

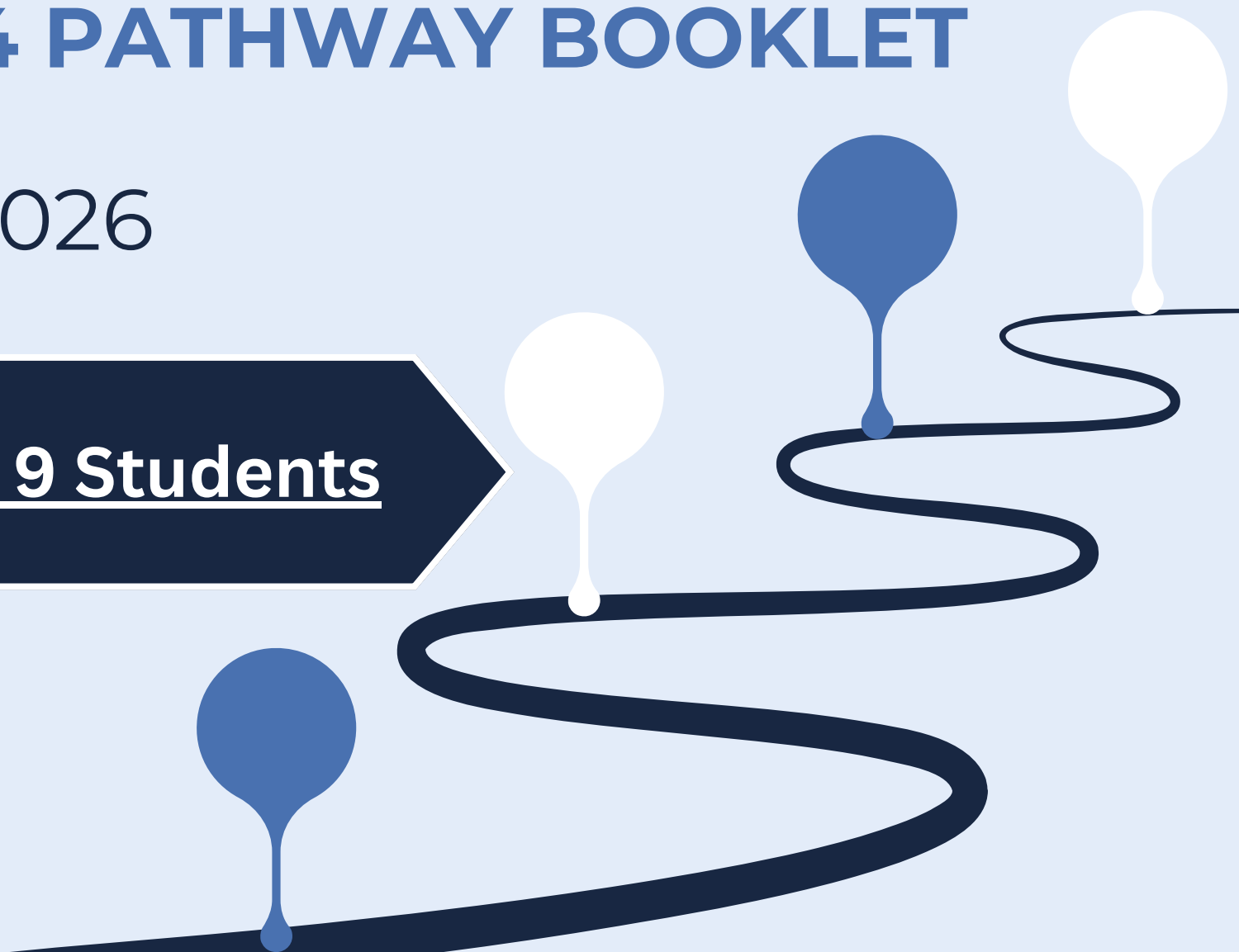


SALE HIGH SCHOOL

KEY STAGE 4 PATHWAY BOOKLET

FEBRUARY 2026

A Guide for Year 9 Students



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FAQS

Core Subjects

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English Language

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Maths

Physical Education (no qualification)

Personal Development including
Religious Education (no qualification)

The EBACC Subjects:

Spanish

Geography

History



The open choices subjects in Year 10:

Art, craft and Design

Business Studies

Computer Science

Design and Technology

Drama

Engineering

Health and Social Care

Music

NCFE Level 1/ 2 in Food and Cookery

Physical Education

Religious Studies

Travel and Tourism

Triple Science

INTRODUCTION

A guide to the pathways process for students, parents and carers.

Curriculum Intent

Sale High School aims to deliver a curriculum that will provide our students with a broad range of essential knowledge and key skills, that is carefully ordered and sequenced in a way that enables students to know more and remember more. It will help students to develop characteristics which will equip them for success in school and beyond and will give them the opportunity to benefit from a wide range of high-quality experiences.

This school works closely with local FE colleges and sixth forms to make sure that the skills, knowledge and qualifications gained in the next stage of your education at SHS fully prepare you for the route you wish to take in the future.

In Years 10 and 11, you will study a combination of subjects. Some are compulsory but you also have some choice.

Students and Parent and Carers please note:

1

Wherever possible we try to accommodate all students requests. However, due to restrictions in specialist teaching rooms and staffing, this is not always possible. Also, if the number of students opting for subject is not sufficient to make it viable we regret that it will not run.

2

When deciding upon appropriate courses, students will be guided to making the most suitable choice of courses for them using performance data and by teachers who know them well.

3

The Pathway chosen for each child is designed to ensure that they make the most of their talents and study the courses that will give them the greatest opportunity to gain a full suite of qualifications that will give them access the widest and most aspirational range of courses and careers possible.



THE KS4 CURRICULUM

We strive to offer you a wide variety of subjects to ensure that your interests and ambitions are met and to make sure that you leave the school having made the best progress possible.

However, as we are very aware that as students across the country are competing for places, we must ensure that you are equipped with the qualifications that are valued by colleges, universities, employers and the government. This is what has driven the design of our curriculum.

We are responding to several government initiatives which are designed to make sure that all young people study a good range of subjects and show that they can perform well in a number of different subject areas. The government want all students to demonstrate that they can perform well in a broad range of high-value, challenging subjects.

To ensure you are able to compete with students across the country we recommend you leave school with at least 9 GCSEs (or equivalent) including:

English

Maths

Science

Geography
or
History

At least 3
more
GCSES

Language

Combined

and

Or

Literature

Triple



Students who do not achieve the required standard (grade 4) in English and Maths will have to study for and take these GCSE's again once they have left school

PATHWAYS

There are two 'Pathways'

1 The EBACC Pathway

2 The Performance Pathway

Core Subjects

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science (a combination of Biology, Chemistry and Physics equivalent to 2 GCSE's)
- Physical Education (no qualification)
- Personal Development including Religious Education (no qualification)

The EBacc Pathway

- Core subjects
- Spanish is compulsory
- History or Geography
- 2 open choice subjects (this can include History or Geography)

Performance Pathway

- Core Subjects
- 3 open choice subjects (this can include History, Geography, Spanish)
- History, Geography or Spanish



MAKING THE RIGHT CHOICES

The Open Choice Subjects ([2 open choices](#) for Ebacc or [3 open choices](#) for the performance pathway)

- Art GCSE • Business Studies GCSE • Computer Science GCSE • Design Technology GCSE (or technical award in engineering)
- Drama GCSE • Food and Cookery NCFE • Spanish GCSE • Geography GCSE • Health and Social Care BTEC • History GCSE
- Music GCSE • PE GCSE • Religious Studies GCSE • Travel and Tourism BTEC • Triple Science GCSE
- (History GCSE, Geography GCSE, Spanish GCSE if not opted previously)



think

Ask yourself

- What subjects do I like?
- What subjects am I good at?
- What subjects would suit my learning style?
- What do I want to do when I leave school?
- What qualifications might I need?
- Have I discussed my future plans with my parents?
- Have I found out about the courses I'm choosing?



TOP TIPS

Next steps

- Read this booklet carefully and discuss the contents with your parents or carers.
- Ask for advice from your subject teachers and your form tutor
- Ask for advice from our Careers Advisors

FREQUENTLY ASKED QUESTIONS

What should you think about when making your choices?

It is very important that you are able to achieve in your chosen course. We want you to leave school as qualified as you can be, because this will give you greater choice and more opportunities not just at Key Stage 5 but also in employment and for many years to come.

You must choose subjects you think you will enjoy. Too often students have chosen a subject for the wrong reasons and they end up struggling through to the end without really enjoying the course. We have a wide range of courses on offer and would hope that all students will be able to find something that they will enjoy.

Next, consider the assessment requirements of your choices – are you better at class and coursework or examinations? Which suit your strengths?

We will try to help you make the best choices for your future and it is important to listen carefully to that advice.

What should you NOT think about?

Please do NOT choose courses just because your friends are choosing them. These choices must be based on what is best for you.

Don't be easily swayed by what former students have done – courses and teachers change very quickly!

Do not think that choosing a course means that you have to follow that pathway to employment. A good grade in any of qualifications that we offer says that you have worked well in school and at home, shown skill and judgement and that you are capable of organising your work to meet deadlines to reach a certain standard.



We advise you to think of the following:

- Am I interested in the subject and will I enjoy it?
- Will the type of assessment suit me?
- Does it help me in my future choices?
- Will I be able to succeed in it?

FREQUENTLY ASKED QUESTIONS

Do I have to study the EBacc subjects?

The Ebacc is seen by the government as a quality standard. They expect 90% of students to study the Ebacc and when Ofsted inspect schools they expect the Ebacc to be at the centre of the curriculum for students in years 10 and 11.

Some top universities and employers may prefer students who have studied this combination of qualifications as they are seen as a strong combination of challenging academic subjects. You have been selected for the Ebacc Pathway because we believe that you can achieve in these subjects and that the EBacc would be a particularly good choice for you.

What happens when there are small numbers choosing a subject?

Mrs Rainey and Mr Rogers will consider the implications of very small classes for the school. Too many small classes are not viable in terms of resources or available rooms. If we decide not to run a course, then we will aim to offer your next available preference. You will be given plenty of time to think about this and talk to your parents/carers and subject teachers.

What happens when too many choose a subject?

We will consult closely with subject leaders to ensure that the right decisions are made. Prior attainment, effort and behaviour in the subject concerned will be considered and you will be involved in discussions about next available preferences.

The Planning Sheets at the end of this booklet are for you to complete as part of the process of selecting your subjects. The formal Pathways form will be distributed separately.



suit me?
Does it help me in my future
choices?

FREQUENTLY ASKED QUESTIONS

Can I Choose Triple Science?

All students will study Science over the next two years and this will result in an award of at least 2 GCSEs. However, some students may wish to study each of the three separate sciences – Biology, Chemistry and Physics (Triple Science) - in greater depth and sit a GCSE in each, resulting in the award of 3 GCSEs. If you do this it will take up one of your options. If you are interested in taking Triple Science then you must think very carefully.

If you have a love of Science, a good track record of success in assessments and a possible wish to study Science at college then it may well be a good choice for you. Entry to this course is limited and you will be asked to discuss your choice with the Science Department, whose job it is to make sure that you have made an appropriate choice. Priority will be given to students whose prior attainment indicates that this is the most suitable choice for them. Students will need to be working to a high grade in both English and Math's with exam performance of 60% or above in science in order to access the Triple Science course.

Can I choose Computer Science?

When choosing computer science please consider the mathematical element of the course. Students should be aiming for a high grade in math's with exam performance of 60% or above in computer science.

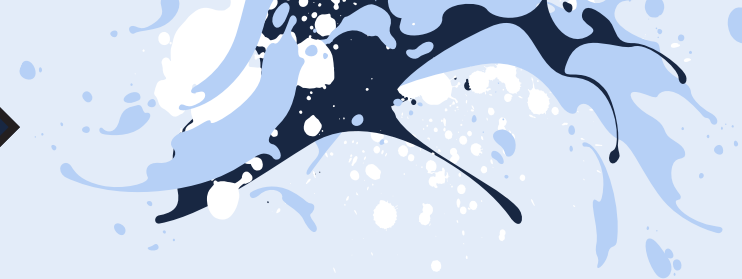
Are there any combinations of subjects you cannot choose together?

Yes, please discuss with staff which course maybe most appropriate. You cannot choose the following combinations of subjects.

- Design Technology and Engineering
- Geography and Travel and Tourism



Art, Craft and Design



Course Name

Art, Craft and Design

Qualification

GCSE

Examination Board

AQA

Specification Link

www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/specification-at-a-glance

Head of Department

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Subject Intent

The Art, Craft and Design curriculum encourages you to explore many different artists, so you can analyse and respond to traditional and contemporary art styles. It will also enrich your artistic vocabulary and contextual understanding. This GCSE will provide you with cultural capital so you can navigating the art world more confidently. Most importantly, it will help you to appreciate diverse perspectives and support your personal and professional growth.

What will I study?

The Year 10 Natural Forms project explores the relationship between nature and art, allowing you to draw inspiration from a variety of artists and techniques. A visit to Yorkshire Sculpture Park will help you to engage with art installations that will inspire your own 3D sculpture.

The Year 11 Art curriculum empowers students to embark on independent projects using prompts from past AQA Art exam papers, preparing them for the actual exam paper release in January. This process aligns with the 4 assessment objectives set by the exam board.

Subject picture

Alongside technical skills, you will cultivate critical thinking, creative problem-solving, and a lifelong appreciation for the beauty of the arts.

Assessment

60% Coursework (2 projects - component 1)
40% Examination (1 project - component 2)

Enrichment opportunities

- Lunch and after school creative clubs
- Competitions
- Cultural educational visits

Careers

- Artist
- Illustrator
- Animation
- Graphic Designer
- Fashion Designer
- Interior Designer
- Product Designer
- Costume Design
- Wallpaper Designer
- Web Design
- Television/Theatre Set Designer
- Teacher
- Architect
- Special effects artist
- Film producer Makeup Artist
- Textile Designer
- Toymaker
- Video Design

Where could this lead?

BTEC Level 3 Art & Design

A Level: Fine Art

A Level: Graphic Design

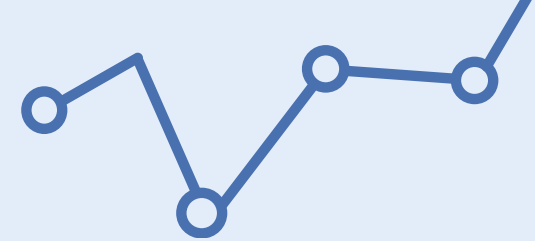
A Level: Photography

A Level: Textiles

A Level: Fashion



Business Studies



Course Name

Business

Qualification

GCSE

Examination Board

Edexcel

Specification Link

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf>

Head of Department

Mr Sutton

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tsutton@salehighschool.org.uk

Subject Intent

Business GCSE aims to equip students with a comprehensive understanding of the dynamic nature of business and its role in society.

Through this course, students will develop critical thinking, problem-solving, and decision-making skills as they explore the key functional areas of business, including marketing, finance, operations, and human resources.

Students will gain insights into the challenges and opportunities faced by businesses in a competitive and global environment. They will also learn how ethical, social, and technological considerations influence business decisions and strategies.

By engaging with real-world case studies and practical applications, students will develop a deeper appreciation of how businesses operate and contribute to economic growth.

The course prepares students not only for further study but also for active participation in the business world as informed and responsible individuals.

What will I study?

- Purpose of business, entrepreneurship, and ownership types
- Business aims, objectives, and stakeholders
- Marketing: research, segmentation, and the 4Ps
- Recruitment, training, and motivation of employees
- Production, quality control, and technology
- Finance: sources, profit, and performance
- External influences: ethics, environment, economy, and technology
- Globalization and government legislation.

Assessment

Paper 1 (50%)

Paper 2 (50%)

Both papers are 1.5 hours long and equal weight in terms of the final grade.

Careers

- Business Administrator
- Office Manager
- Executive Assistant
- Accountant
- Financial Advisor
- Banking Associate
- Marketing Executive
- Social Media Manager
- Sales Representative

Where could this lead?

- A-Level Business Studies
- A-Level Economics
- A-Level Accounting
- A-Level Mathematics
- T-Level in Management and Administration
- T-Level in Marketing
- BTEC National Diploma in Business
- BTEC National Extended Certificate in Business
- BTEC National in Marketing



Computer Science



Course Name

Computer Science

Qualification

GCSE

Examination Board

OCR

Specification Link

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Head of Department

Mr Sutton

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Subject Intent

Our curriculum allows a deep understanding of Computer Science to enable young people to make informed choices in their digital world. This will enable them to prepare for life in the modern world and take advantage of opportunities presented to them.

The Computer Science curriculum is designed to equip students with knowledge, understanding, skills and a desire to learn more about the three disciplines within Computing: IT, Digital Literacy and Computer Science.

Our broad curriculum allows students to develop transferable skills including the ability to program in various languages, and use of a wide range of hardware and software and devices.

What will I study?

277/01: Computer Systems

- Systems Architecture
- Memory and Storage
- Computer Networks, Connections, and Protocols
- Network Security
- System Software
- Ethical, Legal, Cultural, and Environmental Impacts of Digital Technology

J277/02: Computational Thinking, Algorithms and Programming

- Algorithms
- Programming Fundamentals
- Producing Robust Programs
- Boolean Logic
- Programming Languages and Integrated Development Environments (IDEs)

Assessment

J277/01 Paper 1 (50%)

J277/02 Paper 2 (50%)

Both papers are 1.5 hours long and equal weight in terms of the final grade

Enrichment opportunities

- After school clubs
- Competitions

Careers

- Cyber Security,
- Software Development,
- Ethical Hacking,
- App Development,
- Game Development,
- Animation,
- Engineering,
- Graphic Design and many more.

Where could this lead?

- A-Level in Computer Science BTEC Level 3
- Extended Diploma in IT (Cyber Security)
- T-Level in Digital Production, Design, and Development (Cyber Security Pathway)
- BTEC Level 3 Extended Diploma in Games Development
- BTEC Level 3 Diploma in IT (Cyber Security)
- Foundation Degree in Cyber Security
- Foundation Course in Game Design
- Apprenticeships



Combined Science: Trilogy



Course Name

GCSE Combined Science: Trilogy

Qualification

GCSE combined Science
(2X GCSE'S)

Examination Board

AQA

Specification Link

[GCSE Science 8464](#) | [Specification](#) | [AQA](#)

Head of Department

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Subject Intent

The Science department at Sale High School follows a 5 year in depth, knowledge rich Science curriculum which covers all aspects of the National Curriculum, supported by using United Learning resources at Key Stage 3 and 4. .

At Key Stage 4 we offer both Combined Science – Trilogy and Triple Science GCSEs through the AQA exam board.

Practicals play a key role in developing pupil's skills, practicals will be used to develop scientific enquiry skills collecting, recording and processing data. The Science curriculum is further enriched through Science club, Sale Scholars, Physics Olympiads and Science ambassadors.

We have a high level of pupils opting to take triple Science and great progression onto Science based A levels and University courses, we believe this is due to having high expectations, strong work ethic and most importantly our desire to develop pupils love for Science and thirst for knowledge.

What will I study?

You will cover a wide range of Biology, Chemistry and Physics topics, these topics will also include 21 core practicals which will be completed across the course. (please see specification link for full details of topics covered)

Assessment

100% examination

6 x 1 hour 15 min papers

2x biology

2 x chemistry

2 x physics

Enrichment opportunities

- Science Ambassadors
- Science revision programme.

Careers

There will be a wide range of potential courses at Post-16 and apprenticeships including:

- Sports and fitness
- Medicine and health
- The police and emergency services.

Where could this lead?

- Nutritionist
- Personal trainer
- Biochemical engineering
- Civil engineering
- Chemical engineering
- Mechanical engineering
- Paramedic
- Crime scene investigator
- Police officer

Extra Information

We will recommend that pupils purchase the CGP revision guide, this will be available through parent pay or can be purchased on Amazon. This will support pupils' revision and homework throughout Year 10 and 11.



Design and Technology

Course Name

Design and Technology

Qualification

GCSE

Examination Board

Eduqas

Specification Link

https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_keydocuments

Head of Department

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Subject Intent

Design & Technology empowers students to innovate and solve real-world problems by combining traditional and modern technologies, guided by the iterative design process. It integrates knowledge from various fields like mathematics, science, and engineering, while fostering key skills such as creativity, collaboration, and problem-solving.

Students also develop critical thinking, adaptability, and entrepreneurial skills, preparing them to make informed, ethical, and sustainable technological choices.

What will I study?

Year 10

You will work through a number of focused practical tasks which aim to cover the core and specialist technical principles assessed in the written exam in year 11, topics will include modern manufacturing, design principles.

Year 11

You will complete a 35 hour controlled assessment task based on the following assessment criteria:

- Investigating, Designing
- Making
- Analysing and Evaluating

Assessment

50% Controlled Assessment

35 hours

Enrichment opportunities

- Lunch and after school clubs
- Competitions
- Educational visits

Careers

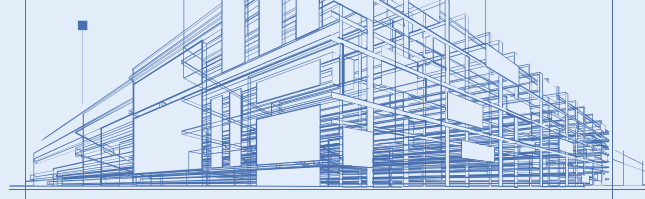
- Product Design
- Graphic Design,
- Advertising,
- Website Design
- Printing and Publishing
- Television, Film and Visual Aid Production
- Interior Design
- Architecture
- Fashion Design.

Where could this lead?

Further opportunities to study could be. A levels and BTECS in Design ,such as graphic and product design.

T levels and technical qualifications.

You could also choose to complete an apprenticeship in a range of sectors.





Drama



Course Name

Drama

Qualification

GCSE

Examination Board

AQA

Specification Link

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification>

Head of Department

Ms Jones

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Important Note:

A considerable part of this course is focused on performance in activities such as the Christmas Carol Concert, assemblies, showcases.

Subject Intent

To become confident performers and designers with the skills needed for a bright and successful future.

What will I study?

This course offers students the exciting opportunity to build on the skills and experiences learnt in Drama at KS3. Students will develop their skills in Drama to create performances, study plays and interpret characters.

In year 10 - students will create their own performance based on a given stimulus. Students will take part in workshops and go on a residential trip to develop their theatre creating skills. Students then write a 2500-word essay to explain the devising process and the final performance.

You will work in groups, to develop your ideas, your confidence and communication skills, as well as enjoy the creative process using your imagination to create new and exciting pieces.

In year 11 - students study the set text 'Blood Brothers', watch and review a live theatre performance and look at roles within the theatre to prepare for the written exam. Students also perform 2 extracts from a script to a visiting examiner.

Anyone who wishes to take GCSE Drama must be prepared to perform in front of others.

Additional Information

You may also develop key skills which employers are looking for in all industries and careers:

- Presentation Skills & Public Speaking
- Team Work Skills & Resilience
- Confidence & Self Esteem
- Communication Skills
- Creativity
- Critical Thinking
- Problem Solving

Assessment

Component 1: Understanding Drama 1hour 45minute (Written Exam) (**40%** of GCSE)

Component 2: Devising Drama (**40%** of GCSE) (Practical **10%** and Written **30%**)

Component 3: Texts in Practice (Practical) (**20%** OF GCSE) External Examiner

Enrichment opportunities

- Theatre Trips
- Residential devising theatre trip to Menai

Careers

- Performer
- Actor
- TV Presenter
- TV Researcher
- Director
- Various Production roles
- Playwright
- Script Writer
- Broadcaster
- Stage Management

College / University Courses

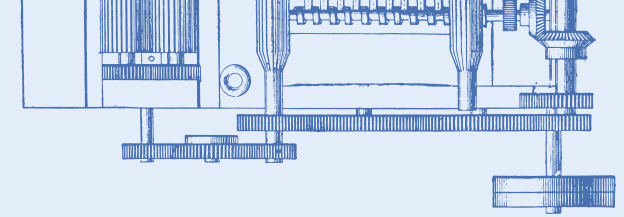
- A Level in Theatre Studies
- A Level in Performing Arts
- BTEC National in Performing Arts
- Specialised Drama or Performing Arts Schools
- Training/Apprenticeships at Media City, BBC and Theatres

Where Could this lead?

- Performing Arts
- English with Theatre
- Media & Performance
- Television
- Creative Arts
- Directing



Engineering



Course Name

Engineering

Qualification

Level 1/2 Technical Award

Examination Board

NCFE

Specification Link

<https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-engineering-671>

Head of Department

Mr D Reid

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Subject Intent

Provide students with a solid foundation in key engineering disciplines, including applied science and mathematics, to solve real-world engineering problems.

Develop practical skills in using engineering tools, machinery, and techniques, alongside proficiency in interpreting and creating both hand-drawn and CAD engineering drawings.

Foster creativity, critical thinking, and problem-solving abilities through hands-on projects, with a focus on sustainable engineering practices and material selection.

What will I study?

This qualification in engineering equips students to grasp various engineering disciplines, use science and math to tackle problems, interpret engineering drawings, select suitable materials for high-quality products, understand how to use engineering tools, create detailed drawings through computer-aided design (CAD), plan production effectively, and apply a diverse set of skills to solve engineering challenges and manufacture quality products.

Assessment

one non-exam assessment **(60%)**
and one written examined assessment

Enrichment opportunities

- Lunch and after school clubs
- Competitions
- Educational visits

Careers

- Electrical engineering.
- Mechanical engineering
- Biomedical engineering
- Engineering technician
- Project management

Where could this lead?

You could go on to study A levels, BTECS or Technical awards in engineering.

Possible University Courses

- Engineering
- Mechanical engineering
- Aeronautical engineering
- Civil engineering
- Computer Aided Design
- Industrial Design
- You could also choose to complete an apprenticeship in a range of engineering sectors.



English (Language)



Course Name

English Language

Qualification

AQA English Language

Examination Board

AQA

Specification Link

<https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification/specification-at-a-glance>

Head of Department

Miss C Holden
(AQA Examiner)

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Subject Intent

Students will explore a range of unseen texts, both fiction and non-fiction, and will explore how a writer uses language, form and structure to share ideas/perspectives. Texts will range from C19th-C21st.

What will I study?

The course is split into two sections:

Language Paper 1: The Study of Fiction and Creative Writing

Language Paper 2: The study of Non-fiction texts and Writing with Purpose.

Extra Information

You will be given extracts of unseen texts and need to read, comment and analyse on the writers' use of language and structure. You will be expected to write either a creative descriptive or narrative (story), and you will be expected to write either a: speech, letter or article.

Where could this lead?

A-Levels / Degrees in: English Language, English Literature, English (mixed), Education (primary or secondary), Linguistics, Journalism, Law, Digital media, production and technology, History and more!

Assessment

The assessment in English Language is **100%** exam-based.

Paper 1: Explorations in Creative Reading & Writing

(**50%** - 1hr45)

Paper 2: Writers' Viewpoints & Perspectives (**50%** - 1hr45)

Students will be assessed on:

AO1: identify and interpret explicit and implicit information/synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language/structure to achieve effects and influence readers, using relevant subject terminology

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with evidence

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Careers

- Marketing executive,
- Advertising, Journalist (editor, copywriter etc.)
- Teacher
- lecturer
- Solicitor/lawyer
- Freelance writer
- Museum curator and much more!



English (Literature)



Course Name

English Literature

Qualification

GCSE

Examination Board

AQA

Specification Link

<https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification>

Head of Department

Ms Holden

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cholden@salehighschool.org.uk

Subject Intent

Students will study a range of literary texts, from plays to poetry, exploring the many ways in which writers can communicate their thoughts and perspectives on wider societal issues, such as poverty or social hierarchies.

Students will develop an understanding of the historical context surrounding each of their key texts, as well as covering the full study of: one Shakespeare play, a Victorian novella, a modern-text play from 1900s and Power & Conflict poetry.

What will I study?

The course will be split into four half termly units:

1. 'Macbeth' as part of Literature Paper 1
2. 'A Christmas Carol' as part of Literature Paper 1
3. 'Power & Conflict' Poetry as part of Literature Paper 2
4. 'An Inspector Calls' as part of Literature Paper 2

Extra Information

You will be required to have your own copies of each of the Literature texts (provided through school) in order to annotate these as we study. However, all exams are 'closed book', which means you are not allowed to bring anything into the exam with you. It will be all about how much you can recall from memory!

Assessment

The assessment in English Literature is **100%** exam-based.

Paper 1: Shakespeare and the 19th-century novel (**40%** - 1hr45)

Paper 2: Modern texts and poetry (**50%** - 1hr45)

The exams will measure how students have achieved the following assessment objectives:

AO1: Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.
-

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology.

AO3: Show understanding of the relationships between texts and the contexts in which they were written/the writer's intentions.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Careers

Guest speakers in Housing and Charity Work.

Where could this lead?

Law, media (broadcast, online and print), digital marketing, politics, HR, PR, teaching, advertising.



Course Name

Spanish

Qualification

GCSE

Examination Board

EDEXCEL

Specification Link

[GCSE Spanish Specification 2024 Issue 2](#)

Head of Department

Mrs Claire Horn

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Subject Intent

Our intent is to provide Sale High students with a breadth and depth of knowledge that promotes cultural awareness and communication skills to access the wider world.

Creating learners that are resilient, open-minded language detectives empowered to demonstrate skills in reading, listening, writing, translation and speaking another language.

What will I study?

3.1.1 Theme 1: People and lifestyle

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

3.1.2 Theme 2: Popular culture

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

3.1.3 Theme 3: Communication and the world around us

Topic 1: Travel and tourism, including places of interest

Topic 2: Media and technology

Topic 3: The environment and where people live

Assessment

This course consists of **4 examinations** at the end of Year 11:

Paper 1: Listening (**25%**)

Paper 2: Speaking (**25%**)

Paper 3: Reading (**25%**)

Paper 4: Writing (**25%**)

There are two tiers of assessment:

Foundation (grades 1-5) Higher (grades 4-9)

Enrichment opportunities

- Visit to Spain in year 10
- Visits and projects linked with GCHQ (Government Communication Headquarters)
- Visits linked to GMHAP (Greater Manchester High Achiever Programme)
- Reward meal at a Spanish restaurant.

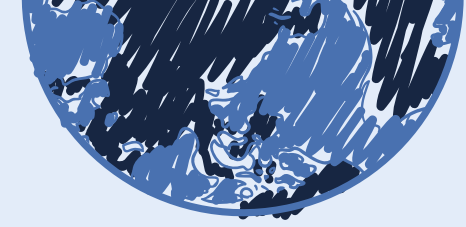
Careers

- Academic researcher
- Diplomatic service officer
- English as a foreign language teacher
- Intelligence analyst
- International aid/development worker
- Interpreter
- Political risk analyst
- Secondary school teacher Translator
- Translator
- Broadcast journalist
- Education Consultant
- Private Tutor
- Tour manager
- Publishing rights manager
- Patent examiner

Where could this lead?

Possible University Courses

- Spanish / Hispanic studies
- Business Studies with Spanish
- Leisure and Tourism
- International Relations



Course Name

Geography

Qualification

GCSE

Examination Board

AQA

Course Number

8035

Head of Department

Mrs A. Harwood

Email

ahardwood@salehighschool.org.uk

Subject Intent

Geography at Sale High School is intended to provide a wealth of knowledge about the world both globally and just outside their window. Students will have the opportunity to explore a wide range of human and physical geography from urban environments, the economy and resources to ecosystems, hazards and coasts. Students will be encouraged to not only learn facts from local and global case studies, but to apply their own understanding and judgement, and at times debate critical issues in geography. From this we hope that each student can gain their own unique but well-informed understanding of the world around them.

What will I study?

Paper 1: Physical Geography

- The Challenge of Natural Hazards (tectonic hazards and extreme weather)
- The Living World (tropical rainforests and hot deserts)
- UK Landscapes (rivers and coasts)

Paper 2: Human

Geography

- Urban Issues and Challenges (city in a NEE -Mumbai and UK city Manchester)
- The Changing Economic World (a NEE –Nigeria and the UK economy)
- The Challenge of Resource Management (food)

Paper 3: Geographical Applications

- Issue Evaluation (as decided by the exam board and received in a pre-release booklet in March of your exam year)
- Fieldwork (the regeneration of Salford Quays and a study of the River Ladybrook)

Assessment

Three exam papers

- Paper 1: 1hr 30 mins worth **37.5%**
- Paper 2: 1hr 30 mins worth **37.5%**
- Paper 3: 1hr 30 mins worth **25%**

Enrichment opportunities

- Two fieldtrips that count towards Paper 3 examination
- Geography Quiz every week to support revision

Careers

- Logistics
- Journalism
- Tourism
- Energy industry
- Corporate performance
- Sustainability
- Policy making

Where could this lead?

- College courses including A-Levels
- T-Levels
- Apprenticeships



History



Course Name

History

Qualification

GCSE

Examination Board

Edexcel

Specification Link

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>

Head of Department

Miss Morris

Email

amorris@salehighschool.org.uk

Subject Intent

GCSE History helps students make sense of the modern world by exploring how people, power and ideas have shaped Britain and the wider world over time. Through a range of topics, students will investigate how Britain has changed through migration, how England was ruled and challenged in the sixteenth century, how global tensions shaped the second half of the twentieth century, and how democracy collapsed and dictatorship rose in Germany between the wars.

Students will build strong skills in analysing sources, explaining cause and consequence, and forming clear, well-supported judgements. The course encourages curiosity, debate and critical thinking, while helping students understand how the past continues to influence society today

What will I study?

The course is split into three papers:

Paper 1: Thematic study and historic environment

- Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches (case study)

Paper 2: Period study and British depth study

- Early Elizabethan England, 1558–88.
- Superpower relations and the Cold War, 1941–91

Paper 3: Modern depth study

- Weimar and Nazi Germany, 1918–39

Extra Information

History, helps students develop important skills that go far beyond learning facts. It encourages deeper thinking by asking students to understand causes and consequences, spot patterns over time, and make informed judgements rather than simple descriptions. Students learn to question information, consider different viewpoints.

Assessment

The assessment in GCSE History is **100%** Exam-based.

Paper 1: Thematic study and historic environment (**30%**)

Paper 2: Period study and British depth study (**40%**)

Paper 3: Modern depth study (**30%**)

Students will be assessed on:

AO1: Demonstration and understanding of knowledge

AO2: Explanation and analysis of historical events and periods

AO3: Analysis, evaluation and use of sources

AO4: Analysis, evaluation and judgement of interpretations.

Enrichment opportunities

Trips to different sites of interest, museums.
Guest speakers where appropriate/possible.

Careers

- Politics
- Law
- Civil Service
- Journalism
- Marketing
- Education
- Heritage & Museums

Where could this lead?

- A Level History
- A Level English
- A Level Law
- A Level Geography
- A Level Sociology



Health and Social Care



Course Name

BTEC Tech Award Health & Social Care
Technical Award

Qualification

BTEC

Examination Board

Edexcel

Specification Link

<https://qualifications.pearson.com/content/dam/pdf/btec-tech-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-spec.pdf>

Head of Department

Miss Davies

Email

jdavies@salehighschool.org.uk

Subject Intent

Has care values at it's heart. Students apply their learning to real-life scenarios. The components build on each other so that students grow in confidence. It has more practical tasks than written exams.

What will I study?

Unit 1 –Human Lifestyle Development

Aim A: Understand human growth and development across life stages and the factors that affect it.

Aim B: Understand how individuals deal with life events

Assessment: internally assessed assignments

Weighting: 30% of total course.

Unit 2 –Health and Social Care Services and Values

Aim A: Understand the different types of health and social care services and barriers to accessing them.

Aim B: Understand the skills, attributes and values required to give care.

Assessment: internally assessed assignments.

Weighting: 30% of total course.

Unit 3 – Health and Wellbeing

Aim A: Knowledge of health and wellbeing

Aim B: Understanding of health and wellbeing

Aim C: Apply knowledge and understand of health and wellbeing

Aim D: Analyse and evaluate knowledge and understanding of health and wellbeing

Assessment: externally assessed task, in which students create a health and wellbeing improvement plan for an individual, based on a brief.

Weighting: 40% of total course.

Extra information:

To learn about different Health And Social Care developments and services available to individuals

For more information speak to Miss Davies

Assessment

40% Examined **60%** Coursework

Component One:-Year 10 - December/ January

Component Two:-Year 11 - September/ October

Component Three: - Year 11 -January

Enrichment opportunities

- Health And Social Care Leaders
- Health And Social Care Trips

Careers

- Care assistant
- Healthcare support worker
- Community support worker
- Care assistant Healthcare
- support worker Community support worker
- Social services officer
- Midwife

Where could this lead?

- BTEC National in Health and Social Care
- A-Level Psychology
- A-Level Physiology
- A-Level Criminology

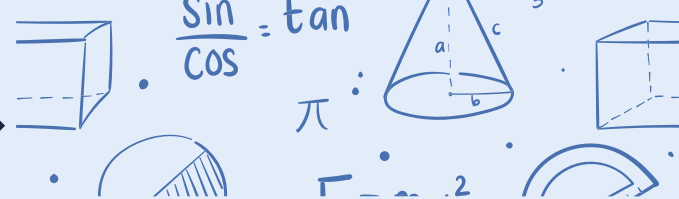
Extra information

Possible University Courses

- Society, Health and development
- Health and social care
- Social care
- Child Development



Mathematics



Course Name

GCSE Mathematics 1MA1

Qualification

GCSE

Examination Board

Edexcel

Specification Link

<https://www.aqa.org.uk/subjects/ma/mathematics/gcse/mathematics-8300/specification/specification-at-a-glance>

Head of Department

Mr Smith

Email

nsmith@salehighschool.org.uk

Subject Intent

The Sale High Mathematics department will provide lessons which are both challenging and stimulating. Our aim is for all students to enjoy mathematics and to achieve their potential. A variety of teaching styles cater for all students learning needs and staff are always available to support all students both in and out of the classroom.

There are ample opportunities for students to learn math's in a variety of enriching ways including after school clubs and entering national competitions.

Students who wish to go beyond the National Curriculum will be able to Study Level 2 further mathematics.

What will I study?

In mathematics the course is split into the following topics;

1 Number

2 Algebra

3 Ratio, proportion and rates of change

4 Geometry and measures

5 Probability

6 Statistics

Assessment

100% examination. 3 GCSE papers are sat in May and June of year 11. The first paper is a non calculator paper and the remaining two are with a calculator.

Enrichment opportunities

In year 10 some students are entered into the UK maths challenge(UKMC). Also in year 10 a group of students are selected to visit Manchester University to attend the Maths Feast.

Careers

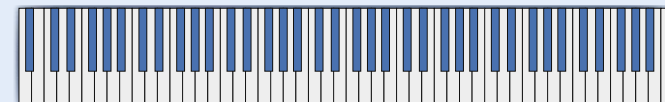
Mathematics is a fundamental key life skill, which will enhance and benefit almost every career.

Where could this lead?

- Actuary,
- Astronomer
- Accountant
- Data analyst
- Data scientist
- Investment analyst
- Software engineer/Game designer
- Sound engineer
- Statistician
- CAD technician,
- Machine learning engineer,
- Meteorologist,

Extra Information

There are two tiers in GCSE Mathematics Foundation grades range from 1 to 5. Higher grades range from 3 to 9. The final decision on which grade a student is entered into is made in February of year 11.



Course Name

Music

Qualification

GCSE

Examination Board

Edexcel

Specification Link

https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Pearson_Edexcel_GCSE_9_to_1_in_Music_Specification_issue4.pdf

Head of Department

Miss Bussell

Email

abussell@salehighschool.org.uk

Subject Intent

The curriculum encourages you to develop your musical knowledge and skills through composition, performance and listening activities. You will study a wide variety of musical styles and genres and broaden your musical vocabulary. You will enjoy creative music-making as a soloist and in ensemble work. You will develop confidence, creativity, critical thinking and a cultural appreciation of music.

What will I study?

During year 10 you will study 6 set works from the Baroque period through to rock and pop. You will create 1 composition and attend weekly peripatetic lessons to prepare a solo and ensemble performance piece.

During year 11 you will study the final two set works, complete a second composition and record your performance pieces.

The final Listening and Appraising picture (when you are tested on your knowledge of the set works) is sat in May.

This course aims to create a well-rounded musician who can appreciate a wide variety of musical styles and genres and can make connections across cultures.

Assessment

30% Compositions x 2

30% Performance x 2

40% Listening and Appraising Exam

Careers

- Performer
- Composer
- Producer
- Writer
- Music with television & film
- Music management
- Music director
- Tutor/teacher
- Music promoter
- Music therapist

Enrichment opportunities

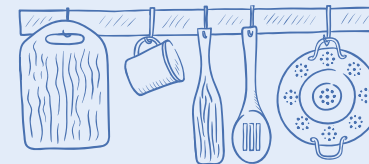
- Lunch and after school sessions/clubs
- Performance opportunities
- Cultural educational visits

Where could this lead?

- A-level Music / Music Technology
- BTEC Music / Performing Arts
- Apprenticeships (creative & technical)
- University degrees in music, sound, media, or arts management.



NCFE Level 1/2 Technical award in Food and Cookery



Course Name

Food and Cookery

Qualification

Level 1/2 Technical award
Equivalent of grade 1-8 GCSE

Examination Board

NCFE

Specification Link

<https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-food-and-cookery-973>

Head of Department

L. Chung - Anderson Smith

Email

lchung-anderson@salehighschool.org.uk

Subject Intent

The Level 1/2 Technical Award in Food and Cookery is designed for students who have a love for food and cookery that includes a vocational and project-based element. It has a heavy emphasis on developing students' practical skills alongside the theoretical aspects including diet and health.

It will also appeal to students who wish to pursue a career in the food industry or progress onto further study.

The Level 1/2 Technical Award in Food and Cookery complements GCSE qualifications.

The qualification is graded at level 1 pass/merit/distinction and level 2 pass/merit/distinction* (equivalent to GCSE grades 8.5 to 1).

What will I study?

Year 10

Students are required to successfully demonstrate the knowledge and skills to meet the requirements of all 7 mandatory content areas:

- Health and safety relating to food, nutrition and the cooking environment
- Food legislation and food provenance
- Food groups, key nutrients and a balanced diet
- Factors affecting food choice
- Food preparation, cooking skills and techniques
- Recipe amendment, development and evaluation
- Menu and action planning for completed dishes

Year 11

Mock NEA completed before carrying out externally set NEA worth **60%** of final mark

One written examination worth **40%**

Assessment

one non-exam assessment (**60%**) and one written examined assessment worth **40%**

Enrichment opportunities

- Lunch and after school clubs
- Competitions
- Educational visits

Careers

- Clinical dietitian
- Food Technologist
- Nutritional therapist
- Public health nutritionist
- Quality Manager
- Executive chef
- Hospitality and catering
- Food Science Career

Where could this lead?

Further education. Grades can count towards A-Level entry requirement (Pass to Distinction equivalent to GCSE Grade 1-8.5)

NVQ Diploma in Food Production and Cooking, Apprenticeships in Hospitality and Catering.

Level 3 applied certificate/diploma in Food Science and Nutrition.

Advanced technical diploma in professional cookery

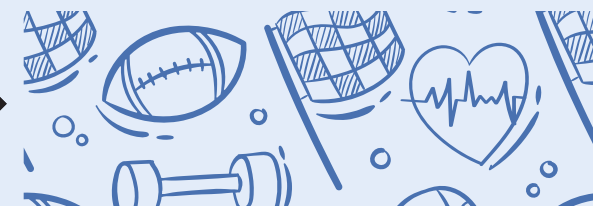
T level in Catering

Extra Information

See Mrs. Chung-Anderson for further information and examples of work



Physical Education



Course Name

PE

Qualification

GCSE

Examination Board

AQA

Specification Link

<https://cdn.sanity.io/files/p28bar15/green/05e2c27ad9ffdfaac78aa15fb9ad303bfb7164d7.pdf>

aqa.org.uk/8582

Head of Department

Mr Kelly

Email

mkelly@salehighschool.org.uk

Subject Intent

The GCSE PE course is designed to enable students to become increasingly physically competent through being actively engaged in a range of physical activities, and to develop vast knowledge in a variety of theoretical aspects linked with sport, health and fitness.

What will I study?

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Sports psychology
- Socio-cultural influences
- Health fitness and well-being
- Use of data.

Assessment

2 Written exams: 1 hour 15 minutes each, 78 marks, **60%** of GCSE

Analysis of Performance Coursework, **10%** of GCSE

1 x individual sport, **10%**

1 x team sport, **10%**

1 x individual or team sport, **10%**

Enrichment opportunities

- UA92 visit
- Manchester Institute of Health and Sport
- Rock Climbing at Awesome Walls

Careers

- Coaching PE
- teacher
- Sports scientist
- Strength and conditioning
- Sports psychologist
- Physiotherapy
- Fitness instructor
- PT Instructor (forces)
- Media and Marketing

Where could this lead?

- A Level Physical Education BTEC Sport Level 3
- Sport and Fitness BSc(Hons)
- Sport Coaching and Development
- BA(Hons) Physical Education
- BA(Hons) Sport Business Management
- BSc(Hons) Sport and Exercise
- Science BSc(Hons)
- Physiotherapy BSc(Hons)
- Applied Psychology BSc(Hons)



Religious Studies



Course Name

RE

Qualification

GCSE

Examination Board

AQA

Specification Link

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/specification/specification-at-a-glance>

Head of Department

Miss H Montgomery (AQA Examiner)

Email

montgomery@salehighschool.org.uk

Subject Intent

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All of these skills will help prepare them for further study.

What will I study?

The course is split into two sections:

Component 1: The Study of Religions: beliefs, practices and teachings.

- Christianity: Beliefs and Practices
- Islam: Beliefs and Practices

Component 2: Thematic Studies.

Theme B: Religion & Life (Abortion, Euthanasia, Treatment of the Environment, etc.)

Theme C: The existence of God & Revelation (Philosophy)

Theme D: Religion, Peace & Conflict (War, Terrorism, Protest)

Theme E: Religion, Crime & Punishment (Death Penalty, Treatment of Criminals, Causes of Crime)

Assessment

The assessment in GCSE RE is **100%** Exam-based. Paper 1: The Study of Religions (**50%**)
Paper 2: Thematic Studies (**50%**)

Students will be assessed on:

AO1: Demonstration of knowledge

AO2: Analysis and Evaluation

Enrichment opportunities

Trips to different places of worship.

Careers

- Politics
- Law
- Civil Service
- Journalism
- Marketing
- Clergy
- Missionary,
- Social Services
- Counsellor Business, Hospitality, Education and many more...

Where could this lead?

A-Levels in Religious Studies, Philosophy & Ethics, Sociology, Law, Politics, Business & Economics.

Extra Information

Religious Studies prepares students with the skills for critical thinking and analysis, research and leadership. It challenges students to question 'truth' in a respectful way and broadens their understanding of the world and the people around them. It equips them to be successful and positive contributor in modern British society.



BTEC Travel and Tourism



Course Name

Travel and Tourism

Qualification

BTEC Tech Award Level 1/2

Examination Board

Pearson

Head of Department

Mrs A. Harwood

Email

aharwood@salehighschool.org.uk

Subject Intent

Travel and Tourism is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying the aims, products and services of different travel and tourism organisations, their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism as part of their Key Stage 4 learning. The qualification enables learners to develop their transferable skills, such as researching, planning, and making decisions and judgements. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What will I study?

- Component 1 – Travel and Tourism Organisations and Destinations
- Component 2 – Customer Needs in Travel and Tourism
- Component 3 – Influences on Global Travel and Tourism

Assessment

Examination - **40%** 2 hours (60 marks)
Component 3

Coursework - **60%**

- Component 1
- Component 2

Enrichment opportunities

Trip to Manchester Airport

Careers

- Cabin crew
- Tour guide
- Travel agent
- Customer services
- Hotel management

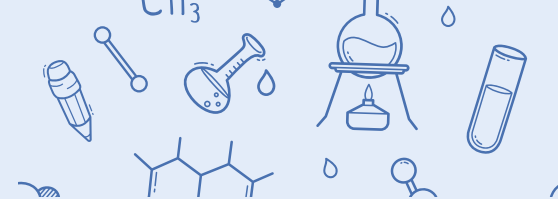
Where could this lead?

The sector-specific skills and knowledge will provide a sound basis for progression to further study of this sector at level 3 through a vocational qualification such as:

- BTEC National in Travel and Tourism
- Apprenticeship in travel and tourism or hospitality.



Triple Science



Course Name

Triple Science

Qualification

GCSE Biology
GCSE Chemistry
GCSE Physics

Examination Board

AQA

Specification Link

[GCSE Biology 8461 | Specification | Specification At A Glance | AQA](#)

[GCSE Chemistry 8462 | Specification | Specification At A Glance | AQA](#)

[GCSE Physics 8463 | Specification | Specification At A Glance | AQA](#)

Head of Department

Nicola Shawcross

Email

nshawcross@salehighschool.org.uk

Subject Intent

The Science department at Sale High School follows a 5 year in depth, knowledge rich Science curriculum which covers all aspects of the National Curriculum, supported by using United Learning resources at Key Stage 3 and 4.

At Key Stage 4 we offer both Combined Science – Trilogy and Triple Science GCSEs through the AQA exam board. Practicals play a key role in developing pupil's skills, practicals will be used to develop scientific enquiry skills collecting, recording and processing data.

The Science curriculum is further enriched through Science club, Sale Scholars, Physics Olympiads and Science ambassadors.

We have a high level of pupils opting to take triple Science and great progression onto Science based A levels and University courses, we believe this is due to having high expectations, strong work ethic and most importantly our desire to develop pupils love for Science and thirst for knowledge.

What will I study?

By opting for Triple Science at GCSE level you will cover additional science content and find that you will be better prepared for future science studies. Each separate GCSE in Biology, Chemistry and Physics, contain a wide variety of topics which will be assessed through 2 x 1 hour 45 min external exam per GCSE.

It also includes a number of core practicals which will be completed in class. (please see specification for full details of topics covered)

Assessment

100% examination

Each GCSE consists of paper 1 and paper 2 (both 1 hour 45mins)

Enrichment opportunities

- Physics Olympiads,
- Jodrell bank trip,
- Science Ambassadors,
- Science Revision Programme

Careers

If you've got an investigative mind and want to study science to a high level, you might like to consider some of these scientific jobs. The fields you can work in are very varied so depending on what you're interested in you could be working with animals, chemicals or in sport to name a few examples.

Where could this lead?

- Astronomer
- Botanist
- Chemist
- Doctor
- Pharmacist
- Vet
- Engineer
- Geneticist
- Microbiologist

Extra Information

This course contains a lot of content and will require a commitment to work hard. It is recommended that you are achieving / predicted to achieve at least a grade 5 in both English and Maths in order to thrive on this course.



SALE HIGH SCHOOL