

STAGE

KEY

4

2025



Key Stage 4 Curriculum Booklet



ATHERTON
HIGH SCHOOL

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KS4 Curriculum

Welcome to our Key Stage 4 Curriculum

Dear Parents and Carers,

More than ever, pupils preparing to enter Key Stage 4 will be preparing for a world that is changing very fast and preparing for careers that may not yet exist or that will at least change dramatically during a working life. For that reason, it is essential we ensure that all pupils have a broad and balanced curriculum without too much specialisation at this stage. Your child's Key Stage 4 curriculum will involve preparing for national examinations that will provide the building blocks for future study and preparations for a successful career.

The first important point to make is that **all** pupils will follow a core curriculum of English Language and English Literature, Mathematics, Science, P.E. and a Personal Development curriculum (Personal, Social, Health, RE Education and Careers Education and Guidance). We believe this gives pupils a 'broad and balanced' curriculum and a firm platform for future specialised study, career development and adult life. In addition to the core, pupils will have option choices and will be advised to help them select courses that best meet the needs and opportunities for success for each pupil.

At your KS4 Curriculum Evening, we will be available to discuss the thinking behind our Curriculum Model and give parents and pupils opportunities to find out more about different courses and what might be the best choices for each pupil.

I urge all pupils and parents to take the time to read this booklet carefully, and to heed the advice offered about making choices. If you would like any further assistance, please do not hesitate to contact Mrs L. Turner (Headteacher), Ms D. Gibson (Deputy Headteacher), or Mrs J. Doyle (Careers).

Making the correct decision is dependent on having all the facts to hand and once made, further success at Atherton High School will be determined by having the right attitude and approach towards future study.

We don't choose success; we need to make it happen.

Best wishes,



Mrs L Turner
Headteacher

Ms D Gibson
Deputy Headteacher

KEY STAGE 4

Subject	GCSEs	Notes
English	2	GCSE English Language GCSE English Literature
Mathematics	1	GCSE Mathematics
Science	2	GCSE Combined Science
Personal Development		(PSHE, LRE & CEIG) non-examined
Physical Education Health & Wellbeing		Core PE (non-examined)
Modern Languages	1	GCSE Spanish
Humanities	1	Pupils can select from: GCSE History GCSE Geography GCSE RE GCSE Citizenship BTEC Health & Social Care
Performing Arts	1	Pupils may choose Performance subjects: GCSE Music GCSE Drama
Creative Technology	1	Pupils may choose from a range of Creative Technology subjects: Art, Design Technology, Food Technology, Creative Media Production & Creative iMedia
PE	1	Sports Science (Cambridge National)

Careers Education, Information, Advice and Guidance (CEIAG)

Careers education information advice and guidance (CEIAG) at Atherton High School aims to prepare young people for adult working life. It offers a systematic and personalised approach to help students make the right choices through impartial, well informed advice.

CEIAG is delivered through form time, cross curriculum activities and PHSE days. Activities are differentiated and personalised to ensure progression for all pupils and strengthen their motivation, aspirations and attainment at school.

Key Stage 3

- ◆ Reviewing skills - undertaking realistic self-assessment of achievements, qualities, aptitudes and abilities.
- ◆ Recognising stereotyped and misrepresented images of people, careers and work and how personal views affect decision making.
- ◆ Recognising that work is more than just paid employment.
- ◆ Bespoke visits to employers, Further Education, Higher Education and training providers.
- ◆ Making realistic and informed choices of options available post 14.
- ◆ Opportunity for discussion with an impartial careers adviser.
- ◆ Parental/student access to careers information via school events and website.
- ◆ Student access to resources in the Careers Suite in the Humanities building & the library

Key Stage 4

- ◆ Understanding how the world of work is changing and the skills that promote employability through the use of labour market information.
- ◆ Identifying and using a variety of sources to analyse and evaluate careers information.
- ◆ Awareness of options post 16, through assemblies, career fairs and workplace encounters.
- ◆ Bespoke visits to employers, Further Education, Higher Education and training providers.
- ◆ Personal Guidance meetings in Y11 with an impartial careers advisor.
- ◆ College and Apprenticeship Application Support.
- ◆ Mock interviews with during the Y11 Spring term.
- ◆ Targeted support and transition for SEND Students
- ◆ Career Focus workshops on Apprenticeships, Finance, CV Writing and Personal Statements
- ◆ In Y11, students have dedicated time and support each week to work on CVs, personal statements and college applications.
- ◆ Parental/student access to careers information via school events and website.
- ◆ Student access to resources in the Careers Suite, Humanities building.
- ◆ Years 7 - 11 students have access to Xello, which is a careers platform to help research future career study options and apprenticeships.

How Parents/Carers can help

Encourage your child to access all learning opportunities.

Develop their knowledge of the world of work.

Help them discover their talents and skills.

Support them during key decision stages.

Useful Career research web sites

www.careerpilot.org.uk

www.careersbox.co.uk

nationalcareersservice.direct.gov.uk

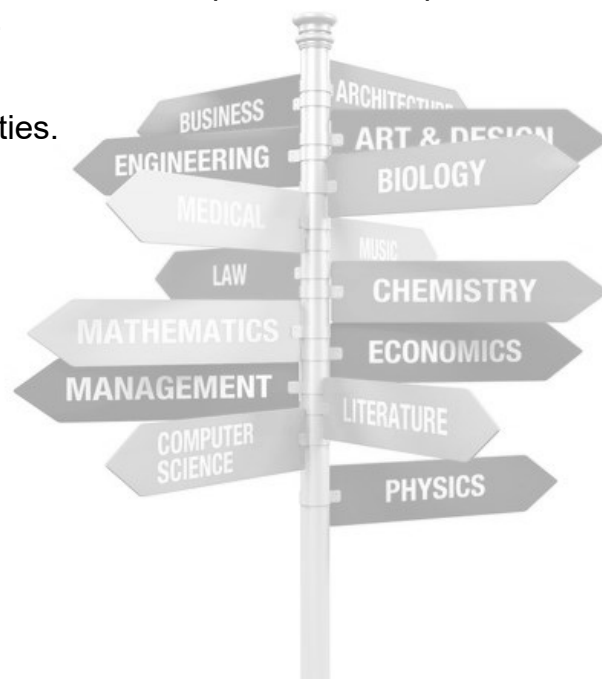
icould.com

www.xello.co.uk

www.gmacs.co.uk

Careers Leader

Mrs J Doyle - jdoyle@atherton-ept.com



CORE SUBJECTS

English

Mathematics

Science

Physical Education Health & Wellbeing (non-examined)

Personal Development (PSHE, LRE & CEIG) non-examined



Levels of Qualification

AQA 2 x GCSEs Grade 9 - 1

Course Description

Students will complete the English AQA Literature GCSE and the AQA English Language. All examinations will be sat at the end of Year 11.

Knowledge and Skills

English Literature GCSE encourages students to become independent critical thinkers and develop the skills needed to analyse, evaluate and explore texts.

English Language GCSE focuses on crucial reading, writing, speaking and listening skills. Students are given the opportunity to write for a range of different purposes and audiences and learn how to adapt their writing to the requirements of different styles. They read a range of fiction and non-fiction, examine key conventions of different types of text and learn to analyse those texts in detail. Pupils will also have the opportunity to develop their speaking and listening skills.

Assessment

English Literature two exams

Paper one includes a Shakespeare play, we study *Macbeth* and Dickens novel; we study *A Christmas Carol*.

Paper two consists of a modern play, *An Inspector Calls*, the anthology poetry collection based on the theme of *Power and Conflict* and unseen poetry.

English Language two exams

Paper one is based on fiction reading and creative writing.

Paper two is based on factual reading and a functional writing task.

Pupils are also required to present an individual speaking and listening exam which is recorded and submitted to the exam board.

The English Language GCSE consists of two, one hour 45-minute exams. Paper one is based on fiction reading and creative writing, paper two is based on factual writing and a functional writing task. Pupils are also required to present an individual speaking and listening exam which is recorded and submitted to the exam board.

Spoken Language Assessment

Students will undertake a spoken language assessment where they will be expected to prepare a short (5 mins) speech or presentation of information on a topic of their choice; the topic and content should be something engaging and persuasive. Students will be marked on the competency of their delivery as well as the rhetoric of the content itself and will receive a pass, merit or distinction as their final grade to accompany their English Language and Literature numerical grades.

Homework

Students will be given regular homework relating to the topics they are studying at the time. Some homework assignments will be written, others may be revision or reading of the set texts.

Progress Routes

Students achieving good passing grades at GCSE will be able to access A-level courses in English Language and Literature. English GCSEs are also vital preparation for many Further Education courses as all pupils are now required to hold a grade 4 or above in this subject.





Levels of Qualification

AQA GCSE Grade 9 - 1

Course Description

The GCSE Maths syllabus focuses on not only imparting mathematical skills to the student but also enabling students to become fluent in their understanding of mathematical knowledge and concepts. It helps students apply mathematical techniques to real-world problems. The course

covers a diverse range of mathematics topics including number, ratio & proportion, algebra, geometry and probability & statistics.

Knowledge and Skills

The problem solving and creative aspects of mathematics are a focus. Key words and ideas have to be extracted from mathematical problems and the correct knowledge applied to be able to move forwards. The work involved incorporates the functional skills that employers seek, so there are some cross-curricular aspects to the course. Pupils need to be able to use mental methods to solve problems as well as use a calculator effectively.

Assessment

The course content is linear and pupils are assessed through regular topic tests during years 10 and 11 and a final examination in June of Year 11. The examinations have two levels of entry leading to a range of GCSE grades:

Level	Grades available
Foundation	5 - 1
Higher	9 - 6

Both levels of entry require pupils to complete 3 papers, 1 non calculator and 2 calculator papers.

The table below shows the approximate weightings of the topic areas for the overall tier of assessment, **not** for each individual question paper.

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics	15	15

Homework Students can use written and electronic material for homework. We offer exam board specific revision guides and workbooks and general revision to help them to prepare for examinations. Several websites are also used to encourage students to take control of their own learning and develop their level of independence.

Progress Routes GCSE mathematics is an essential subject for many further and higher-level courses of study as well as many careers. Students who study mathematics can go on to work in many different industries including engineering, education, healthcare, finance and much more. All pupils are now required to hold a grade 4 or above in this subject.



Levels of Qualification

AQA 2 x GCSEs Grade 9 - 1

Course Description

In science pupils will follow the AQA Combined Science Trilogy specification and will gain a double award in their final assessments that consists of 2 GCSE grades.

Knowledge and Skills

Biology Topics	Chemistry Topics	Physics Topics
<p>Paper 1:</p> <ul style="list-style-type: none"> * Cell biology * Organisation * Infection and response * Bioenergetics <p>Paper 2:</p> <ul style="list-style-type: none"> * Homeostasis & response * Inheritance, & evolution * Ecology 	<p>Paper 1:</p> <ul style="list-style-type: none"> * Atomic structure & periodic table * Bonding, structure & the properties of matter * Quantitative chemistry * Chemical changes * Energy changes <p>Paper 2:</p> <ul style="list-style-type: none"> * Rate & extent of chemical change * Organic chemistry * Chemical analysis * Chemistry of the atmosphere * Using resources 	<p>Paper 1:</p> <ul style="list-style-type: none"> * Energy * Electricity * Particle model of matter * Atomic structure <p>Paper 2:</p> <ul style="list-style-type: none"> * Forces * Waves * Magnetism and electromagnetism

Students will complete 21 required practical investigations as part of the course delivery. All pupils will be given opportunities to carry out the practicals and to apply this to unfamiliar contexts.

Assessment

Assessment takes the form of six terminal examinations with each component summarised in the table above. 15% of assessments will be allocated to questions focused on required practicals that are conducted in class. 20% of the assessments will also be based on mathematical skills such as data analysis, drawing graphs and arithmetic.

The six papers are 1 hour 15 minutes in duration and pupils can be entered at foundation or higher level. Each of the six paper are equally weighted and the grade is allocated based on the total score across all six papers. The questions are split into three main components as summarised in the table below:

Assessment Objective	Criteria
AO1	Demonstrate knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures.
AO3	Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions, and develop and improve experimental procedures

Homework

Homework will be set once a week and will usually take the form of Educake retrieval quizzes. Additional revision materials and homeworks will be given prior to any assessment point.

Progress Routes

In Year 10 and Year 11, pupils follow the AQA Combined Science Trilogy specification. The course structure ensures that all pupils are equipped with the skill and knowledge to pursue science beyond GCSE. Gaining a grade 4 and above can open opportunities to study a wide range of further education courses and into a diverse range of careers.



Physical Education at Atherton High School plays a key role in developing and improving our pupils' health and wellbeing. Within the curriculum the aim is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing

now and in the future.

The rationale behind this is that by developing pupils' knowledge and understanding of health and wellbeing our young people are able to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- Experience challenge and enjoyment.
- Experience positive aspects of healthy living and activity for themselves.
- Apply their mental, emotional and social skills to pursue a healthy lifestyle.
- Establish a pattern of health and wellbeing which will be sustained into adult life.

Football

Badminton

Rugby

Netball



Rounders

Athletics

Handball

Health and
fitness



Personal, Social and Health Education

All students at Atherton High School undertake our Personal, Social and Health Education (PSHE) curriculum. PSHE at Atherton High School is a widely varied curriculum and seeks to engage pupils through the study of topics which are less abstract than more academic subjects, and very relevant to their daily lives. This is extremely wide

ranging, from sex education to preparation for careers and PSHE allows a safe space, with students being taught by their form tutors, whom have a pastoral duty of care to their students and have built positive relationships with their students over an extended period of time. This allows the discussion of sensitive topics and gives the students to feel comfortable enough to really engage and to ask any questions they need to. There is no formal qualification associated with our PSHE curriculum, as the real test of this knowledge and awareness comes once our students are independent in the future and making choices for themselves.

As the students move into the later stages of their high school education, these topics become even more vital in preparing the students for the world that awaits them beyond school. We cannot, of course, make sure that our students make good choices, but we do arm them with all of the knowledge they need to make informed choices as they move from childhood to adulthood.

Our curriculum is based around three core themes:

- **Relationships and Sex Education** – this covers all the mandatory areas of the relationships and sex education national curriculum as set out by the most recent government guidance. This includes the biological aspects of sex and adult relationships as well as emotional aspects of relationships and how to identify an unhealthy or abusive relationship. As the students are beginning the final part of their high school education, we also educate the students about sexual consent and the sharing of images, and what the law says on these very important subjects.
- **Mental and Physical Wellbeing** – this theme is all about the health of our students as they progress through their lives and a key focus area is the how the students can maintain good mental health despite the challenges and demands that life often places upon a person. In addition, we educate the students on ways that they can maintain their physical health, through healthy eating and linking to our PE department, through regular exercise. This theme includes an understanding of the help that is available to them if they require help with their physical and mental health, as well as a basic knowledge of first aid.
- **Living in the Wider World** – this theme covers a wide range of topics, which are all related to the situations and decisions that arise both whilst the student is still with us in school, but also once they have left school. We undertake a large amount of work with the students in preparing them to find and train for a future career, and this is done through both PSHE lessons, as well as the huge amount preparation they will undertake with our dedicated careers adviser. In addition, this theme also covers lots of other risks which can occur whilst living in the wider world, such as encounters with crime and gang culture, as well as the potential problems associated with extremism and radicalisation.

Our PSHE curriculum is delivered through a variety of ways. There are regularly scheduled lessons delivered fortnightly, which are on different days and times of day on a rolling basis throughout the school year. In addition, each half-term will have a special period of three hours on a single day set aside so that we can engage with the more demanding topics covered in our PSHE curriculum. This is supported by other learning opportunities within other subject areas, where the content of that subject is naturally a point at which there is collaboration with the PSHE curriculum.



Life, Religion and Ethics

All students at Atherton High School undertake our LRE curriculum. Students are already studying this subject on a weekly basis and will continue to do so in Year 10. LRE encompasses some extremely important areas of knowledge which we at AHS feel all students need to learn about. It develops the students' critical thinking skills and encourages them to express informed opinions on a wide range of topics. Crucially, the content

learned deals with developing an understanding of the world in which we live through the linking of ideas such as a local community with the structure and function of a national government and looks at how the British Values work in practice in these and wide range of settings.

The curriculum also adds to this an investigation into religious and ethical debates, which encourages empathy for other points of view and develops the cultural capital of the students to able to engage in informed discussion and debate on a wide variety of current affairs, and some of the big ethical and philosophical questions in life. Students are exposed to a range of opposing views to challenge their assumptions, especially those in religious texts, newspapers and news broadcasts and also social media. These experiences also serve to improve functional skills such as literacy and oracy, development of general and specialised vocabulary and to build an understanding of abstract ideas such as nations, democracy, morality and ethics.

Careers

LRE will be an important subject for those students wanted to work towards a career in politics or the civil service and will help them to take the step up to studying politics, religious education or philosophy at A-Level. In addition, it would be very useful to those wanted a career in law or finance and will help them start their journey in this direction. More broadly, LRE is about people, and so will be useful to almost any career as it will give greater knowledge of why people do the things they do.

Curriculum

Within LRE, all students will work towards the Future Planning Award and the Next Steps Award. These are part of the Atherton High School suite of personal development awards and will challenge the students to think about their own future pathway and goals so that they can start to understand the skills they need to develop in order to realise their aspirations.

Our LRE curriculum is based on these themes:

Ethical, moral and religious debates – this is all about understanding the big philosophical questions in life, the differing opinions within these debates and the religious origins of many of the key opinions and laws surrounding them. These include the differing views on marriage and divorce, moral and ethical debates on abortion and the death penalty, as well as a case study on human trafficking and the difficulties in ending these practices.

The beliefs and practices of Christianity – this helps to inform our studies about ethical debates and we look at religious texts such as the Bible as well as the views and beliefs of modern Christians to see how this impacts the way they live their lives day-to-day.

The beliefs and practices of Islam – this helps to inform our studies about ethical debates and we look at religious texts such as the Qur'an as well as the views and beliefs of modern Muslims to see how this impacts the way they live their lives day-to-day.

Humanism and atheism – this is an important topic as many non-religious people have ethical beliefs but they are not derived from a religious viewpoint. We investigate the different moral and ethical questions from the point of view of atheists.

OPTION SUBJECTS

Art
Citizenship Studies
Creative iMedia
Creative Media Production
Design Technology
Drama
Food Preparation and Nutrition
Geography
Health & Social Care
History
Music
Religious Studies
Spanish
Sports Science



Levels of Qualification

AQA GCSE Grade 9 - 1

Course Description

Art, Craft and Design provides students with a wide range of creative, exciting, and stimulating opportunities to explore their interests in art and design in ways that are personally relevant and truly developmental in nature.

Assessment:

The course has two components;

Component 1: Portfolio: -

All work produced from the start of Key Stage 4 will count towards the Portfolio and adds up to 60% of the final grade.

Component 2: Externally set task: -

Preparation for the exam starts in January of Year 11. Pupils will receive an exam paper with a number of 'titles' for pupils to choose from, and pupils will work on independently on this title until May, when they will sit a 10 hour exam to complete a final piece which has been thoroughly planned out before they enter the classroom (so no surprises). Although the exam is 10 hours long, it is split over 2-3 days. In this time pupils create their own personal response to the set task. This component adds up to 40% of the final grade.

The exam question is set by AQA and possible starting points could include; Human Figure, Habitats, Space, Materials, Light and Dark or Messages.

Work will be marked according to how well you can show evidence of: -

- Developing ideas through investigations, demonstrating critical understanding of sources.
- Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Recording ideas, observations, and insights relevant to your intentions as work progresses.
- Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Homework

Homework will be set around techniques such as drawing, as well as research into various artists.

Progress Routes

An Art & Design GCSE is beneficial to all careers as it helps you to be creative, develops transferable skills and provides opportunities for self-expression.

The art and design industries include a wide range of different subjects and opportunities for employment. This qualification will support you to choose an area of specialism to pursue successfully into further study such as a Level 3 BTEC qualification or AS/A Level art & design or any art-related pathway, such as architecture or interior design.



Levels of Qualification

AQA GCSE Grade 9 - 1

- Studies to be completed over Year 10 and Year 11 lessons.
- Final GCSE grade awarded based on examinations which are completed at the end of Year 11.
- There will be two examinations, one hour and forty-five minutes in length each. These exams are each worth 50% of the final grade.

- There is no coursework.

Citizenship is all about politics, power and society. It allows the student to understand the rights and responsibilities of British citizens as well as an understanding of British and international politics. They will learn about the legal system as well as how they can be active in their community, to help improve society for themselves and for their fellow citizens. We also engage in some of the key debates in modern Britain, encouraging the students to form their own informed opinions on a wide range of topics.

Careers

Citizenship will be an important option subject for those students wanted to work towards a career in law, politics, international organisations or the civil service and will help them to take the step up to studying politics, economics, history or sociology at A-Level. Many of the key themes developed in Citizenship will be very useful in careers across the private sector in understanding how the UK work and how the varied people that live in the UK take an active part in governing their society.

Curriculum

Our GCSE Citizenship curriculum is based on five core themes:

- **Citizenship skills, processes and methods** – This skills-based element runs throughout our curriculum and helps the students to develop the ability to formulate informed opinions and express their opinions in a clear and concise way. They also learn to critically evaluate actions so that they can plan community actions which will achieve their goals.
- **Life in Modern Britain** – In this theme we encourage students to think about the values and principles which underpin life in Britain, to understand the factors which make up identity as well as the role of the UK in international relations and the role of the media and free press.
- **Rights and Responsibilities** – This theme allows the students to explore the legal system in the UK and how it protects our rights, whether our human rights, property rights and other civil rights which are important in modern Britain. This brings up the subject of responsibilities, and we help the students to explore a citizen's responsibilities and help them understand that for a free society to function, ordinary citizens have to take their responsibilities seriously and fulfil them.
- **Politics and Participation** – This theme is central for the students to develop an understanding of UK politics and our democratic system of government. We investigate the roles local and national government, how they impact our lives, and we ask the question 'where does the power really reside? With the government? With Parliament? Or with citizens themselves?' Finally, the students learn about how citizens can participate in politics and society at local and national levels.
- **Active Citizenship** - This theme allows the students to put their knowledge into practice, so that they can research and plan their own participation in local, national or international politics and society. Guided and advised by their teacher, the students complete a project independently involving an issue or debate in which they want to make their own impact. This project will be completed over the course of their Key Stage 4 studies but will be assessed as part of their final examinations.



Levels of Qualification

OCR Level 1/Level 2

Cambridge National in Creative iMedia

Course Description

This course is designed for pupils who are creative and like to use computers to solve creative problems such as designing graphics for clients or planning, building interactive media products based on a design brief. Pupils will learn a range of transferable skills such as being able to plan, communicate and evaluate their work.

This course is very hands-on and you will need to have good organisational and time-management skills to be successful in it. It is perfect for those pupils who are artistic and have an eye for design. This course is a starting point for those who would like a career in the creative industries such as graphics design, web design, animator and games design.

Component 1– Creative iMedia in the Media Industry: (External written assessment, 1 hour 30 mins, 70 marks). This is an externally assessed examination which is taken at the end of year 11 in May/June.

Component 2– Visual Identity and Digital Graphics: Internally assessed unit. (Coursework internal controlled assessment, 50 marks) Students will learn how to create and edit a visual identity, based upon a client brief.

Component 3– Interactive digital media: Internally assessed unit. (Coursework internal controlled assessment, 70 marks). This unit enables students to understand and create an interactive digital media product, based upon a client brief.

Homework

Homework will be set around the theory element of the course to aid understanding of vital concepts especially visual identity, pre-production documents, work plans, health and safety, assets, and permissions.

Progress Routes

Courses that follow on from this include Level 2 and Level 3 vocational qualifications including Cambridge Technicals in Digital Media and Information Technology, A Levels, T Levels or apprenticeships.

Opportunities in Creative iMedia are vast and there are many potential avenues as this is an industry which is always evolving. We are particularly close to Media City which offers a wide range of different job roles.



Levels of Qualification

Pearson BTEC Level 1/Level 2

Tech Award in Creative Media Production

Why Study Creative Media Production?

This course will allow you to explore the world of media production including audio moving image production, print based media and interactive

media. You will explore the way media texts are made and how audiences respond to what they see. You will also explore a wide range of media products, learning to evaluate media and be able to offer an informed opinion. You will work towards creating your own media print products based on a brief.

The delivery of the course will be enhanced by seeing media in action at Media City in Salford & visiting a cinema.

Course Description:

You will study a range of media genres. You will apply what you learn to the production of your own media products. You will analyse and explore film, TV, advertisements, magazines, leaflets and interactive media. You will develop your understanding of how the world of media target its audiences. You will apply this knowledge to completion of three components of learning.

What will I learn/do?

Your course will develop your knowledge and understanding of media by giving you the chance to make media products of your own, exploring the skills needed to create entertaining and informative media products including, but not exclusively, use of images, image manipulation, display techniques.

With guidance, you will learn to work independently to produce pieces of media including: – magazine front covers and articles, advertisements, podcasts, storyboards and other media products, for a range of target audiences, in line with the briefs you are given.

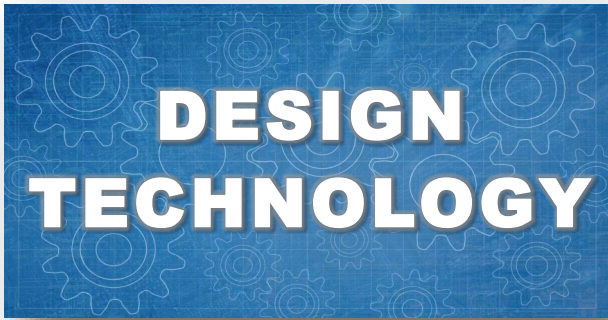
Assessment

Component	Topic	How is it assessed?
1	Exploring Media Products	Internally via coursework
2	Developing Media Production Skills	Internally via coursework
3	Create a media product in response to a brief	Externally assessed by exam board

Progress Routes

This diverse qualification will act as a gateway to a broad range of careers and higher education opportunities in the ever-growing media industry.

Some examples of which include A-Levels, degrees and career opportunities in: TV and film production; journalism; gaming and app design; social media and web design; also linking closely to lucrative careers in event managing and market research.



Levels of Qualification

AQA GCSE Grade 9 - 1

Course Description

The AQA GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems.

Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Assessment

The course has two components;

Component 1: Design and Technology in the 21st Century

Written examination: 2 hours

50% of the qualification

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding.

Component 2: Design and make task

- Non-exam assessment: approximately 35 hours
- 50% of qualification

Knowledge and Skills

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology

Homework

Homework will be set around the theory element of the course to aid understanding of vital concepts. Programming code challenges will also be set to help to give practical experience.

Progress Routes

A Product Design qualification is beneficial to all careers as it helps you to problem solve, develops transferable skills and provides opportunities to make peoples life better.

Design & Engineering industries include a wide range of different subjects and opportunities for employment. This qualification will support you to choose an area of specialism to pursue successfully into further study such as a Level 3 BTEC qualification or AS/A Level Product Design/Engineering.



Levels of Qualification

AQA GCSE Grade 9 - 1

Course Description

This is the current AQA specification where pupils have the opportunity to complete both coursework and examinations, all of which count towards their final GCSE grade.

The course gives pupils the opportunity to develop their knowledge and skills in dramatic techniques, styles and genres, devising and performing pieces.

Pupils will be encouraged to:

- * Develop their vocal skills in a role.
- * Develop their use of physical skills to portray a character.
- * Develop their knowledge of theatre, theatrical practitioners and performance styles.
- * Develop the habit of reading and watching a range of plays for pleasure and for research.
- * Commit dialogue to memory.
- * Take risks by experimenting with different ideas, techniques, whilst developing confidence.
- * Write accurately, effectively and analytically about their performance work.

The course has three components;

Component 1 – 40%

A written exam paper testing pupils on theatrical terminology, Blood Brothers and their ability to analyse a live theatre performance.

Component 2 – 40%

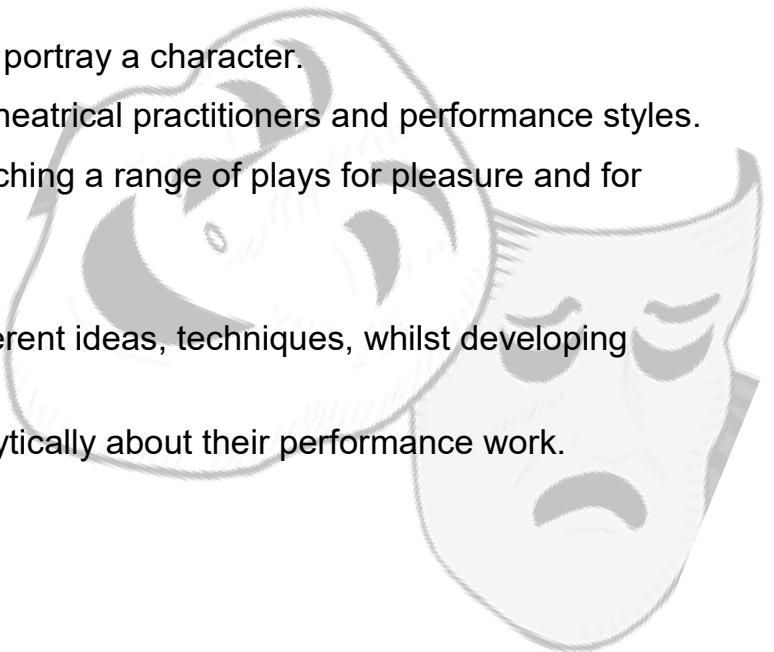
A devised performance and 2,500 word analysis and evaluation of the devising process.

Component 3 – 20%

An externally assessed component; pupils perform two scenes from a pre-selected play for an examiner

Progress Routes

GCSE Drama is relevant to teaching, media related jobs, law and many others in the way it promotes academic writing as well as practical work that develops team work, confidence and independence. Higher grades give a foundation to study AS/A Level Theatre Studies or Performing Arts.





Levels of Qualification

WJEC GCSE Grade 9 - 1

Course Description

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science,

nutrition and healthy eating. It encourages learners to cook dishes of a high quality, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably now and later in life.

The course has two components;

Component 1:

Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes

50% of qualification

This component has two sections A and B.

Section A is questions based on stimulus material.

Section B is structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2:

Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated

Assessment 1: 8 hours

A scientific food investigation which will assess the learner's knowledge, skill and understanding.

Assessment 2: 12 hours

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

50% of qualification

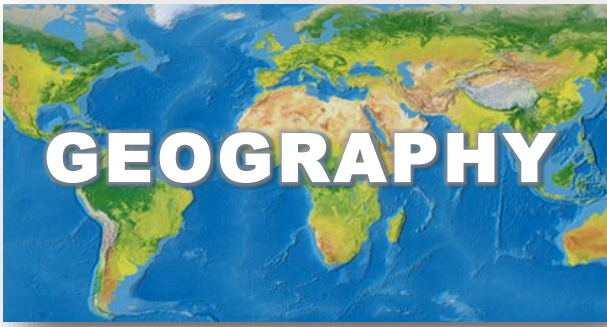
This part of the course is practical and will involve the preparation of good quality dishes which involve high level skills such as pastry making, cake decoration, bread products and the use of sauces.

Homework

Homework will be set around the theory element of the course to aid understanding of vital concepts and will also involve organising ingredients to bring into school for the weekly practical lesson.

Progress Routes

A qualification is beneficial to all careers within the industry and there are several opportunities for employment including the hotel industry; training as a chef; management work e.g. restaurant; opportunities for travel; working within the public sector and community work; a career in food design or manufacture, food hygiene and safety or public health. This qualification will support you into further study such as a Level 3 BTEC qualification in Hospitality and Catering or A level food which can be used to go on to careers like teaching DT food and the study of nutrition or dietetics.



Levels of Qualification

AQA GCSE grades 9 - 1

Course Description

Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. Students will be required to have an open-minded view and will be able to establish their own opinions in professional ways. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will

also develop academic and life skills from writing, teamwork, and communication to analytical skills.

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students who complete the course will have the skills and experience to progress onto A-level and beyond.

The content of the specification is organised into three broad themes:

- **Paper 1: Living with the physical environment**
- **Paper 2: Challenges in the human environment**
- **Paper 3: Geographical applications and skills**

Students develop a sense of place and an appreciation of the attitudes and values of decision makers in the world in which we live. Awareness of the interaction of people and their environments is a key area of study. Geography enables students to develop an understanding of the world and the people who live in it. Students will undertake two days out of school to participate in contrasting fieldwork studies, one physical study and the other a human based study.

Knowledge and Skills

Students acquire and apply appropriate skills and techniques including map work, fieldwork, literacy and numeracy, graphical skills, enquiry skills and the use of ICT skills.

Knowledge of places and themes are gained through a range of local, regional, national, international, and global scales.

Assessment

Final GCSE grading is achieved through; external examination based on three examinations

Paper 1: Living with the physical environment - 35% of GCSE

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar, and specialist terminology (SPaG))

Paper 2: Challenges in the human environment - 35% of GCSE

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)

Paper 3: Geographical applications and skills - 30% of GCSE

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)

Pre-release resources booklet made available 12 weeks before Paper 3 exam.

Homework

Homework is completed weekly and consists of exam practice using past examination questions. Students are also required to undertake private study at home to consolidate knowledge learned in lesson.

Progress Routes

Pupils may follow courses at Advanced Level in Geography or move to NVQ courses such as Leisure and Tourism.

At the higher level of education Universities offer a wide variety of degree courses in Geography as an arts, science, or social science subject. There are many linked subjects as varied as Oceanography and Town Planning.

Geography offers a background to a wide range of careers including education, travel and tourism, the leisure industry, town planning, nature conservancy, transport, and communications to name but a few.



Course Description

The BTEC Level 1/Level 2 Award in Health and Social Care is for learners who wish to acquire knowledge, understanding and technical skills through vocational contexts as part of their Key Stage 4 learning. The Award gives learners the opportunity to develop health and social care knowledge and skills in a practical learning environment.

The main focus is on:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

Knowledge and Skills

- Transferable independent life skills and employability skills.
- Growth and development milestones
- Care Values
- Health and well-being
- conditions
- Services available in the Health and Social Care Sector and the employment opportunities

The Tech award also complements the learning in GCSE programmes such as GCSE English. It will complement the more theoretical aspects covered by GCSE Biology by allowing learners to apply their knowledge in a vocational context.

Assessment

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External Synoptic

Homework

Project based learning and research will be provided termly to develop knowledge and independent learning skills.

Progress Routes

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to A levels, vocational qualifications at level 3 or apprenticeships.

Learners who generally achieve at Level 1 or level 2 across their Key Stage 4 learning might consider progression to study a technical, vocational, A level or apprenticeship course.

Career opportunities within the health sector include Doctors, Pharmacists, Nurses, Midwives and Healthcare Assistants, while social care roles include Care assistants, Occupational Therapists, Counsellors and Administrators.



Levels of Qualification

AQA GCSE Grade 9 - 1

Course Description

The AQA specification requires us to study four topics: a modern-world depth study; a study of a period of conflict and tension in the modern world; a longer-term study of British history based on a specific theme and a case study of a period of British history.

Our selected subject areas are:

- * **Germany: 1890-1945**
- * **The Cold War: 1945-1972**
- * **A thematic Study of Power and the People: c1170-Present Day**
- * **Elizabethan England: c1568-1603**

Students who choose history are opting for an academic subject which is valued as such in the wider world. Moreover, it is a subject that most pupils enjoy and one which can serve as an introduction to skills which will prove invaluable in later life.

Knowledge and Skills

History helps students to develop a number of new skills including:

- * **Ask questions properly**
- * **Express your own opinions**
- * **Process information**
- * **Think independently**
- * **Structure arguments**
- * **Understand the views of others**

Assessment

The course is assessed by two examinations of 2 hours each. These are worth 50% of the total mark each. These are taken at the end of year 11 and there is no coursework.

Homework

Homework will be a mixture of revision, reading and exam questions, on a weekly basis, to help students enrich their knowledge of history, consolidate learning and prepare for their examinations.

Progress Routes

History gives knowledge and skills which will prepare students for higher education, and which are also useful in any career. Students who specialise in history can go on to become historical researchers, work in museums, galleries, libraries or become teachers. History is one of the most transferable qualifications that also supports other career paths, like journalism, politics, law, social work and public services.

The Higher Education Statistical Agency places history in the top five disciplines in terms of successful employability.



Levels of Qualification

WJEC GCSE Grade 9 - 1

Course Description

The Eduqas specification encourages an integrated approach to the three distinct disciplines of performing, composing, and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context.

We recommend pupil's who want to study music at KS4 to play an instrument and/or sing outside of school.

Assessment.

The course has three components.

Component 1: Performing

- Total duration of performances: 4-6 minutes.
- Non-exam assessment: internally assessed, externally moderated.
- 30% of qualification.
- A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble.
- One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing

- Total duration of compositions: 3-6 minutes.
- Non-exam assessment: internally assessed, externally moderated.
- 30% of qualification
- *Two compositions, one of which must be in response to a brief set by Eduqas Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.*

Component 3: Appraising

- Written examination: 1 hour 15 minutes (approximately)
- 40% of qualification.
- This component is assessed via a listening examination.
- Eight questions in total, two on each of the four areas of study.
- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music
- Two of the eight questions are based on extracts set by Eduqas.



Homework

Homework will be set on Sound trap (music technology program) and pupils will also receive music theory exercises to practice on a regular basis.

Progress Routes

Both employers and universities see creative subjects as assets.

Increasingly, employers and universities are looking for young people who have skills that are learned through creative subjects: creative thinking, emotional intelligence, adaptability, communication, and tenacity to name just a few. And universities are keen to attract students who have a well-rounded education and achieve good results, no matter what the subject.



Levels of Qualification

AQA GCSE Grade 9 - 1

Course Description

AQA specification

Students who choose Religious Studies are opting for an academic subject which is valued as such in the wider world. Moreover, it is a subject that most pupils enjoy as it covers **real life issues** and encourages pupils to think about and justify their own opinions on a range of topics. Religious Studies develops pupils' understanding about different beliefs and practices and about the world in which they live.

Knowledge and Skills

Topic 1: Key Christian beliefs and practices (worth 25% of the course)

Topic 2: Key Muslim beliefs and practices (worth 25% of the course)

Topic 3: Thematic Studies (worth 50% of the course)

- * Relationships & family life
- * Life issues: abortion, euthanasia, the origins of the universe and animal rights
- * Crime & punishment including the death penalty debate
- * Human rights & social justice: prejudice & discrimination regarding race, gender, sexuality and wealth & poverty.

Assessment

The course is assessed by two examinations papers taken at the end of Yr11 each worth 50% of the total mark.

Paper 1: Christianity & Islam

Paper 2: Thematic Studies

Homework

Pupils will be set project work, revision work, literacy pages and extended writing including exam style questions.

Progress Routes

Religious Studies gives knowledge and skills which will prepare students for higher education, and which are also useful in any career. Students who specialise in Religious Studies can go on to become, successful in any career which involves working with people: teachers, medical professionals, police, caring professions, law, journalism, youth work, social work and many other careers involving people and the community.





Levels of Qualification

AQA GCSE Grades 9 - 1

Course Description: AQA specification

Students who choose to study GCSE Spanish will be equipped with language skills that will allow them to communicate in a variety of different ways and allow them to have a broader knowledge and understanding of the Hispanic culture. Studying a language also aids pupils to have a better and broader understanding of the way that their own language works.



Assessment:

The qualification comprises four external assessments and will follow the AQA GCSE course:

Paper 1: Listening – 25% of total marks

Paper 2: Speaking – 25% of total marks

Paper 3: Reading – 25% of total marks

Paper 4: Writing – 25% of total marks

All papers have equal weighting with the option of Foundation or Higher tier entry.

Theme 1: People and lifestyle	Theme 2: Popular culture	Theme 3: Communication and the world around us
<u>Identity and relationships with others</u> Physical and character descriptions Relationships with family and friends Marriage and Partnership <u>Healthy living and lifestyle</u> Food and drink, attitudes to fast food, drugs and alcohol Physical and mental wellbeing Sports and ways to keep fit Past and present lifestyle choices and future intentions <u>Education and work</u> Opinions on school Descriptions of school Post 16 opportunities Jobs and future plans	<u>Free time activities</u> Music preferences Cinema and TV: favourite films/programmes/actors Sports Food and drink preferences Shopping Reading <u>Customs, festivals and celebrations</u> Local and national festivals in the UK and France Festivals Customs and celebrations at home Food on special occasions <u>Celebrity culture</u> Life and achievements of celebrities/famous people Celebrity magazines/papers Opinions on celebrities Events involving famous people	<u>Travel and tourism, including places of interest</u> Travel—means of transport, weather, descriptions and preferences Holiday activities. Holiday destinations and the importance of holidays. <u>Media and technology</u> The internet and how it is used. Social media use and preferences. Mobile technology, its uses, advantages and disadvantages. <u>The environment and where people live</u> Descriptions of local areas, buildings and opinions of local area. Ideal home and future intentions. Local environment: environmental problems and their personal contribution. Global issues eg climate change

The Listening element will comprise of a range of question types; multiple choice, true/false, gap filling, matching and new for the GCSE will be a dictation task. Pupils will only answering questions in English.

The Speaking element will comprise of 3 sections:

1. A role-play card where pupils are given a scenario that they have to prepare answers to and then express the views through conversation.
2. A Reading aloud task, where the pupils will read aloud from a short passage of text, this will then be followed by a short conversation based on 4 questions linked to the topic of conversation.
3. A photo card task, where pupils will describe 2 photographs in Spanish, mentioning the content that they can see in the photographs.

Pupils will speak for a maximum of 9 minutes at Foundation level and 12 minutes at Higher level.

This will be completed with the class teacher and the voice recording externally examined by AQA.

The Writing element, will comprise of pupils having to use their language skills and knowledge of how to manipulate grammar to answer 5 questions at Foundation level (including a photo description, a 50 word question, a multiple choice grammar task, a translation from English to Spanish and a 90 word written piece) and 3 questions at Higher level (including a translation task, a 90 written piece and a 150 word written piece).

The Reading element, will comprise of 2 sections. Section A - Reading comprehension including the following types of questions; multiple choice, true/false, gap filling, matching, and Section B - Translation task from Spanish to English (both Foundation and Higher level) pupils will be answering questions in English.

Knowledge and Skills

This two year AQA course seeks to develop pupil's knowledge, skills and understanding in all four skill areas: Listening, Speaking, Reading and Writing.

Homework

Homework is a combination of formal vocabulary learning, completion of written / reading activities, research or preparation for speaking / written assessments.

Progress Routes

Studying a language will broaden a pupil's chances, in regards to future studies and job prospects as most colleges and businesses are now looking for pupils that have a GCSE language behind them. This course and qualification also counts towards the English Baccalaureate. Students who specialise in languages can go on to become, successful in many careers such as: teaching, interpreting, translating, working abroad, working for sports clubs, business work and many other careers involving having to communicate with people who speak their language specialism.



Levels of Qualification

OCR Cambridge National Level 1/2

Course Description

The OCR Level 1/Level 2 Cambridge National in Sport Science is aimed at students who wish to develop knowledge, understanding and practical skills that can be used in the Exercise, Physical

Activity, Sport and Health sector. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as; understanding how to prevent and treat sporting injuries, applying the principles of training to fitness and skills development for sporting activities, understanding how to apply knowledge of good nutrition to improve sporting performance, understanding how the body systems change and develop in response to physical training.

Knowledge and Skills

R180: Reducing the risk of sports injuries and dealing with common medical conditions

By completing this unit, you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.

R181: Applying the principles of training: fitness and how it affects skill performance

By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan, and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back.

R183: Nutrition and sports performance

By completing this unit you will gain understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer.

Assessment

The R180 unit is assessed via examination. The remaining units are assessed via set assignments and practical performance.

Homework

Pupils will be set project work, revision work, literacy pages and extended writing including exam style questions.

Progress Routes

Sports science can be helpful in a wide range of careers; it can lead on to college courses including Sport, Exercise Science, Coaching and Biology and therefore have higher educational links to university and a variety of degrees. Careers linking to sports science include physiotherapists, teaching, coaching, fitness instructor or sports nutritionist.



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