

Greenbank High School Options Booklet

2023 – 2026

Tel: 01704 567591

Email: enquiries@greenbankhigh.co.uk

Website: www.greenbankhigh.co.uk



Greenbank High School, Hastings Road, Southport PR8 2LT

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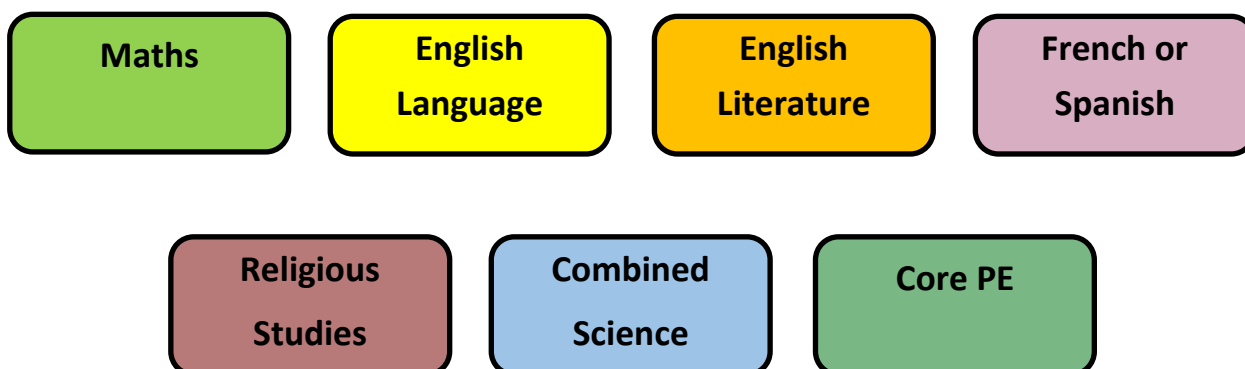
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This booklet is our curriculum guide to your GCSE subjects which begin in September. The purpose is to provide students, parents and carers with information relating to the core curriculum (compulsory subjects), and the Option subjects which you may choose to study in years 9, 10 and 11. All students at Greenbank High School will study a broad and balanced curriculum and have the opportunity for some degree of specialism through their option subjects.

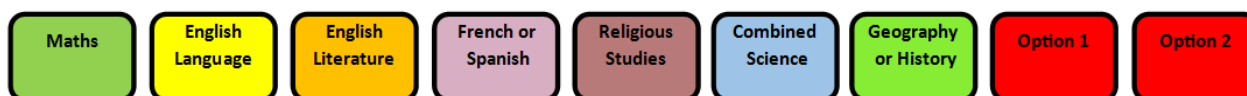
The **core curriculum** includes:



Options Pathway

All students will have additional option choices to complete their GCSE pathway. The vast majority of students will follow this pathway and will choose a humanities option and two additional option subjects. Students on this pathway will therefore start studying for 10 GCSE subjects.

Please note: Combined Science accounts for 2 GCSEs.



Students who may require additional support or have extended periods of absence, will be invited to attend a short meeting with Mrs Howe (SEND/CO) to review the student's option choices, and to discuss support and intervention that may be required.

We will endeavour to allocate students their preferred option choices; however final decisions will ultimately depend on group sizes and staffing.

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What you need to do?

1. Read through this booklet carefully.
2. Ask your parents, subject teachers, form tutor, PSHE teacher, Ms Edwards (Careers advisor) and your Head of Year for advice.
3. Make your decisions based on your interests and abilities (**do not** just follow your friends).
4. Review all subject documentation and informative resources for the options subjects on the Enrichment day on **Monday 27th February**.
5. Attend the Parents Evening for year 8 pupils on **Tuesday 14th March**.
6. Attend the Information, Advice and Guidance evening on **Thursday 23rd March**.
7. Complete the Microsoft form which will be released online on parents evening by **Wednesday 29th March**.

If you have any further queries before the Options Evening please contact Mr Pritchard or Mr Burton via email: enquiries@greenbankhigh.co.uk and mark FAO Mr Pritchard or FAO Mr Burton.



Mr C Pritchard
Assistant Headteacher



Mr D Burton
Deputy Headteacher

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Important dates

Year 8 Introduction to Options assembly

Tuesday 31st January 2023

Year 8 Options Enrichment day

Monday 27th February 2023

Year 8 Parents evening - Virtual

Tuesday 14th March 2023

(Microsoft form released for pupils to select option subjects)

Information, Advice and Guidance evening

Thursday 23rd March 2023

4:30pm – 6:00pm

Option forms completed electronically by

Wednesday 29th March 2023

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Website: www.greenbankhigh.co.uk

Useful websites

www.mathswatchvle.co.uk www.mymaths.co.uk
www.corbettmaths.com www.senecalearning.com
www.onmaths.com

Examination Board

AQA

Key areas of study

GCSE Mathematics covers a wide range of mathematical knowledge and skills, grouped together into the following areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Beyond GCSE

A-Level Maths and Further Maths are options for pupils who wish to continue to study Maths beyond GCSE.

Studying maths helps you develop skills in logical thinking, problem solving and decision-making, which are valued by employers across many job sectors.

As well as the most obvious mathematical careers, there



Mathematics

Director of Learning for Maths – Mrs C Bentzen

What does the course involve?

The aims and objectives in mathematics are to enable students to:

- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context
- develop fluent knowledge, skills and understanding of mathematical methods and concepts

Assessment

There are two tiers of entry:

- Foundation Tier – grades 1 to 5
- Higher Tier – grades 4 to 9

The assessment for each tier of entry consists of three externally examined papers, all three must be from the same tier of entry. Students must complete all three papers in the same assessment series. One of the papers is non-calculator, the other two are calculator papers. Scores from the three examinations are combined to give a final grade. Each paper is worth 80 marks and content from any part of the specification may be assessed on any paper.

Assessment objectives:

AO1 – Use and apply standard techniques

Higher 40% Foundation 50%

AO2 – Reason, interpret and communicate

mathematically Higher 30% Foundation 25%

AO3 - Solve problems within mathematics and in other contexts Higher 30% Foundation 25%

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English Language

Director of Learning for English – Mrs C Thomas

Useful websites

www.aqa.org.uk

www.bbc.co.uk/bitesize/gcse

Examination Board

AQA

Key areas of study

Students will study the following:

- Creative writing, including narrative and descriptive writing.
- Transactional writing, including speeches, leaflets, articles, and letters.
- Close reading skills, including inference and deduction.
- Analytical skills, including the skills required to compare and evaluate texts.

Beyond GCSE

GCSE English Language is an essential requirement for most employers and for access to further education, such as A Levels and university degrees. It will prepare learners to make informed decisions about further learning opportunities and career choices, and to use language to participate effectively in society and employment.

Students studying English Language often go on to careers in the following fields: law, education, journalism, marketing, advertising, publishing, and the media.

What does the course involve?

- The course builds on the knowledge of English Language developed over Key Stage Three.
- It will encourage learners to communicate with others confidently, effectively and precisely.
- Students will learn to appropriately express themselves creatively and imaginatively.
- They will also become critical readers of a range of texts, including pre-19th century texts.
- The course will develop writing skills, including use of punctuation, structural devices, and use of imagery.

Assessment

Students will be assessed at the end of a three-year course. They will complete their English Language GCSE at the end of year 11.

Examination (100%).

English Language Paper 1: Creative Reading and Writing (50%). 1 hour 45 minutes.

English Language Paper 2: Writers' Viewpoints and Perspectives (50%). 1 hour 45 minutes.

For both papers, students will answer four reading questions (Section A) and produce a piece of creative or transactional writing (Section B).



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Useful websites

www.aqa.org.uk

www.senecalearning.com

www.englishapp.pixl.org.uk/PiXLit.html

English Literature

Director of Learning for English – Mrs C Thomas

Examination Board

AQA

Key areas of study

Students will study the following Literature texts:

- William Shakespeare's Macbeth.
- J.B. Priestley's An Inspector Calls.
- Charles Dickens' A Christmas Carol.
- AQA Love and Relationships Poetry.
- Unseen Poetry.

Beyond GCSE

GCSE English Literature is a course which develops the skills required for many A-Level and University courses. It demonstrates the ability to read, understand and analyse texts to a sophisticated level, as well as encouraging a love of our literary heritage.

Students studying English Literature often go on to careers in the following fields: law, education, journalism, marketing, advertising, publishing, and the media.

What does the course involve?

- The course builds on the knowledge of Literature developed over Key Stage Three.
- It will encourage students to explore how texts from different cultures and traditions may reflect or influence values, assumptions, and our sense of identity.
- Students will learn the skills to connect ideas, themes and issues, drawing on a range of texts and sources.
- The course will also develop the skills to become critical readers of prose, poetry, and drama.

Assessment

Students will be assessed at the end of a two-year course. They will complete their English Literature GCSE at the end of year 10.

Examination (100%).

English Literature Paper 1 (40%). 1 hour 45 minutes.

Students will complete two essay questions: one on Macbeth and one on A Christmas Carol.

English Literature Paper 2 (60%). 2 hours 15 minutes.

Students will complete three essay questions and one short answer question. The exam will cover An Inspector Calls, Love and Relationships Poetry, and Unseen Poetry.



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French & Spanish

Director of Learning for MFL – Ms J Aughton

Why study Languages?



Examination Board

EDEXCEL

Key areas of study

Themes:

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

Topics:

- Family, friends, relationships and equality
- Physical and mental well-being
- Food and drink
- Sports
- Places in town and shopping
- The natural world and environmental issues
- Music, TV, film, social media and gaming
- School and future opportunities
- Transport, accommodation and tourist attractions

Beyond GCSE

Languages are great for a wide variety of careers especially those involving translation or communication with people from non-English speaking countries. This can include careers in education, law, fashion, tourism, government, politics, media, publishing and journalism.

What does the course involve?

The course aims to encourage students to develop their understanding of the spoken and written form of the language, their ability to communicate effectively in a range of situations and their knowledge of the countries and communities where the language is spoken.

It aims to prepare students to use the language for practical communication and to continue with further study of the language. It builds on the knowledge, skills and understanding acquired by students through their study of the language at KS3.

Students will be taught to develop their knowledge and understanding of phonics and grammar and their ability to apply it. Students will also have to learn a wider range of vocabulary and more complex grammatical structures.

Teaching and learning takes place through a range of activities such as role-play, listening tasks, extended reading, dictation, independent practice using specific language software, work with the foreign language assistants as well as producing written and spoken assignments on a range of set topics.

Assessment

The four skills of *listening, speaking, reading and writing* will all be assessed by terminal examinations. Each skill will be worth 25% of your final GCSE grade.

All skills will be assessed by exam papers either at foundation tier or higher tier. Your teacher will advise you on tiers of entry.



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Useful websites

www.eduqas.co.uk/qualifications

www.studyreligion.org/where/skills.html

Religious Studies

Subject leader for Religious Studies: Mrs K Campbell

Examination Board

EDUQAS

Key areas of study

Component 1 – Religious, Philosophical and Ethical Studies in the Modern World

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

Component 2 – A Study of Christianity

- Beliefs and Teachings
- Practices

Component 3 – A Study of Islam

- Beliefs and Teachings
- Practices

Beyond GCSE

The Religious Studies GCSE course at Greenbank nurtures a valuable range of transferable skills. Beyond school, many employers look for someone with a creative and enquiring mind, who is open to different points of view and possesses an ability to come to clear, informed decisions.

Religious Studies is valuable in any career that involves working with the public, such as teaching, social work, media, law, medicine and international business careers. The course will also provide a strong foundation for students who go on to study Religious Studies, Philosophy, Sociology, Psychology or Law at A Level or university.

What does the course involve?

At Greenbank, all students take the full course Religious Studies GCSE. This course allows students to develop their debating, discussion and critical thinking skills, as well as building an awareness of the wide range of cultures and beliefs that form our society.

On the GCSE course, students will focus on Christian, Muslim, and Non-religious perspectives towards a range of social issues and questions of morality, asking questions such as 'When does life begin?' 'Is it wrong to fight in a war?' and 'Should I follow my conscience?'

Assessment

This course consists of two written examination papers in the Summer of Year 10. There is no coursework and no controlled assessment for this subject.

Paper 1: Philosophy and Ethics (50%)

Paper 2- Christianity (25%)

Paper 3- Islam (25%)

The Philosophy and Ethics examination is 2 hours and both the Christianity and Islam examinations are 1 hour.



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Combined Science

Director of Learning for Science – Mrs M Barber

Useful websites

www.aqa.org.uk

www.kerboodle.com

www.senecalearning.com

Examination Board

AQA

Key areas of study

Over the course, students will study units covering Biology, Chemistry and Physics. These topics include:

Biology – Cell Biology, Organisation in organisms, Infection and response, Inheritance, Variation and Evolution.

Chemistry – Atomic structure, Periodic table, Bonding, Structures, Properties of matter, Quantitative chemistry, Organic chemistry, Chemical analysis and Earth's resources.

Physics – Energy, Electricity, Particle models, Matter, Forces, Waves and Electromagnetism

Beyond GCSE

GCSE Combined Science gives students a good knowledge of science and provides a firm foundation for continued study at A-level (you must achieve a grade 6-6 minimum to continue studying science at A-level).

Science based careers include: Engineering, Medicine, Nursing, Veterinary Medicine, Forensic Science, Dentistry, Teaching, Research, Sports Science, Beauty therapy and Pharmacy

What does the course involve?

The GCSE Combined Science (Trilogy) course builds on the subject knowledge and practical skills developed over KS3. All pupils will study Biology, Chemistry and Physics topics and will also complete a number of required practical activities that will be assessed in GCSE examinations.

As well as developing subject knowledge and practical expertise, pupils will learn to work both independently and in groups. They will strengthen their use of mathematical tools across all three sciences and will utilise a wide range of analytical and evaluative skills when reviewing data.



Assessment

Examination (100%)

The assessments include six written papers; two for each of Biology, Chemistry and Physics. In addition to theory questions, there will be a series of practical based questions which are taught throughout the three year course.

Each exam is 1 hour 15 minutes and is worth 70 marks, giving a total for all 6 exams out of 420. This is then used to provide two GCSE grades such as 7-8 or 8-8. Grades awarded must be either equal or adjacent grades.

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Core Physical Education

Subject leader for Physical Education – Mrs R Stillwell

Physical Education is a vital element in a comprehensive, well-balanced curriculum and can be a major contributing factor in the development of an individual in all aspects of life: physical, emotional, mental and social.

At Greenbank High School we encourage all students to follow a healthy, active lifestyle.

Activities

- Team games such as football, basketball, netball, rugby, volleyball, cricket, rounders, hockey, lacrosse, Frisbee, uni-hockey and handball.
- Individual activities such as badminton, tennis, golf and table tennis.
- Fitness activities such as the use of the fully equipped school fitness suite, circuit training, HITT, yoga and Pilates.
- Dance and gymnastics

Beyond the curriculum

We offer an extensive extra-curricular programme and all pupils are welcome to join clubs.

This includes an opportunity to become a sports leader and work with local primary schools.

We have strong links with local clubs and pupils can access this information if they would like to continue their physical activity or sport outside of school.

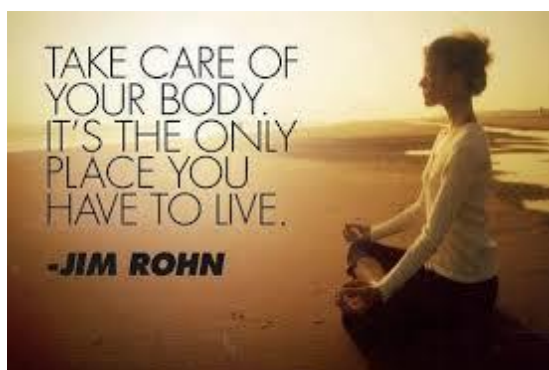
Through a high quality Physical Education experience, students have the opportunity to:

- Stay committed to Physical Education and sport, making them a central part of their lives – both in and out of school.
- Understand that Physical Education and sport are important parts of a healthy, active lifestyle.
- Develop a confidence to get involved in a range of sports and physical activities.
- Take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group.
- Show a desire to improve and achieve in relation to their own abilities.
- Follow a personalised Physical Education curriculum.
- Develop leadership skills including umpiring, refereeing and planning competitions.
- Enjoy Physical Education

Assessment

No formal assessment in core PE.

Pupils will be encouraged to work hard to improve their skills and understanding, as well as their physical and emotional health. Pupils will be given an ATL score on their PIPs.



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Fine Art

Subject leader for Fine Art – Mr G Jackson



Examination Board

AQA

Key areas of study

Students begin the course by producing a series of workshop pieces loosely based around the theme of **'Natural & Man Made'**. This will develop students understanding of observational drawing and painting, printmaking, mixed media, sculpture and contextual research. These skills are then applied and mastered with the **'Microscopic World'** project. Produced in year 10, this project focuses on the abstract forms and patterns created by microscopic and cellular imagery. Students will experiment in a range of 2D and 3D including textile sculpture and ceramics before producing individual outcomes in a discipline of their choosing. In year 11 students will produce their final project **'Distorted Portraits'**. Students are given a great deal of freedom to produce a portraiture project in their preferred media inspired by artists of their choice. This independence is carried through to their externally set assignment where students have complete control over what they produce from one of the seven starting points provided by AQA.

Beyond GCSE

Students are given a thorough understanding of traditional and contemporary Art and Design practice. Students continuing onto further education will have significant experience of a wide variety of processes, techniques and media.

Careers in creative industries include:

Freelance artist, Education, Architect, Museum and Curatorial, Graphic Design, Art Therapy, Professional Photographer, Events Management, Textile Design, Fashion Design and Promotion, Visual Merchandising, Website and App Design, Interior Design, Theatre and Film Design, Illustration, Valuation & Auctioneering, Conservation, Stylist, Make Up & Beauty etc.

What does the course involve?

This qualification is designed for students who want to develop and refine their creative and artistic skills. Students are provided with the required knowledge and understanding that will enable them to progress towards studying the arts for further study or pursue a career in the creative industries.

This is an exceptionally flexible course that is tailored to artists of all abilities and allows students to produce a well-developed and comprehensive portfolio of work that reflects their own strengths and interests.

Skills based workshops in year 9 will refine students abilities in the key disciplines needed to produce two full portfolio projects in year 10 and 11. These projects are creative and flexible with students working towards individual outcomes.

This course will particularly appeal to students who are looking for a course that is practical and creative in nature and can lead to further study and career opportunities within the creative industries.

Assessment

All of the units for assessment are practical based, with no written exam. Students also have the opportunity to develop and refine their work over the duration of the course and are supported and challenged to enable them to reach their full potential.

Portfolio Component (60%)

Two full projects plus additional standalone artworks produced throughout the duration of the course.

Externally set assignment (40%)

A further project produced over an extended preparation period ending in 10 hours of supervised time.

Final assessment is carried out by Art Department staff. AQA moderators sample and verify these marks before grades are awarded.

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Website: www.greenbankhigh.co.uk

Useful websites

www.ocr.org.uk/qualifications

www.healthcareers.nhs.uk

Child Development

Subject leader for Child Development – Mrs J Williams

Examination Board

OCR Cambridge National

Key areas of study

R057 Health and well-being for Child Development.

This unit covers topics including pre-conception, health and reproduction, antenatal care and preparation for birth. Postnatal checks, postnatal care and conditions for development, childhood illnesses and a child safe environment.

R058 Create a safe environment and understand the nutritional needs of children from birth to five years.

This is a set assignment.

Students will learn how to create a safe environment for children from birth to five years in childcare settings. They will research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

R059 Understand the development of a child from one to five years

This is a set assignment.

In this unit students will learn about the physical, intellectual, and social developmental norms for children from one to five years. They will understand the importance of creating plans and providing different play activities to support children in their development.

What does the course involve?

The specification focuses on the development of a child from conception to the age of five, developing knowledge and understanding in all aspects of child development. Students choose this subject out of pure interest or in some cases to further career aspirations in nursing, nursery nurse training or teaching. You should be enthusiastic and want to learn about child development. Ideally, you also need to know a child under the age of 5 years who you will be able to observe – this is part of R059 which you complete in Y11 and involves planning and carrying out play activities.

Assessment

R057: Health and well-being for child development – exam

Written exam – 1 Hour 15 mins – worth 40% of the final grade. It consists of two sections, comprising short answer and extended response questions.

R058: Understand the equipment and nutritional needs of children from birth to five years – NEA tasks

Completed in the classroom within 12-14 hours of supervised time – worth 30% of the final grade.

R059: Understand the development of a child from birth to five years – NEA task

Completed in the classroom within 12-14 hours of supervised time – worth 30% of the final grade.

Beyond GCSE

This subject can be the start of further studies, such as A-levels, Health & Social Care, or further childcare qualifications, as well as the Acorn programme at Southport College. Also, University courses, where students could train to be teachers, social workers, nurses, midwives or nursery managers.



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Useful websites

www.ocr.org.uk/qualifications/

www.bbc.com/bitesize/subjects/z34k7ty

www.codecademy.com/

Computer Science

Subject leader for Computer Science – Mr P Palmer

Examination Board

OCR

Key areas of study

1. Computer systems
2. Computational thinking, algorithms and programming
3. Programming project

Beyond GCSE

Computer Science is an effective preparation for a range of qualifications including:

- AS Level Computer Science.
- A Level Computer Science.
- IT or Digital Media courses.

It also provides a good grounding for other subject areas that require problem solving and analytical skills.

An interesting and rewarding career in the computer industries or just being able to get more out of the technology you use every day.

What does the course involve?

The course is by nature academic and will develop critical thinking, analysis and problem solving skills through the study of computer science.

For example:

Systems architecture – how computers work

Wired and wireless networks – how the internet and phone networks work

Cyber security – how to keep things safe on computers and the internet

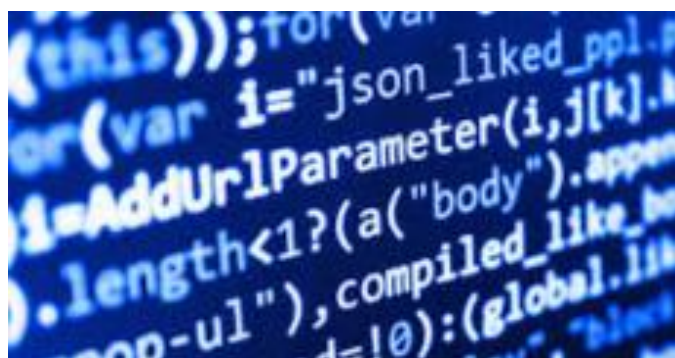
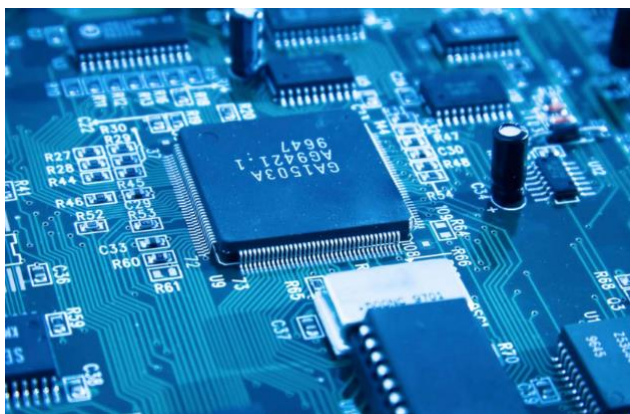
Computational Thinking – a set of tools to help come up with solutions to digital problems

Programming techniques - how to write the code to control a range of digital devices

Assessment

There are two exam papers at the end of the course, one focusing on computer systems and one with a focus on computational thinking, algorithms and programming. (1hr 30mins each)

Students will also undertake a Programming Project in the final year of the course. This allows them to gain practical experience of using the skills developed throughout the specification. Students will engage in an authentic programming experience which supports their learning and exam preparation.



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Dance

Subject leader for Dance – Mrs N Collins-Murphy

Useful websites

www.aqa.org.uk/subjects/dance/gcse/dance-8236

Examination Board

AQA

Key areas of study

60% Practical 40% Theoretical

Performance- Students learn how to perform as a soloist and as part of a duet/trio.

Choreography- Students learn how to respond to different stimuli/themes to create their own dances.

Dance Appreciation- Students learn how to analyse, interpret and evaluate their own work in performance and choreography and how to appreciate and understand professional works.

Beyond GCSE

Many GCSE Dance students have gone on to study Dance, Drama or Performing Arts at college.

Former pupils have continued their studies at Runshaw College, LIPA and Southport College. The course would be suitable for those wishing to pursue a career in Performing Arts or the Entertainment Industry.

Career Paths -Dancer, Teacher, Musical Theatre, Cruise Entertainer, Children's Coach, TV Presenter, Community Arts, Stage Management, Arts Journalist

What does the course involve?

This is a practical GCSE course suitable for those who have an interest in Dance and the Performing Arts. For this subject, you must be motivated, enthusiastic, enjoy performing and be keen to learn new dance styles. It is essential that you can work as part of a group and independently. If you want to take GCSE Dance you need to be: reliable, co-operative, good at working in a group, an excellent attender, motivated, enthusiastic, creative, willing to do written work and willing to perform in front of others.

Assessment

Performance and Choreography - Candidates are required to perform in group and solo dances and choreograph a themed dance piece. **60% of the total marks.**

Written Paper (1 ½ hours) - Questions based on the study of 6 professional dance works. Questions focus on the Performance, Choreography, Production elements and Appreciation. **40% of the total marks.**



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Useful websites

www.qualifications.pearson.com

www.drapersjobs.com/article/top-10-careers-in-the-fashion-industry/

Examination Board

EDEXCEL

Key areas of study

Construction techniques and Embellishment Skills in Textiles.

2D Design, Laser Cutting a variety of Materials.

Dressmaking Skills including Pattern Making.

Industrial Scales of Production.

Properties of Textiles, Paper and Board, Wood, Plastic, Metals and being able to use these materials together e.g. Making buttons for clothing or handles for bags.

Printing and Dying of fabric

Recycling and Sustainability awareness when designing products.

Famous Designers and Companies.

New and Emerging Technologies eg. Smart and Modern Materials, Integrated Electronics.

Consumer Needs and Global Awareness.

Beyond GCSE

The diversity of this course means it can lead towards a career in Fashion Design, Architecture, Engineering, Interior Design, Fashion Communication, Product Design to name but a few. Universities value D & T as a subject for those wishing to pursue all types of careers. If University is not for you, employers will value a GCSE D & T qualification as it develops creative, technical and transferable skills.

Design & Technology: Textiles

Subject leader for Design & Technology: Textiles – Ms C Addison

What does the course involve?

This course has a very strong focus on textiles.

You will learn about the world of materials and design including fabrics, plastics, woods and metals. You will develop your awareness of the design industry and learn about the role of the designer. Assuming this role you will extend your creative and problem solving skills and expand your practical techniques. Through product analysis you will broaden your appreciation of trends and materials. You will be encouraged to use the school's Laser Cutter, Heat Press and Computerised Embroidery Machines in your work.



Assessment

Component 1

Written Examination: 1 hour and 45 minutes

50% of the qualification

100 marks.....divided into:

40 marks for Core Content Questions

60 marks Textiles Questions

Component 2

Non-Examined Assessment (NEA)

50% of the qualification

100 marks

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Email: enquiries@greenbankhigh.co.uk

Website: www.greenbankhigh.co.uk

Drama

Subject leader for Drama – Miss D Bloom

Useful websites

www.bbc.com/bitesize/subjects/zbckjxs

Examination Board

AQA

Key areas of study

- Performance Skills/Characterisation
- Set Text: Blood Brothers
- Devising Drama based on Given Stimuli
- Study of a Live Production

For this subject, you must be **motivated, enthusiastic, enjoy acting and keen to learn new skills**. It is essential that you can **work as part of a group** as you will rarely be working alone on performance tasks.

It is worth remembering that although Drama is a lot of fun, **it is also a serious subject and requires an awful lot of hard work**.

You should be prepared to do a lot of writing in Drama – our lessons are largely practical so you are expected to do a lot of **analytical and evaluative written work** at home.

What does the course involve?

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience.

As part of the course you will devise your own performance work and study a set play.

It is worth noting that there is a lot of acting involved in the course, and you will have to perform in front of other people, including an external examiner. This is not a subject for shrinking violets!

BEFORE OPTING FOR GCSE DRAMA, ASK YOURSELF, AM I:

Reliable, co-operative, a team-Player, motivated enthusiastic, an excellent attender, creative, willing to do written work and willing to perform in front of others

Assessment

Written Exam (1 hour 45 minutes) (40%)

You will have to:

Answer questions about how you would play a role from a set text.

Write in depth about a live theatre production you have seen during the course.

Please Note: This is a challenging written examination.

Performance Exams (30%)

You will have to perform:

- A piece you have devised yourself.
- Two extracts from a play

Written Portfolio (30%)

To be written alongside your devised performance work:

- You will write **2500 words** documenting the creation and development of your devised performance.



Beyond GCSE

Many pupils go on to study Drama and Theatre Studies at A Level or the BTEC Performing Arts qualification

Whether choosing a career in the world of Performing Arts or not, a qualification in GCSE Drama shows that you are confident, creative, a team-player, able to work to tight deadlines, able to analyse and evaluate and able to work independently – life skills that all employers would be keen to see on your CV!

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Film Studies

Subject leader – Ms J. Wasilew

Further Information

<https://www.wjec.co.uk/media/10blzdpn/why-study-gcse-film-studies.pdf>



Examination Board

EDUQAS

Key areas of study

You will study the following areas:

- US Film 1930-1960
- US Film 1961-1990
- US Independent film
- Global Film (English speaking and foreign language)
- Contemporary UK Film

You will study the following concepts:

- Film Technology
- Narrative & Genre
- Representation
- Film Style
- Film Criticism

What does the course involve?

You will study the key elements of film form including cinematography, mise en scene, editing and sound. You will also study the contexts of your chosen films and what was happening when the film was made. This includes looking at the historical context surrounding the films as well as social and cultural contexts.

Myths Vs Facts:

1. **We just watch films every lesson! Wrong** – Film is a complex, engaging and exciting medium to study. Prepare to be challenged.
2. **Film Studies is easy! Wrong** – Be prepared to be asked to think critically and perceptively about media language, culture, history etc.
3. **Film Studies won't help me with other subjects! Wrong** – it links to English, MFL, Humanities and all creative subjects.

Assessment

There are two exams at GCSE, each worth 35% of the qualification with the remaining 30% assessed by Production work.

Exam Component 1: Key Developments in US Film

Section A: US Film Comparative Study

Section B: Key Developments in Film & Film Technology

Section C: US Independent Film

Exam Component 2: Global Film – Narrative, Representation & Film Style

Section A: Global English language film

Section B: Global non-English language film

Section C: Contemporary UK film

Creative Production NEA

This allows you to showcase the film-making or screenwriting skills you have developed during the course by producing a:

- Film Extract (video) or Film Extract Screenplay (with storyboard)
- Evaluative Analysis

Beyond GCSE

Film Studies develops critical, cultural and social skills. It ties heavily in with humanities subjects such as Geography, History and Sociology. We study foreign language films so MFL skills are developed.

Many students continue to do 'A' Level Media Studies, Film Studies, Creative Media Production, English Literature, Theatre Studies and Film and TV production, at local colleges and degree courses at university, which may lead on to careers in film, journalism, TV, marketing, game design, pop video creation and radio.

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Useful websites

www.edugas.co.uk/qualifications/food-preparation-and-nutrition/

Food & Nutrition

Subject leader for Food & Nutrition – Miss C Parry

Examination Board

EDUQAS

Key areas of study

Based in our fantastically equipped food rooms, this exciting GCSE course explores food preparation and cookery skills in depth.

You will learn to interpret recipes to gain a wide variety of food preparation and cooking skills using a selection of commodities and techniques. Learn how nutrition affects our health, the nutrient sources in our diets and the scientific background of foods and cooking processes. Learning is by a combination of theory and practical lessons.

Pupils are given the opportunity to make a huge variety of products over the course of three years in a well-structured environment. This course will give you valuable key life skills enabling you to cook and make informed choices about what and how well you are eating.

Beyond GCSE

Some examples of careers in food are:

Dietician / Nutritionist, Food Sales and Promotion, Product Development, Consumer Technologist (Sensory Analysis and Product Tasting), Chef / Baker / Caterer, Food Journalist / Food Critic, Restaurateur, Food Wholesaler, Production & Manufacturing, Quality Assurance / Standardisation, Purchaser (buys and sells food from around the world), Store Manager – Supermarket or Fast Food Chains, Packaging Technologist, Teacher (clearly the best career....)

Key areas of study

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

In **years 9 and 10** pupils will **cook approximately once a week** along with completing a series of modules involving written work and food experiments.

In **year 11** pupils will concentrate on completing **two Non Examination Assessments (NEA)** using a variety of research and investigation methods. Students will respond to one of two specified tasks set by the exam board. Pupils will **not cook as much in year 11** due to NEA and preparing for their exam in the Summer term.

Pupils will enjoy the Food course if they are **organised** and enjoy **experimenting** with food. It is more important for pupils choosing the course to enjoy a **large variety of foods** than have a natural flair for cooking. We will teach you how to cook!

The course is taught in a “hands on” **practical** way; consequently the **weekly purchase** of ingredients is essential (approximately **£5** per week).

Assessment

All assessments take place in **year 11**

September – December. NEA Task 1 – Food Science Investigation (**10 hours**) = **15% of GCSE**

December – February. NEA Task 2 – Food Preparation Assessment (**20 hours** including a **3 hour** assessment) = **35% of GCSE**

May – June. **1 hour 45 minute** exam = **50% of GCSE**

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Graphic Communication

Subject leader for Graphic Design – Mr M Melia



Examination Board

AQA

Key areas of study

Pupils will study Graphic design, advertising and corporate branding, as well as prototyping and model making, photography, digital software and image manipulation.

Pupils will have the opportunity to produce high quality graphic design work creatively and imaginatively through their graphic design projects using digital software applications including Adobe Photoshop and Illustrator, whilst incorporating communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, multi-media, motion graphics, signage and exhibition graphics.

Pupils can also make models by producing 3D prototypes by using a range of materials by using Computer-aided Design (CAD) and Computer-aided Manufacture (CAM)

An interest in Art/Graphic Design would be an advantage, but previous experience in this area is not essential as there are skill based units in Year 9 which focus on developing skills and techniques to a high level.

An example of a project title is as follows:

- *Design a logo and branding for a music festival and produce designs and prototypes for posters, advertising and merchandise.*

Beyond GCSE

Further study and careers in: Graphic Design, Product Design, 3D Design, Interior Design, Web Design, Graphic Illustrator, Teaching, Publishing, Creative and Visual Arts, Printing.

What does the course involve?

This qualification is designed for students who want to study Graphic Design in a hands-on, practical way that enables them develop the knowledge, skills and experience needed to open the door to a career or further study in the creative design sector.

This dynamic and creative course focusses on the key skills and attributes needed to be a professional creative designer.

There are skill based units in Year 9 which concentrate on developing graphic design techniques to a high level. Pupils then focus on creative project based learning to ensure that all learning styles are catered for and that students are encouraged and challenged to reach their full potential.

This course will particularly appeal to students who are looking for a course that is practical and creative in nature and can lead to further study and career opportunities within the creative design industry.

Assessment

All of the units for assessment are coursework based, with no written exam. Students also have the opportunity to develop and refine their work over the duration of the course.

Portfolio Component (60%)

Two full projects plus additional standalone artworks produced throughout the duration of the course.

Externally set assignment (40%)

A further project produced over an extended preparation period ending in 10 hours of supervised time.

Final assessment is carried out by Art Department staff. AQA moderators sample and verify these marks before grades are awarded.

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" Geography is a relevant, hands on subject that helps you to make sense of the world around you. It tackles some of the most pressing challenges facing the world today."

-RGS-

Examination Board

EDUQAS Specification B

Key areas of study

The course is organised into three broad themes;

Theme 1: Changing Places - Changing Economies.

This theme focuses on urban/rural links in the UK, urbanisation in the economically developing world and development issues.

Theme 2: Changing Environments. This theme focuses on coastal and river landscapes, weather and climate as well as climate change - an increasingly important topic to study in the 21st century.

Theme 3: Environmental Challenges. This theme focuses on ecosystems, water resources and the issue of desertification.

Fieldwork and **problem solving** are also essential aspects of this course.

[CLICK HERE to find out more.](#)

Why should I consider taking Geography?

Employers and universities see Geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can continue on to study.

[CLICK HERE to find out more.](#)

Geography

Director of Learning for Humanities – Mrs S Naughton



How will I be assessed?

Pupils will sit three examinations in Year 11, so there is a heavy element of written work.

COMPONENT 1 (40%) Investigating Geographical Issues, based on each theme. **1 HR 45 MINS**

COMPONENT 2 (30%) Problem Solving Geography, based around a problem solving issue taken from one or more of the three themes. **1 HR 30 MINS**

COMPONENT 3 (30%) Applied Fieldwork Enquiry, based on two fieldtrip experiences in contrasting environments. **1 HR 30 MINS**

[CLICK HERE to see what the examinations look like.](#)

Beyond GCSE

Geography develops a wide range of skills especially useful in the world of work. These include decision-making, data analysis, problem solving, role-play, teamwork, graphicacy (use of maps), ICT and appropriate communication and presentation methods for reporting on research. This gives you the skills and understanding necessary to make sensible decisions about issues that will affect your life. As Geography spans both the Science and the Humanities disciplines it proves useful for an exceptionally wide range of careers, such as Social Services, Business, Architecture, Retail, Planning, Geology, Education, Forestry, Travel, Leisure and Tourism - to name but a few.

[CLICK HERE to find out more.](#)

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History

Subject leader for History – Mrs S Smith

Useful websites

www.qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html

Examination Board

EDEXCEL

Key areas of study

The key topics that we cover are:

- Medicine in Britain, c1250 – present with The British sector of the Western Front, 1914 - 1918: injuries, treatment and the trenches.
- Early Elizabethan England 1558 - 88
- Weimar and Nazi Germany 1918-1939
- Superpower Relations and the Cold War 1941-91

Beyond GCSE

History is a traditional subject and viewed very highly by employers and colleges. The skills you learn and develop in History will assist you in a variety of ways and may lead to a career in the following areas:

Journalism, law, civil servant, politician, archaeology, researcher, archivist, public sector worker, marketing, economics, teaching, museum curator, film researcher.

Useful websites

www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/history

www.history.org.uk/student/resource/2914/careers-in-history

www.content.wisestep.com/best-careers-love-history/

What does the course involve?

The course will involve an extensive amount of written work and a high level reading. As such, **English skills are important.**

The pupils are required to do work outside of lessons that may involve finishing classwork off, additional homework and revision notes

We would encourage your daughter to pursue this option if she has a love for the subject, as this will motivate her when it comes to learning the vast amount of information for the 3 exams in Year 11.

Assessment

The course will be assessed through 3 external examinations

Paper 1: British Thematic Study with Historic Environment – 30%

Paper 2: British Depth Study and Period Study – 40%

Paper 3: Modern Depth Study – 30%

Each paper will require the students to answer source analysis questions and essay questions.



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Useful websites

www.theguardian.com/culture/charlottehiggins

blog/2009/may/24/latin-in-schools

www.eduqas.co.uk/qualifications/latin/

Latin

Director of Learning for MFL – Ms J Aughton

Examination Board

EDUQAS

Key areas of study

The Eduqas GCSE in Latin aims to provide a foundation in linguistic and cultural competence, enabling learners to gain knowledge and understanding of the Roman world through reading and responding to its language and literature.

Literature topics could include:

- Youth and Education
- A Day at the Races
- The Countryside
- Love and Marriage
- Rich and Poor

Roman Civilisation topics could include:

- Roman Entertainment and Leisure
- Religion in the Roman World
- Daily Life in a Roman Town
- Roman Britain

Beyond GCSE

Studying Latin provides you with relevant skills which can be applied in a range of sectors, including medicine, law, teaching and academia, media and broadcasting, film and television, banking, museum and gallery work, consultancy and marketing.

What does the course involve?

This GCSE course is aimed at students who have a real interest in the Classical World and have a strong commitment to learning Latin. As the course is 'ab initio', pupils will need to be prepared to work hard and show dedication to the subject from the start.

The course aims to encourage students to develop their understanding of the written form of the language and their knowledge of Ancient Roman Civilisation.

Students will be taught to develop their knowledge and understanding of grammar and their ability to apply it. Students will learn a wide range of vocabulary and complex grammatical structures.

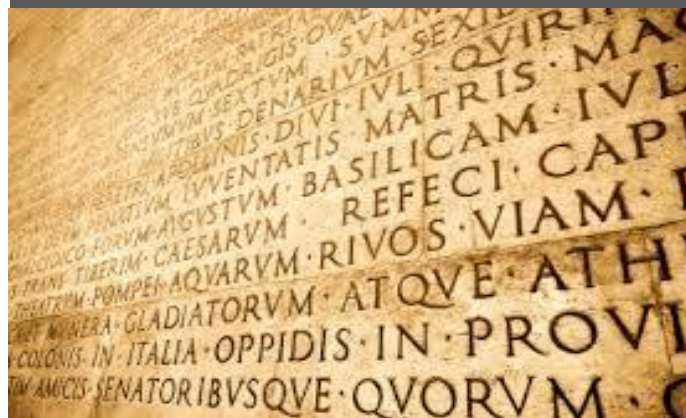
Teaching and learning takes place through a range of activities such as translation, grammar exercises, independent practice using specific Latin software and historical research.

Assessment

Latin Language - Written Examination 50%

Latin Literature and Sources - Written Examination 30%

Roman Civilisation - Written Examination 20%



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Music

Head of Department for Music – Mrs P Palmer



Useful websites

www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/

www.bbc.co.uk/education/subjects/zpf3cdm

Examination Board

OCR

Key areas of study

AoS1 - My Music

You study the capabilities and limitations of your instrument or voice including: its range and characteristic timbre • the techniques required to play it and any techniques that are specific to it • how it might be used in different genres • what type of ensembles it might be used in • how its use is influenced by context and culture

AoS2 - The Concerto through Time

You study: what a concerto is and the way it has developed through time • the instruments that have been used for the solo part in the concerto and how they have developed through time • the growth and development of the orchestra through time • the role of the soloist(s) • the relationship between the soloist(s) and the orchestral accompaniment • how the concerto has developed through time in terms of length, complexity and virtuosity • the characteristics of Baroque, Classical and Romantic music as reflected in The Concerto

AoS3 - Rhythms of the World

You study the traditional rhythmic roots from four geographical regions of the world: India and Punjab • Eastern Mediterranean and Middle East • Africa • Central and South America

AoS4 - Film Music

You study a range of music used for films including: music that has been composed specifically for a film • music from the Western Classical tradition that has been used within a film • music that has been composed as a soundtrack for a video game

AoS5 - Conventions of Pop

You study a range of popular music from the 1950s to the present day, focussing on: Rock 'n' Roll of the 1950s and 1960s • Rock Anthems of the 1970s and 1980s • Pop Ballads of the 1970s, 1980s and 1990s • Solo Artists from 1990 to the present day

You will be expected to attend instrumental or vocal lessons of your choice (free of charge) and practise regularly. In addition you are required to take part in a Music Department Extra-Curricular Ensemble and perform at concerts.

Why choose music?

- to enable you to engage actively in the study of music and to inspire and enthuse you by following a broad, coherent, satisfying and worthwhile course of study
- to develop your musical skills and interests, including the ability to make music
- to encourage you to understand and appreciate a range of different kinds of cultures and their music and to develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation

Assessment

Unit 5

Listening to and appraising music 40% 90min Exam

Unit 2 & 4

Composing Music 30% Coursework

Unit 1 & 3

Performing (Solo and Group) 30% Coursework

Beyond GCSE

GCSE Music is a solid foundation for any further study of Music or the Performing Arts and may lead to careers such as music therapist, recording engineer, composer, teacher or audio engineer. There are more jobs than ever in music business related areas, such as careers in social media, PR, technology, label services and merchandising. It is also common to find music graduates in consultancy, finance, banking and legal jobs, as the experience of organising, hosting and performing in events brings about discipline, composure under pressure, time management, communication, team and individual working abilities which give musicians the edge. You might learn technical skills through using computers, equipment and software to create and record music and the positive impact on your brain functions when playing a musical instrument is scientifically proven to enhance academic abilities.

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Useful websites

www.qualifications.pearson.com

www.senecalearning.com

Physical Education

Subject leader for Physical Education – Mrs R Stillwell

Examination Board

EDEXCEL

Key areas of study

The following topics will be studied:

Applied anatomy and physiology (skeletal; muscular; cardiovascular and respiratory systems)

Movement analysis (planes, axes and lever systems)

Physical training (components of fitness; principles of training and training methods)

Health, Fitness and Well-being (physical, social and emotional health; diet; lifestyle choices)

Sports Psychology (classification of skill; types of guidance and feedback; mental preparation)

Socio cultural Influences (participation rates; commercialisation and media; sporting behaviours)

Beyond GCSE

What could this qualification lead to?

Professional sport, Sports coach/consultant, Teaching, Physiotherapy, Armed forces, Fitness instructor, Sports Scientist, Sports Medicine, Sports Therapy, Sports Psychology, Sports Management, Sports journalism, sports analyst, Personal Trainer; Sports Nutritionist, Sports Psychologist, Gym and Leisure Centre Manager.



What does the course involve?

If you love sport, then GCSE PE is for you. You will have more PE lessons to help improve your practical performance improving your level of skill, tactical understanding and game play. You will learn how the mind and body works during performance and how to maximize potential through training, diet and lifestyle choices. You will also gain many valuable skills such as leadership, communication, team work and resilience which will help you in other GCSE and A-Level subjects as well as your future career.

Assessment

60% of the final grade - Theoretical knowledge, understanding and application. Pupils will sit two written exams at the end of the course.

30% of the final grade- Practical performance in three sports. Participants will be assessed during a practical examination with an external moderator.

10% of the final grade - Written coursework. Pupils will create their own PEP (Personal Exercise Programme).



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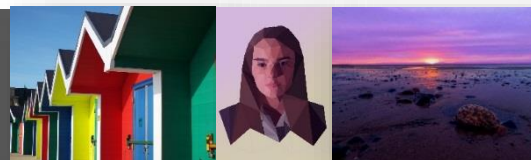
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Photography

Subject leader for Photography – Mr G Jackson



Examination Board

AQA

Key areas of study

Students begin the course by developing their skills in the basic fundamentals of photography. This will develop students understanding of subject matter, composition, technical settings, Adobe Photoshop and the Formal Elements. These skills are then applied and mastered with an '**Architecture**' project. Produced in year 10, this project focuses on the different aspects of the built environment. Students are encouraged to explore different locations in the production of their photoshoots, manipulating their shots both digitally and physically and inspired by their research into a range of photographers of their choosing. In year 11 students will produce their final project '**Distorted Portraits**'. Students are given a great deal of freedom to produce a portraiture project inspired by photographers of their choice. This project develops understanding of studio photography and comes with the possibility of using facilities in local colleges. This independence is carried through to their externally set assignment where students have complete control over what they produce from one of the seven starting points provided by AQA.

Beyond GCSE

Careers in creative industries include:

Freelance artist, Education, Architect, Museum and Curatorial, Graphic Design, Art Therapy, Professional Photographer, Events Management, Textile Design, Fashion Design and Promotion, Visual Merchandising, Website and App Design, Interior Design, Theatre and Film Design, Illustration, Valuation & Auctioneering, Conservation, Stylist, Make Up & Beauty etc.

Useful websites

www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206

What does the course involve?

This qualification is designed for students who want to develop and refine their creative and photographic skills. Students are provided with the required knowledge and understanding that will enable them to progress towards studying the arts for further study or pursue a career in creative industries.

This is an exceptionally flexible course that is tailored to photographers of all abilities and allows students to produce a well-developed and comprehensive portfolio of work that reflects their own strengths and interests. Skills based workshops in year 9 will refine students abilities in the key disciplines needed to produce two full portfolio projects in year 10 and 11. These projects are creative and flexible with students working towards individual outcomes.

This course will particularly appeal to students who are looking for a course that is practical and creative in nature and can lead to further study and career opportunities within the creative industries.

Assessment

All of the units for assessment are practical based, with no written exam. Students also have the opportunity to develop and refine their work over the duration of the course and are supported and challenged to enable them to reach their full potential.

Portfolio Component (60%)

Two full projects plus additional standalone artworks produced throughout the duration of the course.

Externally set assignment (40%)

A further project produced over an extended preparation period ending in 10 hours of supervised time.

Final assessment is carried out by Art Department staff. AQA moderators sample and verify these marks before grades are awarded.

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Useful websites

www.aqa.org.uk

www.kerboodle.com

www.senecalearning.com

Examination Board

AQA

Key areas of study

Students will study a wide range of concepts in each of the three sciences. All the combined science content is taught, with additional content specifically relating to the separate sciences.

Biology – Cell Biology, Organisation in organisms, Infection and response, Bioenergetics, Homeostasis Inheritance, Variation, Evolution and Ecology

Chemistry – Atomic structure, Periodic table, Structures, Properties of matter, Quantitative chemistry, Chemical and energy changes, Organic chemistry, Atmospheric chemistry, Chemical analysis and Earth's resources.

Physics – Energy, Electricity, Particle models, Matter, Forces, Waves, Electromagnetism and Space physics.

Beyond GCSE

This course is designed for those students who have a strong understanding of science and who are committed to taking science beyond GCSE.

GCSE Separate Science gives students a **complete** and **thorough** understanding of all three sciences which enables progress to A-level science more **manageable**. To continue studying science at A-level a minimum of grade 6 is required.

Science based careers include: Medicine, Dentistry, Research, Engineering, Nursing, Forensic science, Pharmacy, Veterinary medicine, Sport science and teaching.

Separate Science

Director of Learning for Science – Mrs M Barber

What does the course involve?

The course is split into three separate sciences: Biology, Chemistry and Physics. Students will have 10 lessons of separate science a fortnight in year 9 with this rising to 14 lessons in years 10 and 11. The individual sciences are then shared amongst these lessons. The high number of science lessons means it is vital that students have a natural interest in science and have a strong interest in studying science beyond Greenbank.

As well as studying the different content found in each science, students will also complete a range of required practical activities which will be assessed in the linear examinations and as a result these will form a large part of the separate science course.

Throughout each science course, a wide variety of mathematical tools will be used to help explain scientific phenomena and concepts. Such mathematical applications will also be assessed in the examinations.

Assessment

Examination (100%)

Students will sit two written exam papers for each science discipline – giving a total of six examinations. Each exam is 1 hour 45 minutes in length and is worth 100 marks.

Embedded throughout the examinations are practical based questions which are taught throughout the three year course.

Scores in each subject are then collated to give a total out of 200. This total is then used to provide a grade from 9 -1.

Upon successful completion of this course, students will receive three GCSE grades – one each for Biology, Chemistry and Physics.

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Changing options

At Greenbank we offer a detailed and comprehensive options process that is designed to provide students with the necessary information to make an informed decision in relation to which subjects they will study at GCSE. It is important to discuss the options process with your parents and teachers and share with them your reasons for considering certain subjects.

Students should make their decisions based on their own strengths and interests and must not simply follow their friends.

Once the options forms have been returned, students may **not** necessarily be able to take every subject offered. This will be controlled by group sizes and staffing availability. If this is the case, their reserve option will be selected. It is therefore, very important to carefully consider this option when filling in their option form. We ask students to realise that they will not be able to suddenly change their minds afterwards.

At the end of the academic year in year 9, 10 and after the year 11 PPE examinations in December, each student's progress will be reviewed to identify concerns. Only at these points, will curriculum changes be considered.

Key points to consider:

1. Speak to your parents, teachers and form tutors regarding your options.
2. Consider which subjects you enjoy and have shown a good understanding in.
3. Carefully select your two favoured option subjects and complete the necessary form.
4. Carefully consider your reserve option subject (there is a chance that you may end up doing this subject).
5. Complete the Options Microsoft form by Wednesday 29th March.

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Supporting your child

1. Take an active interest in your child's progress at school. Ask them about homework and support them where possible. Ask them about their strengths and weaknesses in certain subjects and ask them which subjects they are keen to continue to study at GCSE.
2. Ensure your child gets the necessary amount of sleep. It is recommended that students at secondary school should get 9 hours of sleep a night, with pupils aged 11 and 12 getting up to 11 hours of sleep a night. A good night's sleep will help promote better engagement with school the next day.
3. Check pupil planners for updates in relation to homework, progress and attitude to learning. Support your child by ensuring they understand the expectations of school. Visit the school website frequently for additional information and support in relation to your child's progress.
4. Promote the importance of good attendance at school. Only keep your child off if it is absolutely necessary. High levels of attendance promotes higher levels of progress at GCSE. Aim for an attendance of 95+%.
5. Encourage your child to read. High levels of literacy will impact a pupil's ability to access higher order work and help promote progress in all areas. Act as a positive role model and dedicate some time to quiet reading as research suggests this has a positive impact on a child's attitude towards their school work.
6. Ensure that your child is appropriately equipped for school day and that they have a quiet learning space to work in at home. This space should ideally be free of devices (mobile phones, computer consoles etc.) which can act as a distraction.
7. Encourage your child to take part in extra-curricular activities. This may involve sporting clubs, music, drama, Duke of Edinburgh. These activities are a great opportunities for pupils to develop a different set of skills and to make new friends. Exercise is a great tool to promote positive mental health.
8. If you have any concerns regarding your child's progress, attitude to learning or wellbeing please contact us at the earliest opportunity and we will look into your concern.

Greenbank High School Options Booklet

2023 – 2026

Tel: 01704 567591

Email: enquiries@greenbankhigh.co.uk

Website: www.greenbankhigh.co.uk

Advice and guidance

We work very closely with all the sixth form colleges who offer post-16 courses to Greenbank students, to help provide them with unbiased guidance about what their next steps might be when they leave us at the end of year 11.

We try, wherever possible, to ensure that there are suitable progression routes for our students to access, by liaising with staff at local colleges and sixth forms over their curriculum offer, and how this will help out students when they leave us.

We work closely with employers and agencies that offer apprenticeships for young people, to provide students wishing to move into employment with clear guidance about their choices.

Students will undertake work experience during their KS4 curriculum and complete a comprehensive careers education as part of their PSHE curriculum at Greenbank.

We also work closely with Ms Edwards – Independent Careers Advisor, to provide students with advice and guidance to try and ensure that they make informed choices about their future careers and education.

To further help prepare students for the world of employment, we work with a number of industrial and charitable organisations to hold 'mock job interviews' for students.

Listed below is several further education providers, some of whom will be attending on Options Evening.

Christ the King

Stamford Road, Southport, PR8 4EX
01704 552000

KGV College

Scarbrick New Road, Southport, PR8 6LR
01704 530601

Southport College

Student Services, Morningside Road, Southport, PR8 0TT
01704392704

Runshaw College

Langdale Road, Leyland, PR25 3DQ
01772 622677

Hugh Baird College

Balliol Road, Bootle, L20 7EW
0151 3534444

Myerscough College

St Michael's Road, Bilsborrow, Preston, PR3 0RY
01995 642222

2023 – 2026

Website: www.greenbankhigh.co.uk

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Greenbank High School Options Booklet

2019 – 2022

Tel: 01704 567591

Email: enquiries@greenbankhigh.co.uk

Website: www.greenbankhigh.co.uk

Contact information

Main school contact

Telephone: 01704 567591

Email: enquiries@greenbankhigh.co.uk

Heads of Year

Mr Bentzen

bentzen_s.te@greenbankhigh.co.uk

Careers advisor

Ms J Edwards

edwards_j.st@greenbankhigh.co.uk

SEND Coordinator

Mrs H Howe

howe_h.st@greenbankhigh.co.uk

Options Coordinators

Mr C Pritchard

pritchc.te@greenbankhigh.co.uk

Mr D Burton

burton_d.te@greenbankhigh.co.uk