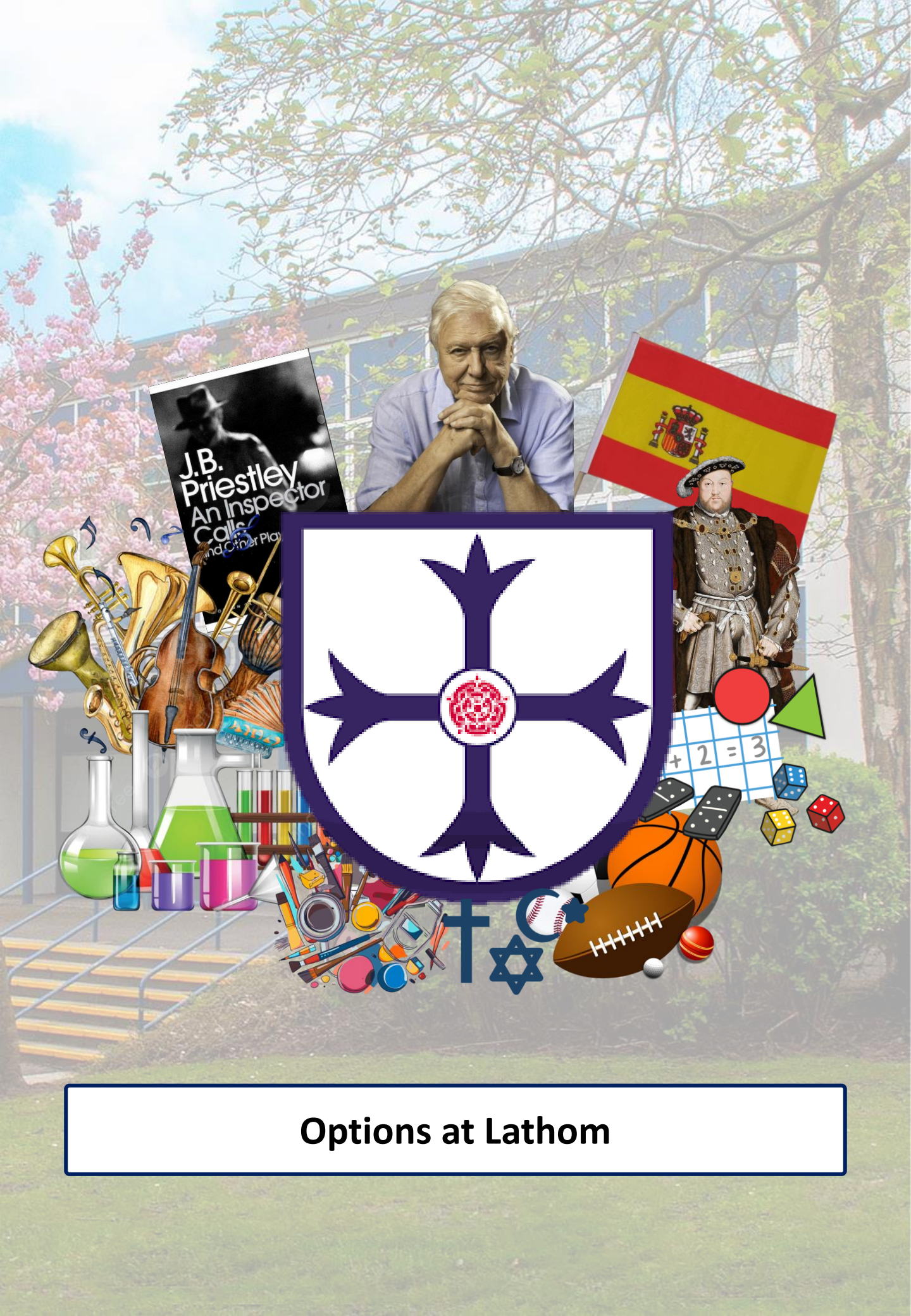

Options at Lathom

An introduction to your options

Headteacher's message

The subjects and courses that our students choose to study from Year 10 onwards can have a very significant impact on their life after Lathom. It is important that students choose subjects which they find enjoyable whilst making sure that their study time is academically demanding and gives them the best possible chance to progress into higher education and the world of work. Studying a broad range of subjects is essential so that students benefit from a rich curriculum, have greater options open to them for further study and career choices and are well prepared for adult life.

This KS4 Curriculum Guide is written by staff to provide you with information and guidance to support you in making informed choices about the subjects you choose to study in Key Stage 4. In addition, our Options events are organised to give you the opportunity to speak to subject teachers, college tutors and careers advisers to help you with this very important decision.

This is a crucial point in your secondary education journey and if you have any questions at all about your options, please ask any member of staff at school and we will be more than happy to help.

Aim high!

Mr Livesley

"Study hard what interests you the most in the most, irreverent, and original manner possible. Be disciplined. Be irreverent. Be original. Work hard. And focus on what you love. It doesn't get any simpler than that"

Richard Feynman
Nobel prize winner for physics

PROUD@LATHOM

PROUD@LATHOM

"THE SECRET OF EDUCATION LIES IN RESPECTING THE PUPIL."

RALPH WALDO EMERSON

"Accept responsibility for your life. Know that it is you who will get where you want to go. No one else."
Les Brown

"More people would learn from their mistakes if they weren't so busy denying them."

"It's not how good you are, it's how good you want to be. Never give up."

"Set your goals high and don't stop till you get there."
Bo Jackson

"No one is perfect that is why understanding is so important. Put yourself in their shoes."

PERSEVERANCE RESPONSIBILITY OWNERSHIP UNDERSTANDING DETERMINATION

PROUD

THE ENGLISH BACCALAUREATE (EBACC)

The English Baccalaureate will be mentioned several times during the options process and it is worth explaining exactly what it is before going any further.

Some careers and courses require students to have a broad and balanced range of GCSE qualifications. The Department for Education rewards this breadth of study by giving an English Baccalaureate to any student who gets a recognised grade in all the following qualifications:

- English
- English Literature
- Mathematics
- Two Sciences (all our GCSE Science courses deliver this. This can also include Computer Science)
- A language – at Lathom this is usually Spanish
- Humanities – by taking either Geography or History

In the future, some courses, apprenticeships or degrees may require the English Baccalaureate to enroll on their courses. By starting on this route now, our students will remove a significant barrier to success in the future. The knowledge and thinking skills learned in each of these subjects will help our students to do better in all their other option choices.

Students with an interest in taking A levels, or going on to university, should strongly consider the English Baccalaureate as a potential route to follow. Reports suggest that the leading universities are already using it as a filter for students who apply for places.

CAREERS GUIDANCE & SUPPORT

WHAT DO WE OFFER?

Careers Education, Information and Guidance (CEAIG) is a crucial part of the work we do with our students. We interact with students at key transition points throughout their school life in order to support them in making informed choices post 16. Careers are integrated into subject discussions and our PROUD days.
We have a dedicated Careers team in school for students and their families to access every day of the week. Parents are welcome to attend their child's Careers appointments and can also meet our Careers team during parent's evening. All students will have the opportunity to participate in work experience in year 10.

Our school completes individual appointments with students offering them independent and impartial advice and guidance. We focus on aligning student career prospects with their interests, strengths and motivations to ensure positive outcomes for them when they leave us. Each student has an individual action plan to take away from their appointment which details next steps, useful information and websites they can access with parents to plan before they start applications. Follow ups are completed once the students have had time to reflect and review their plans so that they have an opportunity to ask any further questions they may have.

We have strong links with local colleges including Wigan and Leigh, West Lancashire College, St John Rigby College, Winstanley College and Southport / KGV College. We work with these colleges to co-ordinate attendance at events, open evenings and college interviews so our students have good access to options available to them. Colleges also come in to do assemblies.
We have a dedicated careers area in our school library where students have access to a wide range of information, college prospectus and employer information.

WHAT ARE YOUR NEXT STEPS?

As you embark on Key Stage 4 and your GCSE studies, school will ensure you are ready for life after Lathom, and together we can ensure you have the choices you want when you leave us.

APPRENTICESHIPS

Apprenticeships can be found in a wide range of fields. Apprenticeship allows you the opportunity to earn whilst you learn and gain real-life work experience. You will be expected to attend college or a training centre during your apprenticeship to build skills outside of the workplace.

During your placement you will be expected to work a minimum of 30 hours per a week over a period of one to four years depending on your apprenticeship programme.

Useful links:

Apprenticeships Information (UCAS)
Apprenticeship Information
Apprenticeship Information (Prospects)
Find Apprenticeships

SIXTH FORM/COLLEGE

At college or sixth form you may choose A-levels, BTECs or vocational qualifications If you are considering applying for university, you should research your subject choices because this may impact on the courses you can apply to in the future.

Useful links:

A-level Information
BTEC Diploma Information

SIXTH FORMS AND COLLEGE LINKS:

King George V College
Myerscough College
Southport College
St John Rigby College
West Lancashire College
Wigan & Leigh College
Winstanley College

CAREER LINKS:

www.nationalcareersservice.direct.gov.uk
www.prospects.ac.uk
www.barclayslifeskills.com
www.goconstruct.org
www.wherestemcantakeyou.co.uk
www.findapprenticeship.service.gov.uk
www.careersadviceforparents.org
https://www.ucas.com

Art

Content of the course

Students taking Art will follow a broad GCSE course, designed to encourage the development of existing skills and talent from previous years. Students will use 'visual language' to communicate ideas and show an understanding through art and design. Strengths such as independence, creativity, imagination and practical skills are built up through a variety of experiences including researching ideas and artists; first-hand and second-hand drawing; photography; investigating techniques and media and developing ideas and outcomes.

Exam structure

The course is made up of two components:
Unit 1 - a portfolio of work, the majority of which will be completed in year 10. This unit is made up of two sketchbook projects and two larger pieces of work.
Unit 2 - an externally set exam, students will be given seven themes from the exam board to choose one from for the exam. Based on their chosen theme, students will be expected to create a sketchbook of work (prep work), which will lead up to one larger outcome. This is then completed in a timed 10-hour exam (split over two school days).

Skills required

It is essential that students have shown an interest in Art and enjoy their Art lessons when choosing this as an option. Critical investigation, looking at other artists' work, as well as personal investigation and independent learning, form a vital and demanding aspect of the course. It is expected that students do extra work outside of the normal timetabled hours in school.
As with all subjects, there is an emphasis on the written content of students' work. All students will be expected to write about the artists that they have researched as well as writing about their own work. This is a course requirement and is not optional.

Careers

Graphic Designer, Web Designer, Illustrator, Photojournalist, Advertising Photographer, Transport Designer, Art Historian, Teaching (Primary and Secondary), Footwear Designer, Fashion Designer, Retail, Pattern Cutter, Textile Technologist, Tattoo Designer, Make-up Artist, Museum Curator, Art Curator, Museum/Gallery Educator, Set/Prop Designer, Special Effects Engineer, 3D Animator, Architect, Web Developer, Home Stager, Interior Designer, Toy Designer, Art Dealer, Art Therapist, Courtroom Sketch Artist, Ceramicist.

Computer Science

Content of the course

The Computer Science GCSE will enable students to develop a real, in-depth understanding of how computer technology works. Within Paper 1, students will look at how a computer works inside, how computers communicate with one another and with other systems, develop an understanding of the impacts of digital technology to the individual and to wider society. Within Paper 2, students will understand how different algorithms run and work, along with how to program in Python. You will need to be able think creatively, innovatively, and logically to design and enjoy programming solutions to real-world problems in python.

Exam structure

Paper 1: Computer Systems

This component covers the foundational knowledge of computer systems, including hardware, software, networks, and cybersecurity, impacts of digital technology and how data is represented in a computer. The exam consists of a written paper worth 80 marks, lasting 1 hour and 30 minutes. This exam is worth 50% of your GCSE.

Paper 2: Computational Thinking, Algorithms, and Programming

This component assesses students' understanding of computational thinking, algorithms, programming techniques, and problem-solving skills. The exam consists of a written paper worth 80 marks, lasting 1 hour and 30 minutes. This exam is worth 50% of your GCSE.

Practical Programming:

A non assessed part of the course where students undertake a number of programming projects during the entire course, demonstrating their ability to design, code, test, and evaluate a solution to a given problem. This supports with the skills required for Paper 2, particularly the programming element.

Skills required

The biggest skill required for this course is that students enjoy and are willing to learn programming. This course relies heavily on students ability to be able to read, understand, refine, and write algorithms. Students will be required to have a series of skills including analytical skills to break down complex problems into smaller chunks. Problem solving skills are needed to create efficient solutions to various computational problems. Critical thinking skills, communication skills, and attention to detail will all be required on this course.

Careers

Software Developer: Designing and developing software applications for various platforms and industries.

Network Engineer: Building, maintaining, and securing computer networks for organizations.

Cybersecurity specialist: Protecting computer systems and networks from cyber threats and attacks.

Systems Analyst: Assessing and improving computer systems to meet the needs of an organization.

IT Consultant: Providing expert advice on technology solutions to businesses and organizations.

Design and Technology

Content of the course

Design Technology: the place for creativity and innovation!

This course is designed to develop the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the course is delivered through the practical application of this knowledge and understanding. The core course and subject has been split into three sections as follows:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Aims of the Course

This is taught as Design and Technology with a focus on a specific material area. Students will develop knowledge of the technical advances within DT and design and make products suitable for the 21st Century.

To design and make products using focus of Resistant Materials, you will learn about:

- The properties of metals, plastics, wood, composites and smart materials
- The tools and manufacturing processes used to prepare, cut ,shape, form, assemble and finish different materials
- Appropriate manufacturing processes and techniques including CADCAM
- Design and make products for a specialist target group

Exam structure

Assessment

Component 1 – GCSE Design Technology - 2 hour written paper (50% of final grade)

Component 2 – NEA- non-examined task (50% of the final grade)

Skills required

Students should show some level of skill and ability in research, evaluation and creative thinking. Students are also required to ustilise the workshop and tools, sketch, model, make, use CAD, and be a creative thinker.

Careers

Careers in Product Design, Product Development, Engineering and Manufacturing.

English Language

Content of the course

Students will study a myriad of fiction and non-fiction texts to solidify their knowledge and skills which we foster in Key Stage 3: authorial intent, the writer's craft, and technical accuracy. English Language examines the way language is used to communicate through speech, writing and other forms of communication. It might consider how the way we speak changes in different environments or at different ages. Our GCSE English Language curriculum covers a wide range of topics and is shaped by examination requirements to ensure our students are fully prepared for their GCSEs. We believe that in making lessons fun and enjoyable, students are more eager to learn and will ultimately achieve better results.

Exam structure

Component 1:
20th Century Literature Reading and Creative Prose Writing
1 hour 45 minutes (40%)

Component 2:
19th, 20th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing
2 hours examination (60%)

Component 3:
Spoken Language – No examination
One presentation/speech with a mark awarded.

Skills required

GCSE English Language covers a wide range of basic language knowledge and skills. It will allow students to develop a good understanding of a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction. Students will have the opportunity to read and evaluate these texts critically and make comparisons between them, as well as summarising and synthesising information or ideas. Students will also develop their use of grammar and punctuation as well as acquiring and applying a wide vocabulary, grammatical terminology, and linguistic conventions for reading, writing, and spoken language.

Careers

Almost all jobs and careers require you to have GCSE English Language. The skills and knowledge that students will learn through the qualification will ensure that they are prepared for life.

There are several which include law, teaching, lexicography, journalism, public relations, marketing, education and job roles within the media.

English Literature

Content of the course

English Literature is a subject of exploration, discovery and personal growth. In Year 10 and 11 students will continue to study many well-loved classics, as well as emerging literature, to support them in their journey of critical thinking. English Literature examines a range of different kinds of texts including prose and poetry of different genres and eras. Our pupils read and enjoy the following texts: Macbeth, An Inspector Calls, A Christmas Carol and an anthology of poetry. These texts provide our students with relevant and moral messages, which are still relevant in today's world. The course seeks to give students an understanding of the way literature functions in society, how it can be used as a platform to share ideas and how it can give a voice to those who are otherwise silenced or ignored.

Exam structure

Component 1:
Shakespeare and Anthology Poetry
2 hours examination (40%)

Component 2:
Post-1914 Prose/Drama, Pre 19th Century Prose and Unseen Poetry
2 hours and 30 minutes examination (60%)

Skills required

As part of this course, students will access and develop a wide range of basic language knowledge and skills. These include understanding a word, phrase or sentence in context, exploring aspects of plot, characterisation, events and settings, and distinguishing between what is stated explicitly and what is implied. Students will be able to identify themes in a text, as well as being able to support a point of view by referring to evidence from the text. During the course, students will build on their skills to understand writers' social, historical, and cultural contexts and use this to make informed personalised responses that derive from analysis and evaluation of the text. Students will be able to analyse and evaluate how language, structure, form, and presentation contribute to quality and impact, as well as using linguistic and literary terminology for such evaluation.

Careers

The skills and knowledge gained in English Literature will take you much further than just understanding Shakespeare. English Literature is about problem solving, close analysis , understanding different cultures and expression of complex human emotions. Students who have excelled in English Literature have been known to go into careers in journalism, copywriting, teaching, editing, law, marketing, writing, publishing, social media management, web design and public relations.

Food Preparation and Nutrition

Content of the course

In Food Preparation and Nutrition, we give you hands-on experience to develop your cooking skills and you never know, you could be the next Michelin-starred chef. Beyond cooking, our lessons explore nutrition education, foster a deeper understanding of healthy eating habits and learn the basics in food preparation. This is a GCSE that has a strong focus on the nutritional element of food and how food is sourced, prepared and cooked.

You will learn about:

- Nutrition
- Sources of food products(where food comes from)
- Food choices and influences including sensory properties, cost, preferences and religious influences.
- Cooking and preparation techniques
- Food provenance and working characteristics
- Food science and functional properties

Exam structure

Unit 1 – GCSE Food Preparation and Nutrition external exam – 1 hour 45 minutes (50% of the final grade)

Unit 2 – Non-examined task. This consists of two tasks (50% of the final grade)
Task 1: Students carry out an investigation into the scientific principles that underpin the preparation and cooking of food.

Task 2: Students will plan, prepare, cook and present 3 dishes which meet a brief set by the exam board.

Skills required

Organisation, planning, research, evaluation, practical skills, and a knowledge of food hygiene.

Careers

Chef, food stylist, environmental officer, dietician, product development, food technology, teaching, and working in the hospitality industry.

Geography

Content of the course
Get ready to explore the world in Geography. There are three units to study for GCSE Geography.

Unit 1 – Living with the Physical Environment
Natural Hazards, Ecosystems including Rainforests & Extreme Environments, and Coasts & Rivers
Unit 2 – Challenges in the Human Environment
Urban Issues and Challenges including a study of Liverpool and Rio de Janeiro, Changing Economic World, Natural Resources
Unit 3 – Geographical Applications
Fieldwork and an Issue Evaluation, which contains a decision-making exercise based on a pre-release resources booklet made available 12 weeks before the Unit 3 exam.

Exam structure
There are three examinations at the end of Year 11:
- Unit 1 (1hr 30mins) tests Physical Geography (3 topics)
- Unit 2 (1hr 30mins) tests Human Geography (3 topics)
- Unit 3 (1hr 30mins) tests Fieldwork and contains a Decision-Making Exercise

Skills required
GCSE Geography students should possess strong analytical and research skills to interpret maps and data. Effective communication skills, both written and verbal, are crucial for expressing ideas and findings. Critical thinking is essential to analyse geographical issues and evaluate possible solutions. A solid foundation in numeracy aids in understanding statistical information. Lastly, curiosity and an open mind are valuable traits for exploring diverse geographical topics and fostering a holistic understanding of the subject.

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

History

Content of the course
In year 10 students begin their GCSE studies by studying what Anglo-Saxon England was like. Students then study the Norman Conquest looking at how William of Normandy became king and secured his power. By the end of this section of the course students should be able to reflect on how the Norman conquest changed England.

In the second half of year 10, students study Crime and Punishment in Britain from 1000 to the present day. Evaluating change and continuity across a variety of time periods. Ultimately analysing, what does the nature of British law and order reveal about British attitudes and values and how they have changed over time.

In year 11, students study Weimar and Nazi Germany. Looking at what life was like in Weimar Germany following WWI, how the Treaty of Versailles contributed to the rise of Adolf Hitler, culminating by looking at what life was like in Nazi Germany and how Hitler indoctrinated an entire country allowing him to commit genocide.

In the final part of year 11, students study how the defeat of Hitler and the souring of relations between America and the USSR developed into the Cold War. Students study events such as the Cuban missile crises and the Hungarian uprising to understand how different ideologies brought the world to the brink of nuclear war.

Exam structure
Students will complete **3 exam papers.**
Paper 1 is a thematic study which focuses on crime and punishment over time including a case study of Whitechapel in the 19th century. Students will have 1 hour 20 minutes to complete the exam.
Paper 2 examines two aspects of the course: the British study of Anglo-Saxon and Norman England, as well as the modern depth study of the Cold War. Students will have 1 hour 50 minutes to complete the exam.
Paper 3 assesses students understanding of Weimar and Nazi Germany. Students will have 1 hour 30 minutes to complete the exam.

Rigours of the course
History is a demanding course which features a vast amount of content. With this in mind, students will be expected to complete one GCSE exam style question per week for homework, as there is simply no time to conduct this in class. Revision time for the subject is also limited due to how much content the exam board requires students to cover. Students will be expected to complete all work to the best of their ability, and will be expected to improve work which staff believe falls below what the student is capable of. Resources for the course will also available online, so any students missing lesson will be expected to arrive at the following lesson with work completed. If students arrive without missed work completed, this work will be completed during lunch or after school.

Careers
The skills developed through a study of History can lead to a wide-range of career pathways including, but not limited to, journalism, law, education, civil service and the tourist industry. The transferable skills practiced in History will be useful in other career areas and can support learning in other subjects also.

ICT - Information Communication Technology

Content of the course

There are two units of study as part of the ICT Vocational Award.
Unit 1 allows learners to explore the wide range of uses of hardware, application and specialist software in society. Students will investigate how information technology is used in a range of contexts, including business, organisations, education, and home use.
Unit 2 enables learners to gain a broad working knowledge of databases, spreadsheets, automated documents and images, and to apply their knowledge and understanding to solve problems in vocational settings.

Exam structure

Unit 1 – ICT in Society. An Online Exam which is 1 hour 20 minutes long and is out of 80 marks. This is worth 40% of the course.
Unit 2 – ICT in Context. Controlled Assessment which must be completed in 40 hours in class. This assessment is worth 60% of the course.

Skills required

Students will need to have a good standard of proficiency in using a variety of ICT tools and applications to perform tasks effectively. A high level of problem-solving skills will be required to analyse problems and apply appropriate solutions to address them. Creativity and attention to detail skills will be needed to innovate and develop creative, accurate solutions using digital media.

Careers

IT Support Specialist: Providing technical support and assistance to users of ICT systems and applications.
Web Designer/Developer: Designing and developing websites for individuals, businesses, or organisations.
Multimedia Content Creator: Producing digital media content for various purposes, such as advertising, entertainment, and education.
Digital Marketing Assistant: Assisting with digital marketing campaigns and strategies using ICT tools and platforms.
Project Coordinator: Supporting the planning, execution, and evaluation of ICT projects within an organisation.
Technology Consultant: Providing expert advice and guidance on ICT solutions and strategies to businesses and organisations.

Maths

Content of the course

All students study GCSE Mathematics, following the Edexcel syllabus. We begin to step up to GCSE content after Easter in Year 9. Year 10 students have the opportunity to complete a statistical investigation and learn more about real-life application of data.

Exam structure

Exams are equally weighted:
Paper 1 – Non-calculator
Paper 2 – Calculator
Paper 3 – Calculator

Students will be entered into the Foundation or Higher tier.
These papers will test students on all aspects of the curriculum.
Some students will also be given the chance to complete an entry level certificate in Mathematics, which takes place in January of Year 11.

Skills required

The exam is designed to test your ability to understand and apply mathematical concepts, as well as your ability to solve problems using maths. To pass the exam, you will need to demonstrate a solid understanding of key concepts such as number, algebra, geometry, probability, data handling and ratio.

Careers

Architect
Construction Worker
Market Research Analyst
Epidemiologist
Economist
Meteorologist
Civil Engineer
Industrial Designer
Interior Designer
Urban and Regional Planner
Statistician
Operations Research Analyst
Financial Analyst
Insurance Advisor
Data Engineer
Data Scientist
Business Manager
Financial Planner
Accountant
Investment Banker
Actuary
Cryptologist
Chemist
Physicist
Lawyer
Computer Programmer
Quantitative Surveyor
CAD Drafter
Landscaper
Mechanical Engineer
Cartographer
Web Developer

Music

Content of the course

EDUQAS GCSE MUSIC is a course that enables students to master their ability to perform on their chosen instrument, write their own music and listen critically to the music of great composers and familiar musicians. Students will develop a deeper understanding of music from a variety of different musical genres, styles and contexts and apply this understanding to appraise, perform and compose music to a high level, individually and as part of an ensemble. Students will learn through an applied approach.

Exam structure

Performing (30%) You will need to perform two pieces:
One solo performance
One ensemble (group) performance
Performances can be on an instrument or voice, and music technology can be used. The total duration of the performances should be a minimum of 4 minutes.

Composing (30%) You will create two compositions:
One free composition (any style or genre of your choice)
One composition based on a brief set by the exam board
Both compositions should have a combined duration of at least 3 minutes.

Appraising (40%) This component focuses on developing listening and analytical skills across four areas of study:

Musical Forms and Devices
Focuses on classical music, particularly from the Baroque, Classical, and Romantic periods.
Music for Ensemble
Includes jazz, blues, musical theatre, and chamber music.
Film Music
Explores music used in film, gaming, and television soundtracks.
Popular Music
Covers pop, rock, and fusion genres from the 20th and 21st centuries.

Skills required

Whilst there are no requirements to start a GCSE in Music, students will need to be able to perform to a **Grade 3** standard on their chosen instrument in Year 10 for their solo and in Year 11 for ensemble performances. Students must be willing to attend additional workshops, 1-1 instrumental tuition lessons, and work with other students as part of an ensemble and perform with each other.

Careers

Music develops confidence in public performance/address, creativity and innovation, discipline and time management, the ability to work as a team.

Students of music can lead on to exciting careers as a: *Performer, Composer, Song-writer, Music Producer, Sound Engineer, Music Journalist, Copywrite Lawyer, Intellectual Property Lawyer, Critic, DJ, Music Curator, Music Teacher, Music Therapist, Academic Researcher. Including careers in: Film, TV, Events Management, Theatre and more.*

Photography

Content of the course

Students taking Photography will follow a broad GCSE course, designed to develop their understanding of photography. Students will use a 'visual language' to communicate ideas and an understanding. Strengths such as independence, creativity, imagination and practical skills are built up through a variety of experiences including researching photographers, developing a range of photography skills, learning how to use a camera and take effective photographs, and designing and setting up photoshoots.

Students will be required to submit a portfolio in order to be considered for GCSE Photography.

Exam structure

The course is made up of two components, unit 1 is a digital portfolio of work, the majority of which will be completed in year 10. This unit is made up of two digital projects and two final sets of photos.

Unit 2 is an externally set exam, students will be given seven themes to choose from by the exam board. Based on their chosen theme they will be expected to create a digital project (prep work), which will lead up to one set of photos, which will be created/developed in a timed 10-hour exam (split over two school days).

Skills required

It is essential that students have an interest in the above criteria before choosing Photography as an option. Students who choose Photography must have access to a camera at home; this can be either a digital camera or a camera on a phone. Critical investigation, looking at other artists' work, as well as personal investigation and independent learning, form a vital and demanding aspect of the course. It is expected that students do extra work outside of the normal timetabled hours in school.

As there is with all subjects, there is an emphasis on the written content of students' work. All students will be expected to write about the photographers that they have researched as well as writing about their own work.

Careers

Graphic Designer, Web Designer, Photojournalist, Advertising Photographer, Photographer, Sport Journalist, Transport Designer, Teaching (Primary and Secondary), Footwear Designer, Fashion Designer, Retail, Museum Curator, Art Curator, Museum/Gallery Educator, Special Effects Engineer, 3D Animator, Architect, Web Developer, Home Stager, Interior Designer, Toy Designer, Art Therapist, Art Editor, Magazine Editor, Fasion Shoot Photographer, Wedding Photographer, Portrait Photographer, Digital Marketer, TV/Film Producer.

Physical Education

Content of the course
All students will continue physical education as directed by the National Curriculum. In addition, students can opt to study physical education as a GCSE. This qualification consists of both theoretical and practical elements. Students will study applied anatomy and physiology, physical training, social-cultural influences, sports psychology, health, fitness, and wellbeing. The students will be assessed practically in both team and individual activities. Student's strongest three activities will contribute to their final grade. Students will have the opportunity to develop their skills in a range of activities like handball, badminton and athletics. Students can also be assessed in activities which they participate in outside of the school curriculum such as rock climbing, snowboarding, and golf.

Exam structure
Physical factors affecting performance (30%).
Written paper: 1 hour, 60 marks.

Socio-cultural issues and sports psychology (30%).
Written paper: 1 hour, 60 marks.
Both papers consist of a mixture of objective response and multiple-choice questions, short answers and extended response items.

Practical Performances (30%).
Non-exam assessment (NEA). This NEA will consist of three activities, including at least one 'team' and at least one 'individual' sport from the approved activity lists, all performed in competitive situations.

Analysis and Evaluation of Performance (10%). Non-exam assessment (NEA). This NEA will consist of a written task that must be produced under controlled conditions.

Skills required
Students will need an excellent work ethos. A commitment to work outside the classroom including completing all homeworks and attending revision sessions. It is essential that they play competitive sport outside of PE lessons to be successful in this qualification.

Careers
PE Teacher, Armed Forces, Public Services, Physiotherapy, Sports Administration, Sports Coaching, Events Manager, Athlete, Outdoor Activities Instructor, Personal Trainer, Sports Development Officer.

Religion & Worldviews

Content of the course

All students study GCSE Religion & Worldviews following the AQA syllabus. Students will complete this as a 'short course', and subjects covered are inclusive of Christian beliefs, Islamic beliefs, views on relationships, and peace and conflict.

Exam structure

There is 1 exam taken at the end of Year 11, comprising of:
Unit 1: Christian Beliefs
Unit 2: Islamic Beliefs
Unit 3: Relationships and Families
Unit 4: Peace and Conflict

Skills required

- Respect for diverse religious and non-religious perspectives
- Understanding of religious and non-religious concepts and teachings
- Analytical thinking and critical reasoning
- Ability to evaluate religious texts and sources
- Knowledge of key figures, events, and historical contexts
- Interpretation and application of religious beliefs in different contexts
- Essay writing skills for structured arguments and analysis

Careers

There are a wide range of career options for students who study Religion & Worldviews. Here are just a few career paths which could be explored during your life after Lathom.

- Journalist or Writer
- Solicitor/Lawyer
- Humanitarian Aid Worker
- Religious Event Co-ordinator (eg. wedding planner)
- Ethical Advisor for corporations or government agencies
- Teacher
- Peace and Conflict Resolution Specialist with a focus on religious conflicts
- Wellness Coach or Mentor
- Cultural Diversity Trainer
- Chaplain
- Community Outreach Co-ordinator
- Interfaith Dialogue Facilitator
- Nonprofit Organization Administrator
- Pastoral Counsellor
- Social Worker
- Museum or Cultural Institution Curator
- Religious Researcher

Science

Content of the course

Our science department provides you with an exciting platform to explore the wonders of science! There are two possible courses of study to follow:

- Trilogy – Double Award

The course is broken down into modules that are equally divided between Biology, Chemistry and Physics. Trilogy supports students understanding of the foundations of the three main disciplines within science.
Final Award: 2 Science GCSEs

- Separate Award – Triple Award

This course is the best route to support students who are considering A-level Science, although higher grades achieved in Trilogy can be sufficient. This course allows students to gain three separate GCSE grades, in Biology, Chemistry and Physics whilst providing the foundations for understanding the world around us. The course contains extra topics not found in the Trilogy course which are designed to increase understanding and to give a broader understanding of Science.
Final Award: 3 GCSEs (Biology, Chemistry and Physics)

Exam structure

- Trilogy – Double Award

Six examinations in total (2xBiology, 2xChemistry, 2xPhysics) each 1 hour, 15 minutes long and each exam is worth 70 marks.
The marks from each paper are added together to give an average score to award students 2 GCSE grades.

- Separate Award – Triple Award

Six examinations (2xBiology, 2xChemistry, 2xPhysics) each 1 hours, 45 minutes long and each exam is worth 100 marks.
A GCSE grade in each of the three specialisms is awarded. Students therefore receive 3 GCSE grades (Biology, Chemistry and Physics)

Skills required

The AQA GCSE Science qualifications enable students to:
Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help students to answer scientific questions about the world around them
Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
Develop students' ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Careers

Qualifications in Science can lead to a broad range of career opportunities. Triple Science is well respected and essential if you wish to take up careers in medicine, biomedical sciences, physiotherapy, sports science, ecology, botany, pharmacy, pathology, veterinary care as well as a wide range of other STEM (science, technology, engineering and mathematics) careers.

Spanish

Content of the course

Hola!
The Modern Foreign Languages (MFL) department at Lathom is a vibrant hub of cultural exploration and linguistic enrichment. GCSE work will be centered on 6 main themes:

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

The aims of the course are to encourage students to:

- Develop understanding of the spoken and written language
- Develop the ability to communicate effectively in both spoken and written forms, using a range of vocabulary and structures
- Develop knowledge and understanding of the grammar of Spanish and the ability to apply it
- Apply their knowledge and understanding of countries where Spanish is spoken
- Develop positive attitudes to foreign language learning

The course will provide a suitable foundation for further study and/or practical use of the chosen language.

Exam structure

Edexcel GSCE Spanish
Foundation or Higher – in each of the following skills:
Listening – 25%, Speaking – 25%, Reading – 25%, Writing – 25%

Skills required

Our vision in the Modern Foreign Languages department is that all language learners develop the skills and confidence to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences. The department is committed to developing strong, lifelong linguistic skills and to encourage students to become curious and interested in the world. Ultimately, we want our students to have a love of languages and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people.

Careers

Having a language qualification increases opportunities for successful job procurement in many fields: Tourism, Leisure, Hotel/Catering Industry, Journalism, Internet/ICT, Banking, Commerce/Retailing and Teaching. For those continuing into Higher Education many courses now combine Language studies with other subjects.

Sports Science

Content of the course

This qualification is mainly theoretical, only one of the units includes practical elements. All student work will be computer based. The students will learn about sports nutrition, principles of training, and sport injuries. They will develop an understanding of how to prevent and treat sporting injuries. They will also understand how different medical conditions can affect sports performance. Students will learn how to apply the principles of training to fitness and skills development for sporting activities. They will understand how to apply knowledge of good nutrition to improve sporting performance. As part of the course, they will have the opportunity to design their own personal training and nutrition plans.

Exam structure

Students will complete 3 units in sports science:
Reducing the risk of sports injuries and dealing with common medical conditions. This is an examined unit taken at the end of the course (40%).

Applying the principles of training: fitness and how it affects skill performance. This is an internally assessed set assignment which is then moderated by the exam board (40%).

Nutrition and sports performance. This is an internally assessed set assignment with is then moderated by the exam board (20%).

Skills required

A willingness to learn. The ability to work independently and to write up set assignments. To be creative when designing personailsed fitness and nutrition plans. A sound level of IT ability.

Careers

Armed Forces, Dietitian, Nutritionist, Teaching, Public Services, Exercise Physiologist, Performance Analyst, Physiotherapist, Sports Psychologist, Sports Coach, Personal trainer, Sports Administration.