

The Elton High School



Key Stage Four Pathways 2026-2028

Key Stage Four Pathways

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Information

During the first three years at The Elton High School, all students are provided with the opportunity to study a wide range of subjects. The curriculum at Key Stage Three provides each student with a mixture of academic, practical and arts subjects.

Each student has now reached the point whereby they must opt to choose specific subjects to study in Years 10 and 11.

All students will continue to study the following 'Core' subjects:

- English (2 GCSEs: English Language and English Literature)
- Maths (2 GCSEs: Maths and Statistics [Y10])
- Science (2/3 GCSEs depending on Pathway)
- PE (non-examined)
- Personal Development (non-examined)

They will have the opportunity to choose three additional subjects. All students must choose one subject from French, Spanish, Triple Science**, History or Geography.

The qualifications we offer are:

- Art and Design GCSE (may not be done with Textiles)
- Business Studies GCSE
- Computer Science GCSE
- Design Technology GCSE
- Drama GCSE
- Food Preparation & Nutrition GCSE
- French GCSE
- Geography GCSE
- History GCSE
- Music GCSE
- Photography GCSE
- PE GCSE
- Religious Studies GCSE
- Spanish GCSE
- Textiles GCSE (may not be done with Art and Design).
- OCR Cambridge National Sports Studies*
- OCR Cambridge National Child Development*
- WJEC Vocational ICT*
- Triple Science**

*Our vocational qualifications are Level 1/2: equivalent to a GCSE but with a greater practical focus.

** Available as an option for those who are in Combined Science classes

This booklet provides details about each of the Pathways subjects. Also enclosed is the Pathways Form which must be **completed and returned to the main School Reception by Friday 6th February.**

Frequently Asked Questions

How many choices are there?

Each student has **three** choices to make, plus a reserve . One choice **must** be used for either French, Spanish, Triple Science**, History or Geography

How many lessons are taught for each option subject?

Each option subject is taught for six lessons every fortnight. This is a significant part of the timetable, so you need to make sure that you make wise choices!

Who do I ask for advice?

Talk to your parents, read all of the information about the different subjects and ask your teachers and subject leaders. For extra advice you could speak to Ms Waltham (year 9 Learning Co-ordinator), Ms Warden or Mr Thompson.

How do I make the right choices for me?

Look at your grade card and identify subjects in which you do well. You also need to ensure that you choose subjects you find interesting and challenging. If you have a specific career in mind, research which subjects might be most helpful.

What should I avoid?

You should not choose subjects because your friends are doing them. You should also not make choices because you like a particular teacher – that person may not teach Years 10 and 11.

Do any subjects involve coursework?

The majority of the qualifications we offer are GCSEs and most are assessed through exams at the end of year 11. A small number of qualifications have some Controlled Assessment, so please read the information carefully.

How do I choose between PE/Sports Studies or Computer Science/Vocational ICT?

Where we offer more than one qualification in a subject, you must speak to your teacher about which one they feel you are most likely to succeed in.

Why might I not get my choices?

If a subject is oversubscribed, priority is given to students with a positive attitude to learning. Also, any subject selected by fewer than 15 students will not run. Very occasionally, a student's first choices cannot be accommodated within the constraints of the timetable.

When do I need to hand in my Form?

The deadline is Friday 6th February. Please hand in your form at the Main Office.

What happens next?

Once your form is handed in, it will be reviewed individually by Ms Warden and Mr Thompson. We aim to let everyone know which subjects they have been allocated as soon as possible after Easter.

Art and Design

Why study Art and Design?

Art and Design enables students to express their own ideas creatively, using a wide variety of media whilst understanding and appreciating the work of artists around the world. This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. It is an unendorsed course where students can work in appropriate art, craft and design materials and processes.

How is the course organised?

This is a GCSE course where assessment will consist of:

- Portfolio 60% (Component 1)
- Externally set assignment: 40% (Component 2)

What is the content of the course?

Portfolio (Component 1)

This will comprise of a Skills Training project exploring different techniques and the students will produce at least two projects during year 10 and completing by Christmas in Year 11. Each project will use a variety of techniques such as drawing, painting, ceramics, fabric work, printing, papier-mâché etc. Students will be expected to relate their work to that of an artist and to study a style of art.

Students will be expected to keep a record of their thoughts, ideas and research in the form of a portfolio as this will form part of the assessment. All coursework will account for 60% of the total GCSE grade.

Externally Set Assignment (Component 2)

Students will be given an exam paper in January of Year 11. They will choose a question from a choice of 7. They will have time to prepare and produce ideas and samples of art work using different materials. Their final work will be produced during a 10 hour controlled assessment where students will be working under exam conditions. This will account for 40% of the GCSE grade.

Art and Design:

Specification Award: 8201

Full details at: www.aqa.org.uk

Head of Art: Mr G Thomas

thomasg@eltonhigh.bury.sch.uk

GCSE Business Studies

Why study Business?

Business makes the world go round. It creates wealth. Economies depend on it and the profits that businesses make finance the public services. The UK, in particular, has a strong enterprise culture – and young people play a key role in this. In the last year alone, approximately 140,000 young people under 25 in the UK started a businesses in the UK. To do that successfully, you need essential business skills and understanding.

Throughout the course students will be involved in a range of learning activities which will allow them to develop important transferable key skills (numeracy, communication, ICT, problem solving, working independently and working with others) as well as developing their understanding of the business world. The course helps prepare students for further and higher education, through a range of routes, including A Levels as well as BTEC and NVQ courses. It provides an insight into the world of work and enables students to appreciate the different functional areas within business and provides helpful career guidance. The course can lead to business focused degrees and career pathways such as business administration, business management, accountancy, law, marketing, banking or the leisure and tourism industry.

GCSE Business Studies helps students make sense of real-world events and the rapidly changing business environment. Students explore how government decisions such as trade tariffs, taxation, and regulation affect businesses, linking directly to recent global developments including changes to US trade policy under Donald Trump and ongoing international trade tensions. The course also examines the growth of e-commerce and digital business, analysing how companies like Amazon, online retailers, and social media platforms have transformed the way businesses reach customers, particularly in response to global events such as the COVID-19 pandemic and changing consumer behaviour. In addition, students study business ethics and sustainability, using real examples such as fast fashion, ethical sourcing, and environmentally responsible business practices.

How is the course organised?

The subject is divided into two main areas and ten topic areas.

Unit 1: Investigating Small Business (Examination - 1 hour 45 minutes - 50%)

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Unit 2: Building a Business (Examination - 1 hour 45 minutes - 50%)

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

Both exam papers will consist of calculations, multi-choice, short-answer and extended-writing questions.

What is the content of the course?

The course will allow students to be introduced to business and gain an understanding of different functions of a business including Business Start-Up, Accounting and Finance, Marketing, Operations Management and Human Resources. Students will also have the opportunity to visit businesses that offer tours and talks so they can apply their knowledge to real business situations. Recently we have visited Cadbury World in Birmingham and Vodafone (Manchester).

GCSE Business:

Specification: 1BS0

Full details at: www.edexcel.com

Head of Business: Mr D Wilson

wilsond@eltonhigh.bury.sch.uk

Computer Science

Why study Computer Science?

This GCSE gives students an excellent opportunity to investigate how computers work and how they are used to develop computer programming and problem-solving skills. Students will do some in-depth research and practical work.

The course will:

- Give learners a real, in-depth understanding of how computer technology works
- Provide excellent preparation for higher study and employment in Computer Science
- Develop critical thinking, analysis and problem-solving skills

Students will:

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

How is the course organised?

The course consists of 2 units of work which are assessed by two written papers.

Component 01 – Computer Systems (Written Paper—50% of total GCSE)

The computer systems unit will teach students about the theory about a wide range of issues such as systems architecture, memory and storage, networking, network security, systems software and ethical, legal, cultural and environmental impacts of digital technology.

Component 02 – Computational Thinking, Algorithms and Programming (Written Paper – 50% of total GCSE)

The computational thinking unit will teach students about the theory about algorithms, programming fundamentals, producing robust programs, boolean logic, programming languages and integrated developments environments.

Computer Science:

Specification: J277

Full details at: www.ocr.org.uk

Head of Computing: Mr D Wilson

wilsond@eltonhigh.bury.sch.uk



OCR Cambridge National Child Development

Why Study Child Development?

OCR Cambridge National in Child Development will inspire and equip students with independence and confidence in using skills that are relevant to the childcare sector and more widely. It covers all aspects of child development, from conception to five years, as well as providing safe and nurturing environments.

Students will:

This qualification will help students to develop knowledge, understanding and skills in relation to child development, starting from preconception through to children aged birth to five years. It is important that childcare settings provide a safe and nurturing environment to care for babies and young children, as well as providing activities and support to help them develop. This qualification will allow students to gain knowledge and skills to help provide such an environment. The knowledge and skills developed will help student to progress onto further study in the care sector. The qualification also helps develop other transferable skills, such as research and communication skills that will be valuable in other life and work situations.

Health and Wellbeing for Child Development (40%)

Exam: one hour and 15 minutes

In this unit you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

Create a safe environment and understand the nutritional needs of children from birth to five years (30%)

Non-exam assessment: internally assessed, externally moderated

In this unit, you will learn how to create a safe environment for children from birth to five years in childcare settings. You will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

Understand the development of a child from one to five years (30%)

Non-exam assessment: internally assessed, externally moderated

In this unit you will learn the expected developmental norms for children from one to five years. You will use observation and research techniques and skills to investigate these development norms and explore your findings. You will also learn the importance of creating plans and providing different play activities to support children in their development.

Child Development

Specification: J809

Full details at: www.ocr.org.uk

Head of Child Development: Mrs V Chapman

chapmanv@eltonhigh.bury.sch.uk

GCSE Design Technology

This qualification is engaging, inspiring and reflects the demands of today's modern society. The use of CAD/CAM is used throughout the course as well as students being encouraged to foster an awareness of sustainability and environmental impact in designs.

The course includes working with multi – materials that include card, paper, textiles, systems, woods, metals and plastics.

This is an academic subject and should interest pupils that like designing and developing their design ideas. **It is not a subject just about making.** However the making is a part of the course which focusses on product designing, modelling, making and testing.

Why study Design Technology?

Design Technology is a STEM (Science Technology Engineering Maths) subject which is a job sector predicted by the government to offer the majority of job opportunities in the UK and the world over the next twenty years. After studying the subject at GCSE it offers excellent pathways to A-level or vocational courses in design technology, product design, graphic design, CAD design, 3D design, mechanical engineering, electrical engineering, manufacturing/production engineering and automotive engineering. Careers opportunities are wide and could include aeronautical, chemical, mechanical, electrical, automotive, manufacturing and space engineering industries or within the design and construction sectors such as product design, game design, interior design, furniture design, 3D/CAD design and industrial design. Additionally pupils considering a career in medicine/surgeon, dentistry and veterinary science would benefit from the hands-on practical approach to learning which will assist them in their career choice.

How is the course organised?

In the course there are two main areas of study.

Component 1

The content is divided into two sections core content and material categories. The core content provides students with a breadth of study and in the material specific categories, a depth of study. All students must study the core plus one material category. The material categories include card, paper, textiles, systems, woods, metals and plastics.

This component is assessed by a written exam (50%) (2 hours) within this exam 15% of the marks are for Maths/Science questions which require a good understanding in physics, electronics of theory and calculation data interpretation, ratios, percentages and area.

Component 2

The content of this involves completing a project as part of a non-examined assessment (NEA). This project will test student's skills in investigating, designing, making and evaluation a prototype of a product. Different tasks are set by the exam board each year. It will take approximately 35-40 hours and makes up 50% of the final grade.

This component is assessed by a NEA 50 % (35-40 hours).

Specification Award 1DTO

GCSE (9-1) Design and Technology

Exam Board—Edexcel (Pearson)

Full details www.qualificationpearson.com

Head of Design Technology: Mr R Murphy

murphyr@eltonhigh.bury.sch.uk

GCSE Drama

Why Study Drama?

GCSE Drama will help you to develop practical and evaluative skills - whilst gaining an appreciation of drama through performance, devising and critical deconstruction of live theatre. You will demonstrate your own abilities through practical elements of the course as well as your theory and understanding in the written paper.

Student will:

The content of the course is designed to allow students to develop their practical, theoretical and analytical skills. The focus of creativity, communication and culture runs through student work and their deconstruction of live theatre, devised theatre and published texts strengthens their deeper understanding of the performing arts. GCSE Drama is not simply about 'becoming an actor'. The course has many transferable skills which can be applied to other areas of study and future careers.

Component 01: Devising Theatre [40%]

Non-exam assessment: internally assessed, externally moderated.

- Learners will be assessed on acting and will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a set stimulus.
- Learners must produce:
 - a realisation of their piece of devised theatre
 - a portfolio of supporting evidence
 - an evaluation of the final performance or design.

Component 2: Performing Texts [20%]

Non-exam assessment: externally assessed by a visiting examiner.

- Learners will be assessed on acting and will study two extracts from the same performance text chosen by the centre.
- Learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre [40%]

Written examination: 1 hour 30 minutes

Section A: Set Text for assessment from 2024 onwards

- A series of questions on one set text.

Section B: Live Theatre Review

- One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Please note that the specific exam board has not yet been confirmed so there may be some changes to the components—but the overall skills and subject content will be the same.



GCSE Food Preparation and Nutrition

Why study Food Preparation and Nutrition?

This GCSE course is an exciting and creative course which focuses on food in its widest sense and helps you to learn and develop a range of food preparation skills. It will ensure you can apply your knowledge and understanding of nutrition, food science, food preparation and cooking to different situations and tasks. You will develop the practical skills to plan, prepare, cook and present a variety of dishes using a range of appropriate skills and techniques.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health.
- Food science.
- Food safety.
- Food choice.
- Food provenance.

How can GCSE food preparation & nutrition help me?

Completing this GCSE will qualify you to go on to further study or embark on an apprenticeship or full time career in catering, nutrition and diet related vocations., food product development or health related roles.

Content & Assessment

The course is divided into 2 parts:

- 50% of the GCSE gained through examination
- 50% of the GCSE gained through controlled assessment which is carried out in the first half of Year 11.

This course is full of exciting opportunities to be creative with food and learn practical skills. It will teach you to prepare and cook a wide range of dishes. Food Preparation and Nutrition will also provide you with practical life skills and knowledge of nutrition and health.

You should choose this course if you:

- Enjoy cooking and want to develop your practical skills
- Are keen to know how to eat healthily
- Want to understand why foods are cooked and prepared as they are
- Are an independent worker
- Enjoy science and investigative work

What can I do next?

A GCSE in Food Preparation and Nutrition is a good foundation for Post-16 courses in Food Science and Nutrition, Biology, Health and Social Care, Child Development and Catering.

Food Preparation and Nutrition:

Specification Award: 8585

Full details at: www.eduqas.co.uk

Teacher: Mrs V Chapman

chapmanv@eltonhigh.bury.sch.uk

French

We are excited to offer a brand-new GCSE French course to students, which was launched in 2024. The new course is designed to provide greater inclusivity, accessibility and take a student-centred approach which caters to the needs of all learners.

The course has been created with meaningful and relatable content with a focus on communication, thus equipping students for life and careers in a global setting.

Why study French?

Studying French at the GCSE level allows you the opportunity to develop invaluable linguistic skills. It also helps you to develop a wide range of transferable skills and cultural benefits.

Career Opportunities: French is spoken by millions worldwide and is an official language of numerous international organizations, including the United Nations and the European Union. Many employers across diverse industries value language proficiency. Proficiency in French can open up job opportunities in international business, law, engineering, journalism, diplomacy, tourism, and many more areas.

Cultural Enrichment: French is a gateway to rich literature, cinema, and art. Studying it at GCSE level allows you to appreciate and engage with the cultural contributions of French-speaking countries.

Communication Skills: Learning French enhances overall communication skills. Exposure to a new language improves cognitive abilities and fosters adaptability, valuable qualities in various personal and professional contexts.

Educational Advancement: Proficiency in French can facilitate access to higher education opportunities, both within the UK and French speaking countries.

Travel and Tourism: France and other French speaking countries are popular tourist destinations, and knowledge of French can greatly enhance travel experiences. Knowledge of a language enables you to communicate effectively and immerse yourself in the local culture.

How is the course organised?

We follow the Edexcel French course, further details can be found at <https://www.pearson.com/en-gb/schools/subject-resources/modern-languages/2024-pearson-edexcel-gcse-mfl-qualifications.html> At the end of the course, you will complete 4 short examinations in each skill area (listening, speaking, reading and writing). Each skill area is worth 25% of the final GCSE.

French is a tiered subject meaning you will sit either Foundation or Higher tier papers in your final exam.

What is the content of the course?

You will develop your French skills in listening, speaking, reading and writing following thematic contexts:

- 📖 My personal world
- 📖 Lifestyle and wellbeing
- 📖 My neighbourhood
- 📖 Media and technology
- 📖 Studying and my future
- 📖 Travel and tourism

French:

Specification Award: Edexcel

Full details at: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

Head of Modern Foreign Languages: Mrs R Bardsley

bardsleyr@eltonhigh.bury.sch.uk

GCSE Geography

How is the course structured?

The specification will offer students an opportunity to study a range of innovative, relevant, relatable and modern units of study; including a mixture of Physical Geography and Human Geography. The units of study offer a broad spectrum of Geographical understanding, which fosters cross-curricular links and builds a solid foundation for further educational study. GCSE Geography at Elton High focuses on Geographical understanding in practical and hands on ways in and out of the classroom.

GCSE Geography is now an all examination based course, with no controlled assessment. Students will complete the units of study over the period of two years, and sit the examination in the summer of the final year of study.

Paper 1 (Physical Geography)	Paper 2 (Human Geography)	Paper 3 (Field work skills)
<p>Natural Hazards: a comprehensive study of natural hazards which occur on global scales and a national scale. <u>The hazards studied will include:</u></p> <ul style="list-style-type: none"> -Tectonics: the study of volcanoes and earthquakes. Looking at the effects and responses in Nepal to New Zealand. -Hurricanes. -Natural hazards in the UK, such as an increase in the UK's named storms. <p>Climate Change: A study of the cause and impact of global climate change, which is the worlds most discussed global issue to date. Learn about how this has happened, and how we can try to solve the problem.</p> <p>Ecosystems: a study of UK and global ecosystems. <u>The ecosystems studied will include:</u></p> <ul style="list-style-type: none"> -Tropical Rainforests—A study of Costa Rican Rainforests including its plant and animals. -Cold Environments—A study of cold environments of Alaska including its plants and animals. -UK ecosystems <p>UK Landscapes: a study of rivers and glacial landscapes in the UK. To look at how the last ice age has moulded our landscapes in the UK from Scotland to Snowdon. A study of the landforms of rivers, and how flooding can ravage areas, including in the North of Cumbria.</p>	<p>Urbanisation: a study of some of the world's fastest growing cities such as Mumbai, looking at issues such as gangs, crime and poverty. A study of issues in UK cities. A study of Manchester , which looks at the opportunities and challenges of the UK's northern city.</p> <p>Development: a study of rich and poor parts of the world. A study of the cause and difference in the quality of life for people in different areas.</p> <p>Study of the future of Global resources, focused in water, food and energy. Resources: Food: A study of the distribution of food and calorie intake; including areas of famine. The growing demand for high-value food exports from low income countries. Larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food.</p>	<p>Part 1 - Field work skills You will take part in two out of school fieldwork trips. On these visits you will develop field work techniques which will feature on your final exam. Fieldwork includes a river study in Year 10 . Urban study in Year 11 in Salford Quays.</p> <p>Part 2—Source Element Pre-seen source materials practiced and developed in class. Linked to all other elements studied. Students study and answer questions before the exam.</p>

Geography

Specification Award: 9032

Full details at: www.aqa.org.uk

Head of Geography: Miss Z Windsor

windsorz@eltonhigh.bury.sch.uk

History

Why study History?

History teaches us about how and why the world came to be as it is today; it deals with big issues such as power, war, politics, discrimination and terrorism that still affect us all. History helps students to think for themselves and analyse why things have happened, encouraging them to form their own opinions. In addition, History helps students to develop skills such as how to organise information, construct good arguments, solve problems and communicate well – all skills which are useful in other subjects, and that further education and employers want young people to have. Most importantly, students should choose this subject if they enjoy it and find it interesting.

How is the course organised?

We follow Edexcel Modern History A (Specification 2HA01 – full details at www.edexcel.com). It is split into four parts which are all examined in the summer of year 11 over three papers.

What is the content of the course?

YEAR 10

Crime and punishment in Britain c1000 to the present day (Paper 1)

In this unit, you will find out about how crimes have been investigated, how suspects have been tried, and how criminals have been punished. This will start in the Middle Ages with trial by ordeal and then move on to look at how people accused of heresy, treason and witchcraft were treated by the law between 1500 and 1700; there will be a particular focus on the case of the Gunpowder Plot and the witch trials of Matthew Hopkins. The unit then moves on to look at how crimes such as smuggling and highway robbery became more common between 1700 and 1900, and why the police force was introduced in the early 19th century by Robert Peel. Finally, we will look at how crime and punishment has developed to how we know it today.

This includes how science and technology have become important in policing, “new” crimes such as drug offences and race crime, and developments in punishment, such as the abolition of capital punishment and why the execution of Derek Bentley in 1953 was so important to this. Finally, you will complete a case study about why the police failed to catch Jack the Ripper in 1888, and the impact this had on criminal investigations.

Elizabeth I (Paper 2)

Some of this will be familiar from year 8, when you gained an overview of Elizabeth I’s reign. For your GCSE, you will look into these topics in more depth. You will start by looking at how people reacted to a woman being their queen, and how Elizabeth dealt with this. You will then move on to look at the threats that Elizabeth had to face with as queen. This will include why Mary, Queen of Scots was such a threat to Elizabeth, why so many people, especially from the north of England, plotted to kill Elizabeth, and the attempted invasion by the Spanish Armada and how they were defeated.

YEAR 11

International Relations: The Cold War, 1941–91 (Paper 2)

In this unit, you will find out how the world came close to war for over forty years during the Cold War, despite the fact that the USSR and the USA had fought together against Hitler during the Second World War. You will find out how the world came close to war during the Cuban Missiles Crisis, why the Berlin Wall was built, how the world started talking again after the Cuban Missiles Crisis, but how war in Afghanistan in 1979 worsened relations. You will then find out why the 1980s became a dangerous time

due to the arms race and projects such as “Star Wars”, but how by 1991 the Cold War was over.

The USA, 1954–75: conflict at home and abroad (Paper 3)

The Civil Rights Movement, 1950-75: You will learn about protests such as the Montgomery Bus Boycott and Little Rock High School, the role of Martin Luther King and Malcolm X, the protests of Black Power and the Black Panthers, and opposition to

the Civil Rights Movement from groups such as the Ku Klux Klan. America and the war in Vietnam: In this part of the course, you will discover why America got involved in the war in Vietnam, the events of the war itself, why many people protested against the war and how and why the Americans finally left Vietnam.

History:

Specification: 2HA01

Full details at: www.edexcel.com

Head of History: Miss H Ryder

ryderh@eltonhigh.bury.sch.uk

GCSE Music

How will GCSE Music help me in the future?

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

What skills will I gain?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

What could I do next?

The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities are looking for. It can also give you opportunities to travel, meet people and get the most out of life.

Reasons to choose Music

If you already play an instrument or sing, you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life. If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE. If you are a creative person who wants to learn to make music, this course will give you that chance. If you love listening to music, and can spot all the details, sing every riff and "air-drum" every beat you have already developed some of the abilities you need. OK, so you can't mime playing it in the exam, but if you can already think that rhythm or sing that tune in your head, you have some skills!

Summary of Assessment

Component 1: Performing

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

A **minimum of two** pieces, **one** of which must be an **ensemble** performance of **at least one minute** duration. The other piece (s) may be **either solo and/or** ensemble.

One of the pieces performed must link to an area of study.

Component 2: Composing

Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

Two compositions, **one** of which must be in response to a **brief set by WJEC**. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which assessment is to be taken. The **second** composition is a free composition for which learners set their **own brief**.

Component 3: Appraising

Written examination: 1 hour 15 minutes

40% of qualification

This component is assessed via a listening examination.

Eight questions in total, **two** on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on extracts set by WJEC.

Music:

Specification: C700QS

Full details at: www.eduqas.com

Head of Music: Mrs K Stopford

stopfordk@eltonhigh.bury.sch.uk

Photography

Why study Photography?

Photography is an exciting form of producing art using digital imagery and photo manipulation. Students will produce practical and critical/contextual work in one or more areas including theme-based photography (portrait, landscape, still-life, reportage), documentary photography, photo-journalism, narrative photography, experimental imagery, photographic installation and new media practice.

How is the course organised?

Students will produce practical and critical theme based photography. They will experiment with digital imagery using Adobe Photoshop.

This is a GCSE course where assessment will consist of:-

- Portfolio: 60% (Component 1)
- Externally set assignment: 40% (Component 2)

What is the content of the course?

Portfolio (Component 1)

This will comprise of a skills training project followed by a minimum of two projects exploring the work of photographers and photography techniques. This will form 60% of the final grade.

Externally Assignment (Component 2)

Students will be given an exam paper in January of year 11 and will choose one question. They will have time to prepare their project, there will be a 10 hour exam period in which students will use photography techniques to produce a series of final images. This will form 40% of the final grade.

Additional Information:

It is recommended that pupils purchase or have access to a mobile phone, camera or a digital camera for this course along with the Google Photos/Drive app. Access to Photoshop would be beneficial.

Photography:

Specification Award: 8206

Full details at: www.aqa.org.uk

Head of Art: Mr G Thomas

thomasg@eltonhigh.bury.sch.uk



GCSE Physical Education

Written Exam 1: The Human body and movement in physical activity and sport.

30% of the GCSE

Topics to be studied

- Anatomy and Physiology (muscles, bones, heart and lungs)
- Movement Analysis (lever systems within the body, joints in the body)
- Training (fitness testing, training programmes and injury)
- Use of data in sport (heart rate, recovery rates etc.)

Written Exam 2: Socio-cultural influences and well-being in physical activity and sport

30% of the GCSE

Topics to be studied

- Sport Psychology (Mental preparation, stress in sport and motivation)
- Health, fitness and well-being (Body types and weight loss)
- Socio-Cultural Influences (Drugs in sport, international sport)
- Use of data in sport (heart rate, recovery rates etc.)

How are they assessed?

Written Exams for both (each exam being 1 hour and 15 minutes) – Multiple choice, short and extended answer questions.

Non-Exam: Practical Performance

30% of the GCSE

How is it assessed?

Assessed by teachers, moderated by AQA on a 'Practical Exam Day', 75 marks available, assessed in three different activities (mixture of team and individual)

For each activity there are 25 marks available:

Skills (10 marks)

Students will be asked to demonstrate the different skills required for that sport, the drills will start in isolation then progressive to increase the pressure e.g. by adding a defender in a shooting practice.

Full Performance (15 marks)

Students will be asked to perform in the full game/context of the activity in their specialised position or discipline. Students will be assessed on how well they use their skills in the competitive performance.

Team Activities (at least one from list below)

Association Football, Badminton, Basketball, Camogie, Cricket, Dance, Gaelic Football, Handball, Hockey, Hurling, Lacrosse, Netball, Rowing, Rugby League, Rugby Union, Squash, Table Tennis, Tennis, Volleyball.

Individual Activities (at least one from list below)

Amateur Boxing, Athletics, Gymnastics, Skiing, Table Tennis, Badminton, Canoeing/Kayaking, Equestrian, Snowboarding, Tennis, Cycling, Dance, Rock Climbing, Squash, Trampoline, Diving, Golf, Sculling, Swimming.

Non-Exam: Written Coursework

10% Students analyse and evaluate a sport of their choice.

Physical Education:

Specification Award: 4892

Full details at: www.aqa.org.uk

Head of PE: Ms P Jones

jonesp@eltonhigh.bury.sch.uk

Religious Studies

Why study Religious Studies?

Religious Studies equips students with indispensable knowledge and skills for life. Some of the skills developed through the study of religion are analysis, interpretation, questioning, critical thinking, tolerance and empathy. In today's multicultural workplace and global economy, basic knowledge about other cultures and religious perspectives is so important. Studying religion is about people and their many opinions. In jobs that require relating to others, reaching out to them, building bridges, or incorporating many views at once, a study of religion will provide an excellent foundation. This can be a particularly useful qualification for students thinking of pursuing a career in Law, the Police, Education, Social Services, Health and Child Care and Journalism, however, knowledge of religion poses no limitations, and can lead down more diverse avenues.

How is the GCSE course organised?

Students sit two exams at the end of year 11. Both exams are 1 hour and 45 minutes in length. There is no controlled assessment.

What is the Content of the Course?

The GCSE is split into two equal components. Component 1 is, 'The study of religions; beliefs, teachings and practices. Students must learn about two religions. These are Christianity and Islam.

In Christianity, students will learn about God, Creation, Life after Death, Jesus, Worship, Festivals and the Role of the Church in Local and Worldwide Communities.

In Islam, students will learn about Allah, Life after Death, Angels, Articles of Faith, Prophethood, Holy Books, Worship, Duties and Festivals, including the 5 Pillars of Islam and Jihad.

Component 2 is, 'Thematic studies'. In their exam, students will have to answer questions on **four** Religious, philosophical and ethical studies themes, out of a choice of 6. These are:

Theme A: Relationships and families.

Theme B: Religion and life.

Theme C: The existence of God and revelation.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice.

Core Religious Studies—For those who do not continue with the GCSE course.

The law requires all students to follow a Religious Studies course until the age of 16. For those students who do not select the GCSE option, they will study a Core programme. The types of issues covered in this aspect of Religious Studies are Human Rights and Social Justice; Drugs and Alcohol; Matters of Life and Death; Animal Rights and Prejudice. This will be incorporated into the Personal Development curriculum.

Students may be withdrawn from Religious Studies by their parents, but it is then the parents' responsibility to provide their own Religious Education for their son/daughter to complete when they would usually be in an RE lesson.

Religious Studies:

Specification Award: 4057

Full details at: www.aqa.org.uk

Head of RE: Mrs Parkinson

parkinsonnf@eltonhigh.bury.sch.uk

Spanish

We are excited to offer a brand-new GCSE **Spanish** course to students, which was launched in 2024 for students who have studied Spanish in years 8 and 9. The new course is designed to provide greater inclusivity, accessibility and take a student-centred approach which caters to the needs of all learners.

The course has been created with meaningful and relatable content with a focus on communication, thus equipping students for life and careers in a global setting.

Why study Spanish?

Studying Spanish at GCSE level allows you the opportunity to develop invaluable linguistic skills. It also helps you to develop a wide range of transferable skills and cultural benefits.

Career Opportunities:

Spanish is spoken by hundreds of millions of people worldwide and is an official language in over 20 countries. It is also widely used in international organisations and global industries. Many employers across diverse sectors value language proficiency. Proficiency in Spanish can open up job opportunities in international business, law, engineering, journalism, diplomacy, tourism, and many other areas.

Cultural Enrichment:

Spanish is a gateway to rich literature, cinema, music and art. Studying it at GCSE level allows you to appreciate and engage with the cultural contributions of Spanish-speaking countries.

Communication Skills:

Learning Spanish enhances overall communication skills. Exposure to a new language improves cognitive abilities and fosters adaptability—valuable qualities in a wide variety of personal and professional contexts.

Educational Advancement:

Proficiency in Spanish can facilitate access to higher education opportunities, both within the UK and in Spanish-speaking countries.

Travel and Tourism:

Spain and other Spanish-speaking countries are popular tourist destinations, and knowledge of Spanish can greatly enhance travel experiences. Knowing the language enables you to communicate effectively and immerse yourself in the local culture.

How is the course organised?

At the end of the course, you will complete four short examinations in each skill area (listening, speaking, reading and writing). Each skill area is worth 25% of the final GCSE.

Spanish is a tiered subject, meaning you will sit either Foundation or Higher tier papers in your final exam.

What is the content of the course?

You will develop your Spanish skills in listening, speaking, reading and writing, following thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Spanish:

Specification Award: Edexcel

Full details at: <https://www.pearson.com/en-gb/schools/subject-resources/modern-languages/2024-pearson-edexcel-gcse-mfl-qualifications.html>

Head of Modern Foreign Languages: Mrs R Bardsley

bardsleyr@eltonhigh.bury.sch.uk

Cambridge National Sport Studies

Unit R051: Contemporary issues in sport

This unit sets the context of sport within the wider environment and how it reflects society and its values. Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

Assessed by a written exam. 1 Hour

Unit R052: Developing sports skills

Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity. Students will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity.

As well developing sporting skills, students will also develop their transferable skills such as communication, performing under pressure, using initiative to solve problems and making decisions by considering rapidly changing conditions around them.

Assessed by OCR set assignments

R056: Developing knowledge and skills in outdoor activities: Optional unit

Organisations increasingly use outdoor and adventurous activities as the basis for team away-days and team-building exercises, requiring individuals to work collaboratively and develop their problem-solving and communication skills as a group. Students will develop their knowledge about different outdoor activities, how to plan an outdoor activity and be able to participate in one. They will develop their communication, decision making and leadership skills in challenging scenarios and environments.

Assessed by OCR set assignments

R186: Sports and the media : Optional unit

This is assessed by a set assignment In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media. Topics include:

- o The different sources of media that cover sport
- o Positive effects of the media in sport
- o Negative effects of the media in sport

Assessed by OCR set assignments

Cambridge National Sport Studies

Specification Award: J813

Full details at: www.ocr.org.uk

Head of PE: Ms P Jones

jonesp@eltonhigh.bury.sch.uk

Textiles

Why study Textiles?

Fabrics are used to form beautiful works of art using a wide variety of textile techniques such as sewing, dyeing and weaving. It is a highly creative and expressive art form. Students will produce practical and critical/contextual work in one or more areas including fashion and costume, printed and/or dyed fabrics and materials, domestic textiles, constructed and/or stitched and/or embellished textiles.

How is the course organised?

This is a GCSE course where assessment will consist of:

- Portfolio of work: 60% (Component 1)
- Externally set task: 40% (Component 2)

What is the content of the course?

Portfolio of Work (Component 1)

This will comprise of at least two projects starting at the beginning of year 10 and finishing at Christmas in year 11. Each project will comprise of drawings/paintings and design work resulting in exploring textile crafts and techniques, working towards producing textile outcomes. Students will be expected to relate their work to that of a textile artist and to study styles of textiles.

Students will be expected to keep a record of their thoughts, ideas and influences as they work through projects. All work will account for 60% of the total GCSE grade.

Externally Set Task (Component 2)

Students will be given an exam paper in January of year 11. They will choose one question from a choice of 7. They will have time to prepare ideas and produce pieces of textiles exploring different textile techniques. Their final work will be produced during a 10 hour controlled assessment where students will work under exam conditions. This will account for 40% of the GCSE grade.



Textile Design:

Specification Award: 8204

Full details at: www.aqa.org.uk

Head of Art: Mr G Thomas

thomasg@eltonhigh.bury.sch.uk

Triple Science (AQA GCSE Biology, Chemistry, and Physics)

Choosing **Triple Science** (also known as "Separate Sciences") means you will study Biology, Chemistry, and Physics as three individual GCSE subjects. This is an exciting and challenging route designed for students with a genuine passion for understanding how the world works.

Why Study Triple Science?

If you find yourself asking "why?" or "how?" during your current science lessons, Triple Science is for you. It offers:

- **Greater Depth:** You explore complex topics that aren't covered in the Combined Science route.
- **Specialism:** You gain three distinct GCSEs, allowing your hard work in one subject to be recognized independently of the others.

Preparation: It provides the smoothest transition to A-Level Sciences and beyond.

How is the Course Organised?

Unlike Combined Science (where you earn two GCSEs), Triple Science students will have more science lessons on their timetable to cover the extra content. You work toward **3 separate grades** (e.g., a 7 in Biology, a 9 in Chemistry, and an 8 in Physics).

What is the Course Content?

You will follow the AQA specification, covering everything in the standard curriculum plus "Triple Only" topics that dive deeper into modern science, some examples are shown below.

Biology	Chemistry	Physics
Brain eye & kidney structure, culturing microorganisms.	Organic chemistry, using materials, chemical fuel cells.	Space, nuclear fission and fusion, applications of electromagnetism

How is it Assessed?

Each of the three subjects is assessed via **2 written exams** at the end of Year 11 (6 exams in total).

- **Duration:** Each exam is 1 hour and 45 minutes.
- **Weighting:** Each paper is worth 50% of that specific GCSE.

Required Practicals: There is no "coursework," but you will complete specific experiments in class that will be tested within the written exams.

What Could I Do Next?

Triple Science is highly regarded by sixth forms, universities, and employers because it demonstrates strong analytical and mathematical skills.

- **A-Levels:** It is the ideal foundation for A-Level Biology, Chemistry, and Physics.
- **Careers:** Essential for competitive fields such as **Medicine, Veterinary Science, Dentistry, Engineering, and Astrophysics.**

Transferable Skills: The logic and data analysis skills you learn are valuable in most careers including Law, Finance, and Architecture.

Is this the right choice for me?

If you are currently meeting or exceeding your targets in Science and Maths, and you enjoy the challenge of problem-solving, Triple Science will provide a rewarding and stimulating GCSE experience

GCSE Biology, Chemistry, Physics (Triple Science):

Specification Awards: 8641,8642, 8643

Full details at: www.aqa.org.uk

Head of Science: Mr R Stringer, Ms K Colyer

stringerr@eltonhigh.bury.sch.uk

colyerk@eltonhigh.bury.sch.uk

L1/L2 Vocational Award in ICT

Why study a vocational award in ICT?

ICT usage is becoming increasingly widespread in day-to-day life, as people become progressively dependent on their digital devices. In 2022, Ofcom reported that 84% of UK adults owned a smartphone and 74% of adults described the internet as 'an essential part of their life'. In the workplace, ICT is also vital for the smooth running of many everyday tasks as well as enabling organisations to operate in a more efficient manner. There are a number of key skills that employers look for which centre around having an understanding of, and the practical ability to use, a range of computer programmes, software and other applications.

How is the course organised?

The course consists of 2 mandatory units of work:

Unit 1 – ICT in Society (Examination: 1 hour 20 minutes — 40% of total Award)

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

Topics Covered:

- 1.1 How IT can be used to fulfil the needs of organisations and individuals
- 1.2 How data and information is used and transferred
- 1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity

Unit 2 – ICT in Context (Controlled Assessment —40 hours — 60% of total Award)

This unit enables learners to gain a broad working knowledge of databases, spreadsheets, automated documents and images and to apply their knowledge and understanding to solve problems in vocational settings.

Topics Covered:

- 2.1 Planning, creating, modifying and using databases
- 2.2 Planning, creating, modifying and using spreadsheets
- 2.3 Planning, creating and modifying an automated document
- 2.4 Planning, creating, manipulating and storing images



Careers with ICT:

The ICT industry offers a wide range of exciting opportunities which include:

- Data Analyst
- Digital Content Producer
- Systems Engineer
- Web Marketing Manager.

Vocational Award in ICT:

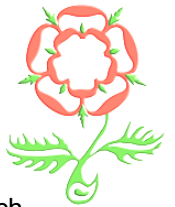
Specification: 603/7018/X

Full details at: www.wjec.co.uk

Head of Computing: Mr D Wilson

wilsond@eltonhigh.bury.sch.uk

GCSE Pathway January 2026



Name: _____

Form: _____

Please select **three** subjects in total plus one reserve – at least one choice must be used for either French, Spanish, History, Geography or Triple Science.

Subject	Tick the selected subjects
GCSE French	
GCSE Geography	
GCSE History	
GCSE Art	
GCSE Business Studies	
GCSE Computer Science	
GCSE Design Technology	
GCSE Drama	
GCSE Food Preparation & Nutrition	
GCSE Music	
GCSE PE	
GCSE Photography	
GCSE RE	
GCSE Spanish	
GCSE Textiles	
GCSE Triple Science	
OCR Cambridge National Sport Studies	
OCR Cambridge National Child Development	
WJEC Level 2 Vocational ICT	
Triple Sciences **	

Student Signature: _____

Parent/Guardian Signature: _____

Form Tutor Signature: _____

Please use this space to put one “reserve” subject and any additional comments or questions.

Typically, around 10% of students receive one of their reserve choices

This form must be returned to the Main Office by

Friday 6th February 2026.