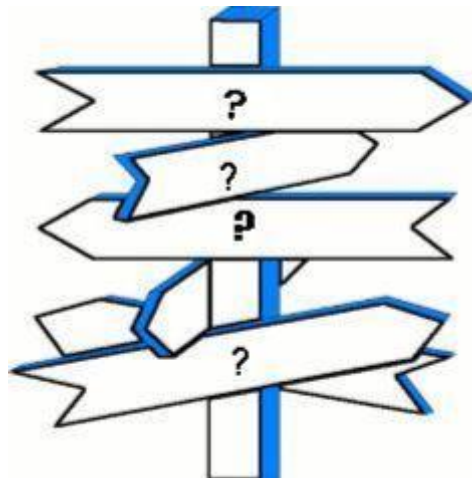




**Pershire** High School

# Key Stage 4 Options Pathways

# 2025



Dear Student

Until now you have had very little choice as to what you study in school. This changes as you enter Year 10 when, for the first time, you are able to have some influence on the courses which you study. This booklet is to help you make decisions which will be right for you.

As you go through the next few weeks you should make sure that:

- you understand the framework of our courses
- you have a realistic view of what you might achieve (here your Form Tutor and subject teachers will be helpful)
- you have thought about your longer term career plans (here you should talk to your parents, Form Tutor and our Careers Advisor)
- you know the details of the options pathways and subjects you are considering
- you are aware of how each pathway leads on to courses when you finish Year 11

You will only be able to make sound decisions if you take the trouble to prepare yourself carefully. The staff are here to help you to do that; please make use of them.

We hope that you and your parents find the **Year 9 Core and Options Evening on Thursday 20<sup>th</sup> March** useful. This is an important opportunity for you, as well as your parents, to find out more about the courses on offer.

We are looking forward to working with you as you choose your options pathway for the next two years.

Yours sincerely

Andrew Nockton  
Head of School

Caroline Tarring  
Assistant Headteacher

March 2025

# Contents

	<b>Page</b>
KEY STAGE 4 CURRICULUM	3
<b>CORE CURRICULUM</b>	4
ENGLISH LITERATURE & LANGUAGE	4
MATHEMATICS	6
PHYSICAL EDUCATION	7
SCIENCE	8
SOCIETY AND ETHICS	9
INFORMATION & GUIDANCE (CAREERS)	10
<b>GCSE, OR EQUIVALENT, OPTIONS</b>	11
ART & DESIGN	13
BUSINESS STUDIES	14
ENTERPRISE & MARKETING	14
CHILD DEVELOPMENT	15
COMPUTER SCIENCE	16
DESIGN & TECHNOLOGY	17
DRAMA	19
FOOD PREPARATION & NUTRITION	20
GEOGRAPHY	21
HISTORY	23
HORTICULTURE	24
MEDIA	25
MFL – FRENCH and/or SPANISH	26
MUSIC	27
PERFORMING ARTS	28
RELIGIOUS STUDIES	30
SEPARATE SCIENCES	31
SPORTS SCIENCE	33
<b>SUPPORTING STUDENTS WITH ADDITIONAL NEEDS</b>	34
WHAT NEXT?	35
IMPORTANT DATES	36
<b>SUBMITTING YOUR CHOICES</b>	37

# KEY STAGE 4 CORE CURRICULUM

## CORE SUBJECTS

Regardless of the options chosen, all students will follow the core curriculum:

**English and English Literature** 8 lessons  
All students will study English Language and also English Literature.

**Mathematics** 7 lessons

**Science** 11 lessons  
All students will follow a Combined Science pathway, with lessons in Biology, Chemistry and Physics, resulting in a Double Award GCSE. Students wishing to take Separate Sciences must choose this as one of their options.

**Physical Education** 3 lessons

**Religious Studies and Personal, Social & Health Education** 1 lesson  
Taught during Society and Ethics lessons.  
Supplemented with focus days.

## OPTIONAL SUBJECTS

In addition to the Core Curriculum, students choose 4 GCSE, or equivalent, courses.

Students must choose at least one from French, Geography, History and Spanish.

20 lessons

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Total per fortnight: 50 lessons

# CORE CURRICULUM

**ENGLISH LITERATURE**

**ENGLISH LANGUAGE**

**GCSE (AQA)**

## **English Literature**

Whilst studying GCSE English Literature, you will have a chance to develop your knowledge and understanding of the English literary heritage. Studying GCSE English Literature should encourage you to read widely for pleasure, which is excellent preparation for studying all subjects at a higher level.

For GCSE English Literature, you will be expected to:

- read a wide range of classic literature fluently and with good understanding, and make connections across your reading
- read in depth, critically and evaluatively, so that you are able to discuss and explain your 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 your reading, using Standard English
- acquire and use a wide vocabulary, including literary and linguistic terms, which are used to critically analyse a text.

## **Assessments**

Assessment for the GCSE is by means of closed book examinations at the end of Year 11.

### **Paper 1: Shakespeare and 'A Christmas Carol'**

- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

### **Paper 2: 'Blood Brothers', Poetry Anthology and Unseen Poetry**

- Written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

## English Language

The specification offers a skills-based approach to the study of English Language, and assessment is through an untiered exam.

For GCSE English Language you will be expected to:

- read fluently, and with good understanding, a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, including literature and literary non-fiction as well as other writing such as reviews and opinion articles
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve your own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate, spell and paragraph accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

### Assessments

Assessment for the GCSE is by means of examination only at the end of Year 11. All texts in the exam will be unseen.

#### Paper 1: Explorations in Creative Reading and Writing.

Section A: Reading - one literature fiction text

Section B: Writing - descriptive or narrative writing

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



#### Paper 2: Writers' Viewpoints and Perspective

Section A: Reading - one non-fiction text and one literary non-fiction text

Section B: Writing - writing to present a viewpoint

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

#### Non-examination Assessment: Spoken Language

Presenting, responding to questions and feedback and use of Standard English

You will continue to study Mathematics to GCSE in Years 10 and 11, following a syllabus leading to Higher or Foundation level examinations.

The course covers areas of Mathematics from number, ratio, algebra, geometry, statistics and probability, with both calculator and non-calculator techniques being examined.

There is a significant difference between Higher and Foundation, in both the proportion of marks allocated to each area and the style of the questions. These differences are outlined below.

	<b>Foundation (Grades 1 – 5)</b>	<b>Higher (Grades 4 – 9)</b>
Number	25% (60 marks)	15% (36 marks)
Ratio	25% (60 marks)	20% (48 marks)
Algebra	20% (48 marks)	30% (72 marks)
Geometry	15% (36 marks)	20% (48 marks)
Statistics & Probability	15% (36 marks)	15% (36 marks)

<b>Assessment Objective</b>	<b>Foundation</b>	<b>Higher</b>
Use and apply standard techniques	50%	40%
Reason, interpret and communicate mathematically	25%	30%
Solve problems in mathematics and other contexts	25%	30%

There are three examinations; Paper 1 is non-calculator, while Paper 2 and Paper 3 allow the use of a calculator. All examinations are 1 ½ hours and worth 80 marks. The scores from the three papers are combined to give an overall total out of 240, and this is used to award a single grade for the subject.

All examinations take place at the end of Year 11 and the papers can include questions on any part of the specification.

There will be a mixture of short, single mark questions and longer, multi-step problems.

The questions also increase in difficulty through the papers so the hardest content comes at the end. This means that not all students will be able to attempt the whole paper – this won't prevent students from achieving a good grade, as long as they perform well on the rest of the paper.

## PHYSICAL EDUCATION – CORE

The Physical Education programme provides a range of activities to encourage you to take part in sport. You will learn how to take care of your body through exercise, living a healthy lifestyle and to develop an interest and enjoyment in sporting, recreational and competitive activities.

During Years 10 and 11, you will be given the opportunity to choose from a range of activities. Activities will include individual sports such as trampolining, athletics and dance alongside team sports such as football, rugby, hockey and netball.



There are two different courses for Science at GCSE; Combined Science (referred to as Trilogy) leading to two GCSE grades and Separate Sciences (referred to as Triple Sciences) leading to three GCSEs, one in each of Biology, Chemistry and Physics. Separate Sciences is only offered to students as an option subject. All other students will follow the Combined Science course.

Please speak to Mr Bond (Head of Science) or any of your Science teachers if you are in any doubt about which option would be right for you.

Please note: Following the Combined Science route does not preclude you from taking Science subjects at A Level, provided you achieve the required entry grades.

### **COMBINED SCIENCE (Double award) TRILOGY**

Students follow a broad-based Science course involving **Biology**, **Chemistry** and **Physics**.

#### **Biology**

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

#### **Chemistry**

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

#### **Physics**

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



#### **Assessment**

The course leads to the awarding of **two GCSEs** by the end of Year 11. All examinations will be sat at the end of Year 11 only. There will be 6 examinations: two Biology, two Chemistry and two Physics papers. Each exam is 1 hour 15 minutes.

20% of the marks will require maths skills.

#### **Practical**

There are required practicals that will be completed over the two years. These will not contribute to the overall GCSE directly but will be tested within the final written papers. 15% of GCSE marks will be for practical skills.

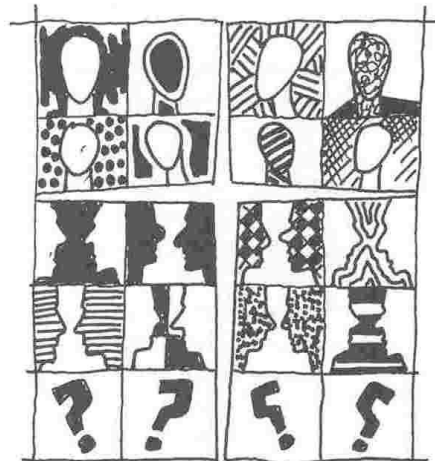
Students in Years 10 and 11 will follow a course that includes aspects of the locally agreed RS curriculum, Personal Social and Health Education, Careers and Citizenship.

Discussions will include coverage of:

- Drugs and alcohol
- Work experience
- Healthy relationships
- Communication in relationships
- Mental health
- Religious Studies – Addressing extremism
- Financial decision making
- The media
- Independence
- Families
- Careers, next steps and building for the future



Further PSHE opportunities are offered throughout the curriculum in subject lessons, during tutor activities and in focus days.



## CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE (CEIAG)

We recognise that work in the twenty-first century places complex demands on young people and as a school we are committed to helping our students to become self-confident, skilled and ready to manage their future careers. A programme of careers education is integrated into the curriculum alongside a wide programme of other work-related activities, information, advice and guidance.

In KS3, careers education is incorporated as a module within Citizenship and in KS4 within Society and Ethics. In addition to this there are a number of other events and activities in which you can participate to increase your awareness of the world of work and to develop the skills needed to negotiate it successfully. Most significantly, in Year 10 you will have the opportunity to take up a week's **work experience** which provides first-hand knowledge of the workplace and the best way to encounter employers and employees.

Your KS4 choices might have significant implications for your future career so you should think carefully about the choices you are making.

All students are able to talk through their plans and choices with Mrs Booton-Gwynne, our Careers Advisor, located on the first floor of the Humanities block and you are welcome to drop by during break or lunchtime or request an appointment via [dbg@pershore.worcs.sch.uk](mailto:dbg@pershore.worcs.sch.uk).

Mr. Pyatt, Head of PSHE and Careers Education, will be able to talk through or answer any questions you may have about Post-16 and Post-18 options ([jp@pershore.worcs.sch.uk](mailto:jp@pershore.worcs.sch.uk)).

There are many excellent websites to assist your research into different career ideas including:

<https://www.skills4worcestershiresch.co.uk/>



<https://www.ucas.com/>



<https://nationalcareers.service.gov.uk/>



Also remember you have signed up to the Unifrog platform. Please continue to explore the careers library, subject library and 'Know how to' library to help you make well-informed subject choices at GCSE:

<https://www.unifrog.org/>



## **Courses and Equivalence**

Following a government review of courses available pre-16, a number of additional types of qualification are available. All of these qualifications have GCSE equivalence – they are of equal value.

These courses are OCR Cambridge National Awards or Eduqas Technical Awards.

## **Course Levels**

**Level 1 courses:** equivalent to grades 4 - 1 (usually grade 3)

**Level 2 only courses:** equivalent to grades 9 - 4

**Level 1 / 2 courses:** equivalent to grades 9 - 1

## **Attendance in Years 10 and 11**

It is essential that students have excellent attendance and do not take holidays during term time.

If your child is absent from school for the equivalent of one day each week (attendance of 80%) over 5 years (Y7-11) they will miss the equivalent of a whole year of education.

## Outline of Courses

This section introduces the courses which are taught in school at Key Stage 4. Most of these courses will lead to the General Certificate of Secondary Education (GCSE) examination in the summer of 2027. Performance is graded from 9 to 1, with grades 8, 9 being awarded to results of very high quality. Five grade 4 and two grade 5 or higher is the usual basic requirement for admission to A Level study in the Sixth Form. Some subjects have more specific entry grade requirements at A Level. Alternative courses include OCR Cambridge Nationals and Eduqas Technical Awards: each is the equivalent of one GCSE.

**Students must choose at least one from French, Geography, History and Spanish.**

You should try to follow a broad and balanced curriculum. We recommend that you choose subjects that you enjoy, but also keep your options open for further study at A Level or at college. You should consider taking subjects that recognise a range of skills, including linguistic, practical and artistic.

We cannot guarantee that all the courses on offer will be available in September 2025. Some courses may be over subscribed, and some may be too small to be financially viable. It is therefore essential that you choose reserve subjects. Should your first choices not be available, we will arrange an options interview to discuss your choices with you.

### **English Baccalaureate**

You may have heard of the English Baccalaureate which has been introduced recently. Students who are aiming for Grade 5 or higher in their GCSEs should consider choosing subjects which would lead to the recognition of the English Baccalaureate. Students wanting to achieve this need to choose one humanities subject (Geography or History) and one modern language (French or Spanish) and two other subjects. While the EBacc is not necessarily a requirement for university entrance, the academic nature of the subjects within it provides an excellent foundation for higher education. Top universities value high grades in the EBacc subjects.

**ART AND DESIGN**  
60% Coursework, 40% Exam Project

**GCSE (OCR)**



HAVE YOU GOT WHAT IT TAKES? IF YOU ARE INTERESTED AND WILLING TO TRY - WE WELCOME YOU !

DO NOT JUST STAND THERE, GET CREATIVE WITH US !!!!!

*The study of Art & Design is essential in raising student's self-awareness, their sense of cultural identity and in promoting the mobility of ideas and feelings. It is a subject that celebrates their mistakes and has the ability to enrich, challenge and inspire them to make things happen for themselves.*

**Students are encouraged to:**

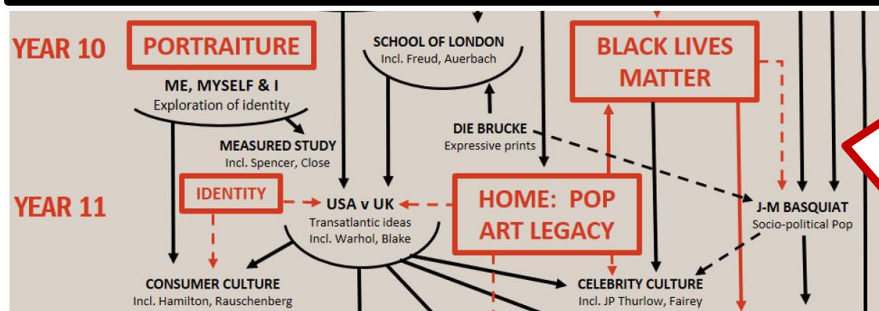
<b>RESEARCH</b>	<b>INVESTIGATE</b>	<b>ANALYSE</b>	<b>OBSERVE</b>	<b>EXPERIENCE</b>	<b>RESPOND</b>
<b>RECORD</b>	<b>EXPRESS</b>	<b>CREATE</b>	<b>TRANSFORM</b>	<b>MANIPULATE</b>	<b>DESIGN</b>
<b>CONSTRUCT</b>	<b>DISCUSS</b>	<b>DEBATE</b>	<b>EXPERIMENT</b>	<b>REINVENT</b>	<b>REALISE</b>
<b>DISPLAY</b>	<b>REFLECT</b>				

**Students are introduced to:**

<b>DRAWING</b>	<b>PAINTING</b>	<b>PRINTMAKING</b>	<b>COLLAGE</b>	<b>DIGITAL MEDIA</b>
<b>PHOTOGRAPHY</b>	<b>PHOTOMONTAGE</b>	<b>SCULPTURE</b>	<b>CERAMICS</b>	<b>TEXTILES</b>
<b>MIXED MEDIA</b>	<b>INSTALLATION</b>	<b>STENCILWORK</b>	<b>STREET ART.</b>	

- GCSE Art and Design students will be exposed to contemporary Art practice and Photography and taught to identify its links with the Art of the past.
- Students will ideally be visual curious and have an interest in expressing their own ideas via research into the work of others.
- Students as part of their studies, will need to demonstrate initiative and have the ability to work independently at times; building on teacher led workshops.
- Students are expected to develop a strong relationship with their sketchbooks and produce a portfolio of work that shows their creative journey and ideas.
- Students are taught to use specialist visual language and develop their critical skills to enable them to discuss their own work and the work of others.

**BELOW IS THE STRUCTURE OF WHAT WE DELIVER AS COURSEWORK, WORTH 60% OF THE OVERALL GRADE; CARRIED OUT FROM SEPT YEAR 10 – JANUARY YEAR 11. EACH PROJECT BEGINS WITH TEACHER LED WORKSHOPS BEFORE STUDENTS EXPLORE THEIR OWN IDEAS ON THE THEMES PROVIDED.**



**OUR SEQUENTIAL THEMATIC APPROACH ENABLES STUDENTS TO ACCUMULATE SKILLS, EXPERIENCE AND THE VISUAL LITERACY TO MAKE A SUCCESSFUL TRANSITION TO THE EXAM PROJECT WORTH 40%. THE EXAM PROJECT IS THEMATICALLY DETERMINED BY THE EXAM BOARD AND WILL BE CARRIED OUT FROM JANUARY – APRIL/ MAY OF YEAR 11.**

**PERSHORE ART JOURNEY**

MAP INSPIRED BY ALFRED BARR'S CUBISM AND ABSTRACT ART TIMELINE 1936

**This course will appeal to you if you have an interest in how businesses are set up and run. Most of us end up working for a business of some form regardless of when we choose to leave education; the more we know about those businesses, the better equipped we are.**

The two-year course covers various topics including enterprise, marketing, finance, human resources and wider economic issues.

In Year 10, you will study small businesses, looking at how they are set up. You will investigate the skills needed by business people to develop their ideas, the problems they may encounter and how they try to get us to buy from them. You will also investigate local businesses to see how they put theory into practice.

In Year 11 you will learn how businesses build on their initial success with a focus on marketing, meeting customer needs and managing their finances. In addition, you will look at the wider economic issues facing businesses, governments and consumers.

**Assessment: 100% written examinations. This course should not be picked with Enterprise and Marketing as the topics studied are too similar.**

**ENTERPRISE & MARKETING****LEVEL 1 or 2 CAMBRIDGE NATIONAL CERTIFICATE****(OCR)**

This is an alternative to the conventional GCSE approach and is equivalent to a GCSE grade 9 - 1. Cambridge Nationals have been designed to provide specialist work-related qualifications in a range of sectors. The National in Enterprise and Marketing gives learners the knowledge and understanding they need to prepare for employment or further education and allows them to develop a range of skills, techniques and attributes essential for successful performance in working life. During the course you will have the opportunity to study a number of companies to investigate how they operate.

**This course will appeal to you if:**

- You want variety in the way you work and are assessed.
- You have an interest in vocational work-related qualifications.
- You wish to progress to a variety of other courses e.g. A Levels and BTECs etc.
- You are encouraged by working independently and as a team.

This qualification shows learners the many different characteristics of businesses and entrepreneurs, different aspects of marketing and methods of market research, different sources of funding, how to produce a financial plan and how to develop a project plan. The course is comprised of 3 units;

- Enterprise and marketing concepts
- Design a business proposal
- Market and pitch a business proposal

**Assessment:**

50% of assessment is carried out internally with 2 pieces of coursework, using a variety of methods including case studies, scenarios, role play, interviews, presentations and written work. 50% of the course is examined through an externally set exam.

**This course cannot be picked with Business as the topics studied are too similar.**

**CHILD DEVELOPMENT  
Level 1 or 2 CAMBRIDGE NATIONAL CERTIFICATE**

**OCR**

This qualification is for students who wish to develop applied knowledge and practical skills in child development. It would suit those who enjoy working with children or have an interest in working with children when they leave school, for example a doctor, nurse, midwife, social worker, teacher or specifically in childcare itself.

**What is a Cambridge National?**

Launched in 2012, designed specifically for students aged 14-16, they are industry relevant and suit a wide range of learning styles. Cambridge Nationals Level 2 are equivalent to GCSE.

**What will I study in  
Child Development?**

	<u>Level 2</u>	<u>Level 1</u>
<b>Grades</b>	Distinction* at Level 2 Distinction at Level 2 Merit at Level 2 Pass at Level 2	Distinction at Level 1 Merit at Level 1 Pass at Level 1

**Year 10**

All students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, and conditions for development, childhood illnesses and child safety in preparation for the final written examination.

**Controlled assessment** - Understanding the equipment and nutritional needs of children from birth to five years. Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.

**Year 11**

**Controlled assessment** - Understanding the development of a child from birth to five years. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. Students will research, plan, carry out activities with children, and make observations of their development.

The final grade will be determined by two centre assessed units and one examination.

- Understanding the equipment and nutritional needs of children from birth to five years (25%)
- Understanding the development of a child from birth to five years Child Study (25%)

*The Child Study will require research and investigation, including observational of a child in the selected age bracket given by the exam board*

- Final Written Examination: Health and wellbeing for child development (50%)
- 

Possible Career Paths

This course would be beneficial to the following career paths:

Teacher  
Nursery Nurse  
Nurse  
Midwife  
Social Worker

This is an engaging, contemporary course with an emphasis on giving you an in-depth understanding of how computer technology works. You get a look at what goes on behind the scenes, writing your own code and creating things rather than just consuming software written by others.

The critical thinking, analysis and problem-solving skills developed are at the centre of 21<sup>st</sup> century skill base, regardless of the career to be pursued. Indeed, Computer Science has been described as “the new Latin” and writing code as “21<sup>st</sup> Century literacy”.

**Assessment****Component 1 – Written Examination**

- 50% of total GCSE
- Computer Systems

1 ½ hour examination  
Focussing on Computer Systems,  
Networking and Cyber Security

**Component 2 – Written Examination**

- 50 % of total GCSE
- Computational thinking, algorithms and programming

1 ½ hour examination  
Focusing on problem solving and  
computational thinking

Non-Examined Assessment  
Range of practical coding tasks.  
Design, develop, test and refine solutions  
to given practical problems

Traditional jobs are disappearing and ones in new areas such as technology are growing rapidly. There is enormous demand for professionals who are qualified in this subject. Studying Computer Science can enhance many future careers including manufacturing, science, gaming, software development, communication, security, fashion, art, finance and retail. The GCSE prepares you for life and work and provides an excellent foundation for any other courses, including those specific to the use of computers.

**You should consider this option if....**

- You want to create computer programs and apps
- You want to understand how computers work
- You enjoyed Computer Science units at Key Stage 3 (specifically units such as Scratch, Flowol, and Cool Coding) and want to develop your understanding of current and emerging technologies
- You enjoy logic and maths puzzles

## Why choose to study Design & Technology?

Choosing to study a Design & Technology GCSE enables you to experiment with materials, exploring how they function and can be used.

You will be designing and making your own creative, innovative products.

You will learn about the importance of user needs, social and environmental issues and will have the opportunity to experiment with your designs to improve them.

GCSE Design & Technology empowers you with highly desirable transferable skills, giving you the opportunity to apply and extend your learning and making links with your other subjects.

You will have the opportunity to work with a wide variety of materials and equipment, learning the theory that lies behind their working characteristics and carry out your own investigations and experiments through the creation of your own design ideas.

Our emphasis during the year is to provide you with the ability and knowledge to be able to work confidently towards your GCSE project.

For your final assessment you will choose a material area that interests you, or you could combine different skills including **Engineering, CAD CAM, Electronics, Graphics or Materials Technology.**

We want to give you the opportunity to shine in so many different ways!

**Your Technology teachers will discuss the different offers in your lessons, please see our presentation at the Options Evening or email Mr Harding**

**[nh@pershore.worcs.sch.uk](mailto:nh@pershore.worcs.sch.uk) who will respond any questions you may have.**

Innovative solutions: Your experience could include the design and manufacture of....



Inspired Design



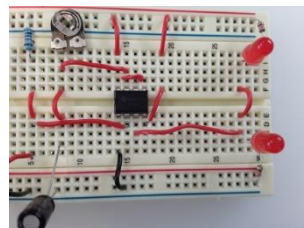
3D Modelling



Innovative Storage



Promotional Display



Circuit Modelling



Imaginative and Creative Packaging

**“There are three responses to a piece of design – yes, no, and WOW!**

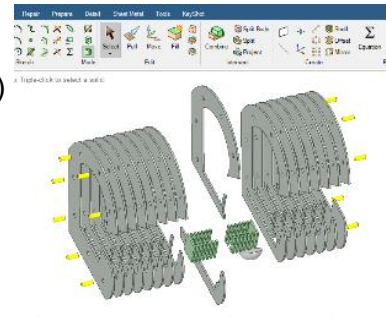
**Wow is the one to aim for.” – Milton Glaser**

**“As an engineer I am constantly spotting problems and plotting how to solve them”**

**James Dyson**

Through practice, experimentation and development you will learn about how different components and circuits can be used to create innovative and effective products.

You will be supported in using Spaceclaim - an industry led CAD product to create containers for your circuits (all of the programmes are offered with home user licences) and have the use of Computer Aided Manufacturing systems including our 3D Printer, allowing you to print durable plastic parts true to your design.



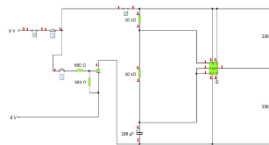
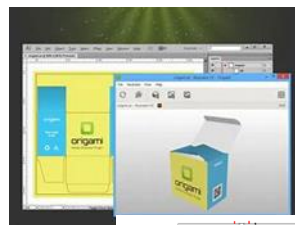
Engineering Drawings

**“Good design is thorough down to the last detail” Dieter Rams**

Studying Design & Technology involves developing innovative solutions to problems through creative and imaginative thinking. It is all about communication, advertising, promotion and packaging for a selection of products. You will be taught a wide range of drawing and modeling skills including formal and creative drawing techniques.

You will learn about modern manufacturing techniques including Computer Aided Design (CAD) and Computer Aided Manufacture (CAM). Key global issues of energy consumption and sustainability will also be studied to increase your awareness of the world's reducing resources.

3D Printing



Laser Cutting

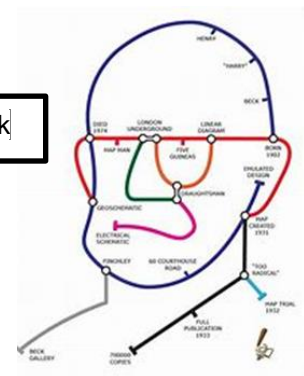


**Possible career paths** – Engineering/Manufacturing, Construction, Carpentry, Cabinet Maker, Heat Treatment Operative, Model Maker, Toolmaker, Welder, Product Designer, CAD Draughtsman, Electrician, Architect, Product Designer, Interior/Graphic Designer, Games Maker/Designer, Advertising, Theatre Designer, Website Designer...



Alessi

Harry Beck



**“Design is thinking made visible” Saul Bass**



**DRAMA**

**GCSE (AQA)**



Drama GCSE is a practical course that focuses on the art of performance, through acting and or design for performance. It is, exciting, engaging and encourages students to become confident and accomplished performers. Studying Drama at GCSE will equip you with invaluable skills, both theatrical and transferable, to expand your horizons. Performance is paramount to this course and there are many opportunities for students to immerse themselves in the practical aspects of the course.

- Students practically devise drama.
- All students will work on two text-based performances. (As a performer / designer)
- All students explore set texts for the written exam through practical workshops

GCSE Drama is made up of three components

#### Component 1 – 40%: Devising Drama

- Working in a group on the process of creating devised drama (**practical**)
- Performance of devised piece (**practical**)
- Analysis and evaluation of the devising process (written)

##### ***How is it assessed?***

Devising log book (60 marks)

Devised performance (20 marks)

#### Component 2 – 20%: Performance

- Performance of two extracts from a play (**practical**)  
(Or as a Lighting / set/ sound designer)

##### ***How is it assessed?***

Practical performance / execution of design element (20 marks)



#### Component 3 – 40%: Knowledge and understanding of drama and theatre

- Study of a set play
- Evaluation of a live theatre production

##### ***How is it assessed?***

Written exam (80 marks)



Throughout this course we will visit the theatre and experience live performance work on a regular basis. Students will also have the opportunity to work with industry professionals through workshops based in school and at a range of performance spaces around the country.

Please contact Mrs Cookson for more details [ac@pershore.worcs.sch.uk](mailto:ac@pershore.worcs.sch.uk)

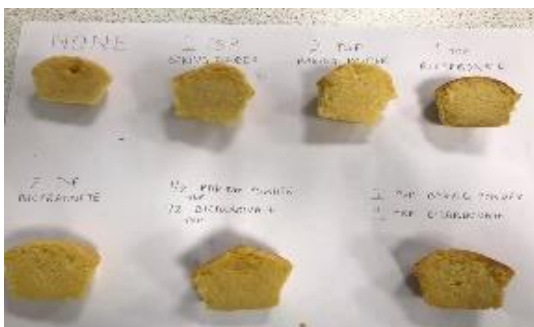
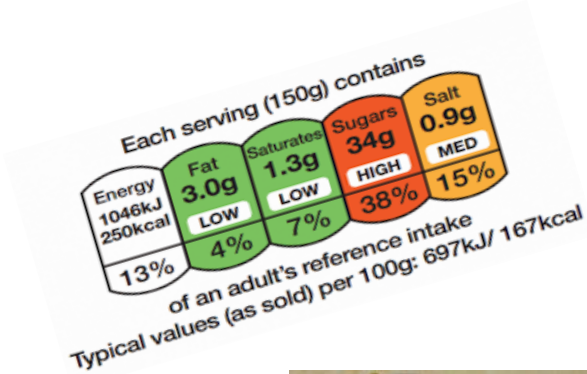
Do you want to develop your practical skills to produce delicious food? Are you interested in understanding more about nutrition and the scientific reasons behind why ingredients behave in a certain way? If so, this course may be a good choice for you.

Food and Nutrition students will:

- Learn how to make a wide variety of high skilled savoury and sweet recipes.
- Develop a detailed understanding of nutrition and recommended dietary guidelines.
- Experiment, investigate and test food ingredients. For example, making a lemon meringue pie to investigate how egg white produces a foam and how the addition of sugar stabilises the mixture.
- Understand how to make choices as a consumer while considering social, moral and environmental issues. For example, why is there currently an increase in those following a vegan diet, especially among young adults?

**This course is suitable for students considering A Level Food and pursuing possible career paths in:**

Food Marketing, Food Product Development, Food Technology Research, for International Buyer, Sports/Nutritional Consultant, Dietician, Teacher, Lecturer, Food Writer.



**What will the course look like?**

The course is split into three sections:

**Unit 1 – Living with the Physical Environment**

Natural Hazards, Ecosystems including Rainforests & Tundra biomes. UK Physical landscapes including Glaciation & Rivers

**Unit 2 – Challenges in the Human Environment**

Urban Issues and Challenges including a study of Birmingham and Lagos, Changing Economic World, and Natural Resource Management including Food resources.

**Unit 3 – Geographical Applications**

Fieldwork and an Issue Evaluation, which contains a decision-making exercise based on a pre-release resources booklet made available 12 weeks before the Unit 3 exam.

**What skills will I develop?**

Almost too many to mention! There are so many ways of learning in Geography. It is very practical with opportunities to learn new skills such as modern computer-based mapping (called GIS), digital technologies, map skills, interpreting photographs, analysing articles, decision-making and debating.

Fieldwork and trips are a vital part of Geography. You will learn how to investigate issues in the real world. You will improve your literacy through your written work and you will also learn how to put forward your own point of view. You will make practical use of your numeracy skills when you interpret data and construct graphs.

Such a wide variety of skills gained in Geography will be useful to you after you leave school. These skills are highly sought after by sixth form colleges, universities and employers.

Students who have studied Geography have gone on to work in the following sectors: law, science, sales, business, environment, information technology, management, finance, banking, marketing, research, manufacturing, teaching, childcare, engineering and building, arts, design and media, town planning, working abroad and many (many) more...

**What is Geography?**

Geography is about understanding the world's people, places and environments. It illuminates the past, explains the present and prepares us for the future. What can be more important than that?

Geography is one of the most popular option choices at GCSE with over a third of students in England taking the subject. Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study at GCSE level. So important, in fact, that the *Guardian* newspaper in 2015 named Geography as a 'must-have GCSE and A-Level' to help you make sense of the world.

If you are not sure about what you want to do in the future, Geography helps to keep your options open. It is a subject that goes well with the Sciences and Mathematics as well as

the Humanities, Languages and Arts. It is very flexible in terms of what it can be combined with both at GCSE and A Level.

### **Fieldwork and Trips**

Unit 1 - investigation into river processes and flooding in Carding Mill Valley.

Unit 2 - day in Birmingham, focusing on urban regeneration.

The department is also keen to offer an optional international trip experience. We will visit Iceland and hike to the top of an active volcano, bathe in hot geothermal pools naturally heated by the Earth, explore the ice on a glacier, see some stunning waterfalls, go sightseeing in Reykjavik, and much more!

### **How will I be assessed?**

There are three examinations at the end of Year 11:

- Unit 1 (1hr 30 mins) tests Physical Geography (3 topics)
- Unit 2 (1hr 30 mins) tests Human Geography (3 topics)
- Unit 3 (1hr 30 mins) tests Fieldwork and contains a Decision-Making Exercise



*"We are not makers of history. We are made by history."* Martin Luther King, Jr.

### **AQA History GCSE**

History is a vital part of understanding who we are and where we are now. To study History is to study how politics, society and economy all work together to create events of modern importance. If you love a good story, History is for you. History gives you many transferable skills through the evidence gathering and decision-making nature of the course. Students of History go on to work in law, medicine, business, journalism, entertainment, museums, theatre, TV, news, digital media, restoration, architecture, politics, education, government and Civil Service, publishing, editing, to name just a few.

Throughout the course there are opportunities to study history from a variety of perspectives, including political, social, economic and cultural, thereby helping students to appreciate the diversity of the societies studied. History provides the opportunity to study the Modern World and the Medieval and Early Modern eras in both breadth and depth studies. All students in KS3 will experience a taste in the Summer Term of Year 9 when we begin finding out what happened in the Cold War and what life was like in China, Korea and Vietnam between the First World War and 1960 in our World History Study. This helps Year 10 History students to be more prepared for the next two years by giving them a 'head start' with knowledge about South East Asia.

#### **Paper One (Y10): Understanding the Modern World.**

We study two units within this paper, **Germany 1890–1945** and **Conflict and Tension in Asia, 1950 to 1975**. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. We visit London and RAF Cosford during this unit.

#### **Paper Two (Y10 & Y11): Shaping the Nation:**

We study **Britain: Health and the People: c1000 to the Present Day**. This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. Students will study the importance of war, superstition and religion, government, science and technology and the role of the individual in encouraging or inhibiting change. We visit local medical museums during the study of this unit.

The second part of this paper will consider the **British Depth Study of Norman England, c1066–c1100**. Students study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. Within this part of the course there is a section looking at the development of the **Historic Environment** which will require a **field trip to a specific Norman site in Britain**. More details of this field trip will be available at the start of Year 10.

All assessment is exam based with one two-hour exam for each paper.

History is a highly regarded and academically rigorous GCSE, which will improve student abilities in gathering, sorting and prioritising evidence and writing well-structured, accurate answers. Students of History do not take things at face value and are politically aware of their society.

## **INTRODUCTORY AWARD IN PRACTICAL HORTICULTURE**

**Royal Horticultural Society  
Level 1**

### **Venue: Pershore High School**

We have wonderful facilities and expert staff here to help guide you to gain your qualification in Horticulture through the RHS.

Practical Horticulture is a 'hands on' course for students who enjoy being outside in the fresh air and getting their hands dirty. You will learn a range of new skills, which will help you towards a career working in horticulture.

The RHS Level 1 Introductory Award in Practical Horticulture focuses on developing the essential basic horticultural skills. Areas covered in the subject are preparation of soil for planting and growing, propagation of seeds and plants, planting and maintenance of flower and vegetable beds. The course includes visits to a variety of garden centres and horticultural establishments, to look at horticulture in practice and the variety of jobs within the horticultural industry.

### **Assessment**

Practical skills are assessed on an ongoing basis and we are here to help you every step of the way. You will not be put in for an assessment until you are ready. The course also has some theory tests. These tests give you a chance to show us how much you have learnt.

As this is a Level 1 course, it is not equivalent to a GCSE. Any students choosing this course will have an interview with a senior member of staff to assess their suitability for this course.

### **What next?**

This course could lead to an apprenticeship or provide the foundation for further skill development at RHS Levels 2 and 3.



Interested in Media? Ever considered why some media products go 'viral' whilst others 'flop'? It is important to study media because we need to understand the world around us. Media influences our cultural norms, values and traditions; it shapes everyday life and the opinions that we have; an extremely powerful tool. Media Studies tackles topics including radio, television, film, media ethics, digital culture, representation, and industry.

The Course encourages learners to:

- *demonstrate skills of enquiry, critical thinking, decision-making and analysis*
- *acquire knowledge and understanding of a range of important media issues*
- *develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics*
- *understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues*
- *appreciate how theoretical understanding supports practice and practice supports theoretical understanding*
- *develop practical skills by providing opportunities for creative media production.*

The course is structured as follows:

- Component 1 35% Examination:
  - Section A: Television
  - Section B: Promoting Media
- Component 2 35% Examination:
  - Section A: Music
  - Section B: The News
- Component 3 30% coursework:
  - NEA



Across set products including TV, radio and magazines, you will study the following theoretical concepts:

- *Media Language*
- *Media Representation*
- *Media Industries*
- *Media Audiences*

#### **You should consider this option if....**

- You have a creative and graphical flair
- You love all things media
- You are intrigued by the impact that media has and the hidden meaning within it
- You enjoyed Computing at Key Stage 3 (specifically units such as Photoshop, Worcester Sounds, Jem and Benny) and want to develop your understanding of the creative digital industries

Please note, students are only able to opt for the language(s) they are **currently studying**. The GCSE language courses are **not** available to beginners.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, it goes to his heart.” *Nelson Mandela*

Learning a language is an essential skill which is invaluable in all walks of life, whether it is for career, higher education, travel or simply getting to know people. More and more universities are expecting qualifications in languages as part of their entry requirements.

Assessment will take place at the end of the two-year course. There will be a Writing exam, a Speaking exam including a role-play and general conversation as well as Listening and Reading exams. Each exam is worth 25% of the final GCSE grade.

There are two tiers of assessment: Higher (Levels 4-9) and Foundation (Levels 1-5). You will be entered for either Foundation or Higher, depending on your strengths.

The course aims to:

- develop an understanding of the spoken and written forms of the language in a range of contexts.
- develop the ability to communicate effectively in the language.
- develop a knowledge and understanding of the grammar of the language.
- foster an appreciation of the culture in countries in which the language is spoken.
- provide a suitable foundation for work or travel in the countries in which the language is spoken.

Language learning takes place in real life contexts and a wide variety of multi-media resources are used to bring language to life. There will be further opportunities to practise and develop language skills by engaging in our pen-pal projects.

You will develop the skills to cope in a range of social, work and tourist situations. GCSE covers the following topics:

**Identity and Culture**

Family and Friends  
Technology  
Free Time

**Areas of Interest**

Home Town  
Social and Global Issues  
Travel and Tourism

**Current and Future Study**

School  
Further Education  
Jobs and Career Choices



Only **25%** of the world’s population speak English, and only 6% as their first language.

Source: *Routes into Language*

*“Foreign languages play a vital role in the success of our company. With 65% of our business being exported overseas, it is essential that we have language skills available to us.”*

*Sarah Grain, Key Account Manager, Eriez Magnetics Europe Ltd (speaker of French, German, Italian & Chinese)*

Source: *Routes into Languages*

Since a language is a doorway to a particular culture, learning a new language enables a person to have a broader understanding of that race or culture. Opening up to a culture allows you to be more flexible and appreciative of other ways of doing and looking at things. As a result, if you are multilingual, you have the advantage of seeing the world from different vantage points. In today’s interconnectedness, this is a valuable tool.

Source: [www.examinexistence.com](http://www.examinexistence.com)

Study GCSE Music and you have the opportunity to follow a GCSE course designed to inspire and excite you as a musician; GCSE Music is an exciting, fun, challenging and rewarding course. The study of Music will lead to a well-regarded and highly valued GCSE qualification and the opportunity for further study of Music or Music Technology at a higher level, as well as a pathway into other Arts-based courses and industries.

You have the chance to develop and extend your musical knowledge, understanding and skills in a highly creative and practical course. There are many opportunities to perform during the course in a range of ensembles or the school production. You will use the Music Technology suite (exploring software such as *GarageBand*, *Sibelius* and *Logic Pro X*) to help you develop performance and composition work. You will also develop a deeper understanding of music theory through a broad repertoire of listening work and should develop proficiency and confidence in this area.

Please note that to be accepted on the course you need to currently be learning/or willing to learn an instrument due to the 30% performance NEA.

### GCSE Music at a Glance

Component	Overview	Assessment
<b>Performing</b> 30% NEA	<b>2 Performances</b> Solo - minimum 1 minute Ensemble - minimum 1 minute  <i>Together total of 4 – 6 minutes across the solo and ensemble pieces</i>	Minimum total of 2 pieces  36 marks each  <b>Total 72 marks</b>
<b>Composing</b> 30% NEA	<b>2 Compositions</b> 1 to a set brief – minimum 1 minute 1 free choice composition – minimum 1 minute  <i>Together total of 3 - 6 minutes for both compositions</i>	2 pieces  36 marks each  <b>Total 72 marks</b>
<b>Appraising</b> 40% Exam	<b>4 Areas of Study taught through a combination of listening and Set Works:</b> <ul style="list-style-type: none"> <li>• Form and Structure – Set work Bach's Badinerie</li> <li>• Music for Ensemble</li> <li>• Film music</li> <li>• Popular music – Set work Toto Africa</li> </ul>	Final Exam  1 hr 15 minutes  <b>Total 96 marks</b>

Vocational qualifications are nationally recognised qualifications. They are different from traditional GCSE and A Levels because they are linked to a particular area of work.

This course is a fantastic insight into the practical world of the Performing Arts. Pupils can specialise in a range of Performing Arts disciplines including, Acting, Dance, Directing, Musical Theatre, Lighting and Set Design.

The course is split into three components



➤ Component One: Performing 30%

Performers – You will perform a piece of existing repertoire in your chosen discipline.

- Acting
- Dancing
- Musical Theatre

(Accompanied by a written log book of the rehearsal process and an evaluation of your final piece)

➤ Component Two: Creating 30%

- You will devise a piece of original theatre. You will study the work of recognised theatre practitioners and develop original performance work using their styles and influence.
- You can specialise in Dance, Acting and Physical Theatre
- Design route – You can specialise in the following design options for a devised performance ;  
Lighting Design  
Sound Design  
Set and Prop Design  
Costume and Make up Design  
Puppetry

(Accompanied by a written rehearsal log book and an evaluation of the final performance)

➤ Component Three: Performing Arts in Practice 40%

- You will create a piece of theatre based on an Industry Commission. You will learn how to Create, Market, Fund & Finance, Produce and physically create a piece of performance work. You will learn how to Advertise and Market the piece for a target audience and will learn how to budget successfully.

- You must create and perform your final piece to a live audience. You can choose your preferred discipline of performance including technical design skills as well as Acting, Dance and Musical Theatre.

(Accompanied by a portfolio of evidence and final task)

This exciting and ambitious course is designed and delivered with the professional world of theatre at its core. If you want to be involved in the ever-changing world of the Performing Arts then this vocational course is for you. This course will:

- Inspire and enthuse you to consider a career in the performing arts sector.
- Give you the opportunity to gain a broad knowledge and understanding of, and develop skills in all areas of the performing arts, including technical theatre and design.
- Enable you to progress further onto A Level and other Level 3 courses.

You will study a range of practical and theoretical units based around performance, technical and creative options that are designed to equip you with the necessary skills, knowledge and qualifications that you need to succeed in the Performing Arts world. This course is specifically designed to allow you freedom to study your chosen area of interest and is a mixture of external assessment by an examiner and internal assessment by your teacher.

The course is equivalent to a GCSE course and at the end of your course you will achieve a Distinction\*, Distinction, Merit or a Pass grade.

If you would like to find out more information about the Technical Award in Performing Arts please speak to:

Mrs A Cookson [ac@pershore.worcs.sch.uk](mailto:ac@pershore.worcs.sch.uk)  
Miss L Howland [lh@pershore.worcs.sch.uk](mailto:lh@pershore.worcs.sch.uk)



Religious Studies is a course based on understanding, requiring no religious faith at all. It is learning about people - not just those in your street but from all cultures and backgrounds, in order to discover what religion is all about and show individual experience, belief and action. Students will develop their critical writing skills and their own opinions on major ethical topics which are part of the world we live in.

**Scheme of assessment:** There is a simple, clear assessment structure that consists of two written examinations.

**Selected Modules**

**Crime and Punishment**

This model applies religious and secular philosophy to criminology. Looking at the arguments for and against the use of capital punishment and torture. We assess the merits and deficiencies of prison and consider alternative approaches such as restorative justice, comparing this to how different Muslim denominations respond to these issues.



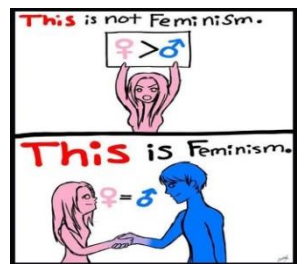
**War and Peace**

Can war ever be justified? Can you ever justify the use of weapons of mass destruction? Different political and philosophical arguments are assessed and compared to Islamic concepts such as lesser and greater Jihad.



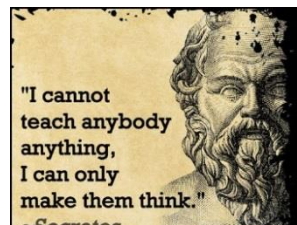
**Equality**

Within Equality we consider the value of human rights and how racism and sexism are still problems today. We also look at the sociological reason for poverty in the UK and consider solutions to inequality within the world. We study how and if Christian teachings promote equality.



**Philosophy**

Within the Philosophy module we look at classical arguments, such as the Teleological Argument and Cosmological Argument. These are arguments for the existence of the Christian God. As you study Philosophy you will acquire a very valuable set of skills. Philosophy is not just learning what other philosophers have thought. Philosophy develops skills of critical and moral thinking.



**Theology**

Studying Islam and Christianity will allow you to understand the modern world in its correct context. Giving you greater insight into how belief can relate to practice, and how this is seen in everyday activities of religious believers. Two modules will focus on the central beliefs of two world religions and how these beliefs are expressed in the modern world. You will study these faiths in an empathetic yet critical way.



**This is now only offered as an option subject.** By selecting this option, you will receive an additional 5 hours of Science lessons over a fortnight. This will allow you more time in lessons to deepen your understanding of topics and carry out more varied and longer practical investigations. The course covers the same topics covered in the Combined Science course, but in more depth. All students selecting this option need to have a real interest in Science and it best suits those students aiming for Grade 6 or above in all three Science disciplines.

Please note: Students must take all three subjects; taking just one or two individual sciences is not an option.

*Below is a selection of topics only covered in Separate Sciences*

### **Biology**

- Cell Biology
- Organisation
- Bioenergetics
- Infection and response
- Homeostatis and response
- Inheritance, variation and evolution
- Ecology

*What are monoclonal antibodies? How are they made? How are they used to detect pregnancy or treat cancers?*

*What is the structure of the brain and what do the different parts do?*

*How does the eye work and how can you correct short or long sightedness?*

*How do humans control their body temperature?*

*How does the kidney work and how does it keep water levels in the body the same?*

*How does a dialysis machine work and why would it be better to have a kidney transplant?*

*What is the structure of DNA and how does it control protein synthesis in cells?*

*How do we clone animals and plants and what are the ethics behind it?*

*What are the issues behind feeding our increasing population?*

### **Chemistry**

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

*What are the transition elements? Why are transition metal compounds often coloured?*

*What are nanoparticles? How are they currently used? How could they be used in the future?*

*What are titrations? How can we use them to calculate concentration of an unknown substance?*

*How does reactivity of a metal link to voltage in a battery?*

*Why are hydrogen fuel cells used in space rockets?*

*What are alkenes, alcohols, carboxylic acids and esters? How do they react?*

*What do plastics and DNA have in common?*

*Why are fireworks different colours?*

*How can you identify an unknown substance based on a series of experiments?*

*What is the Haber process? How does it link to population?*

*How can we use titrations to make a fertiliser of known concentration?*

## Physics

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



*What causes static electricity? How can you make water bend?*

*How can we use nuclear radiation to diagnose and treat patients in a hospital?*

*Where does the sun's energy come from?*

*What is a nuclear chain reaction and how can it be so devastating?*

*What is a 'moment' in Physics and can your knowledge on this be useful when carrying out DIY?*

*How do you calculate momentum and use it to find impact forces in collisions?*

*How is ultrasound used by bats, boats and hospital staff?*

*Discover the properties of light and colour!*

*Build a working motor and find what affects the strength of an electromagnet.*

*What is a transformer and how can you use it to increase voltage?*

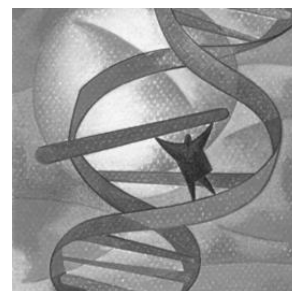
*What is the Big Bang theory and what is the evidence for it?*

*What is red shift?*

## Assessment

There will be two 1 hour 45 minutes papers for each Science subject. Questions will be a mix of multiple choice, structured, closed short answer and open response styles.

10% of the marks in Biology, 20% in Chemistry and 30% in Physics will require maths skills.



## Practical work

There are 28 required practicals in total for Separate Sciences – seven additional practicals to those required for the Combined Science course. These will not contribute to the overall GCSE directly but will be tested within the final written papers. 15% of GCSE marks will be for practical skills.



The OCR Cambridge Nationals Level 1/2 in Sport Science is a qualification for pupils who wish to explore a vocational route.

The qualification is equivalent to one GCSE, and offers learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

The qualification consists of two mandatory units and one optional unit:

**Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions**

Taking part in sport and physical activity puts the body under stress. Students will learn how to reduce the risk of injury and how to respond to injuries and medical conditions in a sport setting.

**Unit R181: Applying the principles of training: fitness and how it affects skill performance**

The role of a coach is to keep their performers in peak condition by monitoring individuals' fitness and designing training programmes. Students will learn how to target different components of fitness and how to conduct fitness tests, interpret the results and design and evaluate fitness programmes.

**Unit R182 (Optional): The body's responds to physical activity and how technology informs this**

Students will learn about the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles in physical activity and how to measure and record short-term and long-term effects of physical activity.

**Unit R183 (Optional): Nutrition and sports performance**

Students will develop an understanding of the small details which can make the difference between success and failure. Students will discover why so many top sports performers work with sports psychologists to assist them in improving their performance whilst helping them to attain the best possible balance between being relaxed and focused when they are performing under pressure.

**Assessment**

1 x External Assessment consisting of an externally set and marked 1 hour 15 minute exam paper of 70 marks.

2 x Internally Assessed Units. Pupils must create a portfolio of evidence generated from a series of assessment tasks. At the end of each unit, pupils will have a set amount of time to complete a series of assessment tasks.

Pupils will be expected to attend extra-curricular sports clubs at school and to represent the school team when selected.

# Supporting Students with Additional Needs

Students with Special Educational Needs and Disability may receive support in some lessons to ensure that they are able to benefit from a particular course. If necessary, they may be withdrawn from a subject, on a short-term basis, to concentrate on a specific area of achievement. The progress and provision of all students with additional needs is tracked carefully.

Students who have been recorded with an Education, Health and Care Plan, or are at SEND Support on the Special Educational Needs and Disability Code of Practice may be eligible for Access Arrangements for examinations. Assessments will be completed and appropriate provision will be requested from the exam boards prior to external exams.

The SEND Information Report provides more in-depth details about the SEND provision at Pershore High School.

*Further information and advice may be obtained from:*

Amy Plowman, SENDco  
([apm@pershore.worcs.sch.uk](mailto:apm@pershore.worcs.sch.uk))

Tom Saunders, Deputy SENDco  
([ts@pershore.worcs.sch.uk](mailto:ts@pershore.worcs.sch.uk))

## What Comes Next?

Each course that you take in Key Stage 4 has some implications for what you might do after July 2027. This chart introduces the routes that will be open to you at the age of 16.

I am aiming to get at least 4 GCSEs at Grades 1 - 4	You could apply to a local college for a range of Level 2 or 3 courses. You will need to check their prospectuses for entry requirements.
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I am predicted to achieve at least 4 GCSEs at Grades 5 - 9	You could do Level 3 courses, including: GCE A Levels, BTEC or NVQ at a local college. You will need to check their prospectus for entry requirements.
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I am predicted to achieve at least 7 GCSEs at Grades 4 - 9 (with a minimum of two at Grade 5).	You could do A Levels and/or equivalent qualifications at Pershore Sixth Form.
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## Important dates for Parents and Students

<b>Thursday 20<sup>th</sup> March</b>	<b>Key Stage 4 Information and Year 9 Core Parents' Evening for Parents &amp; Students</b>  4.30 pm – 7.00 pm
<b>Monday 31<sup>st</sup> March</b>	<b>Deadline for the completion of the Online Key Stage 4 Options Form</b>
<b>April - June</b>	Interviews for some students with Senior Staff about the choices you have made
<b>July</b>	Notification to parents and students of their Key Stage 4 subjects

# HOW TO MAKE YOUR CHOICES

## Deadline is Monday 31<sup>st</sup> March

We are using SIMS OPTIONS, enabling you to select your subjects online.

Students make their choices through their account (instructions below).

Parents can see (but not edit) choices and give their approval through their account.

### **Options Online Registration - Students**

- You will receive an email to your school account from SIMS Online.
- Click on '**Accept this Invitation**' at the start of the email and follow the instructions.
- Then enter your Date of Birth and click **Verify**
- The next screen confirms your details and has an Invitation Code pre-populated. Click **Register**.
- Set up a SIMS account, following the instructions
- For subsequent logins use this link [www.sims-options.co.uk](http://www.sims-options.co.uk) and sign in with your new SIMS login

### **Options Online Registration – Parents**

- You have received an invitation email from SIMS and also one from PHS with a guidance document.
- Click on '**Accept this Invitation**' at the start of the email and follow the instructions.
- The next screen confirms your details and has an Invitation Code pre-populated. Click **Register**.
- Then enter **your son/daughter's** Date of Birth and click **Verify**.
- Create a SIMS account or use a third party login (Google, Facebook etc.)
- Download the SIMS Parent App or use this link [www.sims-parent.co.uk](http://www.sims-parent.co.uk) and use your new SIMS login or third-party login
- Look for SIMS Options and click on this icon
- You can see (but not edit!) your son/daughter's choices (once made) and give your **approval** by ticking the box at the bottom.

The Options Online choices screen has two lists:

**List 1:** Pick **one** from French, Geography, History and Spanish

**List 2:** Pick 3 subjects and 2 reserve subjects.

Your current choices for both lists appear in the right hand panels. You can change the order of preference by following the instructions. Please ensure that you have your choices and reserves in the correct preference order.

Click Save in the top left corner.

You can edit your choices at any time (remember to Save!) up to the end of Monday 31<sup>st</sup> March

Get your parent(s) to log in and approve your choices.