



# MIDDLEWICH HIGH SCHOOL

Year 9 Curriculum and Pathways Guidance Booklet



**EXCELLENCE IN LEARNING - ACHIEVEMENT FOR ALL**



“ Education is not the  
learning of facts, but the training  
of the mind to think. ”

ALBERT EINSTEIN



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## WELCOME



Dear students and families, we know this is an exciting time for you as you take the first steps in shaping your future career(s). We have carefully constructed a range of qualifications that will ensure you have access to the best opportunities that lie ahead of you. Our rationale is very much that whilst it may not be your wish to attend a University – you should have the choice.

Our qualifications will support students with a range of interests and talents. We firmly believe that the suite of GCSES you will leave us with will fully prepare you for life beyond school, and will inspire you to bigger and better things in your futures. Please be assured we will invest significant time in supporting you in deciding your choices, this pathways process is designed to set you up for success and a bright, ambitious future.

Looking forward to working with you,

HEIDI THURLAND - Headteacher



# CURRICULUM RATIONALE

Middlewich High School's curriculum demonstrates our ambition for 'Excellence in Learning – Achievement for All' and is designed to meet the needs and aspirations of our students, parents/carers, the local community and the changing world. It is centred on high expectations and achieving excellence in outcomes but also, importantly, in broadening horizons, understanding the world we live in, challenging our students to have courage and be the leaders of the future.

Our desire for excellence and our determination to ensure that all our students achieve excellence means we offer a fully inclusive, broad and well -balanced curriculum, supporting students from entry to the point they leave school in Year 11, to pursue Higher and Further Education and become effective employees and responsible global citizens.

Having followed a broad and balanced, three-year Key Stage 3 curriculum, students have the opportunity to make some choices about what they study at Key Stage 4 (Years 10 and 11.)



## OUR CURRICULUM OFFER TO YEAR 9 IS:

- **CORE SUBJECTS**
  - English Language & English Literature
  - Maths
  - Combined Science (Dual)
  - Core RE – Religion in the Modern World
  - Core PE
  - i-Value & Careers
- **CORE EBacc SUBJECTS**
  - Geography
  - History
  - French
  - Spanish

**Students will choose ONE humanity** (geography or history) and **ONE** language (French or Spanish)

- **INVITATION-ONLY PATHWAY SUBJECTS**
  - Computer Science
  - Triple Science
- **PATHWAY SUBJECTS - Choose TWO from**
  - Art and Design
  - Cambridge National Creative i-Media
  - Cambridge National Sports Studies
  - Design & Technology
  - Drama
  - Music
  - Religious Studies



## CURRICULUM RATIONALE

Triple Science (biology, chemistry and physics as separate sciences) AND/OR Computer Science will be by invitation only for those students who are able to meet the highest academic standards. Students will need to demonstrate a positive work ethic and attitude to learning in science and/or computing throughout Year 9, and pass an exam in the relevant subject at the end of year 9, in order to progress to the Triple Science or Computer Science GCSE in Year 10.

If they have been selected, your child will receive a letter or email inviting them to study Triple Science and/or Computer Science.

Please note if your child is not selected to study Triple Science, this does not prevent them from studying science A-levels at our partner colleges such as Sir John Deane's College or Cheshire South & West College.

Equally, GCSE Computer Science is not required to study A-level computing at our partner colleges.

This curriculum is complemented by the opportunity for students to follow their passions and opt to study two of those subjects that they enjoy and will achieve most in at Key Stage 4 (Years 10-11). This allows students to pursue different pathways such as performing arts, creative or sport, and sets students up for success in all subjects.

If you are invited to study either Triple Science or Computer Science this will replace one or both of your remaining two choices.

This curriculum combination enables students to have as many opportunities as possible open to them when they move onto the next phase of their education and provides students with a broad range of experiences to take with them.





## KEY STAGE 4 COURSES

ALL STUDENTS WILL STUDY A '**CORE**' OF SUBJECTS IN YEARS 10 AND 11:



**ENGLISH** (2 GCSEs - Language and Literature)



**MATHEMATICS** (GCSE)



**SCIENCE** (2 or 3 GCSEs)



**GEOGRAPHY or HISTORY** (GCSE)



**FRENCH or SPANISH** (GCSE)



**i-VALUE** (NON-EXAM)



**CORE RELIGION IN THE MODERN WORLD** (NON-EXAM)



**CORE PHYSICAL EDUCATION** (NON-EXAM)



## MAKING REQUESTS FOR SUBJECTS

Students should make their choices very carefully, but must realise that they are making requests and are asking to follow courses in the subjects selected. Sometimes students request subjects in which they are not really interested and/or in which they are not as successful as they are in others.

In very rare cases, a course is either too popular or not popular enough to be viable.

If either of these situations occur, we may not be able to give all students a place on all the courses they request. If a request cannot be met, students will meet with a member of the Senior Leadership team to discuss this further. No new decisions will be made without asking students to discuss the changes with their parents/carers.







ENGLISH LANGUAGE AND LITERATURE – Mrs C. Parkins



MATHEMATICS – Miss H. Watt



COMBINED SCIENCE (DUAL) – Mrs L. Abbott



CORE RE – RELIGION IN THE MODERN WORLD – Mrs H. Thomas



CORE PHYSICAL EDUCATION – Mr A. Denham



i-VALUE/CAREERS – Mrs C. Anderson



EBACC - GEOGRAPHY – Mrs A. Young



EBACC - HISTORY – Mrs C. Beechener



EBACC - MODERN FOREIGN LANGUAGES: FRENCH & SPANISH – Mr M. Evans



# The core subjects





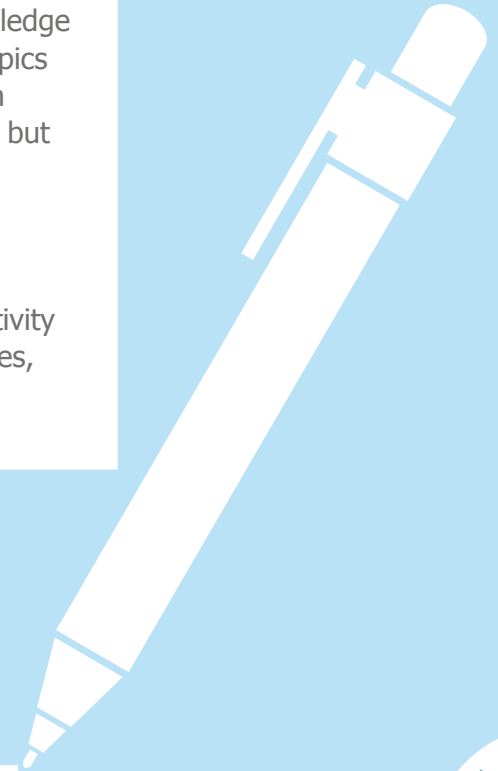
## Subject overview:



Studying English Language allows students to develop their understanding of both fiction and non-fiction texts. Students will gain knowledge relating to different text types, exploring the purposes of these and considering the methods that writers use to convey their perspectives.

Through studying the course, we aim for students to gain knowledge for life, sculpting the schemes of work around relevant social topics such as 'Scandinavian Life Vs Life in the UK'. Our aim is to teach students the required skills for approaching the exam questions but also to enrich them with knowledge for lifelong learning.

Alongside their reading students will continue to develop writing skills, building on what they have already learnt at KS3. We wish to instil a love of writing at length, with a flair for creativity and an appreciation of how to cater writing to different text types, purposes and audiences.







## Assessment:

**PAPER ONE:**

Explorations in Creative Reading and Writing  
50% of overall grade  
80 marks  
1 hour 45 minutes long.

**PAPER TWO:**

Writers' Viewpoints and Perspectives  
50% of overall grade  
80 marks  
1 hour 45 minutes long

**TWO SECTIONS:**

Section A - reading  
Section B - writing to describe/writing a narrative

**TWO SECTIONS:**

Section A - reading  
Section B - opinion writing

## Characteristics for success:

- Reading for pleasure, including books from a wide range of genres, time periods (including 1930s) and cultures.
- Reading both fiction and non-fiction texts.
- Writing at length.
- A reflective learner who proofreads writing.

## Post 16 Pathways and Careers:

English Language provides students with knowledge for lifelong learning and skills that are transferable to a range of different subjects.

Careers include Digital Copywriter, Journalist and Lawyer.







### Subject overview:



Studying English Literature allows students to understand and appreciate the world, life experiences and different time periods. It develops students' ability to appreciate other perspectives.

Within the Literature course, students will be given the opportunity to study texts from different eras and they will look at a range of text types including plays, poetry and novels. Through these texts, students will expand on their understanding and appreciation of the reasons why texts are created, considering what the writer wanted to teach the reader/audience.

They will develop their ability to critically analyse a range of texts, drawing links between texts that are written and the times in which they were published.





Assessment: **PAPER ONE:**

Shakespeare (Macbeth) and  
19th Century Novel (A Christmas Carol)

40% of overall grade  
64 marks  
1 hour 45 minutes long.

**PAPER TWO:**

Modern Text (Blood Brothers or Inspector Calls),  
Power and Conflict Poetry and  
two Unseen Poetry questions.

60% of overall grade  
96 marks  
2 hours 15 minutes long

Characteristics for success:

- Reading for pleasure, including books from a wide range of genres, time periods and cultures.
- A desire to understand the time periods in which texts are written and how this relates to the content of the text.
- An appreciation and inquisitiveness around why texts are created.
- A developing ability to explore the methods that writers use to convey their ideas.

Post 16 Pathways and Careers:

English Literature provides students with knowledge for lifelong learning and skills that are transferable to a range of different subjects.







## Subject overview:



Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. Mathematics is a universal part of human culture, it underpins the world around us and a good understanding of mathematics will help with many everyday life activities.

It is the tool and language of commerce, engineering and other sciences. Mathematics plays a vital, often unseen, role in many aspects of modern life, for example: travel, finance, medicine, construction, manufacturing and business.

During the course of study students will build on the content, knowledge and skills developed at Key Stage 3. Students will use the skills and knowledge they have acquired to solve tasks and problems across Number, Algebra, Probability, Statistics, Geometry and Measures, Ratio Proportion and Rates of change.





### Assessment:

GCSE Mathematics has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9), student's grades will be awarded solely on their examination performance at the end of year 11. Students must take three question papers at the same tier and in the same examination series.

There are three examinations each lasting 1 hour 30 minutes. Paper one is a non-calculator paper; in papers two and three calculators can be used.

Students will be placed in sets based on their ability and will follow the appropriate scheme of work for their level. All students will have access to a standard pass (grade 4) and a good pass (grade 5) regardless of tier of entry. These grades are often a requirement of future study at College and University. Educational policy in England requires full-time students aged 16–18 who have not achieved grade 4 or higher in GCSE Mathematics to continue studying maths.

Some students will also be offered the opportunity to develop their skills by following a GCSE Further Mathematics qualification, which will further stretch their mathematical skills, knowledge and understanding and provides an excellent foundation for future study.

### Characteristics for success:

Mathematics is one of the most rewarding subjects students will study during their school education. We believe every student can behave mathematically and that all students can succeed in our subject. It is our fundamental belief that, through effort, all pupils are capable of understanding, applying and improving at mathematics. Students need to think hard, be resourceful and resilient. They need to persevere when the answer is not immediately apparent to them and have the determination to achieve.

### Post 16 Pathways and Careers:

Students can continue their study of mathematics through a range of post 16 qualifications, either directly through A Level Maths or core maths or indirectly through the Sciences, Technology or Engineering. In the world of work, the importance of mathematics is unquestionable. It is indispensable in commerce and finance and is key to science and engineering. It is used ever increasingly in our modern society.

If you enjoy mathematics, you may find the opportunities for using it in management, genetics, geology, pharmacy, engineering, economics, statistical analysis, operational research, psychology, insurance and radiotherapy to list a few. The range of jobs where a mathematical background is desirable is vast.

Analytical and quantitative skills are sought by a wide range of employers and whatever student's future study or career plans are; a good mathematics GCSE provides students with good job prospects.

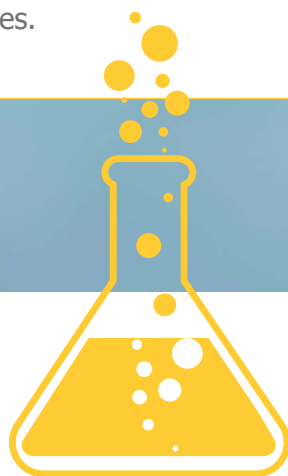


## Subject overview:



We believe that science has something to offer every student. GCSE study in combined science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity and global challenges.

All students are taught essential aspects of the knowledge, methods, processes and uses of science. Students learn how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application. The sciences are studied in ways that help students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives.

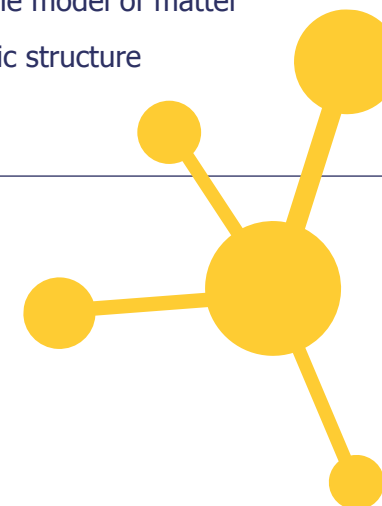




**Assessment:**

Students study all three sciences (Biology, Chemistry and Physics) and achieve two GCSEs. They are awarded two GCSE grades based on their overall performance across all three science subjects. The key difference between combined science and separate (triple) science is the depth you go into and the number of individual GCSE qualifications you come away with.

BIOLOGY TOPICS	CHEMISTRY TOPICS	PHYSICS TOPICS
<ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection and disease</li><li>• Bioenergetics</li><li>• Ecology</li><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure and the Periodic Table</li><li>• Bonding, structure and the properties of matter</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li><li>• Rate and extend of chemical change</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li></ul>	<ul style="list-style-type: none"><li>• Forces</li><li>• Energy</li><li>• Waves</li><li>• Electricity</li><li>• Magnetism and electromagnetism</li><li>• Particle model of matter</li><li>• Atomic structure</li></ul>







## Characteristics for success:

This course will provide students with a broad range of skills in problem solving and logical reasoning. Students need to think scientifically meaning critically and analytically. Students will need to challenge their own understanding, perceptions and judgements of the world around them.

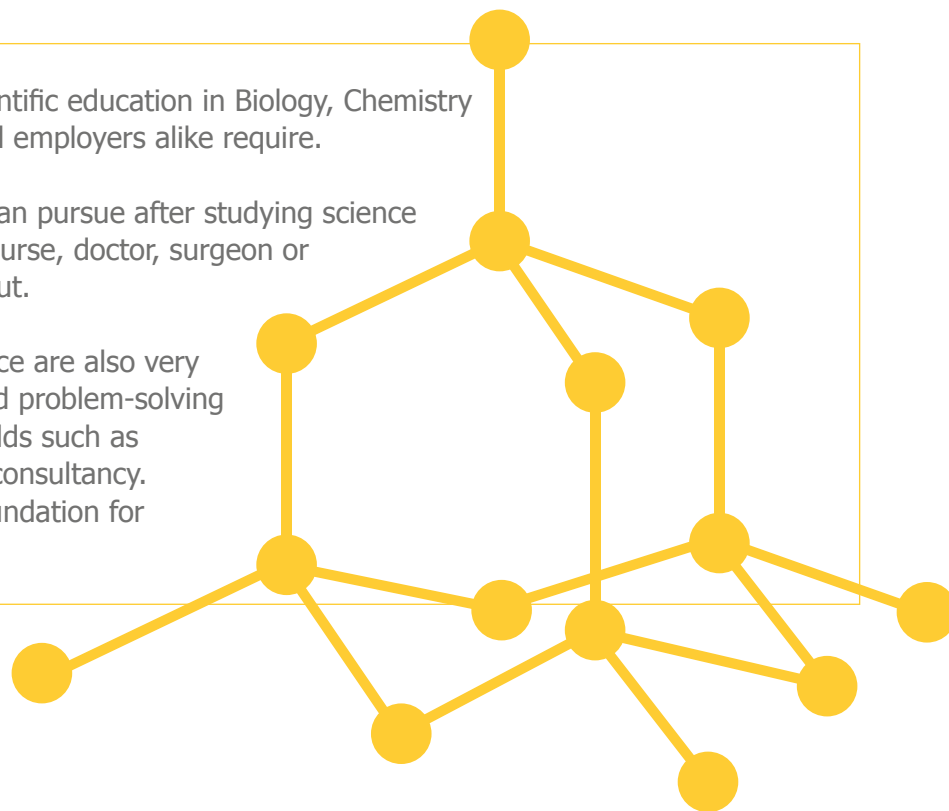
They need to use and apply a range of mathematical skills across all three sciences. In order to be able to develop their skills, knowledge and understanding, students need to select and apply the appropriate areas of mathematics relevant to the subject.

## Post 16 Pathways and Careers:

This course provides a good base for scientific education in Biology, Chemistry and Physics that colleges, universities and employers alike require.

There are a huge variety of careers you can pursue after studying science such as medicine, including becoming a nurse, doctor, surgeon or dentist, a vet, marine biologist or astronaut.

Students with good qualifications in science are also very marketable because of their analytical and problem-solving skills which are particularly relevant to fields such as business, finance, law and management consultancy. The course also provides an adequate foundation for further specialist study of the sciences.





## Subject overview:



Religion in the Modern World enables students to learn about religious and non-religious responses to ethical issues such as prejudice and discrimination, peace and justice, medical ethics and relationships with a focus on current news and events where appropriate.

Students will be formulating informed views and opinions, and developing their skills of debating, communication, listening, interpretation and analysis.

Embedded in the learning is a strong commitment to the British values of respect, equality and tolerance. We nurture a feeling of being a global citizen within our students, accepting people's differences and embracing the opportunity to learn about different cultures, ethics and religion.







### Assessment:

There is no formal assessment within the subject, however throughout the course we include debate sessions, where students then reflect upon their performance in these. At the end of each unit, there is a written evaluative question that they complete and is assessed against a set of criteria, which allows them to demonstrate their skills of presenting an argument, analysing different views and opinions, and evaluating these.

### Characteristics for success:

Religion in the modern world is relevant to all students. Students need to have an enquiring mind, and be able to present different views and opinions. They should be well read on current affairs and be able to bring this learning into the classroom.

### Post 16 Pathways and Careers:

Students can continue their study of Religion and Ethics at A-level looking at subjects such as Sociology, Philosophy and Religious Studies. The skills that we develop in the lessons, will prepare them to be successful in many different careers such as police, army, nursing, teaching, social work and politics.

We know, through studying Religion in the Modern World, our students will be tolerant and respectful young people; accepting of others, and prepared for life beyond the classroom.





## Subject overview:



As part of our core subject offer all students will receive 2 hours of practical PE per fortnight.

During the Physical Education course, students will learn to:

- Develop knowledge and practical skills in a range of practical activities
- Find ways to improve performance in a variety of roles
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity
- Appreciate the benefits of promoting 'sport for all'

The course will require students to actively participate in practical based lessons

Students will experience a wide variety of physical activities and sports, with the opportunity to work as an official and coach, not just as the main performer. Students will also look at healthy and active lifestyles, learning the anatomy and physiology of the human body and the effects of lifestyles on performance.







## Assessment:

There is no certificated qualification or examination attached to core PE. Student's progress and attitudes to learning will be regularly assessed and reported throughout their time studying Core PE.



## Characteristics for success:

During the Physical Education course, students will learn to:

- Develop knowledge and practical skills in a range of practical activities
- Find ways to improve performance in a variety of roles
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity
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## Post 16 Pathways and Careers:

As well as encouraging students to become more active we hope to develop lifelong learning that will help our students to continue to be active and healthy in life beyond Middlewich High School.

How will studying Physical Education benefit me in the future?

Physical Health, leadership and regular engagement in physical activity and sport are highly respected by employers, colleges and universities due to their unique learning environment and the impact they have on developing students' personal qualities, emotional health and self-confidence. Our learning strands develop skills in leadership, organisation, target setting, teamwork, problem-solving and communication. These skills are transferable and will support our students as they develop and progress in their life beyond MHS.





## Subject overview:



At Key Stage 4, students will continue to study i-value (PSHE), once per fortnight with their Form Tutors. Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

We strive as a learning community to nurture our young people's sense of citizenship and to promote their spiritual, moral, social and cultural (SMSC) development at every opportunity. We also endeavour to ensure that our learners have regular opportunities, both through the curriculum and the wider life of our school, to reflect on and demonstrate the values that underpin British society and life.

These values include:

- Equality and respect
- Tolerance and celebration of diversity
- Rights and responsibilities
- Democracy and the rule of law
- Citizenship and community
- Kindness and consideration

Our i-Value curriculum incorporates relationships and sex education (RSE). The purpose of RSE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

Some elements of RSE such as sexual reproduction are taught through the Science curriculum, for example, the reproductive cycle to which there is no parental/guardian right of withdrawal. Other aspects are included in our Religion in the Modern World (RE) curriculum.

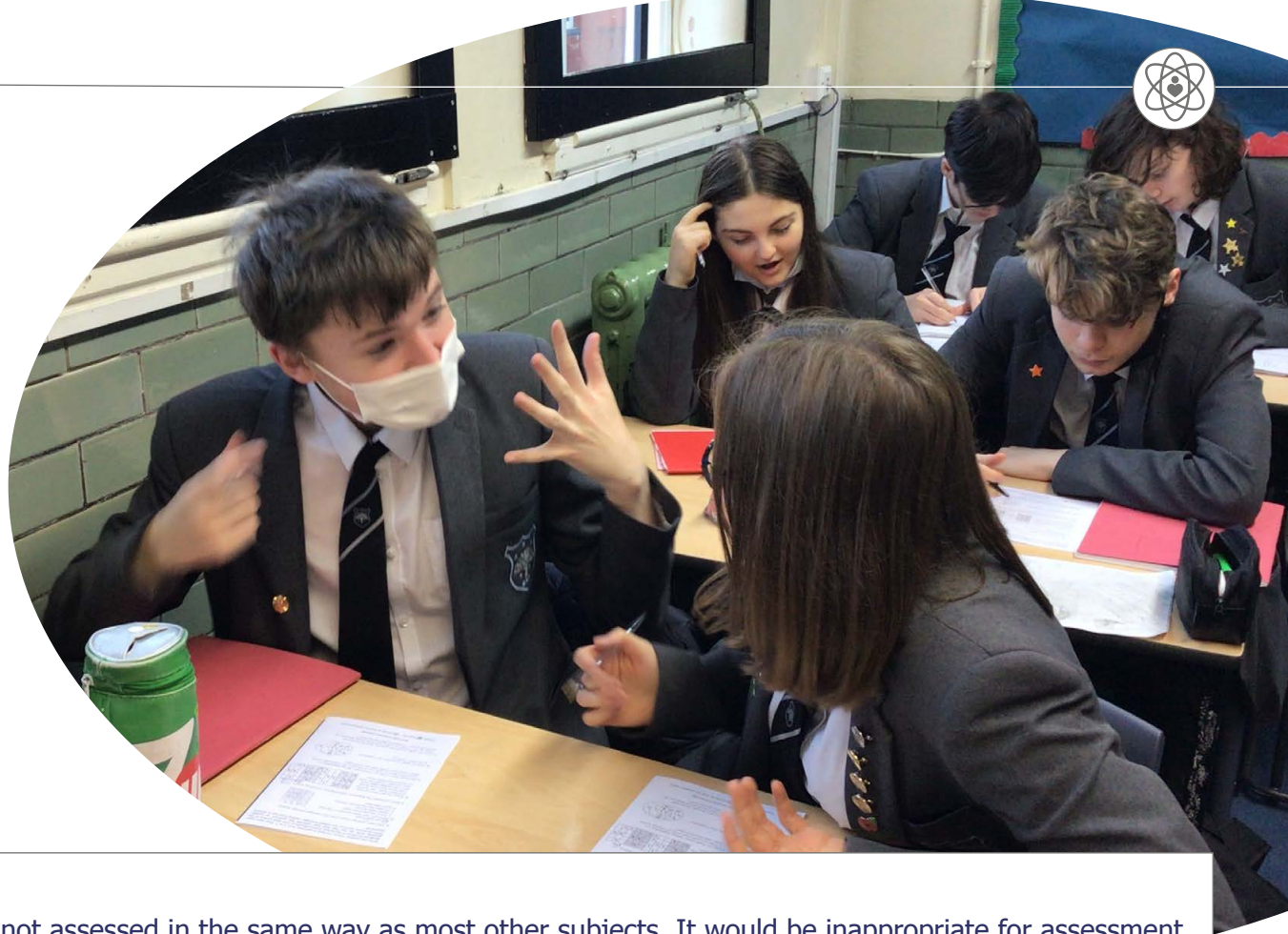
RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Careers based activities are embedded within the i-value curriculum and within individual subject areas. Students are encouraged to develop enterprise skills, learn how to take risks and solve problems resulting in a creative and innovative outcome.

The careers programme also includes: personalised careers guidance, interviews with external providers, workplace-visits, mock interviews, curriculum area signposting (in subject areas), MHS careers fair, external visitor workshops, assemblies from further education providers and external trips on i-Value days (for example: World Skills Exhibition).





### Assessment:

PSHE education is not assessed in the same way as most other subjects. It would be inappropriate for assessment in PSHE education to imply passing or failing for instance, as this might imply passing or failing 'as a person', given the subject's personal nature. It is however, possible to recognise and evidence progress and attainment in PSHE education knowledge, understanding, skills and attributes.

There are no formal assessments leading to a qualification however, students are assessed in a variety of ways to check their learning and to identify areas where further support is required.

### Post 16 Pathways and Careers:

i-Value prepares students for a rapidly changing world, the subject will help young people to connect with their future career potential, develop their employability skills and help them to explore future career and study options at school. The curriculum allows students to develop their own goals, aims and ambitions.









## Subject overview:



Geography is a contemporary subject. It is dynamic and relevant to everyday life. The new AQA specification enables a variety of teaching and learning approaches. This exciting and relevant course studies both physical and human Geographical themes and investigates the link between them.

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

The key themes that will be investigated over the two-year course are the interaction between people and their environment, and the rapid economic and social developments that are affecting people across the globe.

- Living with the physical environment — the challenge of natural hazards, physical landscapes in the UK and the living world.
- Challenges in the human environment — urban issues & challenges, the changing economic world & the challenge of resource management
- Geographical applications — issue evaluation & fieldwork
- Geographical skills

There are two compulsory field trips - one to investigate a river system in Goyt Valley, and one to study urban regeneration in Salford Quays.







The course is assessed by two 1½ hour examinations (each worth 35%) and one 1¼ hour examination at the end of Year 11 (worth 30%).

**PAPER ONE:** Living with the Physical Environment  
**PAPER TWO:** Challenges in the Human Environment  
**PAPER THREE:** Geographical Applications

There are **NO** tiers; all students will sit the same examinations with the opportunity to achieve grades 1-9.

On all three-exam papers there will be a variety of question types including multiple-choice, short answer and extended writing.

Students are expected to engage fully in all lessons and have keen interest in global issues, in and outside the classroom. They should be prepared to both work independently and engage with other students in the room in a respectful way.

Students will develop a range of transferable skills including: an ability to view situations from multiple perspectives; developing written discussions; statistical and data manipulation, an ability to evaluate different situations; understanding the interconnected nature of today's modern society.

Geography is a subject that is well respected by employers, colleges and universities, as throughout the course you will build upon skills, such as working with others, problem solving, analysing data, communication skills and ICT skills. All of these skills are transferable to other subjects. Geography bridges the sciences and arts subjects. There is an overlap with the content in Science.

There are a broad range of careers open to keen geographers such as; Police and Armed Forces, environmental consultant, weather analyst, travel industry, conservation, planning, business development, travel writing, marketing and advertising, solving global issues (policy planning) and many more.

Assessment:

Characteristics for success:

Post 16 Pathways and Careers:

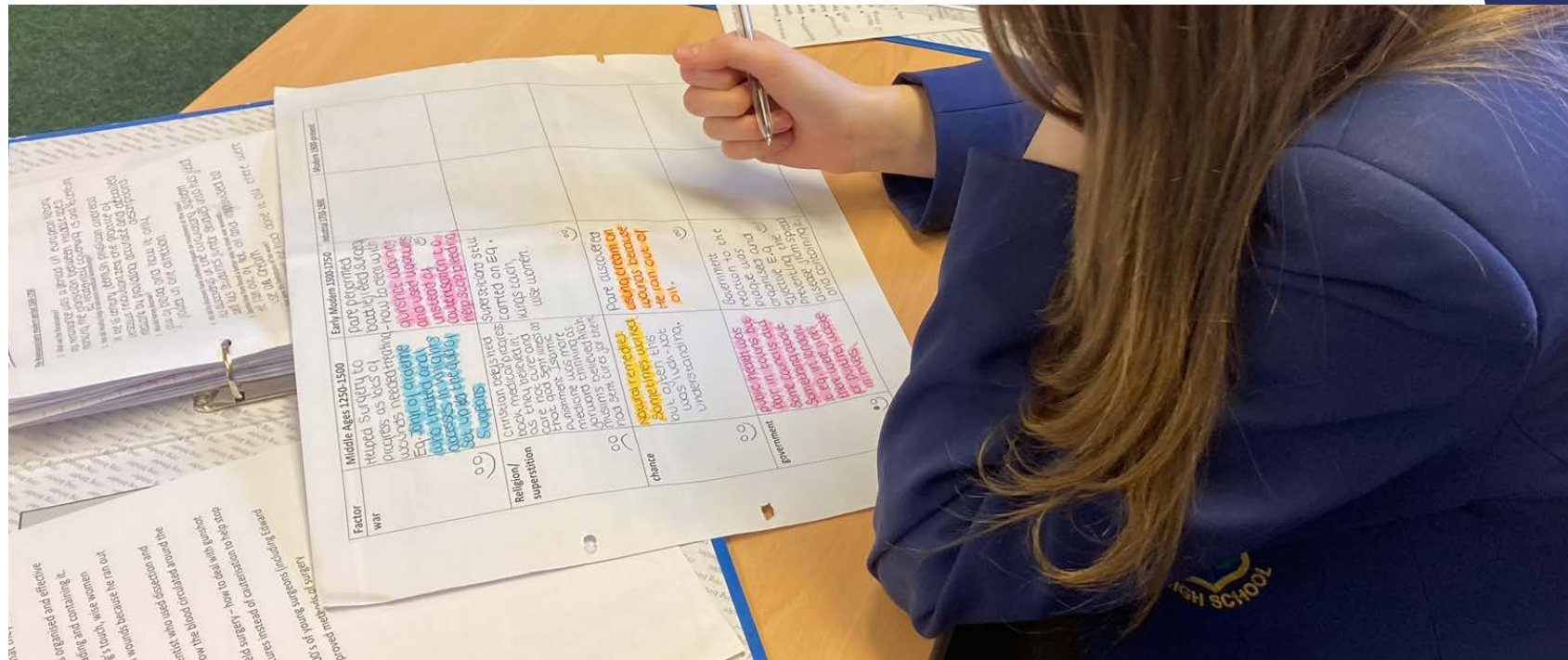


## Subject overview:



GCSE History is an exciting and engaging option choice which develops students' intellectual curiosity, encourages them to ask insightful questions and helps them to make sense of the ever-changing world in which we live. By studying the past, we can better understand the present and help to shape the future.

Students will study a wide range of different aspects of the past, taking in both World and British studies. They will engage with key issues such as conflict, the nature of authority and how different factors drive change.







## Assessment:

**PAPER ONE:**

America, 1920-1973; boom and bust, the struggle for civil rights, popular culture (including rock and roll and television).

Conflict and tension in Asia, 1950-75; the Korean and Vietnam wars.

**PAPER TWO:**

Britain; health and the people 1000 to the present day; Significant events in the advancement of health through Medieval, Renaissance, Industrial and Modern medicine.

Elizabethan England, 1568-1685 including Mary Queen of Scots, the Spanish Armada and a study of an Elizabethan site in England (involving a field trip to the site where possible).

## Characteristics for success:

Students will be expected to have a keen interest in the subject and an excellent attitude to learning. They should be able to complete independent reading and research around the different topics, and be prepared to regularly revise and revisit their work. Students will also benefit from having developed writing skills and will need to be prepared to regularly complete extended writing.

## Post 16 Pathways and Careers:

Successful GCSE History students are well prepared to study A-Level subjects such as: History, Journalism, Law, Government and Politics, English, Archaeology, Classics, Philosophy and Ethics.

The study of History is recognised and valued by employers because of the range of transferable skills that it provides. History students regularly go on to follow careers in law, journalism, business management, politics, teaching and many other areas. We hope to prepare students for the rapidly changing world and workplace by becoming flexible, confident and developing their own initiative. Through studying History students develop many skills and attributes to equip them for the future such as:

Independent research, analysis and evaluation, writing for different purposes, ICT skills, literacy, problem solving, team work, becoming confident speakers and many more.





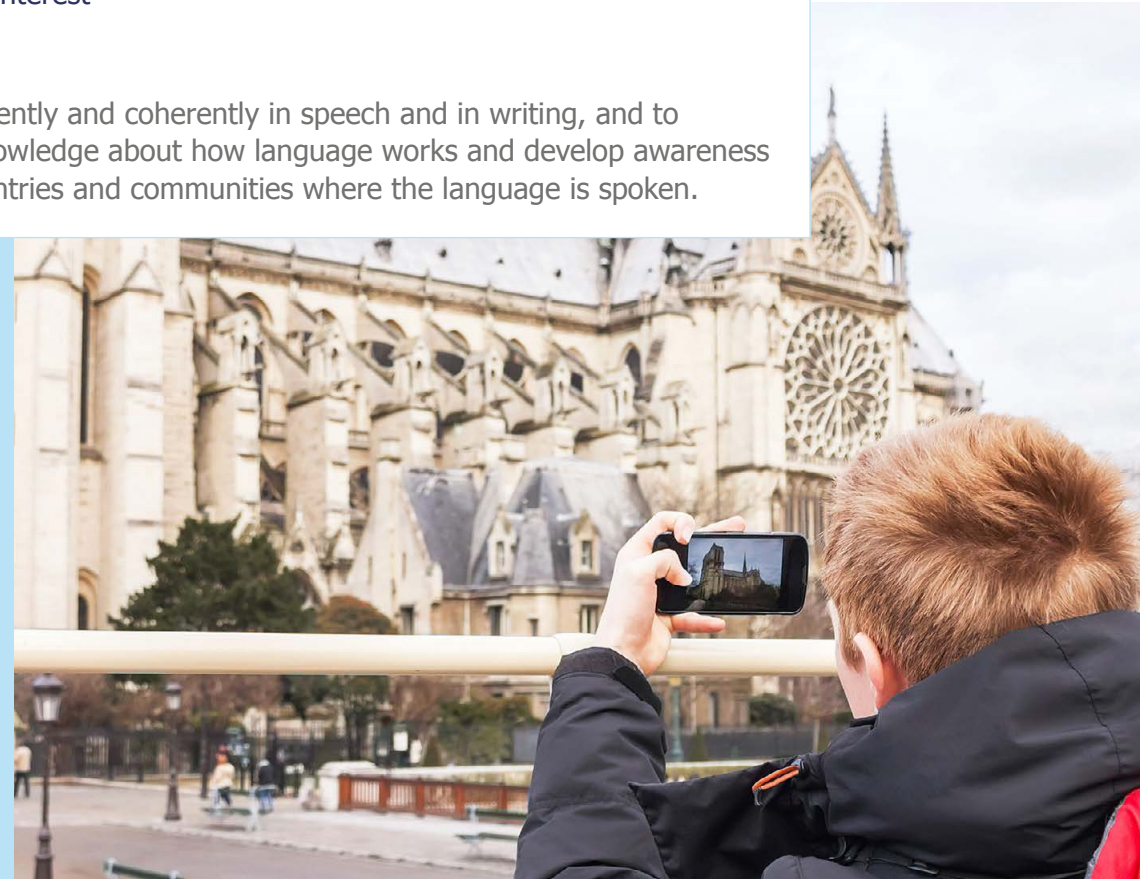
## Subject overview:



GCSE French and Spanish courses are designed to be engaging and relevant to 14-16 year olds and are organised under three broad themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Students will develop their ability to communicate confidently and coherently in speech and in writing, and to understand a variety of texts. They will deepen their knowledge about how language works and develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.



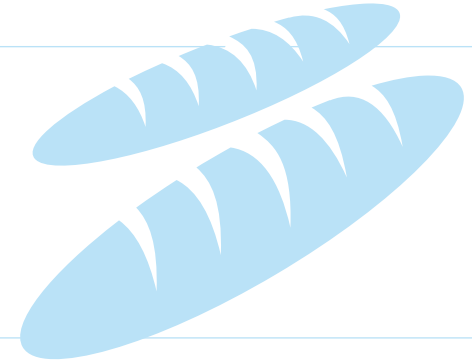




### Assessment:

There are four examinations, all completed at the end of Year 11:

- **SPEAKING** 25%
- **LISTENING** 25%
- **READING** 25%
- **WRITING** 25%



### Characteristics for success:

Success in a language at GCSE level shows you have developed an excellent range of communication and thinking skills. Students will need to show resilience, an excellent attitude to learning and good organisational skills.

### Post 16 Pathways and Careers:

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. Taking a GCSE in a modern foreign language means you add an extra dimension to your personal skills profile. Quite apart from the obvious benefits, such as international travel for leisure and holidays, a language GCSE on your CV impresses employers and is a highly desirable skill in an increasingly international jobs market.

Many sectors of industry look for people who can offer a second language and opportunities can arise in many areas, such as travel and tourism, engineering, scientific research, fashion and beauty, the armed forces, car manufacturing and the armed forces.



### INVITATION-ONLY PATHWAYS SUBJECTS



COMPUTER SCIENCE – Mrs C. Hinds-Taylor



SEPARATE (TRIPLE) SCIENCE – Mrs L. Abbott

### THE PATHWAYS SUBJECTS



ART AND DESIGN – Mrs L. O'Rourke



CAMBRIDGE NATIONAL i-MEDIA – Mrs C. Hinds-Taylor



CAMBRIDGE NATIONAL SPORTS STUDIES – Mr A. Denham



DESIGN AND TECHNOLOGY – Mrs L. O'Rourke



DRAMA – Miss S. Tarbuck



MUSIC – Miss S. Tarbuck



RELIGIOUS STUDIES – Mrs H. Thomas







## Subject overview:



This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. Through this qualification students will;

- Develop their understanding of current and emerging technologies and how they work
- Look at the use of algorithms in computer programs
- Become independent and discerning users of IT
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.
- Computer systems and programming

This unit covers the body of knowledge about computer systems on which the examination will be based.

**PRACTICAL INVESTIGATION:**

An investigative computing task, chosen from a list provided by OCR, Controlled assessment that assesses the following: research, technical understanding, analysis of problem, historical perspective, use of technical writing skills, recommendations/evaluation.

**PROGRAMMING PROJECT:** Students will need to:

- Understand standard programming techniques
- Be able to design a coded solution to a problem including the ability to:
- Develop suitable algorithms
- Design suitable input and output formats
- Identify suitable variables and structures
- Identify test procedures.
- Create a coded solution fully annotating the developed code to explain its
- function
- Test their solution:
- To show functionality
- To show how it matches the design criteria







## Assessment:

This course requires students to complete two exams. Both exams are 1 hour and 30 minutes long.

**PAPER ONE:** Computer systems

**PAPER TWO:** Computational thinking, algorithms and programming

## Characteristics for success:

GCSE Computing candidates will:

- Develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts
- Acquire and apply a knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming
- Use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Develop the skills to work collaboratively
- Evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.

## Post 16 Pathways and Careers:

There are many things students can go on to do with this qualification; Software applications developer, Computer systems analyst, Computer systems engineer, Network systems administrator, Database administrator, Business intelligence analyst, Web developer, Computer programmer.





## Subject overview:



In Science we study the world (and Universe!) around us. We try to understand the laws that govern it. Then we use our imaginations to create new ways of applying that understanding to make use of these laws to help mankind.

Whether it is exploring space, assessing the effect of climate change or developing new ways to create and harness energy, Science is at the heart of it.

There will be plenty of practical work so that you can see the beauty of the Sciences in action. As well as building on work you have done in KS3, there will be new ideas and concepts to grapple with. GCSE triple Science will help students know how things work and understand the laws that govern the world and universe alongside building skills in scientific process such as designing experiments, taking readings, gathering evidence and forming conclusions.







All three subjects have a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). The grades will be awarded solely on their examination performance at the end of year 11. At the end of the course there are two written examination papers on each subject (a total of six exams). Students must take both papers at the same tier and in the same examination series. Each paper is 1 hour and 45 minutes. There is no coursework, but practical work (scientific experiments) remains an integral part of the GCSEs.

Although we begin teaching Science as separate subjects from Y10, students will have been introduced to many GCSE Biology, Chemistry and Physics concepts in KS3 and need to be able to draw on these ideas with confidence as they progress through the course. Each paper will also include questions of a more general nature requiring understanding of the nature of scientific evidence and its importance in all aspects of everyday life. Practical skills gained from experiments during the course will also be examined.

The courses will provide students with a broad range of skills in problem solving and logical reasoning. Students need to think scientifically meaning critically and analytically. Students will need to challenge their own understanding, perceptions and judgements of the world around them. They need to use and apply a range of mathematical skills across all three sciences. In order to be able to develop their skills, knowledge and understanding, students need to select and apply the appropriate areas of mathematics relevant to the subject.

Triple Science supports your study of other subjects, including Technology, Engineering, Computer Science and Geography. Science is especially closely linked to maths, so studying the two together can improve your skills in both and the problem-solving skills it develops are very useful in many different job families. These include careers in bio-medical, veterinary, agriculture, plans and land, environmental sciences, construction, sports science, engineering and manufacturing, medicine and nursing, medical technology, and science and research.

Triple Science will also help you get ahead in most STEM (science, technology, engineering and maths) careers. STEM careers are some of the most highly sought after and well-paid jobs at the moment.



# The pathways subjects

**STUDENTS SHOULD SELECT TWO SUBJECTS FROM THIS LIST**







### Subject overview:

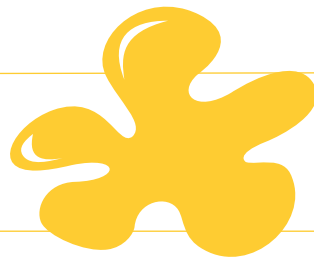
Art and Design is a broad-based course offering students experience in a wide variety of Art and Design activities, ranging from pencil drawings to 3D work.

The course allows students to use their imagination and creativity. Students will look at aspects of art history and artists relevant to their practical work. They will use a variety of media: paint, plaster, clay, glass, glue guns, pastels etc. Throughout the course, students will develop and refine their final work and their drawing skills.

Coursework accounts for 60% of the total mark and students are required to produce a portfolio of work during the two-year course. A mock exam forms part of the coursework and students start this at the beginning of year 11. This allows students to experience a question paper and helps them to prepare for the actual GCSE exam.

The course is ideal for students who have a genuine interest in developing and improving their drawing skills and who enjoy working in both two and three dimensions with a variety of media. Students are required to work independently they must practise the skills they are taught to achieve GCSE success. Students also need to have an ability to articulate their ideas in writing; written annotation is an integral part of the new GCSE specifications.





### Exams

The practical exam carries a 40% weighting towards the final mark and the paper is given to students in January of Year 11. During the spring term in Y11, students carry out a 10-hour practical piece of work under controlled conditions; there is no written exam.

### Controlled Assessment

All coursework is worth 60% of the overall mark.

### Assessment:

The GCSE Art and Design course is aimed at students who have a keen interest in drawing and painting as well as many other aspects of art. Art and Design offers a unique way of communicating ideas, thoughts and self-expression.

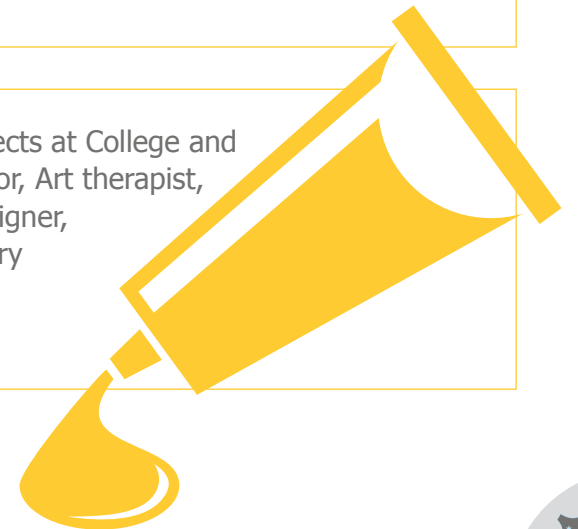
The course encourage the ability to observe, select and interpret with imagination, feeling and understanding.

Students will be required to keep sketchbooks in which they will record all research, Critical Studies, development of ideas and preparation work. This is an essential element of their coursework, both in class and as homework. Homework is essential for the successful completion of this course. It will be set each week and is designed to take a substantial amount of time.

### Characteristics for success:

This course enables students to study successfully a whole range of subjects at College and University and can lead to a wide variety of careers, for example: Animator, Art therapist, Cake decorator, Ceramics designer-maker, Costume designer, Fashion designer, Footwear designer, Graphic designer, Illustrator, Interior designer, Jewellery designer-maker, Make-up artist, Medical illustrator, Model maker, Prop maker, Set designer, Tattooist, Visual merchandiser.

### Post 16 Pathways and Careers:





## Subject overview:



Cambridge Nationals in Creative i-Media are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

Three themes are covered:

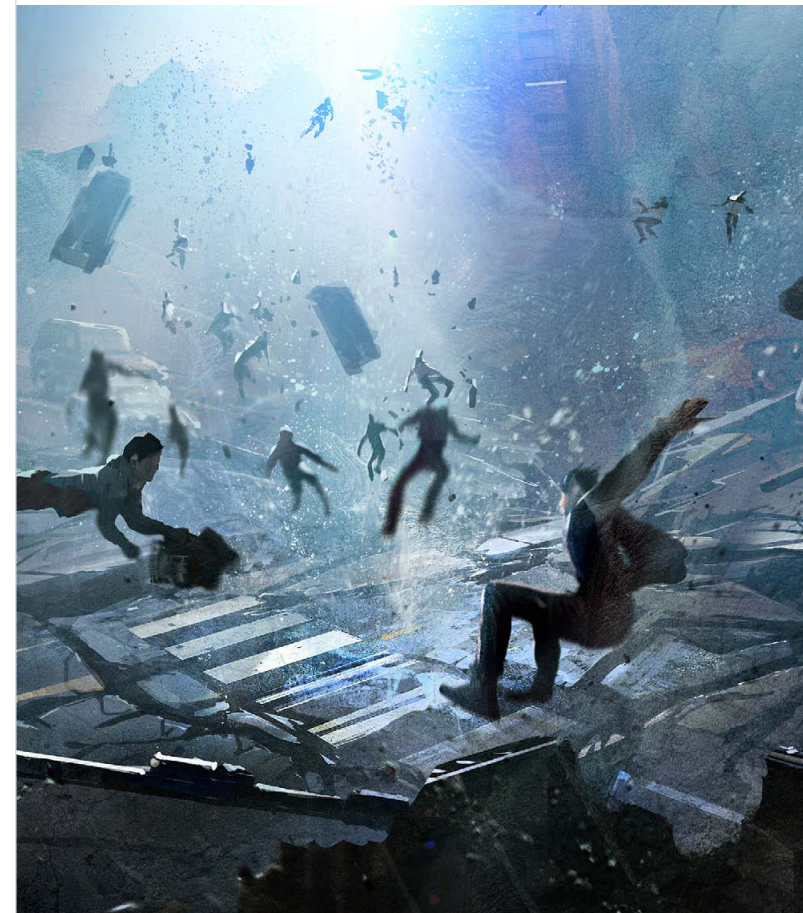
- Information Technology in support creative digital skills
- The use of IT to create a range of digital products
- Project Management Skills

This will enable learners to understand the basics of creating Media Projects. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing comic Strip. It will allow them to interpret a client brief and to use planning and preparation techniques when developing an outcome for a client's needs.

Students will be taught the basics of digital animation for the creative and use in a potential digital media sector. Learners will be able to plan a digital animation to a client brief, use animation software to create the animation and be able to store, export and review the final product.

Learners will also develop and understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Students will also learn the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.







## Assessment:

This course requires students to complete one exam and three pieces of coursework;

- R093:** Creative i-media in the media industry Externally marked exam
- R094:** Digital identity and digital graphics - Teacher assessed coursework
- R097:** Interactive digital media - teacher assessed coursework

## Characteristics for success:

You will develop an awareness and understanding of current and emerging technologies. Understand and identify input and output devices of computer technology. You will become skilled at making secure back-ups of your work and using Microsoft software such as Word, Publisher and Excel with confidence.

Tasks set will encourage you to:

- Work independently, using your own initiative.
- Work in pairs and groups, developing communication skills.
- Develop your problem-solving skills and think logically.
- Use your creative skills and imaginations
- Develop appreciation of planning and making an end outcome for a particular client and audience.

## Post 16 Pathways and Careers:

There are many things students can go on to do with this qualification; the course provides them with a range of skills to progress further in their education. Students could go on to take an A level in Media or Computer Science, or a vocational A level in ICT. This qualification, if further studied, can also provide employment opportunities in the IT or media sector.

A detailed knowledge of Information Technology is a requirement of virtually any job or career. Even those students who do not wish to pursue a career as a specialist in Information Technology will still need to have a good all-around knowledge of the subject. Completing the Cambridge National is a way of showing future employers, colleges and universities that you can work through a wide range of Information Technology problems and have a good all-round awareness of different software applications.



## Subject overview:



This vocationally related qualification takes an engaging, practical and inspiring approach to learning and assessment. The new Cambridge Nationals in Sport Studies reflect this and provide students with a broad knowledge and understanding of different aspects of sports studies, from looking at contemporary issues in sport and the relationship between sport and the media to developing the practical skills essential for progression into the sports industry.

## Assessment:

The qualification is made up of four units each of which has a weighting of 25%. Much of the work is theory based and is completed in classrooms. Three of the units are completed as coursework, which is assessed and submitted to the exam board. One unit is assessed via examination.

The level 2 course carries the same weighting as a GCSE. Students are expected to complete coursework to a minimum standard of L2 Pass in order to be entered for the level 2 course. Students who do not meet the expected standard of L2 Pass will be entered to the level 1 certificate, which is equivalent to a ½ GCSE.

Units are graded as follows:

- 2\* = Distinction\* at Level 2
- D2 = Distinction at Level 2
- M2 = Merit at Level 2
- P2 = Pass at Level 2
- D1 = Distinction at Level 1
- M1 = Merit at Level 1
- P1 = Pass at Level 1

**UNIT R051:** Contemporary issues in sport (Exam 25%)

**UNIT R052:** Developing sports skills (25%)

**UNIT R053:** Sports leadership (25%)

**UNIT R056:** Developing knowledge and skills in outdoor activities (25%)







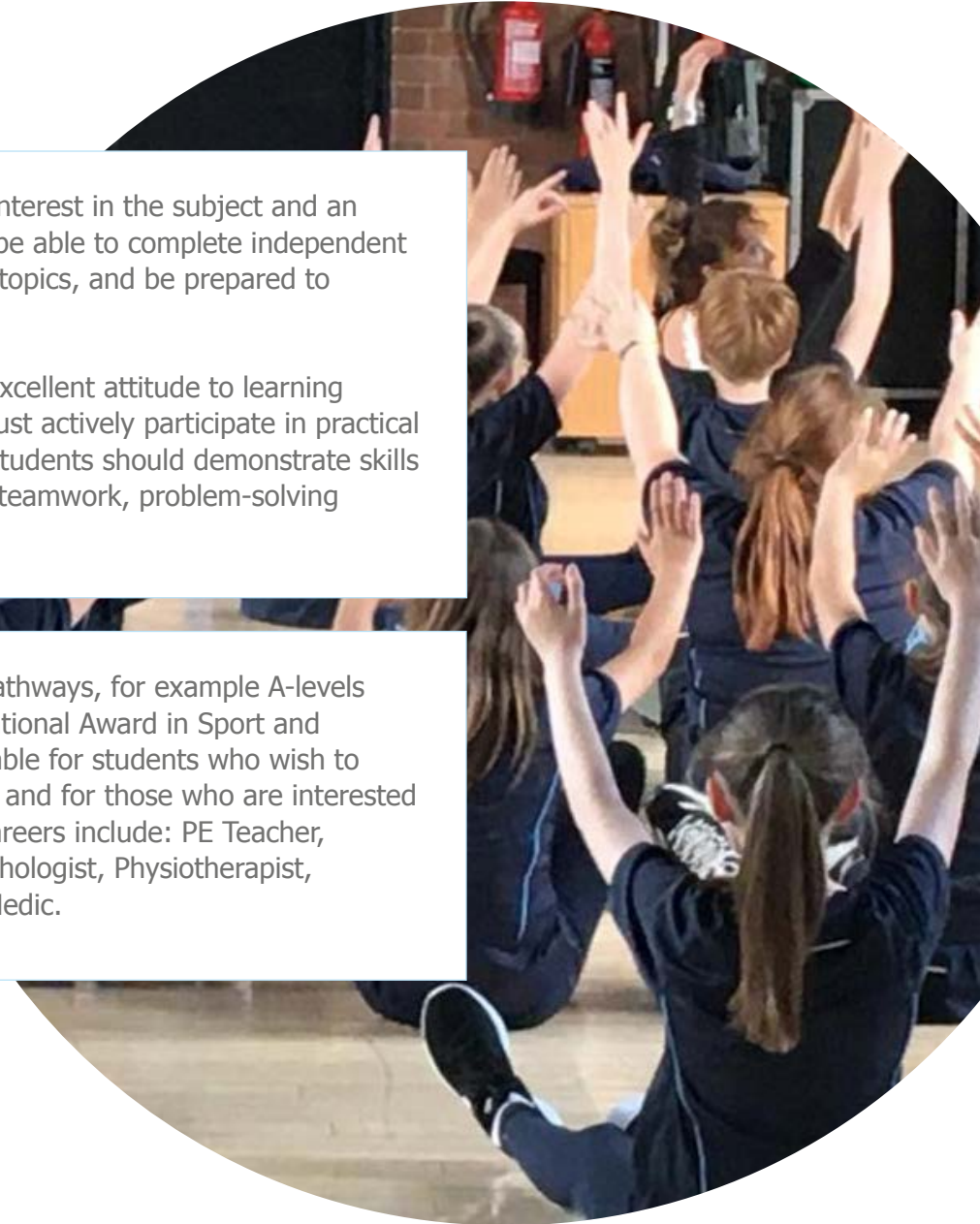
### Characteristics for success:

Students will be expected to have a keen interest in the subject and an excellent attitude to learning. They should be able to complete independent reading and research around the different topics, and be prepared to regularly revise and revisit their work.

Students will need to show resilience, an excellent attitude to learning and good organisational skills. Students must actively participate in practical based lessons and theory-based lessons. Students should demonstrate skills in leadership, organisation, target setting, teamwork, problem-solving and communication.

### Post 16 Pathways and Careers:

Both courses lead to a range of post 16 pathways, for example A-levels in Physical Education and Dance or a Vocational Award in Sport and Recreation. The course is particularly suitable for students who wish to continue their studies in further education and for those who are interested in related career opportunities. Possible careers include: PE Teacher, Nutritionist, Reporter, Sports Analyst, Psychologist, Physiotherapist, Personal Trainer, Sports Coach or Sports Medic.





## Subject overview:

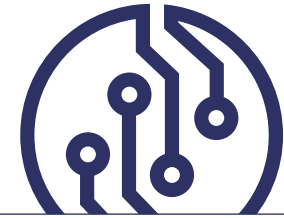


The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Students will acquire subject knowledge in design and technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They will develop an awareness of practices from the creative, engineering and manufacturing industries. Our computer-aided design and manufacturing facilities will be used to maximum effect in both the creation of designs and the manufacture of products in any chosen material.

Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Through the analysis of the outcomes of design and technology activity, both historic and present day, students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.





## Assessment:

**EXAM:** One written exam worth 50%

**NEA (non-exam assessment):** One design and make task worth 50%

## Characteristics for success:

### **Students will need to:**

Be innovative and willing to question design concepts and fashions; work in groups and independently; know how to meet deadlines and enjoy designing and making.

## Post 16 Pathways and Careers:

This course can lead onto: A-Level Product Design, Fashion, Textiles or 3D Design or a Technical Award in Fashion, textiles, or Engineering and ultimately a Degree in subjects such as Product Design, textiles technology or Fashion design.

### **Potential careers include:**

Mechanical engineering, Civil Engineering, Design Engineers, Interior Designers, Automotive design, Product Designers, Architect, Theatre designer, Fashion Designer, Costume designer, Graphic designer, Interior Designer, Fashion Journalist, fashion buyer, garment technologist, Stylist, Retail Management, Jewellery designer-maker, Model maker, Prop-maker, Computer Aided designer, Craftsman.



## Subject overview:



GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. GCSE drama encourages students to become confident performers and designers with the skills they need for a bright and successful future.

There is as much opportunity as possible for students to do what they like best – participate in performance. Although it is important to stress that there is a written element to this course. All students devise drama and all students will explore texts practically and work on two text-based performances.

Students can choose to develop as a:

- Performer
- Designer (lighting, sound, set, costume, puppets)
- Performer and designer.

Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.

Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre. The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for GCSE Drama is divided into three components:

- Understanding drama
- Devising drama
- Texts in practice

For the practical units students choose to work as performers or designers (design students may choose lighting, sound, set, costume or puppets).







## COMPONENT1: UNDERSTANDING DRAMA

### What is assessed:

- Knowledge and understanding of drama and theatre

### How it is assessed:

- Written exam: 1 hour and 45 minutes

## COMPONENT THREE: TEXTS IN PRACTICE (PRACTICAL)

### What is assessed:

- Performance of two extracts from one play (students may contribute as performer or designer)

### How it is assessed:

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

## COMPONENT 2: DEVISING DRAMA (PRACTICAL)

### What is assessed:

- Process of creating devised drama

### How it is assessed:

- Devising log (60 marks)
- Devised performance (20 marks)

Assessment:

Characteristics for success:

- A willingness to perform in front of others
- Understanding that the GCSE is not purely practical; you will be required to conduct independent research, document your processes, and evaluate your performances.
- Passion and enthusiasm for Drama
- Confidence
- Resilience

Students may continue onto A-level or technical awards in Drama. This could lead to a Degree in Performing Arts.

### Careers include performance or production roles:

- Performer
- Stage manager
- Technician
- Public relations
- Director
- Designer
- Front of house



Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Post 16 Pathways and Careers:





## Subject overview:



The OCR GCSE (9–1) in Music requires learners to practically apply knowledge and understanding, including musical vocabulary and notation as appropriate to the context, through the skills of:

- Performing
- Composing
- Appraising

Learners are required to demonstrate knowledge and understanding of the musical elements, musical contexts and musical language and apply these to their own work when performing and composing.

The course is delivered through **five** Areas of Study:

- My Music
- The Concerto through Time
- Rhythms of the World
- Film Music
- Conventions of Pop

Across the Areas of Study, students will study music from the past and present, from the western tradition and other world cultures. Learners are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge.

Learners will explore performance and composition with a focus on their own instrument and genre choices as well as have the opportunity to explore new instrumental skills. Through the various genres, styles and eras contained in the Areas of Study they will explore musical context, musical language, and performance and composition skills.

The Areas of Study define the subject content, through which students develop their knowledge and understanding of:

- The use of musical elements, devices, tonalities and structures
- The use of resources, conventions, processes, music technology and relevant notations, including staff notation
- The contextual influences that affect the way music is created, performed and heard including the effect of different intentions, uses, venues, occasions, available resources and the cultural environment.





**EXAMS:**

Listening test lasting **1 hour 30 minutes**, taken at the end of the course and worth **40%**.

**NON-EXAMINED CONTENT:**

**Integrated portfolio** – 30%, non-exam, internally moderated.

Includes 1 x solo performance and 1 x composition of candidates' choice.

**Practical component** – 30%, non-exam and internally moderated.

Includes 1 x ensemble performance and 1 x composition in response to a board-generated brief / stimulus.

**Assessment:****Characteristics for success:**

- Passion and enthusiasm for music
- Resilience
- Confidence performing in front of others and sharing ideas
- Students are encouraged to take up instrumental/vocal lessons if they are not already receiving them.

**Post 16 Pathways and Careers:**

Students can take their musical studies further to A-Level and/or a Technical Award in Performing Arts and later a degree.

This could lead to a number of careers involving music such as: Professional performer either solo or as part of a musical ensemble, Music producer, Teacher, Orchestral / performance manager, Composer/ Arranger/ Orchestrator, Songwriter, Manager, Music publishing, Artist/ Record Management, Music Journalism, Armed Forces Musician.

When applying for top universities music is considered a significant attribute at Oxford and Cambridge interviews.



## Subject overview:



Religious Studies is an exciting and highly relevant GCSE that helps students to gain an appreciation of how religion, philosophy and ethics form the basis of our culture. Through this course, students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

It will develop students' competence in a wide range of skills and approaches, and enable them to become religiously informed, thoughtful and engaged citizens.

They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.







## Assessment:

**TWO WRITTEN EXAMS:** 1 hour 45 minutes each. Each exam is worth 50% of the GCSE

**COMPONENT ONE:**  
THE STUDY OF TWO RELIGIONS

Students will be asked 2 sets of 5 questions on the study of 2 religions completed through the course.

**COMPONENT TWO:**  
THEMATIC STUDIES

Students must answer questions about the following religious, philosophical and ethical themes:

- Relationships and families.
- Religion and life.
- Religion, peace and conflict.
- Religion, crime and punishment.

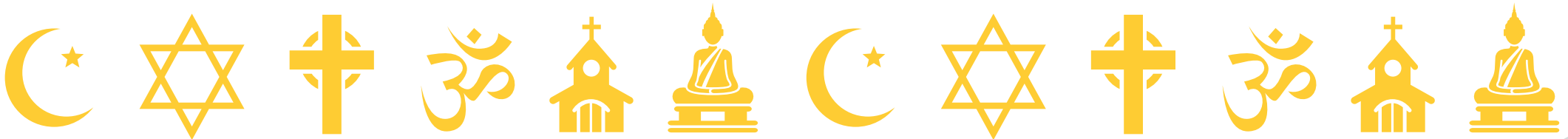
## Characteristics for success:

GCSE Religious studies is relevant for all students. Students need to have an enquiring mind, and an ability to see things from differing perspectives. They need to be able to read around the issues we are studying and develop informed opinions, supporting these with evidence and reason.

## Post 16 Pathways and Careers:

GCSE Religious studies provides a good basis to go on to further study at A-Level in Philosophy and Ethics and the skills developed in Religious Studies such as interpersonal skills, communication and evaluation, are valuable in a wide variety of careers including law, education, social work, politics, medicine, administration, public services, the media and many more!

GCSE RS will also help students to develop a thoughtful approach to life, and the world we live in today.





“ Education is the most  
powerful weapon which you can  
use to change the world. ”

NELSON MANDELA





## Excellence in Learning - Achievement for All

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