



# Holyhead

Teach What Matters

## 2025-2027

## Options for Key Stage 4



EFT National  
Attendance Award  
2023/24



Central Region  
Schools Trust

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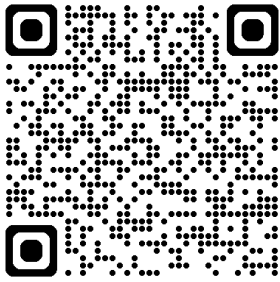
## INTRODUCTION

### Options in Key Stage 4

Students in Year 9 are reaching a very important stage in their compulsory education - that of choosing the option subjects that they wish to study leading to formal qualifications in the Summer of 2027.

The results we achieve here at Holyhead are consistently strong and we are proud of our broad curriculum offer that reflects our high academic expectations and commitment to Arts, Culture and Creativity. We support our students with guidance and practical opportunities before they make these important decisions. Our commitment to you is whichever subjects they choose, they will be challenged, inspired and supported. All of our subjects represent the high quality of learning experiences that you associate with the school.

### What happens next?



Parents/carers and students are invited to view our new online platform for choosing options on the school website:

<https://www.holyheadschool.org.uk/page/?title=Year+9+Options&pid=120>.

You will be able to find more details about the subjects that we offer, as well as the options process. Students will shortly receive a form to complete, indicating which subjects they wish to study.

By the end of lunchtime on **Friday 14th March**, all forms should be handed in to your Form Tutor where we will try to allocate students to their preferred choices.

Good luck,

**Dave Knox**  
Principal



## Progress and Attainment 8

Progress and Attainment 8 measures were introduced from 2016 and replaced the 5 A\*-C (including English and Mathematics) performance measures that were used as the main headline in school performance tables nationally.

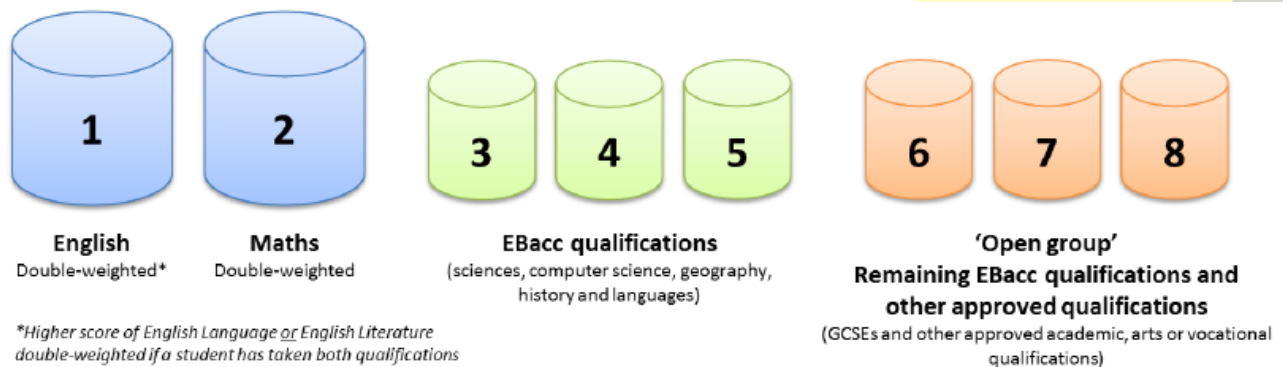
These measures are based on students' attainment and progress measured across eight subjects: English; Mathematics; three other English Baccalaureate (EBacc) subjects (Sciences, Computer Science, Geography, History and Languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved high value arts, academic, or vocational qualification.

The Attainment 8 measure shows students' average achievement across this suite of subjects as an average grade, whilst the Progress 8 measure compares this grade to how students with a similar average Key Stage 2 score performed nationally.

### English Baccalaureate qualifications

From September 2017, the Government intended for the majority of students to be entered for GCSEs in English Language, English Literature, Mathematics, at least two GCSEs in Sciences, a GCSE in either History or Geography, and a GCSE in a Modern Foreign Language. Achieving good grades in this combination of subjects means that students are considered to have completed the English Baccalaureate.

Only qualifications that count towards the EBacc can be included in the Progress 8 slots reserved for English, Mathematics, and the three 'EBacc slots'. Any combination of EBacc subjects can be used to fill these slots, e.g. Biology, Chemistry, Physics; Combined Science; Computer Science; French, Spanish; History, Geography.



### Double-weighting of English

If a student sits both English Language and English Literature, the higher grade is double-weighted. The lower grade will still count in the 'open group' of subjects (not in the EBacc slots).

### Subject Combinations

You may be required to re-opt should there be too few students in total choosing a particular subject, or if that subject fills up.

### Core Subjects



All students will be expected to study for GCSEs in the following subjects: English Language; English Literature; Mathematics; and either Combined Science (which counts for two GCSEs) or Biology, Chemistry and Physics (Triple Science). In addition to these, students will also study some non-examined subjects. These are: Physical Education; Core RE (which may be converted to a full course GCSE later on); and Personal, Social and Health Education (PSHE).

## Progression to Post-16

The subject choices made this year can have an impact on future A Level and university options. For example, you will need to study GCSE History should you wish to study History at A Level. This would also be advantageous should you be looking at a related career.

## Things to consider when choosing your programme of study

*When making plans for the future and selecting the most appropriate course please consider:*

### **Future choices and career aspirations**

You need to consider what you would like to do in the future and ensure you have the qualifications needed for your chosen path.

### **Enjoyment**

Choosing a subject that you like will mean you will be more motivated to succeed.

### **Entry requirements**

You should spend time researching the general and specific entry requirements for our courses.

### **Strengths**

Your choices should be realistic and suit your particular strengths. The individual course outline will provide you with information about the skills needed for the chosen course. Some subjects require a larger amount of extended writing. Others focus more on problem solving or practical work. It is also vital that you consider how subjects are assessed and whether the methods match your individual strengths.

### **Independent Learning**

To succeed in your chosen subject both independent learning and self-discipline are vital. This includes revisiting class work and preparing for your next lesson.



## GCSE English Language

	<b>Exam Board: Pearson</b>	<b>Course Code: 1ENO</b>
<b>Head of Department: Mr Rafter</b>	<b>Qualification title: Pearson GCSE English Language</b>	

### What will I study?

The Edexcel GCSE (9–1) in English Language is a compulsory linear course. Students will read a variety of high-quality, challenging non-fiction and literary non-fiction, in preparation to respond to unseen 20th century and 21st century non-fiction in the examination. Students will read substantial pieces of writing, including whole and extended texts, that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, students should develop the skills of interpretation, analysis and evaluation. Text types studied include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types will also include literary non-fiction, such as selections from autobiography, letters, obituaries and travel writing.

Students will:

- study selections from a range of prose fiction
- develop skills to analyse and evaluate 19th-century fiction extracts
- develop imaginative writing skills to engage the reader
- use spelling, punctuation and grammar accurately

### Assessment

#### Component One (40% of the total GCSE)

- Section A – Reading: questions on an unseen 19th-century fiction extract
- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract
- The total number of marks available is 64
- Assessment duration 1 hour and 45 minutes

#### Component Two (60% of the total GCSE)

Section A – Reading: questions on two thematically linked, unseen non-fiction extracts

Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts

- The total number of marks available is 96
- Assessment duration: 2 hours 5 mins

Students must complete all assessments in the same series.

### Who should I talk to?

Mr Rafter, Mr Shaw, Mrs Malhi-Soggi

### Previous results:

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	16.2	52.0	69.5
<b>2022-2023</b>	12.3	46.7	64.6
<b>2021-2022</b>	19.2	52.5	76.3



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## Post-16 Opportunities:

A level English Language & Literature requires at least a Grade 6 in GCSE English Language.



## GCSE English Literature

	<b>Exam Board: Pearson</b>	<b>Course Code: 1ET0</b>
<b>Head of Department: Mr Rafter</b>	<b>Qualification title: Pearson GCSE in English Literature</b>	

### What will I study?

Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

The course encourages students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

### Assessment

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

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

#### **Paper 2: Modern texts and poetry**

Section A The 19th century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

- Written exam: 2 hour 15 minutes
- 80 marks
- 50% of GCSE





<b>Who should I talk to?</b>	Mr Rafter, Mr Shaw, Mrs Malhi-Soggi
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<b>Previous results:</b>			
	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	13.6	56.1	71.2
<b>2022-2023</b>	20.0	53.8	68.7
<b>2021-2022</b>	26.8	69.7	80.8

<b>Post-16 Opportunities:</b>
A Level English Language & Literature requires at least a Grade 6 in GCSE English Literature.



## GCSE Mathematics

	<b>Exam Board: Pearson</b>	<b>Course Code: 1MA1</b>
<b>Head of Department: Mr Tariq</b>	<b>Qualification title: Pearson GCSE Mathematics</b>	

### What will I study?

Mathematics is a compulsory subject.

Mathematics will enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- select and apply mathematical techniques to solve problems.
- reason mathematically, make deductions and draw conclusions.
- understand, interpret and communicate mathematical information in a variety of forms.

Students will be studying the following topic areas of Mathematics at Key Stage 4:

- Number - e.g. Fractions, Percentages, Surds, Standard Form
- Algebra - e.g. Linear and quadratic equations, Inequalities, Sequences, Graphs
- Ratio - e.g. Units of measure, Scale factors, Percentage change, Financial mathematics
- Geometry - e.g. Angles, Areas and Volumes, Trigonometry, Vectors
- Statistics and Probability e.g. Averages, Pie charts, Scatter graphs, Probability tree diagrams

Mathematics GCSE includes transferable skills which may help you in your other subjects. You will learn how to use problem-solving strategies and to work efficiently by breaking down complex situations into simpler steps. You will be able to explore, identify and interpret mathematical situations and communicate them clearly.

At Holyhead staff work hard to ensure that all students achieve the maximum possible grade, providing high quality teaching and support. Students learn through a variety of methods but we place great emphasis on mental mathematics and encouraging understanding through technology, practical and investigative work.

There is no coursework for this course.

### Assessment

**Examination Board:** Edexcel/Pearson

**Syllabus:** Edexcel GCSE (9-1) Mathematics 1MA1

**Method of Examination:**

GCSE Mathematics has a Foundation tier (Grades 1 – 5) and a Higher tier (Grades 4 – 9).

The information below is the same for both Foundation and Higher tiers.

For the GCSE exam in the Summer Term of Year 11 students will sit 3 papers of 1 hour 30 minutes each.



Paper 1 is non-calculator, Paper 2 and 3 calculators can be used.

Each paper has 80 marks.

It is recommended that students have a scientific calculator, that they bring to all of their mathematics lessons

For foundation tier a Casio 85 GT CW, for higher tier a Casio 991 CW are the calculators recommended.

Content from any part of the specification may be assessed on each paper.

There will be a mix of question styles, from short, single-mark questions to multi-step problems.

The mathematical demand increases as a student progresses through the paper.

Decisions are made about level entries (Foundation or Higher) at the beginning of Year 11 in consultation with parents/carers.

**Who should I talk to?**

Mr Tariq

**Previous results:**

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	7.0	42.0	64.3
<b>2022-2023</b>	6.7	42.1	59.5
<b>2021-2022</b>	9.0	43.0	68.0

**Post-16 Opportunities:**

Mathematics is essential in everyday life and a good grade (5) is necessary for progression to A levels and also Level 3 BTEC qualifications as well as entry to many professions and higher education.

If students want to study Advanced Level Mathematics then they must get a minimum of Grade 6 at GCSE Mathematics.



## GCSE Combined Science

	<b>Exam Board: AQA</b>	<b>Course Code: 8464</b>
<b>Head of Department: Mr Mohr</b>	<b>Qualification title: AQA GCSE Combined Science</b>	

### What will I study?

GCSE Combined Science is a dual award qualification which will provide students with 2 GCSEs. It is designed to give students the opportunity to deepen their thinking about scientific knowledge and concepts, and apply it to the real world. Students work on developing key scientific skills through practical and investigative work, helping them to think like a scientist. The course contains an equal balance of Biology, Chemistry and Physics and provides a good foundation for students to study science at a post-16 level.

#### **Biology**

Biology is the study of living organisms and their interactions with each other, and the environment. Students will study the following topic areas: cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance; variation and evolution and ecology.

#### **Chemistry**

Chemistry is the study of the structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and linked together. Students will study the following topic areas: atomic structure and the periodic table; bonding; structure; the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere and using resources.

#### **Physics**

Physics is the study of fundamental concepts such as forces, particles and energy, in which the foundation of science is based on. Students will study the following topic areas: forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter and atomic structure.

In science, staff will help ensure students achieve their academic best, to help students thrive as young adults and open as many doors as possible for them.

#### **Practical Science**

Throughout the GCSE Combined Science course students will develop their practical and analytical skills. They will carry out required practicals set out by the exam board. Their teachers will assess that they have learnt to use specified apparatus and are able to carry out the set scientific techniques, which will be examined in their final year 11 exams.

### Assessment

Assessment of this course is through 100% external examinations in the Summer Term of Year 11, with a foundation and higher tier option available. Students will complete 6 separate papers, each lasting 1 hour and 15 minutes.

Written exams will include a mixture of short and extended written answer questions, with at least 15% of marks for each GCSE allocated to questions based on practical elements of science.



Students will gain 2 GCSE qualifications from studying GCSE Combined Science.

Who should I talk to?

Mr Mohr

#### Previous results:

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	5.4	26.5	40.4
<b>2022-2023</b>	4.3	27.4	45.1
<b>2021-2022</b>	3.5	29.4	50.6

#### Post-16 Opportunities:

Studying GCSE Combined Science will allow students to progress onto courses such as A levels in Biology, Chemistry and Physics as well as more vocational courses such as Applied Science Level 3 BTEC.

To study A levels in Biology, Chemistry or Physics would require at least a Grade 6-6 in GCSE Combined Science.



## GCSE Biology

	<b>Exam Board: AQA</b>	<b>Course Code: 8461</b>
<b>Head of Department: Mr Mohr</b>	<b>Qualification title: AQA GCSE Biology</b>	

### What will I study?

GCSE Biology is the science of living organisms (including animals, plants, fungi and microorganisms) and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations. Students will be helped to understand how, through the ideas of biology, the complex and diverse phenomena of the natural world can be described. Students will study the following topics at greater depth than they would do in GCSE Combined Science:

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

#### Practical Science

Throughout GCSE Biology students will develop their practical and analytical skills. They will carry out and keep records of required practicals set out by the exam board. Their teachers will assess that they have learnt to use specified apparatus and are able to carry out the set scientific techniques, which will be examined in their final year 11 exams.

**Students will study GCSE Biology in combination with GCSE Physics and GCSE Chemistry.**

### Assessment

Assessment of this course is through 100% external examinations, with a foundation and higher tier option available. Students will take two exams each one lasting one hour and 45 minutes. Written exams will include a mixture of short and longer answer questions, with at least 15% of marks allocated to questions that draw on students' practical science experience. **Students will gain 1 GCSE from studying Biology.**

#### Who should I talk to?

Mr Mohr

#### Previous results:

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	13.6	61.4	84.1
<b>2022-2023</b>	17.2	55.2	86.2
<b>2021-2022</b>	40.0	88.0	92.0

#### Post-16 Opportunities:



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Studying Biology GCSE would provide students with a strong foundation from which to go on to study A level Biology and students would need to achieve at least a Grade 6.





## GCSE Chemistry

	<b>Exam Board: AQA</b>	<b>Course Code: 8462</b>
<b>Head of Department: Mr Mohr</b>	<b>Qualification title: AQA GCSE Chemistry</b>	

### What will I study?

GCSE Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and linked together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds. Students will be helped to appreciate the achievements of chemistry in showing how the complex and diverse phenomena of both the natural and man-made worlds can be described. Students will study the following topics in greater depth than they would do in GCSE Combined Science:

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

#### Practical Science

Throughout GCSE Chemistry students will develop their practical and analytical skills. They will carry out and keep records of required practicals set out by the exam board. Their teachers will assess that they have learnt to use specified apparatus and are able to carry out the set scientific techniques, which will be examined in their final year 11 exams. **Students will study GCSE Chemistry in combination with GCSE Physics and GCSE Biology.**

### Assessment

Assessment of this course is through 100% external examinations, with a foundation and higher tier option available. Students will be tested across 2 examination papers, each one lasting 1hr and 45 minutes. Written exams will include a mixture of short and longer answer questions with at least 15% of marks allocated to questions that draw on students' practical science experience. **Students will gain 1 GCSE from studying Chemistry.**

#### Who should I talk to?

Mr Mohr

#### Previous results:

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	15.9	54.5	75.0
<b>2022-2023</b>	17.2	48.3	72.4
<b>2021-2022</b>	48.0	80.0	96.0





## Post-16 Opportunities:

Studying Chemistry GCSE would provide students with a strong foundation from which to go on to study A level Chemistry and students would need to achieve at least a Grade 6.



## GCSE Physics

	<b>Exam Board: AQA</b>	<b>Course Code: 8463</b>
<b>Head of Department: Mr Mohr</b>	<b>Qualification title: AQA GCSE Physics</b>	

### What will I study?

GCSE Physics is the in-depth study of fundamental concepts such as forces, fields, energy and particles, and how they interlink. Helping us to get an understanding of how the universe works and make ground breaking developments. Through high quality teaching, students will be guided through the complex and diverse world of physics, and apply it to their everyday life. Students will study the following topics:

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

### Practical Science

Throughout GCSE Physics students will develop their practical and analytical skills. They will carry out and keep records of required practicals set out by the exam board. Their teachers will assess that they have learnt to use specified apparatus and are able to carry out the set scientific techniques, which will then be examined in the terminal papers. Students will study GCSE Physics in combination with GCSE Chemistry and GCSE Biology.

### Assessment

Assessment of this course is through 100% terminal examination, with a foundation and higher tier option available. Students will sit two examinations at the end of year 11. Each examination will last 1 hour and 45 minutes. Written exams will include a mixture of short and longer answer questions with at least 15% of marks allocated to questions that draw on students' practical science experience.

Students will gain 1 GCSE from studying Physics.

### Who should I talk to?

Mr Mohr

### Previous results:

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	18.2	61.4	81.1
<b>2022-2023</b>	13.8	62.1	82.8
<b>2021-2022</b>	52.0	84.0	96.0



## Post-16 Opportunities:

Studying Physics GCSE would provide students with a strong foundation from which to go on to study A level Physics and students would need to achieve at least a Grade 6. Students who have studied Physics GCSE have gone on to study at universities such as Oxford University and University of Birmingham.



## GCSE History

	<b>Exam Board: Pearson</b>	<b>Course Code: 1H10-FR</b>
<b>Head of Department: Mr Smeaton</b>	<b>Qualification title: Edexcel GCSE History</b>	

### What will I study?

History is currently one of the most popular optional subjects at Holyhead School with students achieving excellent results, not only in terms of grade 9-5 figures, but more significantly with a focus on higher end attainment. History is a highly respected qualification as it is an academic discipline which helps us to understand the world in which we live by challenging opinions and asking questions. Studying GCSE History will enable you to interpret sources, select evidence, make judgements, and explore reasons for change in order to analyse the past. History GCSE develops skills such as critical thinking, evaluation of evidence, reaching substantiated judgements, organising ideas and applying them to extended essays which are essential for success in a wide range of occupations and further education courses and training.

#### Students will be studying:

- Option 11: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
- Option B4: Early Elizabethan England, 1558–88
- Option 26/27 Superpower relations and the Cold War, 1941-91
- Option 31: Weimar and Nazi Germany, 1918–39

The department has a vast array of high quality study materials created within the department to compliment course texts. The quality of resources produced by staff have helped to play a significant part in the successful examination results and the continued development of the department. History provides an excellent basis for a range of subjects including: History, Politics, Law, Social Sciences and English Literature.

### Assessment

Students are assessed by 3 external examinations only, there is no coursework.

**Paper 1:** Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. 1 hour 15 minutes

**Paper 2:** Superpower relations and the Cold War, 1941-91 & Early Elizabethan England, 1558–88. 1 hour 45 minutes.

**Paper 3:** Weimar and Nazi Germany, 1918–39. 1 hour 20 minutes

### Who should I talk to?

Mr Smeaton or any History teacher

### Previous results:

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	15.0	45.7	53.1
<b>2022-2023</b>	15.9	39.1	50.7
<b>2021-2022</b>	19.4	32.3	46.8



## Post-16 Opportunities:

History not only teaches students with a wealth of valuable knowledge about the world around them, how it has been shaped and formed and the major events that have led to the world that we live in today, but it also imbues the students with vital critical thinking and analytical skills.

This knowledge and these skills can open multiple doors for careers and opportunities in the future, including work in law enforcement, legal professions, journalism, research and education to name a few.

History is a valuable qualification that is appreciated and looked for by many different employers.



## GCSE Geography

	<b>Exam Board: AQA</b>	<b>Course Code: 8035</b>
<b>Head of Department: Mrs Khan</b>	<b>Qualification title: AQA GCSE Geography</b>	

### What will I study?

Everything in the world can be linked to Geography! That's because Geography is the study of the natural and human world around us. We also live in a world where Geography plays a large role in major issues such as climate change, the environment and political relations. Turn on the news and you can link all issues to the study of Geography. The Geography course provides an excellent opportunity to investigate in depth key themes, worldwide issues and current affairs.

The course develops skills such as discussion skills; decision making; fieldwork skills; investigation skills; and examination technique. All of these are based within the key geographical topics. Geography is an extremely respected and well-rounded discipline that provides the knowledge and skills necessary for a wide array of jobs and future opportunities. In fact, it is one of the top 10 subjects that Universities/employers find very favourable.

#### Topics studied in Year 10

- The Challenge of Natural Hazards
- Urban Issues and Challenges
- Physical Landscapes 1- Rivers
- Fieldwork Study
- The Living World

#### Topics studied in Year 11

- Changing Economic World
- Physical Landscapes 2- Coasts
- Resource Management
- Issue Evaluation
- Preparation for Exams

Some of the topics include specific case studies on a local, national and international scale to give a fully rounded and exciting curriculum. We study Mumbai as our megacity, Jamaica as our country and many more amazing examples from around the world. The GCSE also provides students with the opportunity to take part in field trips and research outside of school as well as extra-curricular workshops and events in school.

### Assessment

#### The AQA GCSE Geography assessment is as follows:

**Physical Geography** – 88 marks, 1 hr 30 mins paper. 37.5% of the total GCSE

**Human Geography** - 88 marks, 1 hr 30 mins paper. 37.5% of the total GCSE

**Issue Evaluation and Fieldwork** – 64 marks, 1hr 30 mins paper. 25% of total GCSE

### Who should I talk to?

Mrs Khan or another member of the Geography Department.



## Previous results:

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	3.4	37.5	56.8
<b>2022-2023</b>	6.4	28.0	44.0
<b>2021-2022</b>	7.4	33.8	51.4

## Post-16 Opportunities:

The most common question is 'what can I do with Geography?' Well, to answer that question, almost anything! Geography is an interdisciplinary subject which combines the sciences and arts. Many of our students like to combine Geography with Science, Maths, English and Art. Some of the more popular pairings at A Level are Geography with Sociology and Law or Chemistry and Biology. Alongside this, there are also specific careers linked to Geography.

### Careers with Geography:

- Town Planner
- Environmental Consultant
- Land Developer
- Meteorologist
- Cartographer
- Marketing
- Climatologist
- Architect
- Teacher
- Planning and development surveyor
- Tourism officer
- Conservationist
- Remote Sensing
- Geologist
- Hazard Management
- Public servant for Climate Change
- University Lecturer
- Accountant
- Recruitment
- Crime Analyst

Geography also enables students to develop a wide range of analytical and critical thinking skills which are vital to a much wider range of careers, and has established Geography as one of the most employable subjects on the curriculum.



## GCSE French

	<b>Exam Board: AQA</b>	<b>Course Code: 8658</b>
<b>Head of Department: Mrs Grego</b>	<b>Qualification title: AQA GCSE French (4652)</b>	

### What will I study?

Our aim is to encourage students to communicate by speaking and writing in the foreign language and to read and listen with understanding. The ability to speak a foreign language is now a requirement for many careers and an entrance requirement for some universities, as well as an essential life skill whether at work, in education or for leisure purposes. We will offer the chance of participating in a trip to Paris for students who excel in their studies to practise their language skills. GCSE French covers three Themes: People and lifestyle, Popular culture and Communication and the world around us.

- In Year 10 we start the GCSE course by beginning with ourselves, looking at who we are, what makes us tick, our relationships with family and friends, our ideal partner, our culture and customs. We will also look at our leisure habits, technology and the gadgets we love.
- In Year 11 we will broaden our outlook, moving on to explore topics such as the world where we live, where we visit on holiday and the impact that we have on the environment. We will also look at what it means to live a healthy lifestyle and how we can help others in less fortunate circumstances than our own. At the end of Year 11 we look at life in education and the prospects for a future career, as well as focusing particularly on exam techniques.

Throughout the whole course, students will be working to develop and perfect their grasp of phonics, grammar, vocabulary and improve their skills in listening, speaking, reading and writing French.

We use a variety of teaching methods and resources, including ICT, textbooks, film clips, CDs, magazines, newspapers and other authentic and online materials.

### Assessment

You will be assessed in the following skills and entered for either Foundation or Higher tier:

- Listening (25% of the overall grade)
- Reading (25% of the overall grade)
- Speaking (25% of the overall grade)
- Writing (25% of the overall grade)

### Who should I talk to?

Mrs Grego

### Previous results:

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	13.0	34.8	45.7
<b>2022-2023</b>	14.3	28.6	44.3
<b>2021-2022</b>	9.2	44.6	53.9





# Holyhead

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## Post-16 Opportunities:

AS Level French - you will need to achieve a Grade 5 to access this course.





## GCSE Spanish

	<b>Exam Board: AQA</b>	<b>Course Code: 8698</b>
<b>Head of Department: Mrs Grego</b>	<b>Qualification title: AQA GCSE Spanish (4692)</b>	

### What will I study?

Our aim is to encourage students to communicate by speaking and writing in the foreign language and to read and listen with understanding. The ability to speak a foreign language is now a requirement for many careers and an entrance requirement for some universities, as well as an essential life skill whether at work, in education or for leisure purposes. We will offer the chance of participating in a trip to Spain for students who excel in their studies to practise their language skills. GCSE Spanish covers three Themes: People and lifestyle, Popular culture and Communication and the world around us.

- In Year 10 we start the GCSE course by beginning with ourselves, looking at who we are, what makes us tick, our relationships with family and friends, our ideal partner, our culture and customs. We will also look at our leisure habits, technology and the gadgets we love.
- In Year 11 we will broaden our outlook, moving on to explore topics such as the world where we live, where we visit on holiday and the impact that we have on the environment. We will also look at what it means to live a healthy lifestyle and how we can help others in less fortunate circumstances than our own. At the end of Year 11 we look at life in education and the prospects for a future career, as well as focusing particularly on exam techniques.

Throughout the whole course, students will be working to develop and perfect their grasp of phonics, grammar, vocabulary and improve their skills in listening, speaking, reading and writing French.

We use a variety of teaching methods and resources, including ICT, textbooks, film clips, CDs, magazines, newspapers and other authentic and online materials.

### Assessment

- Listening (25% of the overall grade)
- Reading (25% of the overall grade)
- Speaking (25% of the overall grade)
- Writing (25% of the overall grade)

### Who should I talk to?

Mrs Grego

### Previous results:

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	9.1	40.9	63.6
<b>2022-2023</b>	5.2	17.2	39.7
<b>2021-2022</b>	4.2	23.9	31.0

### Post-16 Opportunities:



# Holyhead

Teach What Matters

AS Level Spanish - you will need to achieve a Grade 5 to access this course.





## GCSE Business Studies

	<b>Exam Board: Pearson</b>	<b>Course Code: 1BS0</b>
Head of Department: Mrs Sehra	Qualification title: GCSE Business	

### What will I study?

If you enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through real and relevant local and international brands then the GCSE Business course is the right subject for you.

#### **What you will study:**

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you'll move on to investigating business growth. How does a business develop beyond the startup phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

#### **Unit 1 Investigating small business**

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

#### **Unit 2 Building a business**

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

### Assessment

The qualification will be assessed in two equally weighted exam papers. There is no coursework.



## Paper 1 - Theme 1: Investigating small business

- Written exam: 1hr 45 minutes, 90 marks worth 50% of the total GCSE qualification. There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples.

## Paper 2 - Theme 2: Building a business

- Written exam: 1 hr 45 minutes, 90 marks worth 50% of the total GCSE qualification. There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples.

Who should I talk to?

Mrs Sehra

### Previous results:

	% 9-7	% 9-5	% 9-4
<b>2023-2024</b>	8.3	19.1	36.9
<b>2022-2023</b>	2.3	34.1	47.7
<b>2021-2022</b>	1.8	24.6	40.4

### Post-16 Opportunities:

This qualification in business will:

- enable students to understand more about the business world
- motivate and challenge students, and prepare them to make informed decisions about further study and career pathways.

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including GCEs in Business, History, Geography, Economics and Psychology and BTEC Nationals in Business.

The knowledge and skills gained from GCSE Business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas.

GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management.



## GCSE Computer Science

	<b>Exam Board: OCR</b>	<b>Course Code: J277</b>
<b>Head of Department: Mrs S Dubb</b>	<b>Qualification title: OCR GCSE Computer Science</b>	

### What will I study?

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.

You will:

- develop an 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

### Assessment

Unit title and description	Assessment and duration	Weighting
<b>Computer systems and programming</b> This unit covers Systems architecture, Memory, Storage, System security, System software and Wired and Wireless Networks.	1 hour 30 minutes Written paper 80 marks	50%
<b>Algorithms and Programming Techniques</b> This unit covers Algorithms, Programming techniques, Producing robust programs, Data representation, Computational logic and Translators and facilities of languages.	1 hour 30 minutes Written paper 80 marks	50%

**Who should I talk to?**

Mr Dhaled

**Previous results:**



	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	3.6	28.6	48.2
<b>2022-2023</b>	6.1	27.3	57.6
<b>2021-2022</b>	5.3	34.2	60.5

### Post-16 Opportunities:

Candidates who are awarded Grades 9 to 5 at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework (A levels or their vocational equivalents).

Beyond Level 3 qualifications, students can complete undergraduate programmes, such as BSc degrees in Computing or Computer Science.

### Careers:

Programmer, software engineer Systems analyst, consultant Computer sales support Database analyst/designer Computer help desk/user support Network administrator Internet of Everything Cloud Computing	Forensic computing/computer security Computer Games Computing researcher Business Intelligence Technical author Cybersecurity Big Data	Analyst/programmer Systems designer Systems engineer Patent work IT Sales and Marketing Computer manager/data processing manager Artificial Intelligence
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## GCSE Religious Education/Core Religious Education

	<b>Exam Board: Pearson</b>	<b>Course Code: 1RB0-ZN</b>
<b>Head of Department:</b> Miss Khatun	<b>Qualification title: Pearson Edexcel Religious Studies B (Beliefs in Action)</b>	

### What will I study?

The aim of Religious Education is to look at religion and its impact on the wider world. Our students consider how religious views, as well as Atheist or Humanist views may affect a person's role within society and how it impacts the way a person chooses to make decisions which ultimately affect themselves, their loved ones and society. We learn through debate and discussion and the ability to form arguments and justified opinions form the largest aspect of the assessment structure. The course that we have chosen deals with key issues that are discussed regularly in the media and so have a significant place within the lives of our students.

All students will attend weekly core RE lessons with the intention of completing a full course GCSE. The course consists of the following units:

#### **Study 1: Religion and Ethics**

- **Christian beliefs:** An overview of the basic beliefs within Christianity focusing on the Trinity, Jesus as incarnation, the life of Jesus, Jesus as salvation. Further study into creation, evil and suffering and life after death.
- **Matters of life and death:** One of the most enjoyed topic areas, investigating the creation of the universe and mankind, how we are treating this planet and what we need to do to preserve it. Then discussing issues surrounding the sanctity of life such as abortion and euthanasia. We then study life after death and the evidence to support such ideas e.g. paranormal.
- **Living the Christian life:** A study of the ways in which Christians practise their religion; looking at worship and the use of sacraments, prayer, pilgrimage & festivals. In addition, we take time to look at the Church locally, worldwide and its future.
- **Marriage and Family:** An enquiry into the Christian view on marriage, divorce and remarriage. The role of family and how this is supported by the Church. Christian views about sexual relationships and family planning. Consideration of gender equality within the family and within the Church.

#### **Study 2: Religion, Peace and conflict**

- **Muslim beliefs:** An introduction to fundamental beliefs within Islam from both Sunni and Shi'a perspectives. Considering the nature of Allah, the role of the prophets, holy books and angels. Further studies in the impact of Al-Qadr and Akhirah (life after death)
- **Crime and Punishment:** Studying the role of crime, justice, punishment and treatment of criminals; looking specifically as the death penalty and hadd punishments. Also looking at the Muslim view on good, evil, suffering and forgiveness.
- **Living the Muslim life:** An overview of how a Muslim would conform to the 5 pillars of Islam as well as considering the concept of Jihad and looking at Muslim celebrations.
- **Peace and Conflict:** An enquiry into the Just War and Holy War approaches to conflict, pacifism and the role of weapons of mass destruction. Also investigating the Muslim view on peace and as peacemakers. Finally looking at issues surrounding conflict such as terrorism and violence.

### Assessment





Students are assessed by 100% external examination only: there is no coursework.

**Full course:** Students will sit a 1hr 45 minute exam for each area of study.

**Who should I talk to?**

Miss Khatun or any member of the RE department

**Previous results:**

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	16.7	71.1	84.2
<b>2022-2023</b>	19.6	57.1	73.2
<b>2021-2022</b>	17.1	58.5	68.3

**Post-16 Opportunities:**

**A Level Religious Studies:** We run a popular A Level Philosophy & Ethics course which revisits many of these topics discussed within the GCSE RS course. You will need to achieve at least a Grade 5 at GCSE to access this course.

A GCSE in RS is useful if interested in many career paths:

- RS is particularly useful for careers in which you will work regularly with different people. For example, social work, teaching, youth work, nursing, public relations.
- RS is useful for careers in which you may have to make ethical decisions. For example, medicine, business, and charity work.
- RS is also useful for careers which require good communication/ persuasion skills. For example, law, journalism, sales.
- RS is a strong academic subject, so whatever you want to do, you'll find a good grade in RS valuable.



## GCSE Media Studies

	<b>Exam Board: WJEC</b>	<b>Course Code: C680QS</b>
<b>Head of Department: Mr Hutchins</b>	<b>Qualification title: Eduqas GCSE Media Studies</b>	

### What will I study?

In Media Studies lessons we study a wide range of media products and industries to help students understand one of the most pressing issues of our time: how does the media we consume shape our opinions and actions. This helps students develop the 'media literacy' to enable young people to have the skills, knowledge and understanding to make full use of the opportunities presented by both traditional and new communications services.

Media literacy also helps people to manage content and communications, and protect themselves and their families from the potential risks associated with using these services. In an online environment where the possibility for direct content regulation diminishes, the need for a media-literate public increases.

The Eduqas GCSE Media Studies course has been carefully selected to both engage students and challenge their preconceptions with a range of products they will be familiar with, such as music videos and Fortnite, but to also develop their cultural capital by exposing them to less familiar but significant media products such as The Guardian and The Archers. Furthermore, we equip students with engaging and accessible practical skills that will help them interact with the media landscape more effectively and increase their understanding of how media representations are constructed as well as develop their character skills.

Media Studies students will study a range of disciplines, such as film, TV, magazines, newspapers, pop music, advertising, news, the internet, gaming, online and social media as well as new technology. Media Studies courses are a combination of practical, hands-on creative work and more academic research and analysis - they offer a balance of practical, vocational and academic learning. To do well in the GCSE Media Studies course, you'll need to be practical, good with technology and be creative, but also able to do well in writing analytical essays and exam responses.

GCSE Media Studies has been consistently been one of the highest performing subjects at Holyhead School for the past 5 years both in terms of high A\*/A 8-9 grades and A\*-C 4-9 grades.

### Assessment

At Holyhead School students study for the Eduqas GCSE Media Studies and further detail about the course is available at [www.eduqas.co.uk/qualifications/media-studies/gcse/](http://www.eduqas.co.uk/qualifications/media-studies/gcse/)

#### **Component 1 - Exploring Media (examination) - 35%**

Learners will study a range of media products and topics such as advertising, lifestyle magazines, newspaper and online news, film promotion, video games and radio industries to explore how media products use media language, represent events, issues, places, individuals and social groups as well as to consider how the industries work and address audiences.

#### **Unit 2 - Understanding Media Forms and Products (examination) - 35%**



Learners will explore the media forms of television crime drama and the music industry. This includes a comparison of the TV dramas *Luther* and *The Sweeney*, comparing how the products were a result of their time and use media language to represent characters. In addition, students compare music videos by Lizzo, Stormzy and TLC, considering how different artists from different periods represent issues. In addition, there is an in-depth study of how such artists use online media as a tool in modern society.

### Unit 3 - Creating Media Products (controlled assessment) - 30%

This is an entirely practical unit where learners will create media products from a range of briefs that include magazines, advertising, music promotion and television. This will involve planning, photographing and filming before editing a final product aimed at a specific audience.

#### Who should I talk to?

Mr Hutchins (and our current year 10s and 11s as well as past students who are now in the Sixth Form).

#### Previous results:

	% 9-7	% 9-5	% 9-4
<b>2023-2024</b>	0.0	10.0	60.0
<b>2022-2023</b>	4.6	36.4	50.0
<b>2021-2022</b>	15.6	46.7	64.4

#### Post-16 Opportunities:

We now live in a 'Media world' as we are constantly surrounded by information from different media sources. Media influences us massively and the skills of being able to 'read' and create media are becoming increasingly important within the business and creative industries.

Studying the media is a useful skill for a huge range of disciplines. While it has clear relevance for further study in any subject where students are expected to carry out textual analysis or to use technical or creative skills, knowledge of the media is increasingly being seen as essential for many higher education disciplines, such as the social and political sciences as well as business and marketing. Following completion of a Media Studies course, students may choose to progress to studying Media Studies and Film Studies at A level or Diploma. and a wide range of degrees within the creative, business and humanities areas.



## GCSE Psychology

	<b>Exam Board: OCR</b>	<b>Course Code: J203</b>
<b>Head of Department: Mrs Boddy</b>	<b>Qualification title: OCR GCSE Psychology</b>	

### What will I study?

Throughout the course, students study various psychological ideas, processes, techniques and procedures within the following topics:

- Development
- Memory
- Psychological problems
- Social influence
- The brain and neuropsychology
- Criminal psychology
- Sleep and dreaming
- Research methods.

In each component, students study two core studies, through with they develop knowledge and understanding of the five core areas of psychology:

- Biological
- Cognitive
- Social
- Developmental
- Individual differences.

Each component also includes a section on research methods.

#### **Component 01: Studies and applications in psychology 1**

Students explore the following topics:

- Criminal psychology
- Development
- Psychological problems.

The research methods focus on designing an investigation.

#### **Component 02: Studies and applications in psychology 2**

Students explore the following topics:

- Social influence
- Memory
- Sleep and dreaming.

The research methods relate to a novel source.

### Assessment



Component	Marks	Duration	Weighting
Studies and applications in psychology 1 (01)	90	1 hour 30 mins	50%
Studies and applications in psychology 2 (02)	90	1 hour 30 mins	50%

Both components include synoptic assessment.

Students must complete both components (01 and 02) to be awarded the OCR GCSE in Psychology.

**Who should I talk to?**

Mrs Boddy

**Previous results:**

**This is a new specification, and so has not been assessed at GCSE**

**Post-16 Opportunities:**

OCR GCSE Psychology represents a good basis from which to study the A-level course. The content, skills and methods presented in the GCSE course are developed in both breadth and depth through the A-level specification. A number of topics, such as 'Memory', 'Aggression', 'Social Influence', 'Gender' and 'Research Methods' are found in both courses. The A-level course includes a wider range of mathematical skills, a more detailed involvement of biological ideas, a more comprehensive and critical study of the different approaches in Psychology and a wider range of contemporary implications and applications of psychological theory and research. The significance of scientific method to Psychology is critically considered and practical experience of a range of research methods is expected.



## GCSE Food Preparation and Nutrition

	<b>Exam Board: EDUQAS</b>	<b>Course Code: C560P1</b>
<b>Head of Department: Mrs McKinney</b>	<b>Qualification title: WJEC Eduqas GCSE Food Preparation and Nutrition</b>	

### What will I study?

#### **Students study the following topic areas:**

#### **Component 1: Principles of Food Preparation and Nutrition**

##### **Areas of Content:**

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

#### **Component 2: Food Preparation and Nutrition in Action**

The non-examination assessment is composed of two assessments that are set by WJEC. Both assessments are to be completed in the academic year in which the learner is entered for the qualification. Learners will be able to select from a choice of two tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal (recommended) for completion of the assessment. These recommended assessment hours need to be completed within the centre in compliance with the required regulatory conditions.

### Assessment

#### **Unit 1: Written examination: 1 hour 45 minutes**

50% of the qualification, 100 marks

#### **Unit 2: Non-examination assessment**

50% of the qualification, 100 marks.

- **Assessment 1: The Food Investigation Assessment**

- 15% of total qualification
- A Food Investigation will be set that will require each learner to:
  - (i)
    - (a) research and plan the task
    - (b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result
    - (c) analyse and evaluate the task
  - (ii) produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation



● **Assessment 2: The Food Preparation Assessment**

- 35% of total qualification
- This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills. This assessment will require learners to:
  - Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. Two options for this assessment will be set by WJEC Eduqas that will require the learners to:
    - (i)
      - (a) investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing)
      - (b) prepare, cook and present a menu of three dishes within a single session.
      - (c) evaluate the selection, preparation, cooking and presentation of the three dishes
    - (ii) produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner’s application of technical skills and the final outcomes

<b>Who should I talk to?</b>	Mrs McKinney or Mrs Davies
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Previous results:			
	% 9-7	% 9-5	% 9-4
<b>2023-2024</b>	3.5	31.0	58.6
<b>2022-2023</b>	0.0	32.1	57.1
<b>2021-2022</b>	11.9	54.8	64.3

**Post-16 Opportunities:**

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills**
- Level 2 Certificate in Professional Food and Beverage Service Skills** Level or
- Level 2 NVQ Diploma in Professional Cookery**

Where the WJEC Eduqas GCSE Food Preparation and Nutrition is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)**
- Level 3 NVQ Diploma in Advanced Professional Cookery**
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision**



## Careers utilising Food & Nutrition

- Catering manager
- Chef
- Confectioner
- Contract caterer
- Dietician
- Kitchen assistant
- Nutritionist
- Restaurant manager
- Food & Nutrition / DT teacher
- Waiter/waitress





## GCSE Sociology

	<b>Exam Board: AQA</b>	<b>Course Code: 8192</b>
<b>Head of Department: Ms Gordon</b>	<b>Qualification title: AQA GCSE Sociology (8192)</b>	

### What will I study?

Do you ever wonder why everyone seems so obsessed with celebrities; what they're doing, saying and wearing? Or perhaps why some people do so much better in school than others? Or do you ever question just how much control you really have over your life and where you will find yourself in 10 years time?

These questions have fascinated sociologists for many years and have helped to shape the way that we live our lives, the decisions that governments make and the way that we view the world around us. Sociology is the study of society and the ways that different groups of people act and are treated. It has never been more popular and is highly regarded by universities and employers who value both the skills and the knowledge that students acquire during their studies.

Students will cover address six topics in their studies:

Paper 1 (10):

- Theories & Research Methods
- Families
- Education

Paper 2 (Year 11):

- Crime and deviance
- Social inequality
- Research Methods in Context

### Assessment

Unit	Assessment	Weighting
<b>Sociology Contextual Introduction:</b> <ul style="list-style-type: none"> <li>• Identities (What factors shape our identities?)</li> <li>• Culture and the Community</li> <li>• Approaches to Sociology (Marxism and Feminism)</li> </ul>	Internal Examinations (30 – 60 minutes upon completion of each unit)	N/A
<b>Sociology Paper 1 (Year 10):</b> <ul style="list-style-type: none"> <li>• <b>Theory &amp; Methods</b> (Methods of social research)</li> <li>• <b>Education</b> (Why education exists. Why some groups of people do better than others)</li> </ul>	External Examination (1 hour and 45 minutes)	50%



<ul style="list-style-type: none"> <li><b>Families</b> (Changing family structures. Roles within families)</li> </ul>		
<b>Sociology Paper 2 (Year 11):</b> <ul style="list-style-type: none"> <li><b>Crime and Deviance</b> (Who commits crimes? Reasons for criminal behaviour?)</li> <li><b>Social Inequality</b> (What causes inequality? What does this mean for us? Who is affected?)</li> </ul>	External Examination (1 hour and 45 minutes)	50%

<b>Who should I talk to?</b>	Ms Gordon
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<b>Previous results:</b>			
	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	14.9	48.9	66.0
<b>2022-2023</b>	7.1	25.0	39.3
<b>2021-2022</b>	21.7	47.8	69.6

**Post-16 Opportunities:**

A level Sociology builds on content and assessment. In addition, sociological knowledge complements the study of subjects such as Psychology, Criminology and Law.

Sociology is highly valued as a subject by both universities and employers owing to the knowledge and range of skills that students develop through its study. Potential degrees include Sociology, Psychology, Law, Anthropology, Politics or History while Sociology graduates commonly enter careers in healthcare, teaching, social work, the police force, journalism and politics.



## GCSE Art & Design: Art, Craft and Design

	<b>Exam Board: AQA</b>	<b>Course Code: 8201</b>
<b>Subject Lead: Ms Stafford</b>	<b>Qualification title: AQA GCSE Art, Craft and Design</b>	

### What will I study?

During Year 10, you will be introduced to a variety of experiences exploring a range of two and three dimensional media, techniques and processes including both traditional and new technologies. A huge range of artists are studied and opportunities to work with artists are explored in school. Various trips to Art exhibitions locally and further afield. There are opportunities to visit other venues such as the Sealife Centre to gain inspiration for different projects.

In Year 11 you will select the area that suits your skills the most, this could be Textiles, Ceramics, 3D materials, sculpture, Printmaking, Drawing and Painting, Glass, Photography or computer manipulation. You will complete two projects to create your coursework portfolio. There are a choice of projects available based on the skills in the group such as; Sea Life, Cultural pots, Kandinsky Prints, Cubism, Pop Art, Architecture, Landscapes, Still life, The Elements and Artist Shoe project.

### Assessment

During Year 10 and 11 two main projects are completed. This creates your coursework portfolio which is 60% of your overall GCSE. For unit 2, the exam, you select one question from a set of seven, produce research and ideas for 8 weeks before sitting a 10 hour practical exam. This is 40% of your GCSE.

At the end of the GCSE there is an Annual Art & Design display where you can present your work in an exhibition.

### Who should I talk to?

Ms Stafford or Mrs Robertson

### Previous results:

	<b>% 9-7</b>	<b>% 9-5</b>	<b>% 9-4</b>
<b>2023-2024</b>	8.7	56.5	87.0
<b>2022-2023</b>	13.0	39.1	65.2
<b>2021-2022</b>	3.2	33.9	62.9

### Post-16 Opportunities:

AS Level Art & Design (Fine Art.) A '6' grade in this subject is needed to continue at A level at Holyhead, however, a '4' grade will mean you can continue to study Art or related subjects in one of the many Colleges across the city.

#### Career options.

Fine Artist, Jewellery designer, Fashion designer, Textiles, Furniture design, Ceramicist, Teacher, Games Designer, Art Director, Animator, Illustrator, Printmaker, Product designer - theatre / television / film, Advertising, Marketing, Exhibition Designer, Interior designer, Medical illustrator, Photographer. Completing a qualification in Art gives you a variety of skills such as creativity, confidence, problem solving, perseverance, focus, dedication,



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collaboration and the ability to give and receive constructive criticism. These skills are a good foundation for further careers in other areas too.

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## BTEC Level 1/Level 2 Tech Award in Health and Social Care

	<b>Exam Board: Pearson</b>	<b>Course Code: CHS01</b>
<b>Head of Department: Mrs N Khan</b>	<b>Qualification title: Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care</b>	

### What will I study?

#### Who is this qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is ideal for you if you are a pre-16 student working at level 1 or level 2 and would like to find out more about health and social care. This course offers a practical introduction to life and work in the health and social care sector. The qualification, which is 120 GLH, is the same size and level as a GCSE.

#### The health and social care sector

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Social care employees such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health. Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.

#### What does the qualification cover?

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills relevant to the health and social care sector such as research techniques and how to measure someone's physical health. You will also develop your written communication skills as you create health and wellbeing plans for an individual with specific needs.

Everyone taking this qualification will study three components, covering the following content areas:

- **Human Lifespan and Development** gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age. You will also look at the factors that may affect growth and development throughout the lifespan, such as life changing events like marriage or death of a partner. You will explore how individuals cope with these changes, as well as investigate the types of support available to help them.
- **Health and Social Care Services** you will investigate common services as well as those for specific needs, and consider how they may work together to meet individuals needs. You will examine the barriers to individuals accessing services and how they may be overcome. You will explore the skills, attributes and values that are required in health and social care, and their importance in making sure that the people who use these services get the care they need.
- **Health and Wellbeing** explores the factors that can have a positive or negative influence on an individual's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets.



Additionally, you will explore the difficulties an individual may face when trying to make these changes.

## Assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding of human growth and development, how people deal with major life events, health and social care services
- the development and application of skills such as: practical demonstration of care values, together with the ability to reflect on own performance
- reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation
- techniques, for example a logbook.

There is one external assessment, Component 3, it provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation.

Component 3: Health and Wellbeing requires learners to apply performances skills and techniques in response to a brief and stimulus developing group performance workshop for a selected audience.

**Who should I talk to?**

Mrs N Khan

**Previous results:**

**N/A - new specification**

**Post-16 Opportunities:**

**Where will this take me?**

Once you have completed the qualification, you will have developed a practical understanding of the health and social care sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the health and social care sector is for you, and if so, which part of it you might want to study further.

If you decide to go on to further study of health and social care, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

**What other subjects go well with health and social care?**



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This course builds on and uses the knowledge and skills you learn in your GCSEs, particularly in GCSE Psychology. It can also be complementary learning for GCSE Biology and English. This course is different from studying GCSEs, as, by taking part in different types of research, application and health improvement activities, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways.



## BTEC Level 1/Level 2 Tech Award in Performing Arts

	<b>Exam Board: Pearson</b>	<b>Course Code: CPA01</b>
<b>Head of Department: Miss Brandy</b>	<b>Qualification title: Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts</b>	

### What will I study?

#### Who is this qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts is ideal for you if you are a pre-16 student working at level 1 or level 2 and would like to develop practical skills and find out more about performing arts. This course offers a practical introduction to life and work in the performing arts industry. The qualification, which is 120 GLH, is the same size and level as a GCSE.

#### The performing arts industry

The performing arts are a major part of the creative and cultural industries in the UK, which between 2017- 2018 were growing at over five times the rate of the wider UK economy, contributing £111 billion a year to the UK economy. There were over 9,000 enterprises in the performing arts industry in 2018, and more than 82,000 people working in a wide range of roles from performers, to designers and directors in 2019. The skills developed through the study of performing arts are integral to roles across the creative industry including film and T.V, theatre, games and advertising.

#### What does the qualification cover?

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as creating performance or design content for a real vocational scenario. Everyone taking this qualification will study three components, covering the following content

Areas:

- Exploring the Performing Arts - developing an understanding of the performing arts including practitioners' work and the processes used to create performance.
- Developing Skills and Techniques in the Performing Arts - development of performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.
- Responding to a Brief - contributing to a workshop performance as either a performer or designer in response to a given brief and stimulus.

### Assessment

Component 1: Exploring the Performing Arts	<b>Internal Assessment - 30%</b>
Component 2: Developing Skills and Techniques in the Performing Arts	<b>Internal Assessment - 30%</b>
Component 3: Responding to a Brief	<b>External Assessment - 40%</b>





	<p>Task set and marked by Pearson completed under supervised conditions.</p> <ul style="list-style-type: none"> <li>• Twelve weeks before the supervised assessment period, learners will be provided with the set task in order to carry out the development of creative ideas and rehearsal for the Workshop Performance.</li> <li>• The set task will be completed in eight hours within the period timetabled by Pearson.</li> <li>• 60 marks.</li> </ul>
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<b>Who should I talk to?</b>	Miss Brandy or Miss Kerr
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Previous results:			
	% Dist*-Dist	% Dist*-Merit	% Dist*-Pass
<b>2023-2024</b>	0.0	60.0	80.0

Post-16 Opportunities:
<p><b>Where will this take me?</b></p> <p>Once you have completed the qualification, you will have developed a practical understanding of the performing arts industry, and the roles and responsibilities of the people involved in performing arts industries. Because you will be building useful skills, which are not generally covered in GCSE courses, you will have a better understanding of whether the performing arts industry is for you. This will allow you to decide whether this is an area you want to continue to study. The course will also help you to develop specific skills and knowledge, such as self evaluation and group work, which will benefit you wherever you progress to next.</p> <p>If you decide to go on to further study of performing arts, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.</p> <p><b>What other subjects go well with Performing Arts?</b></p> <p>This course builds on and uses the knowledge and skills you learn in your GCSEs, particularly in English, Drama and Dance. It can also be complementary learning for GCSE Media Studies. This course is different from studying GCSEs, as, by taking part in different types of practical vocational activities across a range of disciplines and styles before focussing on one area in which to develop your skills and techniques, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways.</p>



## BTEC Level 1/Level 2 Tech Award in Music Practice

	<b>Exam Board: Pearson</b>	<b>Course Code: CMP01</b>
<b>Head of Department: Mr Dodds</b>	<b>Qualification title: Pearson BTEC Level 1/Level 2 Tech Award in Music Practice</b>	

### What will I study?

Who is this qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice is ideal for you if you are a pre-16 student working at level 1 or level 2 and would like to find out more about the music industry. This course offers a practical introduction to life and work in the music industry. The qualification, which is 120 GLH, is the same size and level as a GCSE.

The music sector

The music industry is a vibrant, exciting and highly competitive industry that contributed £5.2 billion to the UK economy in 2019 and generated a further £2.7 billion in export revenue. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK. The music industry is constantly evolving and offers many different and exciting new work opportunities. In 2019, the music industry supported more than 190,935 full-time jobs in the UK, 139,352 of which were in the music creators' sector.

What does the qualification cover?

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments. You will also develop an understanding of the music industry.

Everyone taking this qualification will study three components, covering the following content areas:

- **Exploring Music Products and Styles** - exploration of the techniques used in the creation of different musical products and investigation of the key features of different musical styles and genres.
- **Music Skills Development** - development of two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement
- **Responding to a Music Brief** - developing and presenting music in response to a given music brief.

### Assessment

All work assessed is coursework based, there is no written examination, however there is a controlled external practical exam and written work is assessed alongside live performances to an audience

Who should I talk to?

Mr Dodds or Mr Brown

Previous KS4 results:

	<b>% Dist*-Dist</b>	<b>% Dist*-Merit</b>	<b>% Dist*-Pass</b>
<b>2023-2024</b>	8.3	16.7	50.0



## Post-16 Opportunities:

### Where will this take me?

Once you have completed the qualification, you will have developed valuable knowledge, practical skills and a wider understanding of the music industry. This qualification will allow you to develop your knowledge and skills through practical and creative application in a vocational context, and by responding creatively to a commercial brief. Since you will be developing skills across a number of disciplines – such as music creation, production and performance – you will have a better understanding of whether the music industry is for you and, if so, which part of it you might want to study further.

If you decide to go on to further study of music, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

### What other subjects go well with Music?

This course builds on and uses the knowledge and skills you learn in your GCSEs, particularly in Computer Science and Drama. It can also be complementary learning for a GCSE or Tech Award in Media. This course is different from studying GCSEs, as, by taking part in different types of practical vocational activities, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways.



## OCR Level 1/2 Cambridge National in Sports Studies

	<b>Exam Board: OCR</b>	<b>Course Code: J829</b>
<b>Head of Department: Mrs Gill</b>	<b>Qualification title: OCR Level 1/2 Cambridge National in Sports Studies</b>	

### What will I study?

The OCR Level 1/2 Cambridge National in Sport Studies is a vocational course which is designed to give the candidates the opportunity to learn theoretical components of sport through a combination of practical and theoretical lessons.

The course is equivalent to 1 GCSE and students will be awarded a pass, merit or distinction grade. The course is structured through 3 different units that all focus on a variety of topics related to sport. To achieve the Level 2 National award, students must complete:

**One externally assessed unit:**

R184: Contemporary Issues in Sport

And **two Non-Examined Assessment (NEA) units** which currently are:

R185: Performance and Leadership in sports activities

R186: Sport and the Media

The Cambridge National in Sport will provide a broad, solid foundation for progression to Level 3 and employment in the sport sector. The Level 2 National in Sport will offer learners:

- an understanding of how organisations in sport operate
- the key skills required to work in the industry
- key concepts and principles related to the world of sport.

Students will have the opportunity to develop personal, learning and thinking skills (PLTS) within a sector-related context. The OCR Cambridge National in Sport Studies also provides further opportunities to enhance and reinforce skills in English and Mathematics in naturally occurring, relevant, work-related contexts.

### Assessment

The course is continuously assessed throughout the two years. Due to studying the course in units, assessments will occur at different stages. Assessment in R184 is an externally written examination which OCR sets and marks. The remaining units are internally assessed through the completion of assignments. Candidates will be assessed through their performances in group discussions, presentations, training plans, practical performance and written documentation. The completed assignments will undergo a rigorous internal and external verification and moderation process by both teachers at the school as well as OCR, the examining body.

If all the assignments are passed successfully the course is the equivalent of one GCSE and would suit students who are interested in sport and who would like to deepen their knowledge in all aspects of sport. It would lead well into further courses in sport, for example A Level Sport or a Level 3 Sport qualification. The course also



promotes a variety of core skills such as the confidence to lead presentations, sports activities as well as developing ICT skills.

## Units currently studied

### R184 – Contemporary Issues in Sport

In this unit, students will

- explore a range of topical and contemporary issues in sport, relating to participation levels and barriers,
- investigate the promotion of values and ethical behaviour through sport and the role of high-profile sporting events,
- research national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.
- discover how technology is used within sport.

### R185 - Performance and Leadership in sports activities

In this unit, students will learn

- to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity
- to work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform.
- to perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions.
- how to deal with rapidly changing conditions and situations.

### R186 – Sport and the Media

In this unit, students will learn

- to explore both sides of media sources and apply real life examples to demonstrate the nature of the relationship between media and sport.
- to develop their ability to evaluate and interpret the different ways sport is represented by the media.

**Who should I talk to?**

Mrs Gill/PE Department

**Previous results:**

	<b>% Dist*-Dist</b>	<b>% Dist*-Merit</b>	<b>% Dist*-Pass</b>
<b>2023-2024</b>	13.3	26.7	40.0

**Post-16 Opportunities:**

**Why choose OCR National in Sports Studies?**



Choosing to study an OCR Sport qualification is a great decision to make for lots of reasons. More and more people are looking to improve their personal fitness, so there is a growing demand for personal trainers and fitness instructors. There has also been an increased interest in professional sport due to the UK hosting the 2012 Olympic Games and the Commonwealth Games held in Birmingham in Summer 2022.

The sport sector offers a wide variety of careers such as:

- Physiotherapist
- Sports coaching
- Sports journalism
- Physical education
- Leisure centre management
- Fitness instructor
- Personal trainer
- Sports Nutritionist
- Sports development
- Sports rehabilitation
- Sports psychology
- Sports therapy
- Sports management
- Sport and Exercise science

### **What's next?**

When you have completed the OCR Level 1/2 Cambridge National in Sports Studies, you have the option to:

- Apply to study 'A' Level PE or Level 3 OCR Sport and Physical Activity, or BTEC Sport course at college or at 6<sup>th</sup> form. The entry requirements for studying the OCR Level 3 Sport and Physical Activity course at Holyhead are 5 A-C grades (including C grade in English).
- Apply for Sports Apprenticeships.
- Apply for further education courses such as Higher National Diplomas (HNDs) in Sport, Degrees in Sport such as Sports studies, Sports Science and Coaching, Sports Therapy and Physical Education.



## Access (English)

Head of Department: Mrs Robinson

Qualification focus: Supporting student progression

### What will I study?

During Access lessons, a small group of students are taught by English teachers with expertise in specialist teaching strategies to consolidate students' learning and development of their academic independence. This specialist provision is only available to students identified as having significant additional needs with their literacy, language and memory skills.

Students will develop these skills through the following structure:

#### General Learning Focus

- Students complete all exam papers in the lessons for the English Entry Level qualification.
- Pre-tuition of the language used in GCSEs English during Year 10 and 11. This allows the students to enter a class, having already been taught key concepts in English, resulting in them being able to access more of the content being taught.
- Teaching students to identify their memory weakness and providing them with explicitly taught strategies to help them to mitigate their impairment, and be able to retain information through the use of mnemonics and visual aids.
- Providing students with the study and organisational skills required to revise and produce work of their highest ability
- Testing for exam concessions and training of how to use them so that they are prepared for their examinations in Year 10 and 11.

#### Qualifications Taught:

- Entry Level English.

### Assessment

The students will take the exam in English at Entry Level. They will also produce a portfolio of work which will award them a certificate to prove their learning to other educational settings, such as college.

Supportive learning content will not be assessed, other than through the grades acquired in their actual GCSEs.

Who should I talk to?

Mrs Robinson



## Access (Maths)

<b>Head of Department:</b> Mrs Robinson	<b>Qualification focus:</b> Supporting student progression
<b>What will I study?</b>	
<p>During Access lessons, a small group of students are taught by a specialist mathematics teacher to consolidate their learning and develop their academic independence. This specialist provision is only available to students identified as having significant additional needs with their numeracy and memory skills.</p> <p>Students will develop these skills through the following structure:</p>	
<b>General Learning Focus</b>	
<ul style="list-style-type: none"><li>• Students complete all exam papers in the lessons for the Mathematics Functional skills Entry Level qualification.</li><li>• The focus of the lessons will be on developing students, number, measures, shape and space and Handling data skills.</li><li>• Pre-tuition of the language used in GCSEs English during Year 10 and 11. This allows the students to enter a class, having already been taught key concepts in Mathematics, resulting in them being able to access more of the content being taught.</li><li>• Teaching students to identify their memory weakness and providing them with explicitly taught strategies to help them to mitigate their impairment, and be able to retain information through the use of mnemonics, concrete materials (manipulatives) and other visual aids.</li><li>• Providing students with the study and organisational skills required to revise and produce work of their highest ability</li><li>• Testing for exam concessions and training of how to use them so that they are prepared for their examinations in Year 10 and 11.</li></ul>	
<b>Qualifications Taught:</b>	
<ul style="list-style-type: none"><li>• Functional skills Mathematics Entry Level.</li></ul>	
<b>Assessment</b>	
<p>The students will take the exam in Mathematics at Entry Level. There are 3 levels of entry and students will work through each of these. Supportive learning content will not be assessed, other than through the grades acquired in their actual GCSEs.</p>	
<b>Who should I talk to?</b>	Mrs Robinson
<b>Post-16 Opportunities:</b>	
<p>Students can continue functional skills at college to complete a level 2 qualification, equivalent to GCSE Mathematics at Grade 4.</p>	





**Notes**

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