



Moorside
High School

Enriching Lives, Inspiring Ambitions

Choices Information Evening

Mrs Ryles-Dean – Principal

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.



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Making the Right Choice

- Your children will have to remain in Education or training until they are 18.
- The Government believes that adults will be 22-23 years old before they embark upon a career.
- As adults your children will probably change career 2-3 times during their adult lives and have 10-14 jobs by the age of 38. They will work to the age of 70+ before retirement.



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We are currently
preparing students
for jobs that
don't yet exist...



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using technologies
that haven't
been invented...



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**in order to
solve problems
we don't even know
are problems yet.**



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The Curriculum at Key Stage 4

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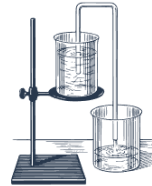
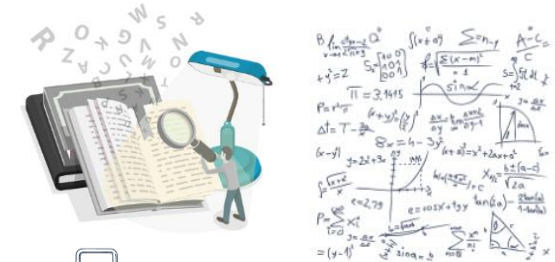
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Key Stage 4 Curriculum

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)**
- **Personal Development**

These subjects form the core of every student's timetable in Years 10 and 11.



Key Stage 4 Choices

Students will be allocated four subjects in total on top of their core subjects.

All students will have access to an Online Option Choices Form.

This form will help them select and rank their preferred subjects for Year 10 and 11.



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Moorside High School 2026 - Option Choices Form

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.

You will now begin to choose your GCSE options, this form will help you select and rank your preferred subjects for Year 10 and 11. You will be allocated **four subjects in total on top of your core subjects**.

Your first choice (Option 1) must be either Geography or History so please rank, with 1 being highest preference.

After this, please rank all other subjects, with 1 being your highest preference. The top 3 ranked options will be classed as your chosen subjects and then the remaining ranked options will be considered in case of over/under subscriptions to options.

Many students also choose subjects that contribute to the **English Baccalaureate (EBacc)**. The EBacc is a set of GCSEs that includes:

English, Maths, Science, Geography or History and a Modern Foreign Language

While the EBacc is *not compulsory*, it is valued by many colleges, universities, and employers because it keeps a wide range of pathways open for the future. If you are considering university study later on, choosing subjects that contribute to the EBacc may be beneficial.

Submit this form by **DATE**. Any issues with submitting the form then please speak to **STAFF NAME** or **STAFF NAME** ahead of the deadline.

Student Surname *

Your answer

Student First Name *

Your answer

Form Group *

- 9EH - Mrs O Dean
- 9EM - Mr M Dwedari
- 9JH - Miss A Maher
- 9JM - Miss S Ahmed
- 9LH - Miss R McCandless
- 9LM - Miss J King
- 9MPM - Mrs V Campbell
- 9PH - Mr D Smith
- 9PM - Miss N Turnbull

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"/>

Students first choice (Option 1) must be either Geography or History so please rank, with 1 being highest preference.



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Why study Geography?

Geography helps students understand the world they live in—physically, socially and economically.

- It answers the big questions about how our planet works and how people interact with it.
- It develops real-world skills
- Analytical thinking and problem-solving
- Understanding data, graphs and maps
- Decision-making based on evidence

It's one of the most flexible subjects for future pathways.



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Why study History?

History teaches students to understand how the present world has been shaped by the past, but it also develops highly transferable academic skills.

History trains students to:

- Evaluate evidence
- Construct arguments
- Judge reliability and bias
- Think independently and critically

History is valued for its academic rigour.
It opens doors to many careers



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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"/>

Both subjects:

- Build transferable, highly employable skills
- Encourage curiosity and independent thinking
- Support a wide range of future education and career choices



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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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Studies (Enterprise & Marketing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Construction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graphics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health and Social Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality and Catering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I-Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PE (GCSE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textiles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Triple Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please confirm the below to submit your form *

- I can confirm my child has read through all the information given to them ahead of them making their option selections
- I can confirm I am aware of the options my child has selected for study at Key Stage 4 and have discussed these with them before submitting this form.

Students will then rank all other subjects, with 1 being their highest preference.

The top 3 ranked options will be classed as their chosen subjects and then the remaining ranked options will be considered in case of over/under subscriptions to options.

Further Guidelines

- You may **only pick one** subject from Fine Art, Textiles or Graphic Design.
- You may **only pick one** subject from Design & Technology and Construction.
- If you are choosing Dance, you can **only pick one** Dance option.
- If you are choosing a sport subject, you must **pick either** PE or Sport Studies.

Option choices do not depend on setting/prior attainment.
All students have the same option choices.



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English Baccalaureate (EBacc).

Many students also choose subjects that contribute to the English Baccalaureate (EBacc).

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While the EBacc is not compulsory, it is valued by many colleges, universities, and employers because it keeps a wide range of pathways open for the future. If you are considering university study later on, choosing subjects that contribute to the EBacc may be beneficial.



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What support is
available?

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Choices Assemblies

This week, the students have begun their fortnight of GCSE options assemblies led by each Head of Department. Experts in their subjects and well versed on the GCSE curriculum and content.

Staff / Subject	Date of Assembly
SFA – Introduction to Options Process with visit from Salford Colleges.	Monday 19 th Jan
<u>Humanities:</u> LDA – History and Citizenship KBI – Geography ZHA – Religious Education	Tuesday 20 th Jan
<u>Sport and Languages:</u> MWR – Sports Studies, Dance and GCSE PE AHC – Spanish	Thursday 22 nd Jan
<u>Triple Science and Expressive Arts:</u> BDE – Triple Science KRO – Drama KHI – Music Performance	Friday 23 th Jan
<u>Computing and Business:</u> JRO – Computer Science, Business Enterprise and Creative I-Media	Monday 26 th Jan
<u>Expressive Arts:</u> LGO – Fine Art, Textiles and Photography	Tuesday 27 th Jan
<u>Design and Technology:</u> ASA – Design Technology, Graphic Design, Hospitality and Catering, Construction and the Built Environment, Health and Social Care	Thursday 29 th Jan
<u>Reflection time in form groups:</u> JGI – Form tutors deliver slides explaining how to fill out the options form and reiterate important guidelines to follow before final decisions are made in March.	Friday 30 th Jan



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Student Choices Interviews

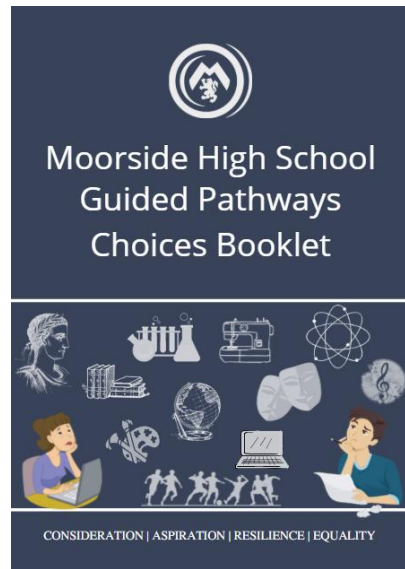
Over the coming weeks, students will complete individual interviews with either Mr Gibbins, Mr Farmer or Miss Farooq about their GCSE choices.

Using CAT4 expectation data, KS2 data, attendance, behaviour and any other relevant information each interviewee has the information to hand in order to guide your children towards their wanted choices.

Choices Booklet

Once students have received all the subject assemblies, they will be given a booklet with all the information in. Within the booklet, there are also QR codes to short videos with further information.

Parents/Carers will receive a copy of this booklet electronically.



CONSTRUCTION & THE BUILT ENVIRONMENT

OVERVIEW

The construction industry is one of the most important sectors in the UK economy, directly or indirectly, 2.4 million people are involved for £17 billion of the value to the UK economy.

The range of jobs available is large, covering traditional craft trades, high level engineering, construction, manufacturing, design, consultancy, and the professions that administer, manage, and deliver the industry.

This course allows you the opportunity to study and develop knowledge and skills in a practical environment.

You will develop your knowledge of construction materials, design, site, safety, mathematics and general principles to solve problems. You will also develop key skills, such as planning, communication, information, and design to meet a brief.

You will get the opportunity to apply hand skills, safety and maths, measure, and finish the quality of work completed.

Miss Sargent
Head of Design & Technology
miss.sargent@moorsidehigh.com

RFC Level Level 2 Tech Award in Construction and the Built Environment Exam Body: Pearson

Course Outline
Students will study 3 components, covering all of the work worth 50% of the overall grade.

Construction technology: Understanding common types of construction used in residential, commercial, and industrial buildings, and the associated materials and systems.

Design and Planning: Designing and Planning a day-to-day, sustainability and how building job requirements and requirements are considered in a practical environment.

Practical job skills: Covering the principles of safe working, setting, and using materials and tools, planning and creating projects to solve problems. You will also develop key skills, such as planning, communication, information, and design to meet a brief.

Construction and design: Drawing from the design of different buildings to meet the needs of the client and the environment, including the various components of the design process, including a variety of tasks such as site visits, planning, design, etc.

Possible careers: Construction industry: Carpenter, Joiner, Bricklayer, etc. Design industry: Architect, Interior Designer, etc.

Miss Sargent
Head of Design & Technology
miss.sargent@moorsidehigh.com



FINE ART

OVERVIEW

Students will study art at GCSE (Design, Textiles, and Fine Art). Students will explore and develop their own ideas and independent learners.

Course Outline
Students will demonstrate skills and techniques using different approaches to create images from observation and imagination.

Design and Planning: Designing and Planning a day-to-day, sustainability and how building job requirements and requirements are considered in a practical environment.

Practical job skills: Covering the principles of safe working, setting, and using materials and tools, planning and creating projects to solve problems. You will also develop key skills, such as planning, communication, information, and design to meet a brief.

Construction and design: Drawing from the design of different buildings to meet the needs of the client and the environment, including the various components of the design process, including a variety of tasks such as site visits, planning, design, etc.

Possible careers: Construction industry: Carpenter, Joiner, Bricklayer, etc. Design industry: Architect, Interior Designer, etc.

Miss Sargent
Head of Design & Technology
miss.sargent@moorsidehigh.com



GCSE Fine Art Exam Body: OCR

Course Outline
The course is intended to enable students to confidently describe their own ideas and bring them to life. Students are encouraged to explore a range of perspectives, exploring a range of fine art media, techniques and processes. This includes traditional and modern practices and new technologies. They will explore images and materials from the past and create their own work using a variety of media, including drawing, for different purposes and in their own time to support their work.

Design and Planning: Designing and Planning a day-to-day, sustainability and how building job requirements and requirements are considered in a practical environment.

Practical job skills: Covering the principles of safe working, setting, and using materials and tools, planning and creating projects to solve problems. You will also develop key skills, such as planning, communication, information, and design to meet a brief.

Construction and design: Drawing from the design of different buildings to meet the needs of the client and the environment, including the various components of the design process, including a variety of tasks such as site visits, planning, design, etc.

Possible careers: Construction industry: Carpenter, Joiner, Bricklayer, etc. Design industry: Architect, Interior Designer, etc.

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GEOGRAPHY

OVERVIEW

Geography is a subject that is highly valued by both universities and employers alike. The use of geographical skills is essential in many careers, including business, engineering, and design.

Course Outline
The subject content is split into four areas:

- Living with the physical environment (natural hazards, extreme weather, climate change, ecosystems, impact of climate change, rivers and coasts)
- Challenges for human development (poverty, environmental issues, growth, migration and population, urban planning and problem solving)
- Geographical skills (fieldwork)

Design and Planning: Designing and Planning a day-to-day, sustainability and how building job requirements and requirements are considered in a practical environment.

Practical job skills: Covering the principles of safe working, setting, and using materials and tools, planning and creating projects to solve problems. You will also develop key skills, such as planning, communication, information, and design to meet a brief.

Construction and design: Drawing from the design of different buildings to meet the needs of the client and the environment, including the various components of the design process, including a variety of tasks such as site visits, planning, design, etc.

Possible careers: Construction industry: Carpenter, Joiner, Bricklayer, etc. Design industry: Architect, Interior Designer, etc.

Miss Sargent
Head of Design & Technology
miss.sargent@moorsidehigh.com



GCSE Geography Exam Body: AQA

Course Outline
The subject content is split into four areas:

- Living with the physical environment (natural hazards, extreme weather, climate change, ecosystems, impact of climate change, rivers and coasts)
- Challenges for human development (poverty, environmental issues, growth, migration and population, urban planning and problem solving)
- Geographical skills (fieldwork)

Design and Planning: Designing and Planning a day-to-day, sustainability and how building job requirements and requirements are considered in a practical environment.

Practical job skills: Covering the principles of safe working, setting, and using materials and tools, planning and creating projects to solve problems. You will also develop key skills, such as planning, communication, information, and design to meet a brief.

Construction and design: Drawing from the design of different buildings to meet the needs of the client and the environment, including the various components of the design process, including a variety of tasks such as site visits, planning, design, etc.

Possible careers: Construction industry: Carpenter, Joiner, Bricklayer, etc. Design industry: Architect, Interior Designer, etc.

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Key Dates

- **19th – 30th January: Year 9 Choices assemblies.** Please ensure your child is in full attendance for both weeks.
- **12th February: Student Leadership Team to visit forms.** The current Year 11 student will present to year 9 form groups about their option choices, the importance of choosing wisely and how to fill out the options form.
- **19th January – 9th March: Year 9 Choices Interviews.**
- **5th March: Year 9 Parents' Evening 15:30-18:00.** This will be face to face with bookings, more information will be circulated nearer the time.
- **9th March: Deadline for the Year 9 Choices form.** Parents should oversee the completion of this electronic form to ensure they are aware of their child's choices.



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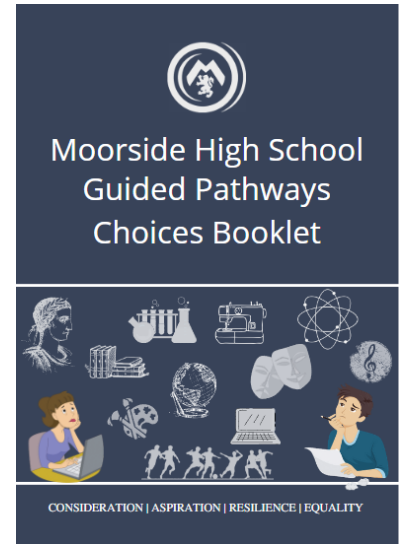


Next Steps

- Read the Choices booklet with your child.
- Discuss and listen to advice from subject teachers on Parents Evening (5th March).
- Encourage your child to talk to their subject teachers, Form Tutor, HOY and Careers Advisor.
- Encourage your child to think about their next steps on their journey, be that college, apprenticeship or employment and consider entry requirements.



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Key Contacts

- Mr Birchall (Head of Year 9)
- Mr Gibbins (Transition co-ordinator)
- Mr Farmer (Careers Advisor)
- Ms Farooq (Careers Advisor)

More information can be found on our school website.

Questions or queries can be made via our school email address:

mhsinfo@consilium-at.com



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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 **9th 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.

Thank you for your continued support.



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Choices Information Evening

Thank you for your continued support.
Have a safe journey home.