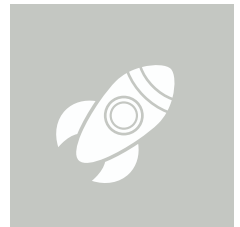
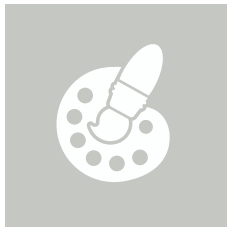
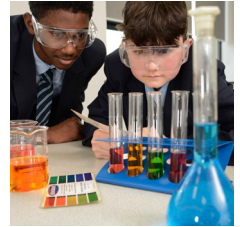


GUIDED PATHWAYS

2024-2026



Dear Year 9 student,

You are about to make some important decisions about the subjects you will study in Years 10 and 11. We will support and guide you through the process this term so that you can confidently make informed decisions. This booklet will provide you with a lot of the information you require, but please undertake your own research and shape your own questions in preparation for the Pathways Evening on Tuesday 13th February.

There are a number of different pathways and subject combinations so do not worry about what other students are doing; the pathways are designed to suit your needs.

It is highly likely and completely normal that at this stage you are unsure about your future studies and employment – that's absolutely fine. Look for ways to develop your skills so that you are equipped for whatever opportunities or careers you decide upon in the future. Employers value young people who are:

- Confident communicators
- Creative and critical thinkers
- Problem solvers
- Resilient and positive learners
- Team players

You may already have some ideas about what you might like to do on leaving Saddleworth School – you may even know what type of career you would like to follow and should therefore try to find out what qualifications you will need. You may be considering going to college to study level 3 courses such as A levels, T levels or Nationals; if so, find out which qualifications would be most useful in order to enrol onto those courses. You can visit the websites of local colleges and search for the 'entry requirements' for the different courses they offer.

Remember to ask for help when you are unsure and listen to all of the advice offered. Your teachers have considerable experience and will be able to provide you with sound guidance. We will make every effort to meet your individual needs.



C. Evans

Deputy Headteacher

USEFUL CONTACTS	
C. Evans Deputy Headteacher Curriculum and Achievement c.evans@saddleworthschool.org	Mr J Horn Home School Leader Year 9 j.horn@saddleworthschool.org

Dear Parents and Carers,

Students in Year 9 will be exploring the choices available to them at Key Stage 4 (Y10 and Y11) this term. We have a comprehensive programme of support, activities and guidance so that all students receive the quality information they need to help them select their preference subjects with confidence.

An overview of this year's KS4 Guided Pathways process is outlined below.

Date	Overview		
9th -22nd January 2024	Y9 SPACE lessons Part 1: Students are being given important KS4 Guided Pathways information for in their timetabled SPACE lessons. Homework: MS Forms Pathways Quiz 1.		
23rd - 5th February 2024	Y9 SPACE lessons Part 2: Students are given specific details about how they can prepare for the KS4 Guided Pathways Evening. Homework: MS Forms Pathways Quiz 2.		
Week beginning 29th January	During this week, Y9 reports will be sent home to parents and carers. Students will be given a KS4 Guided Pathways booklet on or before 5th February.		
KEY DATE: Tuesday 13th February 4pm-7pm	The Y9 Parents' Consultation and KS4 Guided Pathways Evening. To make the most of this event, parents and carers are advised to put aside at least two hours at the evening so that they will be able to attend each aspect of the evening below with their child.		
	KS4 Guided Pathways Presentation (Essential information for Parents and Carers). 30-minute presentation at 5pm (repeated at 6pm & 6.45pm)	Visit the range of Preference subjects available. An opportunity to drop in on subject areas which your child may be interested in studying.	Parents' Evening class teacher appointments 1:1 Appointments with your child's teachers of Maths, English, Science, Geography, History & Modern Languages.
	The School's Careers Advisor and representatives from local colleges will be available to answer questions throughout the evening.		
Deadline: Monday 11th March	Deadline for students to hand in their KS4 Guided Pathways Forms. This is not a first come, first served process - students should simply aim to complete their forms by this deadline and hand in to their Form Tutor on this date and not before.		
Throughout this process, students will have the opportunity to speak with a member of the School's Leadership Team who will provide guidance and information to support.			
April - June	Placement of students' courses.		
July	Confirmation letter sent to parents and carers.		

We aim to provide you and your child with the information, support and guidance you need to successfully navigate the KS4 Pathways process this year. We look forward to speaking with you on the 13th February at the KS4 Parents' Consultation and KS4 Pathways Evening.

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NB: Please note that certain subjects cannot be taken together because of the similar curriculum content.

- Art & Design, Art (3D), Graphic Design
- Media GCSE, Creative iMedia
- Business GCSE, Enterprise
- PE GCSE, Sports Studies

CORE CURRICULUM

All students study a core curriculum as follows:

English Language & Literature (two GCSEs)
Maths (one GCSE)
Science (two GCSEs) Students study Combined Science (2 GCSEs). Triple Science (3 separate GCSEs in Biology, Physics and Chemistry) is available as a preference subject).
SPACE (non-exam subject) All KS4 students study SPACE for two lessons per fortnight, incorporating the main strands of the PSHCE, RSE and RE curriculum.
PE (non-exam subject) All KS4 students have one session of physical education per week in Years 10 and 11.
Pathway (four subjects) Each pathway also has a CORE. Most Pathways have a modern language (French or German) and History or Geography as their CORE. Students then have two preference subjects.

QUESTIONS

Useful Questions

Here are some questions that might get you thinking about who you need to ask and what you need to find out before you make your final decisions.

- Which subjects do I need for a career in....?
- What's the difference between these two courses, they sound similar?
- What does a typical lesson look like in this subject at Key Stage 4, is it similar to KS3?
- What will I be expected to do if I take this course?
- Are my preference subjects balanced so that if I change my mind about what I want to do at a later date I still have doors open to a range of different subjects?
- What jobs or higher level courses will this subject be useful for?
- Will there be written exams? When are they – at the end of year 11 only or throughout Year 10 as well?
- I know each subject will give one weekly homework but what format will that take?
- Do you think I am suited to this course?

Questions I need to ask:

Do

- Do** choose subjects which you like and want to study.
- Do** ask subject teachers what the course involves in terms of written work, controlled assessment and exams.
- Do** choose subjects which give you a wide choice for the future.
- Do** make sure that you are as well informed as possible before you make your final decisions.
- Do** message the Careers Advisor, Mr Leach. [**D.leach@saddleworthschool.org**](mailto:D.leach@saddleworthschool.org)

Don't

- Don't** choose a subject just because your friend is going to take it.
- Don't** choose a subject just because you like the teacher.
- Don't** choose a subject just because its new to you and sounds different. Look carefully at the information in this booklet and see further guidance.
- Don't** hesitate to ask for help from your Form Tutor, Your Home School Leader or a member of the School's Leadership Team.

POST 16 PATHWAYS

The following information may be helpful if a student is interested in planning towards a particular career. As the demand for Post-16, Sixth Form and University places increases, a student's preference subjects can impact on the courses they are able to access later on in education. You will find recommended GCSE courses linked to each pathway in the table below to help guide you in your selections.

The www.UCAS.com website provides useful information regarding career paths and higher education pathways and the subjects required from GCSE and Post-16 level.

Sector	Career Progression	Post-16 Subjects you need	Other suggested Level 3 subjects you might consider studying at College	Recommended GCSE & Level 2 BTEC or Technical Award course choices at School
STEM (Science, Technology, Engineering & Maths)	Engineering	Maths, Physics	Chemistry, Computing, Electronics, Further Maths, Product Design	Triple Science Computer Science/Design Technology Modern Languages (MFL)
	Medicine & Dentistry	Biology, Chemistry	Maths, Physics, Psychology	Triple Science Modern Foreign Languages (MFL)
	Veterinary	Biology, Chemistry	Maths, Physics, Psychology	Triple Science Modern Languages (MFL)
	Allied Medical Professions	Dependent on role	Biology, Chemistry, Health & Social Care, Philosophy & Ethics, Psychology, Sociology, Sport / Sport & Exercise Science	Triple Science PE or Sports Studies Health & Social Care Modern Languages (MFL) Music/Art/Drama
Enterprise & Legal Professions	Enterprise & Accounts	Dependent on role	Accounts, Enterprise, IT, Maths	Triple Science Computer Science/Design Technology Modern Languages (MFL)
	Law & Politics	Dependent on role	Enterprise, English Language, Gov't & Politics, History, Philosophy & Ethics, Psychology, Sociology	History Business/Enterprise Modern Languages (MFL)
	Retail & Marketing	Dependent on role	Accounts, Enterprise, IT, Maths, Psychology	Business/Enterprise Computer Science/Digital Information Tech Design Technology Modern Languages (MFL)
	Events Staging & Management	Modern Languages (MFL)	Biology, Chemistry, Health & Social Care, Philosophy & Ethics, Psychology, Sociology, Sport / Sport & Exercise Science	Triple Science PE or Sports Studies Health & Social Care Modern Languages (MFL) Music/Art/Drama
Professional Studies / Social Sciences	Teaching	Select at least one Curriculum Subject	Biology, English, Geography, Health & Social Care, History, Maths, Sociology	Any option subjects. Labour Market Information suggests Science, Maths and MFL are shortages
	Geography & Environmental	Geography	Biology, Chemistry, Gov't & Politics, Product Design, Sociology	Geography Modern Languages (MFL)
	Journalism, English & Media	English Language	English Lit, Film Studies, Gov't & Politics, History, Media, Photography, Theatre Studies	Media/ Graphics/Art/Photography Drama/Music Digital Information Technology Modern Languages (MFL)/ History
	Research	Dependent on role	English, Geography, History, Philosophy & Ethics, Sociology	Geography History Health & Social Care Computer Science Modern Languages (MFL)
	Psychology, Criminology & Forensics	Chemistry and / or Psychology	Biology, Health & Social Care, Sociology	Triple Science/Combined Science Health & Social Care Modern Languages (MFL)
Creative Arts & Digital Media	Creative and Performing Arts	Dependent on role	Dance, History, English, Film Studies, Media, Textiles, Theatre Studies	Music/Dance/Drama Art/Photography/ Design Technology History Modern Languages (MFL)
	Creative & Digital Media	Dependent on role	Art / Graphics or Photography, English, IT, Media, Textiles	Art/Photography Computer Science/Digital Information Tech Media/Graphics/3D/ Design Technology Modern Languages (MFL)

CAREERS

Although students will be able to gain an insight into different career routes and relevant subject choices during the subject presentations, discussions and at the Year 9 Parents' Consultation & KS4 Pathways Evening, it is essential that they undertake their own research as well. We advise students to keep doors open to as many opportunities as possible at this stage - it is at the age of 16 years that students will begin to specialise.

Careers Advice

Parents and students can email **Mr Leach, the Careers Advisor** at Saddleworth School on [**d.leach@saddleworthschool.org**](mailto:d.leach@saddleworthschool.org) or message Mr Leach on MS Teams if specific guidance is needed.

Students should use these websites to explore the different careers they might be interested in. Many students will not have a specific career choice in mind and that is quite usual at this stage.

[**www.nationalcareers.service.gov.uk/explore-careers**](http://www.nationalcareers.service.gov.uk/explore-careers)



icould

[**www.icould.com**](http://www.icould.com)

Full of useful Labour Market Information (LMI), with videos of people talking about their careers.

Careerpilot

[**www.careerpilot.org.uk**](http://www.careerpilot.org.uk)

The Career pilot site has a 'Careerometer' which allows you to compare different jobs by salary, working hours, etc. Try it!

[**www.careerpilot.org.uk/information/careerometer**](http://www.careerpilot.org.uk/information/careerometer)



[**www.gmacs.co.uk**](http://www.gmacs.co.uk)

GMACS (Greater Manchester Apprenticeship and Careers Service) is a 'one-stop' shop for anything careers related for young people in Greater Manchester.

Qualifications

GCSEs generally involve studying the theory of a subject, which has a final assessment through a terminal exam at the end of Year 11. Some subjects require a student to sit three separate exam papers. GCSEs in Art, Music, Drama, Design Technology, Photography, Media and Food are a combination of practical assessments and a final written exam. All GCSEs are graded from 1 (the lower grade) to 9 (the highest grade). The grid below shows the equivalent Vocational or GCSE grades.

GCSE grading	Vocational/BTEC
9	Level 2 Distinction*
8	
7	Level 2 Distinction
6	Level 2 Merit
5 (strong pass)	
4 (standard pass)	Level 2 Pass
3	Level 1 Distinction
2	Level 1 Merit
1	Level 1 Pass

Vocational courses (Technical Awards)

Vocationally related qualifications cover various employment sectors. These courses are mainly coursework based but will include some element of external assessment e.g. an on-screen test or written exam paper.

Level 2 qualifications are graded at Pass, Merit, Distinction and Distinction* which are broadly equivalent to GCSE grades 9-4. Level 1 qualifications are equivalent to GCSE grades 1-3.

ART & DESIGN (Art, Craft & Design) (GCSE)



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		
Externally set assignment	Preparatory period followed by 10 hours of supervised time. <ul style="list-style-type: none">• 96 marks• Set from January in 2025 40% of GCSE	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.
Portfolio	<ul style="list-style-type: none">• No time limit• 96 marks• Set from September in 2024 60% of GCSE	Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

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:

Additional information/skills: To succeed at GCSE Art, Craft and Design 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 but there is an expectation that pupils will commit some of 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: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>

Possible employment opportunities:

Advertising/Graphic design/Fashion design
Art therapy/Advertising/Illustrator/Animator
Community arts worker/Game artist

For further information contact:

K.Leitheiser@saddleshorthschool.org

ART & DESIGN - 3D (GCSE)



Curriculum Leader:

Miss S. Danby

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

Externally set assignment	Preparatory period followed by 10 hours of supervised time. <ul style="list-style-type: none">• 96 marks• Set from January in 2025 40% of GCSE	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.
Portfolio	<ul style="list-style-type: none">• No time limit• 96 marks• Set from September in 2024 60% of GCSE	Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

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: product design, model making, CAD/CAM, construction, surface treatment, design innovations, design history, assembling, modelling through different media, 3D digital design.

Additional information/skills:

To succeed at GCSE a love of the subject and a good work ethic is vital. The ability to think for yourself and problem solve is a MUST. 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. Students will continue to go through and study the design process, starting from research, how to use different areas for inspiration, design and develop and model through different materials.

More information can be found at: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/three-dimensional-design>

For further information contact:

S.Danby@saddleworthschool.org

GRAPHIC DESIGN (V.CERT)



Curriculum Leader:

Miss S. Danby

Qualification:

NCFE Level 2 Technical Award in Graphic Design

Examination Board:

NCFE

Course Content:

"The Level 1/2 Technical Award in Graphic Design is designed for learners who want an introduction to graphic design that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the graphic design sector or progress onto further study." NCFE website.

How you will be assessed		
Non-exam assessment Externally-set Internally marked and externally moderated	<p>The completion time for the non-exam assessment is 17 hours 30 minutes.</p> <p>The non-exam assessment will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The non-exam assessment will target assessment objectives (AO) AO1, AO2, AO3, AO4 and AO5.</p> <ul style="list-style-type: none"> • 120 marks 	60% of the technical award
Examined assessment Externally-set Written examination Externally marked	<p>Written examination:</p> <ul style="list-style-type: none"> • 80 marks • 1 hour 30 minutes • a mixture of multiple choice, short answer, and extended response questions <p>The written examined assessment is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target assessment objectives AO1, AO2 and AO3</p>	40% of the technical award

AO1	Recall knowledge and show understanding
AO2	Apply knowledge and understanding
AO3	Analyse and evaluate knowledge and understanding
AO4	Demonstrate and apply relevant technical skills, techniques and processes
AO5	Analyse and evaluate the demonstration of relevant technical skills, techniques and processes

Additional information:

To succeed at this course, a love of the subject and a good work ethic is vital. The ability to think for yourself and problem solve is a MUST. You will produce a high quality design portfolio that will be assessed at set points throughout the two-year course. It is crucially important that you keep your portfolio up to date and meet these deadlines to pass each unit.

How you will learn:

Are you looking for a career in advertising, branding, web-design, architecture, illustration or animation? Graphic Design is the powerful art of visual communication. You will learn to communicate your ideas using traditional and sometimes unusual artistic techniques, photography and digital image manipulation. You will use industry standard software such as Adobe Photoshop and Illustrator. Over the two years, you will learn how each component of graphic design (colour, tone, line, typography, imagery and composition) works and will have freedom to experiment with each in your own original designs. This qualification is a great launch pad into graphic design, art, fashion, animation and web-design at AS or A level.

For further information contact:

S.Danby@saddleworthschool.org

Technical Award specifications are currently under review and therefore this course and the assessment methods are subject to change.

PHOTOGRAPHY (GCSE)



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:		
Externally set assignment	Preparatory period followed by 10 hours of supervised time. <ul style="list-style-type: none">• 96 marks• Set from January in 2025 <div>40%</div>	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.
Portfolio	<ul style="list-style-type: none">• No time limit• 96 marks• Ongoing from September 2024 <div>60%</div>	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 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. 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.

For further information contact:

K.Leitheiser@saddleworthschool.org

DESIGN & TECHNOLOGY (GCSE)

**Curriculum Leader:**

Miss S. Danby

Qualification:

GCSE

Examination Board:

Eduqas

Course Content:

Eduqas offers one Design and Technology GCSE which incorporates all areas of Technology which were traditionally offered as separate GCSE's such as Graphics, Resistant Materials and Product Design. The course will be split 50% for each component as explained below.

How you will be assessed:**Component 1:****Design and Technology in the 21st Century**

- Written examination: 2 hours
- 100 marks
- 50% of qualification
- A mix of short answer, structured and extended writing questions assessing candidates' knowledge

50%

(Written paper, 2 hours)

Component 2:**Design and make task**

- Non-exam assessment: 35 hours
- 100 marks
- 50% of qualification
- A sustained design and make task, based on a contextual challenge

50%

(Internal Assessment, 35 hours)

How you will learn:

There is much more theory based work involved with the new specifications and the exams do have a Maths, Science and Engineering focus which is important to recognise as Design and Technology has moved away from simply a 'making' and 'practical' focus.

Please be aware that the practical element is worth only 30% of the coursework and 15% of the overall GCSE which demonstrates how important the theory aspect has become.

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 and Examination. Students need to have a real passion for creative design and be motivated to widen their skill set using a range of materials.

For further information contact:

S.Danby@saddleworthschool.org

BUSINESS (GCSE)



Curriculum Leader:

Miss C. Dempster

Qualification:

GCSE

Examination Board:

AQA

Course Content:

This course will give you the opportunity to explore real business issues and 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.

How you will be assessed:	
<p>Exam 1</p> <p>Influences of operations and Human Resource Management on business activity</p> <ul style="list-style-type: none">• Business in the real world• Influences on business• Business operations• Human resources <p>50%</p> <p>1 hour 45 minutes written paper. (90 Marks)</p>	<p>Exam 2</p> <p>Influences of marketing and finance on business activity</p> <ul style="list-style-type: none">• Business in the real world• Influences on business• Marketing• Finance <p>50%</p> <p>1 hour 45 minutes written paper. (90 Marks)</p>
Both examination papers have three sections. It will consist of multiple choice and short questions worth 20 marks and two short case study with questions worth approximately 35 marks each.	

What you will learn:	
Year 10	Year 11
<ul style="list-style-type: none">• Business in the real world What is the purpose of a business, different types of business ownership, setting aims and objectives, stakeholders, business location, business planning, finance and expansion.• Human resources Recruitment and selection, organisational structures, motivating staff and training.• Business operations Production processes, the role of procurement, quality and customer service.• Influence on business Technology, ethical considerations, economic climate, globalisation, competition and legislation.	<ul style="list-style-type: none">• Marketing Market segmentation, market research and the marketing mix.• Finance Sources of finance, cash flow, financial statements and break-even. <p>Additional information/skills: GCSE Business provides an excellent foundation in which learners can build on in the future. It is essential to have a good level of English in this subject as the exam requires students to provide extended essay answers.</p>

For further information contact:

C.Dempster@saddleworthschool.org

Possible employment opportunities:

Marketing, Branding, Law, Management - including Project Management, Procurement/ Supply Chain, Civil Servant, Administrator, Logistics, Accountant, Economist etc.

ENTERPRISE & MARKETING



Curriculum Leader:

Ms C. Dempster

Qualification:

Cambridge National in
Enterprise and Marketing

Examination Board:

OCR

Course Content:

This course is aimed at students who wish to develop knowledge and practical skills in enterprise and marketing. Students will use their learning in practical, real-life situations, such as:

- Carrying out market research
- Planning a new product and pitching it to a panel of experts
- Reviewing whether a business proposal is financially viable

How you will be assessed:

<p>Unit No. R067 Enterprise and marketing concepts</p> <p>Setting up and running a business enterprise is an exciting challenge which lots of people embark on every day. In this unit students will learn about the key factors to consider and activities that need to happen to operate a small start-up business.</p> <p>40% External assessment</p>	<p>Unit No. R068 Design a business proposal</p> <p>Students will be tasked with creating a new product, to meet the needs of a target customer, and ensure their product is profitable. They will use market research tools to help design the product, and decide who their customers will be. They will create final design, and complete financial calculations to determine whether it is likely to make a profit.</p> <p>30% NEA – Non Examined Assessment</p>	<p>Unit No. R069 Market and pitch a business proposal</p> <p>Students will be tasked with creating a brand identify and promotional plan for their product proposal. They will learn how to design a brand to make their product stand out, before creating a promotional campaign to get their brand noticed by customers. They will then create a presentation that will be pitched to an audience.</p> <p>30% NEA – Non Examined Assessment</p>
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How you will learn:

Students will be expected to acquire and develop their knowledge, skills and understanding so they can work with independence to complete the tasks provided by the exam board. This will start with a series of teacher-led lessons, followed by a series of tasks that the students have to investigate and complete. Students will be expected to:

- Present information clearly and with accuracy
- Review and refine their work
- Make judgements and draw appropriate conclusions

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 course will also allow students to develop transferable skills in areas such as communication, research and digital presentation. An ability to work independently, excellent attendance and the ability to meet deadlines is essential for this course to ensure completion of the NEA tasks. Students will be expected to compile reports, so a good level in English is also important.

For further information contact:

C.Dempster@saddleworthschool.org

M.Madden@saddleworthschool.org

MEDIA STUDIES (GCSE)



Curriculum Leader:

Mr N. Jackson

Qualification:

GCSE

Examination Board:

WJEC Eduqas

Course Content:

Our GCSE Media course will introduce you to all aspects of the media, and give you the opportunity to develop the technical skills you will require to produce your own media products.

The course is split into three components with two written examinations and one non-exam assessment.

How you will be assessed:

<p>Component 1: Section A: Exploring Media Language and Representation in two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.</p> <p>Section B: Exploring Media Industries and Audiences in two of the following media forms: film, newspapers, radio, video games.</p> <p>40%</p>	<p>Component 2: Understanding Media Forms and Products This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music. 1 hour 30 minutes</p> <p>30%</p>	<p>Component 3: Creating Media Products An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation. Non-exam assessment</p> <p>30%</p>
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How you will learn:

AO1

Demonstrate knowledge and understanding of:

- the theoretical framework of media
- contexts of media and their influence on media products and processes.

AO2

Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.

AO3

Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

Employment opportunities:

- Media planner
- Multimedia specialist
- Programme researcher
- Public relations officer
- Broadcasting
- Social media manager
- Television producer
- Web content manager
- Advertising account exec
- Broadcast journalist
- Editorial assistant
- Event manager
- Information officer
- Magazine journalist
- Market researcher
- UX designer
- Writer

For further information:

A Media Studies GCSE focuses on the communication of information across different mediums. The ability to communicate information clearly and effectively is an essential skill. It would be an advantage if you have a flair for English.

For further information contact:

C.Evans@saddleworthschool.org



Curriculum Leader:

Mr H. Nazir

Qualification:

Cambridge National
in Creative iMedia

Examination Board:

OCR

Course Content:

Cambridge Nationals are exciting, practical vocational qualifications that can help build your future. They are Level 1/Level 2 qualifications designed for students aged 14-16 years and complement your GCSE choices. Cambridge Nationals will inspire and help you develop real-world skills through practical learning and help you get ready for your next steps whether that's A Levels, apprenticeships, or a Level 3 vocational qualification such as our Cambridge Technicals.

How you will be assessed:

R093

(Oct 2024 – May 2026)

Creative iMedia in the Media Industry

- Media Industry
- Factors Influencing Product Design
- Pre-Production Planning
- Distribution Considerations

40%

Exam

R094

(Sept 2024 – May 2026)

Visual identity and Digital Graphics

- Develop Visual Identity
- Plan Digital Graphics
- Create Visual Identity and Digital Graphics

40%

Coursework

R097

(June 2025 – May 2026)

Interactive Digital Media

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media

35%

Coursework

Completion dates:

R094 May 2025

R097 May 2026

R093 Exam Mock Jan 2026

R093 Exam May 2026

Useful websites:

<https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-media-j834.pdf>

<http://www.bluesquarething.co.uk/>

www.clearrevise.com

www.cambridge.org/cambridgenationals

For further information contact:

H.Nazir@saddleworthschool.org

Technical Award specifications are currently under review and therefore this course and the assessment methods are subject to change.

FOOD & NUTRITION (GCSE)



Curriculum Leader:

Miss S. Danby

Qualification:

GCSE

Examination Board:

AQA

Course Content:

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 (30 marks)

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 (70 marks)
- 4 technical dishes.

50%

(Internal Assessment)

How you will learn:

In year 10 students will complete a number of practicals to support their learning. We appreciate it may not always be convenient or cost effective to buy ingredients for a recipe, therefore at a reduced cost the department will be providing all ingredients and take away containers. As you can appreciate this involves a substantial amount of cost and organisation and therefore a letter with all costings and information will be sent each half term and payments for these can be made directly into ParentPay.

For the food preparation assessment in year 11 students will decide on a number of their own recipes based on a theme provided by the exam board. Students will need to provide their own ingredients for the practical sessions

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 Preparation 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. 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 contact:

S.Danby@saddleworthschool.org

HOSPITALITY AND CATERING

**Curriculum Leader:**

Miss S. Danby

Qualification:

Level 1/2 Hospitality
and Catering

Examination Board:

WJEC

Course Content:

Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities. The sector is a major contributor to the UK economy, employing 2.9 million people. Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes as well as review their work effectively.

How you will be assessed:**Unit 1****The hospitality and catering industry**

Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

40%

1 hour 20 minutes written paper.
(80 Marks)

Unit 2**Hospitality and catering in action**

An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.

60%

Controlled assessment 12 hours (approximately)
(120 Marks)

How you will learn:

The lessons will be a combination of practical lessons and theory lessons where Pupils will learn and develop a wide range of culinary skills and gain an in-depth knowledge of the hospitality and catering industry.

Additional information/skills:

The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

Employment opportunities:

Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education.

For further information contact:

S.Danby@saddleworthschool.org

HEALTH & SOCIAL CARE (Tech Award)



Curriculum Leader:

Miss J. Charlesworth

Qualification:

Level 1/2 Technical Award in
Health & 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
(Internal assessment)

30%

Unit 2
Health and Social Care Services and Values
(Internal assessment)

30%

Unit 3
Health and Well being
(External assessment)

40%

Technical Award specifications are currently under review and therefore this course and the assessment methods are subject to change.

How you will learn:

Students will acquire and apply knowledge, skills and understanding through project work and work experience placements.

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 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 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

For further information contact:

C.Kipling@saddleworthschool.org

MUSIC (GCSE)



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

G.Beckwith@saddleworthschool.org.

COMPUTER SCIENCE (GCSE)



Curriculum Leader:

Mr H. Nazir

Qualification:

GCSE

Examination Board:

OCR

Course Content:

A course in Computer Science offers pupils a 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 literacy** ability.

How you will be assessed:

Paper 1:

Written examination: 1 hr 30 mins
Non calculator (80 marks)

All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.

Topic Overview

This component investigates:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

50%

of final mark

Paper 2:

Written examination: 1 hr 30 mins
Non calculator (80 marks)

This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language.

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

50%

of final mark

How your work will be assessed (e.g. coursework style, projects, topics/tests):

Topic Test for each unit of work (4 units per component) during term time.

Additional information:

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.

For further information contact:

H.Nazir@saddleworthschool.org

SPORT STUDIES



Curriculum Leader:

Ms J. Charlesworth

Qualification:

Cambridge National in
Sport Studies
Level 1/Level 2 – J829

Examination Board:

OCR

Course Content:

Sport is a key theme in most areas of both education and health policy. Practical, accessible, fun to teach and exciting to learn, it will inspire your students to develop real-world skills to prepare them for their future.

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

Areas of study:		
R184: Contemporary Issues in Sport Written Exam, Mandatory	R185: Performance and Leadership in Sports Activities Mandatory (practical)	R186: Sport and the media Centre-assessed tasks
40%	40%	20%

How you will learn:

Each fortnight your time will be split between practical and theory elements.

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:

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 <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829>

For further information contact:

J.Charlesworth@saddleworthschool.org

Technical Award specifications are currently under review and therefore this course and the assessment methods are subject to change.



Curriculum Leader:

Ms J Charlesworth

Qualification:

GCSE Physical Education
(9-1) - J587 (from 2016)

Examination Board:

OCR

Course Content:

Studying GCSE (9-1) PE opens students' eyes to the amazing world of sports performance. Not only do they have the chance to perform in three different sports through the non-exam assessment component, they can also develop wide-ranging knowledge into the how and why of physical activity and sport. The combination of physical performance and academic challenge provides an exciting opportunity for your students. They can perform, and then through the academic study learn how to improve their performance through application of the theory. (NEA) component.

How you will be assessed:			
Physical factors affecting performance	Socio-cultural issues and sports psychology	Practical performances	Analysis and evaluation of performance (AEP)
Non-exam assessment - practically recorded.	Non-exam assessment - coursework		
30%	30%	30%	10%
Written Exam	Written Exam	Practical	Coursework

How you will learn:

PE is learned about through a range of different contexts and the impact it has on our own and others' everyday lives. Your students learn the reasons why we do things and why some people outperform others - mentally and physically. They also delve into the ethical considerations behind the use of drugs and gain an understanding of the consequences of inactivity and poor diet. GCSE (9-1) PE includes the compulsory study of: Applied Anatomy and Physiology, Physical Training, Sports Psychology, Socio-cultural Influences and Health, Fitness and Wellbeing. Alongside this are the skills of PE, which are examined via the non-exam assessment (NEA) component.

Each fortnight your time will be split between practical and theory elements.

Using your KS3 data you will be placed each half term into the activity where you will score the maximum possible marks.

Additional 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 OCR website:

<https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016>

For further information contact:

J.Charlesworth@saddleworthschool.org

RELIGIOUS STUDIES (GCSE)



Curriculum Leader:

Miss K. O'Connell

Qualification:

GCSE

Examination Board:

AQA

Topics studied:

Religion and Social Justice

Prejudice and discrimination.

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, Relationship and Families

Sexuality, family make-up and gender equality

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.

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.

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?' 'Is it just about my opinion?' 'NO' But it will help you hone and refine your thoughts and views on some Big Questions, improving your written work across the board and increasing your vocabulary.

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 'Hacksaw Ridge' to explore ideas about pacifism and peacekeeping and 'Hidden Figures' to look at different forms of discrimination'.

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 45 minutes. 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 contact:

K.OConnell@saddleworthschool.org

DRAMA (GCSE)



Curriculum Leader:

Mr G. Leitheiser

Qualification:

GCSE

Examination Board:

AQA

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:		
Component 1 Understanding Drama Written exam: 1 hour 45 mins	Component 2 Devising Drama Non-exam assessment	Component 3 Texts in Practice Live practical exam
40%	40%	20%

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 contact:

G.Leitheiser@saddleworthschool.org

PERFORMING ARTS (Dance) (TECH AWARD)



Curriculum Leader:

Ms J Charlesworth

Qualification:

Tech Award in
Performing Arts

Examination Board:

Edexcel

Course Content:

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as creating performance for a real vocational scenario. Everyone taking this qualification will study three components.

How you will be assessed:

Component 1 Exploring the Performing Arts (Internal assessment)	<ul style="list-style-type: none">• The development of core knowledge and understanding of a range of performance/production styles, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques• The development and application of skills such as practical and interpretative, rehearsal and performance/production in acting, dance, musical theatre and/or production through workshops and classes• Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook
30% of final mark	
Component 2 Developing Skills and Techniques in the Performing Arts (Internal assessment)	
30% of final mark	
Component 3 Responding to a brief (External assessment)	<p>Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario.</p> <p>Responding to a Brief requires learners to apply performances or production skills and techniques in response to a brief and stimulus, developing group workshop performance for a selected audience. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson.</p>
40% of final mark	

Assessment Objectives:

- Develop skills and techniques for performance
- Apply skills and techniques in rehearsal and performance
- Review own development and performance.

For further information contact:

J.Charlesworth@saddleworthschool.org

Technical Award specifications are currently under review and therefore this course and the assessment methods are subject to change.

FRENCH (GCSE)



Curriculum Leader:

Mr A. Quaynor

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.

- People and lifestyle
- Popular culture
- Communication and the world around us

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:

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.

GCSE Award

All four skills combined

100%

Listening

Understanding and responding to different types of spoken language

25%

Speaking

Communicating and interacting effectively in speech for a variety of purposes

25%

Reading

Understanding and responding to different types of written language

25%

Writing

Communicating effectively in writing for a variety of purposes

25%

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.

Contact: A.Quaynor@saddleworthschool.org



Curriculum Leader:

Mr A. Quaynor

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.

- People and lifestyle
- Popular culture
- Communication and the world around us

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:

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.

GCSE Award

All four skills combined

100%

Listening

Understanding and responding to different types of spoken language

25%

Speaking

Communicating and interacting effectively in speech for a variety of purposes

25%

Reading

Understanding and responding to different types of written language

25%

Writing

Communicating effectively in writing for a variety of purposes

25%

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.

Contact: A.Quaynor@saddleworthschool.org

GEOGRAPHY (GCSE)

**Curriculum Leader:**

Mr P. Smith

Qualification:

GCSE

Examination Board:

OCR

Course Content:

In years 10 and 11 students study 6 units. Each topic takes approximately three quarters of 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 and enjoyable but also highly effective. There is a lot of content to cover over the two years and students are encouraged to use the resources online, as well as their own research to enhance their understanding of different topics.

How you will be assessed:

Exam 1 Living in the UK today 1 hour written paper. (60 Marks) 30%	Exam 2 The world around us 1 hour written paper. (60 Marks) 30%	Exam 3 Geographical skills 1 hour 30 minutes. written paper. (80 Marks) 40%
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Year 10
<ul style="list-style-type: none">• Landscapes of the UK• People of the UK• UK Environmental Challenges
<ul style="list-style-type: none">• Ecosystems of the Planet• People of the Planet• 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 elections 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, which will be used to enhance your understanding and knowledge of a topic.

For further information contact:

C.Evans@saddleworthschool.org

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

HISTORY (GCSE)



Curriculum Leader:

Miss S. Poppleton

Qualification:

GCSE

Examination Board:

Edexcel

Course Content:

Across the 2 years the students will study 3 distinct eras 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</p> <p>Thematic study and historic environment - Crime and Punishment in Britain c.1000–present and Whitechapel c.1870–1900: crime, policing and the inner city.</p>	<p>Exam 2</p> <p>Period study and British depth study – Early Elizabethan England, 1558–88 and The American West c.1835–c.1895.</p>	<p>Exam 3</p> <p>Modern depth study – The USA 1954–75: conflict at home and abroad.</p>
<p>30%</p> <p>1 hour 15 minutes written paper. (52 Marks)</p>	<p>40%</p> <p>1 hour 45 minutes written paper. (64 Marks)</p>	<p>30%</p> <p>1 hour 20 minutes written paper. (52 Marks)</p>

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!

For further information contact:

S.Poppleton@saddleworthschool.org

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.

COMBINED SCIENCE (GCSE)

**Qualification:**

GCSE x 2

Course Content:

Students will study Biology, Chemistry and Physics.

Examination Board:

Edexcel

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

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 contact:

M.Brighton@saddleworthschool.org

TRIPLE SCIENCE (GCSE)

**Qualification:**

Biology (GCSE)

Chemistry (GCSE)

Physics (GCSE)

Course Content:

Students will study Biology, Chemistry and Physics.

Examination Board:

Edexcel

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

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 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 contact:

M.Brighton@saddleworthschool.org

ENGLISH LANGUAGE (GCSE)



Curriculum Leader:

Mr. R. Twigg

Qualification:

GCSE

Examination Board:

AQA

Course Content:

Students will study the AQA syllabus from September 2024. The course is 100% exam which will be taken in Summer 2026. Students will be awarded a grade 1-9.

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

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 contact:

R.Twigg@saddleworthschool.org

ENGLISH LITERATURE (GCSE)



Curriculum Leader:

Mr R. Twigg

Qualification:

GCSE

Examination Board:

AQA

Course Content:

Students will study the AQA syllabus from September 2024. The course is 100% exam which will be taken in Summer 2026. Students will be awarded a grade 1-9.

How you will be assessed:

Paper 1:

Shakespeare and the 19th century novel

Exam: 1 hr 45 mins

40%

Section A:

One Shakespeare play

Students answer one question. They will write in detail about an extract from the play and then about the play as a whole.

Section B:

One 19th century novel

Students answer one question. They will write in detail about an extract from the novel and then about the novel as a whole.

Paper 2:

Modern texts and poetry

Exam: 2 hr 15 mins

60%

Section A:

Modern texts

Students answer one essay question from a choice of two on their studied modern prose or drama text.

Section B:

Poetry

Students answer one comparative question on one named poem, and one other poem from their chosen anthology cluster.

Section C:

Unseen poetry

Students answer one question on one unseen poem and another question comparing this poem with another unseen poem.

What you will learn:

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

- Studying Shakespeare; Macbeth;
- Studying Charles Dickens 'A Christmas Carol';
- Studying J. B. Priestly's 'An Inspector Calls';
- 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 contact:

R.Twigg@saddleworthschool.org



Associate Curriculum

Leader:

Miss E. Davies

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)

Recommended revision websites:

Onmaths.com

A selection of full exam style papers and topic boosters which students can complete online. All of the questions are automatically marked so students are able to track their progress. There are "how to" videos linked to the exam papers.

Sparxmaths.uk

In addition to the weekly homework set on SPARX, students can also complete independent study using our online resource. Videos are available to watch and instant feedback is given on any work completed.

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.

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

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.

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.

For further information contact:

Associate Curriculum Leader: E.Davies@saddleworthschool.org

NOTES

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NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



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