

Year 9 Preferences Course Information 2026

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Dear Parent or Carer,

This is an exciting time in the educational journey of your child. As you will be aware, your child will soon be choosing option subjects to be studied in Years 10 and 11. Our preference booklet provides details of the subjects available, the way each will be assessed and how it may support career pathways.

You can find out more about our preferences programme and the opportunities open to your child by attending the Preferences Evening on Thursday 19th March 2026, from 4pm until 6.00pm and by reading the information in this booklet.

Clearly it is important that students make the right choices for themselves as individuals. They must listen carefully to the advice they are given at school and talk through their choices with you before deciding what they would like to take. Taking this detailed approach with them will support them in making sure they reach their academic potential here at Reddish Vale High School.

I look forward to seeing you at our Preferences Evening and please do not hesitate to contact the subject leaders if there is anything you wish to discuss.

Yours sincerely

Mr. Darren Moroney
Headteacher

What is this booklet all about?

This booklet is to help you to choose the subjects you will be studying for the next two years. You will take examinations in the subjects you choose and they may shape your future, the next stage of your education and your future career.

How will know which course I need for a career?

For the majority of you, a broad choice of courses at this stage will keep your options open.

It is a good idea to make a list of the courses you are interested in.

Get advice from your tutor and your year leaders who will be able to point you in the right direction to find the answers to any questions you have.

Will I get all of my options choices?

Your child will choose four subjects (plus a reserve choice). It is hoped that most of our pupils will get their first choices. However, with so many pupils making choices it is impossible to guarantee that everyone will get their first choice.

You should therefore make sure that all of your choices and your reserve choices are subjects that you want to study. You have plenty of time to make sure that you are certain about your decisions—use your time carefully and productively. Speak to as many people as possible.

The deadline for handing in your options choices is Thursday 26th March 2026.

Preference forms need to be submitted on-line using the link which will be sent out shortly. If there are issues accessing the email link, please speak to your Head of Year or Mrs Scott.

Suggested subjects for specific Careers and Professions

For Science and Medical Related Careers

E.g. Doctor, Nurse, Forensic Scientist, Vet / Vet Nurse, Dentist, Midwife, Paramedic, Surgeon, Biomedical Scientist

Important Subjects:

- Double or Triple Science: Essential for a deep understanding of scientific principles.
- Maths: Crucial for data analysis and problem-solving.
- Geography: To develop data, research, scientific, and map skills.
- Languages: Multi-linguists have better concentration and problem solving skills and are more able to multi-task – qualities that any good scientist needs.
- English Language and Literature: Strong writing and analytical skills

For Health & Social, Leisure and Sports Careers

E.g. Physiotherapist, Occupational Therapist, Fitness Instructor or Personal Trainer, Coach, Early Years Teacher, Dietician or Nutritionist, Counsellor, Chef, Cabin Crew

Important Subjects:

- Biology: Understanding human anatomy and physiology
- Health & Social Care: To gain an understanding in how best to provide care and support for others at different times in their lives
- Chemistry: Knowledge of chemical processes relevant to medicine
- GCSE PE or Sport Studies: Understanding movement and physical wellbeing
- Citizenship: Understanding the law, and basic rights and responsibilities of society
- Travel & Tourism: Understanding of the tourism industry, and development of problem solving and adaptability.

For Public Services and Social Sciences Careers

E.g. Barrister, Solicitor, Police & Fire Services, Social Worker, Teacher, Armed Forces, Journalist or Presenter, Criminologist

Important Subjects:

- English Language and Literature: Strong writing and analytical skills
- History: Understanding legal precedent and historical context
- Religious Education: Can provide ethical and philosophical perspectives
- Citizenship: deepen their knowledge of democracy and government, the law, rights and responsibilities and how we live together in society
- Geography and History: to develop crucial skills like critical analysis, evaluating evidence, understanding different perspectives, and analysing complex situations.
- Travel & Tourism: Developing problem solving and adaptability

For Business and Finance Careers

E.g. Accountant, Financial Analyst, Digital Marketing Manager, Recruitment Consultant, HR Manager, Property Developer

Important Subjects:

- Maths: Key for financial calculations and data analysis.
- Business Studies: Understanding business operations, marketing, and economics.
- Computing/IT: Important for data management and analysis tools
- Languages: Language skills can be used in almost any career, and particularly in businesses that trade internationally.

Suggested subjects for specific Careers and Professions

For Creative Fields

E.g. Graphic Designer, Architect, Media Professional, Filmmaker, Illustrator, Florist, Fashion Designer, Choreographer, Hair & Beauty Practitioner

Important Subjects:

Art/Art Textiles: Develop artistic skills and visual communication

Photography: Focus on technical aspects of image capture

Dance/Drama: To develop creativity and self-expression, and broaden their understanding of Britain's cultural heritage

Computer Science: To develop computational thinking skills such as analysis, decomposition, logic and algorithmic thinking.

English Language and Literature: Strong writing and analytical skills.

For Technology Careers

E.g. Software Developer, Games Designer, IT Specialist, App Developer, Content Editor, Theatre Technician, Cyber Security, Pilot

Important Subjects:

Maths: Can help you develop the skills needed for engineering

Science: Can help you develop the skills needed for engineering

Computing: Can help you develop skills for digital and creative careers

IT: Can help you develop skills for digital and creative careers

Hospitality & Catering: to develop a variety of food preparation and making skills as well as enabling students to develop further training if needed.

Art/Art Textiles: Developing artistic skills and visual communication.

For Engineering, Construction and Manufacturing Careers

E.g. Sound Engineer, Electrician or Electrical Engineer, Aerospace Engineer, Construction Manager, Joiner, Welder, Mechanic, Plumber

Important Subjects:

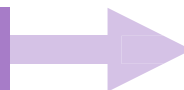
Maths: Understanding financial calculations, problem solving and data analysis.

Citizenship: Understanding the law, and the rights and responsibilities we have on society

Computer Science/IT: Understanding and applying data management and analysis tools

Travel & Tourism: Developing problem solving and adaptability





Information For Parents/Carers

- Read the information in this booklet carefully
- Talk to the subject teachers at Preferences Evening on Thursday 19th March 2026
- Talk to your tutor
- Talk through your choices with your child, justifying each choice based on achievement and future choices.
- Use XELLO (the link is on the school website) to explore careers pathways for your child

English Baccalaureate

- The EBacc is not a qualification in its own right – it is a combination of GCSE subjects, including a Geography or History and a Language, that offer an important range of knowledge and skills to young people.
- **Every pupil will have to choose either Geography or History as one of their choices**
- Your child may not have decided on their career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.
- Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them succeed in new environments

Key Dates

Thursday 5th March 2026

Parents' Evening

Use the information discussed with teaching staff today to find out more about the subjects that your child could study at Key Stage 4. Some subjects offer more than one course or qualification.

Use this parents evening as an opportunity to discuss the following areas:

- *Are they enthusiastic about the subject?*
 - *Will they enjoy it?*
 - *Will they be able to succeed in it?*
 - *Will they achieve excellent grades in it?*

Thursday 19th March 2026 Preferences Evening

Finalise your decision by discussing the preference choices with curriculum leaders and answer any questions that you may still have.

Thursday 26th March 2026 Deadline to Submit Choices

Deadline for submission of the preferences using the online link form.

Information For Students

1. THINK & DISCOVER

It is important to think very carefully about your choice of courses, for once a decision has been made a change will be allowed only in *very* special circumstances.

It is very important that you are able to achieve in your chosen courses. It is crucial that you leave school with the best grades possible to open up your opportunities not just at college but also in employment for years to come.

2. ASK YOURSELF

- Am I really interested in this subject?
- What success have I had in the past in this subject?
- Will I be able to cope with the work?
- Do the staff agree that it would be a good choice for me?
- Will this subject help you to realise your future career?
- Does this subject compliment your other choices

3. DO NOT

- Do not choose a subject because your friends have, you may be placed in a different group. Your choices need to be based on what is best for you.
- Do not choose a subject just because you like your present teacher as there is no guarantee that you will have the same teacher.
- Do not choose a subject because you cannot think of anything else to do.
- Do not Someone else thinks you should study the subject
- Do not choose a subject just because you think it will be an easy option - all subjects will require you to work hard.
- Do not think that choosing a course means that you have to follow that pathway to employment.
- Do not think about gender stereotypes in certain subjects. There is no such thing as a boys subject or a girls subject.
- Do not think that you must choose subjects that compliment each other or seem to go well.

Core Curriculum

There are subjects which every pupil must study. These will form the

Core Curriculum:

English Language

English Literature

Mathematics

Science leading to at least two GCSEs

Physical Education (non examined)

Personal Development (non examined)

Mathematics

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

English

Being able to read and write with confidence and a high level of accuracy is essential for future success. The skills you learn in English will not only help you if you choose an academic route, they will also help you in everyday adult life.

Personal Development

All pupils will continue with personal development throughout Year 10. This will be a combination of financial education, PSHE and careers education.

Science

Studying science will help you broaden your understanding of the world around you. Every pupil must cover a broad based science curriculum including biology, chemistry and physics.

All pupils will follow the curriculum for combined science. This will lead to two GCSE grades in combined science.

In addition some pupils may choose to opt for separate sciences as one of their options. These pupils will then be awarded three separate GCSEs in biology, chemistry and physics.

Physical Education

Physical Education as a core subject will support you in developing an active and healthy lifestyle. In addition, PE is available as an option subject.

What are the aims of the course?

GCSE English Language offers pupils a skills based approach to studying the written word and producing their own creative writing.

A range of literary fiction and non-fiction will be studied, introducing pupils to a wealth of styles and genres from the last three centuries. Through this pupils will develop higher order reading and critical thinking skills that encourage an inquiring mind

What will I learn?

Pupils will learn how to closely and independently analyse fiction and non-fiction texts and they will develop a range of strategies for structuring their written analysis within short and extended answers.

Pupils will also develop their creative skills, producing both imaginative and transactional writing pieces, such stories, speeches, letters and articles. This requires them to demonstrate confident control of spelling, punctuation and grammar. They will also develop a wide ranging vocabulary which can be used to create effects for their readers.

Progression and career opportunities?

The AQA GCSE course provides experience and scaffolding to access A Level courses in English, English Language and Creative Writing. The skills acquired will also be of benefit for any analytical or essay based subject in further education such as Psychology and Sociology. Study of English Language builds a pathway towards many careers in areas such as Journalism, Media and Public Services.

Further Information

Pupils follow the AQA syllabus. Many extra curricula opportunities to enhance learning are provided by the department (for example, Debate Mate and local and national creative writing competitions)

Revision guides and recommended reading lists to prepare for GCSE can be provided by your child's class teacher on request.

For more information contact:

Ms. Fiona MacLeod—Head of English
f.macleod@reddish.stockport.sch.uk

What are the aims of the course?

GCSE English Literature offers pupils the opportunity to study 19th, 20th, and 21st century literature.

Pupils will evaluate and respond critically to a range of whole texts, including works by Shakespeare, Dickens, JB Priestley, and a range of Poetry

Through this pupils will develop higher order reading and critical thinking skills that encourage an inquiring mind, develop the habit of reading widely and often, and write effectively for a range of purposes

What will I learn?

Pupils will learn skills and analyse a wide range of texts from the English Literary Heritage up to the present day. They will develop a critical and academic writing style to enable them to plan and structure essays and extended responses independently.

They will be challenged to consider a range of historical contexts, including attitudes and values from Shakespearean and Victorian up to modern society. They will be encouraged to question these values and assumptions and develop independent ideas and opinions on a range of topics and issues.

Progression and career opportunities?

The AQA GCSE course provides experience and scaffolding to access A Level courses in English Literature, Media and Film studies. The skills acquired will also be of benefit for any analytical or essay based subject in further education, particularly History, Geography and Languages. Study of English Literature builds a pathway towards many careers in areas such as Law and Politics.

Further Information

Pupils follow the AQA syllabus. Many extra curricular opportunities to enhance learning are provided by the department (for example, visiting writers and poets, theatre trips and enrichment visits to museums and historical locations)

Revision guides and recommended reading lists to prepare for GCSE can be provided by your child's class teacher on request

For more information contact:
Ms. Fiona MacLeod—Head of English
f.macleod@reddish.stockport.sch.uk

MATHEMATICS

Number of

Exams:

3

Controlled

Assessments:

0

What are the aims of the course?

The Mathematics Department at Reddish Vale High School aims to provide pupils of all levels and aspirations a strong foundational understanding of mathematics. Pupils will gain fundamental numeracy skills, linking and supporting the wider curriculum, whilst being able to apply functional skills to problems in the outside world. For pupils wishing to pursue a career in mathematics, the higher mathematics pathway allows pupils to encounter a wide variety of mathematical ideas and techniques. We introduce additional technical knowledge, and ensure that our students are proficient in complex mathematical processes and mathematical reasoning, essential in the study of A-Level mathematics.

What will I learn?

Pupils will study a range of mathematical strands, which, as broad topic areas, are:

Number, algebra, ratio, geometry, probability and statistics.

The weighting and content of these strands will depend on the pathway the student is following, with a higher weighting of algebra and geometry on the higher pathway.

Progression and career opportunities?

Many companies now expect the 'basics' in Mathematics as an initial requirement. For students wishing to study Mathematics beyond GCSE level there are a wealth of employment opportunities. A selection of the many potential careers are:

Accountancy, Aerospace & Defence, Automotive, Biosciences, Business Support Services, Chemicals, Construction, Consultancies, Education, Engineering, Environment, Exploration Geophysics, Financial Services, Food & Drink, Government, Healthcare, Insurance, IT & Computing, Manufacturing, Media, Metals & Minerals, Operational Research, Pharmaceuticals, Recruitment, Academic Research, Science, Tele-coms, Transport/Travel, Utilities.

Further Information

A detailed overview of the course, contents and support materials for pupils can be found at:

<https://allaboutmaths.aqa.org.uk/newspec8300>

For more information contact:

Mr Stephen Horne—Head of Mathematics
s.horne@reddish.stockport.sch.uk

COMBINED SCIENCE

2 GCSE QUALIFICATIONS

Number of

Exams:

6 all 75 minutes

Controlled

Assessments:

0

What are the aims of the course?

The science GCSE is split into three main areas of discipline, Biology, Chemistry and Physics, with each area taking an equal share of the teaching time. The aim of the GCSE is to teach pupils about the world around them and how it works to allow life and many other processes to take place.

All pupils are required to take science GCSE which will award them two GCSE grades at the end of the course. Pupils will be assessed throughout the course and will be submitted for either the Standard or Higher exam paper.

What will I learn?

There are many underlying skills within science that cross the three disciplines, including use of Maths to calculate results, use of English to explain observations or ideas and the ability to analyse an experiment and highlight areas for improvement.

The course is then separated into two halves with Biology, Chemistry and Physics all having a paper 1 and a paper 2 section meaning pupils will sit six exams total for science.

Pupils will be taught the content for each paper in succession, but will not sit the exam for either paper until the summer of year 11. There is no longer any coursework element to the science GCSE although core practicals are a key part of the course.

Progression and career opportunities?

Science is seen as a desirable skill by nearly all employers and further education institutions, it is a marker which shows a pupils' ability to take English and Maths and combine them into explaining the world around them.

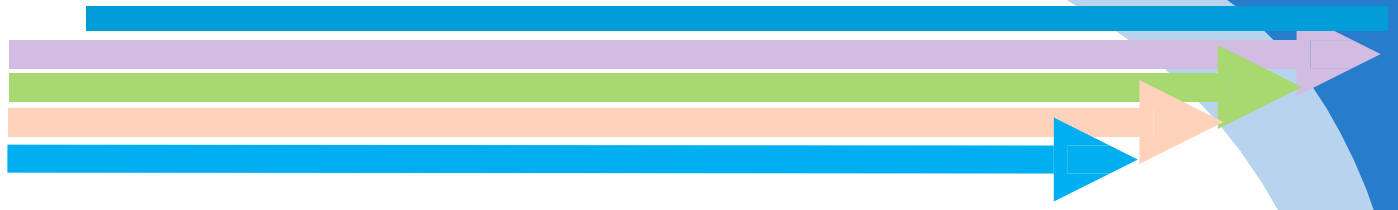
Further Information

<https://www.aqa.org.uk/subjects/science/gcse>

For more information contact:

Mr Ben Charles—Head of Science

b.charles@reddish.stockport.sch.uk



GCSE SUBJECTS

ART TEXTILES

Externally set
assignments

1 (40%)

Portfolio of
work:

1 (60%)

What are the aims of the course?

- actively engage in the creative process of art textiles and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, textiles and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, textiles and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art textiles and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art textiles and design.

How will I be assessed?

Assessment objectives (AOs) are set by AQA and are the same across all GCSE Art and Design specifications.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- 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.

Progression and career opportunities?

What can I do at college if I achieve a GCSE in this subject?

A level Art and Design, BTEC Art and Design. All other Art and Design based course e.g. textiles, fashion design, 3D design, design studies or design.

This course will help you gain qualifications relevant to the Arts industries such as interior design, fashion, advertising and illustration.

What will I learn?

- art textiles
- fashion design and illustration
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- installation

Further Information

BBC Bitesize Link:

<http://www.bbc.co.uk/schools/gcsebitesize/art/>

Specification link:

<http://www.aqa.org.uk/>

For more information contact:

Mr Dan Glenister—Head of Art

d.glenister@reddish.stockport.sch.uk

What are the aims of the course?

GCSE Business (Edexcel): this course is divided into two themes. In the first you will learn key business concepts, issues and skills involved in starting and running a business. The second theme looks at how a business develops beyond the start-up phase, learning the concepts and issues on how to grow a business. The course is engaging and inspiring, it reflects the demands of a truly modern & evolving business environment- it will enable students to develop as commercially minded and enterprising individuals and helps them succeed in their chosen pathway.

What will I learn?

Theme 1: Investigating small business

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

How will I be assessed?

Theme 1: Investigating small business

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of two externally-examined papers.

Theme 1: Written examination: 1 hour and 45 minutes
50% of the qualification (90 marks)

Theme 2: Written examination: 1 hour and 45 minutes
50% of the qualification (90 marks)

Both papers consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination, but pupils will need to know all the formulae.

Progression and career opportunities?

Students can progress from this qualification using a range of pathways., including employment and training for example; a level 3 business apprenticeship. As well as supporting their studies in a range of level 3 subjects, business specific qualifications include: GCE A Level Business or a vocational route with Level 3 BTEC Level 3 Nationals in Business

Further Information

This qualification in business will enable pupils to understand more about the business world.

Specification link:

http://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf

For more information contact:

Mrs Helen Drury — Head of Computing & ICT

h.drury@reddish.stockport.sch.uk

Mr. Richard Miskell — Teacher of Business

r.miskell@reddish.stockport.sch.uk

What are the aims of the course?

GCSE Citizenship engages pupils in topics such as crime and the legal system, human rights, politics and world issues. The course prepares young people to become critical, well informed and active citizens.

Progression and career opportunities?

Studying Citizenship gives an introduction to social sciences such as law, sociology, politics and economics.

It prepares pupils for careers in law, social work, the armed forces, teaching and local and national politics.

Further Information

NOTE: the course is literacy based and requires ability to write detailed responses to questions.

Link to exam board and specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html>

For more information contact:

Miss Fran Rockey—Head of Citizenship and Religious Studies

f.rockey@reddish.stockport.sch.uk

What will I learn?

The course is structured into 5 themes

Theme A: Living together in the UK

- Changing UK population
- Migration
- Discrimination
- Human rights
- Employment rights
- Consumer rights
- Local councils

Theme B: Democracy at work in the UK

- Elections
- Voting systems
- Parliament
- Political parties
- Law making
- Devolution
- Budgets

Theme C: Law and Justice

- Criminal vs. Civil law
- Criminal Justice System
- Courts
- Sentencing
- Reoffending
- Prison
- Crime reduction

Theme D: Power and Influence

- Pressure groups
- MEDIA
- European Union
- United Nations
- International court of justice

Theme E: Taking Citizenship action

Pupils plan and take part in an active campaign on an issue of their choice. Historic campaign topics have included:

- Human trafficking
- Police Cuts
- Sports Discrimination
- Lowering the voting age
- Homelessness and poverty

COMPUTER SCIENCE

Number of
Exams:
2 (100%)

Controlled
Assessments:
1 (0%)

What are the aims of the course?

GCSE in Computer Science (OCR) is engaging and practical, encouraging creativity and problem solving. It will encourage you to develop understanding and application of the core concepts in computer science. You will also analyse problems in computational terms and devise creative solutions by designing, writing,

Progression and career Opportunities?

Students can progress from this qualification using a range of pathways, including employment and training for example; a level 3 computer science related apprenticeship. As well as supporting their studies in a range of level 3 subjects, Computer Science specific qualifications include: GCE A Level Computer Science or a vocational route with BTEC Level 3

Further Information

NOTE: there is a programming element to this course and good mathematical and problem solving skills are essential.

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

How will I be assessed?

Unit 1 – exam 1 hour 30 minutes 40%

Unit 2 – exam 1 hour 30 minutes 40%

Unit 3 programming project –non-exam assessment 20 hours* **Subject to change**

What will I learn?

Unit 1

- Computer systems
- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Unit 2

- Computational thinking, algorithms and programming
- Algorithms *
- Programming techniques
- Producing robust programs
- Computational logic

For more information contact:

Mrs Helen Drury—Head of Computing &ICT
h.drury@reddish.stockport.sch.uk

DRAMA

Number of Exams:

2

Controlled Assessments:

1

What are the aims of the course?

This course aims to teach pupils to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas

What will I learn?

- Numerous new design pathways including make-up, hair, costume, set, lighting, sound and props. (Pupils will either perform in or design for each of the performance components of the course)
- Devise unique performances based on the style of exciting theatre companies/practitioners
- Opportunities to work with visiting professional theatre companies.
- Visits to see the best live theatre productions.
- Study and practically explore one complete

How will I be assessed?

- Component 1: Devising Theatre – internal non-exam assessment 40%
- Component 2: Performing Theatre - externally assessed exam by a visiting examiner 20%
- Component 3: Interpreting Theatre – externally assessed written exam

Progression and career opportunities?

Careers in the performing arts industry could be an option by studying GCSE Drama. Other careers include: teaching, education outreach in creative arts, marketing and publicity, in the creative arts, lighting and sound technician and many more. However many other industries value the transferable skills gained from a Drama qualification.

Further Information

Frequently asked questions:

Will I have to perform in front of an audience? Yes

Will I have to take part in extra-curricular activities?

This will help your grade and you should be willing to get involved in school productions whenever possible.

Will I have to complete any written work?

Yes. Two out of the three components are partly or fully written. You will complete a written exam at the end of year 11 and written coursework for Component 1.

For more information contact:

Miss H Sharples

h.sharples@reddish.stockport.sch.uk

FINE ART

Externally set
assignments

1 (40%)

Portfolio of
work:

1 (60%)

What are the aims of the course?

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
 - develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
 - become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
 - develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
 - develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
 - acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
 - develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
 - develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
 - develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

How will I be assessed?

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- 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.

Progression and career opportunities?

What can I do at college if I achieve a GCSE in this subject?

A level Art and Design, BTEC Art and Design. All other Art and Design based course e.g. photography, fashion design, 3D design.

This course will help you gain qualifications relevant to the Arts industries such as advertising and illustration.

What will I learn?

Pupils will develop their knowledge and skills in a range of areas including:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art

Further Information

BBC Bitesize Link:

<http://www.bbc.co.uk/schools/gcsebitesize/art/>

Specification link:

<http://www.aqa.org.uk/>

For more information contact:

Mr Dan Glenister—Head of Art

d.glenister@reddish.stockport.sch.uk

FOOD AND NUTRITION

Number of Exams:

1 (50%)

Controlled Assessments:

2 (50%)

What are the aims of the course?

GCSE Food and Nutrition has been designed to support pupils who want to learn about this exciting and creative subject and the potential it can offer them for their careers or further study. There are 2 NEA's an exam exam. This exciting GCSE course gives students the opportunity to gain experience by focusing on practical cooking skills and gaining a strong understanding of nutrition. It is more important for pupils choosing the course to enjoy a large variety of foods than to have a natural flair for cooking. There is the opportunity to learn about issues related to nutrition and food

What will I learn?

Throughout the duration of this course pupils will be undertaking both practical and theory lessons. Pupils will develop their practical skills in terms of organisational, culinary skills and presentation skills. Pupils will look at a range of practical skills and will have to demonstrate a wide range of culinary skills. They will need to be willing to handle and try a range of different foods and ingredients.

Course Outline

- NEA 1 —A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. A report of 1500- 2000 words will be produced. 15% of GCSE mark.
- NEA 2 – Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. A report will be produced of 15 sides of A4 to include all text, photos, charts and graphs. 35% of GCSE mark.
- Written Exam - 1 hour 45 minute exam in year 11-worth 50% of the GCSE mark

In theory sessions learners will have to explore Food Preparation Skills, Food Nutrition and Health, Food Safety, Food Science, Food Provenance and Food Choice.

Progression and career opportunities?

Post 16 study of the following courses:

Biology A-Level, Chemistry A-Level, Business A-Level

Level 2 NVQ Culinary Skills, Level 2 NVQ Food Production and Cookery, Level 2 NVQ Professional Cookery. •

Further education courses: Sports Science BSc, Nutritional Science BSc, Biochemistry BSc, Culinary Industry Management BBa, Medicine MBChB, Dietetics MSc. •

Career pathways: Nutritionist, Nutritional Therapist, Dietitian, Nurse, Doctor, Teacher, Product Developer and Food Scientist, Animal Nutritionist, Sport Scientist, Chef, Home Economist, Recipe Developer, Food Writer

Further Information

<https://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585/specification>

For more information contact:

Ms Cowern – Head of Food and Nutrition

s.cowern@reddish.stockport.sch.uk

What are the aims of the course?

GCSE German (AQA) allows students to develop their ability to communicate with native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of communities and countries where the language is spoken.

What will I learn?

During this course pupils will:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing 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, as appropriate, including literary texts.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
- Develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment.
- Develop language strategies, including repair strategies.

How will I be assessed?

Listening and understanding in German: Students are assessed on their understanding of standard spoken German by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female German speakers. They will also transcribe short sentences.

Speaking in German: Students are assessed on their ability to communicate and interact effectively through speaking in German for different purposes and in different settings, including reading a text aloud.

Reading and understanding in German: Students are assessed on their understanding of written German across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Writing in German: Students are assessed on their ability to communicate effectively through writing in German for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in German and translate short sentences into German.

Progression and career opportunities?

Languages are beneficial in many fields. Career opportunities are wide and varied ranging from teaching to hospitality to working within a large company as part of their international team. Two thirds of UK businesses say foreign language skills are important among their employees.

Further Information

For more information contact:

Miss Kate Ruane — Head of Modern Foreign Languages

k.ruane@reddish.stockport.sch.uk

GEOGRAPHY

Number of
Exams:

3

Controlled
Assessments:

0

What are the aims of the course?

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Progression and career opportunities?

Related college courses include A levels in sciences, business, economics, ethics, geography, government and politics., history, leisure and tourism, and sociology. Geography students have excellent transferrable skills which attract employers from all sectors.

Further Information

Field work is an important aspect of this qualification. Pupils should be prepared to take their learning outside of the classroom.

How will I be assessed?

Paper 1 – Living with the Physical Environment

3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills

How it's assessed: written exam: 1 hour 30 minutes

Paper 2 – Challenges in the Human Environment

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

How it's assessed: written exam: 1 hour 30 minutes

Paper 3 – Geographical Applications

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

How it's assessed: written exam: 1 hour 15 minutes

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

What will I learn?

You will gain a wide range of very employable and transferrable skills and attributes. These include:

- Subject knowledge that is highly relevant to many of the challenges facing society and the environment today
- Specialist and transferable skills including statistical, spatial and environmental analysis alongside other quantitative and qualitative skills
- Strong analytical and research skills, critical analysis, ability to judge evidence and work across the social and natural sciences
- An ability to collect, understand and interpret complex data and communicate it to a variety of audiences
- Tackling problems and examining big issues at a variety of scales and from different perspectives
- The experience of working in a team, including through field research
- An interest in how the world works, contemporary issues and other cultures.

For more information contact:

Mr Simon Platt—Deputy Headteacher, Teacher of Geography

s.platt@reddish.stockport.sch.uk

HISTORY

Number of
Exams:

3

Controlled
Assessments:

0

What are the aims of the course?

In History we explore the events of the past and the important lessons we can learn from them. We encourage all students to be independent learners; not to believe what they are told but to research and examine the evidence for themselves. We aim for students to develop the transferable skills they need to improve within history, the wider curriculum and to access further education.

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Further Information

For more information contact:

Ms. Amy Lees—Head of History
a.lees@reddish.stockport.sch.uk

What will I learn and how am I assessed?

Paper 1: Thematic study and historic environment – Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city

The thematic study requires students to understand changes and continuity across a long sweep of history. Students will study the key developments, turning points and factors in the history of crime and punishment in Britain.

Paper 2: British Depth Study and Period Study – Anglo-Saxon and Norman England c1060- c1088 and Superpower relations and the Cold War, 1941–91

The depth study focuses on a short time span and requires students to understand the complexity of a society and a historical situation and the interplay of different aspects within Anglo-Saxon and Norman England

The period study focuses on a medium time span of at least 50 years and requires students to understand the unfolding narrative of a substantial development/issue associated with the Cold War.

Paper 3: Modern Depth Study – Weimar and Nazi Germany c1918-c1939

The in-depth study focuses on a short time span and requires students to understand the complexity of a society and the interplay of different aspects within it. Students will study, amongst other things, the state of Germany after WWI, the origins of the Nazi Party, the reasons for the rise of Hitler in the early 1930s and life in Germany for various groups of people, including children, women, the disabled and Jewish people.

Progression and career opportunities?

History helps students develop a number of transferable skills that will enable them to access further education. History could lead to careers in education, law, journalism and much more.

MUSIC GCSE

Number of
Exams:
1 (40%)

Controlled
Assessments:
60%

What are the aims of the course?

GCSE Music (AQA)

The main aim of the music course is to encourage skills that are useful throughout life. This includes concentration, coordination, perseverance, self confidence and esteem as well as relaxation. Music provides all kinds of physical as well as mental benefits. The study of a musical instrument strengthens cognitive skills as well as auditory memory. Music relaxes the mind and reduces stress and anxiety. Alongside this the course aims to improve your performance, composition and listening skills and nurture, support and developing young musicians.

What will I learn?

- How to perform professionally on your instrument or voice.
- How to create your own music using the latest software.
- How to listening and understand music from the latest releases.
- The new AQA course prepares students for the real work as they will develop their imagination, creativity and ability to manage a project.
- Visits to London & Manchester to see the best live theatre and music productions.

In addition pupils will receive 1 free music lesson per week from an industry professional.

How will I be assessed?

- **Perform 30%** - Record 2 pieces of your choice:
- **Compose 30%**- Create 2 pieces of music from any style using instruments and the latest software.
- **Listening- exam 40%** - To identify and understand music through listening. Set works are Beethoven and Queen.

Progression and career opportunities?

Music can have a wide range of career options both inside and outside the music industry, including: performer, teacher, administrator, songwriter, conductor, recording engineer, manger, promoter or music publisher.

There are also more jobs than ever in the music business related areas.

Further Information

Specification link:

<http://www.aqa.org.uk/subjects/music/gcse/music-8271>

For more information contact:
Mr Vince Galley—Head of Music
v.galley@reddish.stockport.sch.uk

PHOTOGRAPHY

Externally set
assignments

1 (40%)

Portfolio of
work:

1 (60%)

What are the aims of the course?

- actively engage in the creative process of photography in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and digital technologies with purpose and intent
- develop knowledge and understanding of photography in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the use of photographic images in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of photography in a variety of contexts and as appropriate.

How will I be assessed?

Assessment objectives (AOs) are set by AQA and are the same across all GCSE Art and Design specifications.

The portfolio and externally set assignment assessment will measure how students have achieved the following objectives.

- 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

Progression and career opportunities?

What can I do at college if I achieve a GCSE in this subject?

A level Art and Design, A Level Photography, BTEC Art and Design. All other Art and Design based course e.g., fashion design, 3D design, graphic design

This course will help you gain qualifications relevant to the Arts industries such as photojournalism, advertising and illustration.

What will I learn?

Pupils will develop their knowledge and skills in a range of areas including:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism

understanding of visual language.

Further Information

BBC Bitesize Link:

<http://www.bbc.co.uk/schools/gcsebitesize/art/>

Specification link:

<http://www.aqa.org.uk/>

For more information contact:

Mr Dan Glenister—Head of Art

d.glenister@reddish.stockport.sch.uk

What are the aims of the course?

GCSE PE (AQA). Studying GCSE PE will allow you to gain knowledge and understanding of how the human body works and responds to physical activity and exercise. Moreover, you will learn about the benefits of playing competitive sport and taking part in physical activity to gain further understanding of the importance of living a healthy and active lifestyle.

You will have the opportunity to take part in a variety of competitive sports and physical activities, including a range of team sports, individual performances and outdoor adventurous activities including rock climbing

You will study five lessons of GCSE PE per fortnight, plus your two hours of core, compulsory PE. Four of the five GCSE PE lessons will be classroom based,

Pupils must be able to show for assessment at least one individual and one team activity. Pupils who are participating at club level or higher outside of school will have an advantage in the assessment process, due to the competitive element of the assessment criteria

Progression and career opportunities?

The skills and knowledge gained will prepare pupils for further studies in sport and PE and also biology, including A Level, BTEC and NVQ courses at Level 3 and apprenticeships in sport. This qualification prepares the pupils by developing an in depth knowledge of both the physical and psycho-logical benefits of sport and exercise. Pupils will develop valuable transferable skills in teamwork, communication and social mobility that will be a value to them regardless of the career path they may choose.

It can prepare them for jobs including physiotherapy, sports psychology, strength and conditioning, sports development, sports marketing, personal training, teaching, nursing and sports journalism

What will I learn?

Paper 1	Paper 2
The Human Body and Movement in Physical Activity in Sport.	Socio-cultural influences and well-being in physical activity and sport.
What's assessed:	What's assessed:
<ul style="list-style-type: none"> Applied anatomy and physiology Movement analysis Physical training 	<ul style="list-style-type: none"> Sports psychology Socio-cultural influences Health, fitness and well-being Use of data

Further Information

If you are interested in studying GCSE PE you should start by finding out more about the subject by:

Link to exam board and specification:

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

For more information contact:

Mr Neil Simpson—Head of PE

n.simpson@reddish.stockport.sch.uk

RELIGIOUS STUDIES

GCSE

Number of
Exams:
3

Controlled
Assessments:
0

What are the aims of the course?

Religion is a major source of inspiration, meaning, and controversy in human culture, and our department encourages students to become well-informed and independent thinkers

The course provides opportunities for pupils to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. It also challenges pupils to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in our society and global community.

Progression and career opportunities?

Choosing Religious Studies can provide excellent training for a variety of careers, such as law, teaching, counselling, journalism, politics, and the arts.

The course also prepares students for studying religious studies, theology, critical thinking, philosophy and laws at college and beyond.

Further Information

NOTE: the course is literacy based and requires the ability to write detailed responses to questions.

Link to exam board and specification:

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

What will I learn?

Component 1 (Exam: 50%)

Students will study the following four themes.

Theme 1: Issues of Relationships

Family life
Weddings
Same sex relationships
Cohabitation
Divorce and remarriage

Theme 2: Issues of Life and Death

Creation
Stewardships
Abortion
Euthanasia
Death & the afterlife

Theme 3: Issues of Good and Evil

Crime
Death penalty
Forgiveness
Evil
Suffering

Theme 4: Issues of Human Rights

Social justice
Censorship
Extremism
Expression
Discrimination

Component 2 (exam: 25%)

Pupils will study beliefs and teachings, and practices in Christianity.

Component 3 (exam: 25%)

Pupils will study beliefs and teachings, and practices in Islam.

For more information contact:

Miss Fran Rockey—Head of Citizenship and Religious Studies

f.rockey@reddish.stockport.sch.uk

SEPARATE SCIENCES: BIOLOGY, CHEMISTRY & PHYSICS

Number of Exams:

6 x 100 minutes

Controlled
Assessments:

0

What are the aims of the course?

The science GCSE is split into three main areas of discipline, Biology, Chemistry and Physics, with each area

taking an equal share of the teaching time. The aim of the GCSE is to teach pupils about the world around them and how it works to allow life and many other processes to take place.

All pupils are required to take combined science GCSE which will award them two GCSEs, however Separate Science awards three separate GCSE grades, one in each of Biology, Chemistry and Physics. Pupils will be assessed and supported throughout the course and will complete exams at the end achieving between a grade 5 and 9. Separate Science is aimed at those students who are looking to pursue a career in the sciences or have a passion for the subject.

There are many underlying skills within science that cross the three disciplines, including use of Maths to calculate results, use of English to explain observations or ideas and the ability to analyse an experiment and highlight areas for improvement.

Progression and career opportunities?

Science is seen as a desirable skill by all employers and further education institutions, it is a marker which shows a pupils' ability to take English and Maths and combine them into explaining the world around them.

Separate science is seen as one of the ultimate accolades to gain in secondary school and is a sign to all potential colleges and employers that you are able to work to a high level and show consistent potential.

Please note—you can still study science A levels or other level 3 scientific qualifications with the double award GCSE in science.

Further Information

Link to exam board and specification:

<https://www.aqa.org.uk/subjects/science/gcse>

What will I learn?

There is no coursework element to the science GCSE, however there are 'Required Practicals' which must be completed by all students over the two years of the course.

Biology

Paper 1

- Key concepts in biology
- Cells and control
- Genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines

Paper 2

- Key concepts in biology
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Chemistry

Paper 1

- Key concepts in chemistry
- States of matter and mixtures
- Chemical changes
- Extracting metals and equilibria
- Separate chemistry 1

Paper 2

- Key concepts in chemistry
- Groups in the periodic table
- Rates of reaction and energy changes
- Fuels and Earth science
- Separate chemistry 2

Physics

Paper 1

- Key concepts of physics
- Motion and forces
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Astronomy

Paper 2

- Key concepts of physics
- Energy - Forces doing work
- Forces and their effects
- Electricity and circuits
- Static electricity
- Magnetism and the motor effect
- Electromagnetic induction model
- Forces and matter

For more information contact:

Mr Ben Charles—Head of Science

b.charles@reddish.stockport.sch.uk

What are the aims of the course?

GCSE SPANISH (AQA) allows students to develop their ability to communicate with native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of communities and countries where the language is spoken.

What will I learn?

During this course pupils will:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing 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, as appropriate, including literary texts.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
- Develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment.
- Develop language strategies, including repair strategies.

How will I be assessed?

Listening and understanding in Spanish: Students are assessed on their understanding of standard spoken Spanish by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female Spanish speakers. They will also transcribe short sentences. **Speaking in Spanish:** Students are assessed on their ability to communicate and interact effectively through speaking in Spanish for different purposes and in different settings, including reading a text aloud.

Reading and understanding in Spanish: Students are assessed on their understanding of written Spanish across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Writing in Spanish: Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Spanish and translate short sentences into Spanish.

Progression and career opportunities?

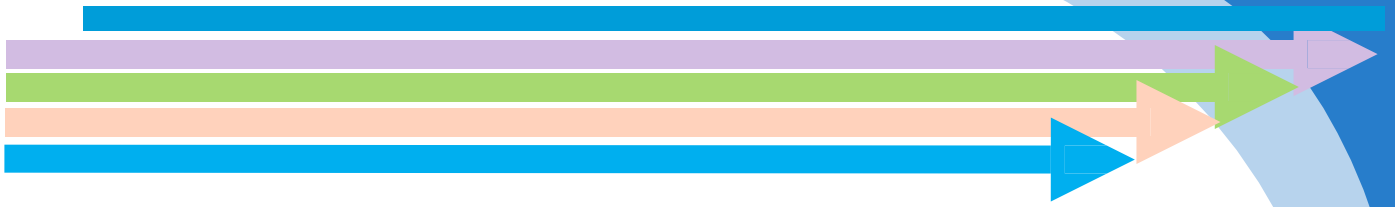
Languages are beneficial in many fields. Career opportunities are wide and varied ranging from teaching to hospitality to working within a large company as part of their international team. Two thirds of UK businesses say foreign language skills are important among their employees.

Further Information

For more information contact:

Miss Kate Ruane — Head of Modern Foreign Languages

K.ruane@reddish.stockport.sch.uk



VOCATIONAL SUBJECTS

BTEC LEVEL 1/2 TECHNICAL AWARD IN ANIMAL CARE

External
Assessments:

2

Internal
Assessments:

4

What are the aims of the course?

This qualification is for pupils who want to start a career in animal care, animal management or to work with animals in different scenarios. The course aims to provide pupils with a good insight into how to care for and look after animals, as well as providing the foundations for progression onto further courses, such as the Level 3 qualification in Animal Management.

What will I learn?

The course consists of 2 internally assessed written assignments. The topics include;

- Normal and abnormal behaviours in animals
- Internal and external factors which affect behaviour and handling
- Risks of working with animals
- Animal handling techniques
- Health & safety & basic accommodation
- Advanced accommodation & cleaning

In addition to this, there is an externally assessed exam focusing on Animal health and welfare.

Pupils will also focus on their broader skills in literacy and numeracy.

Pupils will be required to undertake practical tasks, which must be evidenced by video recordings, on the school farm in order to learn and demonstrate their skills as evidence towards meeting the course requirements.

Progression & Career Opportunities?

The BTEC Tech Award is an intermediate qualification for pupils who want to specialize in a specific occupation, occupational area or technical role. Achieving this qualification will give pupils an advantage when applying for a job in animal care.

The types of jobs they will be ready for are:

- Animal care worker
- Animal care assistant in an animal business, charity or wildlife trust
- Kennel or cattery worker.

Further Information

Component 1 – Animal handling.

Animal behaviours (normal & abnormal), factors which affect behaviour, animal handling methods and videos of handling different animals.

Component 2 – Animal housing and accommodation.

Animal accommodation, health and safety, risk assessments, cleaning, preparing and cleaning animal accommodation with videoed examples.

Component 3 – Animal health and welfare.

Health and diseases, welfare needs of animals.

Further Information

Pupils will be required to complete a placement which will be on Reddish Vale High School farm.

Link to exam board and specification:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/animal-care-2014-nqf.html>

For more information contact:

Mr B. Charles- Head of Science
b.charles@reddish.stockport.sch.uk

Mr C Sullivan – Lead Teacher of Animal Care
c.sullivan@reddish.stockport.sch.uk

What are the aims of the course?

This course aims to teach pupils:

- The development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli
- Processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the performing arts, including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

What will I learn?

- 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, through dance workshops and classes
- Reflective practice through the development of skills and techniques, responding to feedback and identifying areas for improvement.

How will I be assessed?

Component 1 - Exploring the Performing Arts (Written)

Component 2 - Developing Skills and Techniques in Performing Arts (Practical and Written)

Component 3—Responding to a Brief (Practical and Written)

Progression and career opportunities?

Progression from this course includes further Performing Arts study at Level 3 Btec or A-Level. Careers in the performing arts industry could be an option also. Other careers include: teaching, education outreach in creative arts, marketing and publicity in the creative arts, and much more.

Course break down

Component 1 - Exploring the Performing Arts

Developing and understanding of the Performing Arts including practitioners' work and the processes used to create them.

Component 2 - Developing Skills and Techniques in Performing Arts

Development of performing arts skills and techniques through the reproduction of dance repertoire as a performer.

Component 3—Responding to a Brief

Contributing to a workshop performance in response to a given brief and stimulus.

For more information contact:

Mrs Lucy McGuinness (Teacher of Dance)

l.mcguinness@reddish.stockport.sch.uk

Number of Exams:
1 (40%)

Controlled Assignments:
X 2 (60%)

HEALTH AND SOCIAL CARE

What are the aims of the course?

The course is divided into three sections. In year 10, you study component 1, Human life span development, and complete controlled assessment known as PSAs (Pearson Controlled Assessments). This assessment is worth 30% of the overall grade. In year 11 you will complete another PSA, component 2, Health and Social Care. This is also worth 30% of the final overall grade. Both components are internal and marked by the subject teacher.

After Christmas in your second year, you will study for component 3 which is the final 2 hour exam paper. This is externally moderated—the final grades awarded are either a Level 2 Pass, Merit or Distinction.

The course has been structured to build on the knowledge and understanding relating to a range of health and social care providers, how they operate and what they have to take into account to be successful.

Progression and Career Opportunities

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. Study of the qualification as part of Key Stage 4 learning will help pupils to make more informed choices for further learning either generally or in this sector.

What will I learn?

Through this course pupils will explore the Health and Social care sectors, looking at how people progress through their milestones and the factors that affect this. This will include; human development, social issues, human rights and self concept. Pupils will also look at the different stakeholders within the sectors and how they contribute to the overall well being of those under their care.

Further Information

<https://www.basw.co.uk/>

<https://www.ukhca.co.uk/>

<http://nationalcareassociation.org.uk/>

For more information contact:

Ms Carla Sutton—Teacher of Health & Social Care/Hospitality & Catering
c.sutton@reddish.stockport.sch.uk

Course Outline

1	Human life span development 30%
2	Health and social care social services and values 30%
3	Health and wellbeing 40%

LEVEL 1/2 VOCATIONAL AWARD ICT

Number of
Exams:
1 (40%)

Controlled
Assessments:
1 (60%)

What are the aims of the course?

Our Vocational Award in ICT will develop students'

knowledge and understanding of the ICT sector and provide them with opportunities to develop associated practical skills. It covers ICT in Society; allowing learners to explore the wide range of uses of hardware, application and specialist software, and ICT in context; introducing learners to a broad working knowledge of data-bases, spreadsheets, automated documents and images.

Progression and career opportunities?

Technical Awards provide a strong base for progression to Further Education, whether it is on to the Level 3 Technical qualifications, A Levels, apprenticeships or the work place. This qualification gives the student a good ICT skill base to enter the world of work or complete college work.

How will I be assessed?

Unit 1: ICT in Society - On-screen examination: **1 hour 20 minutes** - 40% of qualification 80 marks

Questions requiring objective responses, short and extended answers, based around applied situations.

Learners will be required to use stimulus material to respond to questions.

Unit 2: ICT in Context - Controlled assessment: **40 hour** -

60% of qualification 120 marks

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

What will I learn?

Unit 1

- 1.1 How IT can be used to fulfil the needs of organisations and individuals
- 1.2 How data and information is used and transferred
- 1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity

Unit 2

- 2.1 Planning, creating, modifying and using databases
- 2.2 Planning, creating, modifying and using spreadsheets
- 2.3 Planning, creating and modifying an automated document
- 2.4 Planning, creating, manipulating and storing images

For more information contact:

Mrs Helen Drury — Head of Computing & ICT
h.drury@reddish.stockport.sch.uk

Further Information

Welsh Board WJEC

https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-ict/#tab_keydocuments

What are the aims of the course?

OCR National in Sport Studies Level 2.

The majority of this option choice is coursework based with 3 units of work accounting for 75% of the overall grade. The remaining 25% is a written exam lasting 1 hour on sports injuries. There is very little practical requirement for this course therefore 90% of lessons are completed in a classroom.

Pupils must be able to show independence to research and complete the assessment objectives which are broken down into a series of computer based tasks. As a sports science based qualification, a knowledge of the body systems and their response to exercise and dietary changes is required to be able to produce good quality assignments. Work is graded within one of three mark bands according to the quality and quantity of extended written tasks.

What will I learn?

- The principles of training
- The body's response to exercise
- Diet and nutrition
- Sports injuries and their prevention

What can I do at college if I achieve a grade in this subject?

A-Levels as preparation for entry to higher education in a range of subjects.

Progression and career opportunities?

The skills and knowledge gained will prepare pupils for further studies in sport and PE, including Cambridge Nationals, BTEC and NVQ courses at Level 3 and apprenticeships in sport. This qualification prepares the pupils by developing their independent research skills and knowledge of physical effects of sport and exercise.

It can prepare them for jobs including strength and conditioning, sports development, sports marketing, personal training, nutritionist, sports coaching, leisure management, teaching and nursing.

Further Information

Link to specification:

<http://www.ocr.org.uk/qualifications/cambridge-nationals-sport-studies-level-1-2-j803-j813/>

For more information contact:

Mr Neil Simpson—Head of PE

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Study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism

