

YEAR 9 PATHWAYS

CLASS OF 2028



Successful Learners • Confident Individuals • Responsible Citizens

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WELCOME AND INTRODUCTION

MRS PLANT, Assistant Headteacher

This Options booklet aims to provide you with the information you and your child require to make an informed decision about option choices. It explains all the courses that are available for your child to study during Years 10 and 11. We want parents/carers and pupils to be equipped with the knowledge needed to make the right decisions and we want our pupils to continue to aim high and aspire to be highly **successful learners**.

The KS4 curriculum remains broad and balanced and builds on the learning of the past three years. All the knowledge, skills and understanding pupils have acquired by the end of Year 9 prepares them for their future learning. In Years 10 and 11, some subjects will remain compulsory but with our guidance and your support, your child also has the opportunity to choose which additional subjects to study in their final two years at school. In this guide, you will find information to help them make the best possible choice of subjects to study.

This process is a significant milestone in your child's education. Many pupils look forward to starting Year 10, complete with a blue shirt, to give a clear mark of progression to upper school. It is vitally important that pupils make the correct choices and choose courses which are best suited to them. It is through making

the correct choices now, that your child can make a strong start to Year 10 and swiftly start new courses and learning. In making choices, pupils should consider carefully which subjects they enjoy studying and which will enable them to progress to the next stage of their education or training beyond Year 11. Having a genuine interest or passion for a subject is always a good place to start the selection process.

Our pathways are personalised to match individual need and aspiration. As part of our commitment to support and provide guidance, pupils will be advised to opt for appropriate subjects and qualifications based on individual achievement and potential. There is a full range of subjects tailor-made to suit individual need. **The majority of pupils will be directed onto the Modern Languages pathway to continue their study, develop their communication skills and gain a GCSE in French or German.** For other pupils, they will follow a pathway designed to support success in other subjects which will give them high quality skills and increase employability. There are a limited number of places on all courses however, so it is important that pupils are guided towards making the right decisions.

A minimum of five GCSEs (or vocational

equivalents) including English and Mathematics at grade 4+ are essential for future success including opportunities available at college. Even if your child is not aspiring to attend university in the future, both Sixth Form colleges and employers view five qualifications at grade 9-4 including English and Mathematics as a desirable standard. Some require grade 9-5 including English and Mathematics.

To support your child with progression, pupils have been provided with information, guidance and advice education throughout years 7-9. We have a full time careers advisor, Mrs Chaudhury, who supports pupils with their KS4 pathway and with applications for post-16 study.

I do hope you find the information in this booklet helpful as you consider the options available. We are here to continue to work with you and support you. I hope this brings excitement and a sense of anticipation as your child looks forward to new challenges.



Mrs L. Plant
Assistant Headteacher

Class of 2028 Options

GCSE and Vocational Qualifications

GCSE (General Certificate of Secondary Education) is an academic qualification studied in a number of subjects by pupils during Years 10 and 11.

The qualification involves studying the theory of a subject, some subjects have controlled assessments as part of the criteria.

GCSE grades are awarded from 9 to 1 which are the equivalent of the previous A* - G. Grade 9 is the top grade awarded.

All GCSE courses are now tested at the end of the course in Year 11 following the removal of the modular structure where there were examinations at the end of each module.

We also offer pupils the opportunity to complete Vocational qualifications. These include qualifications provided through:

- BTEC (Business and Technology Education Council)
- OCR National (OCR: Oxford, Cambridge and RSA Examinations)

Each vocational course is equivalent to 1 GCSE and is graded at Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction* (the top grade). A Level 2 award is the equivalent of a grade 4 or above at GCSE (please see the diagram to see the link between grade structures)

Pupils who follow a Vocational course will experience different types of learning and teaching styles. They are matched to an assessment programme where a portfolio of controlled assessments is built up over the whole course instead of a grade that is determined by a series of final examinations. Most Vocational qualifications will comprise of 40% external examination (summer of Year 11) with 60% of the courses internally assessed supported by external moderation.

The guidance we give is based upon current performance and potential in any given subject. We use individual progress data and national progress data to ensure your child studies the courses that are most

suited to their ability and which will support their in being a **successful learner**.

We make firm recommendations to parents and pupils to ensure the correct courses are chosen/identified to suit their needs, ability and aspirations.

We will work closely with families to ensure pupils choose the options that are right for them and they are excited to study but final decisions remain with the school.

GCSE Equivalency Grades		
Old Grades	Current GCSE Grades	Vocational Grades
A*	9	Level 2 Distinction*
	8	Level 2 Distinction
A*	7	
B	6	Level 2 Merit
	5 strong pass	
C	4 standard pass	Level 2 Pass
D		
	3	Level 1 Distinction
	2	Level 1 Merit
	1	Level 1 Pass

The Core Subjects

The Curriculum

Compulsory Curriculum:

For each and every pupil there is a compulsory part of the curriculum.

- English Language
- English Literature
- Mathematics
- Combined Science: Where pupils study the three different disciplines of Science and certificate with a combined **double** GCSE grade.

Broad and Balanced:

- Languages
- Geography and / or History

In order to ensure that each pupil's curriculum remains broad and balanced, most pupils will continue to study a language and will be asked to select either geography or history to continue with in KS4. A curriculum involving these GCSE subjects is considered to be a balanced curriculum by many universities and will support progression to degree level courses and higher level apprenticeship providers in the future.

Statutory Curriculum:

Core PE (non-examined): In support of ongoing physical and mental wellbeing, all pupils will take part in core (non-examined) Physical Education.

Life Skills (non-examined): statutory learning in citizenship, PSHE and RS is taught through form time and life skills lessons.

Options Subjects

Pupils are required to select optional subjects to study alongside their core curriculum. Pupils have a range of subjects to choose from as optional choices. These are offered to ensure pupils maintain a broad, balanced and personalised curriculum throughout Years 10 and 11. It is this blend of academic GCSE and vocational BTEC and OCR courses that

Important Additional Information We endeavour to match pupils with their preferred choices of subjects but, in some cases, this may not be possible. In these cases we will attempt to match pupils with their next choice. Therefore, it is very important to consider carefully all option choices and their rank order when completing the Progression Form.

Please note that although all courses are offered in good faith we sometimes have to **withdraw courses if there are not sufficient numbers opting for a particular subject**. Also, in some subject areas, staffing will only allow for one group or sometimes the particular subjects your child wants to take end up in the same option block so she cannot study both of them. We will be doing our very best to accommodate pupils' requests.

It is important that a subject is not selected because of the teacher currently teaching the course, or because friends have chosen it. The chances are that your child may not be taught by the teacher next year, or they will be placed in a different group to their friend. Also, all pupils will continue to study all subjects to the end of Year 9 by participating fully in lessons and completing all work set. **All current subjects remain compulsory as the knowledge and development of skills are the foundation for continued study into Years 10 and 11, irrespective of the final suite of subjects that will be studied.**

Please note:

There are some combinations of subjects which CANNOT be chosen:

Art & Design (GCSE) and Art & Design: Textiles (BTEC) cannot BOTH be selected.

I.T. and Computing cannot BOTH be selected.

The Curriculum

English

Maths

Science

Geography or
History

French or
German

Core non-
examined
subjects: PE and
Life Skills

The core curriculum – no
choice

You will make
choices about
these elements of
your curriculum.

Option A
**(5 lessons per
fortnight)**

Option B
**(5 lessons per
fortnight)**

Using this guide

The following pages describe the courses which are on offer for studying during Years 10 and 11.

Choosing the right subjects:

- ⇒ Read carefully all the information available about the course
- ⇒ Find out about the course content from this Progression Guide and the accompanying pages on the school website
- ⇒ Contact teachers and your child's Form Tutor
- ⇒ Consider the methods of assessment
- ⇒ Consider attainment data and approach to learning grades where subjects have been studied in KS3
- ⇒ Check the literacy and practical demands of the course and make sure that it is right for your child

Choose courses:

- ⇒ In which you and your child know they can achieve success
- ⇒ That reflect your child's interests and abilities
- ⇒ Which help your child to learn in the best way for them
- ⇒ That will help your child to keep their options open in the future.

Don't choose courses because:

- ⇒ Your child likes the teacher, or reject courses because your child doesn't like a teacher as teachers can often be different year on year
- ⇒ Your child's friends are choosing them - everyone has different strengths, interests and post-16 aspirations.

We hope you find this information useful and this process is one that brings excitement and anticipation to the next stage of learning.

Glossary

GCSE

A qualification in a specific subject (General Certificate of Secondary Education)

BTEC/OCR National

A qualification in a vocational subject, worth the same as one GCSE

Controlled Assessments/NEA (Non-Examined Assessment)

Examination assessment tasks carried out in class

Core Subject

A subject you must study during Years 10 and 11

Final/Terminal examination

An assessment you must complete at the end of the course

National Curriculum

The subject areas that every pupil in England must study

Optional subject

A subject you can choose to study at GCSE level/BTEC OCR level

Specification

The information you have to know and things you must be able to do by the end of a course

Tier

Level of an examination you are entered for, either foundation or higher

Vocational

Work related

Year 9 Pathways Timeline

Event	Method of delivery/summary of event
Term 2: Careers interviews / support.	Individual pupil career meetings, with a member of the careers team.
Tuesday 27th January: Progression Day for all Year 9 pupils.	Progression day for pupils focusing on careers and the progression process. Including: <ul style="list-style-type: none">•An employability and skills workshop•Presentations on T Levels and Apprenticeships
Thursday 29th January, 4-7pm: Options Parents' Evening for parents / carers and pupils.	<ul style="list-style-type: none">•One to one appointments with non-options subjects•Options presentation•Individual subject information with subject teachers•Career advisors available for guidance•Presentations from colleges about post 16 pathways
Term 2: Teaching staff to share key information on KS4 courses	Short presentations during lessons to help pupils understand the courses they might opt for. Time to ask teachers questions to help them to make their decisions.
13th February: Options forms emailed home.	Options form sent out as an online form to complete.
3pm, Friday 6th March: Submission of Options forms	Options form submitted online. Further instructions to follow.



CORE SUBJECTS COURSE INFORMATION

COMPULSORY STUDY

English Language and Literature



Faculty Leader: Miss L. Dey
Contact ldey@fairfieldhighschool.co.uk

Why study English?

English is where enquiring minds are fostered, where you will have the chance to learn how to express yourself, where the most difficult philosophical and societal questions are debated and explored, where the pages of a book transport us to cultures, histories, ideas and worlds beyond our own personal experiences and where creativity is cultivated and nurtured. With a focus on enquiry, culture, creativity, reading, writing and oracy, our English curriculum has been designed to prepare you for life beyond our classroom.

What pathways could I follow after Year 11?

English is a core subject so you must study both English Language and English Literature at GCSE. You are required to pass English Language at Grade 4+ to move onto the next phase of your education and will need to resit this subject if you don't achieve this grade in your Year 11 exam.

What are my possible career outcomes?

You need English Language for any career pathway that you may be interested in pursuing as it is an employer's guarantee that you are able to read and write effectively. Beyond this, studying English Literature and/or Language offers the grounding required for the following careers:

- Writing, Editing, Copywriting
- Journalism
- Psychology/Sociology
- Law
- Education - all levels
- Politics
- Media - all forms

How are the topics/units structured?

English Literature involves the study of four set texts and an unseen poetry unit. These five elements are equally weighted and each worth 20% of the final exam grade.

These units are introduced and then revisited throughout the course to support with retention and to deepen understanding.

English Language develops analytical and evaluative reading skills and original writing skills. The two key elements of this course are equally weighted and are each worth 50% of the final exam grade.

On top of this, the English Language qualification has a spoken element, which is assessed separately and awarded as a separate grade (but not an additional GCSE). For the spoken element, you will need to present your opinion on a topic of your choice which you must agree in advance with your teacher.

How will I be assessed?

English Language: 100% exam

Reading Skills: 50% of exam grade / Writing Skills: 50% of exam grade

Paper 1: Creative paper: read and respond to a fiction source; write a piece of fictional writing: 1 hour 45 minutes

Paper 2: Writers' perspectives and viewpoints: read and analyse two non-fiction extracts; write a piece of opinion writing: 1 hour 45 minutes

Spoken Language Endorsement: Assessment of one formal presentation given to an English teacher and a small pupil audience.

English Literature: 100% exam

Shakespeare: 20% / 19th Century Fiction: 20% / Modern Fiction: 20% / Poetry Collection: 20% / Unseen Poetry: 20%

You will write essay-style, lengthy responses on each unit of the exam.

Paper 1: Shakespeare and 19th C Fiction: 1 hour 45 minutes

Paper 2: Modern Fiction, Poetry, Unseen Poetry: 2 hours 15 minutes

Combined Science



Faculty Leader: Dr A. Cahill

Contact acahill@fairfieldhighschool.co.uk

jforbes@fairfieldhighschool.co.uk

Why study Combined Science?

Studying Science at GCSE level is compulsory for a good reason. Problem-solving and critical thinking are two of the most important skills you can learn in school. Even if you do not go on to work directly in a scientific profession, these skills are highly valued by employers. In addition, understanding science in everyday life is more important than ever, with issues such as Climate Change and the spread of diseases such as Covid-19 affecting every one of us.

What pathways could I follow after Year 11?

Pupils could take a vocational Science course such as:

- BTEC Applied Science extended diploma
- Level 3 Applied General Science
- T-Level in Science - <https://tlevels.gov.uk/students/subjects/science>

Alternatively, you can still follow a more traditionally academic route:

- AS and A-Level Science qualifications

What are my possible career outcomes?

This course can offer a route for those who wish to study Science at college, leading to a wide range of science-based professions including Medicine, Veterinary Science, Optician, Dentist, Chemist/Pharmacist/Conservationist, Engineering, Physiotherapy, Laboratory Assistant, Nursing, Dental Technician, Radiographer and a huge number of other related occupations.

How are the topics/units structured?

This course covers all the requirements for Key Stage 4 National Curriculum (Science). The course consists of several subject specific units, which provide equal emphasis on Biology, Chemistry and Physics. The topics which are to be studied include:

Biology - Cell biology, Transport systems, Health, disease and the development of medicines, Co-ordination and control, Photosynthesis, Ecosystems, Inheritance, Variation and evolution.

Chemistry - Atomic structure and the periodic table, Structure, bonding and the properties of matter, Chemical changes, Energy changes in chemistry, The rate and extent of chemical change, Chemical analysis, Chemical and allied industries, Earth and atmospheric science.

Physics - Energy, Forces, Forces and motion, Waves in matter, Light and electromagnetic waves, Electricity, Magnetism and electromagnetism, Particle model of matter and Atomic structure.

The practical nature of science (including investigations) is emphasised and integrated throughout the course and links to the unit 'Working scientifically'.

How will I be assessed?

Pupils will sit six exams at the end of Year 11 - Two Biology, two Chemistry, two Physics. Each paper will be 1 hour 15 minutes long.

Pupils will achieve **two** Science GCSEs in Combined Science. Combined Science will have a 17 point grading scale, from 9-9, 9-8 through to 2-1, 1-1.

There will also be 16 required practical experiments that pupils have to complete throughout the course.

Aspects of required practical work, including correct use of equipment and analysis of outcome, are assessed within the examinations.

Life Skills (non-assessed)

(Including statutory Religious Studies)

Faculty Leader: Mrs S. Senior
Contact: elewis@fairfieldhighschool.co.uk

Why study Life Skills?

Life Skills is a compulsory subject that all pupils study at both KS3 and KS4. The curriculum covers all the statutory elements of PSHE, RS, Citizenship and Careers. Pupils will also complete a unit of work on leadership skills.

Life Skills is about developing a young person's confidence, self-esteem, resilience, understanding and acceptance of those in their local and wider communities. It also focusses on developing their knowledge and understanding of the world of work.

Life Skills teaches pupils about the dangers and risks in everyday life, the choices they make and the consequences of those choices, both positive and negative. It encourages pupils to consider the rights and responsibilities they have for themselves and for others and how to take an active and positive role in society. Life Skills asks pupils to question their own attitudes and opinions and those of others, and to identify where these

What pathways could I follow after Year 11?

Life Skills is a course which will contribute positively to any pathway followed after Year 11. It covers important key topics which will enhance and develop a young person's knowledge and skills for any future education or employment.

KS4 Life Skills covers a range of topics - including combatting extremism and terrorism, as well as a section on Relationship & Sex Education to include laws around consent, sexting and honour-based violence. Learning about these topics can prepare all pupils for any future learning they wish to do by gaining that important wider worldly knowledge, as well as exploring a variety of viewpoints. This all leads to pupils being successful in a variety of pathways - be it A-Levels, Apprenticeships or other post-16 learning.

What are my possible career outcomes?

The skills and knowledge developed throughout the Life Skills course will be extremely valuable for any career undertaken. The course focusses on the qualities and skills necessary to enter into any employment.

How are the topics/units structured?

The PSHE and careers topics are taught via PowerPoints and include video clips, discussions and practical elements. All Life Skills work will be completed in an exercise book, where all work and assessments will be kept.

How will I be assessed?

PSHE units of work have an assessment question at the end of each topic to check understanding and progress.

The Careers unit of work includes the careers package Xello. This tracks their progress and generates a report for pupils including the work they have done, research and career suggestions.



Mathematics

GCSE  Pearson | Edexcel

Faculty Leader: Miss J. Hutchinson
Contact jhutchinson@fairfieldhighschool.co.uk

Why study Mathematics?

The GCSE Mathematics course aims to equip pupils with the skills, knowledge and understanding to become confident Mathematicians and provides pupils with the opportunity to build a strong foundation to further academic and vocational study as well as for future employment. Studying Mathematics provides pupils with the numeracy skills needed for any job, as well as developing problem-solving skills, communications skills and resilience.

What pathways could I follow after Year 11?

A good qualification in GCSE Mathematics is an essential entry requirement for many post-16 colleges and sixth form centres. Successful completion of GCSE Mathematics will allow progression to A-Level Mathematics and other courses with significant mathematical content such as Sciences, Geography, Psychology, Accounting, Sports Science, Economics and Business.

GCSE Mathematics also supports a wide range of vocational courses and apprenticeships such as Construction, Engineering and Computing.

What are my possible career outcomes?

Mathematics offers a huge variety of career opportunities including accountancy, computing, construction, medicine, aviation and engineering.

Key mathematical skills are vital for most careers and everyday life, as such, having a good Maths qualification is valued by all employers.

How are the topics/units structured?

The GCSE Mathematics qualification is divided into six key areas and throughout Years 10 and 11 all of these areas will be covered in depth:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

How will I be assessed?

GCSE Mathematics is split into two tiers, Higher (grades 3-9) and Foundation (Grades 1-5). In each tier, there are three exam papers taken at the end of Year 11. Any topic may be assessed on each of the papers.

Paper 1	Non-calculator	90 minutes	80 marks
Paper 2	Calculator	90 minutes	80 marks
Paper 3	Calculator	90 minutes	80 marks



Core PE (non-assessed)

Faculty Leader: Mrs J Gallagher
Contact: rhilton@fairfieldhighschool.co.uk

Why study core PE at KS4?

The Core PE curriculum focuses on developing physical competence, health and lifelong active habits through a broad range of sports and activities. It emphasizes transferable skills such as teamwork, leadership, and resilience, alongside knowledge of mental health and physical lifestyles. The overall aim is to promote enjoyment, confidence, mental wellbeing and sustained physical activity beyond school.

Key aims and objectives include developing physical competence by building skills across diverse activities, ranging from team sports such as football and netball to dance and trampolining. Health and fitness are also central, with students learning about fitness components, understanding nutrition, promoting both mental and physical wellbeing as well as career progression. The curriculum seeks to inspire lifelong participation by building confidence and motivation so students make healthy, active choices as adults. It also embeds strong character values, including fairness, respect, teamwork, and resilience, through both competition and cooperation.

Knowledge and understanding are developed through learning rules, tactics, and strategies, as well as fitness principles, training methods, health benefits and nutrition. Leadership and organisation skills are encouraged through coaching peers, officiating, organising competitions and taking on roles such as team captaincy, helping students develop independence. Personal development is supported through decision-making, performance evaluation, self-reflection, and managing challenges. Choice and independence are increased by offering options and greater student responsibility. Strong links to extra-curricular sport are encouraged to promote wider participation in clubs and school teams.

In essence, core PE aims to build confident, competent, and healthy individuals who understand the lifelong value of physical activity.



GCSE SUBJECTS COURSE INFORMATION

GCSE Art



Faculty Leader: Mrs. R. Owen

Contact: rowen@fairfieldhighschool.co.uk

Why study Art?

The course of study is broadly based in respect of knowledge, understanding, making and investigating. Pupils must produce practical and critical/contextual work associated with two or more of the following areas of study: Fine Art, Geographic Communication, Three-Dimensional Design, Textile Design and Photography.

Pupils will be guided through a range of skills, processes, media materials and techniques in order to gain experience in all areas covered in the course and develop to their own aptitudes, interests and abilities. The specification requires pupils to develop understanding of Art & Design through practical activities of making and investigating and through evaluating their own work and the work of artists, crafts persons and designers from different periods, cultures and traditions.

What pathways could I follow after Year 11?

A good foundation for any Design related occupation and the course can be continued post-16 in local colleges.

As, A-level and BTEC courses in Art-related subjects including:

- Art, craft and design
- Fine art
- Graphic communication
- Textiles design
- Three dimensional design
- Photography

How are the topics/units structured?

Unit 1 - Identity

Unit 2 - Self-Directed Project

Unit 3 - Externally set Examination Unit

How will I be assessed?

Exam Weight:

Controlled Test Examination (40%) is initially assessed in school and marked by a visiting moderator.

Coursework Weight:

Coursework (60%) is internally assessed and externally moderated

What are my possible career outcomes?

- Advertising Designer/Manager
- Book and General Illustrator
- Commercial Artist/Designer
- Graphic Designer/Teacher/Lecturer
- Photographer
- Print Production Manager
- Sign Writer Designer
- Artist
- Art Gallery Manager
- Art Historian
- Journalist
- Teacher/Lecturer
- Fashion Designer



GCSE Business Studies

Faculty Leader: Mrs. R. Owen
Contact: rowen@fairfieldhighschool.co.uk

Why study Business?	What pathways could I follow after Year 11?	What are my possible career outcomes?
GCSE Business is an engaging and inspiring, course, which reflects the demands of a truly modern and evolving business environment – it is a qualification that enables pupils to develop as commercially minded and enterprising individuals. Business provides pupils with the vocabulary, knowledge and understanding to excel in many business settings. The Business Finance topics are particularly useful for pupils who wish to become an accountant or move into a management position.	<p>Many pupils choose a combination of Business, Economics and Accounting A-Levels. These subjects work very well together and provide pupils with a broad understanding of business and accounting, allowing them to progress on to university where a variety of options are available to them including: Marketing, Business Management, Accounting and Economics as well as general Business Studies.</p> <p>Other pupils choose a vocational path following Year 11, where they study Vocational Business Studies with work experience placements.</p>	<ul style="list-style-type: none">• Accountant• Lawyer• Project Manager• Marketing Consultant• Human Resources Manager• Economist• Operations Manager• Logistics Manager
How are the topics/units structured?	How will I be assessed?	
<p>You could cover many aspects of business theory on the course including:</p> <ul style="list-style-type: none">• Enterprise and entrepreneurship• Spotting a business opportunity• Putting a business idea into practise• Making a business effective• Understanding external influences on business• Growing a business• Making marketing decisions• Making operational decisions• Making financial decisions• Making human resource decisions	<p>Investigating small business - 1 hour 45 mins examination - 50%</p> <p>Building a business—1hr 45minutes examination - 50%</p>	



Computer Science

GCSE **OCR**
Oxford Cambridge and RSA

Subject Leader: Mrs. H. Barrow
Contact: hbarrow@fairfieldhighschool.co.uk

Why study Computer Science?

Our Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Skills qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

These skills will be the best preparation for learners who want to go on to study Computer Science at A-Level and beyond. The qualification will also provide a good grounding for other subjects that require computational and thinking skills.

What pathways could I follow after Year 11?

These qualifications will equip pupils to go on to further studies of Computer Science at A-Level and Degree.

Example Degrees: Computer Science, Information Systems, Software Engineering, Artificial Intelligence, Health Informatics.

Example apprenticeship courses: Cyber Intrusion Analyst, Cyber Security Technologist, Data Analyst, Digital Community Manager, IS Business Analyst, Network Engineer, Software Developer, Software Tester, Unified Communications Trouble Shooter, Data Scientist, Digital and Technology Solutions Professional, Digital and Technology Solutions Specialist, Project Manager.

What are my possible career outcomes?

The demand for computer scientists and software engineers from the rapidly expanding field of information technology has created employment opportunities within a broad cross-section of employers.

A GCSE in Computing is an excellent start on a road into a vast array of jobs within the computing field including: Database Administrator, Games Developer, Information Systems Manager, IT Consultant, Coding, Multimedia Programmer, Network Engineer, AI Developer, Drone Engineer, Driverless Car Designer/Engineer, Animated Film Developer.

How are the topics/units structured?

Component 1 - Computer Systems. Introduces pupils to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 2 - Computational Thinking, Algorithms and Programming. Pupils apply knowledge and understanding gained in Component 1. They develop skills and understanding in computational thinking; algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical Programming. Pupils are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Pupils will be assessed on these skills during the written examinations, in particular Component 2 (Section B).

How will I be assessed?

Component 1 - 80 marks
Exam - 1 hour 30 minutes
Weighting - 50%
No calculator allowed

Component 2 - 80 marks
Exam - 1 hour 30 minutes
Weighting - 50%
No calculator allowed



GCSE Dance



Faculty Leader: Mrs J. Gallagher
Contact: rhilton@fairfieldhighschool.co.uk

Why study Dance?	What pathways could I follow after Year 11?	What are my possible career outcomes?
<p>Dance is a subject that inspires and motivates. Dance helps you to develop your creative, physical, emotional and intellectual capacities, through the study of Dance performance, choreography and appreciation.</p> <p>On this course you will develop your Dance technique and live in the shoes of a professional dancer. You will also learn how to become a budding choreographer by watching and researching the most influential dance companies of today. You will learn how to watch and analyse professional dance works.</p> <p>In addition to this you will develop your soft skills. Skills such as time management, teamwork, creativity, problem solving, communication etc. Dance will also help to improve your fitness levels and is known to boost mood and wellbeing.</p>	<ul style="list-style-type: none">• A Level Dance• BTEC Level 3 Extended Certificate in Performing Arts• Dance School/College• Theatre School/College• Certificates in Dance	<ul style="list-style-type: none">• Dancer• Choreographer• Dance Captain• Events Manager• Lighting/Set/Costume Designer• Teacher• Arts Administrator• Arts Therapist• Stage Manager
<p>How are the topics/units structured?</p> <p>You will have a five lessons per fortnight which will be a combination of both practical and theory</p> <p>Component 1 - Performance and Choreography</p> <p>Performance - In component one you will learn two set dance phrases (1 minute in duration) and a duo/trio (3 minutes in duration). You will develop and apply the understanding of physical, technical, expressive and mental skills to your dance practice and experience what it would be like to be a professional dancer.</p> <p>Choreography - In this component you will have the freedom to choreograph your own duet/group dance. This dance will be a dance to a brief, you will be able to select a stimulus/dance style of your own choosing and explore dance through being a choreographer or director, the dance will need to be 3 minutes in duration.</p> <p>Component 2 - Dance Appreciation</p> <p>In component two you will learn how to critically analyse, interpret and evaluate the dance pieces you created in component one. You will also be exposed to six professional dance works where you will learn professional repertoire and learn about staging, lighting, costume, accompaniment and much more.</p>		
<p>How will I be assessed?</p> <p>Component 1- Performance and Choreography – 60%</p> <p>This unit is split evenly between dance performance and choreography and will be assessed via practical means throughout the course.</p> <p>Performance 30%</p> <p>Choreography 30%</p> <p>Component 2- Dance appreciation – 40%</p> <p>This unit is assessed via a written examination at the end of Y11</p>		

GCSE Design and Technology

GCSE  Pearson | Edexcel

Faculty Leader: Mrs. R. Owen
Contact: rowen@fairfieldhighschool.co.uk

Why study Design and Technology?

From September 2017, the Government changed the format of how GCSEs in Design and Technology will work - they are no longer discreet subjects (Textiles, Product Design etc) they now combine to form one GCSE entitled 'GCSE Design and Technology'.

Pupils on the GCSE will learn about applying knowledge in all four Technology disciplines; Resistant Materials, Graphic Products, Textiles Technology and Systems and Control.

GCSE Design and Technology is an interesting course where pupils use their theoretical knowledge to create innovative designs and manufacture products in response to a variety of real-life problems. It gives pupils a chance to link together cross-curricular knowledge from other subject areas including Maths, Science, Art, Computing and Humanities.

It will build upon the pupils' prior KS3 learning, developing skills further to a higher level. Pupils will learn to take design risks which will help them to become resourceful, innovative and enterprising citizens.

What pathways could I follow after Year 11?

This course will be a good foundation for you to go on and study a broad range of design base qualifications which include both A-Level and BTEC pathways in Design and Technology, fashion and textiles, graphic design and many others.

What are my possible career outcomes?

- Architecture
- Product Design
- Fashion Design
- Interior Design
- Artisan Crafts
- Teaching
- Industrial Design
- Graphic Designer

How are the topics/units structured?

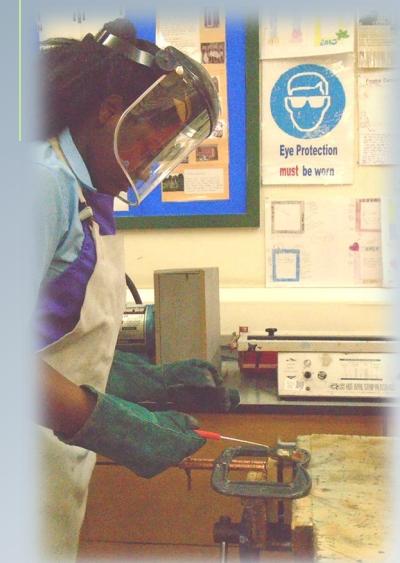
The course will consist of two units:

1. External examination - 50%. Designed to assess the breadth of Design Technology knowledge across all material areas. There may be in-depth questions about a pupil's chosen specialist area. Maths skills will also be assessed.
2. Non-examined assessment task - 50%. Learners are offered a variety of design briefs focussing on current design issues. The project allows a pupil to demonstrate a range of technology skills.

How will I be assessed?

Throughout Year 10 you will study theory units which will be assessed through the use of GCSE exam questions, end of unit tests and mock exams. You will also carry out design and make projects which will be assessed by your teacher.

In Year 11 you will undertake your major NEA project and do revision lessons to help you with your final written exams.



GCSE Drama



Faculty Leader: Mrs J. Gallagher

Contact: jgallagher@fairfieldhighschool.co.uk

Why study Drama?

GCSE Drama is an exciting subject that allows you to explore the world of theatre and performance. In this subject, you will have the opportunity to learn about different aspects of drama, such as acting, directing, and theatre design (Set, costume, lighting and sound) You will also get the chance to perform scripted plays and devise your own original material.

Drama is an important subject as it helps us to develop soft skills that will help us both in and outside of the classroom. By opting for Drama, you will improve your confidence, communication, negotiation, problem solving, time management and critical thinking skills. These are skills they will make you attractive to all future employers. It has been proven by the SSAT that Drama is a subject all employers like to see on a persons CV.

Drama is also known to improve wellbeing. We create a safe space in which to express our emotions and take risks. Drama helps to build resilience. It can also provide a moment of escapism as you step into the shoes of another character and offers a different way of working as most lessons you will be up on your feet working in groups.

The world of Performing Arts is one of the fastest growing industries with more and more jobs being created. Just look at how Media City has grown in the past 10 years and the opportunities we have in our own city!

What pathways could I follow after Year 11?

- BTEC Extended Diploma (Full time) or BTEC National (part time) in Performing Arts (Level 3) Specialising in either: Acting, Musical Theatre or Production (Full time)
- A-Level Drama and Theatre Studies
- Cambridge Technicals in Performing Arts
- T Level in Media, Broadcast and production

What are my possible career outcomes?

- Actor
- Director
- Playwright
- Dramaturg
- Runner
- Events Manager
- Lighting/Set/Costume Designer
- Arts Education Officer
- Arts Administrator
- Arts Therapist
- Stage Manager
- Drama Therapist
- Lawyer

How are the topics/units structured?

You will have five lessons per fortnight and will have a combination of both practical and theory lessons.

Component 1 - Understanding Drama

In this unit you will learn about staging, stage types and theatre roles . You will also study two different plays and learn about the narrative, characters , themes and socio-political context. Section A is multiple choice and focuses on staging, stage types and careers. In section B you will explore how you would interpret a play and focus on acting, directing and theatre design (lighting, set, costume and sound). In section C you will analyse a play and discuss how successful the production elements were.

Component 2 Devising Drama

In this unit you will work in a group to devise an original piece of Drama in response to a stimulus. You will develop your ability to create characters as well as develop your understanding of genre and style, drama techniques. There is also an option to be a designer.

Component 3 - Texts in practice

In this unit you will perform two scenes from a published play. You will be tested on your ability to bring a play from the page to the stage and will develop skills in characterisation, blocking and style. There is also an option to be a designer.

How will I be assessed?

Component 1 - Understanding Drama - 40%

This takes the form of a written exam in May of Year 11.

Component 2 - Devising Drama - 40%

This takes the form of a devised piece of Drama/realised design and written logbook. It is assessed by your teacher and moderated by the exam board.

Component 3 - Texts in practice - 20%

This takes the form of a practical performance/realised design. It is assessed by a visiting examiner.

Food Preparation and Nutrition



Faculty Leader: Mrs. R. Owen
Contact: rowen@fairfieldhighschool.co.uk

Why study Food Preparation and Nutrition?

This is an exciting and creative course which focusses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart, this qualification focusses on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics:

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

What pathways could I follow after Year 11?

Upon completion of this course, pupils will be qualified to go on to further study, mainly in vocational food related qualifications.

How are the topics/units structured?

In Year 10 you will study a variety of theory units as described above. You will take notes and apply your knowledge by answering questions. You will also undertake a variety of practical activities.

In Year 11 you will complete your two NEA projects as well as revise the theory topics ready for your final written exam.

What are my possible career outcomes?

- Food technology
- Food science
- Product development
- Product design
- Nutritionist sport/health
- Home economist
- Hospitality/chef
- Public health nutrition
- Academia, research and teaching
- Food and nutrition management
- Food in the media

How will I be assessed?

Exam Weight:

Written exam, 1 hour 45 minutes - 50% of GCSE

Food Investigation Unit:

Between 1500 - 2000 words which includes a practical investigation - 15% of GCSE

Food Preparation Assessment

Pupils will prepare, cook and present a final menu of three dishes within three hours. A portfolio will include research, trialling dishes, planning and analysis - 35% of GCSE



Why study French?

"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, that goes to his heart."

Nelson Mandela

Learning a Modern Language is not only useful for future career prospects but also makes travelling abroad later in life a far more rewarding experience. It enhances your literacy and further develops your communication skills which are regularly demanded by employers across all careers. In addition, it allows you to appreciate the culture of people in other countries.

What pathways could I follow after Year 11?

French will complement all post 16 pathways but is particularly useful for:

- French
- Economics
- Business studies and Finance
- Travel and Tourism
- Air Cabin Crew
- Health and Social Care
- Law

What are my possible career outcomes?

- Government and Public Administration
- MI6/GCHQ
- Business Services (Import/Export)
- Hospitality and Tourism
- Media, Publishing and Journalism
- Science, Engineering and Technology
- Translating and Interpreting
- Teaching and Education
- Transport and Logistics
- International Banking
- Museums and Libraries

How are the topics/units structured?

Throughout the GCSE French course, we aim to continue developing the core skills of listening, speaking, reading, writing and translating. You will learn to cope with everyday situations and to use the language for practical communication. During the course you will deepen your understanding of the following themes:

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

How will I be assessed?

Exam Weight - 100%

Towards the end of Year 11, there are examinations in listening, speaking, reading and writing which are worth 25% of the final mark. Candidates may be entered for either Foundation (grades 1-5) or Higher (grades 4-9) tier. Pupils must take all four examinations at the same tier.

Listening: Understanding and responding to different types of spoken language. (25% of GCSE)

Speaking: Communicating and interacting effectively in speech for a variety of purposes. (25% of GCSE)

Reading: Understanding and responding to different types of written language. Answering questions in English and translating from French into English. (25% of GCSE)

Writing: Communicating effectively in writing for various purposes. Includes some of the following: writing a description of a photo, writing a short passage on a topic covered and translation from English into French. (25% of GCSE)

Why study Geography?

The study of Geography stimulates an interest in and a sense of wonder about a place. It helps you make sense of a complex and dynamically changing world. It builds on your own experiences to investigate places at all scales, from the local to the global. Geography explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected.

How are the topics/units structured?

- In **Year 9**, everyone will study Physical Geography - The Challenge of Natural Hazards.
- In **Year 10**, we study the remaining sections of the Physical Geography units and begin Human Geography - Urban Issues (Rio and Manchester), Changing Economic World (Nigeria and UK Economy).
- In **Year 11**, we study Resource Management as part of the Human Geography paper. We then move on to Geographical Applications - Issue Evaluation and Fieldwork. This includes a human and physical fieldwork opportunity.

What pathways could I follow after Year 11?

- You could go on to study for an A-Level in Geography, but a GCSE in Geography is a great place for many other A-Levels or vocational courses.
- There are also a number of apprenticeship options that relate to a Geography qualification.
- A Geography degree in Human Geography, Physical Geography or a combination of both.

How will I be assessed?

Exam Weight:

Living with the Physical Environment

Paper 1 Exam: 1 hour 30 minutes

Challenges in the Human Environment

Paper 2 Exam: 1 hour 30 minutes

Geographical Applications

Paper 3 Exam: 1 hour 15 minutes

5% of the marks are allocated to spelling, punctuation, grammar and the quality of the written communication. There is no coursework or controlled assessment for this course.

What are my possible career outcomes?

Geography graduates have one of the highest rates of graduate employment and studying Geography can provide you with good skills and a firm base for life-long learning. Most Geography graduates enter into one of three career paths:

- A career related directly to their Geography course, for example in Environmental Management, Town Planning, Planning Surveying, Emergency Management, Teaching or in Geographical Information Systems.
- A more general career that uses a geographer's wide range of skills.
- Continue academic research in Geography.



German

GCSE edexcel

Faculty Leader: Mrs K. Moore
Contact: kmoore@fairfieldhighschool.co.uk

Why study German?

"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, that goes to his heart."

Nelson Mandela

Learning a Modern Language is not only useful for future career prospects but also makes travelling abroad later in life a far more rewarding experience. It enhances your literacy and further develops your communication skills which are regularly demanded by employers across all careers. In addition, it allows you to appreciate the culture of people in other

What pathways could I follow after Year 11?

German will complement all post 16 pathways but is particularly useful for:

- German
- Economics
- Business Studies and Finance
- Travel and Tourism
- Air Cabin Crew
- Health and Social Care
- Law

What are my possible career outcomes?

- Government and Public Administration
- MI6/GCHQ
- Business Services (Import/Export)
- Hospitality and Tourism
- Media, Publishing and Journalism
- Science, Engineering and Technology
- Translating and Interpreting
- Teaching and Education
- Transport and Logistics
- International Banking
- Museums and Libraries

How are the topics/units structured?

Throughout the GCSE German course, we aim to continue developing the core skills of listening, speaking, reading, writing and translating. You will learn to cope with everyday situations and to use the language for practical communication.

During the course you will deepen your understanding of the following themes:

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

How will I be assessed?

Exam Weight - 100%

Towards the end of Year 11, there are examinations in listening, speaking, reading and writing which are worth 25% of the final mark. Candidates may be entered for either Foundation (grades 1-5) or Higher (grades 4-9) tier. Pupils must take all four examinations at the same tier.

Listening: Understanding and responding to different types of spoken language. (25% of GCSE)

Speaking: Communicating and interacting effectively in speech for a variety of purposes. (25% of GCSE)

Reading: Understanding and responding to different types of written language. Answering questions in English and translating from German into English. (25% of GCSE)

Writing: Communicating effectively in writing for various purposes. Includes some of the following: writing a description of a photo, writing a short passage on a topic covered and translation from English into German. (25% of GCSE)

History

GCSE edexcel

Faculty Leader: Mrs S. Senior
Contact: rcalland@fairfieldhighschool.co.uk

Why study History?

Through their study of History, we hope pupils will gain:

- A deeper understanding of contemporary society
- Respect for social, cultural, ethnic and religious diversity
- Skills to actively participate in our complex, plural society
- A fascination and enjoyment for learning creatively about the past which will inspire them beyond Year 11.

The History Department at Fairfield High School aims for pupils to acquire and develop:

- An overview of the past
- An increasingly firm understanding of organising concepts
- More purposeful and analytical enquiry skills
- A grasp of the importance of historical interpretation.

What pathways could I follow after Year 11?

GCSE History provides valuable transferrable skills. It is a great basis for many A-Level subjects and it is highly regarded by colleges, universities and employers. Many Fairfield girls go on to study A-Level History as they have enjoyed it so much at GCSE level.

Pupils who have studied History often study A-Level qualifications in subjects such as English, Politics, Economics and Sociology.

What are my possible career outcomes?

Many people working in Law, Accountancy, the Police Force, Politics, Local Government and Journalism have studied History because of the skills that can be developed in analysing information, reasoning and arguing your point. There are also many areas more directly related to History, such as Travel and Tourism, Archaeology, museums and libraries, the media industry, government research and, of course, History teaching.

How are the topics/units structured?

Paper 1 in Year 10 - Content overview: Medicine in Britain c1250-present and The British Sector of the Western Front, 1914-18; injuries, treatment and the trenches.

Paper 2 in Year 10 and 11 - Content overview: Early Elizabethan England, 1558-88. Pupils also take a period study option: The American West, c1835-1895.

Paper 3 in Year 11 - Pupils take a modern depth study: Weimar and Nazi Germany, 1918-39.

How will I be assessed?

Paper 1: Thematic study and historic environment
Written examination: 1 hour 15 minutes, 30% of the qualification.

Paper 2: Period study and British depth study
Written examination: 1 hour 45 minutes, 40% of the qualification.

Paper 3: Modern depth study
Written examination: 1 hour 20 minutes, 30% of the qualification



Religious Studies

GCSE  Pearson | Edexcel

Faculty Leader: Mrs S. Senior
Contact: elewis@fairfieldhighschool.co.uk

Why study RS?

Pupil comments:

"So far I have found the course challenging yet fun and enjoyable because the topics we have covered and are going to cover are very interesting and some can create debates in lessons . Also, it is good to be in Year 10 because it is different to Key Stage 3 because the course has changed and the topics are much more interesting."

"I enjoy RS in Year 10 because you are free to give your opinion. Even though it is challenging, it provides us with support from our peers which develops communication"

What pathways could I follow after Year 11?

The skills you learn in Religious Studies will help you to develop your ability to handle information and evaluate different arguments. There are A-Level courses in Religion and Philosophy and a degree in Religious Studies (Theology) is highly respected as it covers topics from disciplines such as Theology, History, Languages, Sociology and others.

How are the topics/units structured?

The GCSE is a challenging and relevant course that covers the following:

Religion and ethics through Christianity:

Christian beliefs	Marriage and the family
Living the Christian life	Matters of Life and Death

Religion, peace and conflict through Islam:

Muslim beliefs	Crime and punishment
Living the Muslim life	Peace and conflict

Some of the specific topics covered are: Abortion, euthanasia, the afterlife, the paranormal, evil and suffering, personal relationships, war, stewardship, capital punishment, gender equality, religious celebrations and peace making.

What are my possible career outcomes?

Whatever career you pursue in life, this will help your understanding of others.

- Charity worker
- Counsellor
- Police Officer
- Social Worker
- Youth and Community worker

How will I be assessed?

100% examination

Exam 1 - Christianity (1 hour 45 minutes)

Exam 2 - Islam (1 hour 45 minutes)



GCSE Separate Sciences



Why study Separate Sciences?

While University or a career may seem a long way off, they are worth bearing in mind when choosing your GCSE options. While studying Science at GCSE level is compulsory you may want to consider taking the three sciences separately, as an option, for the enhanced benefits this presents.

GCSE Separate Sciences offers pupils a chance to gain a more in-depth knowledge of Chemistry, Biology and Physics and to build on areas covered in Combined Science in more detail as well as covering extra content. This course is great preparation for studying Science at A-Level, Undergraduate and Post-Graduate degree level.

This course is best-suited for those pupils who are likely to achieve a grade 7 or higher at GCSE. You should be consistently achieving above 60% on the higher tier end of topic tests during Year 9 to be considered for this course. Most importantly, you should have a passion for science and scientific methodology.

How are the topics/units structured?

The enhanced understanding of key scientific concepts, build on topics covered in Combined Science and prepare pupils to study Science at the next level. Pupils will develop their knowledge in the following areas:

Biology - Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, Variation and evolution, Ecology.

Physics - Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter, Atomic Structure, Space physics.

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

Skills acquired - Understanding of the effects of science on society, knowledge of the material, physical and living worlds, how to use hypothesis and evidence to understand Science, observational, enquiry and problem-solving skills, skills in communication, mathematics and technology.

Pupils should be consistently achieving above 60% in the Higher Tier End of Topic Tests in Year 9 to demonstrate a sound understanding of the foundation concepts taught in KS3 and to be suitable for this course.

Faculty Leader: Dr A. Cahill

Contact: acahill@fairfieldhighschool.co.uk

What pathways could I follow after Year 11?

Separate Science courses can lead on to study at AS/A-Level and beyond. Options include subjects such as Biology, Chemistry, Physics, Psychology, Sociology and Environmental Science.

What are my possible career outcomes?

The following subjects are accessible through completion of this course. They also provide an excellent basis for acceptance on to more general careers such as Law.

- Scientific Research
- Medicine
- Chemical Engineering
- Midwifery
- Veterinary Science
- Nursing
- Mechanical Engineering
- Meteorology
- Conservation Biology
- Architecture
- Ecology and Horticulture
- Child Care
- Sports Science

How will I be assessed?

Pupils will sit six exams at the end of Year 11 - two Biology, two Chemistry and two Physics. Each paper will be 1 hour 45 minutes long.

Pupils will achieve three separate GCSEs (Biology, Chemistry and Physics).

There will also be 24 required practical experiments that pupils have to complete throughout the course.

Aspects of required practical work, including correct use of equipment and analysis of outcomes are assessed within the examinations.

Statistics and Level 2 Further Maths

GCSE Pearson | Edexcel

AQA

Important information: Pupils must be performing consistently well on the Higher Key Topic Tests in Year 9 and demonstrate an excellent understanding of Maths in order to be suitable for this option.

Faculty Leader: Miss J. Hutchinson

Contact: jhutchinson@fairfieldhighschool.co.uk

Why study ?

This exciting new option choice for Fairfield is designed for you if you enjoy mathematics and want to be stretched beyond the GCSE curriculum. By studying Edexcel GCSE Statistics alongside AQA Level 2 Further Mathematics, you will gain two respected qualifications over Years 10 and 11, both examined at the end of Year 11. GCSE Statistics develops your skills in data analysis, probability and interpreting real-world information, while Level 2 Further Mathematics introduces new topics such as matrices, calculus and advanced algebra. Together, these courses build strong problem-solving and analytical skills and provide excellent preparation for A-level Mathematics, Further Mathematics, Sciences, Economics, Psychology and Computer

What pathways could I follow after Year 11?

This combined pathway is ideal for you if you are confident in maths, enjoy the challenge, are expected to achieve a Grade 7,8 or 9 in GCSE Mathematics, and are considering post-16 courses that involve Maths. Studying two mathematics-based qualifications demonstrates commitment, resilience and academic ambition, helping you stand out when applying for sixth form, college courses or other competitive pathways. Success in GCSE Statistics and Level 2 Further Mathematics opens doors to A-level study and, in the longer term, careers in STEM, data science, finance, engineering, healthcare and research. It is an excellent choice if you want to keep a wide range of future options open.

What are my possible career outcomes?

Choosing this option equips you with powerful skills that are highly valued beyond school. Statistics is increasingly important in a data-driven world, supporting careers in science, medicine, psychology, economics, business, sports analysis and social research, while Level 2 Further Mathematics develops your logical thinking and mathematical fluency needed for engineering, computing, finance and technology-based careers. You will learn how mathematics is used to model real situations, analyse trends and make informed decisions — skills that are sought after by colleges, sixth forms, universities and employers alike.

How are the topics/units structured?

In GCSE Statistics, you will cover topics such as data collection, sampling methods, averages and spread, probability, correlation, interpreting graphs and statistical diagrams, and using statistics to draw conclusions in real-life contexts. In Level 2 Further Mathematics, you will study advanced algebra, quadratics, simultaneous equations, functions, matrices, sequences, trigonometry and an introduction to calculus. Together, these courses deepen your mathematical understanding and prepare you well for A-level study.

How will I be assessed?

Both qualifications are assessed entirely through written examinations.

- GCSE Statistics is assessed by two written exam papers (1 hour 30 minutes each), which focus on interpreting data, applying statistical technique and solving problems in real-world contexts.
- Level 2 Further Mathematics is also assessed through two written exam papers (1 hour 45 minutes each), testing your ability to apply advanced mathematical methods, reason logically and solve unfamiliar problems accurately and efficiently.



VOCATIONAL QUALIFICATIONS COURSE INFORMATION

Art & Design (Textiles)

BTEC  Pearson | Edexcel

Faculty Leader: Mrs. R. Owen
rowen@fairfieldhighschool.co.uk

Why study Art & Design (Textiles)?

This course is for pupils who are seriously considering working in a creative business environment. You need to show that you are interested in a variety of textiles materials and techniques, are willing to be experimental and imaginative in your approach to the course and have the ability to work hard.

What pathways could I follow after Year 11?

A good foundation for any design related course Post 16 in local colleges.

What are my possible career outcomes?

- Architecture
- Teaching
- Textile Designer
- Graphic Art
- Artist
- Fashion

How are the topics/units structured?

Skills development

In this component, you will develop practical research and investigation skills. These skills will enable you to develop an understanding of how artists and designers produce work for a specific purpose. You will then apply practical ideas, generation techniques and consider commercial applications for your ideas and communicate them visually. This component will enable you to inform and improve your own practice for progression to further training or education. You will develop transferable skills such as research, investigation and interpretation.

You will also develop practical Art and Design skills and explore techniques. You will have the opportunity to work across a range of media used in Art and Design practice. You will take part in workshops and classes in which you practise skills with materials, techniques and processes. Throughout your skills development, you will review your own progress and consider how you can make improvements. You will then learn how to communicate your process and outcome to show your skills development. The ability to learn and apply new practical skills through a process of development, reflection and refinement is highly valued in the creative industries. This component will help you to progress to Level 3 vocational and academic qualifications.

Art and design project

In this component, you will interpret a client brief that is asking you to produce specific art or design work for an identified audience. You will use your skills to understand the constraints and the requirements of the brief. You will use planning and organisation skills to ensure that the work can progress and develop in a structured way.

How will I be assessed?

Exam Weight - The exam unit is an externally assessed piece set by the board. This is carried out during the last few months of the two year course. This unit has a slightly larger weighting than the other two.

An internally assessed coursework unit will also be carried out at the start of Year 11.

Health and Social Care

BTEC  Pearson | Edexcel

Faculty Leader: Mrs. S. Senior
Contact: ssenior@fairfieldhighschool.co.uk

Why study Health and Social Care?

The Health and Social Care course gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major life changing events like marriage or parenthood. You will learn how people adapt to these changes as well as the types of support available to help them.

You will also learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. You will be able to demonstrate these care values practically. You will develop skills in interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing.

What pathways could I follow after Year 11?

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A-Levels as preparation for entry into Higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

What are my possible career outcomes?

About three million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

How are the topics/units structured?

You will carry out a variety of tasks during the course. Your teacher will mark these, which will give you an idea of how you are getting on. These are based on components 1 and 2 (see right). Towards the end of the course you will do one larger task (component 3), where you use the knowledge, skills and techniques you have learned to design a health improvement plan. All the work you do throughout the course prepares you for this larger task, which is marked externally.

Component 1 - Human Lifespan Development - You will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Component 2 - Health and Social Care Services and Values - You will study and explore health and social care services and how they meet the needs of real service users. You will also develop skills in applying care values.

Component 3 - Health and Wellbeing - You will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

How will I be assessed?

Exam type - BTEC Tech Award Level 2

Exam Weight

Component 1 - 30% - Assignments and tasks marked by your teacher
Component 2 - 30% - Assignments and tasks marked by your teacher
Component 3 - 40% - Task completed under supervised conditions marked externally (one re-sit allowed)

Assessments are 5-8 hours under exam conditions in each component. These include five essay-based tasks which must be completed independently, in school, within a timeframe set by Pearson

Why study I.T.?

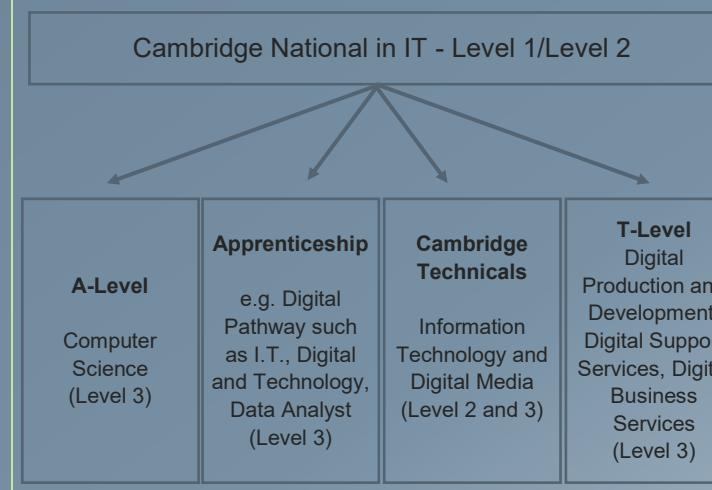
You will use your learning in practical, real-life situations, such as using different applications and tools to design, create and evaluate I.T. solutions and products, creating a data manipulation solution and creating an AR prototype.

This will help you to develop independence and confidence in using skills that would be relevant to the IT sector.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- planning and designing I.T. solutions and products for a given purpose
- selecting the best tools and techniques to solve a problem
- solving problems by exploring different software application tools and techniques
- creating I.T. solutions and digital products
- use of planning techniques to complete tasks in an organised and timely way
- finding imaginative ways to solve IT problems.

What pathways could I follow after Year 11?



How are the topics/units structured?

I.T. in the Digital World - In this unit you will learn about design and testing concepts for creating an I.T. solution or product, and the uses of I.T. in the digital world. Topics include: Design Tools, Human Computer Interface (HCI) in everyday life, Data and testing, Cyber-security and legislation, Digital Communications, Internet of Everything (IoE)

Data Manipulation using Spreadsheets - This is assessed by completing a set assignment. In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements. Topics include:

Planning and designing the spreadsheet solution, Creating the spreadsheet solution, Testing the spreadsheet solution and Evaluating the spreadsheet solution

Using AR to present information - This is assessed by completing a set assignment. In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements. Topics include: Augmented Reality (AR), Designing an Augmented Reality (AR) model prototype, Creating an Augmented Reality (AR) model prototype, Testing and reviewing.

What are my possible career outcomes?

I.T. skills equip you for a wide range of careers and jobs, all jobs will need good IT skills so this course would benefit all career paths, some specific careers could include:

- Cloud computing engineer
- I.T. Analyst
- Computer Support Specialist
- Database Administrator
- Information Technology Leadership
- Information Security Specialist

These job titles may seem confusing but Google them. Your future career may not yet exist! - The skills you will gain give you future options in upcoming technology.

How will I be assessed?

I.T. in the Digital World - EXAM 1 hour 30 minutes (70 marks)

Two sections:

Section A – worth 15 marks. Includes closed response, multiple choice and short response questions.

Section B – worth 55 marks. Includes scenario based short, medium and extended response questions. One question will be a create style question [8 marks]. One extended response question [9 marks] will be assessed using a levels of response mark scheme.

Data Manipulation using Spreadsheets - OCR set Assignment (60 marks). This set assignment contains three to five practical tasks

Using AR to present information - OCR set Assignment (60 marks) This set assignment contains three to five practical tasks.

Why study Music?

Selecting music as a Key Stage 4 option provides pupils with a versatile and enriching educational experience. At Fairfield, Music offers a unique blend of theoretical knowledge and practical skills that cater to a broad spectrum of interests within the field. By studying composition, performance, and music production, pupils will develop not only musical proficiency but also valuable life skills, including teamwork, discipline, organisation, cultural awareness, respect for others and self-esteem through personal accomplishment. The course explores various music genres, technology applications, and insights into the music industry, presenting a comprehensive view of the subject, with pupils ultimately leaving with a portfolio of work that they can be proud of. In addition to providing creative opportunities for pupils, opting for music at this stage fosters an appreciation for the diverse career paths available within the music industry. This choice ensures a well-rounded education, nurturing not only musical talent but also developing transferable skills essential for personal and professional development.

What pathways could I follow after Year 11?

- BTEC Level 3 Diploma in Music or Music Technology
- A-Level Music or Music Technology
- Graded instruments examinations
- Joining or creating a musical ensemble (i.e. band, vocal group)
- Tutoring

What are my possible career outcomes?

- Video/sound engineer
- Music producer/recording engineer
- Musical director/conductor
- Music teacher or private tutor
- Music therapist
- Music journalist/music publicist
- Band member
- Session musician
- DJ
- Composer/songwriter/arranger for film, tv, video games and other media
- Artist/tour manager
- Booking agent
- Artist and repertoire coordinator
- Concert promoter

How are the topics/units structured?

You will study five lessons of BTEC Music per fortnight. Lessons will consist of a mixture of classroom-based music theory, listening and appraisal tasks, practical instrumental workshops and technology-based music production workshops. Pupils are required to explore the three disciplines of music creation (composing or song writing), music performance (pupils will specialise on one or two instruments of their choosing), and music production (electronically creating and editing sound). Over the two years you will complete three components as outlined below:

Component 1 – “Exploring Music Products and Styles”

Throughout component 1, pupils will explore different music industry products, develop appreciation of a range of different music styles and genres and practically explore genre defining products and key musical features.

Component 2 – “Music Skills Development”

Throughout component 2, pupils will specialise in two disciplines out of the three: music performance, music creation and music production and develop musical skills in those areas, participate in practical workshops to develop key musical skills in those disciplines and explore professional and commercial skills for the music industry.

Component 3 – “Responding to a Commercial Music Brief”

Throughout component 3, pupils will perform and create stylistically accurate cover versions of seminal works, create original music using existing stylistic frameworks and traits and respond to a commercial music brief that could be given in industry.

How will I be assessed?

Component 1 – “Exploring Music Products and Styles” - 30% of final grade.
Pupils will produce a portfolio of evidence that demonstrates their understanding of key stylistic features across a range of music styles and genres. This portfolio will include written evidence and music that pupils have performed or created during lesson time. This unit is internally assessed by course leaders at Fairfield and moderated by the exam board.

Component 2 – “Music Skills Development” - 30% of final grade.

Pupils will produce a portfolio of evidence that includes written evidence (skills audits, development plans, commentaries on progress), videos of workshops and teacher observations of skill building sessions. Pupils are assessed on their ability to plan for and make personal progress across the two musical disciplines they have specialised in. This unit is internally assessed by course leaders at Fairfield and moderated by the exam board.

Component 3 – “Responding to a Commercial Music Brief” - 40% of final grade.

Pupils are to plan for and respond to a commercial music brief over a monitored period of 23 hours. Task is set and marked by Pearson. Three hours will be completed under exam conditions and 20 hours will be completed under informal supervision (classroom based).

Vocational Sport

BTEC  Pearson | Edexcel

Faculty Leader: Mrs J. Gallagher
Contact: jgallagher@fairfieldhighschool.co.uk

Why study Sport?

This course is ideal for pupils who have a keen interest in Sport and physical activity. This qualification gives students the opportunity to develop sport specific applied knowledge and skills through realistic vocational contexts. Students will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport .
- Planning and delivery of sport drills and sessions .
- Fitness for sport including fitness testing and methodology .

The BTEC Tech Award in Sport enables students to develop the knowledge, understanding and skills required for progression within sectors such as: exercise, training, fitness, leisure management, leadership, coaching, adventurous activities and many more. This qualification provides opportunities for students to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life in any career. Sport is also known to promote well being due to the release of serotonin during physical activity making BTEC Sport an ideal choice to support a broad and balanced curriculum.

What pathways could I follow after Year 11?

- Level 3 Sports Science
- Level 3 Sports Studies
- Level 3 Sports Development and Coaching
- A level PE
- Level 3 Extended Diploma in Public Services

What are my possible career outcomes?

- Professional athlete
- PE Teacher
- Sports Coach
- Sports Development Officer
- Sports journalist
- Physiotherapist
- Sport and the Media
- Sports rehabilitation
- Armed Forces
- Sports Scientists
- School Sports Co-Ordinators
- Youth Development Officer

How are the topics/units structured?

Component 1: Preparing Participants to Take Part in Sport and Physical Activity: Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance: Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity : Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

How will I be assessed?

Internal assessment (externally moderated):

Components 1 and 2 are assessed through non-exam internal assessment. They are each worth 30% of the qualification. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

External assessment (exam):

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. This exam is worth 40% of the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. The external assessment takes the form of an external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson

Option Choices

- **GCSE Art and Design**
- **GCSE Business Studies**
- **GCSE Computer Science**
- **GCSE Dance**
- **GCSE Design and Technology**
- **GCSE Drama**
- **GCSE Food Preparation and Nutrition**
- **GCSE Geography***
- **GCSE History***
- **GCSE Religious Studies**
- **GCSE Separate Science**
- **GCSE Statistics and Level 2 Further Maths**

- **Vocational Art and Design (Textiles)**
- **Vocational Health and Social Care**
- **Vocational I.T.**
- **Vocational Music**
- **Vocational Sport**

*GCSE Geography and GCSE History: you must select at least one of these subjects and are able to select both