

YEAR 9

OPTIONS GUIDE 2021

INTRODUCTION

YOUR FUTURE STARTS HERE



At the beginning of the next school year students will be starting a range of two year courses as they enter Key Stage 4. They will continue to follow a broad and balanced curriculum but there will be some areas of individual choice. Under National Curriculum requirements there are subjects which are compulsory and which all students have to follow and, using the flexibility in the arrangements, we have built in a large degree of choice.

It is very important that as much thought as possible is given to making the most appropriate decisions. Students will receive support in making their choices through a structured guidance programme (details of which appear in this booklet).

We are fortunate that we have an excellent team of staff to support students in navigating the options process. These include:

- **Mr P Slater** Assistant Headteacher
(Curriculum & Student Achievement)
- **Mr S Gallagher** Y9 Climate for Learning Leader
- **Mrs A MacDunne** Careers Co-ordinator
- **Mrs F Unwin** 'Career North' Adviser

- **Senior Leadership Team**
- **Curriculum and Subject Leaders**
- **Form Teachers**

We pride ourselves in providing a wide range of courses to suit every student's individual needs and interests. The range of courses, which include three discrete pathways for GCSE and vocational qualifications, are described in this booklet.

Parents will have the opportunity to speak to teaching staff during the Subject Consultation Evening on either Thursday 28 January (FRB) / 4 February (OMYH) and during the individual guidance interviews on Thursday 11 February. In the meantime, if you require further information or clarification after reading this booklet, please do not hesitate to contact Mr Slater or explore the information on our school website.

CHOOSING YEAR 10 COURSES

Key Dates



Monday 18 January
Year 9 Subject Consultation Evenings online booking opens at 7pm.
Week beginning Monday 18 January
Year 9 Options Information Evening video presentation made available for parents.
Wednesday 20 January Period 1
Year 9 Options Information Online Assembly for students.
Thursday 28 January
Year 9 FRB Subject Consultation Evening.
Thursday 4 February
Year 9 OMYH Subject Consultation Evening.
Thursday 11 February
Online options interview appointments for students and parents with a member of our Senior Leadership Team or Year 9 Pastoral Team.
Friday 5 March
Deadline for the submission of all Options Forms. Collation of data to determine sets and numbers of students opting for each subject.
Week beginning Monday 15 March
Follow-up discussions for selected students and confirmation letters to parents.

GUIDE TO CHOOSING YEAR 10 COURSES



A structured approach to making your decisions

Be aware that you will study the following core subjects, regardless of the options pathway you follow:

ENGLISH LANGUAGE & LITERATURE	MATHS	SCIENCE	RELIGIOUS STUDIES	HEALTH, FITNESS & WELL-BEING	RESPECT
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We anticipate that the majority of students will follow Pathway One and Two, allowing a rich and diverse academic curriculum with full access to the English Baccalaureate (EBACC).

PATHWAY ONE: 10 GCSE courses including a compulsory Humanities and Modern Language course

PATHWAY TWO: 10 GCSE courses including a compulsory EBACC course

PATHWAY THREE: 6-8 GCSE courses and at least two vocational courses*

For a smaller number of students, a more tailored curriculum may be appropriate and we will be recommending a personalised pathway for these students (to be discussed in the options interviews).

Pathway One

GCSE ENGLISH LANGUAGE & LITERATURE	GCSE MATHS	GCSE SCIENCE (Separates or Trilogy)	GCSE RELIGIOUS STUDIES	EBACC GCSE OPTION HUMANITIES	EBACC GCSE OPTION ML	GCSE OPTION	GCSE OPTION	HEALTH, FITNESS & WELL-BEING	RESPECT
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Pathway Two

GCSE ENGLISH LANGUAGE & LITERATURE	GCSE MATHS	GCSE SCIENCE (Separates or Trilogy)	GCSE RELIGIOUS STUDIES	EBACC GCSE OPTION Separate Sciences Geography, History French, Spanish Computer Science	GCSE OPTION	GCSE OPTION	GCSE OPTION	HEALTH, FITNESS & WELL-BEING	RESPECT
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Pathway Three

GCSE ENGLISH LANGUAGE & LITERATURE	GCSE MATHS	GCSE SCIENCE (Trilogy)	GCSE RELIGIOUS STUDIES	VOCATIONAL COURSE OPTION	VOCATIONAL COURSE OPTION	VOCATIONAL COURSE OR GCSE OPTION	GCSE OPTION*	HEALTH, FITNESS & WELL-BEING	RESPECT
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*Some students may receive additional support for English and Maths.

Following the completion of the full course GCSE Religious Studies at the end of Year 10, curriculum time will be re-allocated to English & Mathematics.



Choosing your **SCIENCE** course can be confusing. The following table should clarify your various options within the Science curriculum:

SEPARATE SCIENCES

Three full GCSEs in Biology, Chemistry and Physics.
Students who opt for these courses may only choose three other options subjects,
This course is only available to students following Pathways 1 and 2.

TRILOGY SCIENCE (Sets 1-5)

A combined Science GCSE including Biology, Chemistry and Physics
which is worth two full GCSE grades and is examined at the end of Year 11.
This course is available to students following Pathways 1, 2 and 3.

Pathway 1:

You should also take into account whether your pathway allows access to the **ENGLISH BACCALUAREATE (EBACC)**. The English Baccalaureate was introduced by the Department for Education as a performance measure in 2010. It is not a qualification in itself but recognises where students have good pass grade or better across a core of academic subjects. The EBACC Suite includes English, Mathematics, History or Geography, the Sciences (minimum of two Science courses) and a Modern Language. Formby High School offers a diverse range of EBACC-accredited GCSE courses as detailed below:

ENGLISH Two GCSEs in English Language and English Literature	MATHEMATICS GCSE Mathematics
SCIENCE Two Science courses from GCSE Separate Sciences or Trilogy Science	
HUMANTIES GCSE History or GCSE Geography	MODERN LANGUAGES GCSE French or GCSE Spanish

Pathway 2:

You should consider the combinations of subjects you are selecting to ensure you have a range and breadth of study over the coming two years, giving you a broad base which could lead you into Sixth Form and beyond. For students following Pathway 2, we would strongly recommend the following when selecting your subject combination:

ENGLISH Two GCSEs in English Language and English Literature	MATHEMATICS GCSE Mathematics
THREE EBACC SUBJECTS from GCSE Separate Sciences, GCSE Trilogy Science, GCSE Computing, GCSE History, GCSE Geography, GCSE French, GCSE Spanish	
THREE FURTHER SUBJECTS GCSE or vocational courses	

Pathway 3:

This pathway offers students to study two or more vocational courses alongside the compulsory GCSE content. A small number of students will also be given the opportunity to have further support in English and Mathematics:

ENGLISH Two GCSEs in English Language and English Literature	MATHEMATICS GCSE Mathematics
AT LEAST TWO VOCATIONAL COURSES from OCR Creative iMedia, BTEC Level 2 Engineering, Eduqas Level 2 Hospitality & Catering	
TWO FURTHER SUBJECTS A third vocational course and GCSE course OR two GCSE course (some students might take one course and study English & Maths)	

The next step is to look carefully at all of the option subjects on offer. You must choose your course subjects to match your selected pathway, plus a reserve subject in case your combination of subjects cannot be offered.

Your **OPTIONS INTERVIEW** will take place on Thursday 11 February. Students and parents will be allocated a member of staff and the timing of the meeting can be booked in the same way as for the Subject Consultation Evenings. The interview will be conducted by one of our Senior Leadership Team or Year 9 Pastoral Team and will focus on matching your aspirations for the future with an appropriate selection of courses.

We are asking that **OPTIONS FORMS** are completed online using our Survey Monkey site. The form may be completed at some point after the options interview following further discussion. A web link will be given to you following the interview. The deadline for submission of options choices is Friday 5 March.

TOP TEN TIPS TO NAVIGATING A SUCCESSFUL OPTIONS JOURNEY

Get as much advice as you can

Talk to your teachers

Talk to your parents

Talk to older students who have been through this process in the past

Research into any possible career paths you may be considering

Choose subjects which will help you progress to post-16 education, university or employment

Choose subjects in which you have an interest

Choose subjects in which you are successful

Choose a balanced group of subjects

Do not choose a subject because your friend is taking it!

OPTION COURSES 2021



GCSE
BUSINESS
STUDIES

OCR
CREATIVE
iMEDIA

GCSE
COMPUTER
SCIENCE

GCSE
DANCE

GCSE DRAMA

BTEC LEVEL 2
ENGINEERING

GCSE
FINE ART

GCSE
FRENCH

GCSE
GEOGRAPHY

GCSE
HISTORY

EDUQAS
HOSPITALITY
AND
CATERING

GCSE
MUSIC

GCSE
PHYSICAL
EDUCATION

GCSE
SPANISH

**Please note: where take-up for a particular subject is low, the course might not be viable and the offer could be withdrawn.
All students MUST identify a RESERVE CHOICE.**

Please submit your completed Options Choices via our Survey Monkey online form Friday 5 March at the latest.

For further information, please contact Mr Slater or Mr Gallagher via phone 01704 873100 or email exams.database@formbyhighschool.com



CORE SUBJECTS

ENGLISH LANGUAGE

GCSE Eduqas Specification

Curriculum Leader: Mrs L Perrin



COURSE DESCRIPTION

The skills of reading, writing, speaking and listening are of vital importance in many areas. Not only are they essential in many careers but they also underpin successful study at all levels and a proficiency in them can add to the life chances of every student. Students will be inspired and challenged by following a broad, coherent, satisfying and worthwhile course of study.

WHAT THE COURSE WILL INVOLVE

It will encourage learners to:

- Demonstrate skills in speaking, listening, reading and writing
- Communicate with others confidently, effectively and precisely
- Appropriately express themselves creatively and imaginatively
- Become critical readers of a range of texts, including multimodal texts
- Use reading to develop their own skills as writers
- Understand the patterns, structure and conventions of written and spoken English
- Understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity
- Select and adapt speech and writing to different situations and audiences

ASSESSMENT

- Students will be assessed at the end of a two year course via two examined components
- The first will consist of a reading and writing task lasting 1 hour 45 minutes. This component will be worth 40% of the qualification
- The second component will be worth 60% and will last for two hours. This will be based on a reading task of two texts and followed by two writing tasks
- There is a third component which is compulsory but does not contribute to the grade; in this component students will be expected to give a speech on a topic of their choice and to answer questions afterwards. This last component will be given a separate mark but will not be a GCSE grade
- There will be no higher or foundation tiers to the course and students will be graded according to the national system of numbers 9 – 1

OTHER INFORMATION

A grade 4 or above in English Language is an essential requirement for most employers and for access to further education such as A Levels and university degrees. It will prepare learners to make informed decisions about further learning opportunities and career choices, and to use language to participate effectively in society and employment. Many students go on to study either of the English A Level options available in the Sixth Form.

ENGLISH LITERATURE

GCSE Eduqas Specification
Curriculum Leader: Mrs L Perrin



COURSE DESCRIPTION

This specification is based on the conviction that the study of literature should centre on an informed personal response to a range of texts in the genres of prose, poetry and drama.

WHAT THE COURSE WILL INVOLVE

It will encourage learners to:

- Understand that texts from the English literary heritage have been influential and significant over time and explore their meaning today
- Explore how texts from different cultures and traditions may reflect or influence values, assumptions and sense of identity
- Connect ideas, themes and issues, drawing on a range of texts
- Become critical readers of fiction and non-fiction prose, poetry and drama
- Experience different times, cultures, viewpoints and situations as found in literary texts

ASSESSMENT

- Students will be assessed at the end of a two year course
- Component one will be a two hour examination and focused on Shakespeare and poetry. It will be worth 40% of the overall qualification and students will be studying 'Macbeth'. The poetry question will be based on one poem from an anthology with works ranging across three centuries
- The second component is worth 60% of the GCSE and will be 2 hours 30 minutes long. In this examination students will answer questions on three sections; the first is based on a post 1914 text which will be 'An Inspector Calls'; the second section will be on a nineteenth century prose text which will be 'A Christmas Carol'. The last section will be the analysis of two previously unseen poems
- As with English Language, the new numerical grading system of 9 – 1 will be applied

OTHER INFORMATION

English Literature is a course which is linked to the work required by many university departments. It demonstrates the ability to read, understand and analyse texts to a sophisticated level, as well as encouraging a love of our literary heritage. Many students go on to study either of the English A Level options available in the Sixth Form.

MATHEMATICS

GCSE Edexcel Specification

Curriculum Leader: Mr R Williams



COURSE DESCRIPTION

Gaining a good qualification in GCSE Mathematics will enable future success in all professions and will open doorways to further and higher educational establishments.

WHAT THE COURSE WILL INVOLVE

There are six areas – broken down into the following:

- Number – numerical problems and relationships between numbers
- Algebra – equations, formulae and functional relationships
- Ratio, proportion and rates of change – solve problems involving ratio and apply reasoning to proportionality problems
- Geometry and measure – shapes, measures and transformation
- Probability – record, describe and analyse the frequency of outcomes using tables and tree diagrams
- Statistics – interpret, analyse, represent and compare the distributions of both discrete and continuous data

ASSESSMENT

Assessment is by three examinations taken at the end of the course. Scores from the three examinations are combined to give a final grade. There is no coursework for this subject.

- Paper 1 (33⅓% of total GCSE non-calculator)
- Paper 2 (33⅓% of total GCSE calculator)
- Paper 3 (33⅓% of total GCSE calculator)
- GCSE can be taken at either Foundation Tier (Grades 1 – 5) or Higher Tier (Grades 4 – 9)

OTHER INFORMATION

Students will be graded according to the national system of numbers 9 – 1 (a Grade 9 is the highest grade awarded, decreasing to the lowest Grade 1).

Students begin their GCSE Mathematics course during Year 9 and are placed in ability sets based on their performance in their end of Year 8 Assessment.

A minimum of Grade 4 GCSE Mathematics is an essential requirement for most employers and for gaining access to further education such as A Levels and university degrees. A good understanding of mathematics is an important practical skill that students will benefit from in everyday life, whether in the work place or managing their personal finances. Students who have a keen interest in mathematics or are considering a career in accounting, engineering, architecture or physical sciences can continue their studies by opting for A Level Mathematics and A Level Further Mathematics.

TRILOGY SCIENCE

GCSE AQA Specification

Curriculum Leader: Mr T Rush



COURSE DESCRIPTION

The majority of students at Formby High School will study the Trilogy course which involves learning about Biology, Chemistry and Physics as three separate subjects to gain an in depth understanding of how science works. At the end of the course the examination marks will be combined so that the student receives two GCSE grades in Science.

WHAT THE COURSE WILL INVOLVE

Students will study courses in Biology, Chemistry and Physics. All three courses involve conducting experiments, evaluating and analysing scientific evidence, and looking at the impact of science on society. Each subject includes a section called 'How Science Works'. Students will also learn about the following:

BIOLOGY

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance Variation and evolution
- Ecology

CHEMISTRY

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter.
- Quantitative Chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Earth's resources

PHYSICS

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

ASSESSMENT

At the end of Year 11 students will sit six examinations; each examination is 1 hour and 15 minutes in length and is worth 16.7% of the final GCSE. Students will sit two examinations in Biology, two in Chemistry and two in Physics. In each Science, students will also be expected to complete a series of required practicals.

OTHER INFORMATION

Students will be placed into an ability set based on their performance in Year 9. Students can be entered for either Higher (grades 4 – 9) or Foundation (grades 1 – 5) tier and this will be determined during the course of study.

SEPARATE SCIENCES

GCSE AQA Specification

Subject Leaders: Mrs Thorne (Biology), Mr Kaye (Chemistry) and Mr Williams (Physics)



COURSE DESCRIPTION

Some students choose to study Separate Sciences. This involves the all the content from Trilogy Science and includes more detail and some additional content. At the end of this course students will finish with three GCSEs one in each of Biology, Chemistry and Physics.

WHAT THE COURSE WILL INVOLVE

Students will study separate GCSE courses in Biology, Chemistry and Physics. All three courses involve conducting experiments, evaluating and analysing scientific evidence, and looking at the impact of science on society. Each subject includes a section called 'How Science Works'. Students will also learn about the following:

BIOLOGY

- Human biology
- Transportation within the human body
- Plant biology
- Genetics
- Microbiology

CHEMISTRY

- Rocks and oil
- The earth and its atmosphere
- Atomic structure
- Rates of reaction and reactions involving energy changes
- Periodic table
- Acids and alkalis
- Energy
- Water

PHYSICS

- Energy
- Waves and radiation
- Motion
- Electricity
- Nuclear physics
- Turning effects
- Waves and space
- Light
- Electromagnetism

ASSESSMENT

All three subjects are assessed in the same way. Each subject has two examinations which are 1 hour and 45 minutes in length, each worth 50% of the total marks.

OTHER INFORMATION

Separate Sciences is the option for students who wish to study Biology, Chemistry and Physics as three separate and distinct subjects for a more specialised, in-depth understanding of science. Students who are successful on this course will get an individual GCSE in each subject. Anyone who intends to study Biology, Chemistry or Physics at A Level, or go on to a career in medicine, veterinary science, engineering or scientific research, is advised to opt for Separate Sciences as it will provide a good foundation for further study. Students will be placed into an ability set based on their performance in Year 9.

Students can be entered for either Higher (grades 4 – 9) or Foundation (grades 1 – 5) tier and this will be determined during the course of study.

RELIGIOUS STUDIES

GCSE AQA Specification

Curriculum Leader: Mrs A Wake



COURSE DESCRIPTION

Throughout history, religious beliefs have been a strong influence on society and individuals. You have already begun your GCSE course in Religious Studies. On the course, you will continue to explore religious and secular attitudes to a range of social issues relevant to life in the 21st century and you will be encouraged to develop your own informed opinions on these matters. In addition, you will study the core beliefs, teachings and practices of two major world religions. In the process, you will develop your skills of critical thinking and clear communication.

WHAT THE COURSE INVOLVES

Component 1 – Beliefs, teachings and practices from Christianity and Islam involving an in-depth study of each religion.

Component 2 – Thematic Studies including:

- Religion, Peace and Conflict
- Religion, Crime and Punishment
- Relationships and Families
- Religion and Life

Each component is worth 50% of the overall GCSE.

ASSESSMENT

Assessment consists of two written examination papers in the Summer of Year 10, both 1 hour and 45 minutes in length. There is a separate examination for each component and all sections of the examination papers follow the same format. There is no coursework and no controlled assessment for this subject.

OTHER INFORMATION

In many areas of work, employers look for someone with an enquiring mind, understanding and appreciation of other people's points of view and an ability to come to clear, informed decisions. Religious Studies is valuable in any career that involves working with others, in particular caring professions such as teaching, nursing and social work, as well as media, law, medicine and public services. Students with a keen interest in Religion, Philosophy and Ethics can continue to explore this by choosing A Level Religious Studies.

PHYSICAL EDUCATION

HEALTH, FITNESS AND WELL-BEING

Curriculum Leader: Mrs F Melia



Health Fitness and Wellbeing is a vital element in a comprehensive, well-balanced curriculum and can be a major contributing factor in the development of an individual in all aspects of life: physical, emotional, mental and social. Our aims are to educate students so that they make healthy lifestyle choices, for students to enjoy taking part in physical activity and for them to have the confidence to continue to take part in exercise outside of school. Furthermore, there is a strong link in that students with better health and well-being are likely to achieve better academically (Public Health England, 2014) and that enjoying physical activity is associated with happiness and lower levels of worry (NatCen Social Research, 2013). As part of this we recognise and value the importance of continuing with two hours of Physical Education a week.

Through a high quality Physical Education experience, students have the opportunity to:

- Stay committed to Physical Education and sport making both a central part of their lives – in and out of school
- Understand that Physical Education and sport are important parts of a healthy, active lifestyle
- Develop the confidence to get involved in sports and physical activities
- Develop the skills and control that they need to take part in Physical Education and sport
- Take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group
- Think about what they are doing and make appropriate decisions for themselves
- Show a desire to improve and achieve in relation to their own abilities
- Enjoy Physical Education, school and community sport

Health, Fitness and Wellbeing provision at Formby High School encompasses a wide range of activities which allow students to develop new skills and build on what they have already learnt at Key Stage 3. In Year 10, all students follow the 'Sports Education' programme, to develop the ability to take on different roles, such as official, scorer, coach.

Activities include:

- Team games such as football, basketball, netball, rugby, volleyball, cricket, rounders, hockey, fitball and kin-ball
- Individual activities such as badminton, trampolining, tennis, golf, table tennis and dance
- Fitness activities, such as body conditioning, use of the school fitness suite, yoga and pilates
- At the end of Year 11, students will have a 'Physical Activity' Fair, where they can find out about sport and physical activity providers in the local area, to encourage lifelong physical activity. They will also be provided with a comprehensive guide as to where they can continue with their favourite activity once they leave mainstream school

CAREERS EDUCATION

CAREERS EDUCATION, INFORMATION,
ADVICE & GUIDANCE

Subject Leader: Mrs A MacDunne



Careers Education, Information, Advice and Guidance (CEIAG) forms an essential aspect of every student's personal education and future well-being. Careers lessons work on a carousel basis within the RESPECT curriculum (below). Students are introduced to the importance of CEIAG, school facilities and opportunities that can support and assist them during their GCSEs. All lessons are designed to inform and coach students about career and educational opportunities and requirements.

There are a variety of resources used to deliver sessions on every issue, from perfect interview techniques to positive thinking. The Careers specialists **Career North** also conduct individual 'Career Conversations' with all students regarding post-16 choices. In Year 11 the school usually hosts a Careers Festival, which includes an exciting Careers Fair and Study Skills Seminar, as well as the opportunity for every student to attend a practice interview in Year 11.

RESPECT

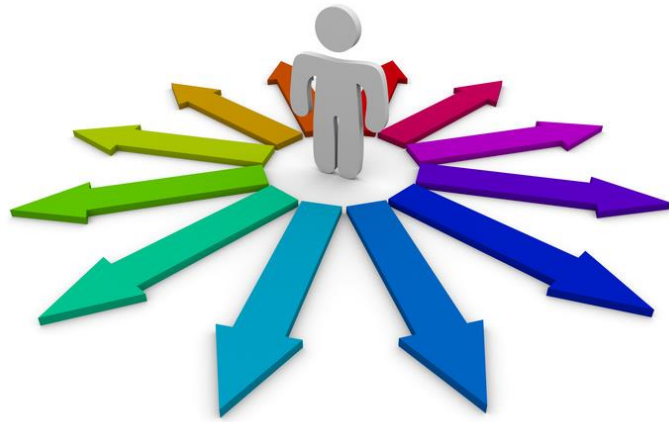
PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION and CITIZENSHIP

Subject Leader: Mrs K Kearsley

RESPECT is our Personal, Social, Health and Economic Education (PSHEE) and Citizenship curriculum, which complements the work carried out in Religious and Values Education, and is designed to empower the student through the whole curriculum to take responsibility for their own lifestyle and prepare for future learning and decision making.

RESPECT encourages students to develop confidence and responsibility, and to make the most of their abilities. It helps them to understand the benefits of developing a healthy, safer lifestyle, as well as developing good relationships and respecting the differences between people. Students are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Citizenship education became a statutory part of the National Curriculum from September 2002 and helps students to become more informed citizens. Students are also encouraged to develop skills of enquiry and communication, in addition to skills of participation and responsible action.



OPTIONS SUBJECTS

BUSINESS

GCSE AQA Specification

Curriculum Leader: Mr L Tynan



COURSE DESCRIPTION

GCSE Business is ideal for all budding entrepreneurs. You will develop your knowledge and understanding of different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. During this course you will develop your knowledge and understanding of key business areas including: business operations; finance; marketing and human resources; and how these interdependencies underpin business decision making. You develop key skills in the use and limitation of quantitative data in making business decisions. You will also spend a lot of time investigating, analysing and evaluating business opportunities and issues.

WHAT THE COURSE WILL INVOLVE

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

ASSESSMENT

There are two written examination papers, both worth 50% and 90 marks:

- Paper 1 – Influences of operations and Human Resource Management on business activity
- Paper 2 – Influences of marketing and finance on business activity

Each paper is divided into three sections: Sections A, B and C. The paper will consist of calculations, multiple-choice, short-answer and extended writing questions. Both examinations are 1 hour 45 minutes long and are sat at the end of Year 11.

OTHER INFORMATION

This Business course gives students a valuable insight into the world of business and helps students in apply business concept to familiar and unfamiliar contexts. The course will develop students' problem solving and decision making skills relevant to business. Many students go on to study the Business Studies BTEC Level 3 qualifications in the Sixth Form. From there, many students progress to university to study Business Management and Finance at degree level.

CREATIVE iMEDIA

OCR Cambridge National Specification
Subject Leader: Mr L Tynan



COURSE DESCRIPTION

The OCR Cambridge National course in Creative iMedia 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.

WHAT THE COURSE WILL INVOLVE

The course consists of four modules:

- Unit R081 – Students learn about the pre-production of a creative digital media product for a specific client brief, and will understand how to review pre-production documents.
- Unit R082 – Students develop skills using image editing software against a set brief. Students will learn about the basics of digital graphics editing for the creative and digital media sector and will use software tools to enhance and manipulate images collected to create a final piece that meets the needs of the brief.
- Unit R087 – Students will learn about the basics of interactive multimedia products for the creative and digital media sector. They will gather assets to create an interactive multimedia product to a given scenario, evaluating how well their final product meets the requirements set.
- Unit R089 – Students develop skills using video editing software against a set brief. For this unit students plan and create a digital video through editing and manipulating images, and through researching different types of videos. Students will be required to provide feedback to others and produce a report to show their skills.

ASSESSMENT

Units R082, R087, R089 are centre assessed and externally moderated and are assessed throughout the course. R081 is an examination.

- R081: Pre-production skills (examination) 25%
- R082: Creating digital graphics 25%
- R087: Creating interactive multimedia products 25%
- R089: Creating a digital video sequence 25%

OTHER INFORMATION

Creative iMedia skills are essential for success in employment and higher education, and are among the fundamental transferable skills required by employers. Cambridge Nationals deliver these skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things. This qualification is equivalent to one GCSE and allows students go on to further study of ICT, Business, Design and Technology and Media Studies.

COMPUTER SCIENCE

GCSE OCR Specification
Subject Leader: Mr R Allan



COURSE DESCRIPTION

GCSE Computer Science encourages students to learn about the technical aspects of computer systems, the way hardware and software functions, and the legal and ethical issues surrounding their development. You will learn to program using assembly code and procedural languages as well as gaining an understanding of object oriented code.

WHAT THE COURSE WILL INVOLVE

- CPU and Memory Architecture
- Data Representation
- Networks and the Internet
- System Security
- The Internet and Communications
- Algorithms and Programming Languages
- Ethical, Social and Legal Aspects of Computers

ASSESSMENT

The course is assessed over three separate units:

1. **Computer Systems (40%)** – a 90 minute examination to assess understanding of the theory content of the specification.
2. **Computational Thinking, Algorithms and Programming (40%)** – a 90 minute examination to assess understanding of programming techniques, algorithms and computational logic.
3. **Programming Project (20%)** – a 20 hour, non-exam assessment, programming project designed to allow each student to Analyse, Design, Develop, Test and Evaluate a program, based upon a task set by the exam board.

OTHER INFORMATION

Computer Science allows young people to develop skills that will enable them to pursue a career involving the more technical aspects of computer systems. It will help them to gain valuable skills for life, such as reasoning, logic, resourcefulness, precision and problem solving. Students of Computer Science will learn about the impact of computers in a global context through the study of the ethical, moral, cultural and legal concerns associated with systems. Learners will become proficient in the development of programs using a range of languages and will be able to develop robust programs that can be analysed and tested to ensure that they fulfil their requirements.

This GCSE specification encourages candidates from all cultures and both genders to develop their interest in Computer Science by becoming creators of programs, games and systems, rather than simply using those designed by others.

DANCE

GCSE AQA Specification

Subject Leader: Mrs C Whitehead



COURSE DESCRIPTION

Dance is a practical and theory subject with great enjoyment and reward for creativity and expression. Students will develop their talent through numerous dance styles and have the opportunity to develop their own work and style. Additionally, dancers will participate in numerous professional workshops, masterclasses and seminars, try out new and exciting concepts and techniques.

WHAT THE COURSE WILL INVOLVE

- Solo and group dance performances
- Solo and group choreography
- Workshops and master classes with professional dancers
- Study of contemporary dance technique
- Knowledge of different styles of dance
- Theatre visits to see professional productions
- Participating in school dance projects and productions

ASSESSMENT

There are two units of assessment:

Component 1: Performance and Choreography

Performance worth 30% of the total marks

- Performance of set phrases through a solo, duet or trio performance

Choreography worth 30% of the total marks

- Solo or group performance

Component 2: Dance Appreciation

Written examination worth 40% of the total marks with questions based on students' own practice in performance and choreography and the GCSE Dance anthology.

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

OTHER INFORMATION

Dance is an exciting and rewarding subject, a must for anyone considering a career in the performing arts. Students who participate in dancing activities outside of school will find it an excellent opportunity to develop their talent. Success in this course will prepare students well to study Level 3 BTEC Dance or other Performing Arts courses. There are no formal entry requirements but experience of dancing activities is beneficial and extra-curricular commitment will be required for rehearsals.

DRAMA

GCSE AQA Specification

Subject Leader: Miss A Sunners



COURSE DESCRIPTION

Drama inspires confidence and encourages creativity. Whatever your future career, Drama can help you to develop skills such as team-work and organisation that are valuable in further education and employment. Students will develop their acting, production skills and appreciation of theatre whilst learning how to express their feelings and ideas and become independent learners.

WHAT THE COURSE WILL INVOLVE

- Improvisation
- Play writing skills and devising theatre
- Exploration of play texts
- Rehearsal techniques
- Script writing and devising
- Technical/production skills – lighting, sound, stage management and set
- Theatre visits to see professional productions
- Group performances
- Developing performance and interpretation skills
- Theory and practitioners

ASSESSMENT

The course is divided into three components:

- **Component 1: Understanding Drama** – Response to the study of one set play text and a review of a live theatre performance. Written examination (1 hour and 45 minutes). Worth 40% of the total marks.
- **Component 2: Devising Drama** – Creating/writing and performing devised drama as a performer or designer. Production of a Devising Log evaluating and analysing your work. Internally assessed and externally moderated. Worth 40% of the total marks.
- **Component 3: Practical (Text in Practice)** – Performance of two extracts/scenes from a chosen play text. A specialist design option is also available. Externally assessed by an AQA examiner. Worth 20% of the total marks.

OTHER INFORMATION

Students enjoy Drama and find it helps to develop their confidence, research, communication, presentation skills and team work. The course is important for anyone considering a career in the performing arts industry. However, it is also very useful for all areas of employment and further education, particularly for delivering presentations, team-working, public speaking and creative thinking, skills and qualities that are valued by employers. Many students continue their interest in Drama by taking A Level Theatre Studies. There are no formal entry requirements for GCSE but students must have a very good attendance record, be enthusiastic and willing to work as part of a team. Extra-curricular commitment may be required for examination preparation and performance rehearsals.

ENGINEERING

Edexcel BTEC Technical Award
Subject Leader: Miss D Wareing



COURSE DESCRIPTION

The BTEC Technical Award in Engineering is a practical introduction to life and work in engineering. Students will:

- Delve deeper into knowing how the engineering sector works
- Develop core engineering skills and an understanding of design processes
- Understand how engineered products work, know about the materials they are made from and appreciate the methods used to make them
- Apply prior learning by designing and making an engineered product

WHAT THE COURSE WILL INVOLVE

The course has two internally assessed components and one that is externally assessed.

Component 1

A: Get to know industry sectors and how they work together to solve real life problems.

B: Apply the engineering design process to the making of a prototype solution.

Component 2

A: Explore the types of materials, components and processes used to make an engineered product.

B: Assemble and disassemble an engineered product, understanding the design criteria, methods of manufacture and material properties.

C: Design and make a replacement part for an engineered product.

Component 3

Consist of two externally assessed exams.

Paper 1: A practical exam – Students conduct an engineering experiment and then answer a series of question about the results they gather from conducting the experiment.

Paper 2: A design and problem solving exam – Students will sit a more traditional exam; they are to redesign a given product and analyse a given process to identify problems and offer solutions.

ASSESSMENT

There are 3 assessed components.

- Component 1 – 30% internally assessed assignment
- Component 2 – 30% internally assessed assignment
- Component 3 – 40% externally assessed task

OTHER INFORMATION

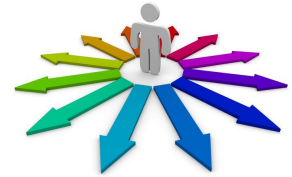
With a BTEC Technical Award in Engineering, students are able to explore, challenge and realise their potential. Students will gain and master many transferable skills during the course, such as self-reflection, communication, teamwork and problem solving. Subjects which will marry well with the Engineering are Maths, Physics, Chemistry, Art, Computing and Creative iMedia.

Studying this course in Engineering could lead to an exciting, well paid career in one of the many specialist areas. Engineering is a thriving industry with over 1.7 million people employed in the UK. This course provides a viable pathway into either further education or a vocational apprenticeship.

FINE ART

GCSE AQA Specification

Subject Leader: Mr R Collins



COURSE DESCRIPTION

Fine Art at Formby High School is a vibrant and dynamic course. The content is completely practical, whereby students will engage with diverse artistic styles and techniques, refining their Fine Art practices in a stimulating and supportive environment. The course is delivered in a structured manner, with increasing freedom given as portfolios develop. Few limits are set on this exciting course and students are encouraged to experiment with traditional and contemporary approaches. The high level skills taught on this course ensure smooth progression to A Level Art.

WHAT THE COURSE WILL INVOLVE

The course comprises diverse and exciting content. Students will explore the working practices of different artists, responding personally to each theme studied. Within individual projects students will learn techniques in each of the following areas, gradually specialising as the two-year course progresses:

- Drawing
- Painting
- Photography
- Print-making
- Mixed media
- Gallery visit(s)

ASSESSMENT

Students are assessed on **all** aspects of the practical work they produce across the full two year course. The course comprises of two units, as outlined below:

- **Unit 1** – Portfolio of work worth 60% of the total marks. This will consist of a minimum of two main coursework projects, whereby students will develop personal responses to initial starting points. Gallery visits and workshops will also be included within this unit.
- **Unit 2** – AQA externally set task worth 40% of the total marks. Students will be given a choice of examination projects in January of Year 11 which must be completed by mid to late April. This project will culminate in a timed ten hour examination.

At the end of the course, students will present all work and submit both units for final assessment by staff. An AQA visiting moderator will then visit the school to check a sample of students' work.

OTHER INFORMATION

Fine Art is a practical course which requires students to be creative and open to new ideas and techniques. The Art Department is truly proud of the outstanding standard of work our students consistently produce, much of which is exhibited in school and on our online blog (www.formbyhighart.wordpress.com). Results in GCSE Fine Art are consistently very good.

Many of our students progress to study A Level Art, developing their skills further. This course will open up a world of possibilities, ensuring that students are immersed in creative and dynamic ways of looking at the world. The UK is a world-leader in creative industries and GCSE Fine Art is the first step to accessing careers in advertising, architecture, costume, theatre set and fashion design, illustration, occupational therapy, teaching, animation, graphic design, product design and museum curating to name but a few.

FRENCH

GCSE AQA Specification

Curriculum Leader: Ms T Lonsdale



COURSE DESCRIPTION

94% of the world's population does not speak English as its first language. In today's global economy, language skills are your passport to an exciting, fulfilling and well-paid career. Students will study French and learn not only how to speak the language, but learn about the cultures and customs of its native speakers.

WHAT THE COURSE WILL INVOLVE

Students will learn to speak, read, write and understand the language while covering the following topics:

Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in French-speaking countries/communities

Local, national and global areas of interest

- Social issues
- Global issues – environment and poverty
- Travel and tourism

Current and future study and employment

- My studies
- Life at school
- Education post-16
- Career choices and ambitions

ASSESSMENT

- Listening – written examination worth 25% of the total marks
- Reading – written examination worth 25% of the total marks
- Speaking – speaking test worth 25% of the total marks
- Writing – written examination worth 25% of the total marks

OTHER INFORMATION

Modern languages are very useful for students who plan to travel or work abroad. Linguists are seen as an elite group whose skills are in high demand and who are seen by employers as intelligent, logical thinkers with good communication and problem solving skills.

GEOGRAPHY

GCSE AQA Specification

Subject Leader: Mr D McGuinness



COURSE DESCRIPTION

Geography is a popular academic option, looking at people, places and the challenges they face because of their natural environments. Students will study geographical issues that impact on people's lives, from the devastating effects of natural disasters to the impact of globalisation and tourism on communities. The subject brings the world to life, explaining what is happening and why it happens.

WHAT THE COURSE WILL INVOLVE

Students will go on a number of field trips across the North West to learn about different environments. They will also study:

- Natural disasters – earthquakes, hurricanes, volcanic eruptions
- Coasts
- River systems – landforms and processes
- Extreme weather and climate change
- Urban challenges
- Tourism
- Geographical Information Systems
- Maps

ASSESSMENT

- **Unit 1** – Living with the Physical Environment – a written examination worth 35% of the total marks. The examination duration is 1 hour 30 minutes.
- **Unit 2** – Challenges in the Human Environment – a written examination worth 35% of the total marks. This examination is 1 hour 30 minutes.
- **Unit 3** – Geographical Applications – this includes a physical and human geography field work investigation and an issue evaluation which will be studied from a pre-released information booklet. Both the fieldwork and the issue evaluation are assessed in a 1 hour 15 minute examination worth 30% of the total marks.

OTHER INFORMATION

Geography is a popular subject which helps students to understand the world around us and develop skills directly needed in modern life. It explores issues that are relevant to students today such as climate change and the need for sustainability. Students will travel to new places on field trips to learn about geographical environments. A three day outward bound trip to the Lake District is available during Year 10 and is an enjoyable and challenging team building experience. Many students go on to study A Level Geography. Geography is a subject that is highly regarded in employment due to the analytical nature of skills acquired by geographers.

HOSPITALITY AND CATERING

Eduqas Vocational Level 1 / 2 Award

Course Leader: Mrs D Wareing



COURSE DESCRIPTION

This Award supports learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. Students will learn about all aspects of the hospitality and catering industry which includes developing a range of practical cooking skills. This subject will encourage students to cook as well as develop vital life skills that will enable them to feed themselves and others affordably and nutritiously, now and in later life.

WHAT THE COURSE WILL INVOLVE

Unit 1: The Hospitality and Catering Industry

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently, legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant, not only to employees within food production but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

ASSESSMENT

The assessment for the Award:

Unit 1: The hospitality and Catering Industry (40%)

Examination

Unit 2: Hospitality in Action (60%)

Non-examined-assessment (NEA)

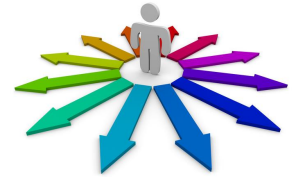
OTHER INFORMATION

Studying Hospitality and Catering can lead to an exciting and well-paid career. 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. According to the British Hospitality Association, hospitality and catering is the UK's fourth largest industry and accounts for around 10% of the total workforce, according to a report by People First.

HISTORY

GCSE Edexcel Specification

Curriculum Leader: Mr P Parkinson



COURSE DESCRIPTION

History helps us to understand the world we live in by looking at events of the past to see how they have shaped people and places to make them what they are today. As well as carrying out a 1000-year themed study and a depth study of a period of British history, students will learn about the turbulent history of the twentieth century, learning about the wars, treaties and political upheaval that have shaped the modern world.

WHAT THE COURSE WILL INVOLVE

- Paper 1 – Thematic Study & Historic Environment (Crime & Punishment in Britain c.1000 – to present day)
- Paper 2 – Period Study & British Depth Study (The Cold War 1941-91 & Early Elizabethan England 1558-88)
- Paper 3 – Modern Depth Study (Germany 1918-1939)

ASSESSMENT

- Three examinations – one for each section of the course.
- Paper 1 – 1 hour 15 minutes in length and worth 30% of the final marks
- Paper 2 – 1 hour 45 minutes in length and worth 40% of the final marks
- Paper 3 – 1 hour 20 minutes in length and worth 30% of the final marks

OTHER INFORMATION

History is a popular subject that encourages students to learn about the major events that have influenced the world we live in and to understand how these events affected ordinary men, women and children. An optional four day visit to Berlin at the end of Year 10 links to the Germany and Cold War elements of the course.

Many students go on to study A Level History or Government and Politics. Universities and employers value history qualifications as evidence of academic achievement and because of the transferable skills such as analytical thinking and written communication which are developed. Students with a background in history often succeed in careers in areas such as law, business, teaching, the media and the civil service.

MUSIC

GCSE Edexcel Specification
Curriculum Leader: Mrs C Wilkins



COURSE DESCRIPTION

GCSE Music helps students to express their creativity, develop their performing skills and appreciate different musical styles. Those students considering a career in the music industry, as a performer, producer or composer who are looking to take Music at A Level must complete the GCSE course first. Music is a challenging and enjoyable subject and is highly regarded by higher education establishments. You will work alongside outstanding teachers and have the opportunity to collaborate with some world-class visiting professionals.

WHAT THE COURSE WILL INVOLVE

- Learn about all aspects of music through three main topic strands and four areas of study
- Compose, annotate, record and appraise two compositions
- Improve your performance skills, whether that is learning an instrument from scratch or continuing to develop your skills on one

Component 1: Performing (30%)

Candidates will give two performances totalling four minutes. One solo performance and one ensemble, recorded at the end of the course. Instead of performing, you can record in the studio a song of your choice and be marked on your producing skills.

Component 2: Composing (30%)

Students are required to produce two compositions during the course, totalling three minutes of original music. Both compositions are completed through controlled assessment conditions.

Component 3: Appraising (40%)

This part of the course is designed to develop your understanding of musical elements, musical contexts and musical language. You will study a wide range of music from four Areas of Study. Within each one, you will focus on two set works ranging from Bach to Beethoven, Queen, the music from 'Wicked', John Williams' 'Star Wars' score and much more. The Areas of Study are:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions

ASSESSMENT

Appraising is assessed through a written examination paper in two sections. **Section A** covers general listening and music theory, areas of study, dictation, and unfamiliar pieces. **Section B** requires students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.

OTHER INFORMATION

Music is a popular GCSE course which can progress to A Levels in Music and/or Music Technology. It complements a range of commonly required subjects like Maths, Physics and English. Music students have a wide range of career options available to them, both inside and outside the industry, including: performer, teacher, administrator, composer, recording engineer, promoter, or music publisher. Music also helps careers in social media, film, journalism, gaming and ICT. The range of potential roles is endless!

PHYSICAL EDUCATION

GCSE OCR Specification

Curriculum Leader: Mrs F Melia



COURSE DESCRIPTION

This course will prepare learners for the further study of PE or sports science courses as well as linking with other related subject areas, such as biology. This is an ideal option for any student who wants to improve their skills and tactics in sport and learn more about how the body and mind affect performance.

WHAT THE COURSE WILL INVOLVE

- Health, fitness and well-being
- Physical training
- Anatomy and physiology
- Sports psychology
- Socio cultural influences
- Analysing and evaluating performance
- Practical activity assessment
- Opportunities to try new activities e.g. handball, amateur boxing, climbing

ASSESSMENT

- Written examination based on theoretical work covered throughout the course – worth 60% of the total marks
- Practical assessment in three activity areas taken from the two approved lists – worth 30% of the total marks
 - one from the 'individual' list
 - one from the 'team' list
 - one other from either list
- Evaluation and analysis of their own performance in order to analyse aspects of personal performance in a practical activity, evaluate the strengths and weaknesses of the performance and produce an action plan which aims to improve the quality and effectiveness of the performance – worth 10% of the total marks.

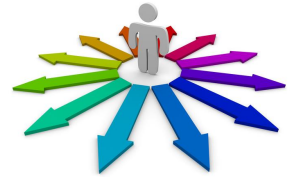
OTHER INFORMATION

Physical Education is an enjoyable and stimulating GCSE where practical lessons are taught by both PE staff and specialist coaches, in order for students to achieve their full potential. The theory lessons are taught through a 'flipped learning' model of learning, using the specialist website theeverlearner.com, which will enable students to access the classroom at any time. Students who participate in an activity not covered in school that is on the approved activity list can still be assessed in that activity. Students must be taking part in physical activity and sport outside of school, preferably at club level. Anyone who is enthusiastic about participating in sport and has an interest in the theory behind physical performance will enjoy this subject and many students go on to study A Level Physical Education and Level 3 BTEC Sport. It is a useful option for anyone considering a career in teaching, coaching, psychology, physiotherapy, health and fitness or the leisure industry.

SPANISH

GCSE AQA Specification

Subject Leader: Ms T Lonsdale



COURSE DESCRIPTION

94% of the world's population does not speak English as its first language. More than 430 million people worldwide are native Spanish speakers. In today's global economy, language skills are your passport to an exciting, fulfilling and well-paid career. Students will study Spanish and learn not only how to speak the language, but about the cultures and customs of its native speakers.

WHAT THE COURSE WILL INVOLVE

Students will learn to speak, read, write and understand the language while covering the following topics:

Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free time activities

Local, national and global areas of interest

- Social issues
- Global issues- environment and poverty
- Travel and tourism

Current and future study and employment

- My studies
- Life at school
- Education post-16
- Career choices and ambitions

ASSESSMENT

- Listening – written examination worth 25% of the total marks
- Reading – written examination worth 25% of the total marks
- Speaking – speaking test worth 25% of the total marks
- Writing – written examination worth 25% of the total marks

OTHER INFORMATION

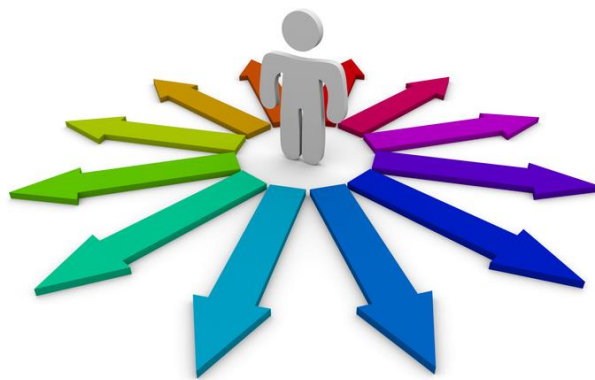
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Formby High School
Freshfield Road, Formby, Merseyside L37 3HW
Tel. 01704 873100
www.formbyhighschool.com

