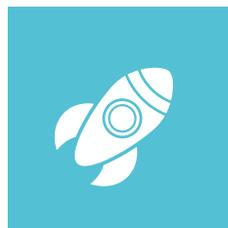
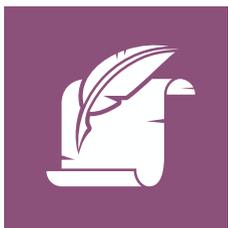


# OPTIONS

## 2017-2019



The early part of the spring term marks the start of the options process where your child will make decisions about the subjects they will study next year. This is probably one of the most important decisions they will make regarding their future direction and it is important that this is an informed choice. To this end, there are a number of ways in which you will receive the information, advice and guidance that you and your child need, to make the right choices.

## Options Booklet

This options booklet will give you an insight into the process. Subject areas have provided an overview for their subject to demonstrate what the students will learn about, how they will be assessed and in many cases the possible career pathways that the subject offers.

## Options Evening on Monday, 6th February 2017 from 7.00 pm.

Miss Cook and I will talk with you about the way that we have structured the options, how choices can be made and the support available for you and your child through the process and our curriculum leaders for English, Maths, Science and RE will talk about expectations in those subjects that are compulsory. This was a very well attended event last year and to avoid congestion, the talk will take place twice in the hall at 7.30pm and 8.00pm.

In addition the "Marketplace" arrangement for meeting subject teachers will take place in the dining area, Maths classrooms and upstairs in the MMRC and Language areas from 7.00pm. You and your child will be able to talk with subject leaders about the subjects we have on offer.

As well as staff from the subjects on offer, there will also be representation from Oldham Sixth Form College, Greenhead College, Oldham College, Clarendon College and Ashton College to answer questions about progression routes from the choices your child is considering. We will also have a senior representative from The Skills Company who are based in Manchester and provide a huge range of apprenticeships, both in more commonly known areas (e.g. trades and engineering) and more "professional areas" (business, accounting and marketing etc).

## Parent Consultation Evenings

It is important that our students take as much advice as possible when making their option choices. There are two Year 9 Consultation Evenings to allow for the increased demand for appointments so that you are able to meet and discuss how well suited your child is to an option subject, as well as being able to discuss their progress with the relevant subject teachers.

## Monday 27th February for TGOLD and Tuesday 7th March for NAVYE.

We will not accept any returned forms until **after** the **Consultation Evenings** have been held. There is not a first come first served approach to options but we would prefer **all forms to be returned by Friday 10th March 2017 (although we will accept forms on the Monday following for those families who need to use the weekend for further discussion)** after which we may not be able to guarantee a place on popular options.

## Support from staff

Subject staff and the Year 9 Pastoral team will be happy to support you in whatever way possible. If you are still unsure and would like additional support in making the option choices. We are happy to hold 1:1 interviews with any parent and child who feels that they need a little more support or guidance, but please could we ask that you contact us well in advance of the deadline to give you the maximum amount of time to discuss the outcomes and recommendations from the meeting. This is one of those times in a young person's life when the partnership of student, school and parent or carer is at its most important in helping them to prepare the way towards the future they desire and I look forward to working with you as part of that partnership.



Mr D. Watson  
**Associate Headteacher**

# OPTIONS 2017-19

<p><b>English</b> 10 periods All students</p>
<p><b>Maths</b> 10 periods All students</p>
<p><b>Science</b> 11 periods All students</p>
<p><b>Option A</b> 5 periods</p>
<p><b>Option B</b> 5 periods</p>
<p><b>Option C</b> 5 periods</p>
<p><b>Religious Studies</b> 5 periods</p>
<p><b>Health Option</b> 5 periods All students</p>

The structure of the curriculum and options for Year 10 changed last year. There is an ever increasing emphasis on the importance of good grades in English, Maths and Science by colleges and employers, and more and more we are hearing of the increased emphasis on the groups of subjects included in the Progress 8 measure, indeed there are now some Oxbridge/Russell Group Universities asking for a language at GCSE.

The amount of time to be spent on English, Maths and Science has been increased by removing one option from the old structure. This still means that Saddleworth students will have more choice than almost any other school in Oldham and can potentially gain up to 10 GCSE equivalent qualifications, this means that overall they will have fewer subjects to focus on, and more time to develop those that give them the real currency needed when applying for college, apprenticeships or employment.

All students must follow a course in English Language GCSE and English Literature GCSE to examination level, Maths GCSE and Double Science GCSE. They will also study for a full GCSE in Religious Studies (unless exempt or opting out on religious grounds) as well as a subject from the Health option to examination level; there will be a period of compulsory practical PE/fitness for all students.

Although subjects will be chosen from boxes (see contents, page 5) this does not dictate which option block the subject will be studied in as these will be created to provide access to the best possible range of choice combinations for students. In exceptional circumstances, SEN students may be offered an alternative from Box 2.

Although Mandarin Chinese will not be offered as an option, it will be offered as an extra-curricular addition on a Wednesday afternoon.

# CONTENTS

Students will be asked to **choose one subject from Box 1** and **one from Box 2**. They should then choose **two subjects from Box 3** with one reserve (box 3 also contains subjects from box 2, this is so that a student can still take combinations such as two languages, History, Geography, Triple Sciences and Computing etc).

<b>Compulsory Subjects</b>	Page
English Literature (GCSE)	6
English Language (GCSE)	7
Maths (GCSE)	8
Combined Science	9
Religious Studies (GCSE)	10

<b>BOX 1</b> Choose <b>one</b> subject ( <b>Health</b> )	Page
PE (GCSE)	11
PE (BTEC)	12
Health & Social Care (BTEC)	13
Dance (BTEC)	14
Jamie Oliver (BTEC)*	15
Technical Sport	16
Sport Studies	17
Triple Sciences (Biology)	18
ASDAN*	19

<b>BOX 2</b> Choose <b>one</b> subject	Page
Triple Sciences (GCSE)	18
Geography (GCSE)	20
History (GCSE)	21
Computer Science (GCSE)	22
French (GCSE)	23
German (GCSE)	24

<b>BOX 3</b> Choose <b>two</b> subjects + <b>one</b> reserve	Page
Art (GCSE)	25
Photography (GCSE)	26
Drama (GCSE)	27
Music (GCSE)	28
Music (BTEC)	29
Geography (GCSE)	20
History (GCSE)	21
French (GCSE)	23
German (GCSE)	24
Triple Sciences (GCSE)	18
Computer Science (GCSE)	22
ICT (BTEC)	30
Business Studies (GCSE)	31
Business (BTEC)	32
Food Prep. & Nutrition (GCSE)	33
Design & Technology (GCSE)	34

\*Students are not permitted to take two qualifications (shown with an asterisk).

# ENGLISH LITERATURE



## Curriculum Leader:

Miss S. Armstrong

## Qualification:

GCSE

## Examination Board:

AQA

## Course Content:

Pupils will study the AQA syllabus from September 2017. The course is 100% exam which will be taken in Summer 2019. Students will be awarded a grade 1-9.

## How you will be assessed

<p>Paper 1: <b>Shakespeare and the 19th century novel</b> Exam: 1 hr 45 mins</p> <p><b>40%</b></p> <hr/> <p>Section A: <b>One Shakespeare play</b> Students answer one question. They will write in detail about an extract from the play and then about the play as a whole.</p> <p>Section B: <b>One 19th century novel</b> Students answer one question. They will write in detail about an extract from the novel and then about the novel as a whole.</p>	<p>Paper 2: <b>Modern texts and poetry</b> Exam: 2 hr 15 mins</p> <p><b>60%</b></p> <hr/> <p>Section A: <b>Modern texts</b> Students answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B: <b>Poetry</b> Students answer one comparative question on one named poem, and one other poem from their chosen anthology cluster.</p> <p>Section C: <b>Unseen poetry</b> Students answer one question on one unseen poem and another question comparing this poem with another unseen poem.</p>
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## What you will learn:

Students will acquire and apply knowledge, skills and understanding through:

- Studying a Shakespeare play;
- Studying a 19th Century novel;
- Studying a modern text;
- Studying a selection of poetry from the specification 'Power and Conflict' cluster;
- Studying a range of modern and pre 1914 poetry;
- Reinforcing and extending analytical and comparison skills.
- Embedding and extending Spelling, Punctuation and Grammar skills.

## For further information:

Please speak to Miss S. Armstrong or Miss N. Cotton.

# ENGLISH LANGUAGE

**Curriculum Leader:**

Miss S. Armstrong

**Qualification:**

GCSE

**Examination Board:**

AQA

**Course Content:**

Pupils will study the AQA syllabus from September 2017. The course is 100% exam which will be taken in Summer 2019. Students will be awarded a grade 1-9.

How you will be assessed	
<p>Paper 1: <b>Explorations in creative reading and writing</b> Exam: 1 hr 45 mins</p> <p><b>50%</b> (80 marks)</p>	<p>Section A <b>Reading</b> (25%) One literature fiction text. Unseen extract from the 20th or 21st century. 1 short form question, 2 longer form questions and 1 extended question.</p> <p>Section B <b>Writing</b> (25%) One extended writing question. A choice of stimulus will be given (scenario, written prompt or visual image).</p>
<p>Paper 2: <b>Writers' viewpoints and perspectives</b> Exam: 1 hr 45 mins</p> <p><b>50%</b> (80 marks)</p>	<p>Section A <b>Reading</b> (25%) One non-fiction text and one literary non-fiction text. Unseen extract from the 19th and either the 20th or 21st century. one short form question, two longer form questions and one extended question.</p> <p>Section B <b>Writing</b> (25%) One extended writing question, thematically linked to section A.</p>
<p><b>Non-examination assessment: spoken language</b> Teacher assessment (separately endorsed) 0% of GCSE</p>	<p><b>Assessment of:</b></p> <ul style="list-style-type: none"><li>• presenting</li><li>• responding to questions and feedback</li><li>• use of Standard English</li></ul>

**What you will learn:**

Students will acquire and apply knowledge, skills and understanding through:

- Reading a range of fiction and non-fiction from the 19th, 20th and 21st Century;
- Focusing on the key skills of:
  - information retrieval
  - analysis
  - evaluation
  - comparison;

- Adapting writing to fit purpose, audience, format and tone;
- Embedding and extending Spelling, Punctuation and Grammar skills.

**For further information:**

Please speak to Miss S. Armstrong or Miss N. Cotton.

**Curriculum Leader:**

Mr T. Airnes

**Qualification:**

GCSE

**Examination Board:**

Edexcel

**Course Content:**

The GCSE programme of study leads on directly from the work covered at KS3. Topic areas studied are

- Algebra (e.g. solving equations, factorising, drawing graphs, etc.)
- Number (e.g. fractions, percentages etc.)
- Geometry & Measures (e.g. angles, area, Pythagoras' theorem etc.)
- Statistics (e.g. averages, sampling etc.)
- Probability (e.g. conditional probability etc.)
- Ratio, Proportion and Rates of Change (e.g. direct and indirect proportion, etc)

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**Recommended revision websites:****Mymaths.co.uk**

Login: saddleworth

Password: decimal

**Mathswatch**

Pupils are talked through past exam questions as methodologies and calculations are shown and discussed first-hand in mini video-like clips. Pupils also have the opportunity to work through similar questions to test their understanding. This can be accessed through the Maths section on the school website.

**Centre ID:** saddleworth

**Username:** surname forename

**Password:** DOB(ddmmyy)

**Corbettmaths.com.**

The 5-a-day questions are really useful for students to quickly practise their key skills. There are also videos and worksheets to help with particular topics.

**Mrbartonmaths.com**

A really useful source for revision resources and links to other revision websites

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**How you will learn:**

To ensure that you do as well as possible at Maths it is essential that throughout the course you spend time at home going back over topics that you covered previously in class.

**How to revise for GCSE Maths:**

- Regular revision is much more effective than lots of revision at the end
- Just reading through exercise books and revision guides doesn't work
- Answering lots of exam style questions is the best way to revise

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**How you will be assessed:**

Mathematics is studied by all students; the only difference is the depth to which it is studied.

There are two tiers of assessment:

- Foundation in which grades 1 to 5 are available
- Higher in which grades 4 to 9 are available

Students will take three exams, at the end of year 11, two calculator papers and one non calculator paper.

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**Additional information/skills:**

GCSE Mathematics is assessed solely by examination. There is no coursework or controlled assessment. Students will have regular in-school assessments to monitor progress.

Most jobs require a reasonable degree of numeracy. Careers such as teaching, nursing and the police have a minimum requirement, as does entry onto many University courses. Most college courses also require a particular grade in Maths.

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**For further information:**

Please speak to Mr T. Airnes.

# COMBINED SCIENCE

**Curriculum Leader:**

Mr J. Horn

**Course Content:**

Students will study Biology, Chemistry and Physics.

**Qualification:**

GCSE x 2

**Examination Board:**

Edexcel

Biology	Chemistry	Physics
<ul style="list-style-type: none"><li>• Cell Biology</li><li>• Transport systems</li><li>• Health, disease and the development of medicines</li><li>• Co-ordination and control</li><li>• Photosynthesis</li><li>• Inheritance, variation and evolution</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure and the Periodic table</li><li>• Structure, bonding and the properties of matter</li><li>• Chemical changes</li><li>• Energy in chemical changes</li><li>• The rate and extent of chemical change</li><li>• Chemical analysis</li><li>• Earth and atmospheric science</li><li>• Organic chemistry</li><li>• Chemical and allied industries</li></ul>	<ul style="list-style-type: none"><li>• Energy</li><li>• Forces</li><li>• Forces and motion</li><li>• Waves and matter</li><li>• Electricity</li><li>• Magnetism and electromagnetism</li><li>• Particle model of matter</li><li>• Atomic structure</li><li>• Light and electromagnetic waves</li><li>• Space physics</li></ul>

**How you will learn:**

You will learn through both scientific investigation and theory, taught by a subject specialist. The course is designed to allow you to understand how the material world works and you will explore these ideas with your class teacher. There will be 8 key investigations that you will carry out as part of the course.

**How you will be assessed:**

Combined Science will be assessed by linear exams at the end of year 11. The 8 key investigations will be assessed as part of the linear exams.

**Additional information/skills:**

The GCSEs will enable you to develop:

- scientific knowledge and conceptual understanding through specific disciplines of biology, chemistry and physics.
- an understanding of nature, processes and methods of science, through different types of scientific enquiries that help you to answer scientific questions about the world around you.
- and learn to apply observational, practical, modelling, enquiry and problem solving skills, within and outside of the classroom.
- your ability to evaluate claims based upon science through critical analysis of methodology, evidence and conclusions, both qualitatively and quantitatively.

**For further information:**

Please speak to Mr J. Horn.

# RELIGIOUS STUDIES



## Curriculum Leader:

Mrs R. Sunderland

## Qualification:

GCSE

## Examination Board:

AQA

## Course Content:

The Religious Studies GCSE equips students with the skills to develop persuasive arguments, evaluate emotive statements and synthesise evidence. The course also encourages empathy and understanding of the religions within our community.

### Topics studied:

#### Religion and Life

Origins of the universe, animal rights, death and the afterlife.

#### Religion, Peace and Conflict

Terrorism, Holy War, victims of war and pacifism.

#### Religion, Crime and Punishment

Causes of crime, types of punishment, ethical questions surrounding the death penalty.

#### Religion, Human Rights and Social Justice

Freedom, Prejudice and Discrimination, Poverty and Charity.

#### Beliefs, Teachings and Practices of Christianity and Islam

The nature of God, authority, worship and festivals.

## Possible employment opportunities:

The skills developed through Religious Studies are relevant to all jobs working with people. A few examples are Police Officer, TV researcher, Journalist, Teacher, Army Officer, Lawyer, Psychologist and Social Worker.

Furthermore, Religious Studies provides students with the opportunity to enquire into, and debate a wide range of ethical questions and moral dilemmas, based on questions raised within contemporary British society. Religious Studies offers students the chance to look at issues that matter in the world and those that impact upon their own personal values. They will be faced with challenging questions such as 'What challenges do religious believers face in contemporary British society?', 'Does society need the death penalty to uphold law and order?' and 'Is it ever morally just to take life?'

## How you will learn:

The Religious Studies department at Saddleworth School prides itself on using a diverse and interesting range of teaching methods and we frequently conduct student voice to help inform our teaching. Debates, group work and project based learning are popular with students and help to develop students' skills and confidence ready for employment or further study. A wide range of ICT is used and pupils will look at religious issues raised in films and the media using film clips such as 'In Pursuit of Happiness' to discuss issues of poverty and charity.

## How you will be assessed:

Students will sit two exams at the end of Year 11. Each exam is worth 50% of the GCSE and will last 1 hour 45minutes. There is no coursework attached to this subject.

## Additional information/skills:

Students make outstanding progress in Religious Studies if they work hard and listen to the feedback of their teachers. We are an inclusive subject where all students have access to the highest grades. The skills of empathy, understanding, essay writing, logical thinking, tolerance and compassion are just a selection of the skills used. A Religious Studies GCSE shows the ability to critically evaluate evidence and respond with reasoned and well developed opinions. In Religious Studies students at Saddleworth School don't just achieve a GCSE, they get an increased tolerance and empathy for others in society.

**For further information:** Please speak to Mrs R Sunderland.



**Curriculum Leader:**

Mr R. Meadowcroft

**Qualification:**

GCSE

**Examination Board:**

Edexcel

**Course Content:**

The Edexcel GCSE in Physical Education requires students to develop their knowledge and understanding of physical education and physical activity, in relation to balanced healthy lifestyles, including:

- how, and why, people take part in physical activity
- exercise and fitness
- personal health and well being.

Students will also develop their knowledge in relation to performance in physical activity. In addition it requires students to develop their knowledge and understanding of how a healthy, active lifestyle contributes to the growth and development of body systems, and structures (including the cardiovascular, muscular, respiratory and skeletal systems), as well as general wellbeing.

**How you will be assessed:**

Exam	Controlled Assessment	Practical Sports
60%	10%	Made up of 3 sporting marks from a team game, individual sport and a third of choice.  30%

**How you will learn:**

You will have 5 lessons per fortnight, 3 of which will be allocated to the theoretical content of the course and 2 to the practical element.

Using your KS3 data you will be placed each half term into the activity where you will score the maximum possible marks. This will combine the opportunity to be assessed within the role of a performer, leader or official.

**Additional information/skills:**

To help guide you into the correct selection within the Health option we have created profiles for each course. This identifies the necessary requirements to allow you to access this level and type of qualification and be successful.

**Practical based line requirement:**

minimum of a 5a in at least 4 sports.

**Theoretical baseline requirement:**

minimum of a 5a in English.

**For further information:**

Speak to your PE teacher or any other member of the PE team. If you would like to see any further details on the course specification, please access this on Edexcel's website: <http://qualifications.pearson.com/en/qualifications/edexcel-gcse/physical-education-2016.html>



**Curriculum Leader:**

Mr R. Meadowcroft

**Qualification:**

BTEC FIRST Award

**Examination Board:**

Edexcel

**Course Content:**

Students undertake 4 discrete units across the 2 years. Each unit is equally weighted and makes up 25% of the qualification.

Unit 1 **Fitness for Sport and Exercise Exam Unit**

Unit 2 **Practical Sports Performance**

Unit 5 **Training for Personal Fitness**

Unit 6 **Leading Sports Activities**

**How you will be assessed:**

**4 Units** each worth

**25%**

of final mark

**1 unit** is externally assessed via an online exam.

**3 units** are assignment based assessments, marked internally within school and sent to be externally verified.

Each piece of work is graded a Pass, Merit or Distinction in line with the success criteria attached to that piece of work. The grades from each piece of work contribute to their unit score. The 4 unit scores are combined to pre determine their overall qualification grade.

**How you will learn:**

You will have 5 lessons per fortnight, 3 of which will be allocated to the theoretical content of the course and 2 to the practical element.

The practical lessons allow for the syllabus content to be practically applied and demonstrated. The practical lessons are very closely linked to the syllabus requirements.

**For further information:**

Speak to your PE teacher or any other member of the PE team. If you would like to see any further details on the course specification please access this on Edexcel's website: BTEC Firsts Sport 2012 (NQF) <http://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html>

**Additional information/skills:**

To help guide you into the correct selection within the Health option we have created profiles for each course. This identifies the necessary requirements to allow you to access this level and type of qualification and be successful.

**Practical based line requirement:**

Minimum of a 5a in at least 4 sports.

**Theoretical baseline requirement:**

Minimum of a 5b in English.

# HEALTH & SOCIAL CARE



## Curriculum Leader:

Mr R. Meadowcroft

## Qualification:

BTEC Level 2 Health and Social Care

## Examination Board:

Edexcel

## Course Content:

There are many styles of teaching and these will vary throughout the course and dependent upon the teacher. There will be some variation to traditional teaching methods including role play, group work, individual research, individual and group presentations. This promotes and enhances confidence, communication and literacy, as well as encouraging the independence of learners. You will be expected to work on the computers and we are also honoured to be able to have guest speakers come and visit.

### How you will be assessed:

#### Unit 1

Human Lifespan Development  
Tested unit

25%

#### Unit 2

Health and Social Care Values  
Assignment

25%

#### Unit 5

Promoting health & well being.  
Assignment

25%

#### Unit 6

The Impact of Nutrition on  
Health and Well being.  
Assignment

25%

### How you will learn:

Students will acquire and apply knowledge, skills and understanding through: 4 lessons per fortnight in a class room environment, project work and work experience placements. You will have 1 lesson of core PE.

### Additional information/skills:

You will also have the opportunity to go and visit some health and social care settings to form primary evidence for your assessment as part of the assessment.

There is also the opportunity to go out on work experience as part of the Unit 2 requirements.

This course is very demanding and requires a lot of hard work, motivation and enthusiasm. It will be very rewarding and you will learn invaluable and transferable skills that many employers look for.

If you want to work with people then the knowledge and skills gained from this qualification will equip you well for further studies or the work place.

For the past few years students at Saddleworth have been privileged to be able to attend work experience as part of the BTEC Health and Social Care qualification.

### Possible employment opportunities:

- Social Work
- Nursing / Midwifery  
Diploma's or degree level
- Physiotherapy
- Occupational Therapy
- Radiography
- Teacher Training
- Health & Social Welfare
- Health & Community Studies
- Psychology
- Counselling
- Sociology
- Early Years

# DANCE



## Curriculum Leader:

Mrs L. Blezard-Downs

## Qualification:

BTEC Level 1 / Level 2 First Award in Performing Arts

## Examination Board:

Edexcel

## Course Content:

The BTEC Level 1 & 2 First Award in Performing Arts (Dance) is a vocational qualification equivalent to one GCSE at grade A\* to C level. For example, if a pupil achieves a Pass at the end of the course they will be awarded a GCSE at grade C for Performing Arts (Dance). Pupils who opt to study this course will attend five lessons over the two week timetable, where they will follow regular practical and theory work.

## How you will be assessed:

The course is made up of three units, which consist of two core units and one specialist unit. To be awarded the BTEC Level 1 & 2 First Award in Performing Arts (Dance) the pupils must meet the external and internal assessment criteria for all three units studied.

<p>Unit 1 <b>Individual Showcase</b> (Mandatory core unit)</p> <p><b>25%</b> of final mark</p>	<p>Throughout the Individual Showcase unit the students will learn and understand the skills required for securing work and making the selection process into the Performing Arts sector. Students will be able to promote themselves effectively in a variety of employment or training opportunities and display their skills confidently and effectively. Different styles of Dance will be featured and practised in this unit to allow pupils to prepare two contrasting dance audition pieces that demonstrate the skills required for a chosen progression opportunity after school. The students will also learn and understand how to apply for a Performing Arts opportunity by producing a letter of application. This unit will be externally assessed using a task set and marked by the Edexcel examination board.</p>
<p>Unit 2 <b>Preparation, Performance and Production</b> (Mandatory core unit)</p>	<p>During this unit students will gain an understanding of how to prepare for a live performance by taking on a defined role in either production (design, technical or construction) or performance (dancer) and show that they can work as a 'company' to explore, develop and shape ideas throughout the preparation process. Pupils will have the opportunity to create their own dance piece that can be developed to demonstrate their performance skills and techniques in a live show to an audience.</p>
<p>Unit 4 <b>Dance Skills</b> (Optional specialist unit)</p>	<p>Throughout this unit the pupils will be able to explore and develop their dance skills within a rehearsal and performance setting. Different styles of dance will be featured and practised in the unit, to allow students to look at a variety of dance styles and perform a choreographed group dance in at least two different styles of dance. Throughout the unit the students will review their own work in rehearsals to understand their strengths, areas for development and to set targets to make improvements in their dancing ability. Pupils will be encouraged to improve physical skills to support their technical development, as well as interpretive skills to improve in performance standards.</p>

## How you will be assessed:

The course is 75% internally assessed through coursework, including several projects and assignments, as well as through the practical content where pupils will be assessed in dance

workshops, lessons and dance shows. External assessment makes up the remaining 25% of the qualification, including solo performances and a controlled written task relating to working in the Performing Arts Sector.

# JAMIE OLIVER

**Curriculum Leader:**

Mrs A. Brooks/Mrs M. Butler

**Qualification:**

Jamie's Home cooking Skills  
BTEC Level 1 (in year 10) and  
Level 2 (in year 11).

**Examination Board:**

Edexcel

**Course Content:**

The qualification consists of two single-unit BTEC qualifications at Level 1 (in year 10) and Level 2 (in year 11).  
Maybe subject to change.

Level 1	Level 2
Focuses on giving all young people the skills to prepare delicious and nutritious home-cooked food using fresh ingredients, as well as an understanding of the value of passing on cooking knowledge.  4 Credits	Develops the student's ability to plan and prepare a series of nutritious home-cooked meals for breakfast, snacks, lunch and dinner, and helps them understand how to cook economically.  6 Credits

**How you will learn:**

Students will acquire and apply knowledge, skills and understanding through:

The aim of this qualification is to give every young person the basic skills and knowledge to be able to cook for themselves in a healthy and cost-effective way for the rest of their lives, as well as gain the confidence to share these skills with friends and family. You will have 4 lessons per fortnight in Jamie Oliver and 1 lesson of core PE.

**How you will be assessed:**

Each level will have an assignment towards the end of the unit. Each assignment will detail exactly what you have to do and what you will be assessed against.

**For further information:**

For further information you are very welcome to come and chat to either Mrs Brooks or Mrs Butler. You can also look at the course on the following website [www.jamieshomecookingskills.com](http://www.jamieshomecookingskills.com) where you can take a look at all the delicious recipes that you will be making!

**Additional information/skills:****Work Experience**

During the course, you will take part in a work experience placement. It is intended that this placement will take place in Year 11 for one morning each fortnight. The experience makes a critical contribution to your BTEC, and an opportunity to put your skills into practise.

In many instances, the placement offers the student their first taste of working life, as well as adding many invaluable skills. It also gives you experience that makes you more appealing to potential employers and there have been instances of placements leading to full-time employment.

**Day Visits**

It is anticipated that there will be a number of day visits to food establishments during the course to help further the student's experience and knowledge of the catering industry.

In the past, visits have included a trip to Jamie's Italian, Betty's Chippy in Uppermill, Albion Farm, to name but a few. They provide a valuable insight into how the catering industry works and will support the work you are doing in class.

# TECHNICAL SPORT

**Curriculum Leader:**

Mr R. Meadowcroft

**Qualification:**

Level 1/2 Technical Award in Sport

**Examination Board:**

AQA

**Course Content:** (3 key areas)

- Developing player performance.
- Gaining and practising coaching skills.
- Learning about the sports industry and its related organisations.

**How you will be assessed:****2 Units**

Internally assessed.

60%

**1 Unit**

externally assessed.

40%

**How you will learn:**

You will have 5 lessons per fortnight, 3 of which will be allocated to the theoretical content of the course and 2 to the practical element.

**Additional information/skills:**

To help guide you into the correct selection within the Health option we have created profiles for each course. This identifies the necessary requirements to allow you to access this level and type of qualification and be successful.

**Practical Baseline requirement:**

Minimum of a 5a in at least 2 sports.

**Theoretical Baseline requirement:**

Minimum of a 5c in English

**For further information:**

Speak to your PE teacher or any other member of the PE team. If you would like to see any further details on the course specification please access this on [aqa.org.uk/technical-awards](http://aqa.org.uk/technical-awards)

# SPORT STUDIES



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**Curriculum Leader:**

Mr R. Meadowcroft

**Qualification:**

Level 1/2 Cambridge  
National Certificate in Sport  
Studies

**Examination Board:**

OCR

**Course Content:**

Sport is a key theme in most areas of both education and health policy. The need for people to lead healthy and active rather than sedentary lifestyles is increasingly prominent in respect of government initiatives, and this is reflected in the school curriculum, where physical education and sport remains core; these qualifications seek to build upon this provision at key stage 3.

This sport qualification offers students the chance to develop different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation are all transferable skills which can be learned and assessed through these qualifications and utilised in many other educational and employment settings.

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**Areas of study:****Contemporary issues in sport**

Written Exam, Mandatory

**Developing sports skills -**

Mandatory (both these areas to be studied)

**Sports leadership -**

Optional

**Sport and the media -**

Optional

**Working in the sports industry**

Optional

**Developing knowledge and skills in outdoor activities**

Optional (2 out of 4 areas to be studied)

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**How you will learn:**

You will have 5 lessons per fortnight, 3 of which will be allocated to the theoretical content of the course and 2 to the practical element.

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**How you will be assessed:**

The OCR Level 1/2 Cambridge National Certificate in Sport Studies consists of two mandatory units; One Written Exam + One Mandatory Unit + two Optional units.

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**Additional information/skills:**

To help guide you into the correct selection within the Health option we have created profiles for each course. This identifies the necessary requirements to allow you to access this level and type of qualification and be successful.

**Practical baseline requirement:**

Minimum of a 5a in at least  
2 sports.

**Theoretical baseline requirement:**

Minimum of a 5c in English

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**For further information:**

Speak to your PE teacher or any other member of the PE team. If you would like to see any further details on the course specification please access this on [cambridgenationals.org.uk](http://cambridgenationals.org.uk)

# TRIPLE SCIENCES

**Curriculum Leader:**

Mr J. Horn

**Course Content:**

Students will study Biology, Chemistry and Physics.

**Qualification:**

Biology (GCSE)

Chemistry (GCSE)

Physics (GCSE)

**Examination Board:**

Edexcel

Biology	Chemistry	Physics
<ul style="list-style-type: none"><li>• Cell Biology</li><li>• Transport systems</li><li>• Health, disease and the development of medicines</li><li>• Co-ordination and control</li><li>• Photosynthesis</li><li>• Inheritance, variation and evolution</li><li>• Ecosystems</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure and the Periodic table</li><li>• Structure, bonding and the properties of matter</li><li>• Chemical changes</li><li>• Energy in chemical changes</li><li>• The rate and extent of chemical change</li><li>• Chemical analysis</li><li>• Earth and atmospheric science</li><li>• Organic chemistry</li><li>• Chemical and allied industries</li></ul>	<ul style="list-style-type: none"><li>• Energy</li><li>• Forces</li><li>• Forces and motion</li><li>• Waves and matter</li><li>• Electricity</li><li>• Magnetism and electromagnetism</li><li>• Particle model of matter</li><li>• Atomic structure</li><li>• Light and electromagnetic waves</li><li>• Space physics</li></ul>

**How you will learn:**

You will learn through both scientific investigation and theory, taught by a subject specialists, for each GCSE. There will be a substantial amount of independent study required alongside lots of extra enrichment activities.

**How you will be assessed:**

Triple Science will be assessed by linear exams at the end of year 11. The 8 key investigations will be assessed as part of the linear exams.

**Additional information/skills:**

(Minimum entry requirements)

- A recommendation from your science teacher
- A love of science
- A commitment and desire to becoming the very best

There is an incredible amount of biology, chemistry and physics that is covered in this pathway and students who are successful will have a very good understanding of each science. This course is suitable for students who want to study A-Level Sciences and follow a career that involves Science skills.

**For further information:**

Please speak to Mr J. Horn.

**Curriculum Leader:**

Mr R. Meadowcroft

**Qualification:**

Bronze, Silver, Gold  
Youth Award

**Examination Board:**

ASDAN

**Course Content:**

PE staff deliver ASDAN wider key skills (WKS) at level 1 and level 2. This consists of 3 units, Improving Own Learning and Performance (IOLP), Working with Others (WWO) and Problem Solving (PS).

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**How you will learn:**

Improving Own Learning and Performance deals with independent learning - Can you learn? Can you be taught? Can you be trained? Students are expected to use goal/target setting and review progress on a regular basis.

This includes First aid and navigation where the students are expected to develop the basics they have been taught.

**Working with others**

Students are expected to work in teams to complete tasks. This includes preparing and delivering presentations, social action and community projects. Students are expected to develop team and leadership skills.

**Problem Solving**

Students will be set problems at regular intervals and must work systematically to solve the problem or analyse and show why they failed and how they would tackle the problem next time.

While there are some practical elements, WKS has a lot of paper based evidence for every unit.

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**How you will be assessed:**

- Level 2 students will also study for a **level 2 certificate in Employability** which covers career exploration, applying for a job, working with numbers and attending an interview.
- Reward trips and sport are earned. We monitor behaviour on a daily basis. Any student not following school rules in other lessons will not attend.
- Students will build an extensive folder of written work and evidence which will be internally and externally moderated.
- Students will undertake 5 lessons per fortnight.

**For further information:**

Please speak to Mr Meadowcroft.

# GEOGRAPHY



## Curriculum Leader:

Mr A. Ali

## Qualification:

GCSE

## Examination Board:

OCR A (1-9)

## Course Content:

In years 10 and 11 students study 10 units. Each topic takes approximately half a term.

## How you will learn:

The Geography department teaches using a wide variety of methods that help to stimulate pupils and deliver lessons that are consistently fun, enjoyable but also highly effective. There is a lot of content to cover over the two years and successful students usually benefit from a high level of literacy, numeracy and comprehension. Due to the large amount of content, students who are self-motivated and committed to home learning normally make the greatest progress.

## How you will be assessed:

Exam 1	Exam 2	Exam 3
<b>Living in the UK today</b> 1 hour written paper. (60 Marks)	<b>The world around us</b> 1 hour written paper. (60 Marks)	<b>Geographical skills</b> 1 hour 30 minutes written paper. (80 Marks)
<b>30%</b>	<b>30%</b>	<b>40%</b>

## Year 10

- Landscapes of the UK
- People of the UK
- UK Environmental Challenges
- Geographical Skills 1
- Fieldwork task 1

- Ecosystems of the Planet
- People of the Planet
- Fieldwork task 2
- Geographical Skills 2
- Environmental threats to our Planet

## Why study Geography?

Geography is one of the most relevant subjects you can study as it helps you to make sense of the world around you. The subject ensures that you gain a better and critical insight into recent world events such as Brexit, the election of Donald Trump and various extreme weather events and their link to global warming.

The subject acts as a bridge between numerous subjects and so gives you a wide range of knowledge and skills. Within the subject you cover topics that encompass numerous other subjects such as: biology, psychology, sociology, economics and politics.

It is seen as an academic subject and is respected by employers and universities. The studying of Geography at A Level puts you in a strong position for when applying to the top universities and a degree in Geography means you are sought out by employers in a wide range of fields: accounting, banking, law and marketing to name a few.

Working outside the classroom is an important part of Geography. You will go on two fieldtrips, one local and one somewhere else within the UK. In addition, you may have the opportunity to go on a trip abroad.

## For further information:

Please speak to Mr A. Ali.

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

# HISTORY



## Curriculum Leader:

Mrs B. O’Leary

## Qualification:

GCSE

## Examination Board:

Edexcel

## Course Content:

Across the 2 years the students will study 3 distinct era’s in history; Medieval History (500-1500), Early Modern History (1450-1750) and Modern History (1700 – present day). Students will learn about the significance and changes in each period.

## How you will be assessed:

<p>Exam 1 <b>Thematic study and historic environment - Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.</b> 1 hour 15 minutes written paper. (52 Marks)</p> <p><b>30%</b></p>	<p>Exam 2 <b>Period study and British depth study – Early Elizabethan England, 1558–88 and The American West, c1835–c1895.</b> 1 hour 45 minutes written paper. (64 Marks)</p> <p><b>40%</b></p>	<p>Exam 3 <b>Modern depth study – The USA, 1954–75: conflict at home and abroad.</b> 1 hour 20 minutes written paper. (52 Marks)</p> <p><b>30%</b></p>
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## How you will learn:

Students will be expected to acquire and apply knowledge, skills and understanding through a variety of ways including, teacher led learning, independent research, group work and presentations.

## For further information:

You can go on to study AS Level / A level History and even then a History degree.

Courses at college where Historical skills are beneficial include; Law, History, English, Psychology (the study of human mind and human behaviours) and Media. Kate Middleton our future Queen of England has a degree in History. So it shows that studying History really can take you anywhere!

There is also additional information available on the exam board websites:

[qualifications.pearson.com/en/qualifications/...gcse/history-2016.html](http://qualifications.pearson.com/en/qualifications/...gcse/history-2016.html)

## Additional information/skills:

### Employers love it!

Employers are normally not too concerned about what subjects you have studied, but what skills you have learnt. History includes all the skills that you will need:

- Organisation – of notes, time and ideas
- Constructing arguments
- Expression of ideas – verbally and written
- Analysis – of evidence
- Supporting your points with facts
- Identification – of key pieces of information

### Universities love it!

Universities want to know that you have the skills to approach any subject and style of teaching. It doesn’t matter what course you choose, History will help any subject that you want to study. They want to know that you can:

- Work independently
- Express your ideas clearly
- Analyse pieces of evidence
- Can see links and changes over time

Studying History is really useful because it gives you an understanding of the world around you, people and their motives.

“We are not makers of history.  
We are made by history”

Martin Luther King, Jr.

# COMPUTER SCIENCE



## Curriculum Leader:

Mr H. Nazir

## Qualification:

GCSE

## Examination Board:

WJEC

## Course Content:

A course in Computer Science offers pupils an unique opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes relating to their own personal interests. Computer Science develops valuable programming and computational thinking skills, which are increasingly relevant to a wide variety of jobs. Employers require workers with an understanding of rigorous principles that can be applied to changing technologies. This course requires a **high level of numeracy** and **written** ability.

## How you will be assessed:

There are three units in the full GCSE linear course. The Controlled Assessment tasks will all be completed in lesson time, under teacher supervision and the written examination will take place in the May/June of Year 11.

### Unit 1

#### Understanding Computer Science

External written examination (1.30 hour).

**50%**

of final mark

### Unit 2

#### Solving Problems with ICT

Externally marked practical assignment (2 hours).

**30%**

of final mark

### Unit 3

#### Developing Computing Solutions

Controlled assessment tasks (15 hours).

**20%**

of final mark

**Unit 1** - Understanding Computer Science: This examination will assess understanding of the theory content of the specification with a mixture of short, medium and longer answer questions.

**Unit 2** - Solving Problems Using Computers: This assessment consists of a series of tasks set and marked by WJEC and completed on-screen by the student. These tasks will assess the practical application of programming knowledge. Some of these tasks will require work to be completed using Greenfoot, a package which is freely available for legal download (<http://www.greenfoot.org/door>).

**Unit 3** - Developing Computing Solutions: This controlled assessment will give students the opportunity to develop a piece of work using programming software following a task brief from a choice of two issued by WJEC. Students will be expected to produce a word-processed report of about 2,000 words. The report should be written so that it will be intelligible to someone who is familiar with the content of the specification but has not observed the work being carried out.

## How you will learn:

The course will be delivered through a variety of practical tasks and assignments, designed to develop and give evidence of the student's ICT skills. Students will make use of a wide range of software applications and course materials, including relevant text books, work books and online resources.

## Additional information/skills:

Students will be expected to have a high level of numeracy and literacy and be self-motivated learners. Students will be able to work both independently and collaboratively, have enquiring minds and the ability to problem solve.

# FRENCH



## Curriculum Leader:

Miss N. Lees

## Qualification:

GCSE

## Examination Board:

AQA

## Course Content:

Students will be expected to understand and provide information and opinions about the following three themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

All three broad themes will be covered in each component of listening, speaking, reading and writing. The GCSE French scope of study has a **high literacy** and **linguistic** content. Drawing inferences and higher order thinking skills carry great importance and students will be expected to develop and use their knowledge of grammar progressively throughout the course.

How you will be assessed			GCSE Award
This is a linear qualification in which all assessments must be taken at the end of the course. Students may be entered for either Foundation Tier or Higher Tier, but they must enter at the same tier for all four skills. Mixed tier entry is not permitted.			All four skills combined
			<b>100%</b>
Listening	Speaking	Reading	Writing
Understanding and responding to different types of spoken language	Communicating and interacting effectively in speech for a variety of purposes	Understanding and responding to different types of written language	Communicating effectively in writing for a variety of purposes
<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## How you will learn:

Students will acquire and apply knowledge, skills and understanding through the development of language skills in a variety of contexts and for a variety of purpose. This GCSE in French will enable learners to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken

and written material, adapted and abridged, including literary type texts

- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- develop language learning skills both for immediate use and to prepare them for further language study

## Additional information/skills:

The study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding whilst fostering transferable skills such as confidence, communication, problem solving and creativity. Students will be expected to be motivated towards foreign language learning. Research has shown that language learners whose approaches to study reflect a high degree of learner autonomy and learner independence are more likely to succeed.

# GERMAN



## Curriculum Leader:

Miss N. Lees

## Qualification:

GCSE

## Examination Board:

AQA

## Course Content:

Students will be expected to understand and provide information and opinions about the following three themes relating to their own experiences and those of other people, including people in countries/communities where German is spoken.

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

All three broad themes will be covered in each component of listening, speaking reading and writing. The GCSE German scope of study has a high literacy and linguistic content. Drawing inferences and higher order thinking skills carry great importance and students will be expected to develop and use their knowledge of grammar progressively throughout the course.

How you will be assessed			GCSE Award
This is a linear qualification in which all assessments must be taken at the end of the course. Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills. Mixed tier entry is not permitted.			All four skills combined
			<b>100%</b>
<b>Listening</b> Understanding and responding to different types of spoken language <b>25%</b>	<b>Speaking</b> Communicating and interacting effectively in speech for a variety of purposes <b>25%</b>	<b>Reading</b> Understanding and responding to different types of written language <b>25%</b>	<b>Writing</b> Communicating effectively in writing for a variety of purposes <b>25%</b>

## How you will learn:

Students will acquire and apply knowledge, skills and understanding through the development of language skills in a variety of contexts and for a variety of purpose. This GCSE in German will enable learners to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and

written material, adapted and abridged, including literary type texts

- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- develop language learning skills both for immediate use and to prepare them for further language study

## Additional information/skills:

The study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding whilst fostering transferable skills such as confidence, communication, problem solving and creativity. Students will be expected to be motivated towards foreign language learning. Research has shown that language learners whose approaches to study reflect a high degree of learner autonomy and learner independence are more likely to succeed.



**Curriculum Leader:**

Mrs K. Leitheiser

**Qualification:**

GCSE

**Examination Board:**

AQA

**Course Content:**

The course is split into two components:

**Component 1:** A portfolio that shows explicit coverage of the four assessment objectives (see below). It must include at least one sustained project and a selection of further work undertaken during the student's course of study.

**Component 2:** Students respond to their chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives (see below)

**How you will be assessed**

<p><b>Externally set assignment</b></p>	<p>Preparatory period followed by 10 hours of supervised time.</p> <ul style="list-style-type: none"> <li>• 96 marks</li> <li>• Set from January in 2019</li> </ul> <p><b>40%</b> of GCSE</p>	<p>Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.</p>
<p><b>Portfolio</b></p>	<ul style="list-style-type: none"> <li>• No time limit</li> <li>• 96 marks</li> <li>• Set from September in 2017</li> </ul> <p><b>60%</b> of GCSE</p>	<p>Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.</p>

Students are assessed against 4 assessment objectives, or AOs for each unit, each one being marked out of 24:

- **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- **AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **AO3:** Record ideas, observations and insights relevant to intentions as work progresses.
- **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**How you will learn:**

Students will acquire and apply knowledge, skills and understanding through some or all of the following: Drawing, painting, sculpture, printmaking, photography, ICT and new technologies

**Additional information/skills:**

To succeed at GCSE a love of the subject and a good work ethic is far more important than a brilliant drawing ability, as classwork and homework needs to be of a consistently high standard. It is an extremely rewarding subject yet very demanding on a student's time. There is an expectation that pupils will commit their own time as well as time in lessons in order to achieve the grade of which they are capable.

Further information about the content of the course can be found at:

<http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016-V1-0.PDF>

**For further information:**

Please speak to Mrs K. Leitheiser.

# PHOTOGRAPHY



## Curriculum Leader:

Mrs K. Leitheiser

## Qualification:

GCSE

## Examination Board:

AQA

## Course Content:

The course is split into two components:

**Component 1:** A portfolio that shows explicit coverage of the four assessment objectives (see below). It must include at least one sustained project and a selection of further work undertaken during the student's course of study.

**Component 2:** Students respond to their chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives (see below).

How you will be assessed		
<b>Externally set assignment</b>	Preparatory period followed by 10 hours of supervised time. <ul style="list-style-type: none"><li>• 96 marks</li><li>• Set from January in 2019</li></ul> <b>40%</b>	Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.
<b>Portfolio</b>	<ul style="list-style-type: none"><li>• No time limit</li><li>• 96 marks</li><li>• Ongoing from September 2017</li></ul> <b>60%</b>	Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

Candidates are assessed against 4 Assessment Objectives, or AOs for each unit, each one being marked out of 24:

- **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- **AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **AO3:** Record ideas, observations and insights relevant to intentions as work progresses.
- **AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## How you will learn:

Students will acquire and apply knowledge, skills and understanding through some or all of the following: Portraiture, Location photography, Studio photography, Experimental imagery, Installation, Documentary photography, Photo-journalism, Moving image: Film, Video and Animation, Fashion Photography. As well as taking photographs much of the course will be delivered using IT facilities and software such as Photoshop.

## Additional information/skills:

To succeed at GCSE a love of the subject and a good work ethic is far more important than a previous ability, as classwork and homework needs to be of a consistently high standard. There is an expectation that pupils will commit their own time as well as time in lessons in order to achieve the grade of which they are capable. This is the second year GCSE Photography has been offered at Saddleworth. We currently have enough hardware (cameras etc) for pupils to have access 1 between 2. If pupils have access to their own it may be beneficial though in no way essential to access the course. More information can be found at: <http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016-V1-0.PDF>

## For further information:

Please speak to Mrs K. Leitheiser.

# DRAMA

**Curriculum Leader:**

Ms E. Green

**Qualification:**

GCSE

**Examination Board:**

OCR

**Course Content:**

Drama is a practical, engaging and creative course for learners. Students will study drama in an academic setting, applying their knowledge and understanding to the process of creating and developing performance work in groups and as a whole class.

How you will be assessed		
<b>Devising Drama</b> Non-exam assessment	<b>Presenting and Performing Texts</b> Performance examination	<b>Drama: Performance and Response</b> Exam assessment 1 hour 30 mins
30%	30%	40%

**How you will learn:**

You will research and explore stimuli, work collaboratively and create your own devised drama. You will apply skills in acting by presenting a showcase of two extracts from a performance text. You will explore a performance text practically to demonstrate your knowledge and understanding in the exam. You will also analyse and evaluate a live theatre performance.

**Additional information/skills:**

Prospective employers, colleges and universities are increasingly demanding the wealth of employability skills that the study of drama develops such as flexibility, creativity, communication, successful collaborative working, perseverance, time management, problem solving and the ability to meet deadlines.

**Possible employment opportunities:**

- Acting
- Arts administration
- Front of house
- Playwright
- Directing
- Production
- Broadcasting
- Teaching
- Law
- Social work
- Therapy
- Design
- Computer graphics/design
- Musical theatre
- PR
- Events Management
- Makeup/hair
- Choreographer
- Musician
- DJ
- Promotions

**For further information:**

Please speak to Ms E. Green

# MUSIC



## Curriculum Leader:

Mr G. Beckwith

## Qualification:

GCSE

## Examination Board:

AQA

## Course Content:

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. AQA have designed a brand new relevant and contemporary GCSE qualification that offers our young musicians the chance to study a wider range of musical genres, with further opportunities for practical learning. We know that every student has different learning styles and musical tastes, the new GCSE values all music styles, skills and instruments. The Music Department have carefully selected the new AQA specification to help broaden students' minds and foster a love of all music with a qualification that students of all abilities and backgrounds will enjoy.

## How you will be assessed

Unit 1	Unit 2	Unit 3
<b>Understanding Music</b> A 90 minute examination assessing, listening and contextual understanding of music. The examination will comprise of two sections: <ul style="list-style-type: none"><li>• Section A: Listening (68 marks)</li><li>• Section B: Contextual understanding (28 marks)</li></ul>	<b>Performing Music</b> As an instrumentalist and/or vocalist and/or via technology students must present two performances in year 11: <ul style="list-style-type: none"><li>• <b>Performance 1:</b> Solo performance (36 marks)</li><li>• <b>Performance 2:</b> Ensemble performance (36 marks)</li></ul>	<b>Composing Music</b> Over the two year course, students will compose two pieces of music, composing their own style of music. <ul style="list-style-type: none"><li>• <b>Composition 1:</b> Composition to a brief (36 marks)</li><li>• <b>Composition 2:</b> Free composition (36 marks)</li></ul>
<b>40%</b> (GCSE marks)	<b>30%</b> (GCSE marks)	<b>30%</b> (GCSE marks)

## How you will learn:

Students will acquire and apply knowledge, skills and understanding through:

- Listening to and appraising music from a wide range of genres.
- Performing as a class, a soloist or small group.
- Specialist instrumental/voice lessons (optional but hugely beneficial).
- Strategies for developing and refining ideas for compositions.
- Attending live music performances to enhance musical knowledge.
- Use of computer software/multi-track recording techniques to write/record compositions.

## Additional information/skills:

The new AQA GCSE music course gives students an opportunity to adopt 'skills for life' not only in 'Performance' but also in personal, social and communication skills. Students will work with a variety of visiting professional musicians and benefit from visits to college and universities that offer music as a serious career choice in the future. The core skills offered in this new AQA specification will allow students to acquire the necessary musical skills should they be considering music at college level - looking even further ahead the course will equip students with an appreciation of what is required to forge a successful career in the music industry.

## Further information:

If you are wishing to opt for this exciting brand new course or would like more information please seek guidance from your classroom music teacher.

# MUSIC



## Curriculum Leader:

Mr G. Beckwith

## Qualification:

BTEC First Award in Music

## Examination Board:

Edexcel

## Course Content:

Following the successful launch of the BTEC First Award in music at Saddleworth School this very popular vocational music course prepares students for a world of work in the music industry. Learning skills and developing student knowledge of the wide range of career options available in this commercial sector of the Music Business. Performance plays a large parts in this course and students are encouraged to develop their performing skills and flourish as individual performers and bands whilst at the same time gathering the skills required to succeed in the commercial music industry.

Unit 1 <b>The Music Industry (Core Unit)</b> Assessed externally
Unit 2 <b>Managing a Music Product (Core Unit)</b> Assessed internally
Unit 3 <b>Introducing Live Sound (Optional Specialist Unit)</b> Assessed internally
Unit 4 <b>Introducing Musical Composition (Optional Specialist Unit)</b> Assessed internally
Unit 5 <b>Introducing Music Performance (Optional Specialist Unit)</b> Assessed internally
Unit 6 <b>Introducing Music Recording (Optional Specialist Unit)</b> Assessed internally
Unit 7 <b>Introducing Music Sequencing (Optional Specialist Unit)</b> Assessed internally

## How you will be assessed:

The majority of the course is internally assessed, however there is an examination that is assessed externally.

The course comprises of **two** core units and **two** further optional units. The optional units are subject to change by the Music Department and will be tailored specifically to the students who opt for this exciting course. Units are chosen from an extensive list.

## How you will learn:

Students will study a broad range of musical content and have the opportunity to:

- Record performance evidence on a lesson by lesson basis to show your progress
- Compose and realise your own musical ideas by using industry standard music software /ICT
- Work as part of a pop / rock band to further your own musical skills
- Organise and record live music performance
- Organise and promote your own music event / create your own music product
- Operate recording, audio and software tools
- Work with professional musicians and take part in college / university / recording studio visits.

## Additional information/skills:

You are suitable for this course if you:

- enjoy practical music lessons
- enjoy performing with others
- you have a good sense of rhythm
- you would like to develop your musical skills further
- if you are working at or beyond your Grade 2 Beat.

## Further information:

If you are wishing to opt for this course or would like more information please seek guidance from your classroom music teacher.

**Curriculum Leader:**

Mr H. Nazir

**Qualification:**

BTEC

**Examination Board:**

Edexcel

**Course Content:**

BTECs are vocationally related qualifications, where students develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage students to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.

**How you will learn:**

The course will be delivered through a variety of practical tasks and assignments, designed to develop and give evidence of the student's ICT skills. Students will make use of a wide range of software applications and course materials, including relevant text books, work books and online resources.

**How you will be assessed:**

The course is divided into four units:

**Unit 1** – This unit will help you understand the main technologies and processes behind the internet and investigate how they come together to let you view websites and send information across the world. The internet and web of tomorrow will be even more powerful, more connected, more intuitive and a more important part of our lives. This will result in an internet of services, objects and infrastructure (ubiquitous computing) which will radically change our lives. For example, smart appliances will be able to talk to each other, clothes will monitor our health and retailers will access social media to gain insight into shoppers' preferences.

**Unit 3** - You will learn how to create a digital portfolio that includes a series of web pages with links to content that you have created. You will learn how to make use of multimedia assets such as images, sound and video to make your portfolio appealing and engaging. For this unit, your digital portfolio will have a clear purpose and audience to show them who you are and what you are capable of. It should have a structure that is logical and easy to navigate and must be in a format that can be uploaded and viewed on the web.

**Unit 6** - In this unit you will investigate a range of applications and features of existing graphic products and consider their audience and purpose. You will be able to apply some of what you discover to your own digital graphic products. You will design, create and test graphic products in a similar way to how it is done in industry and be introduced to the technology and techniques used by professionals. You will need to think about the creative aspects of the product as well as the technical (both vector-editing and photo-editing). Once finished, you will review the products, having obtained feedback from others, and evaluate possible improvements.

**Unit 7** - In this unit you will investigate the range of applications and features of digital video products which have been created for a specific audience and purpose. You will apply some of your findings to your own digital products. You will be given a brief to fulfil and will be introduced to the technology and techniques professionals use. You will need to think about the creative aspects of the product, as well as the technical. You will need to record original video assets and combine these with other assets, e.g. audio, as required. You will review your finished product.

**Additional information/skills:**

Students will be expected to meet deadlines and be self-motivated learners. Students will be able to work both independently and collaboratively, have enquiring minds and the ability to problem solve.

# BUSINESS STUDIES



## Curriculum Leader:

Miss C. Dempster

## Qualification:

GCSE

## Examination Board:

AQA

## Course Content:

Do you have a keen interest in Business issues and want to explore how businesses work? Do you have the desire to set up and run your own business? Are you keen to learn how businesses operate or understand break-even and how to make a profit? If so, AQA GCSE Business might be the right subject for you. It is a qualification that will allow you to learn about Business concepts and then use this knowledge to help solve problems that exist or help make decisions.

## What you will learn

The course content and delivery is split into several different topics. These include:

<b>Business in the real world</b> What is the purpose of a business, Different types of business ownership, setting aims and objectives, Stakeholders, Business location, Business planning, Finance and Expansion.	<b>Influence on business</b> Technology, Ethical considerations, Economic climate, Globalisation, Competition and Legislation.
<b>Business operations</b> Production processes, The role of procurement, Quality, Customer Service.	<b>Human resources</b> Recruitment and selection, Organisational structures, Motivating staff and Training.
<b>Marketing</b> Market segmentation, Market research and The Marketing Mix.	<b>Finance</b> Sources of finance, Cash flow, Financial Statements and Break-even.

## How you will be assessed:

Students will sit all their exams at the end of the course. There are TWO written exams:

**Paper 1:** Influences of operations and Human Resource Management on business activity

**Paper 2:** Influences of marketing and finance on business activity.

Both papers are 1 hour 45 minutes in length, each worth 50% of the final grade. They will include THREE sections in each exam. Each exam is made up of multiple choice questions, short answer questions and two case study/data response questions.

## Additional information/skills:

GCSE Business Studies provides an excellent foundation in which students can build on in the future. Progression routes include AS and A Level Business and also other Vocational Qualifications.

**It is essential to have a good level of English in this subject as the exam requires students to provide extended essay answers.**

## Possible employment opportunities:

After completing this qualification employment opportunities may include positions in Marketing, Branding, Retail and Leisure outlets, Banks, Civil Service, Public Relations, Advertising and many more.

# BUSINESS



## Curriculum Leader:

Miss C. Dempster

## Qualification:

BTEC Level 2 First Award  
in Business

## Examination Board:

Edexcel

## Course Content:

If you have an interest in business, want to learn how businesses exist and operate, make a profit or fail, market themselves, satisfy customers and how to find the best staff the BTEC First Award in Business is for you. This is a vocational qualification offering the opportunity to research many different types of business, become familiar with the local business environment and gather primary research. This qualification is equivalent to one GCSE.

## What you will learn

You will study and complete four units:

<p>Unit 1 <b>Enterprise in the Business World:</b> Types of Business and Ownership, Planning a Business Start-up, Business Environment and Trends.</p>	<p>Unit 2 <b>Finance for Business:</b> Calculating Costs, Revenue and Profit, Break-even, Cash Flow Forecasting and Budgeting, Measuring success and the use of Financial Statements.</p>	<p>Unit 4 <b>Principles of Customer Service:</b> Keeping customers happy can be key to business success. This unit investigates customers' needs and expectations and how a business provides customer service. Develop customer service skills, put into practice!</p>	<p>Unit 8 <b>Recruitment, Selection and Employment:</b> Organisational Structures and Functional Areas, Job Roles and Responsibilities, Recruitment, Job Interviews, Career Development.</p>
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## How you will be assessed:

Assessment for the BTEC is varied in order to meet all students' needs. Assessment methods include completion of presentations, reports, role play, interviews and observations. Unit Two is an external unit. For this unit you will complete an external assessment set by Edexcel. This is an 'on screen' test which will take place in school, under exam conditions. The duration of the test is one hour.

<p><b>75%</b> Written Assessment</p>	<p><b>25%</b> Onscreen test externally assessed</p>
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## Possible employment opportunities:

After completing this qualification employment opportunities may include positions in Retail and Leisure outlets, Banks, Civil Service, Public Relations, Advertising and many more.

## Additional information/skills:

The Level 2 BTEC First Award in Business will allow you to develop skills essential for both further education and employment including research skills, independence and team working. You will learn about how businesses are run, basic finance for a business, how to promote a business and the essential of recruitment and selection. You will be given the opportunity to gather primary research, take part in role plays and mock interviews. The student's also carry out work experience in this subject to support the Unit 8 work. There are also several possible progression routes you could undertake in further education after completing this qualification. **An ability to work independently and a good level of English is essential for this course to complete the written tasks.**

# FOOD PREPARATION & NUTRITION



## Curriculum Leader:

Miss S. Danby

## Qualification:

GCSE

## Examination Board:

AQA

## Course Content:

The new Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure that students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated in to five core topics: **Food, Nutrition and Health; Food Science; Food Safety; Food choice; Food provenance.**

## How you will be assessed

### Examination

Consists of Theoretical knowledge of food preparation and nutrition from five core topics.

- 100 marks

# 50%

(1 hour 45 mins)

### Non-exam assessment

#### Task 1:

- Food investigation: Students' understanding of the working characteristics functional and chemical properties of ingredients.
- Written or electronic report (1500-2000 words) including photographic evidence of the practical investigation.

#### Task 2:

- Food preparation assessment: Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.
- Written or electronic portfolio including photographic evidence of three hour practical session and three final dishes.

# 50%

(Internal Assessment)

## How you will learn:

The emphasis will be on using practical work to inform and develop knowledge and understanding of food preparation and nutrition. Each lesson will ordinarily involve both theory and practical aspects of the subject, this may be skills or knowledge based and students will be expected to provide ingredients. At GCSE level students will decide on a number of their own recipes based on a theme for the lesson. Some lessons will be group work, with an emphasis on testing and experimenting with recipes, during these sessions school will provide the ingredients for a minimal fee.

## Additional information/skills:

Upon completion of this course students will be qualified to go on to further study or embark on a career in the food industry. Food Technology studied at GCSE can form the foundation for further study at AS and A level and Catering courses. To be successful in Food Preparation and Nutrition you will have enjoyed both the practical and theory work within KS3 Food Technology and you will be looking to enhance your culinary skills. Literacy is important due to the demanding nature of the written aspect of coursework. In the past successful pupils were working at or above a level 5c in technology at the Christmas term of Year 9. Possible career options range from Chefs in the catering and hospitality industry, food product design, food photography, dietitian, nutritionist, magazine/journalism, home economist, public relations and teaching.

## For further information:

Please speak to Miss S. Danby.

# DESIGN & TECHNOLOGY



## Curriculum Leader:

Miss S. Danby

## Qualification:

GCSE

## Examination Board:

Edexcel

## Course Content:

GCSE Design and Technology is a brand new specification that has only been released by the DfE this year. In the past, D&T has split into 5 separate areas and students opted for options that were delivered by their school. With the latest government reforms, D&T areas have now merged into one GCSE course where students learn all subjects; Resistant Materials, Graphic Products, Electronics, Textiles and Product Design. Although students will access information on all areas, the main focus for practical work will be on RM, GP and PD.

GCSE Design and Technology is a practical subject which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The course helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques.

## How you will be assessed

### Component 1

#### **Examination** (100 marks)

Consists of two sections:

- **Core Content** (40 marks, including 10 marks for calculations).
- **Material Categories** (60 marks including 5 marks for calculations).

The paper includes calculations, short-open and open response questions as well as extended writing questions focussed on:

- Analysis and evaluation of design decisions and outcomes, against a technical principal, for prototypes made by others.
- Analysis and evaluation of wider issues in design and technology including social, moral, ethical and environmental impacts.

## 50%

(Un-tiered Paper, 1 hour 45 mins)

### Unit 2

#### **Controlled Assessment** (100 marks)

Three contextual challenges will be provided by the board on 1st June each year, from which students must choose one to respond to.

Students will produce a project which consists of a portfolio and a prototype.

The four parts to the assessment:

- Part 1: Investigate
- Part 2: Design
- Part 3: Make
- Part 4: Evaluate

## 50%

(Internal Assessment)

## How you will learn:

Students will acquire and apply knowledge, skills and understanding through:

- Theoretical knowledge - The design process, society and environment, systems and industry.
- Technical Drawings and presentation skills.
- Computer aided design and manufacture.
- Modelling skills showing an understanding of materials and components.

## Additional information:

To be successful in Design and Technology you will need to be a competent artist and have strong practical abilities. A good understanding of literacy is important due to the demanding nature of the written element in the Controlled Assessment. Students need to have a real passion for creative design and be motivated to widen their skill set using a range of materials.

Name: \_\_\_\_\_ Form: \_\_\_\_\_

Please choose one subject from box 1 and choose one subject from box 2.  
 Students who choose Jamie Oliver or ASDAN under Health will not take RS.  
 You should choose two subjects from Box 3 with one reserve (mark this "R").

<b>BOX 1</b> <b>(Health Option)</b>	Preference (1) Reserve (R)
PE (GCSE)	
PE (BTEC)	
Health & Social Care (BTEC)	
Dance (BTEC)	
Jamie Oliver (BTEC)*	
Technical Sport	
Sports Studies	
Triple Sciences (Biology)	
ASDAN*	

<b>BOX 2</b> Choose <b>one</b> subject	Preference (1) Reserve (R)
Triple Sciences (GCSE)	
Geography (GCSE)	
History (GCSE)	
Computer Science (GCSE)	
French (GCSE)	
German (GCSE)	

I understand that subjects with too few students may not run.

I understand that if one or more of my choices is not available, I will be allocated my reserve choice. Choices are **not** allocated on a first come first served basis, but students who miss the deadline may not be successful in being allocated popular options that are full.

Signed (student): \_\_\_\_\_

Signed (parent/carer) \_\_\_\_\_ Date: \_\_\_\_\_

<b>BOX 3</b> Choose <b>two</b> subjects	Preference (1) Reserve (R)
Art (GCSE)	
Photography (GCSE)	
Drama (GCSE)	
Music (GCSE)	
Music (BTEC)	
Geography (GCSE)	
History (GCSE)	
French (GCSE)	
German (GCSE)	
Triple Sciences (GCSE)	
Computer Science (GCSE)	
ICT (BTEC)	
Business Studies (GCSE)	
Business (BTEC)	
Food Prep. & Nutrition (GCSE)	
Design & Technology (GCSE)	

\*Students are not permitted to take two qualifications (shown with an asterisk).











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