



**South Shore Academy**  
BRIGHT FUTURES EDUCATIONAL TRUST

# KS4 Options Information

2020 -2022

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## Introduction

The options process is designed to ensure that all students have the opportunity to study a broad range of subjects including the core subjects, whilst also giving each individual a degree of choice. We ask that parents/carers and students go through this booklet together so that you and your child will be able to discuss which courses are appropriate.

## GCSE

Key features of GCSEs are:

- All GCSE exams will be studied in a linear format and be taken in Summer 2022
- There is a greater emphasis on spelling, punctuation, and grammar
- All GCSE courses are more rigorous, demanding and challenging
- No tiered exam papers except Mathematics, Science and MFL. Under the previous system, foundation and higher tier papers were available in many subjects to support students of different abilities
- The grade scale for the GCSEs range from 9 to 1, with 9 being the highest.

There are two types of qualification, 'GCSE' and 'Technical'. The General Certificate of Secondary Education (GCSE) is a primarily exam-based qualification, which may include some coursework or practical work, depending on the nature of the subject. Technical qualifications results in level 1/2 qualification. The final qualification is mainly based on coursework that takes place throughout the course, but all Technical courses also featured an examined element.

## GCSE/Technical Award Grades

Legacy GCSE Grades		1-9 GCSE Grades
A*+/A*	Level 2 Distinction*	9
A*-/A+		8
A/ A-	Level 2 Distinction	7
B+/B	Level 2 Merit	6
B-/C+	Level 2 Pass	5
C/C-	Level 1 Distinction*	4
D	Level 1 Distinction	3
E	Level 1 Merit	2
F/G	Level 1 Pass	1

## Core Subjects

There are some subjects that you will have to study, these are compulsory.

English – Initially, all pupils will study both English Language and English Literature. Most pupils will take examinations in both; however, it may be advised that some pupils are best suited to taking just one in order to ensure a Grade 4 or better.

Science – Pupils in Year 10 and Year 11 are taught in sets. It is important to note that the core subject is Combined Science and that it equates to two GCSEs. There are no coursework elements, but practical skills developed during the course are assessed in the final examinations.

Mathematics – Pupils are in sets for Mathematics and have already started building on the requirements of the GCSE course.

PSHE/Games – All pupils will follow a PSHE programme throughout the year which will focus on elements of SRE and careers. In addition, all pupils will follow a Games/Physical Education programme.

## Optional Subjects

In addition to the Core subjects, most pupils will undertake THREE optional subjects from the following list: Art, Business Studies, Child development, Computer Science, Geography, Health and Social Care, History, Physical Education, Performing Arts, Religious Studies, Spanish, Textiles and Travel and Tourism.

Please note the following guidelines/observations regarding choices:

- A balance of choices from the Arts, Technologies, Humanities and vocational, may be beneficial, as may be consideration of a balance of the more/less practical options.
- There will inevitably be some limitations imposed by the timetable and there may be competition for places in some optional subjects. In this case, aptitude and endeavour will be used as criteria for selection. Pupils and parents will be involved in the decision-making process and every effort is made to match choices with aptitude.

## Year 9 Option Pathways

Green Pathway: This pathway would involve pupils following core GCSEs in maths, English language, English literature, science (2 GCSEs). They will then have a choice of three options one of which will be computer science, Spanish, geography, or history. This pathway will result in 8 qualifications that fulfil Progress 8 (P8). This is the most academic pathway. If a pupil chooses two options of either history, geography, computer science or Spanish. They will also choose one other GCSE. This would result in 8 Ebacc qualifications.

Orange Pathway: This pathway is suitable for pupils identified in the GL assessments as having a significantly low reading age; as such subjects that require a high level of comprehension such as history, geography and modern foreign language (MFL) will not be suitable. These pupils will follow core subjects of English, maths and science and will also be

allowed to choose 2-3 options. Those who do not following the P8 route will be allowed to complete Duke of Edinburgh (DoE) and additional intervention and support in reading.

Purple Pathway: Students following the purple pathway follow an adapted curriculum to best suit their learning needs. This pathway will involve the core subjects of maths, English language, and science. Pupils experience aspects of work-related learning. They may also choose some vocational options, where they will have extended time to maximise their results. They may also receive additional support in literacy and numeracy, depending on their individual needs. This pathway will result in between 4 and 6 qualifications. Pupils on the purple pathway will need not receive a link to choose options but will receive a phone call from the Head of year or a member of the Senior Leadership Team.

All pupils will also follow courses in PSHE and games which are non-examinable courses.

Students will be guided to the pathway that is most appropriate to them.

# Art

Exam Board	Edexcel	Course Code	1AD0	GCSE/Technical	GCSE
Outline of course	<p>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. GCSE Art and Design provides the opportunity for students to:</p> <ul style="list-style-type: none"><li>• explore both contemporary and historical sources of art, craft and design first-hand through, for example: including still and moving imagery, their surroundings and environments</li><li>• take an individual approach to their art, craft and design making</li><li>• Develop the skills of selecting their best and most appropriate work for presentation.</li></ul>				
Method of Assessment	<p><b>60% coursework</b> split into a natural and portrait completed in year 10 and first term in year 11.</p> <p><b>40% Exam</b> issued in the January of year 11. Students need to produce a sketchbook of work before completing the 10-hour exam over 2 days (within lesson time, break and lunch times as normal.</p>				
Choose this course if you love....	<p>If you love Art, and you want to have a lesson that is creative and different. Lessons are practical and will require you to complete independent work out of lesson time as well as written Artist information pages' for developing artist knowledge, and annotations drawing on your personal experience of creating your own personal art.</p>				
Possible Careers/Future Pathways	<p><b>The Arts are the 2<sup>nd</sup> biggest employer</b> in the UK with a vast range of careers to go into from Artist, therapist, Film Director, animator to name a couple.</p> <p>There are many of courses in the local area that you can move onto after you have completed GCSE Art which feeds into Further Education courses all over the country and the world that.</p> <p><b>Employers respect</b> a GCSE in Art as it demonstrates your ability to work hard; shows <b>creative independent thinking</b> and enables you to <b>meet deadlines</b>. Using your creative mind to produce art provides you with the ability and tools to guide and support you throughout your exciting career.</p>				

# Business Studies

Exam Board	NCFE	Course Code	60329555	GCSE/Technical	Technical
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Outline of Course	<p>The NCFE Level 1/2 Technical Award in <b>Business and Enterprise</b> is designed to provide pupils with the skills, knowledge and understanding of the applied study of good business and enterprise practices and an understanding of working in the sector.</p> <p>Pupils will gain a broad understanding of Business and Enterprise including the following:</p> <ul style="list-style-type: none"> <li>• Entrepreneurial characteristics and business aim and objectives</li> <li>• Legal structures, organisational structures, and stakeholder engagement</li> <li>• The marketing mix, market research, market types and orientation types</li> <li>• Internal and external influences on business</li> <li>• Research, resource planning and growth for business</li> <li>• Human resource requirements for a business start-up</li> <li>• Sources of enterprise funding and business finance</li> <li>• Business and enterprise planning.</li> </ul>
Method of Assessment	<p>To be awarded NCFE Level 1/2 Technical Award in Business and Enterprise, pupils are required to successfully complete two mandatory units. Pupils must also achieve a minimum of a 'Level 1 Pass' in the internal and external assessments.</p> <ul style="list-style-type: none"> <li>• Unit 1 – 40% Weighting <b>Introduction to Business and Enterprise</b> Externally Assessed Written Examination.</li> <li>• Unit 2 – 60% Weighting <b>Understanding resources for Business and Enterprise planning</b> Internally Assessed Synoptic Project</li> </ul>
Choose this subject if....	<ul style="list-style-type: none"> <li>• Enthusiastic about Business and how Organisations are structured.</li> <li>• Willing to plan and participate in project management.</li> <li>• Can work independently and complete work to your best ability.</li> </ul> <p>Business is an 'all round' subject which compliments many other subject areas and provides you with the skills and knowledge how Businesses function. Ideal, for many career pathways.</p>
Possible Careers/Future Pathways	<p>Depending on the grade the pupil achieves in this qualification, they could progress to:</p> <ul style="list-style-type: none"> <li>• Level 2 Technical Certificates in; Accounting, Accounting and Business, Business Administration, Business and Enterprise, Customer Service Operations, Business Support</li> <li>• Level 3 Applied General in; Enterprise and Entrepreneurship, Financial Studies, Business and Enterprise, Applied Business, Business</li> <li>• Level 3 Technical Level in; Coordinating Business Support, Business: Marketing</li> <li>• An apprenticeship within sectors such as a Finance, Marketing or Human Resources.</li> <li>• University to study; Business, Economics, Law or Finance.</li> </ul>

# Child Development

Exam Board	Pearson	Course Code	603/1914/8	GCSE/Technical	Technical
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Outline of Course	<p>The Pearson BTEC Level 1/2 Technical Award in Child Development gives you the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. More specifically, it is aimed at a range of learners who wish to be introduced to childcare and the development of children aged 0-5 years.</p> <p>The course is content heavy with assignments, placing a word count of up to 5000 words. Alongside this, there are some practical pieces, such as, presentations and question and answer sessions.</p>
Method of Assessment	<p>This qualification consists of 3 mandatory units:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1 – ‘Children's Growth and Development’ and Unit 2 - ‘Learning Through Play’</b> are graded pass, merit, and distinction. These are internally assessed, and quality assured externally.</li> <li>• <b>Unit 3 - ‘Supporting Children to Play, Learn and Develop’</b> graded pass, merit, and distinction. This is an external synoptic project and marked externally (Examination). Failure of the exam will impact the overall ability to pass the course, regardless of the grades achieved in internal assessment pieces.</li> </ul>
Choose this subject if....	<p>You are interested in children and the study of how children develop and learn, especially during the early years of 0-5 years. This course involves developing an understanding of the Physical, Intellectual, Emotional and Social Development of children.</p>
Possible Careers/Future Pathways	<p>Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.</p> <p>Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:</p> <ul style="list-style-type: none"> <li>• A Levels as preparation for entry to higher education.</li> <li>• Study of a vocational qualification at Level 3, such as a BTEC Level 3 National in Children’s Care, Learning and Development or a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care.</li> </ul> <p>These qualifications will help prepare learners to enter</p>

	<p>employment, an apprenticeship, or University to study a degree in Early Childhood, Childhood and Youth Areas or in related sectors such as Nursing and Social Care.</p> <p>This is a great choice if you are interested in working with young children in the future. Possible jobs may include, Nursing, Primary School Teaching, or working in the Foundation years in Nurseries or the Private Childcare sector.</p>



# Computer Science

Exam Board	OCR	Course Code	6018355X	GCSE/Technical	GCSE
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## Outline of Course

The OCR Computer Science GCSE (9-1) qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but also to engage learners and get them thinking about real world application.

**Students will be taught and examined in the following areas.**

### Computer Systems

- Systems Architecture
- Memory and storage
- Network topologies, protocols, and layers
- System security
- System software
- Ethical, legal, cultural, and environmental concerns.

### Computational thinking, algorithms, and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages

## Method of Assessment

**-(01) Computer Systems** 80 Marks – 1hour and 30 minutes – Written Paper (no calculators allowed) – 50% of total GCSE

**-(02) Computational thinking, algorithms, and programming** 80 Marks – 1hour and 30 minutes – Written Paper (no calculators allowed) – 50% of total GCSE

**-Programming Project** – 20 timetabled hours – Formal requirement. Consolidates the learning across the specification through practical activity.

## Choose this subject if....

- Enthusiastic about programming
- Willing to work independently to stretch and challenge learning.

Computer Science requires high levels of problem solving and programming. Theory content is high, and students must spend additional time practicing programming taught.

## Possible

In terms of higher education, students could progress by

<p>Careers/Future Pathways</p>	<p>undertaking.</p> <ul style="list-style-type: none"><li>• AS Level Computer Science.</li><li>• A Level Computer Science.</li><li>• Cambridge Technicals– IT Level 3 or Digital Media Level 3 (these are OCR vocational qualifications that offer an alternative to A levels for students aged 16+).</li><li>• University to study Computer Science or more specific Computational areas.</li></ul> <p>It also provides a good grounding for other subject areas that require problem solving and analytical skills.</p>

# Geography

Exam Board	AQA	Course Code	60184103	GCSE/Technical	GCSE
Outline of Course	<p>Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Students will look at Physical geography, human geography, and Geography skills. Topics of study include climate change, weather, tectonics, poverty, coasts, rivers, ecosystems, development, urbanisation, global shifts in economic power and the challenge of sustainable resource use.</p> <p>There are two field trips, one is human geography based and the other is physical geography based. You will learn a range of field work skills during the trips. You will also develop your skills of how to discuss and debate large scale problems (e.g. global warming, poverty, pollution, and water shortages)</p>				
Method of Assessment	<p style="text-align: center;"><b><u>3 papers</u></b></p> <p><b><u>Paper 1: Physical Geography.</u></b> Written exam: 1 hour 30 minutes 88 marks (including 3 marks for SPAG) 35 % of GCSE</p> <p><b><u>Paper 2: Human Geography.</u></b> Written exam: 1 hour 30 minutes 88 marks (including 3 marks for SPAG) 35 % of GCSE</p> <p><b><u>Paper 3: Geographical applications</u></b> Written exam: 1 hour 15 minutes 76 marks (including 6 marks for SPAG) 30 % of GCSE</p> <p>Pre-release resources booklet made available 12 weeks before exam</p>				
Choose this subject if....	<ul style="list-style-type: none"> <li>• Enthusiastic about Geography</li> <li>• Curious and enquire about the world around you</li> <li>• Willing to participate in fieldwork and group tasks</li> <li>• Can work independently and complete work to your best ability.</li> <li>• If you are not sure about what you want to do in the future, Geography helps to keep your options open. It is a subject that goes well with the Sciences and Mathematics as well as the Humanities, Languages and Arts. It is very flexible in terms of what it can be combined with both at GCSE and A Level.</li> </ul>				
Possible Careers/Future Pathways	<p>Geologist, agriculture, environmental science, nature conservation engineering, architecture, meteorology, navigation, town planning, Conservation worker, Coastal engineer, Military mapping specialist, Aid worker, Flood protection manager, Urban regeneration officer, Teacher, Environmental consultant,</p>				

	Geographical Information Systems, Census data specialist, Location analyst, Environmental campaigner, Environmental officer, Landscape architect, Pollution analyst, Recycling officer, Forestry manager, Hazard prediction, Lawyer, Armed forces, weather presenter, travel agent, Eco-tour guide, Travel writer and many more.....

# Health and Social Care

Exam Board	Pearson	Course Code	603/0395/5	GCSE/Technical	Technical
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<p>Outline of Course</p>	<p>The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care, will enable learners to develop knowledge, understanding and skills in relation to the health and social care sector. The qualification will cover:</p> <ul style="list-style-type: none"> <li>• An introduction to the Health and Social care sector</li> <li>• Professional practice and the Health and Social care practitioner</li> <li>• Human growth and development through the life stages.</li> </ul> <p>The course is content heavy with assignments, placing a word count of up to 5000 words. Alongside this, there are some practical pieces, such as, presentations and question and answer sessions.</p>
<p>Method of Assessment</p>	<p>This qualification consists of 3 mandatory units:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1 – ‘Human Lifespan Development’</b> and <b>Unit 2 - ‘Health and Social Care Services and Values’</b> are graded pass, merit, and distinction. These are internally assessed, and quality assured externally.</li> <li>• <b>Unit 3 - ‘Health and Wellbeing’</b> graded pass, merit, and distinction. This is an external synoptic project and marked externally (Examination). Failure of the exam will impact the overall ability to pass the course, regardless of the grades achieved in internal assessment pieces.</li> </ul>
<p>Choose this subject if....</p>	<p>You are interested in a career in the Public Health Sector or working in Public Services. More specifically, Nursing, Health related jobs or Social work.</p>
<p>Possible Careers/Future Pathways</p>	<p>Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.</p> <p>Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:</p> <ul style="list-style-type: none"> <li>• A Levels as preparation for entry to higher education.</li> <li>• Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care.</li> </ul> <p>These qualifications will help prepare learners to enter employment, an apprenticeship, or University to study a degree in Health and Social Care, Nursing or Social Care.</p>

# History

Exam Board	AQA	Course Code	60182179	GCSE/Technical	GCSE
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## Outline of Course

Students look at periods of different historical events and themes. We start year 10 by studying health and the people. This includes factors that affected medical developments over different periods of time. This is followed by a study of Elizabethan England, learning about Elizabeth, her country and what life was like in Elizabethan times.

In Year 11 we will look at the causes, events, and outcomes of World War One. To conclude the course, we study Nazi Germany looking at the great depression and investigating what life was like for the Germans under the Nazi's.

## Method of Assessment

Students will be assessed in the form of two written exams, both 1hr and 45mins.

## Choose this subject if....

You have a huge passion for finding out about the past, and how society has changed, stayed the same and what has impacted it.

You have articulated written and verbal skills.

You love researching and analysing to reach your own conclusions.

## Possible Careers/Future

Historian, lawyer, archivist, librarian

## Pathways

A levels, University, Modern Apprenticeship

# PE

Exam Board	OCR	Course Code		GCSE/Technical	Cambridge National Sports Studies
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## OCR CAMBRIDGE NATIONAL SPORTS STUDIES LEVEL 1 / 2 AWARD

Outline of Course	<p>The Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on sporting performance and officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.</p> <p>The course consists of 4 units in total. Two are compulsory - the external theory exam and a practical unit (Developing Sports Skills). The learner must complete two further option units which are usually focused around learning and developing skills in outdoor activities along with a unit on sports leadership.</p>
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Method of Assessment	<p>Pupils will be assessed in the following ways.</p> <ul style="list-style-type: none"> <li>- Written theory exam (1 hour) – externally assessed</li> <li>- Performance in a team sport, performance in individual sport, performance as an official/referee. (teacher assessed)</li> <li>- Health and safety within outdoor activities (teacher assessed)</li> <li>- Planning and delivering safe and effective sporting activity sessions (teacher assessed)</li> </ul>
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Choose this subject if....	<ul style="list-style-type: none"> <li>- If you regularly take part in PE lessons and attend extra-curricular clubs.</li> <li>- You are prepared to continue to take in extra-curricular clubs.</li> <li>- You are involved in school teams or enjoy coaching / leading others.</li> <li>- You are prepared to complete the Duke of Edinburgh Bronze Award</li> </ul>
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Possible Careers/Future Pathways	<p><u>Progression Routes post 16:</u> Progression to Blackpool and Fylde College, Blackpool Sixth Form or Blackpool FC to do either “A” level PE or BTEC National Diplomas in sport. This could lead to university entry.</p> <p><u>Careers</u> Sports coaching, PE teacher, fitness instructor, leisure centre management and jobs within the tourism, health, and leisure industry.</p>
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# Performing Arts

Exam Board	Pearson	Course Code	60304066	GCSE/Technical	Btec
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## Outline of Course



### **Component 1: Exploring the Performing Arts**

Learners will examine live and recorded performances in order to develop their understanding of practitioners' work in one or more of acting, dance and musical theatre, with reference to influences, outcomes and purpose. Learners will gain a practical appreciation of practitioners' work in using existing performance material in acting, dance or musical theatre and how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

### **Component 2: Developing Skills and Techniques in the Performing Arts**

Learners will participate in workshops and classes to develop performance and or design, and interpretative skills and techniques appropriate to the selected discipline, for example acting, dance, musical theatre; and style, for example physical theatre, jazz dance and concept musical with reference to existing repertoire.

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

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus

## Method of Assessment



### **Component 1: Exploring the Performing Arts**

Levels: 1/2 Assessment type: Internal Moderation

### **Component 2: Developing Skills and Techniques in the Performing Arts**

Levels: 1/2 Assessment type: Internal Moderation

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

Levels: 1/2 Assessment type: External Examiner

## Choose this subject if...



**You are hardworking, Energetic, Creative, prepared to take risks and LOVE the Performing Arts!!!!**

You are prepared to regularly take part in Extra-Curricular Drama, Dance or Music, either from a performing angle or a technical angle.

Your attendance is good, and you are prepared to work both individually and as part of a team. No Divas please!!



<p>Possible Careers/Future Pathways</p>	<p>This is the option for you, whether it is a performer you want to be, whether you want to work as a BBC journalist, a TV presenter or even as a Lawyer.</p> <ul style="list-style-type: none"><li>• The skills you gain from this option are invaluable in any area of your life. It will allow you to learn about and appreciate culture, know how to feel empathy, communicate with others, express your own opinion, and develop your resilience and confidence.</li></ul>
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# Religious Studies

Exam Board	AQA	Course Code	60184000	GCSE/Technical	GCSE
Outline of Course	<p>The GCSE specification is covered in two sections: Component 1: The study of Religions, Beliefs, Teachings and Practices, (Christianity and Judaism). Component 2: Thematic Studies assessing religious, philosophical, and ethical issues.</p> <p>In component 2 students will be able to investigate how religious beliefs affect people's lives when making moral and ethical decisions. There are opportunities to debate and explore various viewpoints and actions around the following topics.</p> <p><b>Theme A – Relationships and families.</b> What makes a good relationship? Is it acceptable to have sex before marriage? Same sex relationships. Is divorce acceptable?</p> <p><b>Theme B – Religion and Life.</b> When does life begin? Is abortion ever acceptable for religious believers? Is Euthanasia acceptable or should God be the only one to decide who lives and dies? What are the religious beliefs about the environment? Is there an afterlife? What is the purpose of life? How was the universe created?</p> <p><b>Theme D – Religion, Peace and Conflict.</b> Is it ever right to fight in a war? What are the religious beliefs about nuclear war and terrorism?</p> <p><b>Theme E – Religion, Crime and Punishment.</b> Why do people commit crimes? What are the aims of punishing criminals? Is the death penalty acceptable? Should the rule be a life for a life?</p> <p>Forgiveness.</p>				
Method of Assessment	<p>The course is 100% written exam.</p> <p>There are two exam papers worth 50% each of the final grade. Each exam lasts 1 hour 45 minutes.</p> <p>Paper 1 is 'Beliefs and Practices in Christianity and Judaism.' Paper 2 is Thematic Studies. Chosen themes include:</p> <p>Religion and life. Religion and conflict. Religion crime and punishment. Relationships and families.</p>				
Choose this subject if....	<p>Students will be expected to develop the following knowledge, skills and understanding: Listen to others and explore additional views, feelings, beliefs, values, and commitments. Identify and respond to questions of meaning and morality. Give an informed and considered response to religious and moral issues. Explain the meaning of religious and ethical language, stories, and symbolism. Analyse similarities and distinguishing features of different religions and denominations within a religion. Skills: ICT, literacy, evaluation, research, analysis, and communication.</p>				
Possible Careers/Future	<p>Any career which involves working with people, learning to</p>				

Pathways	empathise and express views clearly and respectfully is a fundamental part of the RE course. Also, analytic, and academic writing skills are developed which would support any career which involves written communication.

<h1>Spanish</h1>					
Exam Board	AQA	Course Code	8698	GCSE/Technical	GCSE
Outline of Course	Students will have the opportunity to develop their understanding				

	<p>and communication in Spanish to a high level. They will learn about the culture of the countries where the language is spoken.</p> <p>There are 3 themes over 2 years:</p> <ul style="list-style-type: none"> <li>• Theme 1: Identity and Culture.</li> <li>• Theme 2: Local, national, international, and global areas of interest.</li> <li>• Theme 3: Current and future study and employment.</li> </ul>
Method of Assessment	<p>There are four exams at the end of the course, in Listening, Speaking, Reading, and Writing.</p> <p>Each exam is worth 25% of your overall grade. All units will have a Foundation tier (grades 1-5) and a Higher tier (grades 4-9) Students must take all units at the same tier.</p> <p>This qualification is linear. Linear means that you will sit all of your exams at the end of the course, in May or June 2019.</p>
Choose this subject if....	<ul style="list-style-type: none"> <li>• Have a willingness to learn, try new things and make mistakes!</li> </ul> <p>Have an interest in foreign languages and cultures and be prepared to work hard to develop your communication skills in a foreign language.</p>
Possible Careers/Future Pathways	<p>Speaking a foreign language could increase your salary by up to 20%!</p> <ul style="list-style-type: none"> <li>• A GCSE in a modern foreign language is often a key requirement for further education.</li> <li>• You could study languages at A-level, and then study for a degree in languages.</li> <li>• Languages can easily be paired up with business, linguistics, or journalism.</li> </ul> <p>Careers in languages include law, journalism, media, business, and marketing as well as education.</p>

# Textiles

Exam Board	WJEC	Course Code	3653QS	GCSE/Technical	GCSE
Outline of Course	Textiles equips students with the skills to enjoy, produce and				

	<p>engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. GCSE Textiles provides the opportunity for students to:</p> <ul style="list-style-type: none"> <li>• Explore both contemporary and historical sources of art, craft, and design first-hand through, for example: including still and moving imagery, their surroundings and environments</li> <li>• take an individual approach to their art, craft and design making through mix media</li> <li>• Develop the skills of selecting their best and most appropriate work for presentation.</li> </ul> <p>Textile Design is defined here as the creation of designs and products for woven, knitted, stitched printed and manipulated materials. It involves an understanding of fibres, yarns, plastics, and fabrics as well as understanding their functions used in a variety of medias.</p>
<p>Method of Assessment</p>	<p><b>Unit one:</b>  <i>60% coursework</i> split into two topics, landscapes and an individual personal study that will show clear and direct links into unit two using explored materials. Unit one will be completed in year 10 and first term in year 11.</p> <p><b>Unit two:</b> Split into two sections.  <i>Part 1:</i> Preparatory study period  <i>Part 2:</i> 10-hour period of sustained focus work</p> <p><i>40% Exam</i> issued in the January of year 11. Students need to produce a sketchbook of work before completing the 10-hour exam over 2 days (within lesson time, break, and lunch times as normal).</p>
<p>Choose this subject if....</p>	<p>If you love Art Textiles, and you want to have a lesson that is creative and different that challenges you through creative mix media manipulation then this fun subject is for you.  Lessons are practical and will require you to complete independent work out of lesson time as well as written fact files' for developing artist knowledge, drawing and at least two but not limited to, areas of study below</p> <p>Possible areas of study:  <b>Constructed textiles</b>, <b>Digital textiles</b>, <b>Dyed fabrics</b>, <b>Printed fabrics</b>, <b>Fashion design</b>, <b>Installed textiles</b>, <b>Soft furnishings</b>, <b>Stitched and/or embellished textiles</b>.</p>
<p>Possible Careers/Future Pathways</p>	<p><b>The Arts are the 2<sup>nd</sup> biggest employer in the UK</b> with a vast range of careers to go into from Textile Artist, Therapist, Film Director, Animator to name a couple.</p> <p>A few careers you can consider:</p>

	<p><b>Textiles/fashion/interior designer, upholstery vehicle designer, buyer, physical effects designer for TV and film, teacher, artist and many more exciting careers.</b></p> <p>There are many of courses in the local area that you can move onto after you have completed GCSE Textiles Design, which feeds into Further Education courses all over the country and the world that are recognised worldwide.</p> <p><b>Employers respect</b> a GCSE in Art Textiles Design as it demonstrates your ability to work hard; shows <b>creative independent thinking</b> and enables you to <b>meet deadlines</b>. Using your creative mind to build and construct provides you with the ability and tools to guide and support you throughout your exciting career.</p>

<h1>Travel &amp; Tourism</h1>					
Exam Board	Pearson	Course Code	60330387	GCSE/Technical	Technical
Outline of Course	The Level 1 & Level 2 Technical Award in Travel & Tourism includes both UK and International tourism, it allows students to				

	<p>explore current issues affecting global travel and tourism organisations. It also includes topics such as destination management and relationships between organisations, as well as social and ethical responsibilities/sustainability. The qualification ensures that both theoretical and technical skills are developed in order to prepare you for the world of work or further study. It is made up of 3 components.</p> <p><b>Component 1-Travel and Tourism Organisations and Destinations.</b></p> <ul style="list-style-type: none"> <li>• Investigate the aims of UK travel and tourism organisations.</li> <li>• Explore travel and tourism destinations.</li> </ul> <p><b>Component 2 - Influences on Global Travel and Tourism.</b></p> <ul style="list-style-type: none"> <li>• Factors that influence global travel and tourism.</li> <li>• b. impact of travel and tourism and sustainability.</li> <li>• Destination management.</li> </ul> <p><b>Component 3 – Customer Needs in Travel and Tourism.</b></p> <ul style="list-style-type: none"> <li>• Investigate how organisations identify travel and tourism trends.</li> <li>• Explore how to meet the needs and preferences of travel and tourism customers.</li> </ul>
<p>Method of Assessment</p>	<p>The components are made up of both internal and external assessment. Students are required to pass each section to gain the qualification. All work is graded Pass, Merit or Distinction. Grades range from Level 1 Pass to Level 2 Distinction.</p> <p><b>Component 1</b> - Internal Assessment - presentation, research, and booklet.</p> <p><b>Component 2</b> – External Assessment – Examination (externally set and moderated)</p> <p><b>Component 3</b> – Internal Assessment - report, research, and holiday planner.</p>
<p>Choose this subject if....</p>	<ul style="list-style-type: none"> <li>• You have a curiosity about the world and would like to travel and broaden your horizons.</li> <li>• You love to learn about people and places, discover things you never even realised existed and examine the wonder of the world we live in.</li> <li>• If you are not sure which career path you want to take, then this qualification links in to probably the largest choice of potential careers of any subject.</li> <li>• You want to develop a range of skills and knowledge which will help you gain employment be it, UK based, as a special events coordinator or as Cabin Crew, or working in a 5* Beach resort in the Maldives. The World is your oyster.</li> </ul>
<p>Possible Careers/Future Pathways</p>	<p>Students on completion can progress to further related qualifications in: Travel, Leisure and Tourism, Events Management, Business Studies, Catering and Hospitality, Customer Service, Human Resources, Health and Safety, Computing, Hair and Beauty, Airport and Aviation.</p>

	<ul style="list-style-type: none"><li>• Level 2/3 Qualification at Blackpool and the Fylde College, Blackpool Sixth Form and Preston College.</li><li>• Apprenticeships within the local and regional area.</li><li>• In house management and development programmes such as those offered by local operators: Merlin, Hilton Hotels, Premier Inn, Virgin Trains, Manchester Airport &amp; the Village Hotel group.</li><li>• Full Degrees in Tourism and related subjects offered at local, national and international Universities.</li><li>• Future employment in Tourism, Leisure, Event &amp; Hospitality providers.</li></ul>