



# Moorside High School Guided Pathways Choices Booklet



CONSIDERATION | ASPIRATION | RESILIENCE | EQUALITY

# 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 into well-rounded, socially responsible young adults.



*H Ryles-Dean*

Mrs H. E Ryles-Dean  
Principal

## Useful Contact information

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- Transition Lead – Mr J Gibbins [james.gibbins@consilium-at.com](mailto:james.gibbins@consilium-at.com)
- Head of Year 9 – Mr C Birchall [MHSYear9@consilium-at.com](mailto:MHSYear9@consilium-at.com)

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## Contents

Page 4	Year 9 choices and Key Dates
Page 5	EBacc subjects
Page 6	Core Curriculum and Options
Page 7	Completing the Options Form
Page 8	Careers and Options
Page 9	Citizenship
Page 10	Science
Page 11	Computer Science
Page 12	Construction
Page 13	Creative iMedia
Page 14	Dance (Performing arts)
Page 15	Dance (GCSE)
Page 16	Design & Technology
Page 17	Drama
Page 18	English
Page 19	Enterprise & Marketing - 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 Practice
Page 28	PE
Page 29	Photography
Page 30	GCSE RE
Page 31	Spanish
Page 32	Sports Studies
Page 33	Textiles
Page 34	Triple Science



### Our Core Purpose

To ensure every student leaves us ready for their next successful chapter, with students attending college/university or starting a fulfilling career. We enrich lives and inspire ambitions to ensure students thrive in the world around us.

**C**onsideration

**A**spiration

**R**esilience

**E**quality

Considerate about ourselves, others, and our community.

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

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

Value diversity and tackle discrimination.

## 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 Parents' 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:

- **W/C 5<sup>th</sup> January 2026** - Year 9 Choices consultation meetings (SFA and JGI)
- **22<sup>nd</sup> January 2026** - Year 9 Choices Evening
- **W/C 19<sup>th</sup> January 2026** - Options Assembly Weeks (carried out over two weeks)
- **13<sup>th</sup> February 2026** - Student Leadership Team visit Year 9 form groups
- **5<sup>th</sup> March 2026** - Year 9 Parent's Evening
- **9<sup>th</sup> March 2026** - **Deadline for the return of the Option Choices Form**

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 (post 16).

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 **9<sup>th</sup> of March, 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 school or 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 - Combined Science or 3 single sciences at GCSE from Biology, Chemistry, Physics or Computer 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 have the opportunity to study a further four subjects that they can choose. All students are asked to choose either Geography or History as one of their choices. They will then rank all the other subjects from 1 -19, 1 being the subject they want to study the most, down to 19 being the least favourite subject they wish to study. If students have chosen Geography as 1, but also wish to study History, they can rank this higher. Ideally students will get the three subjects they have ranked the highest, but this is not guaranteed at this stage.

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. For students considering an academic pathway beyond GCSEs, studying A-Levels, we strongly recommend considering academic GCSEs – such as EBacc subjects – rather than Vocational options. We are finding that local colleges show a preference for GCSE qualifications over Vocational qualifications for entry to A-Levels – which are highly academic. We therefore suggest a maximum of 1 Vocational course if students hope to study A-Levels.

## 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

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 10 onwards.

# Completing your Online Guided Pathways Options Form

To ensure you complete your Online Guided Pathways Options Form correctly, please read the following instructions carefully. These are the same instructions that have been explained to parents/carers during the Year 9 Choices Evening and by form tutors to students during R Time. The online form can be accessed by scanning this QR Code or clicking here.

As part of the Key Stage 4 curriculum, all students will continue to study the following compulsory subjects: English, Mathematics, Science, Core Physical Education (PE), and Personal Development. These subjects form the core of every student's timetable in Years 10 and 11.

On the form, the first subject choice must be either Geography or History. Whichever subject is being taken forward to GCSE should be selected as the first choice. The other subject must then be placed as number 2 — this does not mean it is a second choice.

**Rank Geography or History \***  
Please rank one of the compulsory Humanities subjects? 1 being highest preference.  
You must not rank a subject with the same number as another subject.

	1	2
Geography	<input type="radio"/>	<input type="radio"/>
History	<input type="radio"/>	<input type="radio"/>

After selecting the first choice between Geography and History, students must rank the remaining GCSE courses from **1–19. 1 being this is the top choice to study, 19 being this subject is not one they wish to study.**

## Important information

- We cannot guarantee at this stage that all courses included in this booklet will be offered in September 2026. If there is insufficient demand for a particular subject or we are unable to staff it with a specialist teacher, 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.

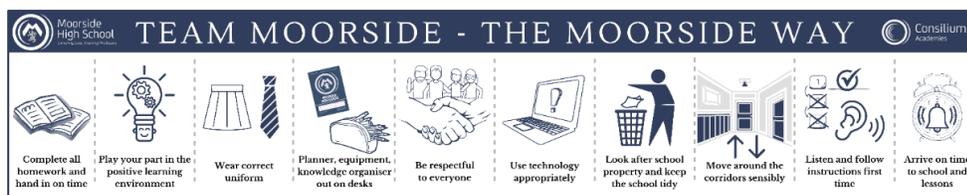
The coming weeks are a very important part of the journey of our Year 9 students. It is an exciting time but can also be daunting too. It is important to make sure you take advantage of all of the opportunities to collect information and ask questions. Ensuring that you study the GCSE options with your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

**Rank Subjects \***  
Please rank every subject from 1 to 19? 1 being highest preference.  
You must not rank a subject with the same number as another subject.  
Please scroll across at the bottom of this question for all the ranked numbers.

	1	2	3	4	5	6	7	8	9
Art (Fine)	<input type="radio"/>								
Business Studies (Enterprise & Marketing)	<input type="radio"/>								
Citizenship	<input type="radio"/>								
Computer Science	<input type="radio"/>								
Construction	<input type="radio"/>								
Drama	<input type="radio"/>								
Geography	<input type="radio"/>								
Graphics	<input type="radio"/>								
Health and Social Care	<input type="radio"/>								
History	<input type="radio"/>								
Hospitality and Catering	<input type="radio"/>								
IT Media	<input type="radio"/>								
PE (GCSE)	<input type="radio"/>								
Photography	<input type="radio"/>								
Religious Studies	<input type="radio"/>								
Spanish	<input type="radio"/>								
Sports Studies	<input type="radio"/>								
Textiles	<input type="radio"/>								
Triple Science	<input type="radio"/>								

I would like to take this opportunity to wish our Year 9 students 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 students, as well as post-16 routes and any potential links with GCSE subject choices. Students will continue to be able to book career guidance interviews during Year 10 and Year 11 in school to support their career planning. Should any Year 9 student 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 students to explore careers further using our online careers platform “**Morrisby**” which allows students to explore which careers or job sectors may link well to their own personality, skills and learning styles.



All students have access to Morrisby and will have a registration email sent to them recently on their school (Consilium) emails. To login to Morrisby:

1. Log into school emails via outlook or Office 365. School email addresses are in the format [mhsforename.surname@consilium-at.com](mailto:mhsforename.surname@consilium-at.com) and the password will be the same passwords students use to access computers in school (*if students are unsure of school email passwords, they should consult the ICT technician in school to help them with access*)
2. Once logged in to school emails, students should search for their Morrisby email which contains their login details. (*if students cannot locate this email, please contact Mr Farmer who can resend this email*)
3. Login to Morrisby via the Morrisby website – [www.morrisby.com](http://www.morrisby.com) – using the login details provided on students email. **Note, when logging in for the first time students need to change their passwords – we recommend saving this to avoid forgetting! Many students choose the same Morrisby password as school logins.**
4. Once logged in to Morrisby – start exploring! We recommend completing the short quizzes and assessments in the “About Me” section which may suggest careers and courses of interest based on students’ answers. The site contains lots of LMI (labour market information) on a wide variety of careers!

## Additional Careers websites supporting option choices:

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

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

<https://www.careerpilot.org.uk/information/gcses/choosing-your-gcses>

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

# Citizenship

## OVERVIEW

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

They will also gain the ability to recognise bias, critically evaluate arguments, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers. This course is an excellent starting point for students aspiring to careers in law, politics, social work and a variety of high paying, well regarded sectors

### Mr Day

Head of History

[Lewis.day@consilium-at.com](mailto:Lewis.day@consilium-at.com)

**Exam Body:** AQA

### Course Outline

Throughout KS4 students will study the four following themes

1. Life in Modern Britain
2. Rights and Responsibilities
3. Active Citizenship
4. Politics & Participation

The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK's role on the world stage.

The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.

The third theme, Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.

### Assessment

100% Written Exam

Two papers:

- **Paper 1: Section A:** Active citizenship, **Section B:** Politics and Participation Paper 2: Period study.
  - **Question types:** *multiple-choice, short answer, source-based questions, extended answer*
- **Paper 2: Section A:** Life in modern Britain, **Section B:** Rights and responsibilities.
  - **Question types:** *multiple-choice, short answer, source-based questions, extended answer*

### Future Pathways

**Qualifications:** A Level Law, A Level Politics, A Level Sociology, A Level Theology, A Level History.

**Possible careers:** Lawyer, Police Officer, Member of Parliament, Civil Servant, Human Rights Advocate, Social Worker, Journalist, Community Development Officer, Charity Project Manager, Citizenship Teacher, Local council worker.

# Combined Science



## OVERVIEW

The study of science at GCSE is compulsory and gives students 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 students an excellent grounding in scientific thinking.

### The AQA Combined science:

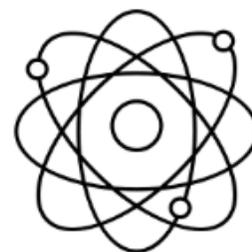
The Trilogy course is worth two GCSE grades and involves studying the sciences in an integrated way with less detail but in similar breadth to the triple award.

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

Mr Deva

Head of Science

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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 principles of the sciences in year 10.

Units studied in Year 10 and Year 11 include:

Cell transport, energy of moving particles, 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, A' level Biology, A' level 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, and the 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.

Students 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 students 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 – 1Hour 30minutes, 50% of qualification, 80 marks

Paper 2 – 1Hour 30minutes, 50% of qualification, 80 marks

### Future Pathways

**Qualifications:** A' Level Computer Science, BTEC 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 (BTEC)



## 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.

Mrs Sargent

Head of Design & Technology

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

Exam Body: Pearson

### Course Outline:

Students 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:** Progression to a Level 2 Technical Certificate or to a Level 3 course, 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 teaches students 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 students 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 students 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.



# 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 Wright

Head of Physical Education

[matthew.wright@consilium-at.com](mailto:matthew.wright@consilium-at.com)



## Performing Arts -Dance

**Exam Body:** BTEC Tech Award

### Course Outline

Students will develop.

- Key skills that prove a students' 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 Wright

Head of Physical Education

[matthew.wright@consilium-at.com](mailto:matthew.wright@consilium-at.com)

## 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

# Design & Technology



## OVERVIEW

Design & Technology offers a unique opportunity in the curriculum for students to identify and solve real problems by designing and making products or systems. Through studying GCSE Design & Technology, students will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design & technology, including historical, social/cultural, environmental, and economic factors. Students 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 students who enjoy Maths, Science and Art based curriculums (STEM, STEAM Subjects). Practical work within D&T involves working with materials such as timber as well as computer modelling and computer aided manufacture such as 3D Printing and Laser cutting.

Mrs Sargent

Head of Design & Technology

[amy.sargent@consilium-at.com](mailto:amy.sargent@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 & 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
- Selecting and working with materials and components
- Developing a prototype
- Making decisions
- 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:** Graphic Designer, Sculptor, Gallery Curator, Games Developer, Software Programmer, Network Engineer, Web Designer, Mechanical Engineer, Product Designer, Market Researcher.

# 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

Head of Drama

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## 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)



# English

## OVERVIEW

The English course focuses on a student's ability to effectively develop their reading, writing, and critical thinking skills. Over the course, students read a range of high-quality texts and develop an understanding of how literature is rich and influential.

Students will also develop effective communication skills when presenting to others, evaluates a candidate's ability to structure their thoughts, use persuasive techniques, and engage an audience.

Ms A Ghelichi

Director of English

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## GCSE English

**Exam Body:** Eduqas

### Course Outline

The course is split into two areas: English Language and English Literature. Students are awarded a GCSE in both elements.

- The GCSE English Literature specification is designed to allow students to engage with a wide range of high-quality texts in the genres of prose, poetry and drama and develop an understanding of how literature is both rich and influential.
- The GCSE English Language specification has three components. It is designed to allow students to engage with a wide range of texts and develop critical skills in reading, writing and spoken language.



## Assessment

100% Written Exam

### Four papers:

- English Language Component 1: 20th Century Literature reading and creative prose writing. 1 hour 45 minutes: 80 marks
- English Language Component 2: 19th and 21st century nonfiction reading and persuasive writing. 2 hours: 80 marks
- English Literature Component 1: Shakespeare and Poetry. 2 hours: 80 marks
- English Literature Component 2: Post 1914 Prose/ drama and unseen poetry. 2 hours 30 minutes: 120 marks

## Future Pathways

**Qualifications:** A' level English Language, A' Level English Literature. A' level English combined.

**Possible careers:** Studying English at the GCSE level opens up a variety of career paths, as it equips you with essential skills like communication, writing, critical thinking, and analysis. Here are some potential careers to explore after studying English at the GCSE level: Writer/ Author/ Journalist/ Teacher/ Lecturer/ Editor/Proofreader/ Public relationships/ Copywriter/ Actor/ Performer/ Content Writer/ Advertiser/ Translator/ Social Media Manager/ Lawyer/ Speech and Language Therapist

# Enterprise & Marketing

## Business studies



### OVERVIEW

Enterprise is a Cambridge National qualification,

The Award gives students the opportunity to understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise.

Students will:

- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the business and enterprise sector

Mr Rooke

Head of Computing

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### Enterprise & Marketing

**Exam Body:** OCR

#### Course Outline

Students taking business studies will have no prior experience of the course content, therefore students 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 students 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 focused, and you will be expected to find and research your own small local business.

#### Assessment Units

R067 – Enterprise and Marketing Concepts – Exam – 40%

R068 – Design a Business Proposal – Coursework – 30%

R069 – Market and Pitch a Business Proposal – Coursework – 30%

#### 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% - 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 Fine Art, Art & Design Level 3/4 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 skillful 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 includes a pre-release section for Paper 3, where students are given part of the exam materials in advance. This allows them to familiarise themselves with the topic and practise relevant skills before the exam, making this part of the course unique to other GCSE subjects.

### 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 prepare 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, and 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 online media.

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 e.g. Adobe Photoshop. 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.

Mrs Sargent

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



Students 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. Students 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. Students 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. **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 (BTEC)



## 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 that 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 sectors 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 well-being plans for an individual with specific needs.

Mrs Sargent

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

Students 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 students 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 course, 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 specific needs.

# 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.

Mr Day

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. In your first year of GCSE History you will investigate the following enquiry questions:

- What was the link between poverty and crime in Whitechapel?
- Why was Jack the Ripper never caught?
- How were people punished in Medieval England?
- How has law enforcement changed through time?
- What challenges did Elizabeth I face when she came to the throne?
- How did society flourish in Elizabethan England?

In your second year of GCSE History you will investigate the following enquiry questions:

- How was Germany impacted by World War One?
- How did Hitler rise to power in Germany?
- How were different groups persecuted by the Nazi regime?
- How do capitalism and communism differ?
- How did the Cold War begin?
- How close did the world come to nuclear disaster during the Cold War



## Assessment

100% Written Exam

- Paper 1: Thematic Study and historical environment – Crime and Punishment, 1000-Present (30%)
- Paper 2: Period study – Superpower Relations and the Cold War, 1941-1991 and British Depth Study – Early Elizabethan England, 1558-88 (40%)
- Paper 3: Modern Depth Study – Weimar and Nazi Germany, 1918-39 (30%)

## Future Pathways

**Qualifications:** A' Level History, Classics, Law Politics, Sociology, Theology

**Possible careers:** Accountancy, Archaeology, Architecture, Barrister, Broadcasting, Civil Service, Diplomatic Service, Teaching, Public Relations, Journalist, Legal Executive, Police, Politics and Government, Publishing, Sales and Marketing, Solicitor, Tourism, Town Planning, TV Researchers, Lawyers.

# 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.

Mrs Sargent

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.

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.

Miss Hindley

Head of Mathematics

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## GCSE Mathematics

### Exam Body:

Higher: Pearson/Edexcel

Foundation: Cambridge OCR



## 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 to 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 Practice (BTEC)



## OVERVIEW

The Pearson BTEC Music Practice course covers three components over Year 10 and 11. Performance, composition and production pathways are explored throughout this course.

### Do Students Need to Play an Instrument?

Students can be self-taught musicians and vocalists. If students don't play an instrument or haven't had instrumental tuition outside of school, then the keyboard skills learnt throughout KS3 Music would be an ideal starting point for this course.

### Is Music Technology Involved in this Course?

Music Technology is used very frequently throughout this course, and many components offer the opportunity for students to complete their submissions through a production/music technology pathway.

### Exam Body: Pearson | [Course Outline & Assessment](#)

#### **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. Students will need to create a portfolio showcasing their knowledge, as well as creating three musical products. *Completed in January – May of Year 10. Worth 30% of the course.*

#### **Component 2: Music Skills Development**

Students will need to create a portfolio that showcases their instrumental, compositional, or production skills development and justifies how their rehearsal techniques have helped them to improve. *Completed in September – December of Year 11. Worth 30% of the course.*

#### **Component 3: Responding to a Music Brief**

This Component is completed in Year 11. Students will be given an unseen brief in which they have to plan, create and reflect on the musical product they have created. The brief asks pupils to change a well-known song into another genre through a performance or production pathway. *Completed in February – April of Year 11. Worth 40% of the course.*

### Future Pathways

*Qualifications:* A-Level Music (with 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, tour manager, music distribution companies, music label.

v

Head of Music

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# 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 students to apply theory content to practical content, through a means of exam practice, practical performance and also assignment writing.

Mr Wright

Head of Physical Education

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## GCSE PE

**Exam Body:** Edexcel

### GCSE PE -

Component 1: 90marks down to 80marks and 1hr 45 mins down to 1hr 30 mins.

Component 2: 70 marks down to 60 marks



### Sport Studies -

Contemporary issues exam is 75 mins

R186 is an Optional Unit

R187: Increasing Awareness of Outdoor Adventurous Activities (Optional Unit) Coursework based

Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK

Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities

Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity

Topic Area 4: Evaluate participation in an outdoor and adventurous activity

## 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 center/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 3/4 Foundation Diploma.

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

# Religious Education



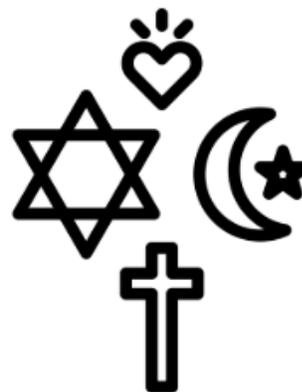
## OVERVIEW

Religious Education is a comprehensive and intellectually stimulating course that allows students to engage with fundamental questions about life, morality, and belief systems. It provides students with the opportunity to explore key religious, ethical, and philosophical issues from a variety of perspectives. The curriculum is designed to engage students with a wide range of topics, helping them to develop critical thinking, understanding of religious beliefs and practices, and the ability to reflect on ethical and moral questions.

Ms Hanif

Curriculum Lead Religious Education

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## AQA Religious Studies

**Exam Body:** AQA

### Course Outline

Year 10 and Year 11 RE consists of two components:

**Component 1: The Study of Religions:**

This component involves an in-depth study of two major world religions, focusing on the beliefs, teachings, and practices of Christianity and Islam. Students explore core teachings such as the nature of God, the purpose of life, key religious texts (e.g., the Bible, Qur'an), and important religious practices (e.g., prayer, worship, festivals, rites of passage).

**Component 2: Thematic Studies:**

This component covers a range of moral, ethical, and philosophical topics that allow students to explore questions of human experience and societal issues from religious and non-religious perspectives on themes such as:

- Relationships and Families
- Religion and Life (including issues such as abortion, euthanasia, and animal rights)
- Peace and Conflict (including issues such as war, terrorism, and justice)
- Crime and Punishment (including issues such as justice, forgiveness, and the death penalty)

## Assessment

100% Written Exam

- Paper 1 - 50% - The Study of Religion - units include: Christian Beliefs and Teachings, Christian Practices, Islamic Beliefs and Teachings and Islamic Practices.
- Paper 2 - 50% - Thematic Studies - units include: Relationship and Families, Religion and Life, Peace and conflict, Crime and Punishment.

## Future Pathways

Studying GCSE RE opens diverse pathways for further education and careers:

**Qualifications** – A' Level Religious Studies/Philosophy & Ethics: Prepares for university degrees in Religious Studies, Theology, Philosophy, and Ethics.

**Possible careers** - Social Work or Human Rights Advocacy, Law & Politics, Teaching, Healthcare & Counselling, Media & Journalism, Business & Management.

# Spanish GCSE



## 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, social skills and ability to multi-task. Once you have learnt one foreign language, it is then easier to pick up another. If you go to university, there is the option to study for a joint honors degree, with a language and another subject of your choice, further boosting your employability.

Miss Howard-Cofield

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 students' 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
- Hobbies and free time

#### 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
- Future Studies
- 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** - Students 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** - Students 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.

# Sports Studies

## OVERVIEW

The Cambridge National Certificate in Sport Studies is a course for students who are practically minded as it follows a more sector-based focus, whilst also encompassing core physical education themes. Students 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 qualifications in coaching as well as officiating courses.

Mr Wright

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## 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, Level 3 National Extended Diploma in Sports and Exercise Science, BTEC Sport, 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

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## 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.

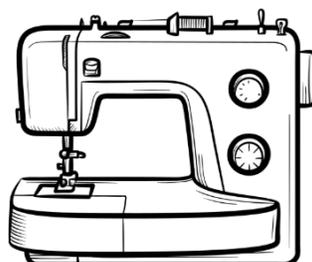
**UNIT 2 - Externally set task (40% - this begins in January in year 11)** Students will receive an examination paper from the exam board which is discussed in lessons with the class teacher. Each student will select a question as a starting point within the paper and develop their work in accordance 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  $\frac{3}{4}$  Foundation Diploma

**Possible careers:** Fashion Designer, Garment Technologist, Textile Designer, Fashion Illustrator, Pattern Cutter, Stylist, Fashion Buyer, Fashion Writer



# 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 students 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.





# Moorside High School

*Enriching Lives, Inspiring Ambitions*

## **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.