

## What is this booklet about?

This booklet is about choosing the subjects that you will be studying for the next two years, called **Key Stage 4**. You will be working towards examinations from which important decisions will be made about your future.

This booklet will help you make the best possible start by choosing your examination courses carefully.

## Why do I have to choose?

We offer many subjects. There is not enough time to study all these subjects fully for examination.

## How will I know which course I need for a career?

In most cases, a broad choice of courses at this stage will keep your options open for the future. Remember that you are required to stay in education or training until you are 18. This could be at college or in an apprenticeship. It is a good idea to make a list of careers in which you are interested and ask for information from the Careers Advisors, who will be available for you to talk to in the Year 9 zone during social time.

## Can I be sure that I will have all of my options choices?

**No.** We put the options into pools to best meet students' choices, but where clashes occur or numbers are too small to run the course, students will have to choose again.

## Remember

Choose the course you like, not the teacher you like. You may not have the same teacher next year. Do not choose courses just because your friends choose them. You may have different needs.

## How do I make my choices?

- Read the information in this booklet very carefully
- Talk to subject teachers
- Talk through your choices with your parents
- Make your final choice via Microsoft Forms link on 25<sup>th</sup> January 2021

Everyone's choice will then be studied carefully by Mr Lea and Mr Mycock and your Head of Year. We will do our best to make sure that you have your first choice of courses. Some adjustments will however have to be made and these will be fully discussed with you and, if necessary, parents/carers. After that time it will be very difficult to make any further changes.

# Qualifications and Courses

## Qualifications at Level 4 to 8

These are usually taken at a university or through a professional body.

These qualifications include:

- National Vocational Qualifications at Levels 4 and 5.
- Foundation and Honours Degrees.
- Higher National Certificates and Diplomas.
- Specialist professional qualifications.
- Postgraduate qualifications.

## Qualifications at Level 3

You can achieve Level 3 when you have 2 Advanced Level passes.

These qualifications include National Vocational Qualifications at Level 3, 'A' Levels, the Advanced and Progression Diplomas, the BTEC National Award and City & Guilds Advanced Awards.

- **Universities require most applicants to be qualified to this level.**
- **Employers will increasingly look for applicants who are qualified to at least this level.**

## Qualifications at Level 2

You can achieve Level 2 when you have 5 or more 5-9 grades at GCSE or BTECs at Level 2.

These qualifications include:

- GCSEs achieved at Grade 9-5 in English and maths.
- GCSEs achieved at Grades 9-5 in other subjects.
- BTEC Extended Certificate.

**Most employers use this level as their minimum entry requirement.**

# Compulsory Subjects

There are some subjects which every student must study. These will form the core curriculum:

- English language and literature
- Mathematics
- Science – combined science unless you do separate sciences.
- PE – Duke of Edinburgh
- RE

## **English**

Being able to read and write with fluency, confidence and a high level of accuracy is essential for future success. The skills you learn in English will not just help you perform better in all academic subjects, but these skills are also vital to everyday adult life. Through English, you will have the opportunity to study two GCSEs: English language and English literature, both of which allow you to explore the many different ways that ideas can be presented. A GCSE in English language and literature will allow you to pursue further study, and A Levels in either literature or language are considered complementary subjects to all other A Level courses.

## **Mathematics**

Maths helps you to develop your thinking, problem solving and numeracy skills and prepares you for the world of work.

## **Science**

Studying science will help you to broaden your understanding of the world around you. We offer different science courses which include separate sciences and combined science. The separate science course is offered to students who have projections of grade 6+ in science, English and maths.

## **PE**

PE offers a range of courses that will support you developing an active and healthy lifestyle. Your PE teacher will advise you of the course which offers you the best chance of success in Year 11.

## **RE**

Studying RE develops key skills which are important in a number of subjects, such as analysing and interpreting information and evaluating different points of view. You will also be taught how to communicate and clarify opinions and ideas.

Where there is a choice of different courses, the final choice will be made based on the recommendations of your teachers and your progress in Years 9 and 10.

## What can I choose?

Colleges and employers want to offer places and jobs to people who have a wide range of skills. They want individuals who show good levels of literacy and numeracy and individuals who have an understanding of the way the world works, who can research ideas and communicate effectively.

Subjects widely recognised as ones where these skills are used are history, geography, Arabic, French, German, Spanish and Urdu. These are our **guided choices**.

All students choose three subjects, but the number of guided choices depends on the band.

The bands are currently based on projected grades from Year 9 but we will continue to monitor your progress throughout Year 9.

Every student is considered on an individual basis and changes are possible until the end of the school year.

### **'T' Band/Pathway – 2 guided choices and Separate Sciences or 1 open choice:**

- Guided choice – history or geography.
- Guided choice – Arabic, French, German, Spanish or Urdu.
- Separate sciences or 1 open choice. If you wish to you can choose another subject from the guided choice list.

### **'S' Band/Pathway – 2 guided choices and 1 open choice:**

- Guided choice – history or geography.
- Guided choice – Arabic, French, German, Spanish or Urdu.
- 1 Open choice – Any subject from the booklet apart from Separate Sciences. If you wish to you can choose another subject from the guided choice list.

### **'Q' Band/Pathway – 1 guided choice and 2 open choices:**

- Guided choice – history, geography, Arabic, French, German, Spanish or Urdu.
- 2 Open choices – Any subject from the booklet (please note that you must meet the entry requirements to study GCSE psychology). If you wish to, you can choose another subject from the guided choice list.

### **'P' Band/Pathway:**

- Students in 'P' Band will make their choices with Mrs Connelly, Mrs Robertson and Mrs Zarar.

## Languages

- Arabic
- French
- German
- Spanish
- Urdu

## Humanities

- Geography
- History

## Expressive Arts

- Art and Design
- Photography
- Drama
- Music

## Design Technology

- Level 1/2 Hospitality and Catering
- Design Technology
- Design Textile

## Social Sciences

- Psychology
- Sociology
- Cambridge Nationals Certificate Level 1 & 2 in Child Development
- Level 1/2 Tech Award in Health and Social Care

## Digital Technologies & Business

- Business Studies
- Computer Science
- Level 1/2 Cambridge National Certificate in Creative iMedia
- BTEC Level 2 Technical Certificate in Business Enterprise
- BTEC Level 1/level 2 Tech Award in Digital Information Technology

## Physical Education

- PE
- Level 1/2 Technical Award in Health and Fitness

## Science

- Separate Sciences

Unit Titles	Content	
Unit 1: Listening and Understanding	This unit draws on the vocabulary and structures from four themes: <ul style="list-style-type: none"> <li>• Local area</li> <li>• School</li> <li>• Future aspirations, study and work</li> <li>• International and global dimension</li> </ul>	25%
Unit 2: Speaking	The focus of the speaking test will relate to the vocabulary and structures mentioned above.	25%
Unit 3: Reading and Understanding	This unit draws on the vocabulary and structures mentioned above.	25%
Unit 4: Writing	The focus of the writing test will relate to the vocabulary and structures mentioned above.	25%

## Arabic at Whalley Range High School:

The main aim of the course is to develop your linguistic and communicative skills in Arabic. Through the topics studied in Year 10 and 11 (media, leisure, sports, travel and tourism), you will develop a wider knowledge of vocabulary and structures which will help you to communicate effectively in Arabic. You will also acquire an awareness and understanding of countries and communities where Arabic is spoken.

A full course GCSE in a language leads onto GCE 'A' Level Courses and into higher education. The two qualifications of GCSE and 'A' Level are highly regarded by higher education institutions, as well as employers, as bilingual employees are in demand in our multi-lingual society.

## Who is this course suitable for?

Students who can already speak and understand Arabic, preferably students are also able to write in the language.

- Do you already understand and speak Arabic?
- Do you want to learn to read and write in your heritage language?
- Do you want to make the most of your knowledge and impress your family by gaining a highly desirable qualification? If so, then please consider Arabic.

## Careers:

- Language-related careers include jobs in travel and tourism, media, translating, interpreting and teaching.
- Law, business and medical careers also value a second language, especially with Arabic, as a majority of the community feel comfortable using their home language in interviews etc.
- Most companies have links with the Arabic speaking world in these modern times, and value staff who can speak to people from other countries in their own language or visit these countries.

Unit Titles	Content	
Unit 1: Listening and Understanding	This unit draws on the vocabulary and structures from four themes: <ul style="list-style-type: none"> <li>• Local area</li> <li>• School</li> <li>• Future aspirations, study and work</li> <li>• International and global dimension</li> </ul>	25%
Unit 2: Speaking	The focus of the speaking test will relate to the vocabulary and structures mentioned above.	25%
Unit 3: Reading and Understanding	This unit draws on the vocabulary and structures mentioned above.	25%
Unit 4: Writing	The focus of the writing test will relate to the vocabulary and structures mentioned above.	25%

## French at Whalley Range High School:

The main aim of the course is to develop your linguistic and communicative skills in French.

Through the topics studied in Year 10 and 11 (media, leisure, sports, travel and tourism), you will develop a wider knowledge of vocabulary and structures which will help you to communicate effectively in French. You will also acquire an awareness and understanding of countries and communities where French is spoken.

A full course GCSE in a language is part of the passport to advanced Courses and from there, to higher education. Qualifications in a modern foreign language are highly regarded by higher education institutions and employers.

## Who is this course suitable for?

Students who:

- Have previously studied French.
- Are highly motivated to achieve a qualification in French.

## Careers:

Language-related careers include jobs in travel and tourism, translating, interpreting and teaching. Languages are also valuable in careers in law, business and medicine. Many companies have global links with Europe and Asia and look to employ staff who can speak foreign languages.

Unit Titles	Content	
Unit 1: Listening and Understanding	This unit draws on the vocabulary and structures from four themes: <ul style="list-style-type: none"> <li>• Local area</li> <li>• School</li> <li>• Future aspirations, study and work</li> <li>• International and global dimension</li> </ul>	25%
Unit 2: Speaking	The focus of the speaking test will relate to the vocabulary and structures mentioned above.	25%
Unit 3: Reading and Understanding	This unit draws on the vocabulary and structures mentioned above.	25%
Unit 4: Writing	The focus of the writing test will relate to the vocabulary and structures mentioned above.	25%

### German at Whalley Range High School:

The main aim of the course is to develop your linguistic and communicative skills in German.

Through the topics studied in Year 10 and 11 (media, leisure, sports, travel and tourism), you will develop a wider knowledge of vocabulary and structures which will help you to communicate effectively in German. You will also acquire an awareness and understanding of countries and communities where German is spoken.

A full course GCSE in a language is part of the passport to advanced courses and from there, to higher education. Qualifications in a modern foreign language are highly regarded by higher education institutions and employers.

### Who is this course suitable for?

Students who:

- Have previously studied German.
- Are highly motivated to achieve a qualification in German.

### Careers:

Language-related careers include jobs in travel and tourism, translating, interpreting and teaching. Languages are also valuable in careers in law, business and medicine. Many companies have global links with Europe and Asia and look to employ staff who can speak foreign languages.

Unit Titles	Content	
Unit 1: Listening and Understanding	This unit draws on the vocabulary and structures from four themes: <ul style="list-style-type: none"> <li>• Local area</li> <li>• School</li> <li>• Future aspirations, study and work</li> <li>• International and global dimension</li> </ul>	25%
Unit 2: Speaking	The focus of the speaking test will relate to the vocabulary and structures mentioned above.	25%
Unit 3: Reading and Understanding	This unit draws on the vocabulary and structures mentioned above.	25%
Unit 4: Writing	The focus of the writing test will relate to the vocabulary and structures mentioned above.	25%

## Spanish at Whalley Range High School:

The main aim of the course is to develop your linguistic and communicative skills in Spanish.

Through the topics studied in Year 10 and 11 (media, leisure, sports, travel and tourism), you will develop a wider knowledge of vocabulary and structures which will help you to communicate effectively in Spanish. You will also acquire an awareness and understanding of countries and communities where Spanish is spoken.

A full course GCSE in a language is part of the passport to advanced courses and from there, to higher education. Qualifications in a modern foreign language are highly regarded by higher education institutions and employers.

## Who is this course suitable for?

Students who:

- Have previously studied Spanish.
- Are highly motivated to achieve a qualification in Spanish.

## Careers:

Language-related careers include jobs in travel and tourism, translating, interpreting and teaching. Languages are also valuable in careers in law, business and medicine. Many companies have global links with Europe and Asia and look to employ staff who can speak foreign languages.

Unit Titles	Content	
Unit 1: Listening and Understanding	This unit draws on the vocabulary and structures from four themes: <ul style="list-style-type: none"> <li>• Local area</li> <li>• School</li> <li>• Future aspirations, study and work</li> <li>• International and global dimension</li> </ul>	25%
Unit 2: Speaking	The focus of the speaking test will relate to the vocabulary and structures mentioned above.	25%
Unit 3: Reading and Understanding	This unit draws on the vocabulary and structures mentioned above.	25%
Unit 4: Writing	The focus of the writing test will relate to the vocabulary and structures mentioned above.	25%

## Urdu at Whalley Range High School:

The main aim of the course is to develop your linguistic and communicative skills in Urdu.

Through the topics studied in Year 10 and 11 (media, leisure, sports, travel and tourism), you will develop a wider knowledge of vocabulary and structures which will help you to communicate effectively in Urdu. You will also acquire an awareness and understanding of countries and communities where Urdu is spoken.

A full course GCSE in a language is part of the passport to advanced courses and from there, to higher education. Qualifications in a modern foreign language are highly regarded by higher education institutions and employers.

## Who is this course suitable for?

Students who:

- Have previously studied Urdu or who are able to read/write in Urdu
- Are highly motivated to achieve a qualification in Urdu.

## Careers:

Language-related careers include jobs in travel and tourism, translating, interpreting and teaching. Languages are also valuable in careers in law, business and medicine. Many companies have global links with Europe and Asia and look to employ staff who can speak foreign languages.

# GCSE Geography

Number of  
Exams  
**3**

Controlled  
Assessments  
**0**

**AQA**

Unit Titles	Content	
Living with the Physical Environment	<ul style="list-style-type: none"><li>• The challenge of natural hazards</li><li>• The living world</li><li>• Physical landscapes in the UK</li><li>• Written Exam: 1 hour 30 minutes</li></ul>	35%
Challenges in the Human Environment	<ul style="list-style-type: none"><li>• Urban issues and challenges</li><li>• The changing economic world</li><li>• The challenge of resource management</li><li>• Written Exam: 1 hour 30 minutes.</li></ul>	35%
Geographical Applications	<ul style="list-style-type: none"><li>• Issue evaluation</li><li>• Fieldwork – 2 geographical enquiries</li><li>• Written Exam: 1 hour 15 minutes.</li></ul>	30%

## Geography at Whalley Range:

The geography GCSE is designed to develop and extend skills, concepts and themes studied at Key Stage 3. However, it is not essential that you studied geography in Year 9.

The units studied cover a range of themes from both physical and human geography and investigates the links between them. You will undertake two fieldwork investigations in contrasting environments, to show an understanding of both physical and human geography. You will explore a range of case studies in the United Kingdom, low income countries and high income countries which will give you a deep knowledge and understanding of the world you live in.

## Who is this course suitable for?

Geography promotes a lifelong interest and fascination in how the world works. It is hands on, relevant and fun. It is suitable for students who want to study the features of the earth such as volcanic eruptions and gain an appreciation of the social, economic and physical processes which shape and change our world.

There are so many ways of learning in geography. It is very practical with opportunities to learn new skills such as modern computer-based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, and problem solving. You will also improve your literacy through your written work and make practical use of your numeracy skills when you interpret data and construct graphs. Geography is a subject which forms part of the EBACC and is well respected by universities and employers.

*“Geography is the subject which holds the key to our future.”* Michael Palin

## Careers:

Students who study geography develop a range of skills that are required for further study and in the work place. They include: leisure, travel & tourism, meteorology, social services, business & finance, scientific service, environmental management and many more.

Need more information? Mr Williams, Subject Leader [DWILLIAMS@whrs1118.co.uk](mailto:DWILLIAMS@whrs1118.co.uk)

Unit Titles	Content	
America 1840 - 1895	This is a 'period study' of America at the time when the way of life of the Native American Indians clashed with that of the new American settlers.	25%
Conflict and Tension 1918 - 1939	This is a 'Wider World Depth Study' of the problems that followed the First World War (including the rise of Hitler and the Nazis) that ultimately led to the Second World War.	25%
Medicine in Britain: 1000AD to present day	This 'Thematic Study' examines the way that people's health has been dealt with from the Middle Ages (and the Black Death), to modern times and the advanced techniques available to us.	25%
Elizabethan England	This 'British Depth Study' examines the period of Queen Elizabeth I and how she changed Britain during her reign.	25%

## History at Whalley Range High School:

AQA Syllabus A is designed to prepare you with the skills needed to improve not just your history work but also wider study skills needed in further education. Although it will build upon many of the skills developed at KS3, it is not essential that you have studied history in Year 9.

This course consists of four very different units to be studied for two exams: from understanding the life of the Native American Indians to the rise of Adolf Hitler; from the causes of the Second World War to understanding how disease was tackled during the Black Death; from life in Elizabeth I's court to life in a Victorian slum. History GCSE has it all!

A GCSE in history is widely recognised as a sure foundation for many employment opportunities. It will prepare you for later studies by improving skills including: the use of evidence, the formation of judgements, independent research, the recognition of bias and the analysis of sources - all of which will help you with further studies.

## Who is this course suitable for?

History is a true academic subject that helps you understand how we have got to where we are today. It allows you to make links with the past and predict the future. It is suitable for any student who is interested in the people that have changed the way we live and the events that have shaped the planet. History is ideal for students who can look at arguments from different angles and who realise that the past is not 'black and white'. History is perfect for those that do not like being told what they have to believe, but instead want to find out for themselves.

*"If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree."*  
- Michael Crichton

## Careers:

- People with qualifications in history, and the life skills that it develops, are in most major professions – health, teaching, local and national government and broadcasting.
- Many students enter jobs with obvious history connections, such as law, journalism, tourism, archaeology, marketing, sales, retail, the Armed Forces and business management, to name just a few.
- The unit on 'Medicine Through Time' is an interesting topic for anybody considering a career in medicine.

Unit Titles	Content	
Portfolio of Work	<ul style="list-style-type: none"> <li>A portfolio of mixed media work covering 2 or more projects.</li> </ul>	60%
Externally Set Task	<ul style="list-style-type: none"> <li>The exam board sets a number of questions to choose from. You will have approximately 8 weeks preparation time and then 10 hours of controlled exam time.</li> </ul>	40%

## Art & Design at Whalley Range High School:

The main aim of the course is to develop your artistic skills and your ability to understand how artists work. We want to give you as many opportunities as possible to succeed and to get the most out of the course. We try to involve students in projects with real, practising artists and there are often trips to galleries and museums, such as the Tate Liverpool and the Manchester City Art Gallery. The course covers all aspects of art and you will study areas such as observational drawing, painting, ceramics, printmaking, textiles, mixed media, digital imagery and 3D work. We encourage you to develop your own ideas, to start thinking for yourself and to express your personality in your work. You will also engage with the work of historical and contemporary artists.

## Who is this course suitable for?

GCSE Art and Design is a very successful course here at Whalley Range 11-18 High School. If you want to go into an art-related career when you are older, or if you are just interested in art and design and enjoy expressing yourself in creative and practical ways, then this GCSE could be for you.

Expectations outside of lessons: Students choosing Art and Design will be expected to practise and develop their drawing skills over the period of the course, in addition to homework tasks. It would also be beneficial for students to have opportunities to visit galleries and exhibitions to gain a wider understanding of art and artists.

## Careers:

Studying art at GCSE will enable you to make the progression onto a Level 3 course in art and design. If you think you want a future career in the creative industries then art is a must for you.

- Fine Art
- Photography
- Graphic Design
- Textiles and Fashion Industry
- Product and Graphic Design
- Illustration
- Architecture
- Advertising
- Interiors
- Teaching

# GCSE Photography

Number of  
Exams  
**1**

Controlled  
Assessments  
**1**

**AQA**

Unit Titles	Content	
Portfolio of Work	<ul style="list-style-type: none"><li>Portfolio of work exploring photography techniques, artist research and final outcomes.</li></ul>	60%
Externally Set Task	<ul style="list-style-type: none"><li>The exam board sets a number of questions to choose from. You will have approximately 8 weeks' preparation time and then 10 hours of controlled exam time.</li></ul>	40%

## Photography at Whalley Range High School:

You will be introduced to a variety of experiences exploring a range of techniques and processes, used within digital photography. You will produce a portfolio of work based on chosen themes from the topics below:

- Portraiture
- Landscape photography (working from the built or natural environment).
- Still life photography (working from natural or manufactured objects).
- Documentary photography, photo journalism, narrative photography, reportage
- Fine art photography, photographic installation
- Photography involving a moving image (television, film and animation).
- New media practice such as computer-manipulated photography and photographic projections.

Students will produce a portfolio of work throughout the course culminating in a 10 hour controlled assessment test which is assessed to the AQA GCSE photography criteria. Students will be expected to demonstrate skills and techniques within the use of photography. These skills will include:

- The ability to explore formal elements of visual language, line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media
- Showing in their work the use of viewpoint, composition, focus control, depth of field, movement and narrative
- Using appropriate techniques, technologies and equipment for recording images and lighting subjects within their chosen area
- Understanding the value of working individually and as a member of a team within their chosen area

Expectations outside of lessons: students choosing photography will be expected to practise photography skills and also develop their drawing skills over the period of the course, in addition to homework tasks. It would also be beneficial for students to have opportunities to visit galleries and exhibitions to gain a wider understanding of photography and the work of photographers.

## Who is this course suitable for?

The course is suitable for students who have a genuine interest in photography. If you look at the world with a creative eye and can be committed and hardworking, this course is practical, creative and fun. GCSE photography is certainly not an easy option; it will demand an investment in your time and a great deal of independent work outside of school.

If you want to work within the area of photography when you are older, or you are interested in art and design and want to record in an alternative way to drawing, then this is the course for you.

## Careers:

Studying GCSE photography will enable you to make the progression onto a Level 3 course in photography or art and design, photography, graphic design or creative imaging.

Need more information? Mr Leigh-Dalton, Subject Leader, [ALEIGHDALTON@wrhs1118.co.uk](mailto:ALEIGHDALTON@wrhs1118.co.uk)

# KS4 Drama

Number of  
Exams

3

Controlled  
Assessments

0

Unit Titles	Content
Component 1:	<ul style="list-style-type: none"><li>Apply acting skills and techniques in rehearsal and performance to understand the process of creating drama.</li></ul>
Component 2:	<ul style="list-style-type: none"><li>The study of set plays</li></ul>
Component 3:	<ul style="list-style-type: none"><li>Analysing and evaluating their own practical drama work and the work of live theatre makers in the performing arts industry.</li></ul>

Two of the components are internally assessed and the third is an external brief from the exam board. The external component requires students to respond to a performance brief set by the exam board which will involve evaluating the development process and outcome.

## Drama at Whalley Range High School:

For students who wish to apply for further education at sixth form or college, drama counts as one of the five entry grades accepted by sixth forms and colleges.

Students who opt to study drama at KS4 must be prepared to perform in front of a live audience and complete ongoing written work throughout the course.

It must be noted that this course requires students to write in detail about their own performance work as well as the work of live theatre makers. It is not 100% practical so students will need to meet coursework deadlines on a regular basis.

## Who is this course suitable for?

This course is suitable for students who are enthusiastic about:

- Performing in front of a live audience
- Analysing and evaluating the performing arts industry
- Working collaboratively with a variety of different people
- Contributing imaginative ideas to create exciting performance work
- Taking part in extra-curricular opportunities to develop their drama knowledge and experience.

## Careers:

Drama is the perfect subject to develop presentation and public speaking skills. It contributes incredibly to developing students' confidence in front of a listening audience. The skills developed on this course can be transferred to any job role: working to a brief, working under pressure, working collaboratively, managerial skills, organisational skills and the ability to practise and rehearse in order to be professional.

Possible career opportunities or links to specific professions are: actor, events manager, teacher, presenter, media, marketing, journalist, lawyer (presenting in court), social work or psychology.

Need more information? Mrs Cartin-Hodge, Subject Leader, [NCARTINHODGE@wrhs1118.co.uk](mailto:NCARTINHODGE@wrhs1118.co.uk)

# KS4 Music

Number of  
Exams

1

Controlled  
Assessments

3

## Content

- Understanding of different genres of music.
- You will develop your listening skills and understanding of different genres of music, including popular artists, world music (Bhangra, Indian, African, Middle Eastern, Mediterranean and music of South America), classical music and music for films/games.
- Music composition - you will use a range of starting points and compose in different ways using different styles.
- You will learn to perform in front of an audience as a soloist and as part of a group.

### Music at Whalley Range High School:

The main aim of this course is to develop your knowledge of the musical world and your own personal skills as a musician. You will be encouraged to explore a range of musical activities and take part in performances and trips to give you as many different musical experiences as possible. You will look at music history as well as learning about pop music and how to write your own songs. You will extend your knowledge of areas covered in Key Stage 3 as well as learning how to use computer software such as Logic and Sibelius programmes to help you compose. You will be required to perform on your own and as part of a group, and you will be required to write your own songs/musical pieces.

The music course will really build your confidence and you will be encouraged to develop your own musical style and start thinking and performing independently, as well as expressing yourself musically in all aspects of the course.

### Who is this course suitable for?

The KS4 course in music is suitable for anyone who has enjoyed music in Year 8 or 9 and is confident they can perform on their own or in groups. It is also suitable for anyone who is interested in creating their own music and using the Apple computers and software and learning about different kinds of music.

### Careers:

Music is an excellent subject to have on your CV as it shows you have important qualities that ALL employers and colleges are looking for, such as self-discipline, organisation skills and the ability to work in a team. It can lead into many different fields:

- Level 3 music courses , degree courses, teaching qualification
- Music technology courses: music producer or composer, working in a studio, recording artist
- Performing - singer, actress, session musician
- Journalism - music critic, radio presenter
- Composer - advertising, film scores, jingles.
- Project Manager
- Law
- Health and Social Care
- Music Therapist / Occupational Therapist

Need more information? Mrs Black, Subject Leader, [HBLACK@wrhs1118.co.uk](mailto:HBLACK@wrhs1118.co.uk)

Unit Titles	Content	
Unit 1: The Hospitality and Catering Industry	<ul style="list-style-type: none"> <li>The hospitality and catering environment</li> <li>How hospitality and catering establishments operate, including jobs both front and back of house.</li> <li>Health and safety</li> <li>Food safety</li> <li>Food hygiene</li> </ul>	40% Externally set and marked exam – 90 minutes.
Unit 2: Hospitality and Catering in action	<ul style="list-style-type: none"> <li>To plan, prepare, cook and present a range of nutritional dishes linked to healthy eating.</li> <li>Nutrition</li> <li>Consumer needs</li> <li>Cooking methods</li> <li>Factors affecting food choice</li> <li>Environmental issues</li> <li>Cooking skills and food presentation</li> </ul>	60% Internally assessed portfolio of evidence with ongoing practical assessment.

## Hospitality and Catering at Whalley Range High School:

This qualification is designed for learners with an interest in food and cookery. It will provide you with experience of using different cooking techniques and methods to enable you to use these within further education or apprenticeships. It will give you a basic understanding of the skills required for a career in hospitality and catering.

You will learn about:

- All aspects of the hospitality and catering industry.
- Be able to safely plan, prepare, cook and present a range of nutritional dishes.

You will develop skills:

- In creating menus to meet a brief
- In selecting ingredients to cook dishes
- In adapting recipes for health and specific dietary needs.
- In evaluating your own work
- In literacy, numeracy and ICT
- That are essential for the modern workplace, such as planning, organisation and time management, communication, problem-solving skills and health and safety.

## Who is this course suitable for?

This course is suitable for anyone who is interested in learning about the hospitality and catering industry and those who want to develop their food preparation and cooking skills. It is also suitable for those who enjoy working with food and are interested in finding out about new foods and how foods are produced, prepared and cooked alongside issues relating to nutrition and food safety.

Expectations: You will need to be prepared to cook regularly and contribute towards the ingredients provided.

## Grading

Level 1 Pass

Level 2 Pass/ Merit/Distinction

## Careers:

The hospitality and catering sector includes all businesses that provide food, beverages and/ or accommodation services. This includes restaurants, hotels, pubs and bars, airlines, tourist attractions, hospitals and sporting venues. It is Britain's fourth largest industry and accounts for 10% of the total workforce. Since 2010, 25% of new jobs have been within the hospitality and catering sector.

Unit Titles	Content		
Exam - 2 hours	<ul style="list-style-type: none"> <li>• Core Technical Principles</li> <li>• Specialist Technical Principles</li> <li>• Designing and Making Principles</li> </ul>	<p><b>Section A – Core Technical Principles (20 marks)</b> A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p><b>Section B – Specialist Technical Principles (30 marks)</b> Several short answer questions and one extended response, to assess a more in depth knowledge of technical principles.</p> <p><b>Section C – Designing and Making Principles (50 marks)</b> A mixture of short answer and extended response questions.</p>	50%
Non-exam Assessment (NEA) - 35 hours	<ul style="list-style-type: none"> <li>• Core Technical Principles</li> <li>• Specialist Technical Principle</li> <li>• Designing and Making Principles</li> </ul>	<p>A substantial 'design and make' task. The assessment criteria will be:</p> <ul style="list-style-type: none"> <li>• Identifying and investigating design possibilities</li> <li>• Producing a design brief and specification</li> <li>• Generating design ideas</li> <li>• Developing design ideas</li> <li>• Realising design ideas</li> <li>• Analysing and evaluating</li> </ul> <p>You will produce a prototype and a portfolio of evidence which will be marked by your teacher and externally moderated.</p>	50%

## Materials Technology at Whalley Range High School:

The content of the course will cover the following:

- Developing a broad knowledge of materials, components and technologies
- Developing practical skills to produce high quality functional prototypes and/or products
- Developing decision making skills through both independent, team and collaborative work
- Communicating your decisions effectively to a third party
- Learn to read, interpret and work from drawings, plans and instructions
- Learn to produce working drawings and production plans
- To develop an understanding of quality and how this can be achieved by making changes to fine tolerances
- To use materials efficiently in relation to cost and environmental impact
- Learn to demonstrate safe working practices
- Develop an awareness of industrial practices and employment opportunities.

## Who is this course suitable for?

Suitable for creative and inventive students who are interested in understanding the working properties of woods, metals and plastics, who like designing and developing new products and have an interest in finding out how things work and are made. Students will build on the skills, knowledge and understanding introduced at Key Stage 3.

## Careers:

Subject specific careers: textile design, graphic design, product design, interior design, marketing.

Progression: There are a range of Level 3 and 4 courses that can be studied. This can be linked with maths and science for careers in engineering and architecture.

# GCSE Textile Design

Number of  
Exams  
**1**

Controlled  
Assessments  
**1**

**AQA**

Unit Titles	Content	
Portfolio of Work	<ul style="list-style-type: none"><li>A portfolio of one or more area of textiles design work covering at least 2 projects.</li></ul>	60%
Externally Set Task	<ul style="list-style-type: none"><li>AQA sets a number of questions to choose from. You will have approximately 8 weeks preparation time and then 10 hours of controlled exam time.</li></ul>	40%

## Textile Design at Whalley Range High School:

The main aim of the course is to develop your textiles skills and your ability to understand how textile designers and artists work. You will have the opportunity to use traditional skills and also modern technologies to create a range of designs and products.

The course covers all aspects of textile design and you will study areas such as:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

Within the context of textile design, you will develop a variety of practical textiles skills including, weaving, felting, stitching, appliqué, construction methods and printing.

## Who is this course suitable for?

Students who are creative, enjoy practical making, interested in the textiles and fashion industry and are committed to working to deadlines would enjoy this course.

Expectations outside of lessons: students choosing design textile will be expected to practise and develop their drawing skills over the period of the course, in addition to homework tasks. It would also be beneficial for students to have opportunities to visit galleries and exhibitions to gain a wider understanding of design textile.

## Careers:

A successful outcome in this course of study will enable you to progress to Level 3 courses at Post 16 and further progress to Level 4 (degree) courses in textiles and fashion design on offer at many universities and colleges.

There are many career opportunities within the textiles industry, including: print designer, product developer, fashion designer, costume designer/maker, personal stylist, free-lance textile artist, merchandisers and buyer for online and high street stores, and work in the fashion media industry.

Need more information? Mrs Mistry, Head of Faculty, [AMISTRY@wrhs1118.co.uk](mailto:AMISTRY@wrhs1118.co.uk)

Unit Titles	Content	
Paper 1 – Cognition and Behaviour	<ul style="list-style-type: none"><li>• Memory</li><li>• Perception</li><li>• Development</li><li>• Research Methods</li></ul>	50%
Paper 2 – Social Context and Behaviour	<ul style="list-style-type: none"><li>• Social Influence</li><li>• Language</li><li>• Neuropsychology</li><li>• Psychological Problems</li></ul>	50%

## Psychology at Whalley Range High School:

Psychology is the study of the mind and behaviour. It is an ideal subject for those interested in how people think, learn and interact, and you will look at relationships between individuals. You do not have to be a 'scientist' to take psychology. It is a useful subject that combines well with science, business or art subjects.

Studying psychology helps you to develop many skills which will greatly help you with whatever A Level choices you make in the future. You will be able to develop critical and analytical skills; acquire, select and handle information, plan and carry out research, and your personal and academic development will be greatly enhanced. All these skills are transferable and will prepare you very well for A Level study.

## Who is this course suitable for?

This course is suitable for students who are interested in studying behaviour and why we act the way we do. 100% of the course is assessed through exams, so students need to be good at recalling information in exam conditions.

The demands of this subject require that you have a projected grade in science of a grade 4. The course is designed to stand alone so no prior knowledge is needed.

## Careers:

Many students of psychology go into a variety of careers and studying it at GCSE level will equip you well. Careers include law, journalism, teaching, marketing, PR, Civil Service, social work, health care professional, media, business and many, many more.

Unit Titles	Content	
Paper 1 – The Sociology of Families and Education	<ul style="list-style-type: none"><li>• Families</li><li>• Education</li><li>• Relevant Theories</li><li>• Relevant Research Methods</li></ul>	50%
Paper 2 – The Sociology of Crime and Deviance and Social Stratification	<ul style="list-style-type: none"><li>• Crime and Deviance</li><li>• Social Stratification</li><li>• Relevant Theories</li><li>• Relevant Research Methods</li></ul>	50%

## Sociology at Whalley Range High School:

GCSE Sociology is an introduction to the study of society. We ask and try to answer a wide variety of questions with lots of opportunity for debate. Here are some of the questions we ask:

- WHY are people the way they are? WHY are some rich, some poor?
- WHY do girls achieve more than boys? WHY are males more likely to be in prison than females? WHY are black people more likely to be arrested than white or Asian people? WHY are males more likely to be aggressive and females more likely to go into caring jobs?
- WHO tells us how to behave? WHO can force us to behave in certain ways? WHAT happens to us if we don't behave how we are supposed to? WHO decides what is right and wrong in society? Does this affect us equally?

## Who is this course suitable for?

Students interested in contemporary social issues and what influences our behaviour will enjoy sociology.

100% of the course is assessed through exams, so students need to be good at recalling information in exam conditions. The course is designed to stand alone so no prior knowledge is needed.

## Careers:

Students of sociology go into a variety of careers and studying it at GCSE level will equip you well. Careers include law, media, journalism, teaching, marketing, business, PR, Civil Service, social work and the caring professions, to name a few.

# Level 1/2 Child Development

Number of Exams

1

Controlled Assessments

2

OCR

Unit Titles	Content	
Unit R018: Health and Wellbeing for Child Development	<ul style="list-style-type: none"> <li>Understand reproduction and the roles and responsibilities of parenthood.</li> <li>Understand antenatal care and preparation for birth</li> <li>Understand postnatal checks, postnatal provision and conditions for development.</li> <li>Understand how to recognise, manage and prevent childhood illnesses.</li> <li>Know about child safety.</li> </ul>	50%
Unit R019: Understand the equipment and nutritional needs of children from birth to five years	<p>The exam board set the tasks but generally they include areas such as:</p> <ul style="list-style-type: none"> <li>Key factors when choosing equipment for children from birth to five years</li> <li>Nutritional requirements for children from birth to five years</li> <li>Practical feeding solutions for children from birth to five years</li> </ul>	25%
Unit R020: Understand the development of a child from birth to five years	<p>The exam board set the tasks but generally they include areas such as:</p> <ul style="list-style-type: none"> <li>The physical, intellectual and social development norms.</li> <li>Types of play and their benefits.</li> <li>Planning different play activities for a chosen development area.</li> <li>Carrying out and recording the play activities with a child.</li> <li>Comparing the child with expected development norms.</li> <li>Evaluating the play activities.</li> </ul>	25%

## Child Development at Whalley Range:

The main aim of the course is to develop your knowledge and understanding of how children develop from birth to adulthood. You will look closely at children's physical, intellectual, emotional and social development. You will explore how families prepare for birth and how to care for a child, including the importance of diet and health.

The course involves an in-depth investigation of a child under 2 ½ years. You will carry out a number of observations. The focus will be on planning activities in order to observe the child's physical, intellectual, emotional and social development. The child will be observed a number of times over a period of time. The observations will be recorded and evaluated. The progression that the child has made will be identified and the activities chosen assessed for usefulness.

The other element of the course is a research task where students select a topic of choice and plan and carry out research. This will be using primary and secondary sources.

### Who is this course suitable for?

50% of the course is coursework so students need to have excellent attendance and be able to work independently. 50% of the course is assessed through an exam. If you are interested in working with children then this is a good course for you to choose.

### Careers:

This course is ideal preparation for progression to more detailed study of childcare and child development. You could progress onto A-Level or BTEC Health and Social Care. All careers in childcare or health and social care would link with this course.

Need more information? Ms Pym, Head of Faculty, CPYM@wrhs1118.co.uk

Unit Titles	Content	
Component 1: Human Lifespan Development	<ul style="list-style-type: none"> <li>• Explore how individuals develop physically, emotionally, socially and intellectually over time.</li> <li>• Investigate how various factors, events and choices may impact on individuals' growth and development.</li> <li>• Discover how people adapt to life events and cope with making changes.</li> </ul>	30%
Component 2: Health and Social Care Services and Values	<ul style="list-style-type: none"> <li>• Learn which health and social care services are available.</li> <li>• Identify why people might need to use these services.</li> <li>• Discover who's involved in providing these services.</li> <li>• Explore what might stop people from accessing the services they need.</li> <li>• Look at the care values the sector has to make sure people get the care and protection they need.</li> </ul>	30%
Component 3: Health and Well-being	<ul style="list-style-type: none"> <li>• Learn what 'being healthy' means to different people.</li> <li>• Explore the different factors that might influence health and wellbeing.</li> <li>• Identify key health indicators and how to interpret them.</li> <li>• Assess someone's health using what they've learned.</li> <li>• Create a health and wellbeing improvement plan for that person which includes targets and recommendations of support services available.</li> <li>• Reflect on the potential challenges the person may face when putting the plan into action.</li> </ul>	40%

## Health & Social Care at Whalley Range High School:

- BTEC Tech Award Health and Social Care will give you understanding of working in health, social care and early years.
- You learn through investigation and researching different aspects of provision.
- You will develop a critical approach to problem solving within health and social care sectors.
- The course examines issues which affect the nature and quality of human life, including diversity and cultural issues.
- You will understand aspects of personal development and evaluate a range of services and organisations.

## Who is this course suitable for?

60% of the course is coursework so students need to have excellent attendance and be able to work independently. 40% of the course is assessed through a synoptic exam so students need to be good at recalling information. If you are interested in working with people, or want to care for and help others, this is the course for you.

## Careers:

This course is ideal preparation for progression to more detailed study of health, social care and early years. You could progress onto A-Level or Level 3 BTEC Health and Social Care.

All careers in health and social care would link with this course. You may want to move into childcare, nursing, health care management or any other profession in this area.

# GCSE Business Studies

Number of  
Exams  
**2**

Controlled  
Assessments  
**0**

PEARSON

Unit Titles	Content	
Unit 1 - Investigating small business	<ul style="list-style-type: none"><li>• Written examination: 1 hour and 30 minutes</li><li>• Enterprise and entrepreneurship</li><li>• Spotting a business opportunity</li><li>• Putting a business idea into practice</li><li>• Making the business effective</li><li>• Understanding external influences on business</li></ul>	50%
Unit 2 – Building a Businesses	<ul style="list-style-type: none"><li>• Written examination: 1 hour and 30 minutes</li><li>• Growing the business</li><li>• Making marketing decisions</li><li>• Making operational decisions</li><li>• Making financial decisions</li><li>• Making human resource decisions</li></ul>	50%

## Business Studies at Whalley Range High School:

GCSE business studies helps students to gain a thorough understanding of the dynamics of business activity.

The course provides students with a sound basis for candidates to progress either directly to employment or to proceed to further qualifications, such as A Level business.

### Who is this course suitable for?

100% of the course is assessed through exams, so students need to be good at recalling information in exam conditions. The demands of this subject require that you have are projected a grade of 4 in English and maths.

The problem-solving nature of the course would certainly help students who wish to go on to higher education but the course would be equally suitable for students wanting to work in the business sector.

- The course is designed to stand alone and so no prior knowledge is needed.
- Students will be expected to have good organisational skills and study skills.

### Careers:

If you achieve a grade 9-5 you could progress onto A-levels or a BTEC Level 3.

Whichever career path you choose in the future, you are likely to be working in a business – whether that 'business' is a solicitors, theatre company, hospital, insurance company, pharmacy or a vet. All of these businesses will have to consider business concepts and ideas, and this subject will give you an understanding of business.

Need more information? Mr Bashir, Head of Faculty, [SBASHIR@wrhs.co.uk](mailto:SBASHIR@wrhs.co.uk)

Unit Titles	Content	
Practical programming	Each student should complete two tasks from a choice of four. Working independently, students demonstrate their ability to code a solution to a given problem (e.g. gaming, web, mobile phone applications).	20 hour Project
Component 1: Computer Systems	Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. Students will also look at ethical, legal, cultural and environmental concerns associated with computer science. Examination: 80 marks (1 hour and 30 minutes)	50 %
Component 2: Computational thinking, algorithms and programming	In this component, students will develop programming skills which will help with their project. They will produce robust programs, learn programming techniques and understand data representation. Examination: 80 marks (1 hour and 30 minutes)	50%

## Computing at Whalley Range High School:

Studying this specification will teach you to:

- Create your own mobile applications (apps) for mobile phones or tablets.
- Create simple computer games using computer languages such as Python.
- Gain an understanding of the fundamental concepts around creating software applications.
- Develop the skills and understanding to create your applications.
- Have opportunities to work collaboratively.

The specification provides progression from Key Stage 3 studies by building on the knowledge and skills taught. It will provide excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of computing, engineering and science.

In addition, the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

## Who is this course suitable for?

Students that are fascinated by how technology works and how it is developed through problem solving techniques, would thoroughly enjoy this subject. Students who enjoy maths and logical thinking would enjoy this course.

## Careers:

Initial jobs often include graduate trainee and entry-level positions as programmers, web developers, help-desk support, consultants and junior members of project teams.

There are a variety of jobs that a computing qualification will allow you to do such as:

- Games developer.
- Information systems manager.
- IT consultant.
- Multimedia programmer.
- Network engineer.
- Systems analyst.
- Systems developer.

Unit Titles	Content	
Unit 1: Pre-Production Skills	<ul style="list-style-type: none"> <li>Written Paper (60 marks)</li> <li>To understand pre-production skills used in the creative and digital media sector.</li> <li>Develop understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.</li> </ul>	25%
Unit 2: Creating Digital Graphics	<ul style="list-style-type: none"> <li>Controlled Assessment</li> <li>To understand the basics of digital graphics editing for the creative and digital media sector. To learn where and why digital graphics are used and what techniques are involved in their creation.</li> <li>Develop an understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.</li> </ul>	25%
Unit 3: Creating a Multipage Website	<ul style="list-style-type: none"> <li>Controlled Assessment</li> <li>Understand the basics of creating multipage websites.</li> <li>Demonstrate creativity by combining components to create a functional, intuitive and aesthetically pleasing website.</li> <li>Interpret a client brief and to use planning and preparation techniques when developing a multipage website.</li> </ul>	25%
Unit 4: Creating a Digital Video Sequence	<ul style="list-style-type: none"> <li>Controlled Assessment</li> <li>To understand where digital video is used in the media industry such as television, film, web applications or computer gaming.</li> <li>You will also learn how these technologies are developed to reach an identified target audience.</li> <li>You will be able to plan a digital video sequence, create and edit a digital video sequence and review the final video sequence against a specific brief.</li> </ul>	25%

## Creative iMedia at Whalley Range High School:

These qualifications will assess the application of creative media skills through their practical use. They will provide you with essential knowledge, transferable skills and tools to improve your learning in other subjects with the aims of enhancing your employability when you leave education, contributing to your personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

### Careers:

For students who want to progress to Level 3 qualifications, there are various GCE qualifications which will further develop areas of their learning from Level 1/2 including computing, media studies and design and technology.

Students can also progress from OCR Level 1/2 Cambridge National Award/Certificate/Diploma in Creative iMedia to other vocational qualifications including, IT User Skills, IT Professional and IT Practitioner suite of qualifications (Levels 1–4), Creative iMedia suite of qualifications (Levels 1–3) and Cambridge Technicals in IT, media (Levels 2–3).

Unit Titles	Content	
Unit 1: Exploring Enterprises	<ul style="list-style-type: none"> <li>Controlled Assessment</li> <li>Introduction to business and enterprise</li> </ul>	30%
Unit 2: Promoting a Brand	<ul style="list-style-type: none"> <li>Controlled Assessment</li> <li>Students will select an idea for a micro-enterprise activity to plan and pitch.</li> </ul>	40%
Unit 3: Promotion and Finance for Enterprise	<ul style="list-style-type: none"> <li>Written theory paper</li> <li>This unit aims to give students an insight into how businesses spend money before they make profit and the costs they incur.</li> <li>Students will look at different promotional methods used by enterprises and factors that influence how enterprises identify and target their market.</li> </ul>	30%

## Business at Whalley Range High School

This qualification is designed for students who want an introduction to business that includes a vocational and hands-on element. It has been developed to enthuse and inspire students about a career in business. The qualification will appeal to students who wish to either set up their own business, move into employment or progress onto further study. The business theory and practical skills are combined to create a fun and useful qualification.

### Who is this course suitable for?

This course would be suitable for someone who likes working on computers and is interested in business studies. The problem-solving nature of the course would certainly help students who wish to go on to higher education, but the course would be equally suitable for students wanting to work in the business sector in an office environment. Having good ICT skills will help but students are not required to have any previous ICT or business studies knowledge.

### Careers:

If you achieve a D\*-P grade you could progress onto BTEC Level 3 Business course.

Whichever career path you choose in the future, it is likely that you will be working in a business – whether that ‘business’ is as a solicitor, theatre company, hospital, insurance company, pharmacy or a vet. All of these businesses will have to consider business concepts and ideas, and this subject will give you an understanding of these.

Unit Titles	Content	
Exploring User Interface Design Principles and Project Planning Techniques	<ul style="list-style-type: none"> <li>Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface</li> </ul>	30%
Collecting, Presenting and Interpreting Data	<ul style="list-style-type: none"> <li>Students will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.</li> </ul>	30%
Effective Digital Working Practices	<ul style="list-style-type: none"> <li>Students will explore how organisations use digital systems and the wider implications associated with their use.</li> </ul>	40%

### Digital Information Technology at Whalley Range High School

The specification provides progression from Key Stage 3 studies by building on the knowledge and skills taught. It will provide excellent progression to vocational courses and on to degree level courses in the areas of digital technology, computing, engineering and science.

In addition, the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

#### Who is this course suitable for?

Students that are fascinated by how technology works and how it is developed through problem solving techniques, would thoroughly enjoy this subject. Students who enjoy practical tasks and like to create software programmes will enjoy this course.

#### Careers:

If you achieve a Level 1 P, M or D Level 2 P, M Or D grade you could progress onto the BTEC Level 3 Information Technology course.

Initial jobs often include graduate trainee and entry-level positions as web developers, help-desk support, working in social media, consultants and junior members of project teams.

There are a variety of jobs that a computing qualification will allow you to do such as:

- Games developer.
- Information systems manager.
- IT consultant.
- Multimedia programmer.
- Network engineer.
- Systems analyst.

Unit Titles	Content	
Component 1: Fitness and Body Systems	<ul style="list-style-type: none"> <li>• Topic 1: Applied anatomy and physiology</li> <li>• Topic 2: Movement Analysis</li> <li>• Topic 3: Physical training</li> <li>• Topic 4: Use of Data</li> </ul>	36%
Component 2: Health and Performance	<ul style="list-style-type: none"> <li>• Topic 1: Health, fitness and wellbeing</li> <li>• Topic 2: Sports Psychology</li> <li>• Topic 3: Socio-Cultural Influences</li> <li>• Topic 4: Use of Data</li> </ul>	24%
Component 3: Practical Performance	<ul style="list-style-type: none"> <li>• Skills during team and individual activities</li> <li>• General performance skills</li> </ul>	30%
Component 4: Personal Exercise Programme (PEP)	<ul style="list-style-type: none"> <li>• Aim and planning analysis</li> <li>• Carrying out and monitoring PEP</li> <li>• Evaluation of PEP</li> </ul>	10%

## Physical Education at Whalley Range High School:

Students will be taught a mixture of theory and practical sessions. Students will experience a variety of practical activities in lessons and will choose to be assessed in their three best sports/highest marks. All theory content will be covered in lessons with homeworks being completed to consolidate understanding and links to physical activities.

### Who is this course suitable for?

- Students who are interested in a sporting or scientific career path.
- Students who enjoy PE and take part in extra-curricular activities

### Careers:

You would be able to pursue a career in PE teaching, coaching, the National Governing Body – sports development in specific sports, sports media/journalist, nutritionist, physiotherapist, sports science, sports development management, PE technicians, competition managers, leisure centre manager, fitness instructors, event organiser and as a competitor.

Progression: Students can progress from this qualification to: further study of physical education at AS and A Level; vocational courses, such as the BTEC Nationals in Sport and sport and exercise; sciences; apprenticeships and other training and employment in a related sector.

Unit Titles	Content	
Unit 01 – Introduction to body systems and principles of training in health and fitness	<ul style="list-style-type: none"> <li>• Skeletal System</li> <li>• Muscular System</li> <li>• Respiratory System</li> <li>• Cardiovascular System</li> <li>• Energy Systems</li> <li>• Effects of Health and Fitness Activities on the Body</li> <li>• Health and Fitness</li> <li>• Components of Fitness</li> <li>• Principles of Training</li> </ul>	Written exam 40% of overall mark
Unit 02 – Preparing and planning for health and fitness	<ul style="list-style-type: none"> <li>• Lifestyle factors</li> <li>• Fitness Testing</li> <li>• Training Methods</li> <li>• Optimising a Health and Fitness Programme</li> <li>• Health and fitness analysis and goal setting</li> <li>• The structure of a Health and Fitness Programme</li> <li>• Health and Safety</li> </ul>	Coursework 60% of overall mark

### Physical Education at Whalley Range High School:

Students will be taught a mixture of theory and practical sessions. They will put theoretical knowledge into practise during practical lessons to gain a better understanding. All theory content will be covered in lessons with homeworks being completed to consolidate understanding and links to physical activities.

### Who is this course suitable for?

- Students who are interested in a sporting or scientific career path.
- Students who enjoy PE and Science.

### Careers:

You would be able to pursue a career in PE teaching, coaching, the National Governing Body – sports development in specific sports, sports media/journalist, nutritionist/dietician, health assistant, doctor/pharmacist, physiotherapist, sports science, sports development management, PE technicians, competition managers, leisure centre manager, fitness instructors, personal trainer, event organiser and as a competitor.

### Progression:

Learners who achieve at **Level 1** might consider progression to Level 2 qualifications post-16 such as: a GCSE in Physical Education; study at Level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study. Examples might include Level 2 Technical Certificates in: Sport and Physical Activity; Sport and Activities Leaders; Exercise and Fitness Instruction; Physical Activity and Exercise Science.

Learners who achieve at **Level 2** might consider progression to Level 3 qualifications post-16 such as: Level 3 Applied Generals (Sport Studies; Sport and Physical Activity; Sports Performance and Excellence; Sport and Exercise Science); Level 3 Technical Levels (Sport and Physical Activity; Personal Training for Health, Fitness and Performance; Physical Activity and Exercise Science); A Level in Physical Education and Sport. This will support progression to higher education.

Learners could also progress into employment or onto an apprenticeship.

Unit Titles	Content	
Biology	<ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> </ul>	100%
Chemistry	<ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure, and the properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> </ul>	100%
Physics	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Energy</li> <li>• Waves</li> <li>• Electricity</li> <li>• Magnetism and electromagnetism</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> <li>• Space physics</li> </ul>	100%

### Separate Sciences at Whalley Range High School:

Students will be taught by specialists in biology, chemistry and physics. As well as the content that students will be taught, there will be development of practical skills throughout the course in order to prepare students for the examinations.

The course is assessed at the end of Year 11. There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding and students' ability to analyse and interpret information from distinct topic areas including practical skills and knowledge.

### Who is this course suitable for?

***Students who are currently projected a grade 6 or above in English, maths and science.***

### Careers:

Studying this option will help to prepare students for studying the sciences at A Level. The potential careers that this can lead to are: medicine, dentistry, optometry, pharmacy, as well as numerous other areas of biology, chemistry and physics.

Students who choose to study AQA Combined Science trilogy are also able to study science at A Level.

# Careers and Looking Ahead

Many students at this stage have no idea at all which career they wish to pursue. This is neither unusual nor worrying but perhaps you ought to start looking around, asking yourself what is available and what is realistic in terms of your own ability and interests.

Almost all young people will continue to receive some education until they are 18 and many courses now offer a combination of academic and vocational elements.

At 14, when you are choosing your options, you may not have a clue about your future career. It is probably true that by the time you are 16, you will be a different person and your career ideas may well have changed. The world will not have stood still either and opportunities may be opening up which you had not thought about.

## Useful Websites

**[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)**

Here you can:

1. Browse Job Profiles - so you know the following information:
  - The work you would be expected to do.
  - Hours you would expect to work.
  - Salary you would expect earn.
  - Qualifications you would need.
  - Skills, interests and qualities you need to have.
2. Speak to an advisor free of charge. They will call you back on your mobile or alternatively speak to an advisor online.
3. Get advice on apprenticeships:

You can also get advice on your options in Year 9 and Year 11. This can be found under the heading "Young People", and much more.

## Guidance

- Make sure that your subject choices leave you in a position to be flexible.
- Try to keep career doors open for as long as you can.
- If you have a broad idea of a career that you wish to follow, make sure that you cover the subject requirements.

The current 2020 entry requirements for Whalley Range Sixth Form are provided below. This allows you to look further ahead and link your option choices to the opportunities available at Sixth Form.

At Whalley Range Sixth Form College you can study either Advanced Level courses or Level 1, 2 or 3 vocational courses.

When you are selecting your subjects, you should choose ones that you enjoy, are good at and will need for a certain career or university course.

Choose your pathway according to your projected grades. If you are choosing a Level 3 pathway, you must study the equivalent of 3 A Levels but this can be made up of a combination of traditional A Levels and/or Applied General qualifications which include BTECs as indicated in the table below.

Pathway		Entry Requirements
Level 3	<ul style="list-style-type: none"> <li>Applied General</li> </ul>	<ul style="list-style-type: none"> <li>5 GCSE grades at 9-4 (this may include grade 4 or above in English and Maths) or equivalents</li> </ul>
	<ul style="list-style-type: none"> <li>Blended (Applied General and A Level)</li> </ul>	<ul style="list-style-type: none"> <li>5 GCSE grades at 9-4 (this must include grade 4 or above in English and Maths) or equivalents and meet the entry requirements for the A Level subject</li> </ul>
	<ul style="list-style-type: none"> <li>A Level</li> </ul>	<ul style="list-style-type: none"> <li>5 GCSE grades at 9-4 in different subjects including two grade 6s and this must include a grade 4 or above in English Language and Maths.</li> </ul>
Level 2 Vocational		<ul style="list-style-type: none"> <li>5 GCSE grades at 3 or above (this may include grades 3 or above in English and Maths) or equivalents</li> </ul>
Level 1 Vocational		<ul style="list-style-type: none"> <li>A range of 1-2 grades (this may include grades 1 or 2 in English and Maths) or equivalents</li> </ul>

### **To study the A Levels below you need to meet the following entry requirements:**

Arabic	Must have studied Arabic at GCSE
Biology	GCSE grade 6-5 in Combined Science or GCSE grade 6 and grade 5 in Maths
Business Studies	Grade 5 in Maths would be beneficial but not essential
Chemistry	GCSE grade 6-5 in Combined Science or GCSE grade 6 and grade 5 in Maths
English Language	GCSE grade 5 in English Language or Literature
English Literature	GCSE grade 5 in English Language or Literature
Geography	A grade 5 in Geography or Science would be beneficial but high grade 4s would be considered.
History	GCSE grade 6 in History or English would be beneficial but not essential
Law	GCSE grade 5 in English Language
Mathematics	GCSE grade 6 in Maths (Grade 5 achieved on the higher paper would be considered).
Media Studies	No subject specific entry requirements
Physics	GCSE grade 6-5 in Combined Science or GCSE grade 6 and grade 5 in Maths
Psychology	*Grade 5 in Maths or Science
Sociology	*Grade 5 in English would be beneficial but not essential
Urdu	Must have studied Urdu at GCSE

\*You do not need to have previously studied this subject at GCSE level to take it at A Level.

