

## What is the purpose of this booklet?

This booklet is about choosing the subjects that you will be studying in Years 10 and 11 (Key Stage 4.) During Years 10 and 11 you will continue to study some subjects that you have studied at Key Stage 3 and may also be studying some new subjects. Remember that all of your learning from Key Stage 3 is important for your studies in Key Stage 4.

## Why do I have to choose?

We offer a wide range of subjects. It is important that you read this booklet carefully in order to make the best choice of subjects for yourself.

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

In most cases, a broad choice of courses 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 you.

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

We put the option subjects into pools to best meet students' choices, but where clashes occur or numbers are too small to run a course, students will have to choose again.

## Remember

Choose the course that you like, not the teacher that 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, aspirations and interests.

## 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/carers
- Make your provisional choices with your Learning Coach during the week of 22<sup>nd</sup> January 2024.
- Confirm your final choices at Year 9 Parents'/Carers' Evening: 8<sup>th</sup> February 2024 (3:15pm to 7.00pm)

Everyone's choices will then be studied carefully by Mr Lea and Mr Parker. 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 2

Level 2 qualifications include:

GCSEs achieved at Grade 9-4

- Level 2 Awards, Diplomas and Certificates, National Vocational Qualifications. Intermediate apprenticeships.

## Qualifications at Level 3

These qualifications include A levels, Advanced Apprenticeships, BTEC Diplomas, Certificates and Awards and National Vocational Qualifications.

**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 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.
- Degrees – Foundation, Honours, Masters and Doctoral Degrees
- Higher National Certificates and Diplomas.
- Specialist professional qualifications.
- Postgraduate qualifications.

**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 select 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 combined science and separate sciences. The separate science course is offered to students who have strong marks in their Year 9 SSAs.

## **PE**

PE offers a range of courses that will support you to develop 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**

RE is designed to create curious, compassionate, knowledgeable and culturally aware students who gain a secure knowledge and understanding of world faiths and views, their impact in the world and a culturally decisive awareness of issues, past and present.

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.

## 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 your options pathway.

Students are allocated to their pathways by reviewing their prior data.

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

### **Ebacc 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.

### **Performance 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 apart from separate sciences. If you wish to, you can choose another subject from the guided choice list.

### **Specialist Science Pathway – 2 guided choices and separate sciences:**

- Guided choice: history or geography.
- Guided choice: Arabic, French, German, Spanish or Urdu.
- Separate science

## Languages

- Arabic
- French
- German
- Spanish
- Urdu

## Humanities

- Geography
- History

## Expressive Arts

- Art and Design
- Photography
- Drama
- Music

## Design Technology

- Level 1/2 Technical Award in Food & Cookery
- Textile Design

## Social Sciences

- Psychology
- Sociology
- Level 1/2 Tech Award 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

## Physical Education

- GCSE PE
- Sport Studies Cambridge National Level 1/2 Award/Certificate

## Science

- Separate Sciences

Unit Titles	Content	
Unit 1: Listening and Understanding	Pupils will listen to a range of Arabic speakers and answer questions about what they say.	25%
Unit 2: Speaking	In a speaking exam conducted by their teacher, pupils respond spontaneously to tasks that mirror real-life contexts. They will also have a conversation in which they ask and answer questions, describe and narrate events in different tenses and discuss their opinions on the themes covered.	25%
Unit 3: Reading and Understanding	Pupils read a range of texts on the themes covered and answer questions in English and Arabic.	25%
Unit 4: Writing	Pupils respond spontaneously to questions in Arabic, developing their ability to describe and narrate events and discuss their opinions.	25%

### Arabic at Whalley Range High School:

The main aim of the course is to develop linguistic and communication skills in Arabic. You will expand your vocabulary and structures and gain an awareness and understanding of countries and communities where Arabic is spoken.

A GCSE in a language is highly regarded by further and higher education institutions (colleges and universities) as well as employers because linguists are outward-looking problem-solvers who think globally and have excellent communication skills.

There are five main themes studied at GCSE:

- Identity and Culture
- Local area, Holiday and Travel
- School
- Future Aspirations, Study and Work
- International and Global Dimension

### Who is this course suitable for?

Students who can already understand and speak 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	Pupils will listen to a range of French speakers and answer questions about what they say.	25%
Unit 2: Speaking	In a speaking exam conducted by their teacher, pupils respond spontaneously to tasks that mirror real-life contexts. They will also have a conversation in which they ask and answer questions, describe and narrate events in different tenses and discuss their opinions on the themes covered.	25%
Unit 3: Reading and Understanding	Pupils read a range of texts on the themes covered and answer questions in English and French.	25%
Unit 4: Writing	Pupils respond spontaneously to questions in French, developing their ability to describe and narrate events and discuss their opinions.	25%

### French at Whalley Range High School:

The main aim of the course is to develop linguistic and communication skills in French. You will expand your vocabulary and structures and gain an awareness and understanding of countries and communities where French is spoken.

A GCSE in a language is highly regarded by further and higher education institutions (colleges and universities) as well as employers because linguists are outward-looking problem-solvers who think globally and have excellent communication skills.

There are five main themes studied at GCSE:

- Identity and Culture
- Local area, Holiday and Travel
- School
- Future Aspirations, Study and Work
- International and Global Dimension

### Who is this course suitable for?

Students who:

- Have previously studied French, have lived and studied in a French-speaking country or have French as a heritage language.
- 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	Pupils will listen to a range of German speakers and answer questions about what they say.	25%
Unit 2: Speaking	In a speaking exam conducted by their teacher, pupils respond spontaneously to tasks that mirror real-life contexts. They will also have a conversation in which they ask and answer questions, describe and narrate events in different tenses and discuss their opinions on the themes covered.	25%
Unit 3: Reading and Understanding	Pupils read a range of texts on the themes covered and answer questions in English and German.	25%
Unit 4: Writing	Pupils respond spontaneously to questions in German, developing their ability to describe and narrate events and discuss their opinions.	25%

### German at Whalley Range High School:

The main aim of the course is to develop linguistic and communication skills in German. You will expand your vocabulary and structures and gain an awareness and understanding of countries and communities where German is spoken.

A GCSE in a language is highly regarded by further and higher education institutions (colleges and universities) as well as employers because linguists are outward-looking problem-solvers who think globally and have excellent communication skills.

There are five main themes studied at GCSE:

- Identity and Culture
- Local area, Holiday and Travel
- School
- Future Aspirations, Study and Work
- International and Global Dimension

### Who is this course suitable for?

Students who:

- Have previously studied German, have lived and studied in a German-speaking country or have German as a heritage language.
- 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	Pupils will listen to a range of Spanish speakers and answer questions about what they say.	25%
Unit 2: Speaking	In a speaking exam conducted by their teacher, pupils respond spontaneously to tasks that mirror real-life contexts. They will also have a conversation in which they ask and answer questions, describe and narrate events in different tenses and discuss their opinions on the themes covered.	25%
Unit 3: Reading and Understanding	Pupils read a range of texts on the themes covered and answer questions in English and Spanish.	25%
Unit 4: Writing	Pupils respond spontaneously to questions in Spanish, developing their ability to describe and narrate events and discuss their opinions.	25%

### Spanish at Whalley Range High School:

The main aim of the course is to develop linguistic and communication skills in Spanish. You will expand your vocabulary and structures and gain an awareness and understanding of countries and communities where Spanish is spoken.

A GCSE in a language is highly regarded by further and higher education institutions (colleges and universities) as well as employers because linguists are outward-looking problem-solvers who think globally and have excellent communication skills.

There are five main themes studied at GCSE:

- Identity and Culture
- Local area, Holiday and Travel
- School
- Future Aspirations, Study and Work
- International and Global Dimension

### Who is this course suitable for?

Students who:

- Have previously studied Spanish, have lived and studied in a Spanish-speaking country or have Spanish as a heritage language.
- 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, Asia and the Americas and look to employ staff who can speak foreign languages.

Unit Titles	Content	
Unit 1: Listening and Understanding	Pupils will listen to a range of Urdu speakers and answer questions about what they say.	25%
Unit 2: Speaking	In a speaking exam conducted by their teacher, pupils respond spontaneously to tasks that mirror real-life contexts. They will also have a conversation in which they ask and answer questions, describe and narrate events in different tenses and discuss their opinions on the themes covered.	25%
Unit 3: Reading and Understanding	Pupils read a range of texts on the themes covered and answer questions in English and Urdu.	25%
Unit 4: Writing	Pupils respond spontaneously to questions in Urdu, developing their ability to describe and narrate events and discuss their opinions.	25%

### Urdu at Whalley Range High School:

The main aim of the course is to develop linguistic and communication skills in Urdu. You will expand your vocabulary and structures and gain an awareness and understanding of countries and communities where Urdu is spoken.

A GCSE in a language is highly regarded by further and higher education institutions (colleges and universities) as well as employers because linguists are outward-looking problem-solvers who think globally and have excellent communication skills.

There are five main themes studied at GCSE:

- Identity and Culture
- Local area, Holiday and Travel
- School
- Future Aspirations, Study and Work
- International and Global Dimension

### 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.

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.

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.

Unit Titles	Content	
America 1920–1973: Opportunity and inequality	This period study focuses on the development of the USA during a turbulent half century of change, a period of opportunity and inequality, when some Americans lived the 'American Dream' whilst many others grappled with the nightmare of poverty, discrimination and prejudice. Students will focus on key events including the Wall Street Crash, Prohibition, Organised crime, the rise of the Ku Klux Klan, the impact of the Second World War, The Civil Rights Movement, and the fight for women's equality.	25%
Conflict and Tension 1918 - 1939	This is a 'Wider World Depth Study' of the problems that followed the First World War. The unit looks at the Treaty of Versailles and League of Nations as long term causes of WW2, as well as short term causes including the rise of Hitler and the expansion of Nazi Germany.	25%
Health and the People: 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 now available to us. This unit focuses on Surgery and Anatomy, The Fight Against Infectious Disease, and Public Health,	25%
Elizabethan England	This 'British Depth Study' examines the period of Queen Elizabeth I and how she changed Britain during her reign. It looks at how Elizabeth, despite much prejudice against her as a female, maintained control and created a lasting legacy.	25%

### History at Whalley Range High School:

GCSE History 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.

This course consists of four very different units to be studied for two exams. From understanding American gangsters in the 1930s, to the rise of Adolf Hitler and the causes of the Second World War. From understanding how disease was tackled across the centuries, to what life was like in Elizabeth I's court. 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 perspectives. 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 'Health and the People' 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 10-12 weeks' preparation time and then 10 hours of controlled exam time.</li> </ul>	40%

### Art, Craft & 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 try to involve students in projects with real, practising artists and there are often trips to galleries and museums, such as Salford Quays 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?

If you are interested in 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, Craft 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, Craft and Design 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

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 10-12 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. 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.

Unit Titles	Content	
Component 1: Understanding Drama (written paper)	Section A: multiple choice (4 marks) Section B: four questions on the play Blood Brothers (44 marks) Section C: one question on the work of theatre makers in a single live theatre production (32 marks)	<b>40% of GCSE</b> 80 marks  <i>Open Book</i>
Component 2: Devising Drama (practical performance with written log)	Process of creating devised drama (create and perform your own work) Analysis and evaluation of own work- Devising log This is marked by teachers and moderated by AQA	<b>40% of GCSE</b> 80 marks  <i>Coursework</i>
Component 3: Texts in practice (practical)	Performance of two scenes from one play (20 marks each) This component is marked by AQA	<b>20% of GCSE</b> 40 marks

### Drama at Whalley Range High School

“Imagination is the starting point for all great discoveries in life. Cherishing and cultivating your imagination can unlock unforeseen doors and pathways in your career.” Michael Chin Worcester

This course develops lifelong transferable skills such as public speaking, collaboration, imagination, creativity and analysis. Students are encouraged to articulate and express their ideas, views and opinions in a sophisticated manner to stand them in good stead for any future employer.

Students are taken to the theatre to encourage their appreciation of the work of professional performers and develop their analysis and evaluation skills which are needed for all further educational qualifications. The drama department regularly works with artists within the creative arts industry such as The Royal Exchange and The Contact Theatre to develop student’s theatrical skills and their interest in the Arts and Culture.

### Who is this course suitable for?

Drama is suitable for students who enjoy creatively exploring the behaviour of human beings and a variety of themes, topics and issues. If you are a student who enjoys working collaboratively to create engaging performance work, you will succeed in this exciting and creative subject.

### Careers:

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

The transferable skills developed in drama are desired by employers in any industry; from working collaboratively to delivering presentations, using creativity to solve problems to high level analytical skills. Experience in drama will serve you in the world of law, business, finance, design and technology, education and media among others.

### Content

- You will learn about and study popular artists, music written for films and games, classical music and world music (Bhangra, Indian, African, Middle Eastern, Mediterranean and music of South America),
- Music composition - you will use a range of starting points and write music 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. You can perform on an instrument, use your voice including rap and MC-ing, or you can DJ.

### 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 and be introduced to new way of composing. **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 Key Stage 3 and is confident that they can perform on their own and in groups. You do not have to already play an instrument. You can perform on any instrument including DJ-ing as well as using your voice. This course is also suitable for anyone who is interested in creating their own music, using computers and software and learning about different kinds of music

### Careers:

Music is a subject that sixth form and colleges love to see on your application forms. It shows you have important qualities that ALL employers and colleges are looking for, such as confidence, self-discipline, organisation skills and the ability to work in a team. It can lead into many different fields:

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



Content	
<ul style="list-style-type: none"> <li>• Health and safety relating to food, nutrition and the cooking environment</li> <li>• Food legislation and food provenance</li> <li>• Food groups, key nutrients and a balanced diet</li> <li>• Factors affecting food choice</li> <li>• Food preparation, cooking skills and techniques</li> <li>• Recipe amendment, development and evaluation</li> <li>• Menu and action planning for completed dishes</li> </ul>	<p>Non-Exam Assessment</p> <p>16 hours 30 minutes 60%</p> <p>Externally set, internally assessed and externally moderated project with ongoing practical preparation</p>
	<p>Exam</p> <p>1 hour 30 minutes 40%</p> <p>Externally set and marked assessment paper</p>

## Food and Cookery at Whalley Range High School:

This qualification is designed for learners with an interest in food and cookery.

You will learn through a balance of **practical cooking** and development/written work:

- The function of foods in recipes (**food science**) and in the body (**nutrition**).
- A knowledge of the **sources of ingredients** and foods including the environmental social and seasonal influences.
- All aspects of **diet, food needs and health**.
- A thorough understanding and application of **food hygiene, legislation and safety related to food and cooking environments**.

You will be able to:

- Develop a wide range of **practical cookery skills**, using appropriate equipment.
- Select from a wide range of ingredients to cook dishes using a variety of preparation techniques and cooking methods
- Plan dishes and menus by adapting recipes for different health and specific dietary needs.

## Who is this course suitable for?

This course is suitable for anyone who is interested in the food we eat and its links to health. It's suitable for those who enjoy working with food and are interested in finding out about new foods, including how foods are produced, prepared and cooked.

**Expectations:** You will need to be prepared to cook regularly

## Grading:

Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D\*

## Careers:

The skills and knowledge you gain from this course will enable you to move onto further education or apprenticeships. It will give you a good understanding of the practical skills that colleges, universities and employers look for that can lead to exciting and well-paid career options. This course could lead you into roles such as a chef, food product developer, buyer (who travels the world sourcing new food products for manufacturers), food safety inspectors, health care professional, nutritionists, dieticians, teacher, food engineer, food scientist, food photographer, food stylist, home economist, hotel and restaurant manager, microbiologist, food journalism working for food magazines, radio, television, social media.

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 10 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, creating a deep appreciation for the intersection of Art and Textiles.

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

- art textiles
- fashion design and illustration
- 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, printing and digital textiles.

### 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 GCSE Textile 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 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.

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. There is a significant level of science within the course.

Studying psychology helps you to develop many skills which will greatly help you with whatever Level 3 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. Your personal and academic development will be greatly enhanced.

### 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 course is designed to stand alone so therefore 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 males are 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.

Unit Titles	Content	
Unit R057: Health and Wellbeing for Child Development	In this unit you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.	Exam 40% of overall grade
Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years	In this unit, you will learn how to create a safe environment for children from birth to five years in childcare settings. You will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.	Coursework linked to each unit 60% of overall grade
Unit R059: Understand the development of a child from one to five years	In this unit you will learn the expected developmental norms for children from one to five years. You will use observation and research techniques and skills to investigate these development norms and explore your findings. You will also learn the importance of creating plans and providing different play activities to support children in their development.	

## 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?

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 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.

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%  Controlled Assessment
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%  Controlled Assessment
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%  Exam

## 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.

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> <p style="text-align: right;">50%</p>
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> <p style="text-align: right;">50%</p>

## Business Studies at Whalley Range High School:

Would you like to set up your own business and be a successful entrepreneur? Would you like to be a manager in a business? Have you got an interest in the news and how the government and their policies affect your everyday life? If the answer is yes to any of these questions, then Business Studies is the GCSE for you. You will learn about how the world of business works and its relevance to almost every aspect of modern society. Amongst other topics, you will learn about planning, finance, marketing and economics and discover some of the methods and techniques used to analyse an organisation's performance.

### 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 are projected a grade 4 in English.

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, BTEC Level 3 or T-Levels in Management and Administration.

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.

Unit Titles	Content	
Practical programming	Students are to be given the opportunity to undertake a programming task(s) which allows them to develop their skills to design, write, test and refine programs using the programming language Python. Students will be assessed on these skills during the written examinations.	20 hour Project
Component 1: Computer Systems	This introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks 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	Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. 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 upon 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 who 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 R093: Creative iMedia in the Media Industry  Written Paper (70 marks)	In this unit you will learn about the media industry, digital media products, how they are planned and the media codes which are used to convey meaning, create impact and engage audiences.  Topics include: <ul style="list-style-type: none"> <li>• The media industry</li> <li>• Factors influencing product design</li> <li>• Pre-production planning</li> <li>• Distribution considerations.</li> </ul>	40%
Unit R094: Visual Identity and Digital Graphics  Controlled Assessment (50 marks)	In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.  Topics include: <ul style="list-style-type: none"> <li>• Develop visual identity</li> <li>• Plan digital graphics for products</li> <li>• Create visual identity and digital graphics</li> </ul>	20%
Unit R089: Visual Imaging  Controlled Assessment (70 marks)	In this unit you will learn how to plan, create and review portfolios of visual imagery.  Topics include: <ul style="list-style-type: none"> <li>• Plan visual imaging portfolios</li> <li>• Create visual imaging portfolios</li> <li>• Review visual imaging portfolios</li> </ul>	40%

## Creative iMedia at Whalley Range High School:

This qualification will assess the application of creative media skills through their practical use. It will provide you with essential knowledge, transferable skills and the 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 qualification will encourage independence, creativity and awareness of the digital media sector.

You will have hands on experience creating graphics, photography and video content during the course, including being part of the media team for school events and trips.

### Careers:

Students who study Creative iMedia can progress onto a range of creative pathways including:

- A Level Media Studies
- Apprenticeships in Media and Broadcast (Level 3)
- Cambridge Technicals in Information Technology and Digital Media (Level 3)
- T-Level in Digital Production Design and Development
- T-Level in Media, Broadcast and Production (Level 3)

Unit Titles	Content	
Component 1: Exploring Enterprises	<ul style="list-style-type: none"> <li>• Characteristics of enterprises.</li> <li>• Market Research helps enterprises to meet customer needs and understand competitor behaviour.</li> <li>• Factors that contribute to the success of an enterprise.</li> </ul>	30%
Component 2: Planning for and Pitching an Enterprise Activity	<ul style="list-style-type: none"> <li>• Explore ideas and plan for a micro-enterprise activity.</li> <li>• Pitch a micro-enterprise activity.</li> <li>• Review own pitch for a micro-enterprise activity.</li> </ul>	30%
Component 3: Promotion and Finance for Enterprise	<ul style="list-style-type: none"> <li>• Elements of promotion and financial records.</li> <li>• Promotional and financial information in relation to a given enterprise.</li> <li>• Improving business performance.</li> </ul>	40%

## 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 an engaging and purposeful 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. 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 and T-Levels in Management and Administration.

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 veterinary setting. 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	
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. 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 R184 – Contemporary Issues in Sport	<ul style="list-style-type: none"> <li>About a range of topical and contemporary issues in sport, relating to, participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</li> </ul>	<p>Examined 40% (70 marks)</p> <p>1 hr 15 minutes</p>
Unit R185 – Performance and Leadership in Sports Activities	<ul style="list-style-type: none"> <li>To develop your skills as both a performer, in two different sporting activities and as a leader in one activity.</li> <li>To work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform.</li> <li>To perform under pressure, both as a participant and as a leader and will use your initiative to solve problems and make decisions.</li> <li>Learn how to deal with rapidly changing conditions and situations.</li> </ul>	<p>Moderated 40% (80 marks)</p> <p>Approx 16 hours</p>
Unit R186 – Sports and the Media	<ul style="list-style-type: none"> <li>To explore both sides of media sources and apply real life examples to demonstrate the nature of the relationship between media and sport.</li> <li>To develop your ability to evaluate and interpret the different ways sport is represented by the media.</li> </ul>	<p>Moderated 20% (40 marks)</p> <p>Approx 8-10 hours</p>
Unit R187 – Increasing Awareness of Outdoor and Adventurous Activities	<ul style="list-style-type: none"> <li>To find out information about what opportunities there are in the local area, as well as nationally in the UK, for all different types of activities.</li> <li>How you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology they need, as well as completing planning to help keep them safe.</li> </ul>	<p>Moderated 20% (40 marks)</p> <p>Approx 8-10 hours</p>

## Physical Education at Whalley Range High School:

Students will be taught a mixture of theory and practical sessions. They will put theoretical knowledge into practice 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 enjoy PE, Leadership and Outdoor Adventurous Activities
- Students who are wanting to progress in Sports, Physical Education, Social Science and Media Areas.

### 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>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism and electromagnetism</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.

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?

This course is not harder, it just has more content. Only select this subject if you really enjoy science and want to learn more.

### Careers:

Studying this option will help to prepare students for studying the sciences at A Level. The potential careers that this can lead to include: medicine, dentistry, engineering, astrophysics, pharmacy and forensic science to name just a few.

Students who do not choose separate sciences are also able to study science at A Level, leading to all of the same career paths.

# 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 now is the time to start looking around, asking yourself what is available and what is realistic in terms of your own ability and interests.

All young people will continue to receive some education/training 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 have no idea 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.

