Middlewich High School

Year 9 Curriculum & Pathways Guidance Booklet

Aspire, Believe, Belong

Excellence in Learning - Achievement for All.

A message from the Headteacher

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,

Lydia Naylor

Headteacher

PROGRAMME

During this evening, you will have the opportunity to visit subject areas and hear about the Options process and structures

Group 1 (Forms B, K, N)	Group 2 (Forms R, S)
Options Talk- 5pm	Options talk in the drama studio- 5.45pm

Please see below the classrooms where you can meet our Heads of Department to hear more about their subjects.

Room	Subject	Raising Standards Leader
Drama Studio	English	Mr Waite
Drama Studio	Mathematics	Mrs Freedman
Room 6	Science	Mrs Stephens
Room 1	Creative Arts	Mrs Moore
Room 11	French	Ms Lamb
Room 10	Geography	Mrs Wallace
Room 9	History	Mrs Beechener
Room 4	Enterprise	Mrs Hinds Taylor
Room 4	Performing Arts	Mrs Tarbuck
Room 2	Physical Education	Mr Coxon

Curriculum Rationale

Middlewich High School's curriculum demonstrates our *Aspire, Believe, Belong* ambition 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 PE
- i-Value & Careers / Core RE.

Core EBacc subjects
- Geography
- History
- French

Students will choose ONE humanity - Geography or History

Guided Choice Pathways subjects
- Computer Science
- Separate Science

Pathways subjects – choose TWO from

- Art & Design
- Design and Technology
- Cambridge National Creative i-Media
- Cambridge National Sports Studies
- Drama
- Music

Separate Science (Biology, Chemistry and Physics) AND/OR Computer Science will be a guided choice, guided by our team to ensure that students feel fully confident in their choice of pathway. Students will need to demonstrate a positive work ethic and attitude to learning in Science/Computer Science in order to progress to Separate (Triple) Science or Computer Science at GCSE. If they have been selected your child will receive an email outlining that Separate Science and/or a Computer Science is an option for them.

Please note that following guided discussion, if it is decided that it is best for your child not to study Separate Science/Computer Science, this does not prevent them from studying these subjects at A-level at our partner colleges such as Sir John Deane's College or Cheshire South & West College.

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 your child studies either Separate Science, Computer Science, or both 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

The Core

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 (GCSE)
- I-Value and Citizenship / 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, this is why it is vital that students choose a reserved subject.** 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.

Core Subjects

English Language and Literature – Mr N. Waite
Mathematics – Mrs R. Freedman
Combined Science (Dual) – Mrs J. Stephens
Core Physical Education – Mr N. Coxon
i-Value and Careers /Core Religion in the Modern World – Mrs C. Anderson

Syllabus title	English Language
Exam Board	AQA
Qualification	Full GCSE
Raising Standards Leader	Mr N. Waite
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 create meaning and convey their perspectives. Through studying the course, we aim for students to gain knowledge for life, sculpting the schemes of work around 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. Two sections: Section A - reading Section B - writing to describe/writing a narrative **Paper two 'Writers' Viewpoints and Perspectives'- 50% of overall grade** 80 marks 1 hour 45 minutes long 2 sections: Section A - reading Section B - opinion writing **NEA (Non-Examination Assessment)** Students will deliver a presentation on a topic of their choice and then respond to questions about it.
Characteristics for success	● Reading for pleasure, including books from a wide range of genres, time periods and cultures. ● Reading both fiction and non-fiction texts. ● Writing at length. ● A reflective learner who proofreads writing.
Post 16 Pathways	English Language provides students with knowledge for lifelong learning and skills that are transferable to a range of different subjects. Potential careers can include digital copywriter, journalist and lawyer.

Syllabus title	English Literature
Exam Board	AQA
Qualification	Full GCSE
Raising Standards Leader	Mr N. Waite
Subject Overview	Studying English Literature allows students to understand and appreciate the world, the human condition and different time periods. It also 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, as well as consider the significance of the contexts in which these texts 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 (An Inspector Calls), Power and Conflict Poetry and two Unseen Poetry questions.** 60% of overall grade 96 marks 2 hours and 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 context informs our understanding of the texts themselves. ● 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	English Literature provides students with knowledge for lifelong learning and skills that are transferable to a wide range of different subjects.

Subject	Mathematics
Exam Board	OCR
Qualification	Full GCSE
Raising Standards Leader	Mrs R. Freedman
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 1 is a calculator, Paper 2 is non-calculator and paper 3 is another calculator paper. Students will be placed in classes 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	Students can continue their study of mathematics through a range of post 16 qualifications, either directly though 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.

<table>
<tr><td>Subject</td><td>Science (Combined)</td></tr>
<tr><td>Exam Board</td><td>AQA</td></tr>
<tr><td>Qualification</td><td>Full GCSE</td></tr>
<tr><td>Raising Standards Leader</td><td>Mrs J. Stephens</td></tr>
<tr><td>Subject Overview</td><td>You are Science! Everything you do and use every day, from using your phone, watching TV, learning in school, all of it relies on Science. In Science we study our bodies, the world (and Universe!) around us. We understand the laws that govern it, then create new ways of applying that understanding to help mankind. Whether it is exploring space, assessing the effect of climate change or developing new ways to harness energy, Science is at the heart of everything. 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 at KS3, there will be new more complex ideas and concepts to fascinate you.
<table>
<tr><th>Biology topics</th><th>Chemistry topics</th><th>Physics topics</th></tr>
<tr><td>•Cell Biology
• Organisation
• Infection and disease
• Bioenergetics
• Ecology
• Homeostasis and response
• Inheritance, variation and evolution</td><td>•Atomic Structure and the Periodic Table
• Bonding, Structure and the properties of matter
• Quantitative Chemistry
• Chemical changes
• Energy changes
• Rate and extent of chemical change
• Organic Chemistry
• Chemical analysis
• Chemistry of the Atmosphere</td><td>•Forces
• Energy
• Waves
• Electricity
• Magnetism and electromagnetism
• Particle model of matter
• Atomic Structure</td></tr>
</table></td></tr>
<tr><td>Assessment</td><td>Students study all three sciences (Biology, Chemistry and Physics) and achieve two GCSEs. All three subjects have a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). The grades will be awarded solely on 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 in all subjects and in the same examination series. Each paper is 1 hour and 15 minutes. There is no coursework, but required practical work (scientific experiments) is examined in the GCSE exams.
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.</td></tr>
<tr><td>Characteristics for success</td><td>The courses will provide students with a broad range of skills in problem solving and logical reasoning. Students need to think scientifically - 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/</td></tr>
</table>

Post 16 Pathways	Combined Science supports your study of other subjects, including Technology, Computer Science and Geography. Science is closely linked to maths, and the problem-solving skills developed are useful in many careers, such as healthcare, animals and agriculture, environmental sciences, construction, sports science, engineering and mechanics, pharmaceuticals and any other STEM (science, technology, engineering and maths) careers, which are some of the most highly sought after and well-paid jobs. High grades in all subjects (not just science) are needed to study A level Sciences at College. Studying Combined Science instead of Separate Sciences does not put you at a disadvantage when wanting to study sciences at A Level; high grades are a more important factor. More than one Science is needed at A level for Studying Science at University (but most universities count Geography and Psychology A levels as Sciences).

Subject	Core Physical Education
Raising Standards Leader	Mr N. Coxon
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'
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	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.
Post 16 Pathways	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	i-Value and Careers Education / Core Religion in the Modern World
Raising Standards Leader	Mrs C. Anderson
Subject Overview	At Key Stage 4, students will continue to study i-value (PSHE), once a week 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 at KS3. 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
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	-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.

English Baccalaureate Subjects

Geography – Ms J. Wallace
History – Mrs C. Beechener
French – Mrs A Lamb.

Subject	Geography
Exam Board	AQA
Qualification	Full GCSE
Raising Standards Leader	Ms J. Wallace
Subject Overview	Geography is a contemporary subject. It is dynamic and relevant to everyday life. The 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 focus on the interaction between people and their environments, 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.
Assessment	The course is assessed by three 1 ½ hour examinations: Paper 1 'Living with the Physical Environment' (35%) Paper 2 'Challenges in the Human Environment' (35%) Paper 3 'Geographical Applications' (30%) 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.
Characteristics for success	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.

Post 16 Pathways	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 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.

Subject	History
Exam Board	AQA
Qualification	Full GCSE
Raising Standards Leader	Mrs C. Beechener
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 1: 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 2 = 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). The course is assessed by two 2 hour written examinations at the end of Year 11. Each examination will be worth 50% of the GCSE.
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	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	French
Exam Board	AQA
Qualification	Full GCSE
Raising Standards Leader	Mrs A. Lamb
Subject Overview	GCSE French is designed to be engaging and relevant to 14-16 year olds and is 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	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.

The Pathways Subjects

Guided Pathways Subjects

Invitation-only Pathways Subjects

Computer Science – Mrs C. Hinds-Taylor
Separate (Triple) Science – Mrs J Stephens

Subject	Computer Science
Exam Board	OCR
Qualification	Full GCSE
Raising Standards Leader	Mrs C. Hinds-Taylor
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.
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 Computer Science 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	Software applications developer Computer systems analyst Computer systems engineer Network systems administrator Database administrator Business intelligence analyst Web developer Computer programmer

<table>
<tr><td>Subject</td><td>Separate Science (Biology, Chemistry, Physics)</td></tr>
<tr><td>Exam Board</td><td>AQA</td></tr>
<tr><td>Qualification</td><td>Full GCSE</td></tr>
<tr><td>Raising Standards Leader</td><td>Mrs J. Stephens</td></tr>
<tr><td>Subject Overview</td><td>You are Science! Everything you do and use every day, from using your phone, watching TV, learning in school, all of it relies on Science. In Science we study our bodies, the world (and Universe!) around us. We understand the laws that govern it, then create new ways of applying that understanding to help mankind. Whether it is exploring space, assessing the effect of climate change or developing new ways to harness energy, Science is at the heart of everything. 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 at KS3, there will be new more complex ideas and concepts to fascinate you. In Separate Sciences you will study more content and topics, and complete more practicals than in Combined Science, delving deeper into how more things function.
<table>
<tr><th>Biology topics</th><th>Chemistry topics</th><th>Physics topics</th></tr>
<tr><td>•Cell Biology
• Organisation
• Infection and disease
• Bioenergetics
• Ecology
• Homeostasis and response
• Inheritance, variation and evolution</td><td>•Atomic Structure and the Periodic Table
• Bonding, Structure and the properties of matter
• Quantitative Chemistry
• Chemical changes
• Energy changes
• Rate and extent of chemical change
• Organic Chemistry
• Chemical analysis
• Chemistry of the Atmosphere</td><td>•Forces
• Energy
• Waves
• Electricity
• Magnetism and electromagnetism
• Particle model of matter
• Atomic Structure
• Space Physics</td></tr>
</table></td></tr>
<tr><td>Assessment</td><td>All three subjects have a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). The grades will be awarded solely on 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 in each subject and in the same examination series. Each paper is 1 hour and 45 minutes. There is no coursework, but required practical work (scientific experiments) is examined in the GCSE exams. You will be awarded 3 separate GCSE grades if you take Separate Sciences.</td></tr>
<tr><td>Characteristics for success</td><td>The courses will provide students with a broad range of skills in problem solving and logical reasoning. Students need to think scientifically - 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.</td></tr>
<tr><td>Post 16 Pathways</td><td>Separate Science supports your study of other subjects, including Technology, Computer Science and Geography. Science is closely linked to maths, and the problem-solving skills developed are useful in many careers, such as healthcare, animals and agriculture, environmental sciences, construction, sports science, engineering and mechanics, pharmaceuticals and any other STEM (science, technology, engineering and maths) careers, which are some of the most highly sought after and well-paid jobs. High grades in all subjects (not just science) are needed to study A level Sciences at College.</td></tr>
</table>

The Pathways Subjects

Students should select two subjects from this list

Religious Studies - Ms L Fitzgibbon
Art & Design– Mrs L Moore/Ms A Shaukat
Three Dimensional Design - Mrs L Moore/Mr Nicholson
Textiles - Mrs L Moore/Ms Shaukat/Mrs Lythgow
Design & Technology - Mrs L Moore/Mr Nicholson
Vocational Technical Award in Hospitality and Catering-Mrs L Moore/Mrs Lythgow
Cambridge National Creative i-Media - Mrs C. Hinds-Taylor
Cambridge National Sports Studies - Mr Coxon
Drama – Ms J Hardy Kinsella
Music – Mrs S Tarbuck

Subject	Religious Studies
Exam Board	AQA (Specification A)
Qualification	Full GCSE
Raising Standards Leader	Ms L. Fitzgibbon
Subject Overview	This course comprises two exam papers Component 1: The Study of Religions: beliefs, teachings and practices (Christianity and Buddhism) and Component 2: Thematic Studies. These units will be; Crime and punishment, Religion and life, Peace and conflict and Human rights and social justice. Students are challenged by ultimate life questions and are given the opportunity to develop their own thoughts and opinions about religious, moral, and ethical issues.
Assessment	Students will sit two 1hr 45min examination papers in the summer term of Year 11. There is no coursework element.
Characteristics for success	A variety of teaching and learning approaches will be used during your GCSE Religious Studies course; from debate and open discussions to analysing core texts. Lessons will be structured to help support all students to achieve their potential. These lessons will be taught alongside a supportive revision programme and helpful revision resources.
Post 16 Pathways	Having a qualification in Religious Studies is very important in modern society as it shows an awareness and appreciation of different beliefs, cultures, moral and ethical viewpoints. Students develop key communication skills in debates and discussions, and skills of evaluation through explaining their own point of view and comparing this to other views that may differ from their own. A-Level courses which Religious Studies may lead to are Religious Studies, Philosophy and Ethics, Sociology, Government and Politics as well as being supportive of other subject skills needed in English, History and many others.

Subject	Art & Design
Exam Board	Eduqas
Qualification	Full GCSE
Raising Standards Leader	Mrs L. Moore
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.
Assessment	Assessment: 60% Portfolio. Yr 10 and 11. 40% Externally Set Assignment (ESA)Yr 11. Exams The practical exam (ESA)carries a 40% weighting towards the final mark and the paper is given to students in January of Year 11. The Preparatory study period then leads to the sustained focus work, a 10-hour practical piece of work under controlled conditions; there is no written exam.
Characteristics for success	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 encourages 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.
Post 16 Pathways	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 and Visual merchandiser.

Subject	Three Dimensional Design
Exam Board	Eduqas
Qualification	Full GCSE
Raising Standards Leader	Mrs L. Moore/Mr P. Nicholson
Subject Overview	This is a course offering exciting possibilities for students with various creative interests and builds upon existing design and technology skills. If you enjoy being practical and making 3D objects using traditional and new media and technologies, then this is ideal for you. It allows for functional product design pieces as well as decorative and sculptural objects to be designed,tested and produced. You will investigate the work of contemporary and traditional designers. You will develop a range of 3D practical skills in areas such as product design, making objects using a combination of traditional materials and the use of new technologies and CAD CAM. A series of theme based projects will be completed based on your research, experimentation and design ideas. You will be able to communicate your own ideas and opinions, culminating in personal, final outcomes. Finally, there may be opportunities to be involved in a number of extra- curricular activities such as practical workshops, museum or manufacturing visits and design competitions.
Assessment	Assessment: 60% Portfolio.(Coursework) Yr 10 and 11. 40% Externally Set Assignment (ESA)Yr 11. Exams The practical exam (ESA)carries a 40% weighting towards the final mark and the paper is given to students in January of Year 11. The Preparatory study period then leads to the sustained focus work, a 10-hour practical piece of work under controlled conditions; there is no written exam.
Characteristics for success	If you enjoy and have a real passion for making and being hands on, then GCSE 3D Design is for you. You will need good communication and problem solving skills, have an enquiring mind and keen to succeed. Being innovative and willing to question design concepts and trends. Independent learning is an important feature, as is keeping to deadlines. The course requires commitment and self- motivation as there is an emphasis on independent study. Students also need to have an ability to articulate their ideas and processes in both visual and written formats. A responsible attitude towards Health and Safety in the workshops is also essential.
Post 16 Pathways	The Creative Design industries are one of the biggest growing sectors in Britain and 3D Design provides you with a variety of skills employers are looking for. It can lead to further study at A Levels, technical awards and ultimately at degree level in career opportunities in a wide range of design based occupations including Architect, Product designer, Engineer, Theatre and Set Designer, 3D Digital designer, Furniture maker, Jewellery designer, Sculptor, Teacher to name a few.

Subject	Textiles
Exam Board	Eduqas
Qualification	Full GCSE
Raising Standards Leader	Mrs L. Moore / Ms A. Shaukat / Mrs k Lythgow
Subject Overview	This is a course offering exciting possibilities for students with various creative interests and builds upon existing art, design and technology skills. If you enjoy being practical and designing and making items using a range of fabrics, utilising traditional and new technologies, then this is ideal for you. Students will explore traditional and contemporary fashion and textile designer, developing theme based work which allows for functional garments as well as decorative objects to be designed and produced. Students will learn a range of skills and processes such as dying and printing fabrics, elements of fashion design, hand and machine sewing techniques and using colour, pattern and textures within their designs.
Assessment	Assessment: 60% Portfolio.(Coursework) Yr 10 and 11. 40% Externally Set Assignment (ESA)Yr 11. Exams The practical exam (ESA)carries a 40% weighting towards the final mark and the paper is given to students in January of Year 11. The Preparatory study period then leads to the sustained focus work, a 10-hour practical piece of work under controlled conditions; there is no written exam.
Characteristics for success	If you enjoy and have a real passion for designing and making and being hands on, then GCSE Textiles is for you. You will need good communication and problem solving skills, have an enquiring mind and keen to succeed. Being innovative and willing to experiment with a range of processes such as weaving, batik, soft sculpture, embroidery and pattern making. Independent learning is an important feature, as is keeping to deadlines. The course requires commitment and self- motivation as there is an emphasis on independent study. A responsible attitude towards Health and Safety is also essential.
Post 16 Pathways	The Creative Design industries are one of the biggest growing sectors in Britain and Textiles provides you with a variety of skills employers are looking for. It can lead to further study at A Levels, technical awards and ultimately at degree level in career opportunities in a wide range of occupations including textile designer, textile buyer, fashion designer, knitwear designer, milliner, fashion journalist, theatrical costume designer, fashion illustrator and pattern-cutter to name but a few.

Subject	Design and Technology
Exam Board	Edexcel
Qualification	Full GCSE
Raising Standards Leader	Mrs L. Moore / Mr P. Nicholson
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. A good understanding of Mathematics, Science and IT skills are needed. The course requires commitment and self- motivation as there is an emphasis on independent study. A responsible attitude towards Health and Safety is also essential.
Post 16 Pathways	This course can lead to: 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	Hospitality and Catering
Exam Board	Eduqas
Qualification	Vocational Technical
Raising Standards Leader	Mrs L. Moore / Mrs K. Lythgow
Subject Overview	The Hospitality and Catering industry is a dynamic, vibrant and innovative sector, delivering vital jobs, growth and investment in local communities and is important culturally, socially and economically. Businesses which make up the sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks and entertainment venues. This course is ideal for those students who are interested in all aspects of the Food and Drinks Industry and enjoy planning recipes and making a variety of dishes. The subject covers 2 areas. Unit 1 enables students to gain and develop comprehensive knowledge and understanding of the Hospitality & Catering industry, including how hospitality and catering providers operate, commercial and non commercial provision, health and safety and food safety. Unit 2 enables students to develop knowledge and understanding of the importance of nutrition, and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn to review their work effectively.
Assessment	Unit 1. Exam. Hospitality and Catering Industry. 1 hour 20 min written exam paper. 40% Unit 2. Hospitality & Catering in Action. Controlled Assessment 60%
Characteristics for success	Students will need a variety of both theoretical and practical skills to achieve success. This includes being organised, hardworking, punctual, hygienic, good communicator, a team player and motivated to complete independent work. A responsible attitude towards Health and Safety is also essential within the kitchen.
Post 16 Pathways	This technical award can lead to further education at A Level or a Level 3 Technical award, apprenticeships and higher education degree level courses. Careers and employment can range from a chef, cook, food and beverage manager, hotel manager, waiting staff, receptionists, catering assistant, food technologist and dietician.

Subject	Creative i-Media
Exam Board	AQA
Qualification	Cambridge National
Raising Standards Leader	Mrs C. Hinds-Taylor
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. Learners will design and create original characters that convey emotion and personality. They will also learn to set characters within stories of their own making which flow logically and engage the reader. You will also learn to use conventions of comics to tell your characters' stories across multiple pages. This course will provide you with the basic skills for further study for a range of creative job roles within the media industry. 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 four pieces of coursework; RO93 Creative i-media in the media industry Externally marked exam RO94 Digital identity and digital graphics - Teacher assessed coursework RO95 Characters and comics - 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	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	Physical Education
Exam Board	OCR
Qualification	Cambridge National
Raising Standards Leader	Mr N. Coxon
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 three units with two of the units completed as coursework, which is assessed and submitted to the exam board. Along with the coursework, one unit is also practical based with students being assessed in two practical sports and one practical leadership task. One unit is assessed via examination. 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
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	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	Drama
Exam Board	AQA
Qualification	Full GCSE
Raising Standards Leader	Ms J. Hardy-Kinsella
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: 1. Understanding drama 2. Devising drama 3. 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).
Assessment	Component 1: Understanding Drama 40% What is assessed: ● Knowledge and understanding of drama and theatre How it is assessed: ● Written exam: 1 hour and 45 minutes (80 marks) Component 2: Devising drama 40% What is assessed: ● Process of creating devised drama How it is assessed: ● Devising log (60 marks) ● Devised performance (20 marks) Component 3: Texts in practice (practical) 20%

	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)
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 ● Ability to work in a team and understanding of the responsibilities of group work ● Resilience
Post 16 Pathways	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 ● Director ● Stage manager ● Designer ● Technician ● Front of house ● Public relations However, many other industries value the skills developed through drama and so this 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.

Subject	Music
Exam Board	OCR
Qualification	Full GCSE
Raising Standards Leader	Ms S. Tarbuck
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.

Assessment	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.
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	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.

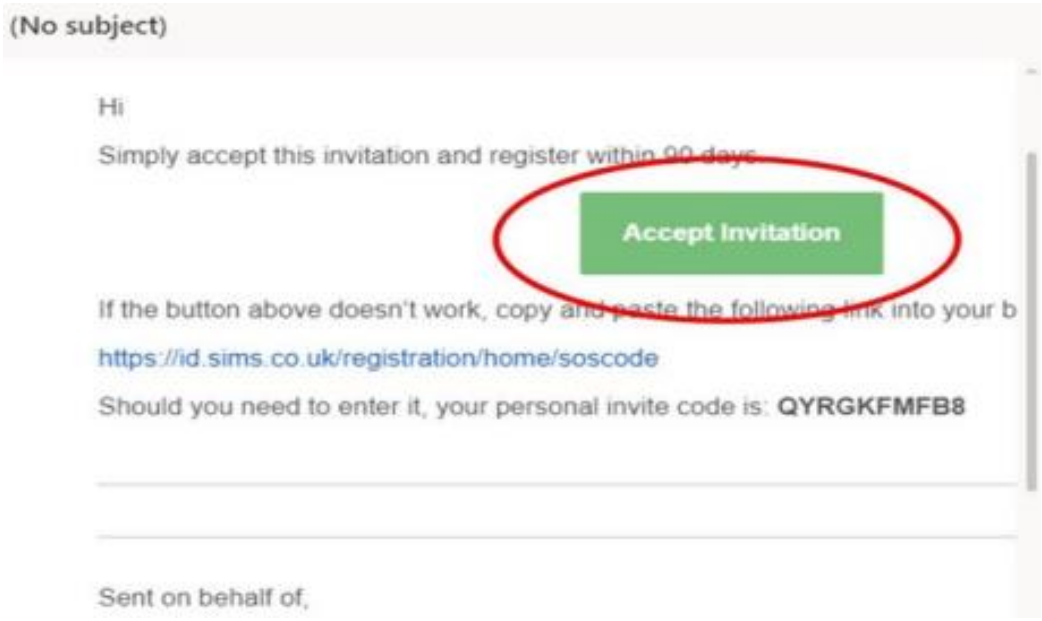
Pathways Process – SIMS ID

This year we are running our Pathways Process online using SIMS ID. SIMS ID is a website that you will log in to and make your final subject choices.

This document guides you through the process which will be live from 18th January and must be completed by 16th February.

During the week commencing 15th January, parents will receive an invite to the e-mail address that is registered with the school.

The email will come from **noreply@sims.co.uk** not from the school.



Open the email and click on the ACCEPT INVITATION button to set up your SIMS ID online account. Please do not create an external ID.

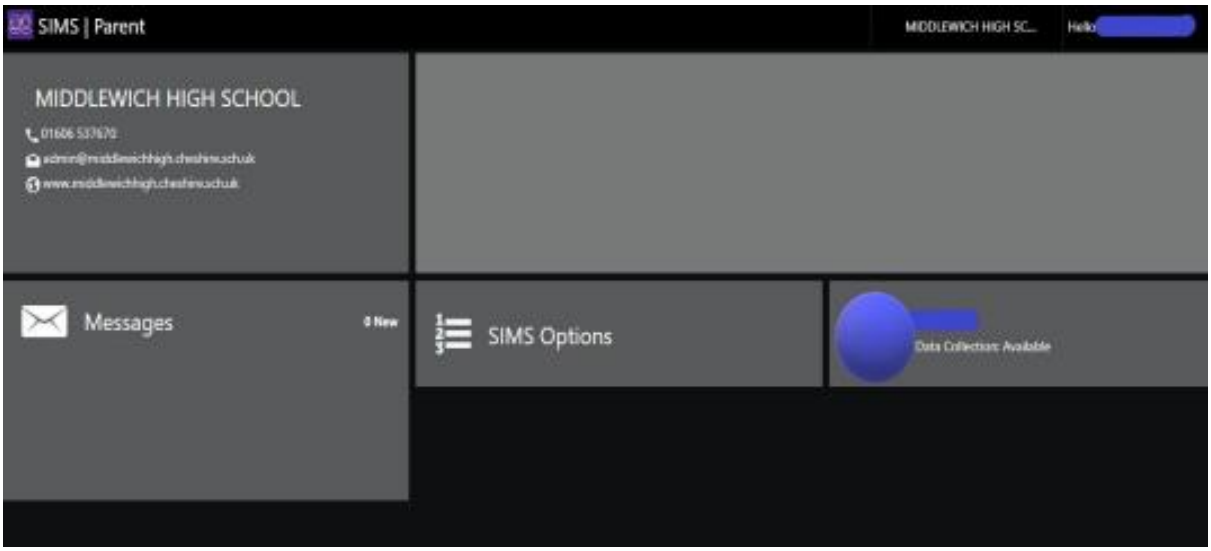
You will be asked to enter your username (your email address). The invitation code will be pre-populated. Click 'Next'. You will then be asked to enter your child's date of birth (dd/mm/yyyy). Click 'Next'.

You will then be asked to create your password (please do not include any part of your name within the password).

Once registered successfully you will receive a confirmation email. Use the link on this email to access your SIMS ID

Account or navigate to https://www.sims-parent.co.uk on your browser. From here, please select the SIMS logo to use your SIMS ID to login.

PLEASE DO NOT RE-USE THE LINK ON THE ORIGINAL INVITE EMAIL AS THIS WILL REQUIRE YOU TO RE REGISTER YOUR ACCOUNT.



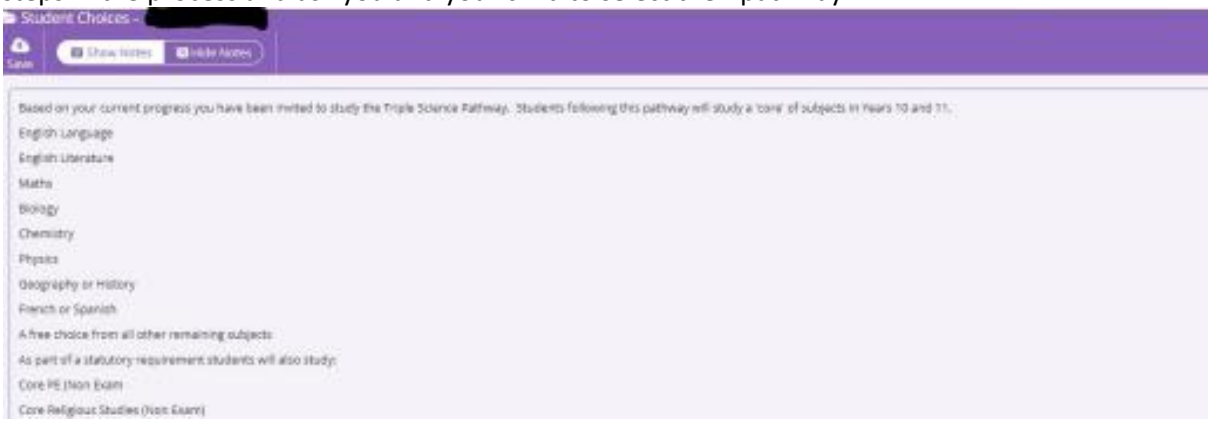
Welcome to Middlewich High School SIMS ID Home page

From here you have two choices:

SIMS Options: Please select this to allow you and your child to choose the subjects they wish to study in Years 10 and 11. This will be available from Friday 17 February 2023 at 3pm

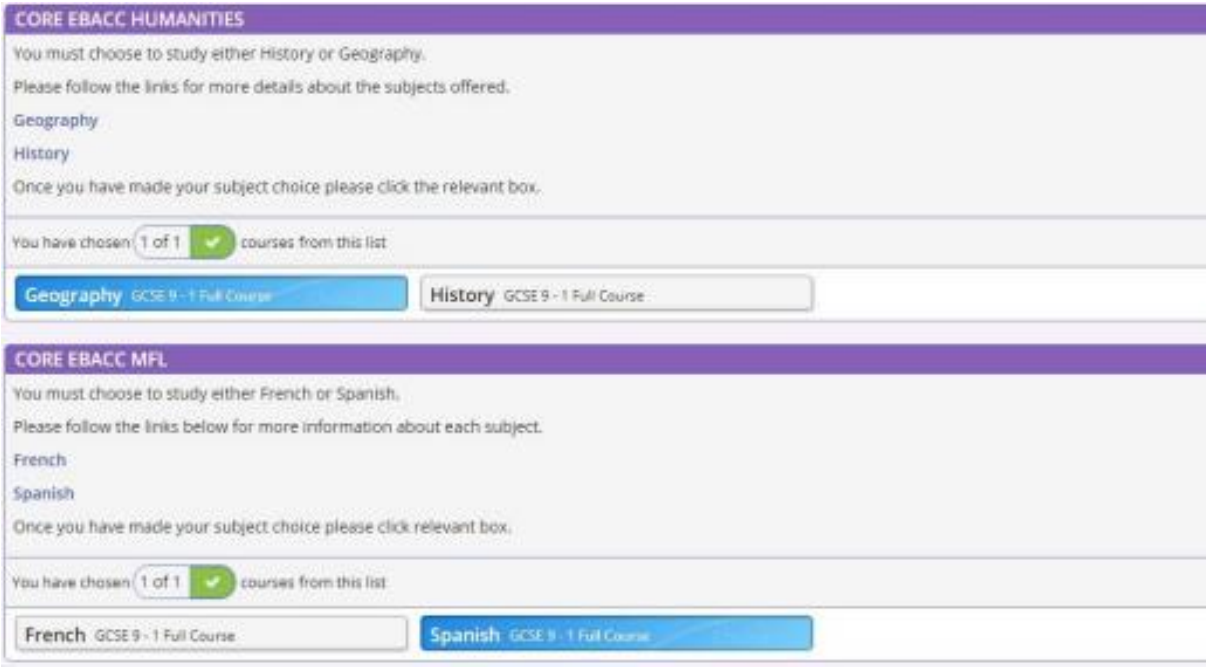
Data Collection: This allows you to check the basic information that we hold on file for your child(ren) such as phone numbers and email addresses and to submit amendments if needed. You will only be able to see and amend your own information.

Once you have accessed the SIMS Options screen, the website will guide you through each of the steps in the process and ask you and your child to select their pathway.



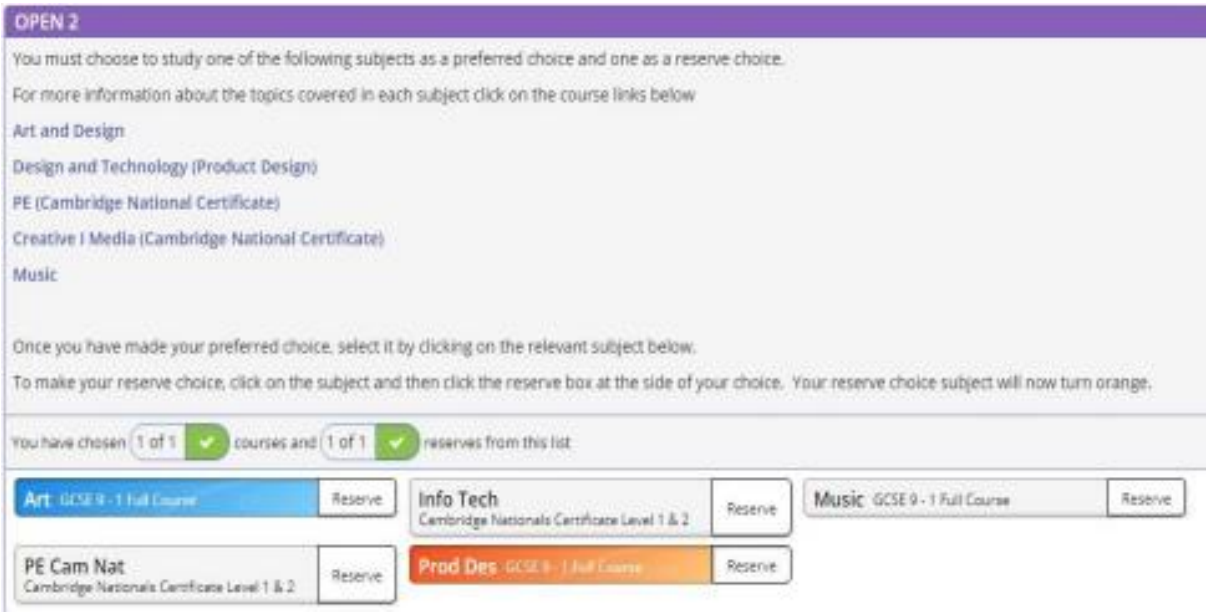
Students are first asked to select a Humanities subject. Clicking on the subject links will take you to more information about each subject. Once you have decided which subjects to study, click on the subject box.

The chosen subject turns blue and a green tick indicates that you have completed that section.



If you have been invited to study triple science and /or computer science, you will be guided to these selections. This will give you the option of Physics and/or Computer Science within your choices.

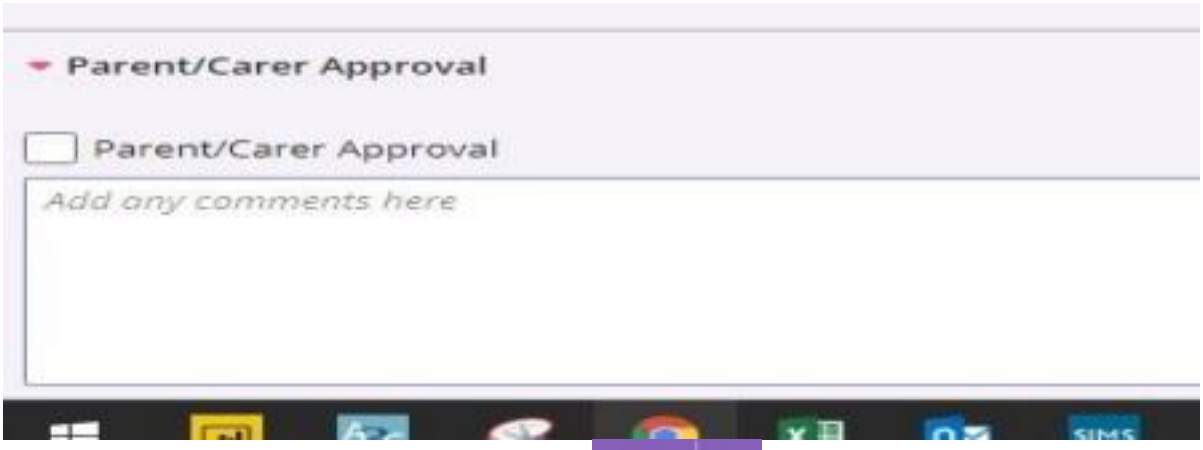
Finally, most students will be asked to choose from the open pathway subjects. Most students will pick two subjects.

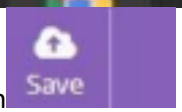


In the rare event that a chosen course does not run or has limited capacity, we ask you to pick a reserve in each open pathway.

To do this select a second choice of subject and then click the reserve box next to it.
Your reserve choice will turn orange.

Once you have made all of your choices, please tick the parent/carer approval box. You may also leave a short note if appropriate.



Save your choices at the top left of the screen 

You have now completed the Pathways process and we will be in touch to confirm or discuss your choices. If you or your child would like more information or support in making these choices, please contact Mr J Blinkhorn or Mrs Povey.

rpovey@mhs.school

jblinkhorn@mhs.school