

# Key Stage 4 Course Directory 2026



# Introduction from the Deputy Headteacher

At the end of this academic year, your child will reach the end of Key Stage 3. In September 2026, she/he will begin the final phase of compulsory schooling (Key Stage 4) which will lead to examinations at GCSE level, vocational qualifications and/or entry to our Sixth Form, Further Education Colleges or Apprenticeships. This is a very important time for you and your child and we would like to invite you to our Key Stage 4 Options Evening to be held on:

**Thursday 12th March 2026**  
**5:30 pm – 7.00 pm**  
**Theatre/Heart/Conservatory**

This evening is about giving you as parents an understanding of the arrangements for school at Key Stage 4. There will be a presentation on how the options process works which you can attend either at either 6:00pm or at 6:30pm in the Theatre. To provide subject specific information, Subject Leaders and teachers from all of the option courses will be present in the Heart and Conservatory. You will be able to visit as many subject areas as you wish to speak with staff and students. They will be able to give you detailed information about the subjects. You and your child are invited to join us at any point during the evening between 5:30 pm and 7:00pm, at a time which is most convenient for you.

Throughout half term 3 and 4 this year, students will receive information and guidance in their personal development sessions in morning meetings. Individual discussions between students and staff will also occur throughout this process. The timetable of events leading up to your child making their option choices is:

09/01/26	Y9 report
19/01/26	Options process letter home
21/01/26	Options process assembly
30/01/26	KS4 options booklet available online
25/02/26	Taster Day 1 (9AB)
04/03/26	Taster Day 2 (9CD)
12/03/26	Option evening
13/03/26	Options selections form opens in Student Portal & MCAS app
20/03/26	Deadline for options form to be completed through Student Portal & MCAS app
15/05/26	Final offer

In years 10 and 11, all students will continue to study a broad range of subjects. In addition to English, Maths, Science, Beliefs and Values and core PE, your son/daughter will have to choose one subject from the “Ebacc courses” and three from the “additional courses”. The lists of these courses can be found later in this booklet. We highly recommend that all students take French and a humanities (History or Geography) qualification.

We will make every attempt to ensure that the options process runs as smoothly as possible and we will endeavour to have every child on a course that is appropriate to them. Please do not hesitate to contact Mrs Gadsby, Miss Collins, Miss Wilde, Dr Coimbra, Ms Geary or Mrs Jesson at any time if you would like further advice.

# About Key Stage 4

Key Stage 4 (KS4) is the term used to refer to the final two years of compulsory education - that is Years 10 and 11. It is different from Key Stage 3 because not everyone will study all of the same subjects. There are a number of subjects which all students must study and these fall into the following categories:

## **Compulsory examination subjects**

These are studied for two years and lead to a GCSE qualification. These subjects are English Language, English Literature, Mathematics and Science.

## **Compulsory non-examination subjects**

PE and Beliefs and Values are compulsory subjects which are not examined.

**In addition** all students will choose at least one Ebacc subject; a Humanities (History/Geography) or a Modern Foreign Language (French) and then choose three further subjects from the Additional Choices options. We recommend that students take a humanities subject and French.

By the end of Key Stage 3 very few students can accurately predict what they will actually be doing when they leave School. It is for this reason that we want them to continue to study a very broad range of subjects and guidance will be given to ensure this.

Students need to understand what is involved in studying for Vocational and GCSE subjects. The details in this booklet are very clear and give information about the specification (what is taught) for each subject as well as about how each subject is assessed.

The **GCSE** courses are studies for two years and result in a grade from 9 (the highest) to 1. In most cases the course is assessed entirely through the examination at the end of Year 11. A few GCSEs have retained a reduced element of controlled assessment and details about this can be found on the subject pages.

In addition, we offer a wide range of exam boards for **vocational** courses. In the subjects detail these are referred to as OCR L1/2, AQA L1/2, Cambridge National or WJEC L1/2. Vocational courses have a different balance of assessment to GCSE:

**Examination:** An external assessment marked and moderated by the examination board or an examination taken at an appropriate point during the two year course.

**Coursework:** Tasks which are completed throughout the two year course and usually make up to 60% of the final grade

Some GCSE and vocational subjects are examined at different levels. These are referred to as tiers. In some cases there are two tiers of entry referred to as Foundation Level/Level 1 and Higher Level/Level 2. Some subjects have no tiers. The level of entry is generally determined after taking into account a student's progress throughout the course. You will be informed of the intended tier of entry by the Examinations Officer and by subject teachers on Parents' Evenings.

# Qualifications

The grades awarded for qualifications depend on the type of qualification. These grades are:

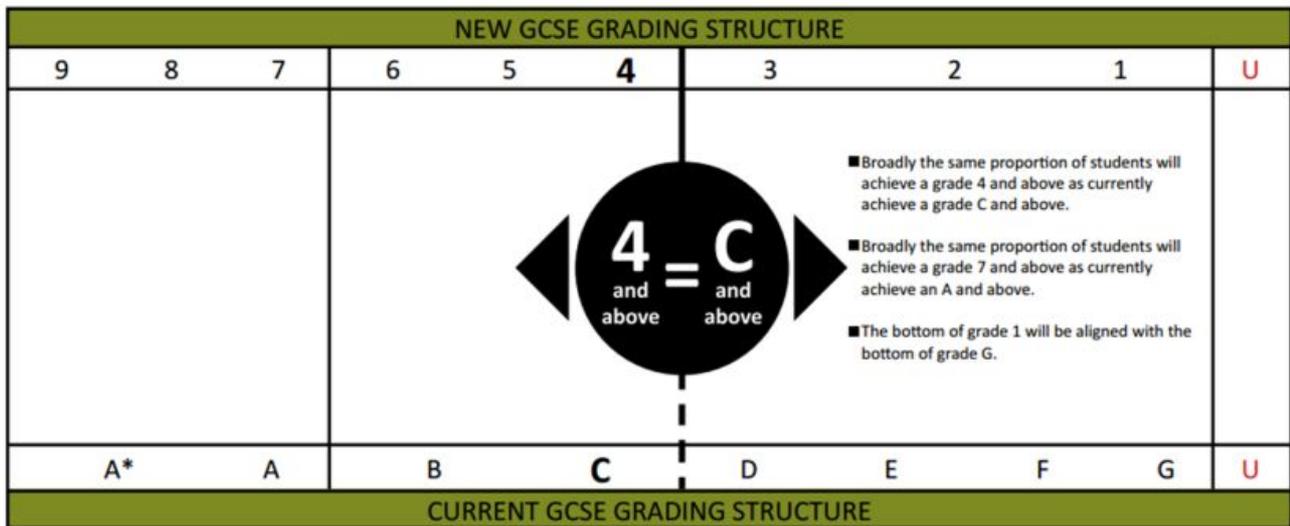
**GCSE** 9-1  
**Vocational** Distinction\*, Distinction, Merit, Pass

Level 1 qualifications are equivalent to GCSE grades 3-1

Level 2 qualifications are equivalent to GCSE grades 9-4

The GCSE and vocational grades do not exactly match the old style A\*-E grades. The table below shows how the grades compare:

New GCSE Points	1	2	3	4	5	6	7	8	9
Old GCSE Grades	G/F-	F/E	E+/D	C	C+/B-	B/B+	A	A+/A*	A*



For quick reference the GCSE and vocational courses we offer at Glossopdale are:

GCSE			Vocational
Art or Textiles	French	Physics	Health and Social Care
Biology	Geography EBacc	Psychology	Hospitality and Catering
Business	Design Technology	Religious Studies	Creative iMedia or ICT
Chemistry	History EBacc	Sociology	Performing Arts - Acting
English Language	Computer Science	Trilogy Science	Performing Arts - Dance
English Literature	Music		Sport

# What students study at Key Stage 4

All students will take the following subjects to GCSE level:

English Language (GCSE)  
 English Literature (GCSE)  
 Mathematics (GCSE)  
 Science (GCSE)

Students will then choose four options.

## Ebacc Option

Students will choose at least one from:

- History (GCSE)
- Geography (GCSE)
- French (GCSE)

## Additional Choices

Students will choose three from:

- Art or Textiles (GCSE)
- Business (GCSE)
- French (GCSE) EBacc
- Geography (GCSE) EBacc
- Design Technology (GCSE)
- Health and Social Care (Voc)
- History (GCSE) EBacc
- Hospitality and Catering (Voc)
- Computer Science (GCSE)
- Creative iMedia or ICT (Voc)
- Music (GCSE)
- Performing Arts - Acting (Voc)
- Performing Arts - Dance (Voc)
- Psychology (GCSE)
- Religious Studies (GCSE)
- Separate Sciences (GCSE)\*
- Sociology (GCSE)
- Sport (Voc)

Or alternative courses for some students

English (Literature & Language) GCSE 8 lessons	PE 2 lessons
	Beliefs & Values 2 lessons
	Option 1 - EBacc GCSE 5 lessons
Maths GCSE 8 lessons	Option 2 - GCSE or Voc 5 lessons
	Option 3 - GCSE or Voc 5 lessons
Science GCSEs 10 lessons	Option 4 - GCSE or Voc 5 lessons

Glossopdale School runs a 50 period timetable over two weeks.

Students will study subjects for the number of periods shown above.

\* All students will study science. If a student selects "Separate Science" as an opinion course they will study 3 sciences (Biology, Chemistry and Physics) and gain 3 GCSEs. If a student does not select "Separate Sciences" as an opinion course they will still study 3 sciences (Biology, Chemistry and Physics) but will study fewer modules and gain 2 GCSEs.

# Making the right choices

It is important that you read this booklet fully in order to find out about all of the subjects that your child could study during Key Stage 4. All students will study English, Mathematics and Science so reading the information about these subjects is vital. You will also need to look carefully at all of the subjects available within the EBacc choices list and Additional Choices list in order to understand these courses.

## **What needs to be considered when selection option courses?**

Students should choose subjects which give a broad and balanced curriculum.

A balanced portfolio of subjects is essential as this allows students to demonstrate strengths and skills in different areas. This is valued by colleges, universities and employers. In addition to considering the breadth and balance of subjects the following should also be considered:

- Career** Does the subject lead to a job? See information below for additional Information
- Interests** Does your child find the subject enjoyable?
- Ability** Will this result in a good grade for your child? Their most recent report will help with this aspect.
- Pathways** Does the subject lead to suitable further qualifications at sixth form/college/university, or into an apprenticeship or employment with training? If your child is interested in specific courses it is worthwhile look at the entrance requirements for these.
- Learning** How is the course taught and assessed?
- Ambition** Is the course ambitious for your child, does it help them be the best they can be?

## **National Careers Service**

[Job profiles](#) [Skills health check](#) [Find a course](#) [Contact an adviser](#) [About us](#) [Help to get a job](#)

We would advise you use the National Careers Service website for information on careers. This site has an exploring careers section and a section where you can research qualifications beyond school that you may find useful.

<https://nationalcareersservice.direct.gov.uk>

# Choices

Students must study one EBacc subject,

- French (EBacc)
- Geography (EBacc)
- History (EBacc)

Students then need to study three further subjects from the list below (this can include further EBacc subjects)

- Art or Textiles (GCSE)
- Business (GCSE)
- French (GCSE) EBacc
- Geography (GCSE) EBacc
- Design Technology (GCSE)
- Health and Social Care (Voc)
- History (GCSE) EBacc
- Hospitality and Catering (Voc)
- Computer Science (GCSE)
- Creative iMedia or ICT (Voc)
- Music (GCSE)
- Performing Arts - Acting (Voc)
- Performing Arts - Dance (Voc)
- Psychology (GCSE)
- Religious Studies (GCSE)
- Separate Sciences (GCSE)\*
- Sociology (GCSE)
- Sport (Voc)

Details of these subjects can be found in this section of the booklet.

\* All students will study science. If a student selects “Separate Science” as an opinion course they will study 3 sciences (Biology, Chemistry and Physics) and gain 3 GCSEs. If a student does not select “Separate Sciences” as an opinion course they will still study 3 sciences (Biology, Chemistry and Physics) but will study fewer modules and gain 2 GCSEs.

# English Language and English Literature

AQA GCSE English Language and English Literature.

Speak to **Miss Osbaldiston**

## Course aims:

These specifications aim to encourage students to:

- Develop key skills in all aspects of communication, speaking and listening, reading and writing
- Develop and apply your knowledge, understanding and skills for a variety of purposes and to feed into other subject areas
- Consider a variety of texts for different purposes and audiences including media in all its forms, literature of different genres as well as functional skills.

## What could I achieve?

Students will achieve two GCSE qualifications ranging from 9-1.

## How will I be assessed?

AQA English Language Assessment is through two exam papers of 1 hour 45 minutes each. All texts in the exam will be unseen.

Paper 1: Explorations in Creative Reading and Writing (80 marks - 50% of grade)

- Section A: Reading - one literature fiction text
- Section B: Writing - descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives (80 marks - 50% of GCSE grade)

- Section A: Reading - one non-fiction text and one literary non-fiction text
- Section B: Writing - writing to present a viewpoint

GCSE English Language

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

GCSE English Literature

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

## Introduction

English Language, with its onus on communication skills, is a crucial course in terms of life skills, entry to School and University and as a requirement in the workplace.

It is a core course and can be accessed at different levels according to students' individual needs.

## What skills will I need?

Students will develop and build upon previously acquired skills in the areas of reading, writing, speaking and listening as well as developing an interest in drama and reading of all kinds.

## What does the course involve?

Students will study units based on 'Explorations in Creative Reading and Writing', 'Writers' Viewpoints and Perspectives' and 'Spoken Language'.

Within their study of Literature, students will study a Shakespeare play and a 19th century novel as well as modern prose, drama texts and a range of poetry.

For some students, it may be appropriate to study English at Entry Level, either at level 1, 2 or 3.

## How will I be assessed?

English Language assessment is through a Speaking and Listening in-class assessment (P, M, D grade) as well as two exams.

Paper 1: Exploration in Reading and Creative Writing – this paper tests reading comprehension, language and structural analysis, evaluation as well as creative writing skills. 1 hour 45 minute written exam. 50% of grade.

Paper 2: Writers' viewpoints and perspectives – this paper tests comprehension, summary skills, language analysis, comparative analysis as well as transactional writing skills. 1 hour 45 minute written exam. 50% of grade.

## Next steps

A qualification in English will open doors and widen your choice for the future.

Students with a grade 5 or above will have one of the compulsory qualifications to go to University to study any subject.



# Mathematics

Edexcel GCSE Mathematics.

Speak to **Mr Jackson**

## Introduction

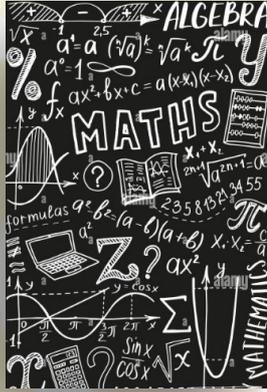
Mathematics is a core subject that is compulsory at GCSE and has applications across the curriculum. It develops the ability to problem solve, think independently and work with others. There are many jobs that depend on a solid understanding of maths, as well as it being a requirement for further study at school.

## Course aims:

- The higher course is designed to prepare pupils for study of mathematics at A-level by equipping them with a strong grounding in algebra, number, shape and data.
- Both the higher and foundation courses prepare students for the use of mathematics in the world of work and everyday life. There is a focus on the practical use of mathematics with more application to real life problems than in previous exams.

## What skills will I need?

- The ability to take the relevant information out of a problem in order to solve it.
- Recognise patterns and trends in order to analyse statistics
- Be able to understand and apply probabilities
- Make decisions based on your understanding of data
- Be able to draw accurately, given a set of instructions or a problem to solve



## What does the course involve?

- Number including calculation, fractions, decimals and percentages, measures and accuracies.
- Algebra including notation, vocabulary and manipulation, solving equations and inequalities, and sequences.
- Ratio, proportion and rate of change including solving problems related to conversion, rate of change, direct and indirect proportion and scale, using ratio to compare length, area and volume.
- Probability including description of events, calculations using probability, use experimental and theoretical probability to make a prediction of an event.
- Statistics including recording, analysing and interpreting data comparing distribution of data using graphs and averages.
- Geometry and measures including properties and constructions of shapes and mensuration
- The weighting of the topic areas has been prescribed by Ofqual and is common to all exam boards.

## What could I achieve?

Foundation GCSE grades 1-5 Higher GCSE grades 4-9

## How will I be assessed?

AQA GCSE Mathematics involves sitting three written exam papers:

Paper 1 Non-Calculator. 1hour 30mins  
 Paper 2 Calculator. 1hour 30mins  
 Paper 3 Calculator. 1hour 30mins

Each paper has 80 marks available and all count equally towards the final grade.

## Next steps

A mathematics qualification is one of the first thing that potential employers look for.

Pupils gaining a grade 7 or above will have the option of continuing their studies at A-level

Pupils with a grade 4 or above will have achieved one of the qualifications necessary in order to study at university.

Careers: Mathematics is useful in any career, but specifically engineering, medicine, accounting, architecture and music technology

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics	15	15

# Biology

AQA Biology

Speak to **Ms Spacey**

## Introduction

Students will achieve one GCSE in Biology. This Biology specification is part of the AQA Science suite of specifications: Biology, Chemistry and Physics. All three Sciences **MUST** be taken from this suite (a student can not choose only Biology)

## **Course Aims:**

This specification aims to give students opportunities to:

- develop their interest in, and enthusiasm for Science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how Science works and its essential role in society
- acquire scientific skills, knowledge and understanding necessary for progression to further learning

## What could I achieve?

9-1 grade in GCSE Biology

## How will I be Assessed?

Paper 1

- 1 hour 45 minutes
- First 4 topics (see topic list to the left)
- Foundation or Higher tiers are available
- Multiple choice, structured questions, closed short questions and open responses.

Paper 2

- 1 hour 45 minutes long
- Last 3 topics (see topic list to the left)
- Foundation or Higher tiers are available
- Multiple choice, structured questions, closed short questions and open responses.

## Key Concepts

The content is based on key biological concepts and principles such as cell division, respiration and photosynthesis. This can be assessed in any exam

## What Skills will I need?

- Self motivated and eager to achieve the maximum possible
- Organised and able to work independently
- Able to research information and follow instructions • Good ICT skills

## What does the course involve?

1. What does the course involve?
2. Cell Biology
3. Organisation
4. Infection and response
5. Bioenergetics
6. Homeostasis and response
7. Inheritance, variation and evolution.
8. Ecology



## Next Steps

Level 3 course including BTEC and AS/A levels  
Employment Employment with training

# Chemistry

AQA Chemistry

Speak to **Ms Spacey**

## Introduction

Students will achieve one GCSE in Chemistry. This Chemistry specification is part of the AQA Science suite of specifications: Biology, Chemistry and Physics.

All three Sciences **MUST** be taken from this suite (a student can not choose only Chemistry)

## Course Aims:

This specification aims to give students opportunities to:

- develop their interest in, and enthusiasm for Science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how Science works and its essential role in society
- acquire scientific skills, knowledge and understanding necessary for progression to further learning

## What could I achieve?

9-1 grade in GCSE Chemistry

Paper 1

1 hour 45 minutes

First 5 topics (see topic list to the left)

Foundation or Higher tiers are available

- Multiple choice, structured questions, closed short questions and open responses.
- Paper 2
- 1 hour 45 minutes long
- Last 5 topics (see topic list to the left)
- Foundation or Higher tiers are available
- Multiple choice, structured questions, closed short questions and open responses. Key concepts Atomic structure, periodic table bonding and quantitative chemist

## Key concepts

Atomic structure, periodic table bonding and quantitative chemistry can be assessed in either paper.

## What Skills will I need?

- Self motivated and eager to achieve the maximum possible
- Organised and able to work independently
- Able to research information and follow instructions
- Good ICT skills

## What does the course involve?

1. Atomic structure and periodic table
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The art and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere



## Next Steps

Level 3 course including BTEC and AS/A levels  
Employment with training

# Physics

AQA Physics

Speak to **Ms Spacey**

## Introduction

Students will achieve one GCSE in Physics. This Physics specification is part of the AQA Science suite of specifications: Biology, Chemistry and Physics.

All three Sciences **MUST** be taken from this suite (a student can not choose only Physics)

## Course Aims:

This specification aims to give students opportunities to:

- develop their interest in, and enthusiasm for Science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how Science works and its essential role in society
- acquire scientific skills, knowledge and understanding necessary for progression to further learning

## What Skills will I need?

- Self motivated and eager to achieve the maximum possible
- Organised and able to work independently
- Able to research information and follow instructions
- Good ICT skills

## What could I achieve?

9-1 grade in GCSE Physics

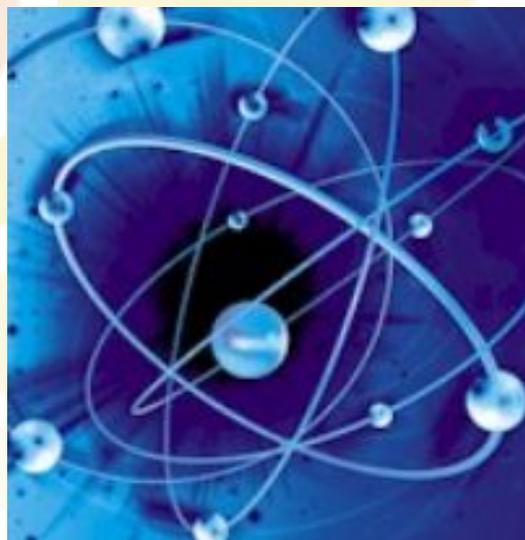
## How will I be Assessed?

Paper 1

- 1 hour 45 minutes
- Electricity, Particle model of matter and Atomic structure
- Foundation or Higher tiers are available
- Multiple choice, structured questions, closed short questions and open responses.

Paper 2

- 1 hour 45 minutes long
- Forces, Waves, Space Physics, Magnetism and Electromagnetism
- Foundation or Higher tiers are available
- Multiple choice, structured questions, closed short questions and open responses.



## Next Steps

Level 3 course including BTEC and AS/A levels  
Employment with training

# Combined Science

AQA Combined Science: Trilogy

Speak to **Ms Spacey**

## Course Aims:

This specification aims to give students opportunities to:

- develop their interest in, and enthusiasm for Science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how Science works and its essential role in society
- acquire scientific skills, knowledge and understanding necessary for progression to further learning

## Introduction

The Combined Science course identifies the activities and experiences students will come across in everyday life, and links these to scientific ideas and their implications for society.

The course provides the opportunity to acquire the scientific skills, knowledge and understanding necessary for life as a citizen.

## What Skills will I need?

- Self motivated and eager to achieve the maximum possible
- Organised and able to work independently
- Able to research information and follow instructions
- Good ICT skills

## What could I achieve?

2 GCSEs in Combined Science to give 2 GCSE's.  
The grades could both be the same (e.g. 5,5) or one grade different (e.g. 5,4)

## How will I be Assessed?

Six written exams, 2 Biology, 2 Chemistry, 2 Physics  
1 hour 15 minutes each 70 marks available on each  
Each paper is equally weighted at 16.7%

Foundation or Higher tiers are available

Multiple choice, structured questions, closed short questions and open responses.



## What does the course involve?

1. Cell Biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Atomic structure and periodic table
9. Bonding, structure and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources
18. Forces
19. Energy
20. Waves
21. Electricity
22. Particle theory of matter
23. Atomic Structure

## Next Steps

Level 3 course including BTEC and AS/A levels  
Employment.

# Beliefs and Values

Speak to **Ms Kane, Mr Bruce or Mr Clark.**

## **Introduction**

Beliefs and Values is a combination of Religious Education, Personal and Social Education and Citizenship.

Beliefs and Values is compulsory for all students, but not examined.

## **Course Aims:**

- Support the development of physically, emotionally and socially healthy young people
- Develop essential employability skills for the 21st Century
- Reduce or remove barriers to learning, such as bullying, low self-esteem, unhealthy/risky behaviours
- Promote British values, including democracy and prepare students to become an active member of society
- Promote equality and diversity so that students respect others, as well as promoting tolerance and understanding of different religious and cultural beliefs

Although each of the curriculum areas within Beliefs and Values has its own distinct aims, objectives and subject content, it is our belief that these areas can and do complement each other and provide a well-balanced education for all our pupils. The Beliefs and Values curriculum is a fundamental element of how we cater for the spiritual, moral, social and cultural development of our students at a classroom level.

As part of the curriculum students are taught about different people's faiths, feelings and values and are encouraged to reflect on their own beliefs whilst contemplating the varying beliefs of others in a diverse world. Glossopdale School follows the Derbyshire locally agreed syllabus for Religious Studies which is complemented by the PSHE Association advised content and the National Curriculum specification for Citizenship. The Beliefs and Values curriculum seeks to cultivate students' individual fascination in learning about themselves and others. Students are routinely encouraged to share their own experiences and explore how these link to the wider world around them. High expectations are set for the promotion of tolerance, respect, understanding and appreciation of the diverse communities in which we live

Through our curriculum we aim to develop the ability to recognise the difference between right and wrong so that students are increasingly able to respect the civil and criminal law of England and in turn students develop their own moral code. In both Key Stages 3 and 4 students explore different aspects of law and the justice system. Through an inquiry-based curriculum students are given opportunities to develop their individual sense of self whilst equally recognising the importance of respecting British values and cultural diversity. In delivering the locally agreed syllabus for Religious Studies we actively ensure that students experience a number of different religions, world views and secular standpoints and have the chance to work and socialise with people from different religious and ethnic backgrounds.



# Core Physical Education

Core Physical Education

Speak to **Mr Elliot**

## Introduction

Physical Education helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

## Course aims:

PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them.



## What skills will I need?

Students will learn a range of skills. Participation in all Physical Education lessons is compulsory and students must be organised and bring PE kit to all lessons. Students will be given the opportunity to work individually and as part of a team.

## What does the course involve?

All students will have the opportunity to gain national accreditation through the UK Sports Leaders Level 1 Course. Students will also take part in a variety of competitive and non competitive physical activities. Students have the opportunity to follow pathways of different activities at various times throughout the Key Stage.

## Next steps

Continue to take part in physical activity and be equipped with the skills to lead an active and healthy lifestyle. Progression to extended activities in clubs run outside curriculum time.

## What could I achieve?

UK Sports Leaders Award - Level 1  
UK Sports Leaders Award—Level 2

## How will I be assessed?

Students produce planning and complete a log book of their leadership experiences. They are also assessed through teacher observations.



# GCSE French—Ebacc option

AQA GCSE French (8652)

Speak to Ms Cloarec



## Introduction

The need to be able to speak a language other than English is more important than ever before. If you have a language qualification, you have something extra to offer future employers and you increase your chances of getting a well paid and interesting job. French is spoken not only in France but in Canada and many North African countries and is the second official language of the European community. We may have left the EU but our ability to negotiate the best deal will be just as important. In fact, there is a great and increasing demand in the workplace for people who can speak languages other than English.

- 75% of the world's population do not speak English
- Other European countries are aiming for skills in three languages
- 60% + of British trade is with non-English speaking countries

## Course aims:

This course will enable students to hold a conversation and express your opinion on a number of topic areas. Students will learn about different aspects of life in France and other French speaking countries. Students will be taught how to express themselves in a written form using a variety of tenses and learn how the language works and can be used in a variety of practical ways.

## What could I achieve?

A GCSE qualification in French.

## How will I be assessed?

Students will sit four exams at the end of year 11. They can be examined at either Foundation or Higher Tier.

Unit 1: Listening(Foundation) (Higher) 25% of qualification

Unit 2: Speaking 25% of qualification

Unit 3: Reading 25% of qualification

Unit 4 Writing 25% of qualification

The exam can taken at either Foundation or Higher Level

## What skills will I need?

Students should have studied French at Key Stage 3 . They should be prepared to work hard and be keen to practise their spoken French.

## What does the course involve?

GCSE French is a two-year course which will build on the skills you have acquired in Years 7-9. Some of the preparatory work and topics are covered in the year 9 curriculum. Students will improve your communication skills over a wide range of topic areas including:

Theme 1: People and Lifestyle .  
Theme 2: Popular Culture  
Theme 3: Education and Work

In addition, students will be exposed to popular French music and songs as well as films to add to your wider knowledge of French Society.

## Next steps

Students achieving a GCSE French will be able to progress to:

- A Level French
- A Career in any of the following fields: Travel and Tourism, Law, Immigration and Diplomatic service, Hotel and Catering Trade, International Banking or Journalism, Manufacturing and Retail, Teaching at both primary or secondary level.

# Geography —Ebacc option

AQA GCSE Geography

Speak to **Mr Ward**

## **Course Aims:**

This qualification is designed to give students the knowledge, understanding and skills to understand the world and the processes that exist within it. Students will learn how the climate affects people and the environment, including global warming. Students will be able to understand how water has shaped our planet and the people on it. Students will be able to understand about social issues including housing, planning and development in our own country and in poorer countries.

## **What could I achieve?**

A 9-1 GCSE qualification in Geography

## **How will I be Assessed?**

Students will sit three exams at the end of year 11.

Paper 1: Living with the physical environment.

Paper 2: Challenges in the human environment.

Paper 3: Geographical applications

## **Introduction**

Geography helps us to explore and understand space and place - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them. Geography also provides an ideal framework for connecting and bringing together other fields of knowledge.

Geography is, in the broadest sense, an education for life and for living. Learning through geography – whether gained through formal learning or experientially through travel, fieldwork and expeditions – helps us all to be more socially and environmentally sensitive, better informed, and more responsible as citizens and employees.

## **What Skills will I need?**

Students will develop the ability to:

- Interpret information from a variety of resources like maps and graphs
- Consider different points of views and subsequent conflicts
- Understand how geographical patterns and landforms emerge

## **What does the course involve?**

Students who study geography will: Study three themes that are a mixture of physical and human geography supported with the use of recent and relevant case studies to assist understanding. Students will also experience two days of field work help further develop their knowledge and understanding.

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>



## **Next Steps**

Students achieving the GCSE grade could progress onto:

- A level Geography
- A variety of careers including: cartographer, volcanologist, seismologist. Meteorologist, urban planning Geography is a broad subject which teaches many transferable skills.

# History - Ebacc option

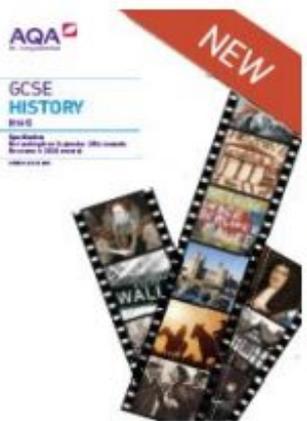
AQA GCSE History (8145)

Speak to **Ms Leckie**

## Course Aims:

The course is designed to allow the students to approach the past from the following perspectives;  
key issues, people and developments  
key features and characteristics of the periods studied  
key concepts

The qualification includes a period study, and a wider world depth study, plus a thematic study and a British depth study.



## Introduction

The GCSE History course involves students in the evaluation and critical use of historical source material, as well as teaching the content. These skills are transferable to other curriculum areas and will help to develop confident, independent learners capable of analytical thought and having the ability to write sustained, substantiated arguments.

## What Skills will I need?

- An ability to cope with reading text from all contexts and time periods
- An ability to infer or make suggestions from source material
- An ability to construct arguments and back them up with evidence
- An interest in the past!

## What does the course involve?

For Paper 1, the period study looks at the development of America between 1840 and 1895, charting the movement of the white settlers across the continent and the impact on the Plains Indians. The wider world depth study focuses on Conflict and Tension in Europe from 1918-1939, dealing with the build up to the Second World War.

For Paper 2, the thematic study is Health and the People c.1000 to the present day. This looks at the themes of public health, surgery and disease and infection and how they were dealt with over time. The British depth study looks at Elizabethan England, from 1568 to 1603.

## What could I achieve?

A 9-1 GCSE qualification in History.

## How will I be Assessed?

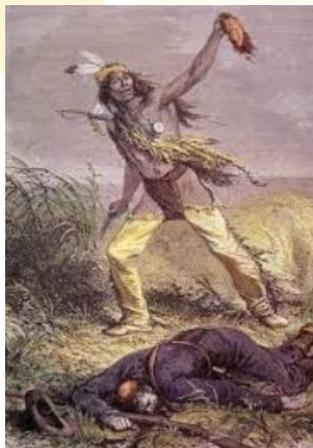
Students will sit two examinations at the end of Year 11.

### Paper 1

America 1840-1895 Conflict and Tension 1918-1939  
50% of GCSE grade

### Paper 2

Health and the People c.1000 to the present day  
Elizabethan England 1568-1603 50% of GCSE grade



## Next Steps

A Levels; employment with training.

# Art and Design

AQA GCSE Art & Design

Speak to **Miss Turner or Mr Hill**



## Course Aims:

This course aims to provide a broad understanding of the Visual Arts: the skills and techniques involved in its delivery.

- Express yourself by developing practical skills and techniques.
- Develop a better understanding of how different art forms can be created and developed.
- Experience and appreciate a wide range of artwork from different times, places and cultures.
- Develop important personal qualities of imagination, exploration and analytical skills by creating art forms.
- Discover how artists and designers create their original ideas.
- Develop your own ideas in a similar way.
- How ideas can be developed into finished outcomes that may be individual 'works of art or sculpture', or a practical solution to a design problem.
- Develop/learn good working practices.

## What could I achieve?

9-1 at GCSE level

## How will I be Assessed?

Component 1: A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Component 2: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.



## Introduction

In the world today Art & Design enters into every aspect of daily life – at the personal level of making the choice between items because of their appearance, quality and design or at the appropriateness of large public sculptures that may serve a communal purpose. What does make a 'good' design or a powerful image/painting consist of? The GCSE Art & Design course is mostly practical, hands-on and aimed at students who enjoy working with the various 2D and 3D materials available in Fine Art and Textiles and want to develop their experience.



## What Skills will I need?

Students will be given the opportunity to build upon existing skills and abilities. This course emphasises the importance of visual awareness, good craft work and the value of personal achievement.

## What does the course involve?

The building of a portfolio of work containing at least two projects which will involve the study and production of a variety of images that may be developed from direct observation skills and/or imaginative expression. Students will work in a variety of materials including watercolours, acrylic, pastel (oil + chalk), charcoal and mixed media. The work within Art, Craft & Design can be produced in any media of both 2 and 3 dimensions. Researching the work of relevant artists is an important element of the course and forms an integral part of sketchbook work along with experimenting/researching ideas that may lead to further development of the students own work



## Next Steps

There are established and very successful A-Level courses in Fine Art, and Textiles at Post 16 and these courses give entrance qualifications to Universities and Schools in general as well as for those students interested in the wide range of careers available in the areas of Art + Design: Fashion, Fine Art, Advertising, Animation, Architecture, Interior Design, Graphic Illustration, 3D Design, Presentation, Art Therapy etc.

# Art & Design : Textiles

AQA GCSE Art & Design: Textiles

Speak to **Miss Turner and Mrs Rogers**

## Course Aims:

- To enable students to understand how sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations
- Explore how ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints
- The ways in which meanings, ideas and intentions relevant to textile design can be communicated include the use of: figurative and non-figurative representations, stylisation, simplification, surface embellishment, constructional considerations and imaginative interpretation.

## What could I achieve?

9-1 at GCSE level

## How will I be Assessed?

Component 1: A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Component 2: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.



## Introduction

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? Do you enjoy making? If so, you should consider a course in textile design with AQA. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

The GCSE Textiles course is mostly practical, hands-on and aimed at students who enjoy working with the various 2D and 3D materials available.



## What Skills will I need?

A desire to create, a hands on approach and a dedication to reviewing work and building a personal portfolio.

## What does the course involve?

The textile design course offers the opportunity to develop skills over a broad range of textile and fashion techniques and applications, such as printing, weaving, knitting, mixed media, digital applications, surface design, embroidery and installation. Practical work is produced by researching and developing ideas using drawing, digital exploration, sketchbooks and worksheets, supported by critical evaluation and an awareness of contemporary and historical influences.



## Next Steps

Studying a textile design related degree at university will give you all sorts of exciting career opportunities, including:

- Textile technologist
- Colour trender or stylist
- Costume designer
- Creative director
- Digital textiles designer
- Fashion designer
- Fashion illustrator
- Fashion journalist
- Fashion stylist
- Interior designer
- Museum/gallery conservator
- Pattern cutter
- Retail buyer
- Teacher or lecturer
- Textile designer
- Theatre designer

# GCSE Business

Edexcel GCSE Business

Speak to **Mr Connolly**

## Why choose Business?

Would you like to set up your own business and be a successful entrepreneur or business person?

Have you got an interest in new products or services? Or have you got a desire to work for yourself or manage a team? Would you like to develop your accounting and financial skills? Are you interested in how countries trade and why exchange rates change?

If the answer is yes to any of these questions, then Business is the GCSE for you!

## Course aims

The course allows students to develop an understanding of business organisations and the internal and external factors that affect these. It provides them with knowledge in areas such as markets, customers, finance and competition.

Students will learn to apply their knowledge of business to different contexts ranging from small enterprises to large multinationals, and businesses operating in local, national and global markets. They will develop an understanding of how these contexts impact on business behaviour.

## What could I achieve?

1 GCSE at grade 9-1.

## What does the course involve?

The GCSE (9–1) in Business consists of two compulsory externally-examined papers.

- The first theme - Investigating a small business covers areas such as enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective and understanding the external influences on businesses.
- The second theme - Building a business covers areas including marketing, operational, financial decisions and human resources. Both themes enable pupils to understand the demands of a truly modern and evolving business environment.



## How will I be assessed?

The GCSE contains two main themes of study:

- Theme 1 '–Investigating a Small Business', with an examination including calculations, multiple choice, short answer, and extended-writing questions with a maximum of 90 Marks, 1 hour 30 minutes paper worth 50% of the total GCSE.
- Theme 2 '–Building a Business', with an examination including calculations, multiple choice, short-answer, and extended-writing questions with a maximum of 90 Marks, 1 hour 30 minutes paper worth 50% of the total GCSE.



## What skills will I need?

- The ability to work independently
- Research skills and the ability to use different sources of information
- ICT and numeracy skills
- An interest in business and current affairs
- Be able to use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements.

## Next steps

Business Studies GCSE can be useful for absolutely every job. Business Studies is particularly relevant if you want work in the Human Resources, Marketing and Finance/Accounting or Product Development department of either a small or large business. It is also extremely relevant if you want to work as an accountant, stock broker, recruitment consultant or be an entrepreneur and set up your own business.

## Next level of study:

- A-Level Business
- Level 3 Cambridge Technical Business courses
- Employment with training.

# Computer Science

OCR GCSE Computer Science

Speak to **Mr Renshaw**

## Why choose Computer Science?

- It's a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and everyday life
- Computer Science focuses on computational thinking, which develops problem solving skills that can be transferred to any subject area.

## Course aims

This qualification enables students to:

- Develop their understanding of current and emerging technologies and how they work
- Look at the use of algorithms in computer programs
- Think creatively, innovatively, analytically, logically and critically
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs

## What could I achieve?

1 GCSE at grade 9-1.

## How will I be assessed?

The GCSE contains two units of study:

1. Computer systems
2. Computational thinking, algorithms and programming.

The two units are externally assessed. These are assessed through two 1hr 30 min examination papers set and marked by the exam board. These are each worth 50% of the overall grade (100% in total). Students will also have the opportunity to undertake a programming project

## Next steps

Students achieving the GCSE award are able to progress to:

- A-Level GCE Computer Science
- Employment with training.

## Careers:

- Programmer, Games Designer, Software Developer, IT Technician, Systems Analyst, Web Designer / Developer, General careers in ICT/ Computing.

## Introduction

Computer Science is a modern, exciting subject, which encourages students to think creatively, logically and critically and to develop advanced problem-solving skills. Computer Science is now more relevant than ever as a subject. With the growth of computing technology, and a rapid expansion of the jobs market in areas such as Data Analytics and Cyber Security, the knowledge and skills developed during the course are very much in demand.

Computer Science allows students to develop a working knowledge of the technologies that form part of our everyday lives. Computer Science provides students with valuable transferable skills such as analysis, critical thinking and problem solving, along with practical experience of the software development process using industry standard programming languages.



## What does the course involve?

**Computer Systems:** An interesting and varied look at system architecture, computer networks, system security, software and legal and ethical issues.

## Computational Thinking, Algorithms and Programming:

This unit focuses on algorithms, how sound, image and video are represented in computer systems as binary and programming techniques.

## Programming project:

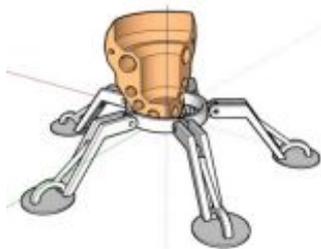
Students create solutions to computing tasks chosen from a set of options supplied by the exam board.



# Design Technology

AQA GCSE D&T (8552)

Speak to **Mr Jones**



## Course Aims:

The course aims to enable students to:

Work creatively when designing and making prototypes and products, applying technical and practical expertise.

- Recall and apply technical knowledge and designing & making principles, including a broad range of design processes, materials techniques and equipment.
- Understand the wider influences on D&T including; historical, social, cultural, environmental and economic factors.
- Confidently operate digital technology including computer aided design and manufacture.



## Introduction

Design is one of the few areas in which Britain is still a world leader. D&T is about designing products with creativity and originality, using a range of materials. It is an ideal course for anybody who enjoys designing, has a creative eye and is considering a career in product design, interior design, special effects, animation, architecture, photography, graphic design or any area of design.

## What Skills will I need?

The subject will help you to develop your:

- Creativity and innovation skills
- Problem solving and organisational skills
- Analysis, evaluation and decision making skills.
- Self motivation and determination

## What does the course involve?

During year 10 you will work through a range of practical projects and develop your skills. This not only covers the theory, but also allows you to develop your own design style for the 'design and make' project you will complete in unit 2. You will learn a wide range of graphics and practical skills including 2D and 3D drawing, working with a range of materials, soldering, computer aided design and manufacture (CAD CAM). The assessment units will be covered in year 11.

## What could I achieve?

The grades awarded are GCSE grades 9-1.

## How will I be Assessed?

Unit 1: External assessment (50%)

A 2hr written examination. It is a mixture of multiple choice, short answer and extended response questions covering; core technical principles, specialist technical principles and the principles of designing and making products.

Unit 2: Non examined assessment (NEA), 50%, internally assessed.

This is an individual practical project that showcases the skills you develop through the course. You will be assessed on investigating, designing, analysis, practical skills, evaluating and testing your ideas. You will choose the project you would like to do from a context set by the exam board at the start of year 11. This is an extended assessment that will take approximately 35 hours.



## Next Steps

You can go on to study A Level D&T, a level 3 Diploma in Engineering or a level 3 technical award in Product Design. Students who have followed this course have gone on to study degrees in product design, architecture, interior design, computer graphics, film special effects, engineering, animation, and theatre and set design or advanced apprenticeships in the fields of design or construction.

# Health & Social Care

Pearson BTEC Tech Award in Health and Social Care (L1/2)

Speak to **Mr Elliot**

## Introduction

The BTEC Tech Award in Health and Social Care has been developed in the health and social care sector to focus on education and training for health and social care learners.

It looks at the role of the health or social care worker, their relationship with patients/service users and their responsibilities towards patients/service users and the wider health and social care sector

## Course aims

The course aims to provide opportunities for health and social care learners to achieve a nationally recognised Level 1 or 2 vocationally specific qualification.

The course provides opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.



## What could I achieve?

The BTEC Tech Award is equivalent to 1 GCSE. There are opportunities to gain further GCSEs through the completion of more units.

## How will I be assessed?

The BTEC Tech Award is assessed through three components:

- Component 1/2: Components 1 and 2 are assessed through internal assessment as written assignments that are subject to external standards verification.
- Component 3: Task set and marked by Pearson, completed under supervised conditions. The set task will be completed in two hours in the period timetabled by Pearson.

This award includes one externally assessed unit. This will assist learners as they progress either into higher levels of vocational learning or to related academic qualifications, such as GCEs.

The assessment approach for the two internally assessed units in the qualification structure enables learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment criteria.

## What skills will I need?

Delivering presentations in class, completing assignments within deadlines and managing personal study time are all ways of developing the communication, management and negotiation skills that are valued so highly in the workplace.

## What does the course involve?

Three mandatory units covering the following topic areas:

- Component 1: Human lifespan development - Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Internally assessed.
- Component 2: Health and Social Care services and values - Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. Internally assessed.
- Component 3: Health and wellbeing - Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan. Externally assessed.



## Next steps

- BTEC National qualifications (Level 3), Cambridge Technical Qualifications at level 3 and A Levels.
- Careers: The course equips you with the skills to work in any area of Health or Social care depending on the optional units you choose.

# Hospitality and Catering

EDUQAS L1/2 Hospitality and Catering

Speak to **Mrs Rowley or Ms Hunt**



## Course Aims:

By studying hospitality and catering Students will:

- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the food related causes of ill health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- Demonstrate knowledge and understanding of how the catering industry operates
- Develop a deeper understanding of job roles and career opportunities within the hospitality and catering industry
- Be able to propose hospitality and catering provisions to meet specific requirements
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas

## What could I achieve?

The students will be graded on a Level 1 pass to Level 2 Distinction\* scale. Level 2 Distinction\* is the highest grade.

## How will I be Assessed?

Unit 1 The Hospitality and Catering Industry

Exam taken online and lasts 90 minutes. This is worth 40%.

Unit 2 Hospitality and Catering in Action

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations.

## Introduction

This exciting course from Eduqas (WJEC) offers a level 1 or 2 in Hospitality and Catering. It will equip learners with the knowledge, understanding and skills required to cook and also to apply the principles, of nutrition and healthy eating within the context of the Hospitality and Catering Industry. Following this qualification will encourage learners to cook independently and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

## What skills will I need?

Good proficiency in literacy and numeracy. An aptitude for working with ICT hardware and software. Be very motivated and able to work independently and effectively as part of a team. To be able to effectively communicate with others. To show a reasonable level of practical skills and good organisational skills. To have a basic love and enjoyment of food and practical lessons.

What does the course involve?

Students will study the following areas

1. The environment in which hospitality and catering providers operate
2. How the industry operates
3. Health and safety
4. Food commodities.
5. Principles of nutrition
6. Diet and good health
7. Where food comes from
8. Cooking and food preparation

Assessment 1: The hospitality and catering industry. The students will study the hospitality and catering industry including how the industry operates, jobs within the industry, how the principles of nutrition, health and safety requirements and how the industry has to change to meet specific requirements. There will be an online exam on this.

Assessment 2: Hospitality and catering in action. The students will be given a brief, they have to plan, prepare and cook two dishes and accompaniments to match that brief. They will be assessed on their knowledge, creative and cooking skills.

## Next Steps

This subject will offer opportunities for progression through a variety of routes in further education.

- Advanced Level Food Technology Diplomas and training.
- Modern Apprenticeships or employment opportunities such as Teaching and Food Product Design.
- Routes into food design and technology industry
- Health care, dietician, nutritionist routes

# Creative iMedia

Cambridge Nationals in Creative iMedia (L1/2)

Speak to **Mr Renshaw**

## Course aims:

This qualification encourages students to:

- Understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the media industry and more widely
- Design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

## What could I achieve?

1 vocational qualification certificate equivalent to a GCSE.

How will I be assessed?

The mandatory units of Creative iMedia in the media industry (R093) and Visual identity and digital graphics (R094) underpin the qualification and reflect key industry understanding and skills.

The Creative iMedia in the media industry unit (R093) is assessed through a written examination (1hr 30mins) and contributes 40% of the marks for the qualification.

- Students must then complete two Non-exam assessments:
- Visual identity and digital graphics (R094): This is a mandatory unit focussing on the importance of visual identities and digital graphics for businesses and organisations. This is worth 35% of marks for the qualification.
- One optional unit from the following: Characters and comics, animation with audio, interactive digital media, visual imaging and digital games. This is worth 25% of marks for the qualification.

## Next steps

Students achieving the GCSE award are able to progress to:

- BTEC Level 3 Media
- Employment with training

## Careers

- Programmer
- Games Designer
- IT Technician
- Systems Analyst
- Web Designer / Developer
- General careers in ICT/ Computing.

## Introduction

Digital and creative media is now at the forefront of most business sectors, from sports teams to social media platforms. There is huge demand for a skilled and digitally literate workforce. Currently, three of the top ten jobs in the UK list a specific career in ICT. As computers become ever more integrated into the everyday life of different organisations, developing creative and ICT based skills is becoming ever more important.

These are just a few of the reasons why you might choose Creative iMedia as an option at KS4. This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts.



## What skills will I need?

- The ability to read and interpret information
- Basic computer and technology skills including using computers and other technology e.g. phones and cameras
- The ability to complete assessments to a deadline
- Good literacy and writing skills when completing assessments.

## What does the course involve?

- Understanding the different sectors, roles and products and in the media industry
- Understanding how to effectively design products based on audience and purpose, taking into account layout, style and content
- Learning the planning process involved before digital media products are created
- Understand how digital media is distributed
- Understand the purpose of visual identities, and how these are created with reference to the properties of digital graphics
- Developing digital media products such as graphics, characters, comics, audio sound sequences, animations and visual images
- Learning the creation process involved in developing digital products.

Cambridge Nationals in ICT (L1/2)

Speak to **Mr Renshaw**

### Course aims:

This qualification encourages students to:

- Develop students' understanding of ICT in various contexts, including business and personal use.
- Equip learners with the technical skills needed to create digital solutions.
- Foster problem-solving and critical thinking skills applicable to ICT challenges.

### What could I achieve?

1 vocational qualification certificate equivalent to a GCSE.

How will I be assessed?

- Unit 1: ICT in Society On-screen examination: 1 hour 20 minutes 40% of qualification
- Unit 2: ICT in Context Controlled assessment: 40 hours 60% of qualification. This unit is internally assessed through controlled assessment. Learners will undertake a series of set tasks that are to be applied to a prescribed context set annually by WJEC

### Next steps

Students achieving the award are able to progress to:

- BTEC Level 3 IT or Computer science
- Employment with training.

Careers

- IT Technician
- Database manager
- Systems Analyst
- Web Designer / Developer
- General careers in ICT/ Computing.

This qualification is beneficial for all future career paths that require basic ICT skills.

### Introduction

Choosing the WJEC Level 1/2 Vocational Award in ICT is a fantastic opportunity for students who want to combine practical skills with an understanding of how technology is used in the real world. This course offers a hands-on approach, allowing you to create digital solutions, work on exciting projects, and gain skills that are highly valued in today's tech-driven world. Whether you're designing digital graphics, planning projects, or solving real-world ICT challenges, this course provides a strong foundation for further study or a career in the booming tech industry. With a mix of coursework and exams, you'll have the chance to demonstrate your abilities in ways that suit different learning styles. If you're interested in technology and want a qualification that opens doors to creative, technical, and business opportunities, ICT is the perfect choice!



### What skills will I need?

- The ability to read and interpret information
- Basic computer and technology skills including using computers and other technology e.g. phones and cameras
- The ability to complete assessments to a deadline
- Good literacy and writing skills when completing assessments.

### What does the course involve?

- Learning how IT can be used to fulfil the needs of organisations and individuals
- Learning how data and information is used and transferred
- Learning the legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity
- Planning, creating, modifying and using
  - databases
  - spreadsheets
  - automated documents
- Planning, creating, manipulating and storing images

# Music

EDUQAS GCSE Music

Speak to **Mr Bousie or Mrs Thornton**

## Course aims:

GCSE Music is a course that focuses on developing practical music making skills (performing and composing), but also equally develops the listening and analytical skills required to study music at a higher level and become a well balanced all round musician.



## What could I achieve?

The qualification you will achieve is a GCSE graded 9-1.

## How will I be assessed?

You will produce an ensemble OR ensemble and solo performance recorded at any time during the course. This Unit is worth 30% of the overall mark and is assessed by your teacher and moderated by Eduqas

You will produce two compositions which will be assessed by your teacher and moderated by Eduqas. This Unit is worth 30% of the overall mark.

You will complete a listening and written examination (1 hour and 15 minutes in length) based on pieces and styles that you have studied during the course. This Unit is worth 40% of the overall mark. and is set and marked by Eduqas



## Introduction

The course is an excellent combination of developing musical skills through performing, composing and listening to and appraising a wide variety of music.

## What skills will I need?

Students should already be studying a musical instrument or voice. Good performance skills will be an advantage, although these will be developed during the course. A certain amount of creative skill will be required for composition tasks. You should have good listening skills and be prepared to listen and study a wide range of music.

## What does the course involve?

Students must study 3 units:

- Component 1: Performing - A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice. Total duration of performances: 4-6 minutes
- Component 2: Composing —You produce two compositions: 1 set to a brief and 1 free composition. The combined length of the two pieces should be between three and six minutes.
- Component 3: Appraising—Listening and Appraising (40%) - 1 hour 15 minute examination where you respond to questions based on the set musical works covered in this unit.

## Next steps

A Level Music or A Level/BTEC National Diploma in Music Technology. Degree in Music or Music Technology. The course could be the starting point for a career in the music profession as a performer, teacher, composer or working in the recording industry or media.

# Performing Arts (Acting)

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Drama)

Speak to **Ms Oliver**

## Course aims:

Component 1- Exploring the Performing Arts: Students will observe and reproduce existing repertoire from professional artists. It offers an appreciation of 'method acting', as well as other practitioners such as Brecht & Frantic Assembly.

Component 2- Developing Skills and Techniques: Here students will gain valuable acting performance and technical skills in a range of styles which they will then apply in performance. Students will learn to reflect on their performance for further improvement. This unit develops students into sound public performers, as well as encouraging confidence, enthusiasm, self esteem, conversation and social skills.

Component 3- Performing to a Brief: Students work in groups of between 3 and 7 members to create a performance based on a set brief.

## What could I achieve?

BTEC Level 1/Level 2 Tech Award in Performing Arts. At PASS, MERIT, DISTINCTION Level

## How will I be assessed?

The course has two internally assessed components, and one that's externally assessed:

**Exploring the Performing Arts:** 30% through internally assessed assignments.

**Developing Skills and Techniques:** 30% through internally assessed assignments.

**Performing to a Brief:** 40% this is an externally set task where students respond to a brief and must create a group performance piece within a set time frame. The work is marked by an external examiner.



## Introduction

The Edexcel BTEC Tech Award in Performing Arts has been designed to provide a vocational educational base for training, further education and employment within the performing arts sector or other employment that requires strong communication skills. The qualification will develop students' abilities in Performing Arts—Acting.

## What skills will I need?

To take this course students need the following personal qualities:

- A willingness to try new skills and techniques.
- An ability to work with others.
- Creativity and imagination.
- Enthusiasm.
- An ability to focus.
- A degree of confidence

## What does the course involve?

- As the BTEC Tech Award in Performing Arts is a practical introduction to life and work in the industry, students will explore the sector while:
- developing a specific Actor's toolkit, with a variety of skills and techniques
- devising and delivering an Actor workshop performance
- analysing, evaluating and enhancing their acting skills. Students are expected to participate in acting events such as workshops, shows and festivals



## Next steps

Students can continue onto A level, BTEC (Level 3) or apprenticeship.

**Careers:** In a workforce that is highly competitive, the growing industries require soft skills such as the excellent communication skills drama can give. Drama gives a solid grounding for any career that requires communication with others. Past students have gone to train as doctors, nurses, hairdressers, actors, set designers, solicitors, writers, social workers, teachers, electricians and childcare workers to name a few

# Performing Arts (Dance)

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Dance)

Speak to **Ms Nevin**



## Course aims:

Everyone taking this qualification will study three components, covering the following content areas:

**Exploring the Performing Arts** - developing an understanding of dance in the performing arts including the work of professional choreographers and the processes used to create performance.

**Developing Skills and Techniques in the Performing Arts** - development of performing arts skills and techniques through the reproduction of professional dance repertoire.

**Responding to a Brief** - contributing to a workshop dance performance as either a performer or designer in response to a given brief

## What could I achieve?

A BTEC Tech Award in Performing Arts (Dance)



## How will I be assessed?

The course has two internally assessed components, and one that's externally assessed:

### **Exploring the Performing Arts**

Weighting: 30% through internally assessed assignments.

### **Developing Skills and Techniques**

Weighting: 30% through internally assessed assignments.

### **Performing to a Brief**

Weighting: 40%. This is an externally set task where students respond to a brief and must create a group performance piece within a set time frame. The work is marked by an external examiner

## Introduction

This course prepares young people for careers in Performing Arts and will provide a broad educational base for further training, further education or for employment within Performing Arts or Dance. It motivates learners via applied learning and assessment

## What skills will I need?

Students opting for this course must have a committed and disciplined approach to the subject in order to meet the assessment criteria. This includes full participation in all dance lessons and good organisation of dance kit. A range of dance styles are studied and so students must be willing to try different types of dance. Students should be able to work well as part of a team in order to help choreograph pieces and organise specific dance events.

## What does the course involve?

As the BTEC Tech Award in Performing Arts is a practical introduction to life and work in the industry, students will explore the sector while:

- Developing specific dance skills and techniques
- Devising and delivering a dance workshop performance
- Analysing, evaluating and enhancing their dance skills. Students are expected to participate in dance events such as workshops, shows and festivals.

## Next steps

After completing the course, students can continue on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships. What's more, the transferable skills students master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and future.



# Sport

BTEC First Award Sport

Speak to **Mr Elliott or Mr Costello**

## Introduction

The BTEC First Award provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

## Course aims

The aims of the course are to:

This course will open your eyes to the amazing world of sports performance. You have the chance develop wide-ranging knowledge into the how and why of physical activity and sport. You can learn how to improve your performance through application of the theory. BTEC Sport is about learning through a range of different contexts and the impact sport has on both ours and others' everyday lives. You will learn the reasons why we do things, why some people outperform others. You will delve into the principles behind how we can improve our fitness and performance.

## What skills will I need?

Students opting for this course must have a committed and disciplined approach to the subject and ideally play competitively in a sports team outside of the school in order to meet the assessment criteria. This includes full participation in all Physical Education lessons and good organisation of PE kit. A range of sports are studied therefore students must be able to adapt to different types of activity. Students should also be able to work well as part of a team in order to achieve good coursework grades.

## What could I achieve?

BTEC Grades: Pass-Distinction\*

## How will I be assessed?

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on. For the assessment for Unit 3: Applying the Principles of Personal Training, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole. The assessment for Unit 1: Fitness for Sport and Exercise is an onscreen examination.



## Next steps

Students can progress onto:

- Level 3 BTEC Sport
- AS/A Levels



# Psychology

AQA GCSE Psychology (8182)

Speak to **Miss Geary**



## Course aims:

This engaging and effective qualification introduces you to the fundamentals of psychology, developing critical analysis, independent thinking and research skills.

The course aims to develop an awareness of why psychology matters and enables you to acquire knowledge and understanding of how psychology works within society.

You will develop an understanding of the relationship between psychology and the social, scientific and contemporary issues in everyday life.

You will develop an understanding of ethical issues in psychology and develop a critical approach to scientific evidence and methods.

## What could I achieve?

GCSE Psychology grades 9-1

## How will I be assessed?

Students will sit two examinations in Year 11.

**Unit 1 Cognition and Behaviour** worth 50% of the final GCSE grade, 100 marks in 1 hour 45 minutes.

**Unit 2 Social Context and Behaviour** worth 50% of the final GCSE grade. 100 marks in 1 hour 45 minutes.

Each written paper lasts 1 hour 45 minutes and there are two papers to sit at the end of Year 11.

Assessment will consist of a variety of questions from multiple choice through to extended writing tasks.

## Introduction

A GCSE course in Psychology introduces you to the incredible world of Human Behaviour looking at topics such as memory, perception, development, social influence, language thought and communication and brain and neuropsychology. Psychology is a scientific study of behaviour and so the course will also consider research methods, data analysis and other aspects of scientific research. You will consider some of the fascinating research that has been done to try and answer the question 'Why do we do that?' and will see how the research findings are applied to everyday real-life situations.

## What skills will I need?

This course will suit people who have an interest in what makes people tick; people who observe their own and others' behaviour and think, "I wonder why----?". It will suit those who have a mature, reflective outlook and are willing to persevere at something initially unfamiliar.

## What does the course involve?

The course is divided into two units, Cognition and Behaviour and Social Context and Behaviour. There is scope for conducting small experiments and surveys, however the majority of the lessons are classroom based using textbooks and the internet to learn about the psychological approaches and research. You will read about and evaluate famous research studies that have been carried out to help us understand the causes of behaviour and see how this understanding can be applied to improve people's lives.



## Next steps

Students who study GCSE Psychology often go on to study it at A level or university, or transfer to subjects such as Law, Health and Social Care or Sociology. The careers available in this field are wide ranging and include Clinical Psychologists, Sports Psychologists, teachers and Police Officers. Visit [www.bps.org.uk](http://www.bps.org.uk) to find out more.

NB You do not need to study the GCSE in order to take Psychology at A Level.

# Religious Studies

AQA GCSE Religious Studies A (Full Course)

Speak to **Ms Kane, Mr Bruce or Mr Clark**

## Course Aims:

The specification aims to enable students:

- To develop knowledge and understanding of religious beliefs and practices.
- To construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- To reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life.
- Demonstrate knowledge and understanding of two religions and their common and divergent views.
- Apply knowledge and understanding in order to analyse questions related to religious beliefs and values.

## What could I achieve?

GCSE Grades 9-1

## How will I be Assessed?

Students will take 2 examinations of 1 hour and 45 minutes each at the end of a two year course.

**Component 1:** The study of religions: beliefs, teachings and practices of Buddhism and Christianity.

**Component 2:** Thematic studies

Theme A: Relationships and families.

Theme B: Religion and life.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

For each exam... it has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks, which means students who would ordinarily struggle in exams can master this technique easily.

## Introduction

RS provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, issues of right and wrong, and what it means to be human. It develops students' knowledge and understanding of Christianity and Buddhism in relation to the topics we study. The course also explores non religious beliefs, such as atheism and humanism.

## What Skills will I need?

To be able to consider, enquire, reflect, analyse, interpret and evaluate issues.



## Next Steps

- Religious Studies goes really well as an option with Sociology due to the overlaps between themes.
- Students who study Religious Studies often go onto to study it at A level or University. The range of skills gained from the programme of study will support your learning in other humanities subjects such as History, Geography, English, Philosophy, Law, Sociology, Psychology or Politics.
- Careers: The course gives students the opportunity to develop skills in evaluation and consideration of issues from a range of perspectives. These skills are highly valued by a range of employers, such as the public services and the caring professions.

# Sociology

AQA GCSE Sociology (Full Course)

Speak to **Ms Kane and Mr Clark**



## Course aims:

GCSE Sociology helps to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, you will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues



## Introduction

Sociology is the study of how society is organized and how we experience life. Sociologists have conducted much ground-breaking research in major social issues such as poverty and crime. If you become a Sociology student you will not be provided with quick answers but what you will discover is how to think about these issues for yourself.

## What skills will I need?

This course will suit people who have an interest in why people behave the way they do; what influences our behaviour. It will suit those who are curious about why there are differences in behaviour e.g. why are some people more likely to do well at school than others or why are some people more likely to commit crime than others?

## What does the course involve?

Many students study Sociology for the personal enrichment it brings them, broadening their minds and enabling them to see their world in new and interesting ways. If you choose to study Sociology you will gain a range of very valuable skills; for example, you will learn how to work independently; you will learn how to find information, extract what is important from it and turn it into an argument.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

## Subject content

1. The sociological approach
2. Social structures, social processes and social issues

## What could I achieve?

GCSE Grades 9-1.

## How will I be assessed?

Paper 1:

- The sociology of families and education
- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Written exam: 1 hour 45 minutes

Paper 2:

- The sociology of crime and deviance and social stratification
- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Written exam: 1 hour 45 minutes

## Next steps

With newly acquired skills and insights into the workings of society it is not surprising that a wide range of employers see a Sociology qualification as being highly relevant; many students decide to continue their Sociology studies at A Level and then beyond to university to study a degree or postgraduate qualification in the subject.

# What happens next?

## Key Dates

09/01/26	Y9 report
19/01/26	Options process letter home
21/01/26	Options process assembly
30/01/26	KS4 options booklet available online
25/02/26	Taster Day 1 (9AB)
04/03/26	Taster Day 2 (9CD)
12/03/26	Option evening
13/03/26	Options selections form opens in Student Portal & MCAS app
20/03/26	Deadline for options form to be completed through Student Portal & MCAS app
15/05/26	Final offer

There are a range of activities and sessions available to students in order that they may access information, advice and guidance regarding their option choices.

## The Key Stage Options Evening

We encourage parents and students to attend our Key Stage 4 Options Evening on Thursday 12th March. During this evening you will be able to speak to subject teachers regarding the content and requirements of courses, see examples of coursework and examination papers and have any queries regarding Key Stage 4 subjects answered.

## The Options Form

On Friday 13th March students will be able to access their Options form online via Student Portal or through the Student Portal app.. Parents will also be able to see the form and your child's choices through the MCAS app. Parents will have the opportunity to comment on the selections your child has made.

**Option forms must be completed NO LATER than Friday 20th March 2026**

## Analysing Choices

Once the options forms are received, we take everyone's choices and create options blocks which allow the majority of students to get their first choices. Where subject courses have low numbers the course may not run. All courses may be subject to change based upon changes to specification, Government changes and in some cases the content or type of course may change to reflect the cohort of students.

A senior member of staff will interview any student who has not received their first choice and we will agree to another choice. Parents will be informed of these interviews.

A letter will be sent home confirming the final option allocations.

# Frequently Asked Questions

**Q: Will I definitely get my first choice?**

**A:** Whilst most students will get their first choice there will be some who do not. This is because we will create the blocks in order to meet the majority of students' choices. A subject in the timetable at the same time as another subject would mean that a student cannot follow both courses.

**Q: Why do you do it this way? Wouldn't it be better to make the blocks first?**

**A:** Some schools do this but it means that some combinations of subjects don't run together. By setting the blocks before students make the choices we would cut off some combinations that some students might want unnecessarily. By creating the blocks this way we know there will be some disappointed students, however, the vast majority will get their first choice.

**Q: If I take a vocational course (like a BTEC) does it mean that I can't go to university?**

**A:** No, this is not the case. Some universities would prefer BTECs while others prefer A-level courses. In most cases taking a BTEC in Year 10 and 11 will not prevent you from taking A-levels at Post 16. It really does depend on the course you want to take at university. A good guide for information about this is the "[Russell Group Informed Choices](#)" booklet produced by the Russell Group (the UK's 20 leading universities). Additionally the "Which Guide to University" has helpful information and can be found at [www.which.co.uk/university](http://www.which.co.uk/university)

**Q: What happens if I start a course and don't like it?**

**A:** We will discuss option choices with students and parents and carers during Year 9. The most important part of this process is finding a curriculum that suits each student at the school. We spend a long time in Year 9 getting the choices right, partly because every lesson at KS4 is needed. For this reason it is unlikely that students can change options once they have begun Year 10.

**Q: Are there courses that are not on the list?**

**A:** We sometimes find that it is necessary to find courses for individual students which are provided by people outside of the school. These courses are usually designed for students with very specific needs in order to ensure that they can make progress into a relevant career.

**Q: I'm not sure what job I want to do so how can I make sure I pick the right subjects?**

**A:** It is important to ensure that students select subjects that they are interested in, in order to ensure that they receive a broad, balanced curriculum. Students can request a careers interview if they wish, which may help in the decision making process. To arrange the, speak to Mrs Gadsby or Ms Nevin.

## Options Form

The online options form will be available for completion between 13th March 2026 and 20th March 2026. There is no difference between completing the form on the 13th or on the 20th, all choices made before the deadline passes are treated equally.

The form can be accessed through the Student Portal, the Student Portal app or MCAS.

- In the Student Portal or Student Portal app or MCAS, select "Options" and open the options form. Instruction will appear on screen to follow.
- In the "Additional Choices" group the order of the selections is important - the most preferred course needs to be chosen as preference 1.
- The form will not allow you to move on if the requirements below have not been met:
  - You must choose one course from the EBacc subjects (French, Geography or History)
  - You must choose 3 courses in order of preference from the additional courses subjects
  - You must choose 1 reserve course from the additional courses subjects
  - You can not select the same subject twice
  - You can not choose both Art and Textiles
  - You can not choose both ICT and iMedia
  - You will get an opportunity to review your choices.
  - The form can be saved for later, but can only be submitted once - please do not submit until you are sure!
- Changes can be made through Student Portal or Student Portal app or MCAS, it doesn't matter which the form was started in.

In MCAS, there is an option to add comments. This is not possible through the Student Portal or Student portal app. If you are having difficulties accessing the form, please see your tutor, Head of Year, Year Manager, Dr Coimbra, Ms Geary or Mrs Jesson for support.

# Courses, Boards and Specifications

- Art (GCSE): [AQA Course 8201 Art & Design Website](#) Students can study a Fine Art or a Textiles route - this needs to be selected on the form
- Business (GCSE): [Edexcel Course 1BSO Subject Guide](#)
- Computer Science (GCSE): [OCR Course J277 Website](#)
- Creative iMedia (Vocational): [OCR Course J834 Website](#)
- Design Technology (GCSE): [AQA Course 8552 Design Technology Website](#)
- English Language (GCSE): [AQA Course 8700 specification at glance](#)
- English Literature (GCSE): [AQA Course 8702 specification at a glance](#)
- French (GCSE): [AQA Course 8652 French Website](#)
- Geography (GCSE): [AQA Course 8035 Geography Website](#)
- Health and Social Care (Vocational): [Edexcel BTEC Tech Course Health & Social Quick Guide](#)
- History (GCSE): [AQA Course 8145 History Website](#)
- Hospitality and Catering (Vocational): [WJEC Eduquas Course 5409 Hospitality & Catering Flyer & Learner Guide](#)
- ICT (Vocational): [WJEC Eduquas Course 5539 ICT Flyer](#)
- Music (GCSE): [WJEC Eduquas Course C6600S Website](#)
- Performing Arts - Acting [Edexcel Course RPA3 Website](#)
- Performing Arts - Dance [Edexcel Course RPD3 Website](#)
- Psychology (GCSE): [AQA Course 8182 Psychology Website](#)
- Religious Studies (GCSE): [AQA Course 8061 Religious Studies Website](#)
- Separate Sciences (GCSE) [AQA Course 8461 Biology Website](#), [AQA Course 8462 Chemistry Website](#), [AQA Course 8463 Physics Website](#)
- Sociology (GCSE): [AQA Course 8192 Sociology Website](#)
- Sport (Vocational): [WJEC Eduquas Course Sport & Coaching Principles Flyer](#)
- Statistics (GCSE): [Edexcel Course 1ST0 Course Guide](#)