

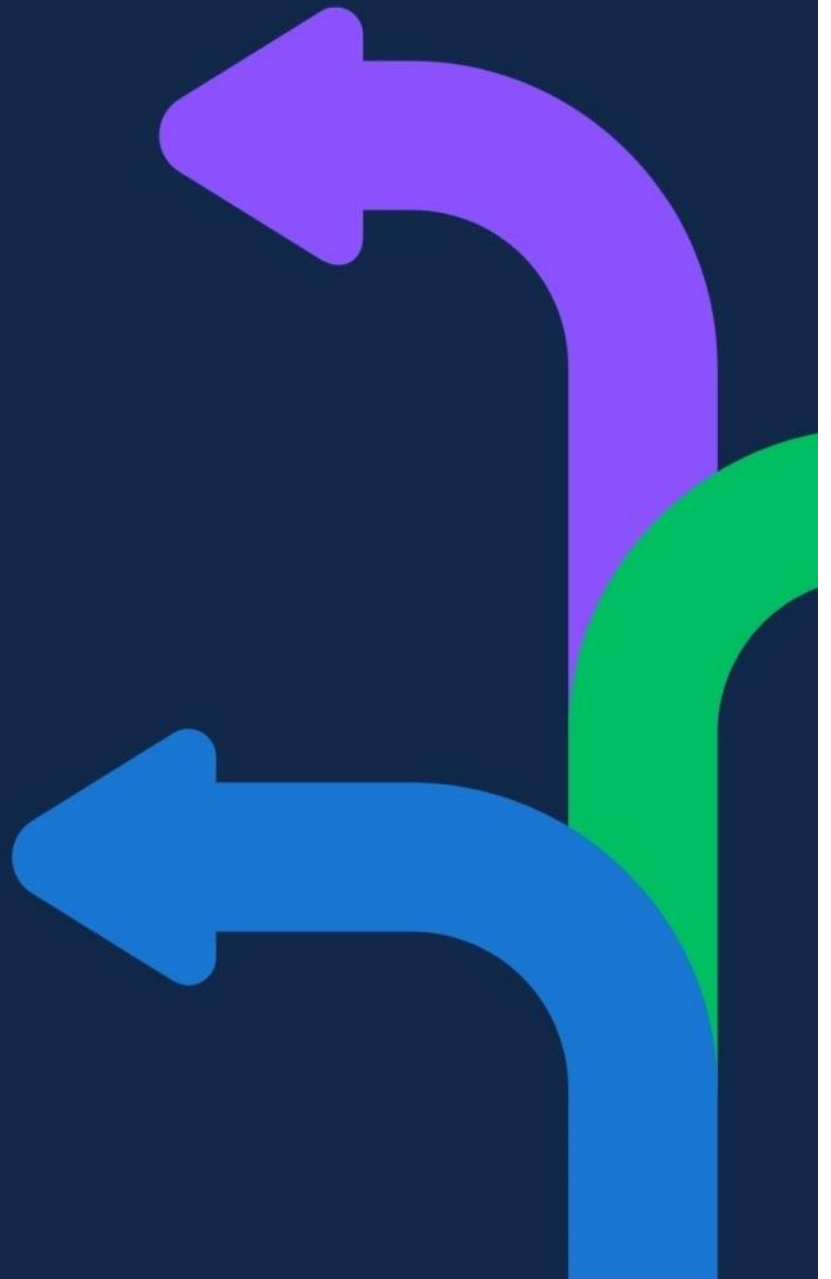


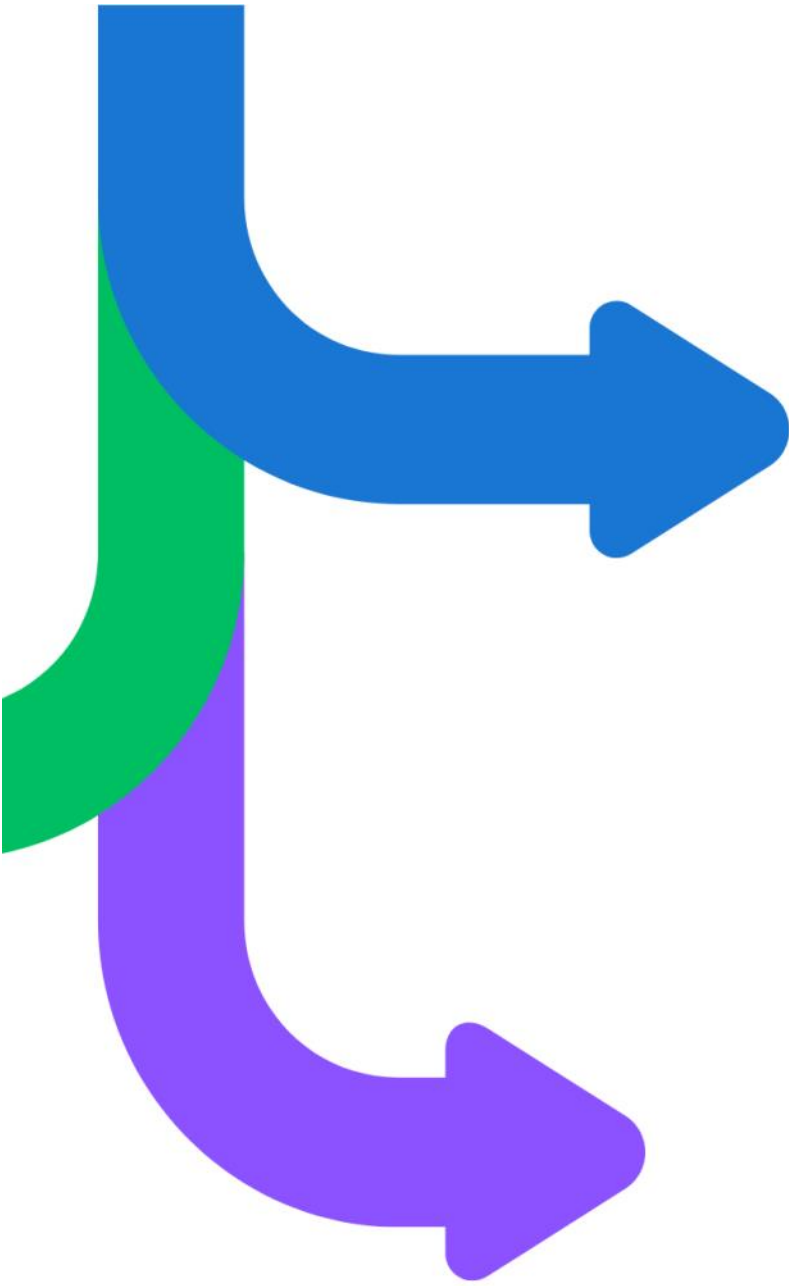
PRENTON HIGH SCHOOL FOR GIRLS



# PRENTON PATHWAYS

*GCSE Guidance for Students 2024*





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## Introduction

At Prenton High School, we pride ourselves on providing the best possible education and options for our students.

We provide students with a wide range of pathways and choices to meet their individual learning needs. We also focus on giving students the best possible opportunities so that they have choices beyond Year 11.

Our curriculum offer is ambitious and exciting. It challenges our young people to have high aspirations and a belief that they can achieve great success if they apply themselves.

## Key Dates

Monday 26 February	Launch Pathways – Stepping up to GCSE
Tuesday 27 February	Careers week assembly
Thursday 29 February	Progress Evening 4.00-7.00pm
w/c Monday 4 March	GCSE & Vocational course taster lessons delivered all week
Wednesday 6 March	Pathways taster day
Friday 8 March	Extended form tutor session
Thursday 14 March	Deadline for returning pathways form to school

## Remaining in Education or Employment

The Education and Skills Act 2008 increases the minimum age at which young people in England can leave education. They are required to continue in education or training until the end of the academic year in which they are 17 from 2013, or their 18th birthday from 2015.

Raising the participation age does not mean young people must stay in school; they will be able to choose one of the following options:

- Full - time education, such as school, college or home education;
- Work - based learning, such as an Apprenticeship;
- Part - time education or training if they are employed;
- Self - employed or volunteering for more than 20 hours a week.

## Qualifications Grade 9 –1:

You will be aware that GCSEs are no longer graded using a letter (A—G) and that numbers are now used. Grade 9 is the highest grade possible and could be compared to an A\* grade. Grade 4 is considered a 'standard' pass and grade 5 is a 'strong' pass. Colleges and employers will look for Grade 4 and Grade 5 (depending on the college or employer) and these grades are considered as a good GCSE pass.

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## Making The Right Choice

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Students will be able to choose subjects in which they are successful, subjects they enjoy and are enthusiastic about. Students will also have a range of subjects to enable them to prepare for the next stage and their choices post-16. There are some subjects that all students are required to study. Details of which subjects are suited to each student are on the personalised pathways form.

## The Wider Curriculum

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As part of our curriculum commitment and provision, we will ensure that aspects of spiritual, moral, social and cultural (SMSC) understanding are developed. This commitment will enable students to develop into self-assured, confident and happy young adults with an understanding and awareness of the world in which they live. Throughout Years 10 & 11 students will continue to study Learning for Life (PSHE & RSE) to further enhance this development. During form time students will further develop their LORIC skills (Leadership, Organisation, Resilience, Independence, Communication) and will work towards achieving "The Edge". The skills developed through this provision are recognised by colleges and employers as essential character attributes.

It is also essential that we help students to prepare for their future education and career choices. Careers Education Information and Guidance (CEIAG) support will continue to run throughout Years 10 & 11 and will run alongside and as part of the wider curriculum experience. SMSC & CEIAG are developed across the curriculum and through a range of different subjects. They are further enhanced through the provision of assemblies and through themed events and activities.

## Supporting Information

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**Core** | These are compulsory subjects offered to all students. These subjects will offer essential skills and are required by the government as part of the expected provision for all students.

**GCSE** | GCSEs are the most common form of assessment and examination for students in Years 10 & 11. The Examination Boards we use are: AQA, Pearson, OCR and WJEC/EDUQAS. Details of specifications can be found with each course in this booklet.

**Baccalaureate (EBACC)** | Subjects that are part of the English Baccalaureate are English, Maths, Science, Computer Science, Geography or History, Modern Foreign Languages.

**OCR National** | A vocational qualification equivalent to a GCSE.



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High School for Girls

Making a positive difference today to achieve a better tomorrow

## Frequently Asked Questions:

### Should I choose the subjects in which I feel most confident?

When moving to GCSE or a vocational qualification it can be helpful to choose subjects that you feel you are confident about but also subjects you feel passionate about, too. It is also important to have a variety of subjects so that you have a wider selection of choices as you move beyond Year 11. Remember, you can achieve anything if you work at it.

### Should I choose the subjects I enjoy the most?

It can really help you to choose a subject that you enjoy as you already have a passion for it. Remember though, having a range of subjects and a balance is really important, too.

### I find some of the core subjects really challenging, do I have to take them?

Yes. There are some subjects that all students in England are required to study. Your teacher will monitor your progress closely and you will receive support to enable you to achieve. This support should help you to feel more confident and more likely to achieve successful final examination grades.

### Why can't I have more choices?

The government say that there are certain subjects that you must cover. However, we are also able to offer a range of other subjects that you can choose. This will give you the variety that you need to take the next steps. Don't forget that we have a huge variety of extra curricular opportunities; get involved so that you add to your overall school experience and work towards achieving 'The Prenton Pathway to Success'.

### What if I don't get my first choice?

We try our best to give you your first choice but, in some subjects, places are limited. Please choose reserves carefully. We will always talk to you if you are being offered reserve choice options.

### IMPORTANT ADVICE:

DO NOT choose a subject just because your friend is choosing it. It may suit your friend but not you.

DO NOT choose a subject just because you like a particular teacher - there is no guarantee that you will have that teacher in the future.

### Think about your future:

If you have an idea of what you would like to do, then make sure your choices are suited. Research the courses that would help you in your future pathway or career choice. If you are unsure about your next steps then aim to choose a range of subjects. We will guide you throughout Years 10 & 11 to make good choices Post-16.

Remember to access your Unifrog account to research subjects, careers pathways and labour market information to help you make well informed decisions about your future. If you are experiencing any issue with your account, please contact Miss Goode: [goodec@prentonhighschool.co.uk](mailto:goodec@prentonhighschool.co.uk)



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# Notes

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# Core Subjects



All students are required to study the following subjects:

**ENGLISH**

**MATHEMATICS**

**SCIENCE**

**LEARNING FOR LIFE (PSHE)**

**PHYSICAL EDUCATION**



# ENGLISH LANGUAGE

Subject Leader

Miss G Davies

**100%**  
**Examination**

**Examination Board:** AQA

**Specification:** English Language (8700)

**Qualification:** GCSE

The course enables students to develop the skills they need to read, understand and analyse a wide range of different texts, and write clearly and effectively.

**Paper 1:** Explorations in Creative Reading and Writing

- Section A: students read a literature fiction text and explore how writers use narrative and descriptive techniques to capture the interest of readers.
- Section B: students write a creative text to demonstrate their own use of narrative and descriptive skills in response to a written prompt, scenario or visual image.

Written Exam: 1 hour 45 minutes

80 marks

50% of GCSE

**Paper 2:** Writers' Viewpoints and Perspectives

- Section A: students read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.
- Section B: students produce a written text to a specified audience, purpose and form in which they give their own perspective on a specified theme or topic.

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

**Non-examination assessment: Spoken Language Endorsement.**

Students demonstrate their speaking and listening skills by giving a spoken presentation in a formal context and responding appropriately to questions and to feedback. This element is assessed separately by the class teacher.

**Extra curricular:** In-school and public theatre performances and Masterclasses. Creative writing club and poetry club.

**Future progression:** Lawyer; Teacher; Journalist; Copywriter; Editor; Librarian; Lecturer; Media Researcher; Playwright; Film Producer; Sales Representative; Publishing Executive; Advertising Executive; Social Media Manager; Public Relations Officer.



# ENGLISH LITERATURE

Subject Leader

Miss G Davies

**100%**  
**Examination**

**Examination Board:** AQA

**Specification:** English Literature (8702)

**Qualification:** GCSE

The course assesses students' ability to explore writers' ideas and intentions, analyse language and structure across a range of texts, and link a text's historical, social and cultural context to its content.

**Paper 1:** Shakespeare and the 19th century novel

(*Romeo and Juliet* or *Macbeth* — William Shakespeare and *A Christmas Carol* — Charles Dickens)

- Section A: students analyse an extract from the Shakespeare play, followed by writing about the play as a whole.
- Section B: students analyse an extract from the 19th century novel, followed by writing about the novel as a whole.

Written exam: 1 hour 45 minutes

64 marks

40% of GCSE

**Paper 2:** Modern texts and poetry

(*An Inspector Calls* — J. B. Priestley OR *Blood Brothers* — Willy Russell and Power and Conflict poetry anthology cluster)

- Section A: students answer one essay question from a choice of two on their studied modern text.
- Section B: students answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict anthology cluster.
- Section C: This is Unseen poetry and includes the following:
  - i. Analysis of one unseen poem (24 marks)
  - ii. Compare two unseen poems (8 marks)

Written exam: 2 hour 15 minutes

96 marks

60% of GCSE

**Extra curricular:** In-school and public theatre performances and Masterclasses. 'Deliberately difficult push to 7' club.

**Future progression:** Arts Administrator; Digital Publishing Manager; Screenwriter; Press Officer; Proof-reader; Teacher; Civil Servant; Archivist; Playwright; Actor.

# MATHEMATICS

Subject Leader

Miss R Lavery

**Examination Board:** Pearson (foundation tier) / OCR (higher tier)

**Specification:** 1MA1 (foundation tier) / J560 (higher tier)

**Qualification:** GCSE

## Assessment:

Assessment comprises three written examinations taken at the end of a 2 year course; two calculator papers and one non-calculator paper. All examinations are taken at the end of Y11. Teaching of GCSE content starts in Year 9.

Each paper contains either 80 marks (Foundation) or 100 marks (Higher). All papers will have a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers, where 9 is the highest grade. Individual papers are not graded. At higher level grades 9-4 are available, whilst at foundation level grades 5-1 are available.

## Course content:

There are 5 broad areas of study:

1. Number
2. Ratio, proportion and rates of change
3. Algebra
4. Statistics and probability
5. Geometry and measures

**100%**  
**Examination**

Across all areas of study, students will be tested on their application of standard techniques; how they reason, interpret and communicate mathematically as well as solve problems within mathematics and in other contexts.

**Extra curricular:** UKMT Intermediate Challenge, Masterclasses, University of Liverpool trips.

**Future progression:** Finance; Medicine; Engineering; Accountancy; Teaching; Meteorology; Statistics; Architecture; Banking; Investment Banker; Actuary; Data Science.

# SCIENCE | TRIPLE AWARD (SEPARATE SCIENCES)

Subject Leader

Mr P Hignett

**Examination board:** AQA

**Specification:** Biology (8461); Chemistry (8462); Physics (8463)

**Qualification:** GCSE Triple Award (Separate science).

## Assessment

This qualification is linear. Linear means that students will sit all examinations at the end of the course. For each GCSE, there are two papers (two Biology, two Chemistry and two Physics). Each of the papers will assess knowledge and understanding from distinct topic areas.

Each of the papers is a written exam: 1 hour 45 minutes (100 marks) worth 50% of each GCSE. Each paper consists of multiple-choice, structured, closed short answer and open response questions. Students will be entered for either foundation or higher tier.

Graded 9-1.

## Course content:

There are 24 broad areas of study:

### Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

### Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

**100%**  
**Examination**

**Extra curricular:** University residential, STEM workshops, Young Medics course, Isaac Physics, Masterclasses, Unilever and Big Bang Event.

**Future progression:** Analytical chemist; Animal technician; Biomedical scientist; Clinical psychologist; Clinical research associate; Clothing/textile technologist; Environmental health practitioner; Food technologist; Forensic scientist; Healthcare scientist; Meteorologist; Microbiologist; Oceanographer; Pharmacist; Pharmacologist; geneticist; Science writer. Scientific laboratory technician; Toxicologist; Water quality scientist.

# SCIENCE | COMBINED SCIENCE ( TRILOGY)

Subject Leader

Mr P Hignett

**Examination board:** AQA

**Specification:** Trilogy (8464)

**Qualification:** GCSE Combined Science.

**100%**  
**Examination**

## Assessment

This qualification is linear. Linear means that students will sit all examinations at the end of the course. There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Each of the 6 papers is a written exam: 1 hour 15 minutes (70 marks) worth 16.7% of GCSE. Each paper consists of multiple-choice, structured, closed short answer and open response questions. Students will be entered for either foundation or higher tier.

Graded 9-1.

## Course content:

There are 24 broad areas of study:

### Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

### Physics

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

**Extra curricular:** University residential, STEM workshops, Young Medics course, Isaac Physics, Masterclasses, Unilever and Big Bang Event.

**Future progression:** Analytical chemist; Animal technician; Biomedical scientist; Clinical psychologist; Clinical research associate; Clothing/textile technologist; Environmental health practitioner; Food technologist; Forensic scientist; Healthcare scientist; Meteorologist; Microbiologist; Oceanographer; Pharmacist; Pharmacologist; geneticist; Science writer. Scientific laboratory technician; Toxicologist; Water quality scientist.

# LEARNING FOR LIFE

Subject Leader

Mr P Furlong

## Course Content

Learning For Life is what used to be known as PSHE at Prenton High school. Students will have one lesson a fortnight. The curriculum is based around three core themes:

- Sex and Relationships.
- Health Education.
- Living in the wider world.

Young people are growing up in an increasingly complex world both on and offline. This presents many positive and exciting opportunities, but also challenges and risks. The aim of Learning for Life is to ensure that young people know how to be safe and healthy and how to manage their academic and personal lives in a positive way. This will enable them to make responsible and well informed decisions about their lives as children and as adults in the future.

## In Year 10 students explore:

- Mental health and wellbeing
- Radicalisation and extremism
- Healthy, intimate relationships
- Politics and British Values

**There is no formal assessment for this course.**

## In Year 11 students study:

- Safer relationships and marriage
- Families, fertility and pregnancy
- Physical and mental wellbeing
- Study skills

## Theme days:

Alongside these units, students will take part in different workshops and theme days. These will cover a range of topics from sex and relationships, using specialist agencies such as Brook, to careers including CV writing workshops and interview skills.

**Future progression:** The skills developed through this curriculum will enable students to develop into self-assured, confident and happy young adults with an understanding and awareness of the world in which they live.



# The EBACC

All students studying the EBACC  
will be required to study:

**SPANISH**

and

**GEOGRAPHY or HISTORY**

# SPANISH

Subject Leader

Mrs N Jones

**Examination Board:** AQA / Edexcel

**Specification:** TBC

**Qualification:** GCSE

**100%  
Examination**

## Assessment

Here is a general overview of the themes you may cover:

### Theme 1: People and lifestyle

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

### Theme 2: Popular Culture

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

### Theme 3: Communication and the world around us

Topic 1: Travel and tourism, including places of interest

Topic 2: Media and technology

Topic 3: The environment and where people live

### There are four papers:

Paper 1 Listening

Paper 2 Speaking

Paper 3 Reading

Paper 4 writing

GCSE Spanish has a foundation tier (grades 1–5) and a higher tier (grades 4–9).

Students must take all four question papers at the same tier. All question papers must be taken in the same series.

### Transferrable skills:

Social, communication, problem solving, organisation, resilience, teamwork.

**Extra curricular:** Language Leaders, European Day of Languages, Mother Tongue Other Tongue competition, Sixth Form and University Language Taster Days, GCHQ Intelligence Event, Possibility of trip abroad, Culture Events.

**Future progression:** Wide ranging careers such as Computer Programmer; Customer Support Adviser; Insurance Consultant; Interpreter; Teacher; Translator; Engineering; Banking; Civil Service; Travel and Tourism; Hospitality; Secretary/PA; Marketing; Business manager; Public Relations; Pharmaceutical work; Journalism and Media; Transport and distribution; Website localiser.

# The Humanities

Students can choose ONE of the following subjects:

**GEOGRAPHY**

**OR**

**HISTORY**





# GEOGRAPHY

Subject Leader

Mr D Major

**Examination Board:** AQA

**Specification:** (8035)

**Qualification:** GCSE

**Assessment:** 3 externally examined units of 35%, 35% & 30%

## Course Content

### Unit 1: Physical Geography

Comprising three units

- The Challenge of Natural Hazards
- Physical Landscapes in the UK
- The Living World

Assessment: 1hr 30 minute exam paper

### Unit 2: Human Geography

Comprising three units

- Urban Issues and Challenges
- The Changing Economic World
- Resource Management

Assessment: 1hr 30 minute exam paper

### Unit 3: Skills

- Field work and Geographical Skills
- Issue Evaluation

Assessment: 1hr 15 minute exam paper

**100%**  
**Examination**

**Extra curricular:** Two compulsory field trips to Storeton Woods and Birkenhead. Intervention classes, high achievers group, Masterclasses. Field trip to North Wirral Coastal Park and New Brighton at the end of year 9.

**Future progression:** Teacher; Higher education lecturing; Planning; Accountancy; Researcher; Marketing, Data analyst; Architectural Technologist; Environmental agency and law.

# HISTORY

Subject Leader

Mr D Major

**Examination Board:** Pearson

**Specification:** (1HI0)

**Qualification:** GCSE

**Assessment:** Three exams: 30%, 40% and 30%

**100%  
Examination**

## Course Content

Unit 1: Crime and Punishment through time

- Medieval England
- Early Modern England
- 18<sup>th</sup> and 19<sup>th</sup> century Britain
- Modern Britain
- Whitechapel murders

Assessment: 1hr 15 minute exam paper

Unit 2: Early Elizabethan England and the American West

- Challenges for Elizabeth I
- The Spanish Armada
- Conflict between the US and the Plains Indians
- How Americans settled the West

Assessment: 1hr 45 minute exam paper

Unit 3: The USA – Conflict at Home and Abroad 1950-1975

- Civil Rights
- Vietnam War

Assessment: 1hr 20 minute exam paper

**Extra curricular:** Optional fieldtrips to York.

Masterclasses.

**Future progression:** Teaching; Higher Education Lecturing; Law; Journalism; Archaeologist; Politics; Historic Buildings and Heritage Management.



# Optional Subjects

Each individual student form will show how many choices are available from the following subjects:

- ART, CRAFT & DESIGN
- CREATIVE iMEDIA
- COMPUTER SCIENCE
- ENTERPRISE & MARKETING
- FOOD PREPARATION & NUTRITION
- HEALTH & SOCIAL CARE
- MUSIC
- PERFORMING ARTS
- PHOTOGRAPHY
- PHYSICAL EDUCATION
- RELIGIOUS EDUCATION
- SOCIOLOGY
- TEXTILES

# ART, CRAFT & DESIGN

Subject Leader

Mr S Taylor

**Examination Board:** AQA

**Specification:** (8201)

**Qualification:** GCSE

## Assessment

Component 1: Portfolio 60%

Component 2: Externally Set  
Assignment 40%

## Course Content

Art, craft and design encourages creative learning across a range of experiences. Students can work using a variety of materials, such as drawing, printing, sculpture, mixed media and painting. Students will complete a portfolio of work (Component 1), that will include one full project evidencing the journey from initial engagement to the production of a final piece. They will also complete a selection of smaller projects as part of the portfolio that will make up the 'coursework' element of the qualification.

Students will study a range of artists, designers or cultures during the course and produce a range of final pieces using different media. Projects will build on learning acquired in Years 7, 8 and 9, with new techniques and opportunities to work on a larger scale. All preparatory work will be carried out in students' sketchbooks, where they must be able to demonstrate: recording observations, researching artists, developing ideas, refining their work and realising personal intentions. Students will be required to include written analysis of different artworks and fully annotate their work. Drawing will also be an important part of the course.

The externally set assignment (Component 2) will be carried out in the Spring Term of Year 11. Students will research and design their own project during the preparatory period and then produce a final piece in 10 hours based on a statement issued by the examination board.

All students who opt for this subject will need to buy an A4 sketchbook from school. The cost of this will be approximately £3.80.

**Extra-curricular:** Art club, GCSE support sessions.

**Further Progression:** Artist; Illustrator; Art Critic; Website Designer; Art Teacher; Art Therapist; Tattoo Artist; App Designer; Film Editor; Special Effects Designer; Gallery Owner; Arts Administrator as well as a wide range of careers in film, TV and Theatre.

Art can also be useful for any career that requires fine motor skills, presentation skills, an eye for aesthetics and creative thinking.

# CREATIVE iMEDIA

Subject Leader

Mr T Simon

**Specification:** J834

**Examination Board:** OCR

**Qualification:** Level 2 Vocational Qualification Equivalent to a GCSE

## Assessment

Unit R093 Exam based on Creative iMedia in the media industry

Unit R094 Visual Identity and digital graphics (Scenario provided by OCR)

Optional Unit: Choice of 1 unit from the list below chosen by the teacher

RO95 Characters and Comics

RO96 Animation with Audio

RO97 Interactive digital media

RO98 Visual imaging

RO99 Digital Games

**Assessment**  
60% Coursework  
40% Exam

## Course content

**Unit R093** — This unit will enable students to understand purposes of digital graphics. Content includes: Digital graphic products, media sectors, jobs in the media industry, content and layout with client requirements, target audience via demographics and segmentation, client brief formats, the use of sources, research data and media codes that impact audiences, understand work plans, asset logs, mind maps, mood boards, scripts, storyboards, visualisation diagrams, flowcharts, wireframe layouts, legal considerations, intellectual property rights, properties of image, audio and video files, compression, distribution of media via different platforms.

**Unit R094** — The aim of this unit is for students to understand visual identity and digital graphics. Content includes: Design concept of visual identity through justification and planning, creation of a visual identity, development of technical skills, appropriate use of properties, asset preparation, create a range of graphic products, use a range of suitable tools and techniques, apply design concepts, suitable use of layout conventions applied to graphical products.

## Important requirements

A willingness to develop skills further using a broad range of multimedia and office related software. To be innovative, willing to pay attention to detail, but perhaps most importantly be well organised. Skills in web design, animation, multimedia, movie/audio along with presentation, word processing and spreadsheet skills are required but not necessary.

**Extra curricular:** Trip to Media City Salford. ICT Lunch club

**Future progression:** Wide ranging across all media sectors for example Media Planner; Multimedia Specialist; Programme researcher in broadcasting/film/video; Public relations officer; Television/film producer; Web content manager.

# COMPUTER SCIENCE

Subject Leader

Mr T Simon

**Specification:** J277

**Examination Board:** OCR

**Qualification:** GCSE

**Assessment**  
100% Examination

## Assessment

- 1 Computer Systems Written Paper (1 hour 30minute 50% of the qualification)
- 1 Computational thinking written Paper (1 hour 30 minute 50% of the qualification)

## Course content

### Unit 01 - Computer Systems (Written Examination)

This component will assess:

- 1.1 Systems Architecture
- 1.2 Memory and Storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

### Unit 02 – Computational Thinking, Algorithms and Programming (Written Examination)

This component will assess

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean Logic
- 2.5 Programming languages and Integrated Development Environments (IDEs for example Python)

**Centre Assessed Programming Projects:** Students will need to develop programming skills during the course by undertaking two programming projects following the system life cycle to include Interpret a solution, plan, create, test, evaluate, understand standard programming techniques.

Design a coded solution to a problem to:

- Develop suitable algorithms;
- Design suitable input and output formats;
- Identify suitable variables and structures;
- Identify test procedures;

Create a coded solution annotating the developed code to explain its function and test their solution:

- To show functionality;
- To show how it matches the design criteria;
- Identifying successes and any limitations.

## Important requirements

Have an understanding of current and emerging technologies and how they work. Understand what an algorithm is in computer programs. Be an independent and discerning user of IT. Apply creative and technical skills, knowledge and understanding of IT in a range of contexts. Develop computer programs to solve a problem.

**Future progression:** Wide ranging across all IT sectors for example Computer Programmer; Software App Developer; Network Manager; Web Developer; System Analyst; Cyber Security.

**Extra curricular:** Escape Room Trip. Turing Challenge. E-Sports Club. ICT Lunch Club.

# ENTERPRISE & MARKETING

Subject Leader

Mrs N Jones

Assessment  
2x Coursework  
1 x Written Exam

**Examination Board:** OCR

**Specification:** J837

**Qualification:** Technical Award Level 1/2

**Grading:** Vocational Awards are awarded the following scale: Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction\*, Level 1 Merit, Level 1 Pass.

## Course Overview

The Cambridge National in Enterprise and Marketing is an exciting course which will encourage you to:

- Understand and apply the key concepts such as the characteristics of successful entrepreneurs, market research, financial viability, and other factors when starting up and running an enterprise.
- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills relevant to the business and enterprise sector.

## Assessment

### Unit R097: Enterprise and Marketing Concepts— 100% Exam

You will look at successful entrepreneurs, risks and rewards, market research and methods, product costs, profit and loss, advertisement and marketing and pricing strategies, starting your own enterprise, amongst other areas.

### Unit R068: Design a Business Proposal—100% NEA

This unit will provide you with the skills and knowledge to design a product and meet a business brief. You will carry out market research and use your research to decide on your target customer and create a design mix for your product ideas. You will complete financial calculations to determine if your product will make a profit and to see if it is viable.

### Unit R069: Market and Pitch a Business Proposal—100% NEA

You will learn how to design a brand which will make your product stand out and you will create a promotional campaign. You will then pitch your proposal to an audience, followed by full evaluation of your entire product, campaign and proposal.

**Independent learning skills and strong attendance is key for success in this course. There is only one attempt at each NEA and students must be present each lesson.**

**Extra curricular:** Visits from local business owners and a trip to a local business, enterprise events and competitions.

**Future progression:** Applied General OCR Level 3 Cambridge Technical in Business, A Levels in Business, T Level in Digital Business Services, Apprenticeships (level 2 and 3) in Business administration, careers in business and entrepreneurship.

**Transferrable skills**—communication, creativity, self assessment, providing and receiving feedback, research and evaluation, analysis, problem solving and presentation skills.



# FOOD PREPARATION & NUTRITION

Subject Leader

Mr S Taylor

**Examination Board:** EDUQAS

**Qualification:** GCSE

**Syllabus:** C560P1

**Assessment**  
50% Non-Exam Assessment  
50% Exam

## Overview

An interesting and creative course blending theory with practical cooking skills to ensure students develop a thorough understanding of nutrition, food spoilage, where food comes from and the working characteristics of food materials.

**Assessment 1 (15% of the qualification):** The Food Investigation Assessment: A scientific food investigation which will assess the student's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

**Assessment 2 (35% of the qualification):** The Food Preparation Assessment: Prepare, cook and present a menu which assesses the student's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by Eduqas annually.

## Examination

There will be one written paper which will be externally set and marked. The exam will be taken at the end of Year 11. All questions are compulsory and targeted at the full range of GCSE grades. The exam will consist of:

Section A; questions based on stimulus material.

Section B; structured, short and extended response questions to assess content related to food preparation and nutrition.

## Is there anything else I need to know?

This is **not a completely practical subject**. In year 11 the coursework element of the course is a large undertaking. Whilst you will cook many food dishes there is also a considerable amount of written theory work including food science which will need to be completed. An enjoyment of science as a subject will help you with this course.

**You will be required to supply ingredients weekly. Please be aware that there is a financial commitment to complete this course. Help may be available to support Pupil Premium students (please speak to Mrs English).**

**Please note: Places are limited on this course**

**Further Progression:** Careers in industry, medical and hospitality & catering including:

Innovation / Development Chef; Development Technologist; Process Technologist; Quality Assurance; Food Stylist; Chef; Catering Manager; Restaurant Manager; Dietician; Nutritionist.

**Extra-curricular:** A Trip to Reaseheath College will allow students to understand primary and secondary processing of milk. Students will also have the option to participate in the Springboard Future Chef competition.

# HEALTH & SOCIAL CARE

Subject Leader

Mrs N Jones

**Specification:** J835

**Examination Board:** OCR

**Qualification:** L1/L2 Cambridge National

## Assessment

60% Internal Assessment

40% External Assessment

This course is vocational and will cover the necessary knowledge and skills for those who want to pursue a career in Health and Social Care.

The OCR Cambridge National is a level 1/2 qualification. It is graded Level 2 Distinction\*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

### Assessment

One externally assessed unit, which is mandatory and two NEA units, one of which is mandatory and one optional.

### What will I learn?

To work in a health or social care setting, it is essential to understand the rights of individuals, person-centred values and how they can be applied. This qualification will help you to develop this knowledge and to understand the importance of effective communication skills when working in these settings. You will also develop the skills needed to ensure a safe and hygienic environment for those in care.

### Both of the following mandatory units:

#### R032: Principles of care in health and social care settings

This unit is assessed by exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

#### R033: Supporting individuals through life events

This unit is assessed by a set assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

### You will complete an NEA on the following:

#### R035: Health promotion campaigns

This unit is assessed by a set assignment. In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign.

### How will I learn?

Emphasis will be placed on occupational relevance and practical application. The course will involve group work and individual learning, case studies and class exercises.

### How will it help me?

The course will provide a broad educational basis for further training, further education or for moving into appropriate employment within Health and Social Care sectors.

**Future progression:** Healthcare assistant; Healthcare support worker; Home care support worker; Community support worker; Social Services officer; Midwife; Outreach development worker; Care supervisor; Nurse.

# MUSIC

Subject Leader

Mrs C Burns

**Syllabus:** 1MUO

**Examination board:** Pearson

**Qualification:** GCSE

## Assessment

Performing - 30%

Composing - 30%

Appraising - 40%

### Assessment and Course Content

**Component 1:** Performing - 30%

Internally marked, externally moderated

**Component 2:** Composing - 30%

Internally marked, externally moderated

**Component 3:** Appraising (Listening) - 40%

Externally examined 1hour 45 minutes

**Section A** —8 Questions : 68 Marks (Based on the 8 set works)

**Section B** —1 Essay style question : 12 marks.

### Important Requirements

This course stretches students academically through the Listening Paper and 8 set works. In addition to this the course will require students to create 2 pieces of original music. One to a choice of 4 set briefs (released in the September of the second year of study) and one free choice. Students must perform 2 pieces of music. One must be a solo and one must be an ensemble. These pieces are a free choice for the students and can be performed on any instrument of their choice.

**N.B.** Study of an instrument/singing lessons greatly enhances a student's experience of the course and can help to improve performance grades. These can be taken in school or privately. Students are also encouraged to attend music extra-curricular groups to help develop important performance and confidence skills which will aid them in improving their overall grade.

**Extra curricular:** Liverpool One Performance, Music for Youth Competition, Wirral Musical Festival Competition, Assembly Performances, Modern Music Ensemble, Ukulele Club, Choir, Karaoke Club.

**Future progression:** Performer; Artist; Sound Engineer; Songwriter; Video Game Composer; Film/TV music composer; Chorus Line; Musical Theatre Director; Choreographer; DJ; Backing Singer; Music Teacher; Peripatetic Music Teacher; Producer.

# PERFORMING ARTS

Subject Leader

Mrs C Burns

## Assessment

100% Controlled Assessment

**Examination board:** Eduqas

**Specification:** (5639)

**Qualification:** Level 1/2 Technical Award

**Grading:** Vocational Awards are awarded on a scale: Level 2 Distinction\*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction\*

## Course Overview

The Vocational Award in Performing Arts is an exciting course that encourages learners to gain knowledge and understanding of the skills and techniques needed to flourish in performing arts disciplines.

In Unit 1, students will gain knowledge and understanding of elements, such as those listed below:

- Drama
- Music
- Musical Theatre

Unit 2 requires students to learn about performance and production disciplines, such as:

- Choreography
- Composition
- Theatrical make-up design
- Costume design

**Extra curricular:** Visits from owners in the industry, visits to studios (recording & dance); participation in the school show; theatre visits; performances in school and the community.

**Unit 3 introduces students to areas of the performing arts that need to be considered when responding to an industry commission and is released in the second year of the course.**

## Assessment

**Units 1(30%) & 2 (30%) :** Portfolio - learning journey & practical performance.

**Unit 3 (40%) :** Portfolio - In response to the unit 3 brief released in year 2.

**Future progression:** Musician; Actor; Dancer; Performing Arts teacher; Set Designer; Costume Designer; Theatrical Make-up Artist; Venue Manager; Arts Coordinator.

# PHOTOGRAPHY

Subject Leader

Mr S Taylor

**Specification:** 8206

**Examination board:** AQA

**Qualification:** GCSE

## Assessment

Component 1: Portfolio 60%

Component 2: Externally Set

Assignment 40%

## Course Content

Photography is defined as the practice of producing images using photographic film or digital methods to create static or moving images. Students will complete a portfolio of work (Component 1), that will include one full project evidencing the journey from initial engagement to the production of a final piece. They will also complete a selection of smaller projects as part of the portfolio that will make up the 'coursework' element of the qualification.

Students will learn how to use a Digital SLR camera, study composition techniques and how to edit photographs using Adobe Photoshop. Students will work in a range of areas including portraiture, location photography, studio photography, experimental photography and documentary photography.

All preparatory work will be carried out in students' sketchbooks, where they must demonstrate recording observations, researching artists, developing ideas, refining their work and realising personal intentions. All work will include written analysis of their own work, other photographers' work and photography techniques. Students will also be expected to work more independently as they work through the course, finding their own inspiration and solutions to set briefs.

The externally set assignment (Component 2) will be carried out in the Spring Term of Year 11. Students will research and design their own project during the preparatory period and then produce a final piece in 10 hours based on a statement issued by the examining board.

It is essential that students have access to a digital camera or smart phone. They will also be expected to use their OneDrive and must have this App on their phone. Students do not need an SLR camera.

**Component 1:** Portfolio 60%

**Component 2:** Externally Set Assignment 40%

All students who opt for this subject will need to buy an A3 sketchbook and folder from school. The cost of these will be approximately £7.50.

**Extra curricular:** GCSE support sessions. Local trips as part of the curriculum to places of photographic interest.

**Future progression:** A wide range of careers such as: Advertising Photographer; Fashion Photographer; Food Photographer; Wedding Photographer; Director of Photographer; Photo Editor and Portrait Photographer. Photography can also be useful for any career that requires presentation skills, and eye of aesthetics and creative thinking.

# PHYSICAL EDUCATION

Subject Leader

Miss N Gore

**Specification:** 8582

**Examination Board:** AQA

**Qualification:** GCSE

## Assessment

40% Practical & Coursework

60% Exam

## Course Content

### **Unit 1: Practical 40%**

All students will show 3 sports from either team games or individual sports. These will be examined by an external moderator.

Students will produce 1 piece of coursework which is a Performance Analysis task. This is worth 10% of the final practical marks.

### **Unit 2: The Theory of Physical Education**

There will be 2 exam papers

Paper 1: Physical factors affecting performance: written exam 1 hour 15 minutes (60 marks 30%)

Paper 2: Socio-cultural issues and sports psychology: written exam 1 hour 15 minutes (60 marks 30%)

Theory work takes place in a classroom for a double lesson each week. Students will learn about methods of training, principles of training the heart blood and the lungs. Some of this work overlaps with aspects of science and will help increase understanding and chances of achieving the best marks in both subjects.

A single lesson will be devoted to the practical work in Year 10, this is to ensure coverage of a diverse subjects. In year 11 there will be a switch between the two. This will be to broaden theoretical knowledge.

Whilst not essential, it is helpful if students participate in an activity or sport outside of school, this can really enhance the practical element of the course.

**Extra curricular:** Over 15 clubs to develop a range of skills, such as football, netball, basketball, volleyball, tennis, gymnastics, dance, handball, cricket and fitness. The majority of these clubs progress to competitions in school time for inter form events, competition against other local schools in the Schools Games structure and through into national events.

**Future progression:** Sports Broadcaster; Biomechanics coach; Sports Psychologist; Clinical exercise specialist; PE Teacher; Sports Event manager; Talent development coach; Gym Instructor; Sports Nutritionist; Sport Science; Sports Journalist; Police Officer; Sports Coach; Sports photographer; Physiotherapist and Firefighter.

# RELIGIOUS EDUCATION

Subject Leader

Mr D Major

**Specification:** 8062

**Examination Board:** AQA

**Qualification:** GCSE

100%  
Examination

## Assessment

2 x 1 hour 45 minutes exams, each worth 50%

## Course Content

This subject includes the study of the key beliefs, teachings and practices in Christianity and Islam. This will include holy text and how communities can incorporate these into their lives in the modern day.

Component 1: The study of religions: beliefs, teachings and practices, Christianity and Islam.

The nature of God; the afterlife; pilgrimage and festivals; charities; responses to persecution; religion's impact in the world today; different styles of worship.

Component 2: Thematic studies: Four religious, philosophical and ethical themes from the perspective of Christianity and Islam.

## Themes to be studied:

Theme A: Relationships and families; Includes the purpose of marriage, the nature and purpose of families, sexuality and same sex marriage, cohabitation, divorce.

Theme B: Religion and life; Includes origins of the universe, evolution, Big Bang and Genesis, uses and abuses of our planet, sanctity and quality of life, death and the afterlife.

Theme D: Includes religion, peace and conflict; peace, justice and forgiveness, violence and terrorism: reasons for war, Just War Theory, pacifism.

Theme E: Religion, crime and punishment: Includes good and evil, reasons for crime, attitudes towards criminals, types of crime e.g. hate crime, theft, murder, aims of punishment, capital punishment.

**Extra curricular:** optional fieldtrips to York.

Masterclasses.

**Future progression:** Teaching; Police; Higher Education Lecturing, Journalism; Youth Worker; Community worker; Chaplain; Charity fundraiser, Archivist, Community development worker, Mediator and Solicitor.

# SOCIOLOGY

Subject Leader

Mr D Major

**Specification:**8192

**Examination Board:** AQA

**Qualification:** GCSE

100%  
Examination

**Assessment** 2 x 1 hour 45 minutes exams, each worth 50%

## Course Content

Sociology is the study of how society is organised and how we experience life. Through ground-breaking research, major social issues such as crime and inequality will be analysed.

As a student of sociology, you will be encouraged to think for yourselves about these issues.

Sociology is a purely exam based subject which requires you to write essays. You will be required to use specialist vocabulary, understand sociological concepts, terminology and convention to explain your findings.

### Component 1: **The Sociology of Families and Education**

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

### Component 2: **The Sociology of Crime and Deviance and Social Stratification**

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

### **The AQA Sociology specification requires students to:**

- Draw on information and evidence from different sources and demonstrate the ability to synthesise them.
- Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use.
- Analyse and evaluate information and evidence presented in different written, visual and numerical forms.
- Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas.
- Use Sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantial judgements and draw conclusions.
- Draw connections between the different topic areas studied.

In all topics, students will understand a range of sociological key terms and be able to apply this information to debates, essays and short answer questions.

**Future progression:** Police & Probation services; Local & Central Government; Teaching; Marketing; Journalism; Social work; Counselling; public relations and communication; Charitable; Counselling and Voluntary Organisations; PR; Journalism and Communications.



# TEXTILES

## Subject Leader

### Mr S Taylor

**Examination Board:** AQA  
**Specification:** 8204  
**Qualification:** GCSE

**Assessment**  
Component 1: Portfolio 60%  
Component 2: Externally Set  
Assignment 40%

#### Course Overview

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

During the course students will complete a portfolio of work (Component 1), that will include one full project evidencing the journey from initial engagement to the production of a final piece. They will also complete a selection of smaller projects as part of the portfolio that will make up the 'coursework' element of the qualification.

Students are required to work in **one or more** areas of textile design, such as art textiles, fashion design and illustration, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles.

Students will use textile design techniques and processes such as: using a sewing machine, weaving, felting, stitching, appliqué, construction methods and printing. They will use different media and materials for example: inks, yarns, threads, fibres, fabrics, textile materials and digital imagery.

All preparatory work will be carried out in students' sketchbooks, where they must be able to demonstrate: recording observations, researching artists, developing ideas, refining their work and realising personal intentions. Students will be required to include written analysis of different artworks and fully annotate their work.

The externally set assignment (Component 2) will be carried out in the Spring Term of Year 11. Students will research and design their own project during the preparatory period and then produce a final piece in 10 hours based on a statement issued by the examination board.

As part of the course all students will need to use a sketchbook. These will need to be purchased from the school and will cost approximately £5.00.

**Future progression:** Fashion designer; Stage and theatre support; Art / Textiles teacher; Product designer; Product buyer; Personal Stylist; Clothing creator; Gallery owner; Fashion retailer; Illustrator; Weaver; Print Manager; Stylist; Visual Merchandiser; Graphic designer; Market Researcher; Interior designer; Lecturer.



# Notes

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