

# YEAR 9

## OPTIONS GUIDE 2024

# 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 must 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  
(Assessment, Achievement and Curriculum)
- **Miss R Palmer** Y9 Climate for Learning Leader
- **Mrs A MacDunne** Careers Co-ordinator
- **Mr Z North** '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 1 February (FOR) / 8 February (MBYH) and during the individual guidance interviews on Wednesday 21 and Thursday 22 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.

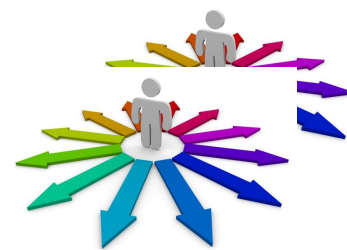
# CHOOSING YEAR 10 COURSES

## Key Dates



<b>Monday 22 January</b>
Year 9 Options Information Evening at 6pm.
<b>Monday 22 January</b>
Year 9 Subject Consultation Evenings online booking opens at 8pm.
<b>Tuesday 23 January</b>
Year 9 Options Information Assembly for students during period 1.
<b>Thursday 1 February</b>
Year 9 FOR Subject Consultation Evening.
<b>Thursday 8 February</b>
Year 9 MBY Subject Consultation Evening.
<b>Wednesday/Thursday 21 &amp; 22 February</b>
Online options interview appointments for students and parents with a member of our Senior Leadership Team or Year 9 Options Team.
<b>Friday 1 March</b>
Deadline for the submission of all Options Forms. Collation of data to determine sets and numbers of students opting for each subject.
<b>Week beginning Monday 11 March</b>
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	PERSONAL DEVELOPMENT
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We anticipate that most **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 Combined)	GCSE RELIGIOUS STUDIES	GCSE OPTION HUMANITIES Geography and/or History	GCSE OPTION Spanish	GCSE OPTION	GCSE OPTION OR VOCATIONAL COURSE	HEALTH, FITNESS & WELL-BEING	PERSONAL DEVELOPMENT
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## Pathway Two

GCSE ENGLISH LANGUAGE & LITERATURE	GCSE MATHS	GCSE SCIENCE (Separates or Combined)	GCSE RELIGIOUS STUDIES	GCSE OPTION Separate Sciences Geography, History, Spanish Computer Science	GCSE OPTION	GCSE OPTION OR VOCATIONAL COURSE	GCSE OPTION OR VOCATIONAL COURSE	HEALTH, FITNESS & WELL-BEING	PERSONAL DEVELOPMENT
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## Pathway Three

GCSE ENGLISH LANGUAGE & LITERATURE	GCSE MATHS	GCSE SCIENCE (Combined)	GCSE RELIGIOUS STUDIES	VOCATIONAL COURSE OPTION	VOCATIONAL COURSE OPTION	VOCATIONAL COURSE OR GCSE OPTION	GCSE OPTION OR *EXTRA ENGLISH & MATHS	HEALTH, FITNESS & WELL-BEING	PERSONAL DEVELOPMENT
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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.

### **COMBINED SCIENCE**

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:**

Pathway 1 allows access to the ENGLISH BACCALUAREATE (EBACC). In most European countries students are expected to pursue a broad and rounded range of academic subjects until the age of 16. Choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities. The EBACC Suite includes English, Mathematics, History and/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:

<b>ENGLISH</b> Two GCSEs in English Language and English Literature	<b>MATHEMATICS</b> GCSE Mathematics
<b>SCIENCE</b> Two Science courses from GCSE Separate Sciences or Combined Science	
<b>HUMANTIES</b> GCSE History and/or GCSE Geography	<b>MODERN LANGUAGES</b> 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:

<b>ENGLISH</b> Two GCSEs in English Language and English Literature	<b>MATHEMATICS</b> GCSE Mathematics
<b>THREE EBACC SUBJECTS from</b> GCSE Separate Sciences, GCSE Combined Science, GCSE Computing, GCSE History, GCSE Geography, GCSE Spanish	
<b>THREE FURTHER SUBJECTS</b> At least one GCSE and/or vocational courses (see below)	

**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:

<b>ENGLISH</b> Two GCSEs in English Language and English Literature	<b>MATHEMATICS</b> GCSE Mathematics
<b>AT LEAST TWO VOCATIONAL COURSES from</b> OCR Creative iMedia, Eduqas Level 2 Engineering, Eduqas Level 2 Hospitality & Catering, OCR Sport	
<b>TWO FURTHER SUBJECTS</b> A third vocational course and GCSE course OR two GCSE courses (some students might take one course and study English & Maths) with a preference for a Humanities subject at GCSE.	

The next step is to look carefully at all 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 Wednesday 21 or Thursday 22 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 Options 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 1 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 2024



GCSE BUSINESS STUDIES	OCR CREATIVE iMEDIA	GCSE COMPUTER SCIENCE	GCSE DANCE
GCSE DRAMA	EDUQAS LEVEL 2 ENGINEERING	GCSE FINE ART	GCSE GEOGRAPHY
GCSE HISTORY	EDUQAS HOSPITALITY AND CATERING	GCSE MUSIC	GCSE PHYSICAL EDUCATION
	GCSE SPANISH	OCR SPORT STUDIES	

**Please note: where take-up for a particular subject is low, the course might not be viable, and the offer could be withdrawn. Furthermore, the numbers for some courses might be capped and a decision to allocate places will be decided by a randomised draw.**

**All students MUST identify a RESERVE CHOICE.**

Please submit your completed Options Choices via our Survey Monkey online form Friday 1 March at the latest.

For further information, please contact Mr Slater or Miss Palmer via phone 01704 873100 or email [exams.database@formbyhighschool.com](mailto:exams.database@formbyhighschool.com)





# CORE SUBJECTS

# ENGLISH LANGUAGE

GCSE Eduqas Specification  
Curriculum Leader: Mrs E Hughes



## 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 E Hughes



## 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 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

Key Stage 4 Coordinator for Mathematics: Miss S Owens



## 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 – expressions, 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 began their GCSE Mathematics course during the Autumn term of Year 9.

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 workplace 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, A Level Further Mathematics or Core Mathematics.

# COMBINED (TRILOGY) SCIENCE

GCSE AQA Specification

Curriculum Leader: Mr T Rush



## COURSE DESCRIPTION

Most students at Formby High School will study the Combined (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

- 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

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

## 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 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 21<sup>st</sup> 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 and that enjoying physical activity is associated with happiness and lower levels of worry.

Students will also complete the Youth Sports Trust 'Life Skills' Award in these lessons. The PE Life Skills Award allows teachers to formally recognise pupils' learning through evidence-based assessment in the PE curriculum. This includes their progress in the physical aspects of PE and their social, cognitive, and emotional development too. For pupils, it gives purpose to their learning and helps them to value PE and develop a positive relationship with physical activity that will stay with them long into the future.

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, in certain activities, students will 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, 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
- Visiting coaches- self-defence, handball, basketball.
- At the end of Year 11, students will receive 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 Personal Development 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 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.

# PERSONAL DEVELOPMENT

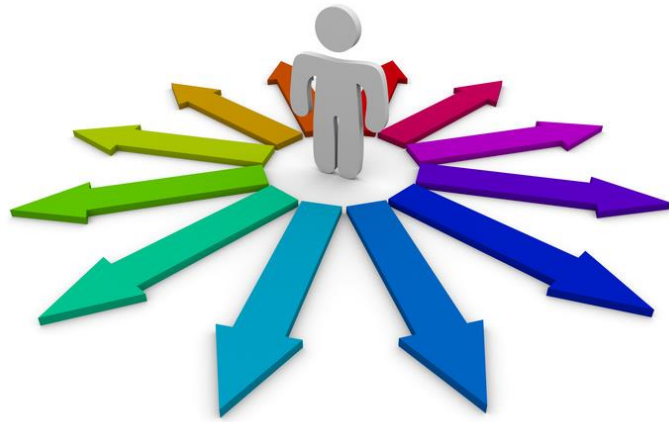
PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION and CITIZENSHIP

Curriculum Leader: Mrs A MacDunne

The Personal Development curriculum delivers the vital knowledge and skills our young people need at Formby High School and beyond. It incorporates Personal, Social, Health and Economic Education (PSHEE), Citizenship and covers all statutory requirements in areas such as drug education, health education and sex and relationships education. Students are prepared for life in modern Britain by learning about fundamental British Values.

Personal Development helps students understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. The curriculum is flexible and responsive to deal efficiently with school and wider issues as they arise and provides a safe and supportive environment to discuss complex, sensitive and current topics. It plays a key role in the safeguarding of our students by adopting a preventative approach and signposts them to people and organisations who can offer support.

Alongside the fortnightly lessons, the curriculum is delivered through visiting speakers, workshops, and assemblies. Tutor time is also utilised to support Personal Development with a weekly timetable of sessions including current affairs, job of the week and 'PD Snapshot' which is a short session that addresses current topics or national events such as Anti-bullying week or International Women's Day.



# OPTIONS SUBJECTS

# BUSINESS

GCSE AQA Specification

Curriculum Leader: Mr J Nixon



## 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 R Allan



## 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 desirable, transferable skills such as research, planning and review, working with others and communicating creative concepts effectively. A range of computer-based skills are developed allowing students to become familiar with using advanced vector, raster, and presentation software for developing and modifying images and other information.

## WHAT THE COURSE WILL INVOLVE

The course consists of three modules:

- Unit R093 – Students learn about the different areas of the media industry and the products produced by each. They learn about the creative and computer-based skills used in different parts of the industry, focusing on pre-production, planning, content development and audience identification.
- Unit R094 – Students learn how to develop a visual identity that represents a company before applying it to promotional media. Students will develop research and image editing skills, using a range of different types of software, to create final pieces of work that meet the needs of the brief. Students will learn about the important factors that affect the purpose and function of digital graphics, identifying the benefits of using vector or raster graphics depending upon the purpose as well as discovering how resolution, colour depth and file format can affect the final product.
- Unit R097 – 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.

## ASSESSMENT

Units R094, R097 are centre assessed and externally moderated while R093 is an externally assessed examination.

- R093: Creative iMedia in the Media Industry (Examination) 40%
- R094: Visual Identity and Digital Graphics 25%
- R097: Interactive Digital Media 35%

## 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 in two separate units:

1. **Computer Systems (50%)** – a one-hour 30-minute examination to assess understanding of the theory content of the specification.
2. **Computational Thinking, Algorithms and Programming (50%)** – a one-hour 30-minute examination to assess understanding of programming techniques, algorithms, and computational logic.

## 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 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 can 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 K Donlevy



## COURSE DESCRIPTION

Drama inspires confidence and encourages creativity. Whatever your future career, Drama can help you to develop skills such as teamwork 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 teamwork. 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

Eduqas Level 1/2 Vocational Award in Engineering  
Course Leader: Mr A Chestnutt



## COURSE DESCRIPTION

The Vocational Award in Engineering has been designed to support learners in schools and colleges 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.

- 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.

### Unit 1: Manufacturing Engineering Products (internal assessment)

Provides learners with the opportunity to interpret different types of engineering information to plan how to manufacture engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment to manufacture and test a product.

### Unit 2: Designing Engineering Products (internal assessment)

Allows learners to explore how an engineered product is adapted and improved over time and offers the opportunity to apply their knowledge and understanding to adapt an existing component, element, or part of the engineering outcome that they manufactured for Unit 1.

### Unit 3: Solving Engineering Problem (external assessment)

Introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general

## ASSESSMENT

There are 3 assessed components.

- Unit 1 – 40% internally assessed assignment
- Unit 2 – 20% internally assessed assignment
- Unit 3 – 40% externally assessed examination

## OTHER INFORMATION

With a Vocational Award in Engineering, students can 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: Mrs C Clark



## 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
- Printmaking
- Mixed media
- Gallery visits

## 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. 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 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.

# 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 one 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. The qualification involves completing two days of fieldwork; one day involves investigating an upland river in Snowdonia National Park and the second day involves a study at the Royal Albert Dock, in Liverpool. Many students go on to study A Level Geography. A visit to Iceland may also be offered. 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

Subject Leader: Mrs L Lloyd



## 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 will study all aspects of the vocational sector including the types of hospitality and catering providers and about the workings in the industry. They will learn how a hospitality and catering establishment runs and the factors that need to be considered to enable businesses to stay financially viable. Students will also learn about health and safety in hospitality and catering setting, as well as food related causes of ill health.

### Unit 2: Hospitality and Catering in Action

Students will learn a variety of high-quality preparation and cookery skills making a wide range of savoury and sweet dishes throughout year 10 and year 11. They will draw on their learning of different types of hospitality & catering provision, health and safety, food related ill health, cookery, and nutritional skills by developing their own dishes to suit a certain context which changes yearly. They will plan and justify their selected two dishes. They will prepare, cook, and present them, before evaluating and reviewing success.

The course content is relevant, not only to jobs within the hospitality and catering sector but also within food production, food safety, nutritionists, and marketing. Learners will develop a range of personal attributes; for example, communication, confidence, learning independently, organisation, problem solving, research and time management.

## ASSESSMENT

The assessment for the Award:

Unit 1: The Hospitality and Catering Industry (40%) - written examination – summer series of Year 11.

Unit 2: Hospitality in Action (60%) - non-examined-assessment (NEA) 12 hours – including a three-hour cookery assessment during the autumn term of Year 11.

## 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 J Fitzgibbon



## 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 who enjoy music through listening and performing and would like to develop their skills further. Music is an exciting, challenging, fun and enjoyable subject and is highly regarded by higher education establishments. You will work alongside outstanding teachers and can 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

## ASSESSMENT

### 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. The exam board will look at accuracy of pitch and rhythm, as well as expression.

### 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. Throughout the course, students will gain the skills they need to develop their own song/musical writing.

### 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

## 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, MFL, 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. trampolining, 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 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, 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](http://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

Languages appeal to a variety of students who wish to open doors to future pathways for careers and life experiences and Spanish is a very popular language choice, both in Formby High School and nationally. Spanish is a successful course for students who enjoy speaking another language and want to become more fluent. Spanish lessons are a mixture of all skills as well as learning about cultures and customs in Spanish-speaking countries around the world. In today's global economy, language skills are your passport to an exciting international lifestyle and the possibilities of a fulfilling and well-paid career.

## 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

Do you want to travel? Live abroad? Work abroad? Do you like speaking to new people and finding out about culture in other countries? Linguists' skills are in high demand by employers and universities as they are logical thinkers with good communication, attention to detail, confidence and good problem-solving skills.



# SPORT STUDIES

Cambridge Nationals OCR Specification  
Curriculum Leader: Mrs F Melia



## COURSE DESCRIPTION

Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport. The course will inspire you to develop real-world skills to prepare you for your future.

## WHAT THE COURSE WILL INVOLVE

The course will involve studying the following units:

- Contemporary Issues in Sport
- Performance and Leadership in Sports Activities
- Increasing Awareness of Outdoor and Adventurous Activities (OAA)

## ASSESSMENT

- One written examination based on theoretical work covered in the Contemporary Issues in Sport unit. This is sat in January in Year 11, with the option of a re-sit in June of Year 11.
- Coursework units in 'Performance and Leadership in Sport' and 'Outdoor Adventurous Activities.' These involve a mixture of both computer room-based lessons and practical lessons. The 'Outdoor Adventurous Activities' unit also involves an off-site assessment in a practical OAA activity.

## OTHER INFORMATION

Sport Studies is an enjoyable and stimulating course where practical lessons are taught by both PE staff and specialist coaches, for students to achieve their full potential. For theory lessons, students also have access to the specialist website [theeverlearner.com](http://theeverlearner.com), which will enable students to access the classroom at any time.

The skills you will develop would help you progress onto further study in the exercise, physical activity, sport, and health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport and Physical Activity, AS or A-Levels, such as Physical Education, Psychology, Sociology, Sport or Media, or an apprenticeship as a community activator coach, leisure team member, personal trainer, or outdoor activity instructor.



# NOTES





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