



# Moorside High School Guided Pathways Choices Booklet



CONSIDERATION | ASPIRATION | RESILIENCE | EQUALITY



**Moorside  
High School**  
*Enriching Lives, Inspiring Ambitions*

## Introduction

Dear Year 9 Student,

At Moorside High School, we have many minds but one clear mission – to be unwavering in our demands for academic excellence. Our core purpose is to ensure that every student leaves us ready for their next successful chapter, with our students attending college or university or starting a fulfilling career. Our aim is to enrich lives and inspire ambitions to ensure students thrive in the world around us.

Now you have reached Year 9, it is time to make some decisions about further study at Key Stage 4. Hopefully all the information you are provided with, will support you in making some informed choices about the subjects you will study in year 10 and 11.

During your time in year 7, 8 and 9 Moorside High School has provided you with a rich and varied curriculum. In Key Stage 4 (Years 10 and 11) although there are some subjects that you will be required to take, there is now an element of choice in order to allow you more time for subjects to be studied in depth. Please take time to read this information and discuss your option choices with your parents/carers and teachers, to ensure you are making choices that you will have an interest in studying for the next two years.

This is a really exciting part of your educational journey, and we look forward to continuing to see you grow and develop in to well rounded, socially responsible young adults.

Mrs H. Ryles-Dean  
Head of School



Proud to be part of  
**Consilium**  
Academies

## Contents

Page 3	Year 9 choices and Key Dates
Page 4	EBacc subjects
Page 5	Core Curriculum and Options
Page 6	Completing the Options Form
Page 7	Careers and Options
Page 8	FAQs
Page 9	Classical Civilisation
Page 10	Combined Science
Page 11	Computer Science
Page 12	Construction & the Built Environment
Page 13	Creative iMedia
Page 14	Design & Technology
Page 15	Drama
Page 16	Dance (Performing Arts) BTEC
Page 17	GCSE Dance
Page 18	English
Page 19	Enterprise - Business Studies
Page 20	Fine Art
Page 21	Geography
Page 22	Graphic Design
Page 23	Health and Social Care
Page 24	History
Page 25	Hospitality and Catering
Page 26	Mathematics
Page 27	Music GCSE
Page 28	Music Practice BTEC
Page 29	GCSE PE
Page 30	Photography
Page 31	Spanish
Page 32	Sports Studies
Page 33	Textiles
Page 34	Triple Science

## Year 9 Choices

This booklet contains details of all the courses available at Key Stage 4. It is designed to help students, parents and carers understand the option choices and to enable students to make fully informed decisions. The choices students are going to make are extremely important and should be in consultation with parents/carers, teaching, and pastoral staff. Mr Farmer, our Careers advisor is on hand to offer support alongside the Head of Year 9 during the options period and at the Year 9 Parent's Evening.

In addition to this booklet and the options form provided in the options pack, there are several events in the options process to help with the important decisions you are about to make, about your next steps in education. Please see some key dates below:

<b>W/C 8<sup>th</sup> January 2024</b>	Student Leadership Team visit Year 9 form groups
<b>18<sup>th</sup> January 2024</b>	Year 9 Parent's Evening
<b>W/C 22<sup>nd</sup> January 2024</b>	Options Assembly week for students.
<b>30<sup>th</sup> January 2024</b>	Year 9 Choices Evening
<b>31<sup>st</sup> January 2024</b>	Subject videos released to parents
<b>16<sup>th</sup> February 2024</b>	<b>Deadline for the return of the Option Choices Form</b>

These events will enhance the information you already have and enable you to make well informed decisions for your option choices for Year 10 and 11. It is important to note, choices made at Key Stage 4 can form and facilitate the basis of further study or training at Key Stage 5.

The Choices process has been designed to maximise choices without restricting potential subject clashes into separate option blocks. Once all the options choice forms are collated on the **16<sup>th</sup> of February, the curriculum team will work over the following months to ensure wherever possible you will be able to follow your first or second choices.** Option subject choices will be confirmed in the summer term.

## Progression Pathways

The Raising of the Participation Age (RPA, 2015) means that all young people are required to continue in education or training to 18 by law. This change does not necessarily mean staying in school. Young people will be able to choose:

- full-time education, such as in school or in college;
- work-based learning, such as an apprenticeship;
- part-time education or training, if employed.

We need to ensure that we offer all our students the best chance of success by guiding them towards the right pathway that enables them to progress to post-16 and achieve success.

## The English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) is not a qualification, but a selection of subjects designed to keep students' options open for further study and future careers. Choosing the EBacc at GCSE gives students access to a full range of employment options when they leave secondary school and provides the broad knowledge that employers are looking for.

To achieve the English Baccalaureate, students must study:

- GCSE English Language and Literature
- GCSE Mathematics
- GCSE Science (Double award or Triple Science)
- GCSE History or Geography
- A GCSE in a Modern Foreign Language

The EBacc is made up of the subjects which are considered essential to many degrees so students who are considering further study should take this into account when making their option choices. Whilst it is not compulsory, it is worth bearing in mind that The EBacc subjects are also the A level subjects that, traditionally, are most valued by the top universities.

## Key Stage 4 Curriculum

All students in Key Stage 4 will study the core (compulsory) subjects of English Language, English Literature, Mathematics and Combined Science (worth two GCSEs). They will also study core (non-GCSE) PE. Students will study elements of Religious Studies, personal, social and health education topics (PSHE) and develop study skills in a dedicated lesson once a week. This is in addition to form time and assemblies.

Students will be asked to choose **three subjects** from within two option blocks.

Firstly, students need to **choose one** subject from the Option Block A. In this option block, they must choose from Triple Science, Computer Science, Spanish, Geography or History. (Should they wish to take more than one of these subjects they can also select these from the other option blocks).

Next, they must **choose two** from the range of subjects available in Option Block B. (You will *also* be asked to choose an **extra subject** which will be your **reserve** choice). All option subjects are described in this booklet.

We hope that the balanced choices made, reflect students' personal strengths, interests and future career plans. It is strongly advisable to consider the requirements of each course carefully, particularly in relation to style of learning, the need for coursework and examinations. Students who have no clear career path in mind should maintain a broad and balanced curriculum at Key Stage 4.

## Core Curriculum Subjects

### PE

Students in Years 10 and 11 will be provided with core Physical Education. The aim is to promote a life-long love of participating in physical activity. Students will participate in a wide and varied curriculum in sports and activities such as Athletics, Trampolining, Fitness and Gymnastics as well as the more traditional sports of Football, Rugby and Netball.

### PSHE and RE

Personal, Social, Health and Economic (PSHE) Education is a school curriculum subject in England that focuses on strengthening the knowledge, skills, and connections to keep young people healthy and safe and prepare them for life and work. During these lessons students are also taught about the appreciation of the many different religions and cultures which exist in our society. Students are given opportunities to gain an awareness of different ways of life including the celebration of different traditions and festivals.

## Option Subjects

### Advice on choosing option subjects.

It is important for students to ensure they are picking option subjects for the right reasons. Read the advice below carefully before choosing option subjects:

- Read through the information for each subject carefully. Take into account how it is assessed. Some subjects will be assessed purely with exams whereas others may have coursework. Think about how you work and whether the course is suited to you.
- Choose subjects you enjoy and want to learn more about.
- If you have a career in mind, research which qualifications would be useful. If you do not have a career in mind, keep your options broad and balanced so you have many choices for work or college.
- Talk to teachers or Mr Farmer to help you to make decisions. They will be able to provide you with more information about the courses.
- It may help to speak to older students or siblings who are currently taking GCSEs. They may be able to tell you more about the course.
- Don't pick a subject because you like the teacher. You may not be taught by the same teacher next year.
- Don't pick a subject because your friends have picked it. You may end up in different classes.

Detailed information on courses offered at GCSE can be found from page 9 onwards.

## Completing your Guided Pathways Options Form

The options choices form is provided with this booklet.

Following the submission of options choices, members of the Senior Leadership Team and the Pastoral Head of Year will be available to discuss/finalise your choices and to answer any additional questions if required.

The choices made on the option form may be difficult to change later, therefore, please ensure your child makes the correct choices now.

### Important information

- We cannot guarantee at this stage that all the courses included in this booklet will be offered in September 2024. If there is very low demand for a particular subject it may not be possible to run the course.
- You will be informed about your final options in the summer term.
- Acceptance on the **Triple Science and Computer Science** courses is based on aptitude and attitude in what are very demanding qualifications.

In addition, it is sometimes necessary for students opting for less popular or oversubscribed courses to make alternative choices. In these cases, we will discuss further options with individual students.

The coming weeks are a very important part of the journey of our year 9 pupils. It is an exciting time but can also be daunting too. It is important to make sure you take advantage of all of the opportunities to collect information and ask questions. Ensuring that you study the GCSE options with your child will give them the smoothest beginning to their KS4 studies when they return in September.

I would like to take this opportunity to wish our Year 9 pupils every success as they embark on this new and exciting phase of their education.

Mr J Gibbins  
Transition Lead

## Careers Guidance and Advice on Options

### Careers Guidance and Advice on Choices

Each Year 9 student will be able to request a careers appointment with our Careers Advisor (Mr Farmer) before making their final options selections to help inform and guide choices. Mr Farmer will discuss any initial career plans with pupils, as well as post-16 routes and any potential links with GCSE subject choices. Pupils will continue to be able to book career guidance interviews during Y10 and Y11 in school to support with their career planning. Should any Year 9 pupil wish to book a careers appointment with Mr Farmer they can do so by asking their form teacher or head of year.

Mr Farmer is also available to speak with parents and carers should you require any advice regarding the options choices and future routes of study. Mr Farmer can be contacted in school by phone or via email: [simon.farmer@consilium-at.com](mailto:simon.farmer@consilium-at.com).



We also encourage pupils to explore careers further using our online careers platform "Xello" which allows pupils to explore which careers or job sectors may link well to their own personality, skills and learning styles.

All pupils have access to Xello.

To log in to Xello:

- 1) Visit the website: <https://gmacs.co.uk/schools>
- 2) Click the red "Log in" button on the right-hand side of the website
- 3) Username = pupils school email address ([MHSforename.surname@consilium-at.com](mailto:MHSforename.surname@consilium-at.com))
- 4) Password = moorside (if never logged on) If previously logged on, pupils will have chosen their own passwords. Contact Mr Farmer for any help with logging in.

Once logged in, pupils should complete the various different tasks and quizzes in the "About Me" section to see which career areas may be matched to them, and pupils can research various different job roles using the search function.

### Additional websites supporting option choices:

<https://www.bbc.co.uk/bitesize/articles/zrjh92p>

<https://icould.com/stories/choosing-your-gcse-options/>

<https://successatschool.org/advisedetails/508/What-are-my-GCSE-options%3F>

<https://www.theuniguide.co.uk/advice/gcse-choices-university/how-important-are-my-gcse-grades>



## FAQs

### **When does the options process take place?**

The options process begins as soon as we return from the Christmas break in January. There will be many events that take place between January 2<sup>nd</sup> to February 16<sup>th</sup> to help you decide on your GCSE option choices. February 16<sup>th</sup> will be the official deadline for submitting your option forms.

### **How many subjects will I study?**

Everyone will study Mathematics, English Language, English Literature and at least the Science double award. In addition, you will be asked to choose 3 separate subjects of your choice to carry into GCSE.

### **Where can I find information on potential options subjects?**

Throughout the first Spring term there will be plenty of events taking place to help Year 9 make their option choices. Firstly, the student leadership team will speak about their experiences in certain subjects during form on the week beginning 8<sup>th</sup> January. Secondly, on the 18<sup>th</sup> January, Year 9 Parents Evening will provide a terrific chance to ask classroom teachers about the GCSE courses. The following week, all Heads of Department will present in assembly to the Year 9 students about their GCSE subjects in as much detail as possible. On the 30<sup>th</sup> of January, Moorside Choices Evening will take place where parents can learn more about the Options Booklet that outlines all GCSE options that can be studied at KS4. Finally, Heads of Department will record and distribute videos to parents/carers, this is to explain in further detail about the courses they offer, what to expect and if you would be suited to carry the subject into GCSE/KS4 level.

### **When do GCSE subjects start?**

GCSE subject will begin when pupils return to school in September.

### **Why do I have to pick a reserve choice?**

Moorside cannot guarantee that you will study your marked choices the following September.

This may happen as not enough people select the course for it to run OR too many students choose a course meaning it cannot be staffed/timetabled appropriately.

### **What is the EBacc?**

The English Baccalaureate is a specific group of qualifications that are often favoured by universities. The EBacc is not a qualification but rather a combination of GCSE subject that offer a wide range of skill and knowledge. To achieve the EBacc, students will need to have a grade 5-9 in English, Maths, Science, a Modern Foreign Language and History or Geography.

### **What if I change my mind about my options choices after the deadline?**

If a student returns to school and decides they would like to swap subjects this needs to be taken up with their Head of Year. However, all teachers agree that swapping subjects can lead to lots of knowledge being missed as well as extra effort required to catch up on any content missed in first instance. Students will not be able to swap subjects 2 weeks after they begin in September.

# Classical Civilisation

## OVERVIEW

Are you fascinated by mythology? Intrigued by ancient Greece and Rome? Interested in how societies work and function? Classical Civilisation underpins the origins of democracy, teaches the foundation of philosophical thought, and forms the basis of modern literature.

Classical Civilisation combines the study of literature, ancient history, philosophy, art and mythology. By studying Classics, you will be following a thread which connects Greece and Rome to the lives we lead today.

Aside from lawyers, Classics graduates from Oxford earn the highest salaries out of all humanities subjects. Studying the classics opens a whole new world of opportunities.

You will develop skills in critical thinking, oracy and communication, cultural literacy and awareness, essay writing as well as understanding, interpreting, and debating concepts and sources.

Our current cohort of Classics students are happy to talk to any students who are intrigued by the challenge of Classics.

### Miss Powell

Classical Civilisation

[Laura.powell@consilium-at.com](mailto:Laura.powell@consilium-at.com)

## GCSE Classical Civilisation

**Exam Body:** OCR

### Course Outline

Students will have been introduced to mythology in English during year 8 and may have a keen interest in ancient societies already, but studying Classics at GCSE requires no previous experience.

The first year of study concerns Myth and Religion:

- Why and how did ancient societies worship gods/goddesses?
- Why is Heracles considered the universal hero?
- What are the foundation myths for Greece and Rome?
- How were myths depicted in ancient art, architecture, and literature?

The second year of study concerns Literature and Culture:

- How did key sites such as Mycenae and Tiryns influence ancient Greek culture?
- Why is the Odyssey considered the cornerstone for Western literature?

## Assessment

100% Written Exam

### Two papers:

- Paper 1 Thematic Study: Myth and Religion (50%)
- Paper 2 Literature and Culture: The Homeric World (50%)

## Future Pathways

*Qualifications:* A level Classical Civilisation, A level Ancient History, A level English Literature, A level Drama.

*Possible careers:* Teacher, Journalist, Lawyer, Politics, Media, Civil Service, Historian, Archaeologist, Archivist, Publishing, Media, Management, Researcher.

# Combined Science

## OVERVIEW

The study of science at GCSE is compulsory and give pupils the essential empirical knowledge required to thrive in the modern world. All careers involve an element of empirical thinking and dealing with evidence and analysis. The topics and disciplinary knowledge studied in GCSE science gives pupils an excellent grounding in scientific thinking.

The AQA Combined science: Trilogy course is worth two GCSE grades and involves studying the sciences in an integrated way with less detail but in similar breadth to the triple award.

For this qualification Two grades are awarded and they are linked to each other.

### Mr Deva

Head of Science

[Beejesh.deva@consilium-at.com](mailto:Beejesh.deva@consilium-at.com)

## GCSE Science

**Exam Body:** AQA

### Course Outline

Students move on from the core knowledge learnt and mastered at the end of year 9 to the application of the core principals of the sciences in year 10.

Units studied in year 10 and year 11 include: Cell transport, energy of moving particle, chemical analysis, using resources, waves, forces and properties of materials.

## Assessment

100% Written Exam

The qualification consists of 6 x 75 minutes examinations (two each of Biology, Chemistry and Physics) which are all sat at the end of Year 11. There is a higher and foundation tier available for each paper.

## Future Pathways

### *Qualifications:*

A level chemistry, Biology, Physics, A level environmental sciences, Vocational nursing, engineering, construction.

### *Possible careers:*

Research assistant, engineering, architecture, design, medicine, veterinary science, medical imaging, material design, food scientist, data modelling, robotic, genetics, zoology.

# Computer Science

## OVERVIEW

Computer Science is the future.

In our modern world we are surrounded by technology that helps run our day to day lives, and even controls it. Computer science aims to put the power back into your hands, teaching you're the fundamental building blocks of our modern world.

You will gain valuable critical thinking and programming skills that are extremely attractive in the modern workplace, a deep understanding of problem solving and experience in creating logical and efficient solutions, ability to write down solutions to problems for other people to understand.

### Mr J Rooke

Head of Computer Science

[Joshua.rooke@consilium-at.com](mailto:Joshua.rooke@consilium-at.com)

## GCSE Computer Science

**Exam Body:** OCR

### Course Outline

Computer Science skills are the some of the most in demand in the world, a demand that is growing every day. In computing we aim to teach you future proofed skills and knowledge that will ensure a successful future in any field you choose to work in.

Pupils will gain valuable knowledge around the fundamentals of computer systems, programming skills to develop and create software and teaching a deeper understanding of how computer systems work.

Over the 2-year course pupils will gain confidence in their ability to solve problems, learning the ethical implications of technology, analyses computer networks and security flaws and much more.

Computer science is a highly challenging yet rewarding subject. It is suitable for those with a passion for computers, computer games, programming, or maths.

## Assessment

100% Written Exam

Paper 1 – 1 Hour 30 minutes

- 50% of qualification
- 80 marks

Paper 2 – 1 Hour 30 minutes

- 50% of qualification
- 80 marks

## Future Pathways

### Qualifications:

A' Level Computer Science, Btech programming, A' Level games design, A' Level Web Development and many more.

*Possible careers:* Programming, Games Developer, Web Developer, Cyber Security, Data Analyst, Hardware Engineer, ICT Support Engineer, Information security and many more.

# Construction & the Built Environment

## OVERVIEW

The construction industry is one of the UK's most important sectors. In 2018 it employed, directly or indirectly, around 2.4 million people and accounted for £117 bn of the value to the UK economy. The range of jobs available is large, covering traditional craft trades, large civil engineering infrastructure projects, housebuilding, design and consultancy, and the professions such as architecture, management, and surveying.

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop your knowledge of construction methods, materials, and design, applying mathematical and scientific principles to solve problems in a construction context. You will also develop key skills, such as planning work, interpreting technical information, and designing to meet a client brief. you will get the opportunity to apply hand skills, safely use tools, measure, and check the quality of work completed.

### Ms Vincent

Assistant Head of Design & Technology

[clare.vincent@consilium-at.com](mailto:clare.vincent@consilium-at.com)

## BTEC Level 1/Level 2 Tech Award in Construction and the Built Environment

**Exam Body:** Pearson

### Course Outline

Pupils will study three components, covering the following content areas:

- *Construction technology:* Understanding common types of construction used to build low rise buildings, material technologies and the essential maths and science that Designers and Builders use day-to-day, sustainability and how buildings' sub-structures and superstructures are constructed.
- *Practical craft skills:* covering the principles of safe working, selecting, and using materials and tools, planning work in trades in either carpentry or brickwork and evaluating the quality of work produced.
- *Construction and design:* exploring how the design of different building can meet their function, and how to practically design buildings to meet the needs of the clients and the environment, including the various constraints on the design. Learners will be able to integrate knowledge across the qualification into their response to a design brief.

## Assessment

Component 1: Construction Technology – Written exam worth 40% of the overall grade

Component 2: Construction in Practice – Internally assessed unit of work worth 30% of the overall grade

Component 3: Construction and Design - Internally assessed unit of work worth 30% of the overall grade

## Future Pathways

*Qualifications:* This qualification, will allow pupils to develop a practical understanding of the construction industry and build useful skills, which are not generally covered in GCSE courses. If you decide to go on to further study of construction, you could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

### *Possible careers:*

Construction industry; Carpenter, Joiner, Tradesperson, including a variety of trades such as a plasterer, plumber, bricklayer etc.

# Creative i-Media

## OVERVIEW

Creative i-Media is a GCSE equivalent course, which teachers' pupils the inner workings of Digital Media in our day to day lives.

In Creative i-Media you will learn technical skills to develop a product for a client, such as a travel guide, game cover, movie poster, comic, website, game concept and much more.

This course requires you to be creative, and think outside the box.

### Mr Rooke

Head of Computing

[joshua.rooke@consilium-at.com](mailto:joshua.rooke@consilium-at.com)

## Cambridge Nationals

### Creative i-Media

**Exam Body:** OCR

### Course Outline

The Creative and Digital Media qualification plays an important part in many areas of our everyday lives and is also an important part of the UK economy.

There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally.

Creative iMedia provides pupils with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education. Creative iMedia is a practical course that aims to equip learners with transferable computer skills within a wide range of different disciplines.

This is a very hands-on subject and pupils will get the chance to express their creativity while challenging them in new ways.

## Assessment

Exam 40%

Coursework Assessments 60%

### Future Pathways

#### *Qualifications:*

Media Studies, Film Production, Graphic Design, Computing Qualifications

*Possible careers:* Graphic Designer, Web Developer, Game Developer, Film and Television roles, Editors, Photographers, App developers, Any media industry role.

# Design & Technology

## OVERVIEW

Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems.

Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental, and economic factors.

Learners will gain a breadth of knowledge across all areas that contribute to the research, design, development, and manufacture of new products.

The course includes detailed theory work in areas such as material properties and electronic systems and so, is more suited to pupils who enjoy Maths, Science and Art based curriculums (STEM, STEAM Subjects).

Practical work within design technology involves working with materials such as timber as well as computer modelling and computer aided manufacture such as 3D Printing and laser cutting.

**Ms Vincent**

[Clare.vincent@consilium-at.com](mailto:Clare.vincent@consilium-at.com)

## GCSE Design & Technology

**Exam Body:** Eduqas

### Course Outline

The theory element of the course is broken down into 5 key areas:

- Design and Technology and our world
- Smart materials
- Electronic systems and programmable components
- Mechanical components and devices
- Materials & their working properties, including Paper & Boards, Timber, Metals, Plastics and Fibres & Textiles

Plus, an additional in-depth knowledge of Natural and Manufactured Timber

The coursework element (NEA) focuses on designing and making principles which covers the following areas:

- Understanding design and technology practice
- Understanding user needs
- Writing a design brief and specifications
- Developing ideas
- Investigating the work of others
- Communicating ideas
- Developing a prototype
- Making decisions
- Selecting and working with materials and components
- Marking out
- Using tools and equipment
- Using specialist techniques
- Using surface treatments and finishes

## Assessment

Written examination: 2 hours - 50% of qualification (100 marks)

NEA (non-examination assessment): approximately 35 hours - 50% of qualification (100 marks)

## Future Pathways

*Qualifications:* This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of design and technology at either AS or A level. In addition, the specification provides a coherent, satisfying, and worthwhile course of study for learners who do not progress to further study in this subject.

*Possible careers:* Here are some of the jobs that are facilitated by a qualification in Design and Technology:

- ART AND DESIGN - Graphic Designer, Sculptor, Gallery Curator
- IT AND THE INTERNET - Games Developer, Software Programmer, Network Engineer, Web Designer
- FAST CONSUMER GOODS - Mechanical Engineer, Product Designer, Market Researcher
- CONSTRUCTION – Tradesperson, Architect, Construction Manager
- MANUFACTURING – Food Technologist, Manufacturing Engineer, Manufacturing Manager



# Drama

## OVERVIEW

The GCSE Drama course encourages students to develop a personal interest in why Drama matters and be inspired, moved and challenged by studying a broad, coherent, worthwhile and satisfying course of study. Students will work collaboratively in groups with their peers as well as having time to think personally and independently. They will constructively evaluate their own work and the work of others and develop skills in teamwork, communication, reflection and practical techniques. The GCSE Drama course will develop a firm basis for a student's future role as active citizens in employment and society in general as well as for the possible further study of Drama.

### Mrs Ross

Drama Teacher

[kelda.ross@consilium-at.com](mailto:kelda.ross@consilium-at.com)

## GCSE Drama

**Exam Body:** AQA

### Course Outline

#### Component 1 Written Exam

40%

Section A: Theatre roles and terminology

Section B: Exploration of a set text

Section C: Live Theatre Production

#### Component 2 Devising Drama

40% (30% - written Devising Log and 10% - Devised performance)

Students will devise and perform a piece of theatre from a choice of stimuli. Students are assessed on the process of creating devised drama, the performance of the piece and the analysis and evaluation of own work. Students can be assessed as either a performer or designer.

#### Component 3 Text in Practice

20%

This is a purely practical component. Students explore and then perform two extracts from the same play. Students can be assessed as either a performer or designer.

## Assessment

### 70% written assessment

*40% written exam*

*30% written coursework*

### 30% practical assessment

*10% devised drama performance*

*20% scripted drama performance*

Students can be assessed as either a performer or a designer in the practical elements of the course.

## Future Pathways

*Qualifications:* A' level Theatre Studies, Performing Arts BTech

### *Possible careers:*

Studying Drama provides transferable skills in a countless number of careers, including:

- Actor
- Comedian
- Radio presenter
- Voice-over artist
- Advertising
- Agent
- Box office manager
- Business manager
- Teacher
- Lawyer
- Casting director
- Broadcast technician
- Costume designer
- Set Design and construction (carpenter, electrician, technician, artist)
- Lighting designer



# Dance (Performing arts) BTEC

## OVERVIEW

This is an ideal course for those interested in Dance, introducing the skills needed in this industry and career progression into the Dance and Performing Arts Industry. This course allows students the opportunity to experiment and take risks; develop teamwork and communication skills whilst building self-confidence and professional abilities. This course is designed to give learners an opportunity to develop their skills in dancing and build their confidence through regular performances. Learners will be guided through three components which all involve written and practical assignments.

### Mr Higham

Head of Physical Education  
[daniel.higham@consilium-at.com](mailto:daniel.higham@consilium-at.com)

## Performing Arts -Dance

**Exam Body:** BTEC Tech Award

### Course Outline

Students will develop.

- Key skills that prove a pupils' aptitude in PA, such as reproducing repertoire or responding to a stimulus
- Attitudes that are considered most important including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.
- An understanding of how to conduct themselves as a professional artist, developing their own technique, musicality and individuality.
- The ability to self-evaluate and set SMART targets to track their development.
- A pupil's ability to prepare and produce shows as well as starring in them

## Assessment

Component 1: Exploring the Performing Arts (internally assessed) 60 Marks

Component 2 Developing Skills and Techniques in the Performing Arts (internally assessed) 60 Marks

Component 3: Responding to a Brief (externally assessed) 60 Marks

### Future Pathways

*Qualifications:* A Level Dance, BTEC Dance, BTEC Performing Arts & Musical Theatre, BTEC Technical Theatre Production

### *Possible careers:*

Professional Dancer, Dance Choreographer, Dance Teacher, PE Teacher, Dance Therapy, Fitness Instructor

# GCSE Dance

## OVERVIEW

GCSE Dance will help you to develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation. GCSE Dance isn't just a subject which trains you to become a dancer, although many students go onto work in this industry. The course also has many transferable skills which can be applied to other subjects and make you much more employable in the future. As GCSE Dance students you will demonstrate your abilities in the three practical elements of the course worth 60%, as well as your theory and understanding in the written paper, worth 40%.

### Mr Higham

Head of Physical Education  
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## GCSE DANCE

**Exam Body:** AQA

### Course Outline

#### Component 1 (Practical Performance)

- Set Phrases (12 marks) Students will learn three set phrases from the exam board and perform them through a solo performance (one minute in duration)
- Duet/trio performance (24 marks) Students will perform in a Duet/trio performance created by the teacher and students consisting of technical dance movement and the three set phrases (three and a half minutes in duration)
- Mental skills (4 marks)

#### Component 1 (Choreography)

- Solo or group choreography (40 marks) Students will create a dance based on a given stimulus set by the exam board and will get to decide whether they create a solo or group choreography.
- Solo- Two to two and a half minutes
- Group dance for two to five dancers - Three to three and a half minutes

#### Component 2 (Theory Exam)

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of eight professional works from the GCSE Dance

## Assessment

Component 1, Performance 40 marks (30% of GCSE)

Component 1, Choreography 40 marks (30% of GCSE)

Component 2, Written paper 80 marks (40% of GCSE)

### Future Pathways

*Qualifications:* A Level Dance, BTEC Dance, BTEC Performing Arts & Musical Theatre, BTEC Technical Theatre Production

### *Possible careers:*

Professional Dancer, Dance Choreographer, Dance Teacher, PE Teacher, Dance Therapy, Fitness Instructor

# English

## OVERVIEW

English is a core subject which all students take.

You will study two courses: Eduqas English Language and Eduqas English Literature. The knowledge and skills used in both courses are vital for success across all subjects.

You will build upon what you have learnt at KS3 to become excellent communicators in speech and writing and critical thinkers through the study of English Literature.

### Ms Ghelichi

Head of English  
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**Exam Body:** Eduqas

## Course Outline

You will study 2 courses, English Language and English Literature. Below is a summary of the main course content for each course.

English Language  
19th Century Fiction  
21st Century Fiction Creative Writing  
Writing to argue, persuade and explain

English Literature  
An Inspector Calls Macbeth  
A Christmas Carol  
Poetry

## Assessment

English Language  
Component 1: Explorations in Creative Reading and Writing. Reading questions based on an unseen passage from a literature text and a descriptive or narrative based writing task. 1hr 45min exam (40% of the total marks).

Component 2:  
Writers' Viewpoints and Perspectives.  
Reading questions based upon one unseen non-fiction and one unseen literary non-fiction text and two pieces of writing to express a viewpoint. 2 hours (60% of the total marks).

English Literature

Component 1: Shakespeare (Macbeth) and Poetry. You will answer an extract question and an essay from Macbeth and your poetry anthology. 2 hrs (40% of the total marks).

Component 2: Post-1914 Prose/Drama ( An Inspector Calls), 19th Century Prose( A Christmas Carol) and Unseen Poetry. You will write one essay on An Inspector Calls and one essay on A Christmas Carol. You will then answer two essay questions on unseen poetry. 2hrs 30 minutes (60% of the total marks).

## Future Pathways

### Qualifications:

A Level English Language, A Level English Literature, Combined A level English, Media Studies A level, Politics A level. BTEC Media, BTEC Journalism.

### Possible careers:

Advertising, journalism, law, speech writing, politics, copywriting, media production and design, linguistics and teaching.

# Enterprise – Business Studies

## OVERVIEW

Enterprise is a BTEC qualification,

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea.

You will:

Development key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving.

If you want to work for or run your own business this course could be for you.

### Mr Rooke

Head of Computing  
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## BTEC Business Studies

**Exam Body:** Pearson

### Course Outline

Pupils taking business studies will have no prior experience of the course content, therefore pupils will learn a whole new skillset.

The aim of this qualification is to enable students to understand business concepts, terminology, and the nature of business.

Over the course pupils will investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced, and structured arguments, demonstrating their depth and breadth of understanding business.

This course is largely coursework focuses, and you will be expected to find and research your own local small business.

## Assessment

Units

Year 1 –

Exploring Enterprises – Coursework

Year 2 –

Planning for and pitching and enterprise activity – Coursework.

Written Exam unit – 2 hours

### Future Pathways

*Qualifications:*

A' level Business Studies

Degree level Business Studies

*Possible careers:* Manager, Engineer, Plumber, Carpenter, Entrepreneur and many more.

# Fine Art

## OVERVIEW

Studying art at GCSE develops skills in creative thinking and problem solving and generates self-motivated, independent learners. Students will demonstrate skills and techniques using different approaches to record images from observations and imagination.

### Mrs Goth

Head of Art

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## GCSE Fine Art

**Exam Body:** AQA

### Course Outline

The course is structured to enable students to confidently develop their own ideas with guidance and support. Students are introduced in lessons to a variety of experiences, exploring a range of fine art media, techniques and processes. This includes traditional fine art practices and new technologies. They will explore images and resources from the past and recent times to inspire their own work. Students investigate drawing for different purposes and use sketchbooks to support their work.

Students are required to work in one or more areas of fine art and may explore overlapping areas: Painting and drawing, mixed media including collage and assemblage, sculpture, printmaking and lens-based media and new technology.

To explore different themes in art, students are encouraged to discuss images in lessons and annotate their work with their own opinions. A successful coursework portfolio is a result of effort and hard work. Students are encouraged to attend after-school lessons to help them produce high-quality work.

## Assessment

UNIT 1- Portfolio of work (60%)

Students will complete a minimum of 2 in-depth projects as part of their portfolio of work which should be thoughtfully presented and meet the four assessment objectives. The work should demonstrate their ability to sustain work from an initial starting point to the realisation of intentions and include evidence of their research.

UNIT 2 - Externally set task (40%)

Students will receive an examination paper from the exam board which is discussed in lessons with the class teacher. Each student will select a question as a starting point within the paper and develop their work in accordance with the assessment objectives.

The examination is an unaided practical test. Students choose one question from the examination paper and have several weeks to make preparatory work. Students then must make a final examination piece or pieces in ten hours.

### Future Pathways:

**Qualifications:** A Level Fine Art, Art & Design Level 3 Foundation Diploma

**Possible careers:** Artist, Exhibition Designer, Gallery Curator, Illustrator, Ceramics Designer, Art Therapist, Printmaker, Glass Designer

# Geography

## OVERVIEW

Geography students are good at showing their understanding, considering different viewpoints, appreciating other people's values and attitudes and being curious in nature. Students who are successful geography students possess skilful writing skills with the ability to express opinion, solid numerical skills to investigate data, good analytical skills to complete enquiries and the ability to independently research.

### Ms Birnie

Head of Geography  
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## GCSE Geography

**Exam Body:** AQA

### Course Outline

The subject content is split into four areas:

Living with the physical environment (natural hazards, tectonic hazards, weather hazards, climate change, ecosystems, tropical rainforests, hot deserts, rivers and coasts).

Challenges in the human environment (cities – growth, challenges and opportunities, sustainability, development, changing economies and resource management).

Geographical applications (critical thinking and problem solving).

Geographical skills (fieldwork).

The course offers a pre-release aspect where part of paper 3 is available for pupils to see in advance and prepare for, which makes this course unique.

## Assessment

100% Written Exam

Three papers:

Paper 1 Physical Geography, 88 marks, 1hr and 30 mins.

Paper 2 Human Geography, 88 marks, 1hr and 30mins.

Paper 3 Issue evaluation and fieldwork, 76 marks, 1hr and 30 mins.

## Future Pathways

*Qualifications:* A Level Geography, A Level Geology.

*Possible careers:* Geography is an academic subject that is highly valued by both universities and employers alike. The best 24 universities in the country (Russell Group universities) list Geography as being one of the subjects that best prepares students for most university courses, so it is a subject that will keep your career options open. Careers include: climate change analyst, emergency management specialist, law, GIS analyst, meteorologist, pollution analyst, surveyor, town planner, architect.

# Graphic Design

## OVERVIEW

Working as a Graphic Designer means understanding how to bring imaginative ideas to life through successfully combining images, words, and ideas to convey information to an audience. Graphic Design is a form of visual communication where information is presented in a way that clearly communicates a message. It involves designing print or electronic forms of visual information for advertisement, publication, or website.

The Technical Award in Graphic Design complements GCSE qualifications. It is aimed at 14–16-year-olds studying the Key Stage 4 curriculum who are interested in any aspect of graphic design, including sourcing ideas, producing designs by hand, and using Computer Aided Design. It is equivalent to GCSE grades 9-4.

This qualification focuses on an applied study of the graphic design sector and learners will gain a broad understanding and knowledge of working in the sector

### Ms Vincent

Assistant Head of Design & Technology

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## Level 1/2 Technical Award in Graphic Design

**Exam Body:** NCFE

### Course Outline

This qualification will promote the learner's understanding of:

1. Components of graphic design
2. Work of graphic designers
3. requirements of a graphic design brief
4. Planning, development, and experimentation
5. Graphic design production
6. Displaying, presenting, and promoting graphic design work

Pupils will cover the above content through both theory lessons and a range of design projects which they will complete using a mixture of hand drawn design skills and computer aided design such as Photoshop.

The NEA element of the course is based on an externally set brief. Pupils will respond to the brief by conducting relevant research, producing, and developing design ideas and ultimately coming up with a final design that meets the brief. Pupils will reflect on and evaluate their final graphic design solution.

## Assessment

NEA (Non-Exam Assessment)  
17 Hours & 30 minutes  
Worth 60% of overall grade

Written Assessment  
1 hour 30 minutes  
Worth 40% of overall grade

## Future Pathways

### Qualifications:

The wide range of skills developed in this qualification including presentation and communication skills would be an asset to a wide range of future qualifications.

Further study of Graphic Design could include:

- Level 3 National Diploma or Extended Diploma in Art and Design Practice (Graphic Design)
- Level 3 Art Diploma or Extended Diploma in Art and Design (Graphic Design)
- A Level in Graphic Design (this will support progression to higher education)

### Possible careers:

Graphic Design, Animation, Creative Direction, TV/Film, Digital Design (including Web/App design), Video Game Design, Typography Designer, Illustration, Theatre Design



# Health & Social Care

## OVERVIEW

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £4 1.2 billion a year to the UK economy. Social care employees include care assistants and social workers, and Healthcare employees include doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists. Approximately 3 million people are currently employed in the sector that by 2035 approximately 2.17 million. In 2019, it was estimated health and social care job vacancies will need to be filled.

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills relevant to the health and social care sector such as research techniques and how to measure someone's physical health. You will also develop your written communication skills as you create health and wellbeing plans for an individual with specific needs.

### Ms Vincent

Head of Design & Technology  
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## BTEC Level 1/Level 2 Tech Award in Health and Social Care

**Exam Body:** Pearson

### Course Outline

Pupils will study three components, covering the following content areas:

*Human Lifespan and Development* gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age. You will also look at the factors that may affect growth and development throughout the lifespan and how individuals cope with these changes.

*Health and Social Care Services* you will investigate common services as well as those for specific needs and consider how they meet individual's needs. You will examine the barriers to individuals accessing services and how they may be overcome. You will explore the skills, attributes and values that are required in health and social care, and their importance in making sure that the people who use these services get the care they need.

*Health and Wellbeing* explores the factors that can have a positive or negative influence on an individual's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and use this information to design an appropriate plan for improving

someone's health and wellbeing.

### Assessment

Component 1: Human Lifespan Development – Internally assessed unit of work worth 30% of the overall grade

Component 2: Health & Social Care Values– Internally assessed unit of work worth 30% of the overall grade

Component 3: Health & Wellbeing – Written Assessment worth 40% of the overall grade

### Future Pathways

**Qualifications:** This qualification, will allow pupils to develop a practical understanding of the health and social care sector and build useful skills, which are not generally covered in GCSE courses. If you decide to go on to further study of health & social care, you could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

### Possible careers:

Social work; Caring for others for example young children, the elderly or those with specific needs as well as early years. Health care assistants, Teaching, Policing, Doctors, Nurses, Paramedics



# History

## OVERVIEW

Studying History develops your skills in areas such as critical thinking, analysis and forming strong and effective arguments, which could lead to many different career choices. History is widely regarded as a rigorous and challenging qualification by employers and education providers and is popular for all areas of development. As well as a broad range of historical and contemporary contextual knowledge, the study of History develops skills of interpretation and analysis which are useful in all jobs, including highly paid and professional careers within politics, law and the media.

### Mrs McGivern

Acting Head of History

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## GCSE History

**Exam Body:** Edexcel

### Course Outline

Years 10 and 11 History consists of a thematic study, a period study, a British depth study and a modern depth study.

The thematic studies require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods.

The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it.

The period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period.

## Assessment

100% Written Exam

Paper 1: Thematic Study and historical environment – **Crime and Punishment** (30% of the qualification)

Paper 2: Period study- **The American West 1835-1895** and British Depth Study – **Early Elizabethan England, 1558-88** (40% of the qualification)

Paper 3: Modern Depth Study – **Weimar and Nazi Germany, 1918-39** (30% of the qualification)

### Future Pathways

*Qualifications:* A' level History, A' level Classics, A' level Law.

*Possible careers:* Accountancy, Archaeology, Architecture, Barrister, Broadcasting, Civil Service, Diplomatic Service, Drama Theatre and the Performing Arts, Media, Teaching, Public Relations, Journalist, Legal Executive, Police, Politics and Government, Publishing, Sales and Marketing, Solicitor, Tourism, Town Planning, TV Researcher, Lawyer.

# Hospitality & Catering

## OVERVIEW

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house?

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

This qualification is designed for students with an interest in food and cookery and will provide them with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships.

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

## Ms Vincent

Assistant Head of Design & Technology

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## Level 1/2 Vocational Award in Hospitality & Catering

**Exam Body:** WJEC

### Course Outline

This qualification is made up of 2 units:

#### *Unit 1: The Hospitality and Catering industry*

In this unit you will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health

#### *Unit 2: Hospitality and Catering in action*

In this unit you will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

## Assessment

Unit 1 Written Assessment  
Worth 40% of overall grade

Unit 2 – Set Assignment  
Worth 60% of overall grade

## Future Pathways

### *Qualifications:*

Further study in this sector:

Level 3 Applied  
Certificate/Diploma in Food  
Science and Nutrition

Level 2/Level 3 Diplomas in  
Hospitality and Catering

Level 2/Level 3 Diplomas in  
Professional Cooking Level 3  
Diploma in Hospitality and  
Tourism Management

### *Possible careers:*

Chef de partie, Commis chef,  
Concierge, Executive chef, Front  
of house manager, Head waiter,  
Housekeeper, Maître d'hôte,  
Pastry chef, Receptionist, Sous  
chef

# Mathematics

## OVERVIEW

Studying Mathematics at GCSE develops excellent problem-solving skills. These skills, as well as being highly satisfying in their own right, are highly valued by employers as well as being key building blocks for the study of many other subjects.

### Mr Pinches

Head of Mathematics  
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## GCSE Mathematics

**Exam Body:** Pearson/Edexcel

### Course Outline

Students have already been following a curriculum in Year 9 that has built on knowledge from year 7 and 8. In Years 10 and 11, students will continue to follow this curriculum, linking prior and future understanding. The GCSE course in Mathematics is split into the content areas of number, algebra, ratio, geometry, probability and statistics.

The setting structure continues into Year 10, however, no final decision about which tier a student will be entered into will take place until we are certain students are in the best suited tier for them.

Students studying the higher tier paper, can be awarded GCSE grades 4 to 9. Students studying the foundation tier paper, can be awarded GCSE grades 1 to 5.

Our intention is to continue to challenge all our students.

Beyond the scope of the GCSE, we offer a more advanced qualification in Further Mathematics. We also offer an entry level qualification, to support students access the GCSE. Both qualifications are taught alongside the GCSE course.

## Assessment

100% Written Exam

Two Tiers: Higher and Foundation 100% Written examination (3 examinations at the end of Year 11. 1 x Non-calculator paper 33.3%, 2 x calculator paper 33.3% each)

### Future Pathways

*Qualifications:* A' level Mathematics, A' level Further Mathematics, Level 3 Core Mathematics.

*Possible careers:* engineer, doctor, accountant, actuary, operational researcher, statistician, computer programmer, biochemist, astronomer, oceanographer, geophysicist, software developer, sound engineer, nuclear scientist, pharmacist, management consultant economist, architect, cartographer, mathematician, meteorologist, teacher, pilot, psychologist and philosopher

# Music - GCSE

## OVERVIEW

GCSE Music helps students to develop subject knowledge, understanding and skills through listening to a variety of music, playing music and creating their own music. Students have the opportunity to gain self-confidence by performing to others, develop social and team working skills and exercise their creativity while engaging in activities which they enjoy.

### Miss Hill

Head of Music

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## GCSE Music

**Exam Body:** Eduqas

### Course Outline

There are three components in GCSE Music and students must complete them all.

#### Component 1 – Performing (30%)

A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment: One piece must be an ensemble (group piece) lasting at least one minute. One piece linked to an Area of Study (see below). We suggest also completing a solo performance. Grade 3 music is the standard level for instrumental/vocal playing. You can use any instrument or voice or choose a technology option.

#### Component 2 – Composition (30%)

Two pieces - one in response to a brief set by the exam board – there are four to choose from each year. One free composition- ANY style you want to write in.

#### Component 3 – Theory & Appraising (40%)

Listening examination:

Eight questions, two on each Area of Study: AoS1 - Musical Forms & Devices (including a set work), AoS2 - Music for Ensemble, AoS3 - Film Music,

AoS4 - Popular Music (including a set work).

### Assessment

**30% Performance Recordings –**  
One ensemble and one linked to an Area of Study (4 – 6 minutes).

**30% Composition Coursework –**  
One set brief composition and one free composition.

**40% Theory & Appraising Exam –**  
Eight questions in total. Two questions on each Area of Study which also includes two set pieces.

### Future Pathways

*Qualifications:* A-Level Music, A-Level Music Technology, BTEC Music.

*Possible careers:* musician, songwriter, session musician, sound engineer, producer, music teaching, music journalist, promotion & marketing, social media marketing, tour manager, music distribution companies, music labels

# Music Practice - BTEC

## OVERVIEW

The Pearson BTEC Music Practice course covers three components over Year 10 and 11. The course focuses on a variety of musical genres and the stylistic features they include. Pupils will need to be able to compose and perform in these styles. Furthermore, the course looks into musician development and how instrumental/vocal skills are developed through a variety of practices. Finally, the course assesses pupil's ability to respond to a set brief based on the Music Industry. There is no end-of-course examination in BTEC Music – pupils are assessed through two internally-assessed assignments and one externally-assessed brief.

## Miss Hill

Head of Music

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## BTEC Music Practice

**Exam Body:** Pearson

### Course Outline

The course consists of three components. Students will be assessed in all of these areas.

#### Component 1

##### Exploring Music Products & Styles

Students will explore a variety of musical genres and understand the stylistic features that are included in each one. Pupils will need to create a portfolio showcasing their knowledge, as well as their performance and compositional skills in those genres.

#### Component 2

##### Music Skills Development

Students will explore how to develop as a musician in the Music Industry. They will focus on rehearsal techniques and how to improve on their chosen instrument. Pupils will need to create a portfolio that showcases their instrumental development and justifies how their rehearsal techniques have helped them to improve.

#### Component 3

##### Responding to a Music Brief

This Component is completed in Year 11. Pupils will be given an unseen brief in which they have to plan, create and reflect on the musical product they have

created. The evidence they will produce will consist of performances, compositions, and written work to support their ideas.

## Assessment

### 2/3 Internally Assessed

#### Assignments

Students will be given 72 guided-learning hours to complete the two assignments in class. This covers Component 1 (completed in January – May of Year 10) and Component 2 (completed in September – December of Year 11).

### 1/3 Externally Assessed Set Brief

Students will be given 48 guided-learning hours to complete this component in exam-conditions. This will be completed in January – May of Year 11.

## Future Pathways

*Qualifications:* A-Level Music (with the addition of ABRSM Grade 5 Music Theory), Level 3 BTEC National in Music, Level 3 BTEC National in Music Technology.

*Possible careers:* musician, songwriter, session musician, sound engineer, producer, music teaching, music journalist, promotion & marketing, social media marketing, tour manager, music distribution companies, music label.

# GCSE PE

## OVERVIEW

GCSE PE is an excellent course for you if you enjoy learning about the theoretical content that underpins physical activity as well as the practical content. GCSE PE is suitable for those individuals who are keen on playing sport, individually and as part of a team, however it is not just about playing and performing it is about the individual being able to analyse and evaluate their own performance. Within this course, you will learn and develop skills that will support you onto the next step of your educational journey. This course will enable pupils to apply theory content to practical content, through a means of exam practice, practical performance and also assignment writing.

### Mr Higham

Head of Physical Education  
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## GCSE PE

**Exam Body:** Edexcel

### Course Outline

#### Component 1 Fitness and Body Systems

- Topic 1 - Applied Anatomy and Physiology
- Topic 2 - Movement Analysis
- Topic 3 - Physical Training
- Topic 4 - Use of Data

#### Component 2 Health and Performance

- Topic 1= Health and Performance
- Topic 2 = Sports Psychology
- Topic 3 = Socio-cultural influences
- Topic 4 = Use of Data.

#### Component 3 Practical performance

##### Content Overview

- Skills during individual and team activities
  - General performance skills
- ##### Assessment Overview
- 3 Physical activities from set list 1 team activity, 1 individual activity Final activity can be free choice

#### Component 4 Personal Exercise Program (PEP)

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

## Assessment

Component 1: Written Exam; 1 hour & 45 minutes (90 marks)  
 36% overall grade

Component 2: 1 hour & 15 minutes (70 marks) 24% overall grade

Component 3: Internally marked and externally moderated Three activities (35 marks each) (Total 105 marks) 30% of the overall grade

Component 4: Internally marked and externally moderated (1500word assignment) (20 marks) 10% overall

### Future Pathways

*Qualifications:* A Level PE, EDEXCEL Level 3 National Extended Diploma in Sports and Exercise Science, BTEC Spor, OCR Sport and Physical Activity Level 3

### Possible careers:

Sports coach/sports instructor, Sports development officer, PE teacher, Sports lawyer, Sports physiotherapist, Sports therapy, Leisure centre/gym manager, Sports journalist, Sports photographer, Sports marketing, PR, communications, and social media

# Photography

## OVERVIEW

Photography aims to develop a student's practical skills both in terms of taking and editing photographs. It also aims to allow the students to explore a range of ideas and approaches. Students are asked to look at examples of other artists to gain an insight into genres and Photographic history. They use this to inform and influence their own work and to reflect upon their own artistic journey and process.

### Mrs Goth

Head of Art

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## GCSE Photography

**Exam Body:** AQA

### Course Outline

The photography course encourages students to actively engage with the creative processes of photography and helps them to become reflective thinkers with enquiring minds who are independent learner in their study of photography.

The course develops their creative, imaginative, and intuitive capabilities when exploring, creating, and producing their images and products. Students become confident in taking risks, learning from their experiences through exploring the camera and its possibilities. They build a critical understanding through their chosen area of study, using personal interpretation, considered selection of sources and independent judgements to undertake an active investigation process.

To explore different themes in art, students are encouraged to discuss images in lessons and annotate their work with their own opinions. A successful coursework portfolio is a result of effort and hard work. Students are encouraged to attend after-school lessons to help them produce high-quality work.

## Assessment

**UNIT 1- Portfolio of work (60%)**

Students will complete a minimum of 2 in-depth projects as part of their portfolio of work which should be thoughtfully presented and meet the four assessment objectives. The work should demonstrate their ability to sustain work from an initial starting point to the realisation of intentions and include evidence of their research.

**UNIT 2 - Externally set task (40% - this begins in January in year 11)**

Students will receive an examination paper from the exam board which is discussed in lessons with the class teacher. Each student will select a question as a starting point within the paper and develop their work in accordance with the assessment objectives.

The examination is an unaided practical test. Students choose one question from the examination paper and have several weeks to make preparatory work. Students then must make a final examination piece or pieces in ten hours.

### Future Pathways

**Qualifications:** A' Level Photography, Art & Design Level 3 Foundation Diploma.

**Possible careers:** Photographer, Press Photographer, Television Camera Operator, Magazine Features Editor, Film/Video Editor



# Spanish

## OVERVIEW

With increasing globalisation, learning a language will open future job opportunities for students whilst also giving them greater confidence to travel and explore other cultures. Learning a language can give you a competitive edge in the job market and with university applications. It also helps you connect with other people from around the world.

Learning a language can also help boost your memory, listening skills and ability to multi-task. Once you have learnt one foreign language, it is then easier to pick up another.

You can take a joint degree with a language in a different subject, further boosting your employability.

### Mrs. Mellor

Head of MFL

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## GCSE Spanish

**Exam Body:** Pearson Edexcel

### Course Outline

The course is worth one GCSE at grade 1-9 and is designed to develop pupils' ability to listen, read, speak and write in Spanish. The course is broken down into the following 6 themes during the 2 years of study:

#### My Personal World

- family and friends
- equality

#### Lifestyle and Wellbeing

- physical well-being
- mental well-being
- food and drink
- sports

#### My Neighbourhood

- places in town
- shopping
- transport
- the natural world
- the environment

#### Media and Technology

- social media
- Gaming

#### Studies and Future Plans

- school
- work and travel plans

#### Travel and Tourism

- holidays
- accommodation
- tourist attractions

## Assessment

### 25% Listening Exam

One paper with multiple-choice questions, questions answered in English and questions answered in Spanish.

### 25% Reading Exam

One paper with multiple-choice questions, questions answered in English and questions answered in Spanish. There is a short paragraph to translate into English.

### 25% Speaking Exam

Pupils will read a paragraph aloud and answer some questions about it, take part in a short role-play and describe a photo and answer two questions related to the photo. They will also take part in a short conversation.

### 25% Writing Exam

Pupils will answer two short essay questions. They will also have to translate some sentences into Spanish.

## Future Pathways

*Qualifications:* A' level Spanish, Spanish at degree level (with another subject)

*Possible careers:* translator, interpreter, journalist, blogger, tour guide, teacher, researcher, translation project manager, import specialist, hotel manager, human resource specialist, political risk analyst, au pair, chef, foreign language sales advisor, business career, logistics careers.



# Sports Studies

## OVERVIEW

The Cambridge National Certificate in Sport Studies is an excellent course for students who are practically minded as it follows a more sector-based focus, whilst also encompassing core physical education themes. Learners can apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. Students will have the opportunity to be assessed as performers and leaders with the opportunity to undertake recognised coaching/officiating courses.

### Mr Higham

Head of Physical Education  
[daniel.higham@consilium-at.com](mailto:daniel.higham@consilium-at.com)

## OCR Cambridge National Sports Studies

**Exam Body:** OCR

### Course Outline

Students will be assessed across three units across the duration of the course.

#### **R184 - Contemporary issues in sport**

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

#### **R185 - Performance and leadership in sports activities**

- Practical performance in two sports (team & individual)
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

#### **R186 - Sport and the media**

- Explain the different sources of media that cover sport
- Evaluate the positive effects of the media in sport
- Negative effects of the media in sport

## Assessment

R184 - Contemporary issues in sport –(Exam 60 minutes)

R185 - Performance and leadership in sports activities (Coursework based)

R186 - Sport and the media (Coursework based)

## Future Pathways

**Qualifications:** A Level PE, EDEXCEL Level 3 National Extended Diploma in Sports and Exercise Science, BTEC Spor, OCR Sport and Physical Activity Level 3

### *Possible careers:*

Sports coach/sports instructor, Sports development officer, PE teacher, Sports lawyer, Sports physiotherapist, Sports therapy, Leisure centre/gym manager, Sports journalist, Sports photographer, Sports marketing, PR, communications, and social media

# Textiles

## OVERVIEW

Art and Design equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. Studying textiles at GCSE is a course for those students who have an interest in working with thread, fabrics, and other materials.

### Mrs Goth

Head of Art

[lindsay.goth@consilium-at.com](mailto:lindsay.goth@consilium-at.com)

## GCSE Textiles

**Exam Body:** AQA

### Course Outline

The Textiles course is an exciting experience where students work with a range of fabrics, threads, and other materials. During the course students will experience hand and machine embroidery, printmaking, digital textile work, batik, soft sculpture, fashion, weaving, felt making and other textile techniques.

You will learn to; apply a creative approach to problem solving; consider and develop original ideas from initiation to realisation; analyse critically their own work and the work of others; express individual thoughts and choices confidently; take risks, experiment, and learn from mistakes.

To explore different themes in textiles, students are encouraged to discuss images in lessons and annotate their work with their own opinions. A successful coursework portfolio is a result of effort and hard work. Students are encouraged to attend after-school lessons to help them produce high-quality work.

## Assessment

UNIT 1- Portfolio of work (60%)

Students will complete a minimum of 2 in-depth projects as part of their portfolio of work which should be thoughtfully presented and meet the four assessment objectives. The work should demonstrate their ability to sustain work from an initial starting point to the realisation of intentions and include evidence of their research.

UNIT 2 - Externally set task (40% - this begins in January in year 11)

Students will receive an examination paper from the exam board which is discussed in lessons with the class teacher. Each student will select a question as a starting point within the paper and develop their work in accordance with the assessment objectives.

The examination is an unaided practical test. Students choose one question from the examination paper and have several weeks to make preparatory work. Students then must make a final examination piece or pieces in ten hours.

### Future Pathways

**Qualifications:** A' Level Textile Design, Art & Design Level 3/4 Foundation Diploma

**Possible careers:** Fashion Designer, Garment Technologist, Textile Designer.

# Triple Science

## OVERVIEW

The study of science at GCSE is compulsory but it is important to note that there are two possible routes.

The AQA triple award science course breaks down the sciences into the three main disciplines Biology, Chemistry and Physics and covers the content in a lot more depth and detail.

It is worth three GCSE grades and a separate grade is obtained for each subject, Biology, chemistry and physics. Triple science will be chosen in the place of another option and is studied over a greater amount of curriculum time than combined science.

## Mr Deva

Head of Science

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## GCSE Science

**Exam Body:** AQA

### Course Outline

Students move on from the core knowledge learnt and mastered at the end of year 9 to the application of the core principals of the sciences in year 10. The triple science course builds upon the content studied by the pupils on combined science and widens the breadth by including more material.

Units studied in year 10 and year 11 include:

Water balance, the brain, the eye, antibodies in medicine, nanoscience, sustainable food production, polymer chemistry, alcohols and carboxylic acids, space and infra-red radiation.

## Assessment

100% Written Exam

The qualification consists of 6 x 100 minutes examinations (two each of Biology, Chemistry and Physics) which are all sat at the end of Year 11. There is a higher and foundation tier available for each paper.

## Future Pathways

### *Qualifications:*

A level chemistry, Biology, Physics, A level environmental sciences, Vocational nursing, engineering, construction.

### *Possible careers:*

Research assistant, engineering, architecture, design, medicine, veterinary science, medical imaging, material design, food scientist, data modelling, robotic, genetics, zoology.

**C**onsideration

Considerate about ourselves, others,  
and our community.

**A**spiration

Aspire to be the very best in all  
that we do.

**R**esilience

Work hard and never give up.  
Seek help and help others.

**E**quality

Value diversity and tackle  
discrimination.



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