



**The Barlow RC High School  
& Specialist Science College**

*"If you believe you can achieve!"*

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SERVICE - PRAYER - ACHIEVE - RESPECT

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Year 8

Key Stage 4

# Options Information

2019-2022

“One child, one teacher, one book, one pen can change the world.”

**Malala Yousafzai**

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## What is this booklet about?

This booklet is to help you to choose the subjects you will be studying for the next three years whilst you are in Key Stage 4. The subjects you chose you will take external examinations in, which will shape your future and the next stage of your education and your career.

## How will I 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 for the future. Remember, you now have to stay in education or training until you are 18. This might be in Sixth Form, College, or an Apprenticeship. It is a good idea to make a list of courses which you are interested in. Get advice from the Careers Adviser, Jacquie Dawson, who will be available to talk to on Options Evening.

## Will I get all of my option choices?

It is hoped that most students will get their first choice of option subjects, however, with a large number of students all selecting different subjects it is impossible to give everybody their first choices. You should therefore ensure that your choices (including your reserve choices) are subjects that you want to study. You have been given plenty of time to make sure that you are certain about your decisions – use the time carefully and productively, making sure you speak to as many different people as possible. **The deadline for handing in your Options Forms is Tuesday 30th April 2019**. Options Forms need to be returned to your Family Tutor.

## Things to remember when making your choices!

### We advise you to choose a subject because:

- It is a subject you are successful in and you enjoy studying it!
- It will help you realise your future career.
- It will develop skills you think you need for the future.
- It is a subject you want to study when you move onto further education.
- The subject complements other subjects you are studying.

### We advise you not to choose a subject because:

- You like the teacher you have now; you may not have that teacher next year.
- Your friends have chosen it.
- You can't think of anything else you'd like to do.
- Someone else thinks you should study the subject.

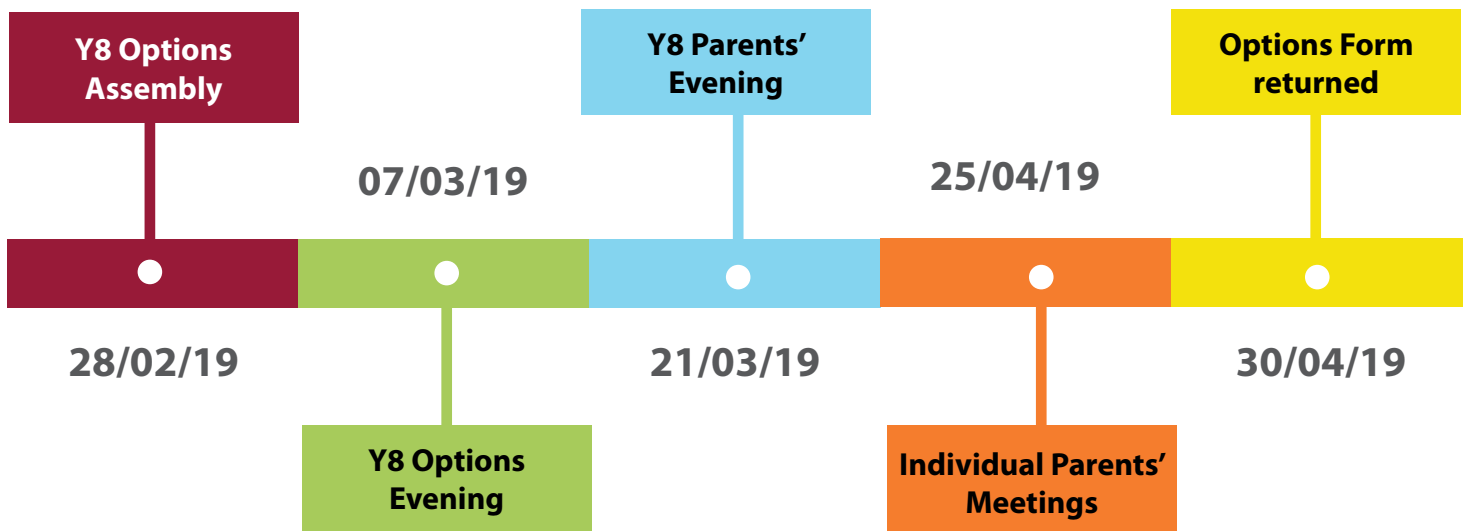
## So how do I make my choices?

1. Read the information in this booklet very carefully.
2. Talk to subject teachers at Options Evening: 7th March 2019 (8BAR – 4.30pm, 8LOW 5.00pm).
3. Look at the subject displays throughout the school.
4. Talk to your Family Tutor.
5. Talk through your choices with your parents.
6. Discuss your choices with a member of the Leadership Team on 25th April 2019. This follows Options Evening.
7. Speak to external post-16 providers at Options Evening.
8. Speak to the Careers Adviser Mrs Jacquie Dawson.

## Useful Websites

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)  
[http://.icould.com/whatsyoursubject/](http://http://.icould.com/whatsyoursubject/)  
[www.plotr.co.uk](http://www.plotr.co.uk)  
[www.careerconnect.org.uk](http://www.careerconnect.org.uk)  
[www.startprofile.com](http://www.startprofile.com)

## Year 8 Options Timeline



## Qualifications and Courses

As you may already be aware, due to a wave of government changes in education, you will be assessed and receive GCSE grades using a new grading system when you receive your examination results in August 2022.

The new system grades from 9 to 1.

## New GCSE Grading Structure

| New GCSE Grades | Current GCSE Grades |
|-----------------|---------------------|
| 9               |                     |
|                 | A*                  |
| 8               |                     |
| 7               | A                   |
| 6               |                     |
|                 | B                   |
| 5               |                     |
|                 | C                   |
| 4               |                     |
|                 | D                   |
| 3               |                     |
|                 | E                   |
| 2               |                     |
|                 | F                   |
| 1               |                     |
|                 | G                   |
| U               | U                   |

**GOOD PASS (DFE)**

5 AND ABOVE = TOP C AND ABOVE

**Awarding**

4 AND ABOVE = BOTTOM OF C OR ABOVE

Students will not be penalised as a result of the changes. A statistical method will be used by examination boards so that:

- broadly the same proportion of students will receive a grade 4 and above as currently achieve a grade C or above;
- broadly the same proportion of students will receive a grade 7 and above as currently achieve a grade A or above;
- the bottom of grade 1 will be aligned with the bottom of grade G;
- a grade 5 will be awarded to the top third of students gaining the equivalent of a grade C or bottom third of a grade B. The Department of Education has decided that a grade 5 will be a 'good pass', it was previously a 'C' grade.

In addition the top 20% of those who get a grade 7 or above in each examination will be awarded a grade 9.

## Core Curriculum

**There are some subjects which every student must study.**

**These form the Core Curriculum:**

- Religious Education
- English
- English Literature
- Mathematics
- Science
- Physical Education (not examined)

### Religious Education

As a Catholic school Religious Education is part of the Core Curriculum. It is an opportunity for students to learn about not only the Catholic faith but about those from other world faiths and those of no faith at all. We believe this is particularly important in the world we live in today. Studying RE also develops key skills which are important in a number of subjects, such as analysing and interpreting information and evaluating a range of perspectives. You will be taught how to communicate and justify opinions and ideas.

### 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 chose an academic route, but they will also help you in everyday adult life.

### Mathematics

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

### Science

Studying Science will help you broaden your understanding of the world around you. Every student must cover a broad based science curriculum including Biology, Chemistry and Physics. There are two courses: Triple Science (worth three GCSEs) or Combined Science (worth two GCSEs).

### 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.

## Key Stage 4 Curriculum

### The English Baccalaureate

The Government is strongly encouraging all students to study a combination of subjects which will gain them extra recognition as having obtained the English Baccalaureate, which is not a qualification but a certificate confirming that you have achieved the required grades in a range of subjects. The English Baccalaureate consists of the following subjects: English, English Literature, Mathematics, Science, Computer Science, Geography or History and a Modern Foreign Language (MFL).

As most students study English, Mathematics and Science then they would have to choose either Geography or History and complete an MFL GCSE to have the full suite of subjects for the English Baccalaureate. Students will have to obtain grades 5-9 in each subject to achieve the English Baccalaureate.

Students aspiring to attend the Russell Group of Universities are strongly recommended to study the complete range of English Baccalaureate in Key Stage 4.

### Facilitating Subjects

Facilitating subjects are the subjects most commonly required or preferred by universities to get onto a range of degree courses. They can help students keep their options open when choosing a degree and many of the top universities will ask you to have at least one 'A' level in a facilitating subject when you apply.

#### **What are facilitating subjects?**

The Russell Group, which represents 24 leading UK universities, defines facilitating subjects as: English Literature, History, Modern Languages (e.g. French), Classical Languages (e.g. Latin), Mathematics, Physics, Biology, Chemistry and Geography.

#### **The following link further explains facilitating:**

<https://www.youtube.com/watch?v=4bx7012-t5g>

#### **Why these subjects?**

These are all subjects that universities require students to have to get on to many degree courses. For example, lots of science degrees require students to have two sometimes three, A-levels in Maths, Physics, Chemistry or Biology.

Lots of specialist courses at A-Level and beyond also take part of their content or structure from facilitating subjects e.g. Engineering includes elements of Maths and Physics, and Media Studies includes skills from English – so choosing a facilitating subject will prepare you for a range of courses.

#### **The following website includes advice about choosing GCSE subjects. Thinking about your future career goals can help you choose:**

<http://successatschool.org>



## Key Stage 4 Pathways

At The Barlow we are firmly focussed on all our students achieving the best academic outcomes. As well as this we are dedicated to ensuring that there is a broad and balanced curriculum offered for our students; to ensure that they are as well prepared as they can possibly be for the next stage of their education.

In an increasingly competitive market place it is important that the options process is taken seriously to ensure that students select a combination of subjects that enables them to follow their chosen route and that they are not disadvantaged relative to students in other schools.

**Each student has been placed on one of the following pathways best suited to meet their academic needs:**

### Pathways



#### Excel Pathway

**Subjects Studied:**

Religious Studies, English, English Literature, Mathematics, Triple Science, Physical Education (non-examined), a Humanity subject (either History or Geography), French, and one further option subject.



#### Inspire Pathway

**Subjects Studied:**

Religious Studies, English, English Literature, Mathematics, Combined Science, Physical Education (non-examined), a Humanity subject (either History or Geography), French, and one further option subject.



#### Endeavour Pathway

**Subjects Studied:**

Religious Studies, English, English Literature, Mathematics, Combined Science, Physical Education (non-examined), a Humanity subject (either History or Geography) OR French, and two further option subjects.



#### Challenge Pathway

**Subjects Studied:**

Religious Studies, English, English Literature, Mathematics, Combined Science, Physical Education (non-examined), and alongside this students study a bespoke pathway including possible additional Literacy and Numeracy as well as some Level 1 qualifications.

**Final decisions should be made and Options Forms handed into Family Tutors by Tuesday 30th April 2019**

# Religion

Number of Exams:

3

Controlled Assessments:

0

## What are the aims of this course?

The Edexcel GCSE in Religious Studies enable students to:

- develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism;
- develop their knowledge and understanding of religious beliefs, teachings, sources of wisdom and authority, including through their reading of key religious texts and scripture;
- develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding;
- engage with the question of belief, value, meaning, purpose, truth and their influence on human life;
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community;
- understand significant common and divergent views between and/or within religions and beliefs.

## What will I learn?

Following this specification will enable learners to:

- deepen their understanding of the relationship between people;
- become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed;
- demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian;
- understand that religious traditions in Great Britain are diverse and include the following religions:

Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism. Students will study Christianity and Judaism for the examination.

## Progression and Career Opportunities

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

The course doesn't just provide facts about religion, it is designed to develop skills such as evaluation, analysis, debate and research. These skills are useful in a whole range of subjects such as Sociology, Psychology, Law, Government & Politics, English, History and Geography.

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

These are all skills used in jobs such as; Teaching, Law, Politics, Social Work and so on.

## Further Information

What do we offer?

- After school revision classes. Students are also provided with a revision pack.
- Lunchtime Drop In 'You have a question, we are here to answer it'.
- Prayer/Reflection group in the chapel.
- Youth SVP, 'Working Together to Help our Community'.
- Retreats – this year we are open to suggestions.
- Chaplaincy Group.

**For more information contact:**

Mrs A McCreesh - Acting Faculty Leader RE  
[a.mccreesh@thebarlowrhigh.co.uk](mailto:a.mccreesh@thebarlowrhigh.co.uk)

## Course Outline

| Unit Titles                    | Content   | % Unit is Worth |
|--------------------------------|---|-----------------|
| Study of Catholic Christianity | Beliefs and Teachings, Practices, Sources of Wisdom and Authority, Forms of Expression and ways of life     | 50%             |
| Study of Judaism               | Beliefs and Teachings<br>Practices  | 25%             |
| Philosophy and Ethics          | Arguments for the Existence of God<br>Religious teachings on relationships and Families in the 21st Century | 25%             |

## What are the aims of this course?

The course is designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring that assessment and texts are accessible to all. The course aims to develop the skills students need to read, understand and analyse a wide range of texts and to write in a well-structured and clear way.

## What will I learn?

English Language at GCSE is similar to English at KS3. You will study a variety of texts and respond to them and you will write for many different purposes. English is full of fun and engaging activities and lessons will be active and interactive. During the course students will read and analyse a number of texts including short stories and nonfiction texts. Students will also be expected to write for a number of different purposes including writing to persuade, argue, and describe. The GCSE is about creativity and originality and therefore students will be encouraged to write and read in this way.

## Course Outline

| Unit Titles                             | Content   | % Unit is Worth |
|---|---|-----------------|
| Reading and understanding fiction       | <b>Paper 1 section A:</b><br>Students will answer a series of questions on a 20th century fiction text and evaluate the methods the writer uses in their craft.                                 | 25%             |
| Writing to describe/ imagine/ entertain | <b>Paper 1 Section B:</b><br>Students produce an extended piece of writing in response to stimulus.   | 25%             |
| Reading and understanding nonfiction    | <b>Paper 2 Section A:</b><br>Students will answer a series of questions on a 19th century and 21st century nonfiction text and evaluate and compare the methods the writers use in their craft. | 25%             |
| Writing to argue/ persuade              | <b>Paper 2 Section B:</b><br>Students will produce an extended piece of writing in response to stimulus.  | 25%             |

## Progression and Career Opportunities

You will need your English GCSE for everything that you choose to do when you leave school. The minimum requirement for any course or apprenticeship is a grade 5 in GCSE English Language.

To do A Level courses they often expect at least a grade 6 or above. English Language is useful for many A levels and journalism courses.

Related College Courses: A Level English Language and English Literature, A Level Media, BTEC Media, A Level Law and A Level Journalism.

All jobs require a GCSE in English Language.

## Further Information

**For more information contact:**

Mrs S Turner - Faculty Leader English  
[s.turner@thebarlowrchigh.co.uk](mailto:s.turner@thebarlowrchigh.co.uk) or

## What are the aims of this course?

The course aims to encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

## What will I learn?

On the course you will study a Shakespeare play, a pre-1914 novel, a modern novel or play and a variety of poetry, both modern and poetry that is part of our literary heritage. During the course, you will be taught how to analyse a variety of literature and respond to texts personally and critically. You will read texts and analyse writer's craft focusing on how they use language and structure to develop their ideas. Finally, you will be encouraged to enjoy literature and discuss novels, poems and plays with your peers.

## Course Outline

| Unit Titles             | Content  | % Unit is Worth |
|-------------------------|--|-----------------|
| Literary Heritage       | <b>Paper 1 Section A:</b><br>Response to Shakespeare. Students will study Macbeth and answer one essay question related to character or theme.                               | 20%             |
| Literary Heritage       | <b>Paper 1 Section B:</b><br>Response to pre-1914 prose. Students will study A Christmas Carol and answer one essay question related to character or theme.                  | 20%             |
| Modern Texts            | <b>Paper 2 Section A:</b><br>Response to modern texts. Students will study Blood Brothers or An Inspector Calls and answer one essay question related to character or theme. | 20%             |
| Poetry Through the Ages | <b>Response to poetry:</b><br>Students will study prescribed poems on the theme of Power and Conflict and write a comparison of two of the poems they have studied.          | 20%             |
| Unseen Poetry           | <b>Response to poetry:</b><br>Students will read and respond to two unseen poems and write an essay analysing the themes they identify within them.                          | 20%             |

## Progression and Career Opportunities

A Level English Language and Literature, A Level Media. To acquire a place on these courses you may be expected to achieve a minimum of a grade 5 or 6.

A journalist, an editor, a solicitor or a writer are amongst the many jobs that GCSE English Literature prepares you for.

## Further Information

Specification Link:

<http://www.aqa.org.uk/subjects/english/gcse>

BBC Bitesize Link:

<http://www.bbc.co.uk/education/subjects/zr9d7ty>

Other websites/books:

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

### For more information contact:

Mrs S Turner - Faculty Leader English

[s.turner@thebarlowrchigh.co.uk](mailto:s.turner@thebarlowrchigh.co.uk) or

Mrs D Keenan - Deputy Faculty Leader English

[s.turner@thebarlowrchigh.co.uk](mailto:s.turner@thebarlowrchigh.co.uk) or

# Mathematics

Number of Exams:

3

Controlled Assessments:

0

## What are the aims of this course?

The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical method and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## What will I learn?

Through the Mathematics content students should be taught to:

- Consolidate their numerical and mathematical capability from key stage 3 and extend their understanding of the number system to include powers, roots {and fractional indices}.
- Select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving multiples of  $\pi$  {and surds}, use of standard form and application and interpretation of limits of accuracy.
- Select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems; interpret their solution in the context of the given problem.

## Progression and Career Opportunities

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

A-Level Mathematics, Statistics, Economics, Business Studies, Physics and many more.

**MOST COURSES REQUIRE A MINIMUM OF A GRADE 5 IN MATHEMATICS.**

What jobs can I do if I achieve a GCSE in this subject:

Accountancy | Aerospace & Defence | Automotive |

## Course Outline

| Unit Titles       | Content   | % Unit is Worth  |
|-------------------|---|------------------|
| Paper 1, 2 & 3(F) | Geometry & Measures (15%), Number (25%), Ratio, proportion and rates of change (25%), Algebra (20%), Statistics & Probability (15%) | 33.3% each paper |
| Paper 1, 2 & 3(H) | Geometry & Measures (20%), Number (15%), Ratio, proportion and rates of change (20%), Algebra (30%), Statistics & Probability (15%) | 33.3% each paper |

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 | Telecoms | Transport/Travel | Utilities and many more.

## Further Information

GCSE Maths has changed, students will now be awarded a Grade 1 – 9 instead of Grade A\*– G. There is an increase in content with a big focus on problem solving. This means it will take 3 years to cover the content instead of 2. Some of the ‘Higher’ content is now on the ‘Foundation’ paper. **Exams:** Three examinations in the summer of Year 11. Two calculator, one non-calculator. **Coursework/Controlled Assessment:** None

The Mathematics department also offer two additional qualifications: **The Entry Level Certificate** - aims to provide every student with the opportunity to achieve a qualification. It has been designed to complement the GCSE (9-1) Mathematics specification, enabling lower attainers to develop the underpinning mathematical skills and understanding to provide a progression route to GCSE Mathematics. **Further Mathematics** - is offered to our high achieving students as an introduction to AS topics, stretching and challenging those mathematicians who are expected to achieve the top grades in GCSE Mathematics

Frequently asked questions:

**Q: When do we start our GCSEs?**

A: At the start of Year 9.

**Q: Which exam board do we use?**

A : Edexcel.

**Q: How much homework will I be given?**

A: One piece each week.

**For more information contact:**

Mr G Tomlinson - Faculty Leader of Mathematics

[g.tomlinson@thebarlowrhigh.co.uk](mailto:g.tomlinson@thebarlowrhigh.co.uk)

# Combined Science

Number of Exams:

6

Controlled Assessments:

0

## What are the aims of this course?

The teaching style will be academic with aspects of vocational science. There is an emphasis on the importance of 'How Science Works' in the world at large as well as the laboratory. Students will cover a vast array of different subjects such as the importance of cells, chemical elements and forces and motion.

## What will I learn?

Within Biology you will learn the cell structure and replication, how our bodies respond to infection, how plants will produce their own food and how we as humans control the chemical reactions happening in our bodies. For Chemistry, you delve into the atomic structure and how that determines reactivity, the structure of compounds and what the Earth consists of. Physics encompasses the inner workings of electrical circuits, our reliance on energy resources and the effect of forces on the movement and momentum of objects.

## Course Outline

| Unit Titles | Content   | % Unit is Worth |
|-------------|---|-----------------|
| Biology     | Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.   | 33%             |
| Chemistry   | Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes; and Energy changes, The rate and extent of chemical change, Organic Chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources. | 33%             |
| Physics     | Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, and Magnetism and electromagnetism.   | 33%             |

## Progression and Career Opportunities

### Progression:

A Levels in Science but also provides transferrable skills for all subjects in further education. Apprenticeships.

### Career Opportunities:

Medicine, Dentistry, Engineering, Veterinary Science are some examples. For those who have studied A Levels studies can also lead into apprenticeships and career in science related industries.

## Further Information

AQA Website

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

### For more information contact:

Mr A Sirett – Faculty Leader of Science

[a.sirett@thebarlowrhigh.co.uk](mailto:a.sirett@thebarlowrhigh.co.uk)

Miss A Brazil – Deputy Faculty Leader of Science

[a.brazil@thebarlowrhigh.co.uk](mailto:a.brazil@thebarlowrhigh.co.uk)



## What are the aims of this course?

Triple Science (leading to a GCSE in each Biology, Chemistry and Physics). Triple Science is the course for you if you relish hard work, working above and beyond and commitment to support yourself through your studies along with the teacher support. The teaching style of the course is extremely academic. There is an emphasis on the importance of 'How Science Works' in the world at large as well as the laboratory. Students will cover a vast array of different subjects such as the importance of cells, chemical elements and forces and motion at a level with more depth than the Combined Science course. This is the course for you if you aspire to complete A Levels in Science, particularly Physics, and envisage a future career in Science.

## What will I learn?

Within Biology you will learn the cell structure and replication, how our bodies respond to infection, how plants will produce their own food and how we as humans control the chemical reactions happening in our bodies. For Chemistry, you delve into the atomic structure and how that determines reactivity, the structure of compounds and what the Earth consists of. Physics encompasses the inner workings of electrical circuits, our reliance on energy resources and the effect of forces on the movement and momentum of objects.

## Progression and Career Opportunities

### Progression:

A Levels in Science but also provides transferrable skills for all subjects in further education.

### Career Opportunities:

Careers are Medicine, Dentistry, Engineering, Veterinary Science are some examples for those who have studied A Levels.

## Entry Requirements

- **4 - or above in Science and Maths**
- **EOY target grade 4 minimum in Tracking 2**  
All the above criteria must be met.

## Further Information

AQA Website

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

### For more information contact:

Mr A Sirett – Faculty Leader of Science

[a.sirett@thebarlowrhigh.co.uk](mailto:a.sirett@thebarlowrhigh.co.uk)

Miss A Brazil – Deputy Faculty Leader

[a.brazil@thebarlowrhigh.co.uk](mailto:a.brazil@thebarlowrhigh.co.uk)

## Course Outline

| Unit Titles                            | Content   | % Unit is Worth         |
|--|---|-------------------------|
| Biology (2 papers leading to a GCSE)   | Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, Variation and Evolution, Ecology  | Each paper is worth 50% |
| Chemistry (2 papers leading to a GCSE) | Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes, The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources | Each paper is worth 50% |
| Physics (2 papers leading to a GCSE)   | Energy; Electricity; Particle model of matter, Atomic structure, Forces, Waves, Magnetism and Electromagnetism and Space Physics  | Each paper is worth 50% |

## What are the aims of this course?

### AQA GCSE Art, Craft and Design

The Art, Craft & Design GCSE course is a broad course which aims to further develop your skills in Art, Craft and Design using a range of media and techniques, providing opportunities to work in 2 and 3 Dimensions.

### What Jobs can I do if I achieve a GCSE in this subject:

This course will help you gain qualifications relevant to the Arts industries. Helping you achieve employment and/or further study in the following areas: design(2D/3D), photography, advertising, illustration, animation etc.

## What will I learn?

The Art, Craft & Design GCSE course aims to further develop knowledge, understanding and skills in Art, Craft and Design using a range of media and techniques, providing opportunities to work in 2 and 3 dimensions. Each assignment requires the exploration of ideas from direct observation, research of artists and designers or from a particular culture.

The course promotes the development of individual work; students are encouraged to create their own personal response to a given theme.

Coursework assignment themes include; Natural Form, and African Art.

The Art, Craft and Design course includes gallery visits and workshops when available with public exhibitions of work produced.

## Progression and Career Opportunities

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

AS/A level Art and Design, BTEC Art and Design. All other Art and Design based courses e.g. Photography, Fashion Design, 3D Design, etc.

## Course Outline

| Unit Titles                            | Content   | % Unit is Worth       |
|--|---|-----------------------|
| Component 1: Portfolio                 | Portfolio of work made up of at least one sustained project and a selection of further work. Projects include; Natural forms (observational drawing), Tribal African Art and Body Ornament.   | 96 Marks- 60% of GCSE |
| Component 2: Externally set assignment | The externally set task is set by AQA, students choose one starting point to prepare for before the formal examination. Preparation work must be completed and handed in at the start of the exam period. A final piece of work is produced in school under examination conditions (10hrs). | 96 Marks- 40% of GCSE |

## Further Information

### Specification Link:

### EXAM BOARD: AQA SPECIFICATION & PAST PAPERS:

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

### BBC Bitesize Link:

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

### Other websites/books: Unit 1 Project related websites:

<http://www.artyfactory.com/africanmasks/information/african-mask-artists.htm>

<http://www.pablocicasso.org/africanperiod.jsp>

[http://www.adinkra.org/htmls/adinkra\\_index.htm](http://www.adinkra.org/htmls/adinkra_index.htm)

<http://www.royalarmouries.org/collections/top-10-objects>

<http://www.manchestergalleries.org/our-other-venues/platt-hall-gallery-of-costume/the-collection/>

### For more information contact:

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Miss L Seggie- Faculty of Arts

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## What are the aims of this course?

This course is split into two 'themes'. The first theme concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. The second theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business. Each unit uses a business or industrial context to develop business skills and knowledge. Theme 1 (starting a business) contains key concepts in understanding the way in which business is structured and then operates. Theme 2 focuses on growing a business once it has become established. The course is engaging and inspiring, and reflects the demands of a truly modern and evolving business environment— it will enable students to develop as commercially minded and enterprising individuals and helps them to succeed in their chosen pathway.

The knowledge and skills gained from GCSE Business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas. GCSE Business provides a strong foundation for employment. Students can progress into further training to a wide range of careers training such as banking, sales, product management and general management.

## What will I learn?

- Enterprise and entrepreneurship
- Making a Business Effective
- Business Growth
- Marketing
- Operational Management
- Finance
- Human Resources

## Further Information

This qualification in business will:

- enable students to understand more about the business world;
- motivate and challenge students, and prepare them to make informed decisions about further study and career pathways.

For more information please download the specification found at:

[http://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE\\_Business\\_Spec\\_2017.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf)

### For more information contact:

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[n.ahmed@thebarlowrhigh.co.uk](mailto:n.ahmed@thebarlowrhigh.co.uk)

## Progression and Career Opportunities

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including GCSE 'A' Levels in Business, History, Geography, Economics and Psychology and BTEC Nationals in Business.

## Course Outline

| Unit Titles | Content                      | % Unit is Worth |
|-------------|------------------------------|-----------------|
| Theme 1     | Investigating small business | 50%             |
| Theme 2     | Building a business          | 50%             |

## What are the aims of this course?

V Certs offer a high quality alternative to the traditional GCSE qualification. Appropriate for key stage 4 learners who are motivated and challenged by learning through hands on practical content. This combined L1/2 course will introduce learners to Business and Enterprise through vocational and project-based elements. In addition learners will develop transferable skills through teamwork, presentations, using own initiative and working independently.

## What will I learn?

Learners will gain a broad understanding of the business and enterprise world, including the characteristics of an entrepreneur and the aims and objectives of a business. You will learn how businesses plan for the future and the source of funding they may access in order to set up and maintain business activity. There will be opportunities to study business organisational structures and how to work with different stakeholders. You will learn the requirements of human resources when a business starts up and how internal and external influences can impact upon a business.

## Progression and Career Opportunities

Depending on the grade (L1/ 2) the learner achieves in this qualification, they could progress to:

- GCSE in Business Studies
- Level 2 Technical Certificates in; Accounting, Accounting and Business, Business Administration, Business and Enterprise, Customer Service Operations, Business Support
- Level 3 Applied General in; Enterprise and Entrepreneurship, Financial Studies, Business and Enterprise, Applied Business, Business

## Course Outline

To be awarded NCFE Level 1/2 Technical Award in Business and Enterprise, pupils are required to successfully complete two mandatory units. Pupils must also achieve a minimum of a 'Level 1 Pass' in the internal and external assessments.

| Unit Titles   | Content  | % Unit is Worth |
|---|--|-----------------|
| Unit 01- Introduction to Business and Enterprise                      | Externally Assessed: Written Examination (externally marked)       | 40%             |
| Unit 02- Understanding resources for Business and Enterprise planning | Internally Assessed: Synoptic Project (externally quality assured) | 60%             |
| Overall Qualification Grades:   | NYA, L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D*                      |                 |

- Level 3 Technical Level in; Coordinating Business Support, Business: Marketing
- An apprenticeship within sectors such as a Finance, Marketing or Human Resources.
- specialised business areas.
- GCSE Business provides a strong foundation for employment. Students can progress into further training to a wide range of careers training such as banking, sales, product management and general management.

## Further Information

The qualification is graded at Level 1 Pass/Merit/Distinction/Distinction\* and Level 2 Pass/Merit/Distinction/Distinction\* (equivalent to GCSE grades)

The knowledge and skills gained will provide a secure foundation for further study at L3 leading to apprenticeship in Business Administration through a variety of occupations which are available within sectors such as a Finance, Marketing or Human Resources.

For more information please download the specification found at:

[NCFE Level1/2 Technical Award in Business and Enterprise \(603/2955/5\)](#)

### For more information contact:

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[n.ahmed@thebarlowrhigh.co.uk](mailto:n.ahmed@thebarlowrhigh.co.uk)

## What are the aims of this course?

This qualification is for students who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements and gives students the opportunity to gain a broad knowledge and understanding of, and develop skills in, the early year's sector.

## What will I learn?

The qualification gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development and learning. Students are likely to investigate health and well-being for child development, understand the equipment and nutritional needs of children from birth to five years and understand the development norms of a child from birth to five years. They may also look at how play promotes children's learning and development

## Progression and Career Opportunities

This qualification is designed to allow progression to prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology. Possibilities of further study include vocational qualifications at Level 3, such as a BTEC Level 3 National in Children's Care, Learning and Development or a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care.

These qualifications prepare learners to enter employment or apprenticeships, or for a move to higher education to study a degree in the early childhood or childhood and youth areas or in related sectors such as nursing and social care.

## Further Information

This course will suit a student with enthusiasm who are genuinely interested in the development of young children. Pupils will be required to do a substantial amount of coursework both in school and at home..

### For more information contact:

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## Course Outline

| Unit Titles                            | Content         | % Unit is Worth |
|--|-----------------|-----------------|
| Component 1: Examination               | To be confirmed | 50%             |
| Component 2: Externally set assignment | To be confirmed | 25%             |
| Component 3: Externally set assignment | To be confirmed | 25%             |

## What are the aims of this course?

One of the science options in the English Baccalaureate (Ebacc), Computer Science lets you have an understanding of how computers really work through investigation tasks and also learn how to program them through the use of different programming languages. This course is rapidly becoming popular in many schools and colleges. **This course allows students:**

- to develop your critical thinking and problem solving skills;
- to give you experience of computer programming (coding);
- to give you a good insight into computer technology;
- to links with mathematics, science, technology and engineering;
- to encourage learners to think creatively, innovatively, analytically, logically and critically;
- encourages learners to analyse problems in computational terms through practical experience of solving problems, including designing, writing and debugging programs.

## What will I learn?

- How to code (Programming techniques)
- How computers work and are made (Systems architecture)
- How networks work (Wired and wireless networks)
- System security
- How data is represented on a computer
- Algorithms
- Computational logic

## Course Outline

| Unit Titles   | Content  | % Unit is Worth        |
|---|--|------------------------|
| Computer Systems (01)                                 | Computer systems and how they work. Including topics; systems architecture, memory, storage and networking.  | 50%                    |
| Computational Thinking, Algorithms & Programming (02) | Computational Thinking, Algorithms & Programming. This unit includes the following topics; algorithms, programming techniques, building programs, computational logic and data representation. | 50%                    |
| Programming project (03/04)                           | This is the Controlled Assessment which the students will complete in Year 11. Students will use programming techniques to analyse, plan and develop their own computer program.               | Prepare for Paper (02) |

## Progression and Career Opportunities

This subject is useful to students who are considering careers in Science, Technology, Engineering or Maths as well as ICT or other technical jobs. Computing related jobs such as, web developer, games designer and software architect are some of the highest paying in demand job roles.

As we use more and more data as part of our daily lives, cyber security is a growing industry. There is a shortage of skilled people who have the Computer Science knowledge to work in this industry. This course is a stepping stone towards filling these skills gaps.

## Further Information

The OCR Computer Science syllabus gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes' including computer programming. It's a great way to develop critical thinking, analysis and problem-solving skills which can be transferred to further learning and to everyday life. OCR Computer Science is an ideal foundation for further study at A Level. Please note that there is a programming element to this course and good mathematical and problem solving skills are essential.

For more information please download the specification found at: <http://www.ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf>

### For more information contact:

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[n.ahmed@thebarlowrhigh.co.uk](mailto:n.ahmed@thebarlowrhigh.co.uk)

# Design & Technology GCSE

Number of Exams:

1

Controlled Assessments:

1

## What are the aims of this course?

GCSE Design and Technology prepares students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth working with wood, metal, plastics and electronics.

## What will I learn?

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties
- Diverse collection of design and make projects, working with a wide range of materials.
- properties;
- commercial and industrial practices within the chosen areas industries;
- career opportunities in the sector.

## Progression and Career Opportunities

The skills and knowledge gained will allow learners to progress to a wide range of courses in both general and vocational qualifications. It is a particularly good preparation for an A-level in Design and Technology and Product Design, related level 3 vocational qualifications, or an apprenticeship in a related area of employment. This qualification prepares learners by developing an in depth knowledge of wood, plastic and metal based materials and their practical use within the materials industry. Learners will also develop valuable transferable skills in teamwork and communication that will be of value to them no matter what career they choose to follow.

## Further Information

DT roles and employment: Designer, Product designer, tool maker, plumber, pattern maker, carpenter/ joiner, quality control manager, metal fabricator, CNC operator, architectural welder, welder, furniture maker, production manager, jewellery maker.

### For further information please contact:

Mr P Frame- Faculty Leader DT  
[p.frame@thebarlowrhigh.co.uk](mailto:p.frame@thebarlowrhigh.co.uk)

## Course Outline

| Unit Titles | Content  | % Unit is Worth   |
|-------------|--|---|
| Paper 1     | What's assessed <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul> In addition: <ul style="list-style-type: none"> <li>• at least 15% of the exam will assess maths</li> <li>• at least 10% of the exam will assess science.</li> </ul> | How it's assessed <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>                         |
| Coursework  | What's assessed <p>Practical application of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>   | How it's assessed <ul style="list-style-type: none"> <li>• Non-exam assessment (NEA): 30–35 hours approx</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> |

## What are the aims of this course?

Eduqas offers a broad course of study which enables students to apply knowledge and understanding when making, performing and responding to drama. Students will explore performance texts, looking into their social, cultural and historical content, develop a range of theatrical skills and apply them to performances. Students will contribute to the theatrical performances working collaboratively to generate ideas and evaluate their work and that of others. They will develop an awareness and understanding of the roles and processes undertaken in professional theatre practices.

## What will I learn?

This is an exciting new course, learners will be given the opportunity to participate in and interpret their own pieces of drama. You will investigate various practitioners and styles of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce an original piece of theatre. You will also perform extracts from a play, learn how to demonstrate your knowledge and understanding of drama including your ability to interpret texts for a performance. Students will learn how to review live performances for their written examination.

## Course Outline

| Unit Titles | Content                           | % Unit is Worth |
|-------------|-----------------------------------|-----------------|
| C1          | Devising Theatre                  | 40%             |
| C2          | Performing from a Text            | 20%             |
| C3          | Interpreting Theatre Written exam | 40%             |

## Progression and Career Opportunities

College courses: A Level Drama and Theatre Studies. BTEC Diploma in Performing Arts (Acting).

**What jobs can I do if I achieve a GCSE in this subject:** Most actors require agents to help them succeed in the industry, qualifications are not always necessary. Careers in the performing arts industry could be an option by studying GCSE Drama. Other careers include; teaching, education and outreach in the creative arts, funding officer, marketing and publicity in the creative arts, lighting and sound technician and many others.

## Further Information

**Frequently asked questions:**

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

**Will I need to take part in extra-curricular activities?**

Yes, either within the course or for school productions. You must be willing to give up time after school.

**Will I need to complete a lot of written work?** Yes, you will complete a portfolio evidencing the creation of your group performance work, and you will create revision notes for your written examination.

<http://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/>

**For more information contact:**

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# Engineering - Manufacture

Number of Exams:

1

Controlled Assessments:

3

## What are the aims of this course?

Engineering manufacture is a discipline of engineering dealing with different manufacturing practices and processes using machines, tools and equipment that turn raw materials to new products.

## What will I learn?

The Cambridge Nationals in Engineering Manufacture is aimed at learners who wish to study the processes involved in manufacturing new engineered products. Learners are provided with the knowledge and skills required to operate manufacturing tools and equipment used to make products from the requirements of a design specification. Learners will develop their understanding of the processes and systems required to transfer a design concept into a product.

## Progression and Career Opportunities

The Cambridge Nationals in Engineering Manufacture Level 1/Level 2 provides a good foundation for learners in post-16 education, or to entry level job roles within the sector.

Achievement at Level 2 provides a suitable foundation for further study within the sector through progression on to other vocational qualifications at Level 3, such as the Technical Award Level 3 in Engineering or

Electrical/Electronic Engineering. Successful learners at level 2 may also consider general qualifications at Level 3 such as GCE AS or A Levels in Engineering or Design and Technology- Product Design.

Electrical/Electronic Engineering or Construction. Successful learners at level 2 may also consider general qualifications at Level 3 such as GCE AS or A Levels in Engineering or Design and Technology- Product Design.

## Further Information

Engineering roles and employment: Public Works industrial Engineer, IT, Aviation and Aerospace, Water Resources, Civil Engineer, Power Engineer, Mechanical Power, Agriculture and Food , Material Engineer, Machinist , Computer Engineer, Electrical Engineer, Construction manager.

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## Course Outline

The qualification has 4 components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification.

| Unit Titles   | Content   | % Unit is Worth         |
|---|---|-------------------------|
| R109: Engineering materials, processes and production | Students develop their understanding of a wide range of engineering materials and how their properties and characteristics impact on a design specification. They also examine different production processes and their applications  | 25% (Exam with 1 resit) |
| R110: Preparing and planning for manufacture          | Students plan and apply appropriate processes to make pre-production product using hand-held tools, measuring and marking equipment safely. They then carry out a range of manually controlled machining operations and perform quality control checks to review their finished pre-production product.   | 25%                     |
| R111: Computer aided manufacturing                    | Students explore the role of computer applications in the design and manufacture of engineered products by creating computer-aided design (CAD) drawings to produce a batch of computer numerical control (CNC) manufactured examples of a product. They investigate methods used to compare items manufactured by manually controlled and CNC production, and develop their understanding of how computer control is used to produce engineered products in high-volume. | 25%                     |
| R112: Quality control of engineered products          | Students develop their knowledge and understanding of the techniques and procedures used, including 'lean processes' to ensure the quality of engineered products. They produce and implement a detailed set of procedures for the quality control of engineered products in a 'real world' situation involving high-volume manufacture of products   | 25%                     |

## What are the aims of this course?

The course is designed to give students the opportunity to study the language and culture of France across a range of topics and is split into 3 themes which are: 1. Identity and Culture. 2. Local, National, International and Global areas of interest. 3. Current and future study.

The course also allows students the opportunity to study a range of tenses and grammatical structures thus enabling them to have a deeper understanding of how the language works.

Our overall aim is to create inquisitive, successful and independent language learners who will continue to demonstrate a love of language learning in years to come.

## What will I learn?

Students will learn a range of skills across all 4 components and will learn to be independent through their understanding of language structures, tenses and authentic materials.

Topics will be split into 3 themes which are; Identity, Areas of Interest and Current study. Within these larger themes will be the familiar topics of Family, School, Holidays, Free Time and Environment however there will now be a greater emphasis on cultural aspects of life in France such as customs and festivals together with the modern world of technology such as social media and the internet.

## Progression and Career Opportunities

Students completing a GCSE in Modern Foreign Languages have several options post 16. Students can complete an A level in their chosen language at one of the numerous sixth form colleges. University courses are offered around the country for a degree in MFL and this is often completed as a BA however many institutions also offer a combined honours system whereby MFL can be studied alongside other subjects such as Law with French, Business Studies with French or any other combination that might be of personal interest.

Career opportunities are wide and varied ranging from teaching to hospitality to working within a large company as part of their international sales and communication division. UK companies have indicated that almost £50 Million is lost each year through our inability to complete business in a second language so one thing is for sure, MFL is highly valued in the world of work.

## Further Information

**For more information please contact:**  
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[a.casey@thebarlowrchigh.co.uk](mailto:a.casey@thebarlowrchigh.co.uk)

## Course Outline

| Unit Titles | Content  | % Unit is Worth |
|-------------|--|-----------------|
| Listening   | 35 minutes at foundation tier, 45 minutes at higher level.   | 25%             |
| Reading     | 45 minutes at foundation tier, 60 minutes at higher level.   | 25%             |
| Speaking    | 7 to 9 minutes at foundation tier, 10 -12 minutes at higher tier. Speaking is composed of 3 parts. A role play followed by a photo card discussion and then finally a general conversation on 2 separate topics from the themes above. | 25%             |
| Writing     | 1 hour at foundation tier, 1 hour 15 at higher tier.   | 25%             |



## What are the aims of this course?

The enquiry approach taken by Eduqas GCSE Geography, in both classroom and fieldwork contexts, should enable learners to develop the ability to think 'like a geographer'. They will be given opportunity to:

- think creatively, for example, by posing questions that relate to geographical processes and concepts that include questioning about spatial pattern and geographical change;
- think scientifically by collecting and recording appropriate evidence from a range of sources, including fieldwork, before critically assessing the validity of this evidence and synthesising their findings to reach evidenced conclusions that relate to the initial aim of their enquiry;
- think independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. In so doing they should appreciate that geography can be 'messy' i.e. that real geography does not always match typical or predicted outcomes.

## What will I learn?

Eduqas GCSE Geography develops and extends learners' knowledge of locations, places, environments and processes, at a range of different scales. Learners should build upon their locational knowledge acquired during key stage 3. They should develop locational knowledge of Wales, the UK, the continents and oceans as well as locational and contextual knowledge of at least one low income country (LIC) and one newly industrialised country (NIC).

## Progression and Career Opportunities

Related college courses include A-Levels in Anthropology, Sciences, Business, Archaeology, Economics, Environmental Studies, Ethics, General Studies, Geography, Geology, Government and Politics, Health and Social Care, History, Humanities, Leisure and Tourism, Mathematics, Media Studies, Philosophy, Psychology, Religious Studies, Sociology,

Geography graduates have excellent transferable skills, which also attract employers from the business, law and finance sectors. Organisations are interested in the analytical and research skills developed by geographers during their degrees. Many geographers use these skills in a management role.

## Further Information

Fieldwork is an essential aspect of geographical education and of this qualification. It is placed at the heart of this specification and teachers will embed fieldwork within any programme of study that they create. Learners should be prepared to consolidate and extend their understanding of geographical concepts learned in the classroom by engaging with enquiries conducted outside of the classroom and school grounds.

**For further information please contact:**  
Mr A Wall - Deputy Faculty Leader Humanities  
[a.wall@thebarlowrhigh.co.uk](mailto:a.wall@thebarlowrhigh.co.uk)

## Course Outline

| Unit Titles   | Content  | % Unit is Worth |
|---|--|-----------------|
| Component 1: Changing Physical and Human Landscapes | Rural-Urban Links, Tectonic Landscapes and Hazards, Coastal Hazards and their Management.  | 35%             |
| Component 2: Environmental and Developmental Issues | Weather, Climate and Ecosystems, Development and Resource Issues, Social Development Issues and Environmental Challenges.  | 35%             |
| Component 3: Applied Field Work.                    | Students will develop their skills of geographical enquiry through fieldwork. They are expected to undertake two fieldwork enquiries, each in a contrasting environment. | 30%             |

# Graphic Communication

Number of Exams:

1

Controlled Assessments:

1

## What are the aims of this course?

AQA GCSE Art and Design- Graphic Communication  
The Graphics GCSE course aims to further develop skills in Graphic Design using a range of media and techniques, providing opportunities to work in Typography and Cultural Illustration.

## What will I learn?

The Graphic Communication GCSE course aims to further develop knowledge, understanding and skills in Graphic Design using a range of media and techniques, providing opportunities to work in Typography and Cultural Illustration. Each assignment requires the exploration of ideas from research of artists, designers or illustrators.

The course promotes the development of individual work; students are encouraged to create their own personal response to a given brief. Assignment themes include; Cultural poster design, typography and logo design. The Graphic Communication course includes gallery visits and workshops when available with public exhibitions of work produced.

## Progression and Career Opportunities

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

A Level Graphics, A Level Illustration and A Level Animation.

**What Jobs can I do if I achieve a GCSE in this subject:**

This course will help you gain qualifications relevant to the creative industries. Helping you gain employment/ study further in the following areas: advertising, package design, illustration and animation.

## Further Information

Specification Link:

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

BBC Bitesize Link:

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

Other websites/books: Unit 1 Project related websites:

<http://www.ilovemanchester.com/>

<http://www.miltonglaser.com/>

### For more information contact:

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Miss L Seggie - Arts Faculty

[l.seggie@thebarlowrhigh.co.uk](mailto:l.seggie@thebarlowrhigh.co.uk)

## Course Outline

| Unit Titles                            | Content   | % Unit is Worth        |
|--|---|------------------------|
| Component 1: Portfolio                 | Portfolio of work made up of at least one sustained project and a selection of further work. Projects include; Typography, logo design and poster design.   | 96 Marks- 60% of GCSE  |
| Component 2: Externally set assignment | The externally set task is set by AQA, students choose one starting point to prepare for before the formal examination. All preparation work must be completed and handed in at the start of the exam period. A final piece of work is produced in school under examination conditions (10hrs). | 96 Marks - 40% of GCSE |

## What are the aims of this course?

The Edexcel History GCSE aims to engage students with a broad and diverse study of the History of Britain and the wider world and give them skills that will support progression to further study of History and a wide range of other subjects.

## What will I learn?

Students will develop an understanding of a diverse range of aspects of history including British and non-British depth studies as well as period studies that provide an unfolding narrative of change over time. Students will deepen the skillset that they have begun to acquire in Years 7 and 8, so that they can competently explain the causes and consequences of events; engage in source analysis in order to develop inferences and evaluate source utility and compare and evaluate interpretations of the past.

## Progression and Career Opportunities

Related college courses include A-Levels in History, Law, Politics and Social Sciences.

Based on the analytical, evaluative and communicative skills which students of History develop through the study of the subject, employment opportunities may be found in the following sectors; industry and commerce, law and accountancy, publishing and academia and education.

## Course Outline

| Unit Titles                             | Content   | % Unit is Worth |
|---|---|-----------------|
| Thematic study and historic environment | Medicine in Britain c.1250-present and The British sector of the Western Front: injuries, treatment and the trenches. | 30%             |
| Period study and British depth study    | Period study to be confirmed<br>Early Elizabethan England, 1558-88.   | 40%             |
| Modern depth study                      | Weimar and Nazi Germany, 1918-39.   | 30%             |

## Further Information

The methods of assessment in GCSE History are very rigorous and demand a very high level of literacy and knowledge retention. Examinations feature a range of extended answer questions which require an ability to write coherently, extensively and at speed. An enjoyment of the subject, whilst admirable, is simply not enough to guarantee success in this challenging GCSE. Therefore students are strongly advised to seek and follow the guidance of their current History teacher who will be able to offer honest advice about whether GCSE History is a suitable choice.

### For further information please contact:

Mr A Hardy - Faculty Leader Humanities  
[a.hardy@thebarlowrhigh.co.uk](mailto:a.hardy@thebarlowrhigh.co.uk)

# Hospitality and Catering

Number of Exams:

1

Controlled Assessments:

2

## What are the aims of this course?

WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education. The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

## What will I learn?

The course has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

## Progression and Career Opportunities

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support pupils 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.

## Further Information

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

### For more information please contact:

Mr P Frame – Faculty Leader of D&T

[p.frame@thebarlowrchigh.co.uk](mailto:p.frame@thebarlowrchigh.co.uk)

Mr J Tilbury – Deputy Faculty Leader - D&T

[j.tilbury@thebarlowrchigh.co.uk](mailto:j.tilbury@thebarlowrchigh.co.uk)

## Course Outline

| Unit Titles | Content  | % Unit is Worth |
|-------------|--|-----------------|
| 1           | The Hospitality and Catering Industry – Onscreen assessment    | 32%             |
| 1           | The Hospitality and Catering Industry – Paper based assessment | 34%             |
| 2           | Hospitality and Catering in Action                             | 34%             |

## What are the aims of this course?

The Creative iMedia course will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage learners.

## What will I learn?

This qualification supports progress to further study in general and vocational qualifications, including GCE, BTEC and Diplomas in ICT, Creative and Digital Media, Media Studies and related subjects.

Employers also recognise the value of such a practical and relevant qualification in such a fast changing technological working environment. Jobs that require iMedia include; Marketing, Journalism, Directing films, Graphics Designers, Games designers, professional and photographers.

For learners who want to progress to Level 3 qualifications, they have the choice of various GCE qualifications which will further develop areas of their learning from Level 1/2:

- ICT
- Computing
- Media Studies
- Design and Technology.

## Course Outline

Unit and qualification results are awarded with Pass, Merit or Distinction at both Levels 1 and 2. Learners' performance on the units will determine their final grade and level.

| Unit Titles                           | Content   | % Unit is Worth |
|---------------------------------------|---|-----------------|
| Unit 1- mandatory and exam based      | R081: Pre-production skills - Written paper, OCR set and marked<br>Learners are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques  | 25%             |
| Unit 2- mandatory and centre-assessed | R082: Creating digital graphics Centre-assessed tasks, OCR moderated<br>Building on the skills and understanding that they have developed in the previous unit, learners explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief. | 25%             |
| Unit 3- centre-assessed               | Your teacher will select the most appropriate unit from OCR model assignments bank, dependent on class skills.  | 25%             |
| Unit 4- centre-assessed               | Your teacher will select the most appropriate unit from OCR model assignments bank dependent on class skills.   | 25%             |

## Progression and Career Opportunities

**This course is useful to students who are considering a career in:**

- Graphic Design
- ICT
- Computing
- Apprenticeships
- Art and Design
- Design and Technology
- Web Design

## Further Information

The Creative & Digital Industries are very diverse – ranging from advertising to architecture and fashion to film. The Creative iMedia course provides learners with a wide range of digital skills, from vision and design to marketing and communication. Skills that are applicable and sought-after across a wide range of sectors, from advertising to engineering, from broadcasting to journalism.

Link to Specification - <https://www.ocr.org.uk/Images/115888-specification.pdf>

### For more information contact:

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[n.ahmed@thebarlowrchigh.co.uk](mailto:n.ahmed@thebarlowrchigh.co.uk)

## What are the aims of this course?

The main aim of this music course is to encourage skills that are useful throughout life. These include concentration, self discipline, coordination, perseverance, self-confidence and esteem as well as relaxation. Music provides all kinds of physical and mental benefits. Study of a musical instrument strengthens cognitive skills as well as auditory memory. Music relaxes the mind and reduces anxiety and depression. Music is a language that brings people together. It is a bridge to connect with others. Music uses communication, creativity, and cooperation to enrich lives. Alongside these benefits this course also aims to improve your performance, composition and listening skills and nurture, support and develop young musicians.

## What will I learn?

You will gain skills on how to sing or play an instrument as part of a performance, plan and deliver a concert or CD and learn how to compose a piece of music. You will also cover a range of areas in relation to the music industry and roles within the creative arts.

## Course Outline

| Unit Titles                      | Content  | % Unit is Worth |
|----------------------------------|--|-----------------|
| Unit 1: The Music Industry       | Content provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.  | 25%             |
| Unit 2: Managing a Music Product | This unit looks at the development of a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning an promotion in the management of a music product, providing opportunities for music technology, performing and composing.  | 25%             |
| Unit 4: Music                    | This unit encourages learners to develop and express creativity in producing musical composition through the development of four initial ideas. With two of the four ideas being further developed before in is extended into a full composition which will be presented in an appropriate form. | 25%             |
| Unit 5: Music                    | This unit will enable learners to develop their skills as performers for progression to the next stage of their education or training, as well as developing their technique and reflective practice.  | 25%             |

## 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, composer, recording engineer, manager, promoter, or music publisher.

There are also more jobs than ever in music business related areas, such as: careers in digital marketing social media, PR, technology, label services, ticketing and merchandising. It is also common to find music graduates in consultancy, finance, banking, music therapy and legal jobs.

## Further Information

### Specification:

<http://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html>

### Course materials:

<http://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

### For more information please contact:

Ms T Taylor - Deputy Faculty Leader of Arts  
[t.taylor@thebarlowrhigh.co.uk](mailto:t.taylor@thebarlowrhigh.co.uk)



## What are the aims of this course?

The main aim of this music course is to encourage skills that are useful throughout life. These include concentration, self discipline, coordination, perseverance, self-confidence and esteem as well as relaxation. Music provides all kinds of physical and mental benefits. Study of a musical instrument strengthens cognitive skills as well as auditory memory. Music relaxes the mind and reduces anxiety and depression. Music is a language that brings people together. It is a bridge to connect with others. Music uses communication, creativity, and cooperation to enrich lives. Alongside these benefits this course also aims to improve your performance, composition and listening skills and nurture, support and develop young musicians.

## What will I learn?

'Music is constantly evolving, inspiring creativity and expression in a way that no other subject can'. The newly designed, contemporary GCSE qualification offers you the chance to study a wide range of musical genres, with more opportunities for practical learning. GCSE brings theory, listening and composition to life in new and engaging ways, and links to the world around us like never before. You will develop your performance skills through component 2 preparing for two performances. You will also develop your listening, evaluation and analysis skills through the study of many genres of music and will develop your creativity through musical composition, composing one free composition and one set to a given brief.

## Course Outline

| Unit Titles                      | Content  | % Unit is Worth    |
|----------------------------------|--|--------------------|
| Component 1: Understanding Music | The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. The four areas of study can also provide a rich source of material for your students to work with when developing performance and composition skills.   | 40 %<br>(96 marks) |
| Component 2: Performing Music    | Students will perform live music using one or both of the following ways: • instrumental (including DJ)/vocal • production via technology. One performance must be as a soloist and one performance must be as part of an ensemble lasting a combined minimum of four minutes. The performance as part of an ensemble must last for a minimum of one minute.   | 30 %<br>(72 marks) |
| Component 3: Composing Music     | Students will learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions. One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2). The combined duration of the compositions must be a minimum of three minutes. Compositions can be composed in any style or genre to best reflect the skills, strengths and interests of the individual students. | 30 %<br>(72 marks) |

## 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, composer, recording engineer, manager, promoter, or music publisher.

There are also more jobs than ever in music business related areas, such as: careers in digital marketing social media, PR, technology, label services, ticketing and merchandising. It is also common to find music graduates in consultancy, finance, banking, music therapy and legal jobs.

## Further Information

### Specification:

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

### Course materials:

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

### For more information please contact:

Ms T Taylor - Deputy Faculty Leader of Arts  
[t.taylor@thebarlowrhigh.co.uk](mailto:t.taylor@thebarlowrhigh.co.uk)

# Photography

Number of Exams:

1

Controlled Assessments:

1

## What are the aims of this course?

The course is suitable for all students interested in photography. It offers exciting and stimulating opportunities for students to develop skills, explore their interests and communicate their own ideas in photography in ways that are personally relevant and truly developmental in nature. There are no prior learning requirements.

The Photography course includes gallery visits and workshops when available with public exhibitions of work produced.

## What will I learn?

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as: portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image, film, video and animation, fashion photography. They may explore overlapping areas and combinations

## Progression and Career Opportunities

This qualification is designed to allow progression to AS and A-level Art and Design, and other Level 3 qualifications. The opportunities for art students in today's society are many and varied from photo-journalism to film making, graphic design to product photography or studio photography, fashion photography or blogger and the list is continuing to grow.

## Further Information

This course will suit a student with enthusiasm who are creative and expressive. Pupils do not need to be good at art or drawing, although there are some elements of drawing that can be completed in other various ways. Students must record their ideas, observations and insights both visually and in written annotation using appropriate specialist vocabulary.

### For more information please contact:

Mr P Frame – Faculty Leader of D&T  
[p.frame@thebarlowrhigh.co.uk](mailto:p.frame@thebarlowrhigh.co.uk)  
Miss L Denton – Teacher of Design  
[l.denton@thebarlowrhigh.co.uk](mailto:l.denton@thebarlowrhigh.co.uk)

## Course Outline

| Unit Titles                            | Mandatory/Optional  | Assessment            |
|--|---|-----------------------|
| Component 1: Portfolio                 | Portfolio of work made up of at least one sustained project and a selection of further work.  | 96 Marks- 60% of GCSE |
| Component 2: Externally set assignment | The externally set task is set by AQA, students choose one starting point to prepare for before the formal examination. Preparation work must be completed and handed in at the start of the exam period. A final piece of work is produced in school under examination conditions (10hrs). | 96 Marks- 40% of GCSE |



# Physical Education - GCSE

Number of Exams:

2

Controlled Assessments:

1

## What are the aims of this course?

GCSE Physical Education prepares you for progression to further study or the next step towards the world of work:

- you will have developed transferable skills, including numeracy, communication and an understanding of practical performances;
- you will have developed a mix of scientific and social knowledge putting you in an excellent position to access a wide range of sport and non-sport related courses;
- you will have knowledge, skills and understanding to prepare you for a career in this dynamic employment sector;
- you will have skills to take to a wider range of careers from management, public sector organisations, businesses and charities.

## What will I learn?

**You will learn about:**

- the diverse nature of sport;
- the link between physical activity and health;
- how athletes need to adapt physically and mentally to the changing sports environment;
- sporting success and failure;
- investigating the impact of technology and commercialism on participation and performance;
- how to refine and analyse your own performance;
- How to make decisions about what to do in your own fitness and training.

## Course Outline

| Unit Titles | Content   | % Unit is Worth |
|-------------|---|-----------------|
| Component 1 | You will learn about physiological and biomechanical workings of the body and explore how to apply this to your physical training.  | 36%             |
| Component 2 | You will develop knowledge about the link between health and performance and explore the contribution that physical activity and sport make to health, fitness and well-being.  | 24%             |
| Component 3 | You will develop your practical performance skills in three different physical activities.  | 30%             |
| Component 4 | You will complete a Personal Exercise Programme (PEP) in one of your chosen sports. You will develop your ability to analyse and evaluate your personal fitness to improve/optimize performance in physical activity and sport. | 10%             |

## Progression and Career Opportunities

**Progression:**

A Levels in PE and Science but also provides transferrable skills for all subjects in further education.

**Career Opportunities:**

Careers are Medicine, Dentistry, Engineering, Veterinary Science, Physiotherapy and Sports Science are some examples for those who have studied A Level PE.

## Further Information

If you are interested in studying GCSE Physical Education you should start to find out more about the subject by:

- visiting the Edexcel website <http://qualifications.pearson.com/en/qualifications/edexcel-gcse/physical-education-2016.html>;
- for more information about what you will be studying and how you will be assessed talking to the Head of PE at your school;
- looking at what is happening in the world of sport by watching the news and relevant TV programmes or visiting the sport sections of websites such as the BBC.

**For more information contact:**

MsE Holland – Faculty Leader of PE

[e.holland@thebarlowrhigh.co.uk](mailto:e.holland@thebarlowrhigh.co.uk)

Miss L Quartey-Papafio – Faculty Leader of PE

[l.quartey-papafio@thebarlowrhigh.co.uk](mailto:l.quartey-papafio@thebarlowrhigh.co.uk)

## What are the aims of this course?

Textile design is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Assignments will consist of various activities focusing on designing and making a range of working products or prototypes. Students will learn a wide range of skills and may work in textile fabrics or a combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.

## What will I learn?

The course content includes: Art textiles, Fashion design and illustration, Costume design, Constructed textiles, Printed and dyed textiles, Surface pattern, Stitched, Soft furnishings and/or textiles for interiors and/or embellished textiles, Digital textiles, Installed textiles.

## Course Outline

| Unit Titles                            | Content   | % Unit is Worth       |
|--|---|-----------------------|
| Component 1: Portfolio                 | Portfolio of work made up of at least one sustained project and a selection of further work.  | 96 Marks- 60% of GCSE |
| Component 2: Externally set assignment | The externally set task is set by AQA, students choose one starting point to prepare for before the formal examination. Preparation work must be completed and handed in at the start of the exam period. A final piece of work is produced in school under examination conditions (10hrs). | 96 Marks- 40% of GCSE |

## Progression and Career Opportunities

This qualification is designed to allow progression to AS and A-level Art and Design, and other Level 3 qualifications. Career opportunities include: Clothing/textile technologist, Interior and spatial designer, Fashion designer, Textile designer, Teacher, Clothing and Textiles Manufacturer, pattern designer and grader, textile artist, interior designer, fashion buyer, visual merchandiser, costume designer, fashion journalist, fashion illustrator or photographer, fashion stylist, fashion blogger.

## Further Information

This course will suit a student with enthusiasm who wants to develop their design and textile skills, as well as gaining knowledge of a variety of materials, techniques and processes. Students must record their ideas, observations and insights both visually and in written annotation using appropriate specialist vocabulary.

### For more information please contact:

Mr P Frame – Head of Faculty  
[p.frame@thebarlowrhigh.co.uk](mailto:p.frame@thebarlowrhigh.co.uk)  
 Miss L Denton – Teacher of Design  
[l.denton@thebarlowrhigh.co.uk](mailto:l.denton@thebarlowrhigh.co.uk)



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