary that students can either sing or play a musical instrument to take the subject at this level. The work done in this course is designed to build on students' general musicianship very much from a practical approach to learning. A strong emphasis is placed on the development of students' performance and creative skills.

Summary of assessment:

### **Component One: Performing (30% of qualification)**

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Total duration of performances: 4-6 minutes.

Non-exam assessment: internally assessed, externally moderated.

### **Component Two: Composing (30% of qualification)**

Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The second composition is a free composition for which learners set their own brief.

Total duration of compositions: 3-6 minutes.

Non-exam assessment: internally assessed, externally moderated.

### **Component Three: Appraising (40% of qualification)**

This component is assessed via a listening examination on the four areas of study: Area of study 1: Musical Forms and Devices. Area of study 2: Music for Ensemble. Area of study 3: Film Music. Area of study 4: Popular Music.

### **Skills developed over the two years:**

- Performing techniques and instrumental skills.
- Critical analysis skills in appraising both live and recorded music.
- Composing skills including improvisation and Music technology.

### **Pathways to the future**

The course is ideal preparation both for those who wish to continue their study of Music and for those who wish to pursue other academic routes but would like to sustain their passion for Music. You could progress to a career as a musician, either as a performer, song-writer, composer, accompanist, teacher or studio musician. The course also gives you a knowledge base which could equip you for a career in the Arts, for example in broadcasting, journalism, promotion or online Media. Equally you may wish to study Music at this level purely for your own interest and enrichment.

### **What do students enjoy about GCSE Music?**

- The practical approach to the subject.
- The development of their performance skills on their chosen instrument.
- The chance to compose their own Music.
- Exploring different styles of Music.



*To support our students, subsidised Music lessons are available in school and students who are in receipt of FSM are entitled to free lessons.*

**Teacher to contact for further information:** Mrs R Jacobs or Miss K Gough.



# GCSE PHYSICAL EDUCATION

## Course description- general overview of the course

The GCSE Physical Education is divided into both practical skill and theory lessons. The course is split into 60% theory-based knowledge which is assessed in two exams at the end of year 11, and 10% through the production of a piece of coursework. In the remaining 30% of the course, you will be assessed practically by your teacher (this will be moderated by an exam board appointed Moderator during a moderation day usually in the latter part of the course). As part of your practical assessment, you will choose one individual sport, one team sport and one other (individual or team).

## What the course will involve?

The course covers theory work, looking at a wide range of Physical Educational topics. You will study health and fitness, anatomy and physiology of the body, the respiratory and circulatory system, physical training, sports psychology and socio-cultural influences in sport.

The practical element consists of you being assessed in three separate activities in the role of the performer. You will be required to perform skills in isolation and within a competitive situation for three different sports/activities. The three sports/activities can be your own choice from a list of selected activities as decided by the exam board. These can be a mixture of individual or team based activities but you will be assessed in at least one of each.

## How is the course assessed?

You will study four components:

- Component 1: Fitness and Body Systems (External Exam)
- Component 2: Health and Performance (External Exam)
- Component 3: Practical performance (Practical assessment)
- Component 4: Personal Exercise Plan (PEP) (Coursework)



Theory: Component 1 and 2 are both assessed in two separate exams at the end of Year 11. You will also complete a piece of course work on a 'Personal Exercise Plan' which is assessed by your teacher and marks will be moderated by an external moderator.

Practical: Throughout the course will be assessed in different activities by your PE teacher. These assessed scores will be submitted to the exam board for moderation. On the moderation day, you will have the opportunity to perform in front of an external moderator who will check the assessed scores given by your teacher for your chosen sports (one individual sport, one team and one other). There is a wide range of sports available and covered in school e.g. swimming, football, rugby, netball, dance, cricket and gymnastics. You will also have the opportunity to choose a sport that may not necessarily be covered within the school curriculum, for example horse riding, boxing or skiing. A teacher may come out to see you perform. The PE teacher will work closely with each individual student to compile your own practical portfolio.

**Requirements:** As this course is both practical and theory based, you need to have some ability or a keen interest in at least one team game and one individual sport. You need to have shown a good level of participation in sports lessons and have a genuine interest in sport. You will have to be well organised and have a good level of ability in Science, especially Human Biology, as the specification requires a high percentage of written knowledge. We recommend joining extracurricular clubs to develop your skills further. Appropriate kit must be worn for each practical session. Jewellery must not be worn in any practical lesson; all earrings and piercings are strictly forbidden.

**Progression:** Sport in the modern world is becoming big business, and there are more and more jobs and career opportunities, from sports psychologist to physiotherapist, not to mention PE teachers! GCSE PE is a good start to progress onto A Level in Physical Education or a BTEC Level 3 course (equivalent to A Level).

**Teacher(s) to contact for further information:** Mrs L Welsh – Leader of Learning or any PE teacher.

# GCSE Psychology



## Course description- general overview of the course

Psychology is a very scientific GCSE that also requires a strong element of mathematical confidence, for those wanting an academic pathway into A Levels post-16. Psychology consists of learning different scientific studies conducted within the human mind, exploring how cognition (the process of thinking), memory, perception and brain development are processed. Additionally, students explore the different methods used to conduct this research. Students also learn about social influences on behaviour, exploring how language, thought and communication are developed within different social settings and the exploration of psychological problems that develop. This is a subject area taxing on the students' memory load as it requires lots of facts and details to be remembered but it's also a really interesting field of study!

## What the course will involve

This is a linear exam with two GCSE papers (each 1 hour and 45 minutes long) being sat at the end of Year 11. The very first examination of this GCSE was just in 2019 so this is a brand new GCSE and a great step before considering A-Level Psychology. There's a wealth of topics to be studied within the two-year course, and here's just an overview on the topics studied within each paper.

### Paper 1- Cognition and Behaviour:

The processes of memory, different types of memory, structures of memory, memory as an active process.

Perception: visual perception vs illusions and factors affecting perception.

Development: early brain development, development of intelligence, effects of learning on development.

Research methods: formulation of testable hypotheses, types of variable, sampling methods, designing research – how research is collated within the public and the ethical procedures followed.

Data handling: primary and secondary data, qualitative vs quantitative data and patterns in data.

### Paper 2 – Social Context and Behaviour:

Social influence: conformity in society, obedience, prosocial and antisocial behaviours.

Language, thought and communication: Piaget's theory of language and thought, animal communication vs human communication and non-verbal communication.

Brain and neuropsychology: structures of the nervous system, sensory function, structure and function of the brain and how the brain structure relates to behaviour.

Psychological problems: mental health, increases in modern living on mental health and social stigma, the effects of mental health (including social effects such as social care, crime and the economy) and clinical depression and diseases.

Addiction: theories of addiction, dependence and substance misuse, interventions and therapies.

## Requirements

As previously mentioned, a strong working memory and aptitude for Science and Maths is heavily encouraged. This subject requires an organised learner who enjoys asking the 'Why?' questions of why do we behave differently? Why do we react in differing ways? There is also extended writing within this subject so a competency within literacy is also required. In order to access this course, we advise that students are working towards GCSE grade 5 and above in English, Maths and Science.

## Progression

Academic A- Levels such as Law, Psychology, Sociology and Science or Mathematics would benefit from the rigorous study and discipline of learnt knowledge in Psychology.

**Teacher to contact for further information:** Miss R Thompson – Leader of Learning

# GCSE Religious Studies

## Why should I take this subject?

If you like the idea of debating fundamental questions at the very heart of human experience, then GCSE Religious Studies is very much the course for you. Whether you want to be a high-flying barrister or doctor, police officer or social worker, youth worker or charity project leader or just want to know more about the world in which you are growing up in then RE will help you develop the critical awareness required to understand what beliefs and values influence people; what makes them tick.



## What will you study?

You will develop a thorough understanding of Christian, Muslim and non-religious worldviews so that you can see the world through other people's eyes and how these worldviews impact on society. You will explore how different communities both within and across religious traditions respond to some very challenging questions:



- Is there a God? What is God like?
- What happens when we die?
- When does life actually begin?
- Is it ever right to kill (abortion & euthanasia)?
- Should we have the right to choose when to die and with medical assistance?
- When can you justify going to war?
- What are the causes of conflict and terrorism?
- Should we bring back the death penalty?
- How is family life changing and why?
- Are men and women truly equal today?

Exploring these questions will bring you in to contact with other fascinating subjects such as Law, History, Politics, Medical Ethics, Philosophy and Sociology as you attempt to understand how these issues impact on society. You will then evaluate the many different religious and non-religious responses to them in order to develop your own justified conclusions that you will debate in class. This makes RE a good spring-board GCSE into a range of fascinating A-Level and degree level subjects as well as an exciting subject for those who love to debate.

## How is it assessed?

GCSE RE is assessed by two written exams each lasting 1 hour and 45 minutes.

## What skills, talents ability do I need to be successful?

An open heart and mind! A willingness to work hard! You will need a positive attitude to other people's ideas, thoughts and feelings, even though you may not always agree with them. You will have the opportunity to discuss important issues and to put forward plenty of your own ideas. So if you can see yourself debating the existence of God, the rights and wrongs of war or many other topical and interesting issues then come and join us.

**Teacher(s) to contact for further information:** Mr Parkinson, Miss Hill, Mr Webster



## BTEC Tech Award in Creative Media Production

The skills developed through an education in creative media are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries, including film, television, games, website creation, app development and publishing. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced; however, what hasn't changed is that media products still have the power to enthrall, intrigue and affect audiences.



The thriving Media industry provides exciting opportunities that require a wide range of skills, including independent learning, team working, audience awareness, problem solving, literacy, Information Technology (IT) and communication skills.

BTEC Tech Award in Creative Media Production provides a practical, real world approach to learning and develop specific knowledge and skills you need to work successfully in such an industry, such as:

Website Design, Graphics Design, Sound Engineering, Journalism, Software Engineering, Games Design, Applications Design (Apps), Camera person and Editor, to name a few.

There will also be a development of key skills, such as investigating and developing ideas through pre-production, production and post-production of media products.

This Tech Award complements the learning in GCSE programmes, such as English, Design and Technology, Art and Design and Computer Science, by broadening the application of 'design and make' tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products.

### You will study 3 units

- *Unit 1: Exploring Media Products:* develop an understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques.
- *Unit 2: Developing Digital Media Production Skills:* develop your own media product- Magazine, comic, audio, video, animation or a game. An example of software used is Photoshop.
- *Unit 3: Create a Media Product in Response to a Brief:* apply your knowledge using unit 1 and 2.



### Advantages of taking a BTEC qualification

- Incorporates vocational based learning using real life scenarios to bring the subject to life
- BTEC qualifications are recognised by employers and educational institutions
- Provides a good progression route to more advanced qualifications
- Learners are able to continually monitor and track their progress throughout the course

**Teacher(s) to contact for further information:** Ms N Patel - Leader of Learning.

A word cloud in the shape of a heart, composed of various words related to theatre and arts. The most prominent words include "theatre", "opera", "concert", "art", "actor", "actress", "music", "play", "ideas", "tickets", "auditorium", "stage", "costume", "props", "lighting", "sound", "video", "film", "television", "radio", "internet", "social media", "marketing", "business", "management", "education", "research", "criticism", "theory", "history", "literature", "visual arts", "dance", "circus", "variety", "comedy", "drama", "documentary", "animation", "game design", "architecture", "landscape", "urban planning", "transportation", "engineering", "science", "technology", "innovation", "entrepreneurship", "leadership", "teamwork", "communication", "collaboration", "creativity", "imagination", "curiosity", "learning", "growth", "change", "progress", "future", "hope", "dreams", "passion", "dedication", "hard work", "perseverance", "resilience", "adaptability", "flexibility", "open-mindedness", "empathy", "compassion", "kindness", "generosity", "humility", "gratitude", "appreciation", "respect", "tolerance", "peace", "harmony", "unity", "cooperation", "support", "encouragement", "inspiration", "motivation", "confidence", "self-belief", "courage", "bravery", "strength", "power", "influence", "impact", "legacy", "contribution", "service", "giving back", "community", "citizenship", "responsibility", "ethics", "values", "principles", "beliefs", "faith", "spirituality", "religion", "philosophy", "politics", "economics", "law", "justice", "equality", "freedom", "democracy", "human rights", "environmentalism", "sustainability", "climate change", "globalization", "multiculturalism", "diversity", "inclusion", "accessibility", "universal design", "social justice", "activism", "advocacy", "lobbying", "public relations", "media relations", "crisis management", "risk management", "quality management", "continuous improvement", "lean manufacturing", "six sigma", "total quality management", "benchmarking", "best practices", "case studies", "lessons learned", "knowledge management", "information systems", "database management", "network management", "project management", "time management", "resource management", "financial management", "budgeting", "forecasting", "reporting", "analytics", "data science", "machine learning", "artificial intelligence", "robotics", "nanotechnology", "biotechnology", "space exploration", "astronomy", "cosmology", "physics", "chemistry", "biology", "medicine", "healthcare", "agriculture", "forestry", "fishing", "mining", "energy production", "manufacturing", "construction", "real estate", "hospitality", "tourism", "retail", "food service", "beverage service", "entertainment", "recreation", "sports", "fitness", "wellness", "mental health", "physical therapy", "occupational therapy", "speech therapy", "counseling", "psychotherapy", "behavioral modification", "addiction treatment", "substance abuse treatment", "trauma treatment", "post-traumatic stress disorder treatment", "depression treatment", "anxiety treatment", "bipolar disorder treatment", "schizophrenia treatment", "personality disorders treatment", "eating disorders treatment", "sexual orientation disorders treatment", "transgender issues treatment", "autism spectrum disorder treatment", "attention deficit hyperactivity disorder treatment", "obsessive-compulsive disorder treatment", "phobic disorder treatment", "specific phobia treatment", "agoraphobia treatment", "panic disorder treatment", "major depressive disorder treatment", "minor depressive disorder treatment", "seasonal affective disorder treatment", "perimenstrual dysmoria treatment", "menopausal depression treatment", "postpartum depression treatment", "antenatal depression treatment", "perinatal loss treatment", "infertility treatment", "miscarriage treatment", "stillbirth treatment", "abortion treatment", "surrogate motherhood treatment", "adoption treatment", "child custody treatment", "guardianship treatment", "elder care treatment", "dementia treatment", "Alzheimer's disease treatment", "Parkinson's disease treatment", "Huntington's disease treatment", "amyotrophic lateral sclerosis treatment", "multiple sclerosis treatment", "epilepsy treatment", "stroke treatment", "heart failure treatment", "coronary artery disease treatment", "hypertension treatment", "diabetes mellitus treatment", "chronic kidney disease treatment", "liver disease treatment", "pancreatic disease treatment", "thyroid disease treatment", "autoimmune diseases treatment", "allergies treatment", "asthma treatment", "chronic obstructive pulmonary disease treatment", "cystic fibrosis treatment", "phenylketonuria treatment", "sickle cell anemia treatment", "thalassemia treatment", "hemophilia treatment", "muscular dystrophy treatment", "Tay-Sachs disease treatment", "Phenylketonuria treatment", "Sickle cell anemia treatment", "Thalassemia treatment", "Hemophilia treatment", "Muscular dystrophy treatment", "Tay-Sachs disease treatment", "Phenylketonuria treatment", "Sickle cell anemia treatment", "Thalassemia treatment", "Hemophilia treatment", "Muscular dystrophy treatment", "Tay-Sachs disease treatment". 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channel", "Instagram account", "Facebook page", "Twitter profile", "LinkedIn company page", "Pinterest board", "Tumblr blog", "DeviantArt portfolio", "Behance portfolio", "Dribbble portfolio", "SoundCloud profile", "Bandcamp profile", "Spotify playlist", "Apple Music playlist", "Amazon Music playlist", "Google Play Music playlist", "Netflix subscription", "Amazon Prime Video subscription", "Disney+ subscription", "Hulu subscription", "Cable TV subscription", "Satellite TV subscription", "Streaming services", "Digital downloads", "Physical releases", "Limited editions", "Collector's items", "Merchandise", "Souvenirs", "Gifts", "Bridal party", "Wedding ceremony", "Reception", "Post-wedding brunch", "Bachelor/Bachelorette party", "Engagement party", "Anniversary celebration", "Birthday celebration", "Holiday celebration", "Family reunion", "Vacation trip", "Business trip", "Conference attendance", "Networking event", "Job interview", "Promotion request", "Resignation letter", "Retirement celebration", "Farewell party", "Welcome home party", "New baby shower", "Baby registry", "Nursery tour", "First birthday celebration", "Toddler birthday celebration", "Preschool birthday celebration", "Elementary school birthday celebration", "Middle school birthday celebration", "High school birthday celebration", "College graduation", "Career milestone", "Life achievement award", "Humanitarian award", "Academic award", "Sports award", "Entertainment award", "Lifetime achievement award", "Pewee Award for Best Young Actor/Actress", "Young Artist Award", "MTV Movie Award for Best Breakthrough Performance", "Teen Choice Award for Best New Artist", "Billboard Music Award for Best New Artist", "Grammy Award for Best New Artist", "Oscar statuette", "Golden Globe statuette", "BAFTA statuette", "Emmy statuette", "SAG Award statuette", "Critics' Choice Award statuette", "Independent Spirit Award statuette", "Venice International Film Festival trophy", "Cannes International Film Festival trophy", "Berlin International Film Festival trophy", "Toronto International Film Festival trophy", "Los Angeles Film Festival trophy", "San Francisco International Film Festival trophy", "Austin Film Festival trophy", "SXSW Film Festival trophy", "South by Southwest Music Festival trophy", "Coachella Music Festival trophy", "Tomorrowland Music Festival trophy", "Ultra Music Festival trophy", "EDM festival trophy", "Rock festival trophy", "Pop festival trophy", "Country music festival trophy", "Bluegrass festival trophy", "Jazz festival trophy", "Classical music festival trophy", "Opera festival trophy", "Theater festival trophy", "Circus festival trophy", "Variety festival trophy", "Comedy festival trophy", "Documentary festival trophy", "Animation festival trophy", "Game design festival trophy", "Architecture festival trophy", "Landscape festival trophy", "Urban planning festival trophy", "Transportation festival trophy", "Engineering festival trophy", "Science festival trophy", 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"Knowledge Management festival trophy", "Information Systems festival trophy", "Database Management festival trophy", "Network Management festival trophy", "Project Management festival trophy", "Time Management festival trophy", "Resource Management festival trophy", "Financial Management festival trophy", "Budgeting festival trophy", "Forecasting festival trophy", "Reporting festival trophy", "Analytics festival trophy", "Data Science festival trophy", "Machine Learning festival trophy", "Artificial Intelligence festival trophy", "Robotics festival trophy", "Nanotechnology festival trophy", "Biotechnology festival trophy", "Space Exploration festival trophy", "Astronomy festival trophy", "Cosmology festival trophy", "Physics festival trophy", "Chemistry festival trophy", "Biology festival trophy", "Medicine festival trophy", "Healthcare festival trophy", "Agriculture festival trophy", "Forestry festival trophy", "Fishing festival trophy", "Mining festival trophy", "Energy Production festival trophy", "Manufacturing festival trophy", "Construction festival trophy", "Real Estate festival trophy", "Hospitality festival trophy", "Tourism festival trophy", "Retail festival trophy", "Food Service festival trophy", "Beverage Service festival trophy", "Entertainment festival trophy", "Recreation festival trophy", "Sports festival trophy", "Fitness festival trophy", "Wellness festival trophy", "Mental Health festival trophy", "Physical Therapy festival trophy", "Occupational Therapy festival trophy", "Speech Therapy festival trophy", "Counseling festival trophy", "Psychotherapy festival trophy", "Behavioral Modification festival trophy", "Addiction Treatment festival trophy", "Substance Abuse Treatment festival trophy", "Trauma Treatment festival trophy", "PTSD Treatment festival trophy", "Depression Treatment festival trophy", "Anxiety Treatment festival trophy", "Bipolar Disorder Treatment festival trophy", "Schizophrenia Treatment festival trophy", "Personality Disorders Treatment festival trophy", "Eating Disorders Treatment festival trophy", "Sexual Orientation Disorders Treatment festival trophy", "Transgender Issues Treatment festival trophy", "Autism Spectrum Disorder Treatment festival trophy", "ADHD Treatment festival trophy", "OCD Treatment festival trophy", "Specific Phobia Treatment festival trophy", "Agoraphobia Treatment festival trophy", "Panic Disorder Treatment festival trophy", "Major Depressive Disorder Treatment festival trophy", "Minor Depressive Disorder Treatment festival trophy", "Seasonal Affective Disorder Treatment festival trophy", "Perimenstrual Dysmoria Treatment festival trophy", "Menopausal Depression Treatment festival trophy", "Postpartum Depression Treatment festival trophy", "Antenatal Depression Treatment festival trophy", "Perinatal Loss Treatment festival trophy", "Infertility Treatment festival trophy", "Miscarriage Treatment festival trophy", "Stillbirth Treatment festival trophy", "Abortion Treatment festival trophy", "Surrogate Motherhood Treatment festival trophy", "Adoption Treatment festival trophy", "Child Custody Treatment festival trophy", "Guardianship Treatment festival trophy", "Elder Care Treatment festival trophy", "Dementia Treatment festival trophy", "Alzheimer's Disease Treatment festival trophy", "Parkinson's Disease Treatment festival trophy", "Huntington's Disease Treatment festival trophy", "ALS Treatment festival trophy", "MS Treatment festival trophy", "Epilepsy Treatment festival trophy", "Stroke Treatment festival trophy", "Heart Failure Treatment festival trophy", "Coronary Artery Disease Treatment festival trophy", "Hypertension Treatment festival trophy", "Diabetes Mellitus Treatment festival trophy", "Chronic Kidney Disease Treatment festival trophy", "Liver Disease Treatment festival trophy", "Pancreatic Disease Treatment festival trophy", "Thyroid Disease Treatment festival trophy", "Autoimmune Diseases Treatment festival trophy", "Allergies Treatment 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reality", "mixed reality", "digital art", "interactive media", "multimedia", "cross-media", "transmedia", "convergence", "innovation", "creativity", "collaboration", "community", "civic engagement", "social entrepreneurship", "impact investing", "venture philanthropy", "non-profit management", "public administration", "international relations", "globalization", "climate change", "sustainable development", "human rights", "gender equality", "racial justice", "LGBTQ+ rights", "disability rights", "elderly care", "youth services", "mental health", "addiction treatment", "criminal justice reform", "prison reform", "restorative justice", "peacebuilding", "conflict resolution", "diplomacy", "foreign aid", "trade policy", "immigration policy", "refugee resettlement", "humanitarian assistance", "disaster relief", "emergency response", "crisis communication", "public safety", "law enforcement", "fire service", "emergency medical services", "public works", "sanitation", "waste management", 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infrastructure", "fusion power infrastructure", "advanced nuclear power infrastructure", "next-generation nuclear power infrastructure", "small modular reactors infrastructure", "microreactors infrastructure", "distributed energy infrastructure", "decentralized energy infrastructure", "peer-to-peer energy infrastructure", "energy storage infrastructure", "battery storage infrastructure", "pumped hydro storage infrastructure", "flywheel storage infrastructure", "compressed air storage infrastructure", "thermal storage infrastructure", "chemical storage infrastructure", "electrochemical storage infrastructure", "mechanical storage infrastructure", "kinetic storage infrastructure", "potential energy storage infrastructure", "gravitational storage infrastructure", "elastic storage infrastructure", "magnetic storage infrastructure", "capacitor storage infrastructure", "superconducting storage infrastructure", "quantum storage infrastructure", "topological storage infrastructure", 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## **BTEC Tech award in Enterprise** **(Business Studies)**



Business is a major part of everyone's life, and anybody who has a good understanding of how businesses work is at an immediate advantage in the future. Students will learn how to identify business opportunities, show enterprise and be able to put ideas into practice to ensure an effective business start-up whilst also understanding and appreciating the wider economic context. Students will learn about marketing, meeting customer needs, the skills of effective financial management, the responsibilities of managing people in the workplace and business's obligations in terms of ethics and the environment. They will further develop their analytical and comprehension skills as well as the ability to make decisions, recommendations, and judgements. Business Studies prepares students to participate in an ever-evolving workplace, be it working for a business or perhaps starting their own.

### **Would you like to:**

1. Study a subject which is **NEW** and **EXCITING** providing you with endless opportunities when you leave school?
2. Study a subject where you get to set up and run your **OWN** business?
3. Study a subject which allows you to develop your **TEAMWORKING** skills and work with others?
4. Study a subject which introduces you to the 'World of Business' and how they operate around you?
5. Study a subject which looks at real life businesses and how they make so much profit?
6. Study a subject which allows you to be an independent learner?
7. Study a subject which allows you to be creative and express your own opinions and ideas?

**If so, then BTEC Enterprise is for YOU!!**

In BTEC Enterprise students will complete three components over the course of two years:

**Component One:** Exploring Enterprises (Internal assessment)

**Component Two:** Planning and Presenting a Micro-Enterprise Idea (Internal Assessment)

**Component Three:** Marketing and Finance for Enterprise (External Examination)

### **Pathways to the future**

When you have completed the qualification, you will have developed a practical understanding of the enterprise sector, you may want to go on to further study such as A levels, BTECs or a mixture of both, and eventually lead to careers in a whole host of areas

- Marketing
- Finance
- Operations management
- Law
- Psychology
- Education

### **Teacher to contact for further information:**

Mrs C Dignam - Leader of Learning.



# BTEC Tech Award in Health and Social Care Level 1 and Level 2

## Why should I take this subject?

About 3 million people work in Health and Social Care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, social workers, counsellors and administrators. Together, they account for nearly **one in ten of all paid jobs in the UK**. Demand for both Health and Social Care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.



Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector, which many of our students have gone on to do, whether that be through higher level BTEC courses, T-Levels and apprenticeships or through A-Levels and degrees.



## What will I study and how will I be assessed?

The qualification consists of 3 components: Components 1 and 2 are assessed through internal assessments, externally moderated whilst component 3 is assessed through external assessment. The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction\*.

### Component 1: Human Lifespan Development (30% - 5 written reports)

Learners will investigate how individuals grow and develop and the factors that affect this. Learners will then complete 5 PSA tasks (Pearson Set Assignments) worth 30% of the final grade.

### Component 2: Health and Social Care Services and Values (30% - 5 written reports)

Learners explore the values that are expected across a wide range of health and social care services. Learners will then complete 5 PSA tasks (Pearson Set Assignments) worth 30% of the final grade.

### Component 3: Health and Well-Being (40% - 2hr examination)

Learners will study the factors that affect health and wellbeing. They will study the physiological and lifestyle indicators used to monitor the wellbeing of an individual before designing a health improvement plan for them. This component is assessed with a 2-hour examination in May of Year 11 worth 40% of the final grade.

## You should consider taking this course if:

- You like to learn about people and listen to the different views and experiences they have had.
- You are interested in how we develop and grow physically, intellectually, emotionally and socially.
- You want to know how good and bad choices (and good and bad luck) can influence development.
- You have a consistent approach to learning, good attendance and determination.
- You are prepared to debate the pros and cons of Health and Social Care services and do your own research and investigation, including talking to people from a range of backgrounds.
- You are considering a career in Health and Social Care which might include going on to study a BTEC at a higher level, a T-Level, an apprenticeship or A levels.

**Teacher to contact for further information:** Mr M Webster or Miss H Hill

## Level 2 BTEC Hospitality and catering

Our vocational award in Hospitality and Catering will develop students' knowledge and understanding of the Hospitality and Catering sector and provide them with opportunities to develop associated practical skills. It covers the hospitality and catering industry and hospitality and catering in action. The course looks at the Hospitality and Catering industry, menu creation and design, its legislation including laws and statutes, catering set up; including kitchen hierarchy, health and safety, Environmental Health, sustainability, running a business (VAT, labour and staffing costs) and working conditions.

### Course Structure

The course investigates the Hospitality and Catering industry and is assessed in year 11.

### What will I be studying?

1. Factors that affect the Hospitality and Catering Industry:
  - Food Nutrition and Health; Food Choices; Food trends
  - Food Safety and Hygiene
  - Food Provenance (sustainability, regional and organic, cost)
  - Client base and working to a brief
  - Budgeting, profit and economy
  - Hospitality and catering providers and working conditions
2. Menu design and creation:
  - Responding to and researching a brief
  - Time management and sequencing when cooking
  - Cooking and food preparation skills
  - Food presentation and service
  - Safety controls

### Anything else I need to know?

This is NOT a fully practical, life skills 'cookery' course where students only get to cook dishes they like themselves. Student behaviour and attitude to others in the kitchen must conform to safe working practises, as in a professional kitchen.

**Assessment:** You will be assessed through a written examination and an assignment. Unit 1 will be assessed through an exam, which is worth 40% of your qualification. In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.



**Careers:** The hospitality industry offers a wide range of exciting opportunities which includes Chef de partie, Commis chef, Concierge, Executive chef, Front of house manager, Head waiter, Housekeeper, Maître d'hôte, Pastry chef, Receptionist and Sous chef

**What are the benefits of studying a BTEC?** BTECs are a great option if you already know what area of work you'd like to explore, like health and social care, business or engineering. They prepare you for the workplace, giving you valuable industry experience and increasing your employability

*For more information, please see Mrs Watson or Ms Laithwaite*



## BTEC Tech Award in Travel and Tourism

The thriving Travel and Tourism industry provides exciting opportunities that require a wide range of skills including self-management, team working, business and customer awareness, problem solving, literacy, numeracy, IT and communication skills.

BTEC tech award in Travel and Tourism provide a practical, real world approach to learning and develop specific knowledge and skills you need to work successfully in such an industry, such as:

- Understanding Travel and Tourism destinations and investigating the appeal of UK tourist destinations
- Presenting information about key developments over time and how they have moulded and influenced UK Travel and Tourism into the sector it is today
- Developing business and customer awareness by understanding the importance of customer service to Travel and Tourism organisations

You will also get the opportunity to present your work in a variety of ways, including:

- Producing leaflets, booklets, newspaper articles and posters
- Taking part in role plays and discussions
- Face to face or visual presentations
- Report writing
- Research tasks
- Interviews



The BTEC tech award in Travel and Tourism is for you if you have an interest in the Travel and Tourism industries and would like to pursue a career in one of the vast roles this industry has to offer. Learning should be fun, not daunting and in our experience, students enjoy BTEC programmes because they can specialise in areas of learning linked with work they are interested in.

## You will study 3 units

- *Unit 1: Travel and Tourism Organisations and Destinations*
- *Unit 2: Customer Needs in Travel and Tourism*
- *Unit 3: Influences on Global Travel and Tourism*



### Advantages of taking a BTEC qualification

- 75% coursework so exam pressure is kept to a minimum
- Incorporates vocational based learning using real life scenarios to bring the subject to life
- BTEC qualifications are recognised by employers and educational institutions
- Provides a good progression route to more advanced qualifications
- Learners are able to continually monitor and track their progress throughout the course

**Teacher(s) to contact for further information:**

Mrs C Dignam or Mrs R Wild.



# OCR Cambridge Nationals in Sports Studies

## Course description- general overview of the course

Cambridge Nationals Sport Studies is an alternative to GCSE Physical education as it takes a more of a project/assignment-based approach. The Cambridge Nationals in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/Physical Education themes. It is a more practical/hands on qualification, however the course has a larger coursework focus, with a lesser focus on final exams. The course is comprised of three units that will develop a range of skills through involvement in sport and physical activity in different contexts and roles.



## Your lessons will be split between both theory and practical lessons:

- In your theory lessons you will predominately learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.
- In your practical lesson you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. You will learn how to become a leader with the opportunity to plan, deliver and review safe and effective sporting activity sessions. You will also have the opportunity to develop a range of transferable skills.

## How is the course assessed?

You will study 3 units:

- **R184: Contemporary issues in sport-** *This unit will be taught in theory lessons. You will undertake regularly in class assessments to monitor their progress. The exam will be sat in Year 10 after the R051 unit is taught and is a written paper lasting 1 hour and 15 minutes*
- **R185: Performance and leadership in sports activities-** *This unit comprises of both practical and theory lessons. In this unit, you will be assessed by your teacher in two sporting activities, following this you will review your own performance and implement training methods to improve it. Additionally, you will be required to design be assessed on your ability to plan, lead and review a session of your own design.*
- **R187: Increasing awareness of outdoor and adventurous activities-** *This unit comprises of both practical and theory lessons. In this unit, you will complete a project showing understanding of the different outdoor and adventurous activities plus the equipment required in these activities. You will also plan for and be able to participate in an outdoor and adventurous activity and evaluate your participation in this activity.*

**Requirements:** As this course is both practical and theory based, you need to have some ability or a keen interest in at least one team game and one individual sport. You need to have shown a good level of participation in sports lessons and have a genuine interest in sport. You will have to be well organised and be able to work independently within lessons as this course requires you to complete individual assignments. To achieve the highest grade possible in the practical elements of this course, we recommend joining extracurricular clubs to develop your skills further. Full WHS PE kit must be worn for each practical session. Jewellery must not be worn in any practical lesson, all earrings and piercings are strictly forbidden.

**Progression:** When you complete the course you could look at work in the sport and leisure industry, such as a personal trainer or sports coach. If your grades are at a suitable level you can progress to a range of vocational courses offered at college such as BTEC Level 3 Sport. Ask your PE teacher if this course is best for you. This qualification will enable you to access a wide range of courses in higher education.

**Teacher(s) to contact for further information:** Mrs L Welsh– Leader of Learning or any PE teacher.

## **FREQUENTLY ASKED QUESTIONS**

### **What do I do if I cannot decide between options that I like?**

Ask advice from your teachers.

### **Which teachers should I ask?**

Ask teachers who teach the subjects you are interested in, or your Form Tutor. Other people you could ask include your Student Progress Leader, Mrs Wharton, and the independent Careers Advisor, Mrs Hodgson.

### **I have not been taught some of these subjects before. How do I find out about them?**

This booklet tells you about each of the courses and who is in charge of each course and who to ask. There are online videos on each of the subjects on the school website.

### **How are my parents going to help me with my choices?**

Your parents know you better than anyone else and they have been through this process, they will be able to give you good advice. Your parents will go through this booklet with you, this will enable them to discuss your options with you. See our website for further support.

### **Can I drop any of the subjects?**

No. Everyone has to study all their subjects.

### **I want to choose the same as my friend. Why does everyone tell me not to?**

If you happen to choose the same as your friends, because you share the same interests, that's fine. The important thing is to choose subjects that you are interested in, that you do well in and that you enjoy.

### **Can I change my mind in September?**

We put a lot of effort into fitting you into the choices you make and construct the timetable around this. Choose because you want to do a subject and you will not want to change.

### **Should I look at the amount of coursework a subject has?**

Yes. Most courses have no coursework, some courses have more coursework than others. If you choose those with a lot of coursework, you will have a lot of work through the two years to maintain and you must have good attendance in school. Think about what suits you, try and get a balance.

### **What is a vocational course?**

Vocational courses can be more practical courses and have a range of assessment methods. These courses encourage you to be a more independent learner and will give excellent preparation for the world of work.

### **Why do I have to make reserve choices?**

Sometimes we have too few students choosing a subject to run it, and sometimes we have too many. When this happens, we would rather put you into a subject that you choose than one that we choose. We will always talk to you before we use your reserve choices.

Bolton Road, Westhoughton, Bolton. BL5 3DN

Tel: 01942 814122 Email: [whsoffice@westhoughton-high.org](mailto:whsoffice@westhoughton-high.org)

Website: [www.westhoughton-high.org](http://www.westhoughton-high.org)





## OPTION CHOICES 2025

Name: \_\_\_\_\_

Form: \_\_\_\_\_

### Important Notes

1. All students will take 3 optional subjects in Years 10 & 11.
2. Indicate 5 choices in order of preference. You **MUST** choose at least 1 EBacc subject in the top section of the table below **so this will class as your first choice.**
3. **Discuss your remaining 4 choices (2 actual and 2 reserves)** with your parent/carer and Form Tutor before completing the online form, shared via Arbor and on the website.
4. All options are subject to viable student numbers, entry criteria and staffing availability.
5. **We aim to meet as many preferences as possible** but these cannot be guaranteed.

Indicate your first five choices in order of preference from the list below by putting 1,2,3,4 & 5 next to them – **remember your first choice has to be from the Ebacc subjects** - use this to ensure your online form is completed correctly.

### Preferences

| Indicate 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> choices |  |
|--|--|
| <b>Computer Science</b>  |  |
| <b>French</b>  |  |
| <b>Geography</b>   |  |
| <b>History</b>   |  |
| <b>Spanish</b>   |  |
| <b>Triple Science</b>  |  |
|  |  |
| Art and Design – GCSE Art* OR Textiles*  |  |
| Art and Design – GCSE Photography  |  |
| Design Technology – GCSE Product Design  |  |
| Food & Nutrition GCSE  |  |
| Music GCSE   |  |
| Physical Education GCSE OR Sports Studies - Cambridge National Vocational Qualification              |  |
| Psychology GCSE  |  |
| Religious Studies GCSE   |  |
| Creative Media Production – BTEC Tech Award  |  |
| Drama – BTEC Tech Award  |  |
| Enterprise – BTEC Tech Award   |  |
| Health & Social Care – BTEC Tech Award   |  |
| Hospitality & Catering – BTEC Tech Award   |  |
| Travel & Tourism – BTEC Tech Award   |  |

ALL students **MUST choose at least one** of the EBacc subjects shown in ***bold italic type***. You can select more than one of these subjects as part of your other choices.

Subjects in green are GCSE equivalent vocational courses eg. Btec Technical Awards or OCR National Awards.

When choosing your options you should note that ***some courses cannot be studied together these are:***

\*Art and Textiles

If more than one of these subjects are indicated then, where possible, only the highest preference will be allocated.

***Please also note:*** If you would like to study GCSE PE or Sport Studies then please indicate which you Sport Qualification you would prefer. The PE department will review and select the best course of study for individual learners.

### Declaration

I understand that the school will make every effort to accommodate the preferences indicated on this form but that all courses are subject to viable student numbers, entry criteria and staffing availability and so, as such, the preferences of every student cannot be guaranteed.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Preferences MUST be returned using the forthcoming online form by Monday 3<sup>rd</sup> March 2025**