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KS4 Options Pathway Guide

This Options Pathway Guide outlines the three routes available to students as they begin to personalise their learning journey at Key Stage 4. Every student has been assigned to a recommended pathway. If a student would like to consider a different pathway they should talk to their form teacher in the first instance. Each pathway has a different focus and is designed to support students in achieving their best possible outcomes.

Our SENCO will work with students and parents where a full suite of options may not be the most appropriate pathway to design a bespoke package of support. If you have concerns about your child's SEND needs, please contact sburns@stocksbridge-mlt.co.uk to discuss.

How are GCSEs graded?

GCSEs in England have a 9 to 1 grading scale, to better differentiate between the highest performing students. Grade 9 is the highest grade and will be awarded to fewer students than the old A*.

The old and new GCSE grading scales do not directly compare but the bottom of grade 7 is aligned with the bottom of grade A; the bottom of grade 4 is aligned with the bottom of grade C; and the bottom of grade 1 is aligned with the bottom of grade F.

The DfE recognises grade 4 as a 'standard pass', a grade 5 as a 'strong pass' for further education i.e. College; this is the minimum level that students need to reach in English and Maths, otherwise they will need to continue to study these subjects as part of their post-16 education. There is no re-take requirement for other subjects. The courses are much more academically demanding and will be assessed by examinations at the end of Year 11 only.

What are Vocational Qualifications?

All the KS4 courses that we offer at Stocksbridge High School are Level 1 and Level 2. Both GCSE and vocational (BTEC, OCR Nationals and WJEC Vocational Awards) can enable you to access college courses at Level 3 and above.

To study A-Levels you will be expected to study certain academic subjects, so please check before you decide on your options.

Each assessment draws on real-life scenarios so students can:

- demonstrate the knowledge, skills and best-practice behaviours in the sector they've developed throughout the course,
- apply this knowledge, skill and behaviour in context.
- In line with DfE criteria, there is a combination of internal and external assessments:
- practical assignments (set and marked internally by the school within a time frame set by the exam board)

- one task-based assessment (set and marked externally by the exam board).

Vocational qualifications have specific level 1 and level 2 gradings. They are Pass-Merit-Distinction grading familiar to all exam boards and award

- three grades at level 1 – Pass, Merit, Distinction
- four grades at level 2 – Pass, Merit, Distinction, Distinction*

Qualification Grading

GCSE Grade	Level	BTEC Qualification Grade
9	2	Level 2 Distinction*
8		
7		Level 2 Distinction
6		Level 2 Merit
5		
4		Level 2 Pass
3	1	Level 1 Distinction
2		Level 1 Merit
1		Level 1 Pass

How should I make my choices?

Choose your subjects carefully by considering the following:

- Use your Report information to choose subjects you enjoy, that you are going to be successful in.
- We would suggest you balance your choice by choosing from different areas.

Expression of interest does not guarantee a place on the KS4 course.

We will discuss any alternative subjects with you should this be necessary.

All subjects on offer are subject to staffing and group numbers. We reserve the right to withdraw a subject offer if staffing and choices are not viable for the school.

Attendance, progress and attitude to learning will be considered when allocating subject choice.

Guidance interviews will be offered to all Year 9 students through form tutors.

Advice will be offered regarding potential aspirations career pathways and combinations of subjects.

How can I help my child to choose?

If you want to give your child a helping hand, there are practical ways of supporting them as they make up their mind about the subjects they will study.

- Encourage them to start thinking about the kind of person they are. What interests them? What do they want to do in the future? For example, are they creative, technically minded or a good support for other people? Talk about how this might affect their choice of subjects and, later on, work.
- Help them make a list of the subjects they enjoy and those they think would take them in the right direction for the work they want to do. Check that your child is choosing subjects for the right reasons.
- There are many places young people can go to for information and advice. Point your child in the direction of Sheffield Futures and encourage them to speak to teachers and do some research on the internet.
- Of course, there might be instances when you disagree about what subjects your child should take. Try to listen to the reason they give for choosing a subject and support their long-term goals. If you are keen for your child to go into a specific kind of work, ask yourself if it is right for them.
- Attendance at school is crucial if your child is to fulfil their potential at KS4. We need them to be in lessons if they are to achieve success. Some subject choices have a requirement for attendance, and this may have a bearing on subject allocation.

What about Post-16 pathways?

The table below highlights some examples of the recommended subject choices for different career pathways. The recommendations below are based on The Sheffield College career guidance. These should be considered in conjunction with research into University and employment routes. Students will be able to gain more knowledge of career routes and relevant subject choices during subject presentations, options interviews and at the Pathways & Options Evening.

	Progression Pathways	Post-16 Subjects You Need	Other Suggested Subjects	Recommended GCSE and Level 2 BTEC Course Choices
STEM (Science, Technology, Engineering, Maths) (Any students wishing to pursue medical, veterinary or dentistry routes must have at least two strong grades in Science)	Engineering	Maths, Physics	Chemistry, Computing, Electronics, Further Maths, Product Design	Engineering Computer Science MFL
	Medicine & Dentistry	Biology, Chemistry	Maths, Physics, Psychology	MFL
	Veterinary	Biology, Chemistry	Maths, Physics, Psychology	MFL
	Allied Medical Professions	Dependant on role	Biology, Chemistry, Health & Social Care, Philosophy & Ethics, Psychology, Sociology, Sport / Sport & Exercise Science	BTEC Sport Health and Social Care MFL Performing Arts
Enterprise & Legal Professions	Enterprise & Accounts	Dependant on role	Accounts, Enterprise, IT, Maths	Computer Science MFL
	Law & Politics	Dependant on role	Enterprise, English Language, Gov't & Politics, History, Philosophy & Ethics, Psychology, Sociology	History MFL
	Retail Marketing &	Dependant on role	Accounts, Enterprise, IT, Maths, Psychology	Computer Science MFL
	Events Staging & Management	Dependant on role	Enterprise, Electronics, Media, Theatre Studies, Travel and Tourism	Performing Arts Art MFL Hospitality & Catering
Professional Studies / Social Sciences	Teaching	Select at least one Curriculum Subject	Biology, English, Geography, Health & Social Care, History, Maths, Sociology	Health and Social Care Science History Geography BTEC Sport, Activity and Fitness MFL
	Geography & Environmental	Geography	Biology, Chemistry, Gov't & Politics, Product Design, Sociology	Geography Engineering MFL
	Journalism, English &	English Language	English Lit, Film Studies, Gov't & Politics, History,	History Digital

	Media		Media, Photography, Theatre Studies	Information Technology MFL Photography
	Research	Dependant on role	English, Geography, History, Philosophy & Ethics, Sociology	Geography History Health and Social Care Computer Science MFL
	Psychology, Criminology & Forensics	Chemistry and /or Psychology	Biology, Health & Social Care, Sociology	Health and Social Care MFL
Creative Arts & Digital Media	Creative and Performing Arts	Dependant on role	Dance, History, English, Film Studies, Media, Textiles, Theatre Studies	Performing Arts Art/Photography History MFL
	Creative & Digital Media	Dependant on role	Art / Graphics or Photography, English, IT, Media, Textiles	Art/Photography Computer Science Digital Information Technology MFL

Keeping your options open

Most employers expect young people in the job market to have qualifications in English and Maths. They will also look for employees who have:

- Studied a range of subjects between the ages of 14 and 16
- Got good grades
- Been enthusiastic about what they have studied.
- Good attendance.

There are exceptions. If your child is thinking about a scientific or medical profession, for example, they might have to take certain GCSEs to gain access to a particular A-level programme.

In most cases, it's a good idea for young people to keep their options open and study a broad range of subjects – subjects they enjoy. This way, they will have more choice when it comes to deciding on courses and jobs in the future.

Remember...

... not all subjects have to be directly related to work. Pure enjoyment is a good enough reason for choosing to study something.

Overview of Pathways

Pathway	Colour	Focus	Who is it for?
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Purple Pathway – Triple Science	Purple	Separate GCSEs in Biology, Chemistry & Physics	High-attaining students with strong science performance and interest
Orange Pathway – EBacc	Orange	Academic route including a language & a humanity	Students aiming for full EBacc suite
Blue Pathway – Flexible	Blue	Broad mix of academic & vocational choices	Students wanting bespoke and balance

All students in Higher Tier Maths groups will complete an additional GCSE in Statistics.

Purple Pathway – Triple Science

This pathway has been recommended to students who have been identified as being particularly strong in Science. This pathway includes 3 GCSEs in each of the science subjects: Chemistry, Physics and Biology.

In this pathway, students will study for 3 GCSEs, taking up one of the option choices. Students choose 2 options from all of the subjects on offer.

Students can build their own EBACC (English Baccalaureate) in this pathway by selecting either History or Geography AND either French or Spanish.

Core Subjects

- GCSE Biology
- GCSE Chemistry
- GCSE Physics
- English Language
- English Literature
- Maths
- Core PE
- Life +/-RE

Choose 2 subjects from the following options

History
Geography
French
Spanish
Art
RE
Computer Science
Engineering
Hospitality and Catering
Health and Social Care
Sport

Photography
 Performing Arts
 Music
 Digital Information technology

Core Subjects (All students)	Option 2	Free Option – Choose 2 from any of the following
English Maths GCSE Biology - GCSE Chemistry - GCSE Physics PE (core) Life+/RE	History Geography French Spanish Computer Science	Art RE Computer Science Engineering Hospitality and Catering Health and Social Sport Photography Performing Arts Music Digital Information technology

Orange Pathway – EBacc

Students recommended for this pathway have been identified as being strong in Languages (French or Spanish) and Humanities (History or Geography).

In this pathway you will choose from EITHER French or Spanish (the one you have studied at KS3) or Computer Science AND EITHER History or Geography.

You will then have a choice of ONE option from all other subjects.

This pathway provides an academic route with the flexibility to tailor your choices to your strengths and interests.

Core Subjects:

- English Language
- English Literature
- Maths
- Combined Science
- Core PE

A choice from

- History or Geography
- French or Spanish or Computer Science

Choose 1 subject from the following options

Art
 RE
 Engineering
 Hospitality and Catering
 Health and Social
 Sport
 Photography
 Performing Arts
 Music
 Digital Information technology

Core Subjects (All students)	Choice 1 from below	Choose 1 from below	Free Option – Choose 1 from any of the following
English Language English Literature Maths Combined Science Core PE Life+/RE	History Geography	French Spanish Computer Science	History Geography French Spanish Art RE Computer Science Engineering Hospitality and Catering Health and Social Sport Photography Performing Arts Music Digital Information technology

Blue Pathway – Flexible

Students on this pathway will take core subjects and make a choice of 3 other subjects from the full list. Students can build an EBACC by selecting a language (French, Spanish) or Computer Science and either History or Geography. Students will take the core subjects: English Language, English Literature, Combined Science (Double Award), Maths and choose 3 other options. Students will continue to study core PE, Life+/RE.

- English Language
- English Literature
- Maths
- Combined Science
- Core PE
- Life+/RE

Choose 3 subjects from the following options

History
 Geography
 French
 Spanish
 Art
 RE

Computer Science
 Engineering
 Hospitality and Catering
 Health and Social
 Sport
 Photography
 Performing Arts
 Music
 Digital Information technology

Core Subjects (All students)	Choice 3 from below
English Language English Literature Maths Combined Science Core PE Life+/RE	History Geography French Spanish Art RE (Philosophy and Ethics) Computer Science Engineering Hospitality and Catering Health and Social Sport Photography Performing Arts Music Digital Information technology

SUBJECT INFORMATION PAGES

Art - GCSE



Course Information:

GCSE Art and Design (Fine Art) – full course

What we study in this subject:

Art students practice and improve their skills in these main areas: drawing, painting, printmaking, and 3D studies. However, artwork can also be made in photography, film, and ICT. They will produce two or more projects with a particular emphasis on drawing and painting, each exploring a theme (e.g. Marine Life, Landscape) in depth, using different media, materials, and techniques. This work will be linked directly to the study of the work of other artists, crafts people and cultures. Students will broaden their knowledge of the work

and working practices of such people and movements and use this as inspiration for their own work. Although all projects are practically based, students will need to include annotation which explains their own ideas, along with research on the artists or cultural themes they have studied.

All students will be expected to produce work that shows the best standard of which they are capable, and to develop a personal and original response to the set themes. Students need to have some good technical drawing ability, be personally motivated, imaginative in their approach to work and to have previously demonstrated their commitment to the subject. It is advisable that students buy basic equipment (paints, colour pencils etc.) to use at home to continue their technical studies.

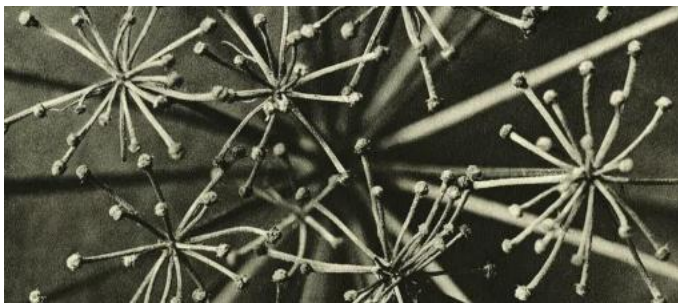
Assessment Format:

The assessment consists of two parts: A portfolio of work, which makes up 60% of the mark and the Externally Set Task (Exam Project), which makes up 40%. All students follow the same course, and work that is made throughout Y10 and Y11 makes up the Portfolio of work. The Externally Set Task (Exam Project) is given out in January of Y11, and students must create their own personal response to a brief they have chosen by producing a relevant project and a Final Response which is sat in exam conditions over 10 hours. Both parts of the course are marked using 4 Assessment Objectives and students will need to demonstrate a wide range of artistic skills to address these. All work is internally assessed in May of Year 11 and checked by external moderators in June.

Possible Careers and Further Information:

Many students undertaking GCSE Art go on to college or 6th forms to study for A levels or the National Diploma in Art and Design. This in turn leads to a variety of employment requiring creative ability e.g. advertising, film, games and animation, fashion, interior design, photography, textiles, graphic design, architecture, fine arts etc.

Further information from Mrs Wood, Subject Leader, Art



Photography- GCSE

Course Information:

GCSE Art and Design (Photography) - full course

What we study in this subject:

Photography students practise and improve their skills whilst using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

The work will be linked directly to the study of the work of other photographers, crafts people, and cultures. All projects are practically based but students will need to include detailed and well-informed annotation which explains their own ideas and thinking along with research of other relevant photographers. Students are required to do some basic level drawing, but this only forms a small part of the course. All students must demonstrate the ability to:

use photographic techniques and processes, appropriate to students' personal intentions,

use media and materials, as appropriate to students' personal intentions.

Students should have previously demonstrated an interest in being visually creative, but a high- level of drawing skill is not necessarily needed for the photography course. We also expect the students to be self-motivated and prepared to work outside of lesson time on their projects.

Areas of study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of photography, such as those listed:

portraiture	documentary photography
studio photography	photojournalism
experimental imagery	moving image: film, video, and animation
location photography	fashion photography.
installation	

Assessment Format

The assessment consists of two parts: A portfolio of work (Component 1), which makes up 60% of the mark and the Externally set task (Component 2) which makes up 40 %. All students follow the same course, and work that is made throughout Y10 and Y11 makes up the Portfolio of work (Component 1). The Externally Set Task (Component 2) is given out in January of Y11, and students must create their own personal response to a brief they have chosen by producing a relevant project and a Final Response which is sat in exam conditions over 10 hours. Both parts of the course are marked using 4 Assessment Objectives and students will need

to demonstrate a wide range of photography-based skills to address these. All work is internally assessed in May of Year 11 and checked by external moderators in June.

Further information from Mr O'Hara, Teacher of GCSE Photography

Post 16 Opportunities	Career Opportunities
	

BTEC Tech Award
in Sport (2022)



Sport: BTEC Tech Award (Level 1/2)

The BTEC Level 1/2 Tech Award in Sport has been designed to provide an engaging and stimulating introduction to the world of Sport and Fitness. The main focus of the course is on the knowledge and understanding of skills in health, fitness, activity and sport. The course is made up of three components: two that are internally assessed and one that's externally assessed.

Component 1 - Explore types and provision of sport and physical activity for different types of participants – 30%

- Explore types and provision of sport and physical activity.
- Examine equipment and technology required for participants to use when taking part in sport.
- Be able to prepare participants to take part in physical activity.

Component 2 - Taking part and improving other participants sporting performance - 30%

- Understand how different components of fitness are used in different physical activities.
- Be able to participate in sport and understand the roles and responsibilities of officials.
- Demonstrate ways to improve participants sporting techniques.

Component 3 - Developing fitness to improve other participants performance in sport and physical activity- 40%

- Explore the importance of fitness for sports performance.
- Investigate fitness testing to determine fitness levels.
- Investigate different fitness training methods.
- Investigate fitness programming to improve fitness and sports performance.

What do I require to be successful on this course?

In order to be successful in this course you will need to have a strong interest or passion in sport and/or fitness. You will be required to complete coursework throughout the two years, so being punctual and organised will also serve you very well.

Assessment Format

- 60% coursework based (theory and practical)
- 40% written exam

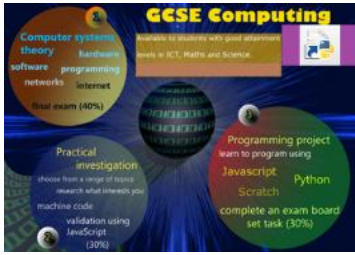


Possible Careers and Further Information:

- PE teacher
- Elite sports performer
- Sports analyst
- Sports coaching in leisure centres, clubs etc
- Sports physiotherapy
- Forces eg. police, army, fire services
- Leisure industry
- Personal trainer

Please note – the majority of this course will be classroom based. Approximately 15-20% of lessons will be practical based. Further information is available from Mr Banton, Subject Leader

Post 16 Opportunities	Career Opportunities
	



Course Information:

Exam board: OCR

This course is less front-end use of applications/software to overcome set problems and more back-end source code related. This course helps you understand how to make computers do exactly what you want them to.

What we study in this subject:

You will learn about computer systems. This includes systems (CPU) architecture, memory and storage, computer networks, system security and ethics, morals, and the law.

You will also study computational thinking, algorithms, and programming. This will include writing programs to solve problems. Writing and understanding key algorithms and understanding how computers represent and understand data. The course will look and understand Boolean logic using the words and, or and not.

On this course you study different strands:

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

Component 2: Computational thinking, algorithms and programming-Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, and translators.

Practical programming: Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test, and refine programs using

a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B)

Assessment Format:

- Component 1: Computer systems (Exam Weighting-50%)
- Component 2: Computational thinking, algorithms, and programming (Exam Weighting-50%)

Possible Careers and Further Information:

A GCSE in computing provides you with the background and the base knowledge to give you a smooth transition onto the A-level Computing or Computer Science.

Other important information

Much of computing is about problem solving using software. This course is suitable for students who have attained excellent outcomes in Maths, Science, and ICT. You need to have a keen interest in how computers work and a passion for learning more.

Further information is available from Mr Bryan Subject Leader

Post 16 Opportunities	Career Opportunities
	



Digital Information Technology (IT)

Course Information:

Exam board: Pearson

Course title: BTEC Tech Awards Digital Information Technology

Grading: Graded over seven grades from Level 1 Pass to Level 2 Distinction*

What we study in this subject:

The course is made up of **three components**: two that are internally assessed and one that's externally assessed.

Our three-block structure, **explore, develop, and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Component 1-Exploring User Interface Design Principles and Project Planning Techniques

You will explore user interface design and development principles. Investigate how to use project planning techniques to manage a digital project Discover how to develop and review a digital user interface.

Component 2-Develop-Collecting, Presenting and Interpreting Data

You will explore how data impacts on individuals and organisations. Draw conclusions and make recommendations on data intelligence. Develop a dashboard using data manipulation tools.

Component 3-Apply-Effective Digital Working Practices

You will explore how modern information technology is evolving. Consider legal and ethical issues in data and information sharing. Understand what cyber security is and how to safeguard against it.

Assessment Format:

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the digital sector and specialist skills and techniques in project planning, designing user interfaces and manipulating and interpreting data at Levels 1 and 2.

- Component 1: Internally Assessed – 30%
- Component 2: Internally Assessed – 30 %
- Component 3: Externally Assessed (1 hour 30-minute exam) – 40%

Possible Careers and Further Information:

The skills gained from this course will be invaluable for the students whether entering the world of work or going on to further education. Possible routes from this course are:

- A Levels as preparation for entry to higher education in a range of subject
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

Possible careers include:

Software Developer, Database administrator, Computer Hardware Engineer, Systems Analyst, Network Architect, Web Developer, Security Analyst, Information Systems Managers, IT Manager.

Further information is available from Mr Bryan Subject Leader IT/Comp Science

Post 16 Opportunities	Career Opportunities
	

Engineering - WJEC Award (Level 1/2)

What is engineering?

Engineering is the application of science and mathematics to solve problems in a hands-on practical way using engineered materials and principles. From the buildings in which we live to the cars, we drive, to life-saving medicines and medical equipment used in hospitals it is all designed and engineered. And, although Scientists often get the credit for discoveries it is Engineers who are instrumental in making those innovations available to the world.

What we study in this subject:

Students will study WJEC Engineering level 2 Students and must complete three units over two years: solving engineering problems (Exam), engineering design (coursework), Producing Engineering Products (practical coursework). The content of each unit is varied and helps students develop a range of practical skills and knowledge that is transferable across the broader curriculum at Stocksbridge High School; these include:

- Practical application of mathematics and material sciences.
- The environmental impacts of engineering.
- The effect of historical and future engineering developments.
- Product Design and drawing skills.
- Computer-aided design and manufacturing.
- Study of engineering businesses and legislation.

How students are assessed:

Each unit is assessed with different weighting, and all must be completed for students to gain the award in Engineering. The solving engineering problems module is assessed through an external exam (25%). In contrast, the remaining two modules of Engineering Design (25%) and Producing Engineering Products (50%) are evaluated internally and externally moderated as individual controlled assessment pieces of work to demonstrate practical skills.

Possible Careers and Further Information:

WJEC Level 2 Engineering provides an excellent foundation for students wishing to enter post-16 education (A-Levels), apprenticeships at the University of Sheffield, Advance Manufacturing Research Centre (AMRC). These lead on to degree qualifications or onto paid internships within the engineering sector for companies such as Rolls Royce, McLaren F1, BAE Systems, Boeing, and Airbus and many more.

Students on this pathway may also wish to study several associated Engineering subjects, for example, Electronics and Robotics, Chemical, Aerospace, Environmental, Structural, Software and Mechanical engineering. Metallurgy, Material Sciences, Industrial management, and Physics as well as Product Design, Architecture, Interior Design, Fashion Design, Games Design and Design and Technology.

If you would like any other information, please contact Mr Skelton or Mr Fawcett.

Post 16 Opportunities	Career Opportunities
	

Hospitality and Catering - WJEC Award (Level 1/2)

Course information

Level 1/2 Award in Hospitality and Catering has been designed as a vocational route for students to understand the range of sectors within the Food industry. The award in Hospitality and Catering provides a range of learning activities for students to engage in practical and theoretical tasks to encourage progression into careers in business and legal sectors through understanding relevant legislation. This course can also provide essential life skills in food preparation and nutritional knowledge development, useful in careers in medicine and sports science. It presents skills and understanding in a meaningful work-related context to allow learners to understand theory and application of knowledge gained.

What we study

Students' assessment will take two formats based around two areas of study. This includes:

a. *The Hospitality and Catering Industry (Written exam tasks)*

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations, using their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently, legally and whilst maintaining financial viability alongside meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills applicable across a range of business sectors.

b. *Hospitality and catering in action (Controlled assessment task)*

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. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

Assessment format

These units are assessed with weighting slightly favouring the controlled assessment and all criteria must be met for students to gain the award in Hospitality and Catering. The Hospitality and Catering Industry unit is assessed through externally set and marked exams, with the option of this being online. This will be completed once at the end of Year 10 with an opportunity to improve this grade in the Year 11 summer exam series. The students will complete practical assessments contributing towards the Hospitality and Catering in action unit. This will enable students to complete a portfolio of evidence individually which will be assessed alongside the practical skills.

Possible Careers and Further Information:

Level 2 Hospitality and Catering provides a good foundation for students wishing to enter post-16 education, or to entry level job roles within the sector. Achievement at Level 2 may also lead to further study within the sector through progression on to other vocational qualifications at level 3. Students may consider careers in the

Hospitality and catering sector; however, the qualification is equally aligned to routes into the health and care sector, childcare, business, marketing, legal, the military and sports sectors.

Further information is available from Mr Skelton & Mr Fawcett.

Post 16 Opportunities	Career Opportunities
	

English Language GCSE

Course information:

Studying English at GCSE leads to two separate qualifications: English Language and English Literature. The course is specifically designed for these two subjects to be taught together, and all students will be entered for both exams. They count as two separate GCSEs. We follow the Eduqas specification for English Language.

What we study:

GCSE English Language is about your own skill in using and understanding language. The course focuses on reading, writing and spoken language, and you will work to improve and demonstrate your skill and ability in each of these areas.

Work will include: a wide range of reading, including both fiction and non-fiction, writing in a range of styles for different purposes, including creative writing; you will also be required to give a formal, oral presentation to complete the course. The course requires students to think hard about how they understand others and how they communicate their own ideas, as well as developing the confidence to express their ideas and opinions effectively.

Assessment format:

There will be two exams, both of which are 1 hour 45 minutes long. Each exam will have questions assessing both your reading and your writing skills. Everyone will sit the same exam papers.

GCSE English Language: Component 1 – 20th Century Literature Reading and Creative Prose Writing (1 hour 45 minutes) 40% of qualification

This paper includes reading an extract from a novel and writing to narrate (story writing)

GCSE English Language: Component 2 – 19th and 21st Century Non-Fiction Reading and Transactional / Persuasive Writing (2 hours) 60% of qualification

This paper includes reading non-fiction extracts and writing two persuasive / transactional texts.

Spoken Language Endorsement



All students must complete a formal spoken presentation on a topic of their own choosing. This is assessed internally and awarded a mark of pass, merit or distinction. It is a compulsory part of the course and is reported on exam certificates, but does not contribute to the GCSE level students are awarded. Students must complete their speech before an audience.

Possible careers and further information:

All students need at least a Grade 4 in English Language to access further education. A good qualification in English is also essential in accessing all A-Level courses. Many students continue their studies after school with A-levels in Literature, Language or a combined course. Even if not considering A-Levels, students who do well in English learn valuable communication skills, which are highly valued in a wide range of courses and work environments.

This is a demanding yet rewarding course. You need to be able to demonstrate your ability in the exam room. The best preparation for success is to make sure you are reading regularly and widely now, and that you continue to do this throughout your GCSE courses.

Further information is available from: Ms R Hodkin, Subject Leader of English

Post 16 Opportunities	Career Opportunities
	

English Literature GCSE

Course information:

Studying English at GCSE leads to two separate qualifications: English Language and English Literature. The course is specifically designed for these two subjects to be taught together, and all students will be entered for both exams. They count as two separate GCSEs. We follow the Eduqas specification for English Literature.

What we study:

GCSE English Literature is about reading and appreciating the work of some of the greatest writers in the English language. You will study a range of writing which will include a Victorian novel (currently *A Christmas Carol*), a modern text (currently *An Inspector Calls*), poetry and a Shakespeare play (currently *Macbeth*). You will be given an Anthology which includes the poetry you will study during the course. The study and analysis of ideas and language in the chosen texts contributes to students' success in both reading and writing in the English Language qualification, and vice versa.

We will provide students with copies of the texts so that they can annotate and make detailed notes. We will also offer revision guides at a discounted price.

Assessment format:

There will be two exam papers, which will be taken at the end of the course. These are “closed book” exams, which means students are not allowed to take texts into the exam room with them – the learning and revision of quotations is an important aspect of success in these exams.

GCSE English Literature: Component 1 – Shakespeare and Poetry (2 hours) 40% of qualification

One extract question and one essay question based on the reading of a Shakespeare text (*Macbeth*).

Two questions based on poems from the Eduqas Poetry Anthology, one of which involves comparison.

GCSE English Literature: Component 2 – Post-1914 Drama / 19th Century Prose / Unseen Poetry (2 hours 30 minutes) 60% of qualification

Students answer four questions: one source-based question on *An Inspector Calls*; one source-based question on *A Christmas Carol*; two questions on unseen poems, one of which involves comparison.

Possible careers and further information:

A good qualification in English is essential in accessing all A level courses. Many students continue their studies after school with A-Levels in Literature, Language or a combined course. Even if not considering A-Levels, students who do well in English learn valuable communication skills which are highly valued in a wide range of courses and work environments.

This is a demanding but rewarding course. You need to be able to demonstrate your ability in the exam room. The best preparation for success is to make sure you are reading regularly and widely now, and that you continue to do this throughout your GCSE courses. We also recommend that you watch as many versions of the plays as possible, watch adaptations of the prose texts, and listen to readings of the poems listed in the Anthology.

Further information is available from: Ms R Hodkin, Subject Leader of English



Geography GCSE

The GCSE course offers a fully rounded overview of the many different areas of Geography. Students gain an understanding of how the world works and about the diversity of our planet. We study how changes and developments in the past have created the world in which we live today, and we will also consider the challenges that face us in the future.

What we study in this subject:

Our aim for students in Geography is to develop an interest in the subject and an understanding of the world in which they live. The GCSE course includes a wide variety of topics, including:

- Natural hazards - including earthquakes, volcanoes, climate change and hurricanes.
- UK landscapes - we study coasts and rivers; looking at their impact on the land and how this can be managed.
- The Living World – how the natural world works, and how humans use it and affect it.
- Growing cities - why half the world's population live in urban areas and the opportunities and challenges that this creates.
- Development - why the rich are getting richer whilst the poor stay poor.

This course covers a variety of both physical and human geography. Students get a real sense of how and why our world is changing, and the possible consequences this has for the future. Not only is this interesting, but it also means that Geography links many other subjects by understanding how to cope with a rapidly changing world!

As part of course our students complete two pieces of fieldwork. These allow us to study both human and physical geography outside the classroom, and there is also the opportunity to attend the Y10 residential trip to

the Lake District. This trip is not compulsory; however, it offers a great chance for students to develop their understanding and skills, and to enjoy some new experiences.

GCSE Geography will improve student’s critical thinking and evaluative skills, and this, along with the development of fieldwork skills (including the collection and interpretation of research data) will be extremely valuable when they go on to further study.

Assessment Format:

The course is assessed through exams at the end of Year 11. Two of these assess knowledge of the topics taught in Y10 & Y11, whilst the third paper is a skills-based exam. This covers the fieldwork skills taught on the fieldwork trips, as well as an extended decision-making task.

Possible Careers and Further Information:

Studying Geography presents students with a range of post-16 choices as it combines both the sciences and the arts. It is closely linked to many different A-Level and college subjects, ranging from Chemistry through to English Language, as well, of course, as Geography or Geology.

Geography is more than just maps and countries; it teaches students to look at the world and to question things. It arms students with skills that employers really want to see such as analysis and evaluation, data presentation and critical thinking. A recent survey showed that students who had studied Geography were the most employable, due to the different skills they had developed.

All of this means that studying Geography can lead to many different jobs including opportunities in town planning, market research, the armed forces, public services such as the police force, medical services retail, photography, academia, business and law. Wherever you want to go in the future, Geography gives you everything you need to get there!

Further information from Mr R Henderson, Subject Leader

Post 16 Opportunities	Career Opportunities
	



Health & Social Care - OCR Level 1/2 Cambridge National Certificate

Course Information

The course will provide learners with knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both personal development and future economic well-being.

Students will cover two mandatory units and one optional unit.

Mandatory (Compulsory) units (R032 and R033*)

Unit R032: Principles of care in health and social care settings (40%)	Unit R033: Supporting individuals through life events (30%)
<p>In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.</p>	<p>In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional, and socio-economic aspects in an individual's life.</p>
<p>1 hour 15 mins written paper, OCR set and marked.</p>	<p>You will research the service providers and practitioners that can support individuals, recommend support, and justify how this will meet the needs of a specific individual.</p> <p>10-12 hours of ongoing non-examined assessment (NEA*)</p>

Optional unit (currently R035*)

The 2 NEAs are designed to provide learners with the opportunity to build a portfolio of evidence to meet the marking criteria for that unit.

Unit R035: Health promotion campaigns (30%)	
<p>In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be</p>	<p>Topic Area 1: Current public health issues and the impact on society.</p> <p>Topic Area 2: Factors influencing health.</p>

<p>designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery.</p> <p>10-12 hours of non-examined internal assessment (NEA*)</p>	<p>Topic Area 3: Plan and create a health promotion campaign.</p> <p>Topic Area 4: Deliver and evaluate a health promotion campaign.</p>
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Possible Careers and Further Information:

These skills will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Health and Social Care, A levels in psychology, biology or sociology and the following apprenticeships:

- Adult care worker • Allied Health Profession Support • Health and Social Care • Healthcare science assistant
- Maternity and Paediatric Support

It is anticipated that this qualification will also enable you to progress onto an A-Level or a T-Level, such as Health and Healthcare Science, (when/where they are available).

Further information is available from Mrs C Jackson, Subject Leader, H&S Care

Post 16 Opportunities	Career Opportunities
	



History GCSE

GCSE History

History is continuously changing the world around us, and historic events have shaped the society we live in. To study History at GCSE is to further explore who we are, how we came to live like we do, and how we ensure the mistakes of the past are not repeated in the future. To study history successfully, you need to be the sort of person who does not just accept things at face value, but questions what you see and hear, and asks people why they hold the views that they do.

Apart from studying a wide range of exciting historic periods, you'll learn a range of skills that will help you with future work and study. These include communication and writing, how to construct an argument, research, investigation and problem-solving, analysis and interpretation.

What will you study in GCSE History?

You will study four elements of history, which will be assessed over 2 exams:

Paper 1: Understanding the modern world.

Period Study: America 1920-73: Opportunity and Inequality

This study focuses on the development of post war America during a turbulent half century of change. Students will study the political, economic, social, and cultural aspects of economic 'boom' in the 1920s and delve into complexities of the US Civil Rights Movement that shaped the social landscape of America today.

Wider world depth study: Conflict & Tension 1918-1939

This study enables students to understand the complex, diverse and sometimes conflicting interests of the period. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.

Paper 2: Shaping the Nation

Thematic study: Britain: Health and the People, c1000 – present

This study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature, and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.



British depth study including Historic Environment: Norman England 1066-1100

This option allows students to study, in depth, the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social, and cultural standpoints of this period and arising contemporary and historical controversies.

Possible Careers and Further Information:

Employers often deliberately seek students with the kinds of capacities historical study promotes. Students of history acquire a broad perspective that gives them the range and flexibility required in many careers. They develop research skills, the ability to find and evaluate sources of information, and the means to identify and evaluate diverse interpretations. Studying history can lead on to some exciting career options, including Journalism / Law / Business / Politics / Archaeology / Marketing / Teaching.

Further information is available from Mr Henderson, Subject Leader, Humanities

Post 16 Opportunities	Career Opportunities
	

Possible Careers and Further Information:

A grade 4 in maths will help students to choose from a range of level 3 courses at post 16. A higher level in maths is needed for some courses for example A-level Psychology, Science, Engineering and Economics. You can pursue A-level qualifications in Maths and Further Maths, again this will be dependent on the grade you achieve.

Most jobs/careers have a mathematical element to them and therefore it is important that all students work hard to do as well as they can in this subject. The versatility of mathematics graduates makes them highly sought after by employers. Career prospects in many areas for mathematics graduates are therefore excellent.

Further information is available from Ms Martin, Director of Maths

Statistics GCSE

Course Information:



Students will be entered for one of two tiers for which a range of grades is available.

- Foundation: Grades 1 - 5
- Higher: Grades 4 - 7

Students will be entered for the examination which best suits their abilities. The final decision will be made during Year 11.

What we study:

- **COLLECTION OF DATA** -students will learn how to plan an investigation, recognise, and interpret different types of data, learn about populations and sampling techniques, learn about data collection techniques from different sources and consider their reliability.
- **PROCESSING, REPRESENTING AND ANALYSING DATA** – students will learn about measures of central tendency (e.g. mean, median, mode, seasonal variation etc.) and measures of dispersion (e.g. interquartile range, standard deviation, calculate outliers etc.) as well as additional summary statistics (e.g. index numbers, interpret rates of change etc.) Students will analyse bi-variate data using scatter diagrams and measures of correlation (such as Spearman's rank correlation coefficient and Pearson's product moment correlation coefficient), interpreting their calculations in relation to the 'real-life' context. Students will analyse time series data, identifying trends and calculating moving averages.
- **PROBABILITY** – students will build on their existing knowledge regarding probability. Students will also learn about probability distributions (such as Binomial and Normal distributions) and know how to interpret characteristics of these.

Students will be chosen to study Statistics in addition to their core maths qualification. This subject is most suitable for students who are on track to gain a 4 or higher in their core maths GCSE. GCSE Statistics will overlap with many techniques in GCSE Mathematics but will seek to bring a further breadth of understanding.

Assessment Format:

2 Exam papers, each 1 ½ hours, which contain short, medium, and extended response questions. Questions cover statistical methods, familiar and unfamiliar contexts, and the component parts of the statistical enquiry cycle. Calculators may be used in both examinations.

Possible Careers and Further Information:

Whilst GCSE Statistics is not a requirement for A-level maths it does cover some content that builds to it. If you have an interest in Statistics and go on to study it further, it can lead to multiple lines of work, some of which are listed here: Civil Service fast streamer; Data analyst; Data scientist; Financial risk analyst; Investment analyst; Market researcher; Operational researcher; Statistician.

Further information is available from Ms Martin, Director of Maths

Post 16 Opportunities	Career Opportunities
	

Modern Foreign Languages GCSE (French/Spanish)

Course Information:

This course is for students who want to study French/Spanish at GCSE level. A Modern Foreign Language is an Ebacc subject. GCSE MFL requires commitment, hard work and personal motivation. In return, as a result of your qualification, you will have many opportunities open to you.

Students will:

- Use prior learning from KS3 by building on this with GCSE structures
- Gain a GCSE qualification
- Have improved cultural awareness of countries where French/Spanish is spoken
- Develop knowledge and understanding of French/Spanish grammar and how to apply it
- Develop the ability to communicate effectively in French/Spanish and have improved confidence

Assessment Format:

GCSE MFL has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Speaking – 25% of GCSE - *What's assessed?* Communicating and interacting effectively in speech using clear and comprehensible language to undertake a role-play, carry out a reading aloud task and talk about visual stimuli (photo)

How? A short speaking examination of 7-9 minutes (Foundation Tier) or 10-12 minutes (Higher Tier), worth 50 marks.

Listening – 25% of GCSE - *What's assessed?* Understanding and responding to different types of spoken language comprising of the defined vocabulary and grammar for each tier, Dictation of short, spoken extracts

How? A final examination worth 50 marks.



Reading – 25% of GCSE *What's assessed?* Understanding and responding to different types of written language which focus predominantly on the vocabulary and grammar at each tier, inferring plausible meanings of single words when they're embedded in written sentences and translating from French into English

How? A final examination worth 50 marks

Writing – 25% of GCSE *What's assessed?* Communicating effectively in writing in a lexically and grammatically accurate way for a variety of purposes and translating from English into French.

How? Final examination worth 50 marks.

Languages are highly valued by Universities and are a useful skill to have in any career. You must remember that the GCSE qualification is at present the only route to 'A' level language studies. In Higher Education a language is a very useful subject to combine with other subjects, for example, Business Studies, Leisure and Tourism, Law, Marketing, Hospitality Management etc. Languages open the door to many employment possibilities across a range of sectors from business, to teaching, to travel and further along with increasing your earning potential. Further information available from Mrs C Smith, Subject Leader, Modern Foreign Languages.

Post 16 Opportunities	Career Opportunities
<p>FRENCH</p> 	<p>FRENCH</p> 
<p>SPANISH</p> 	<p>SPANISH</p> 



This qualification is for learners who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their musical skills and techniques, and by responding to a Music industry brief as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

Course Information

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in music such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief
- attitudes that are considered most important in the music industry, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles

Assessment format

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector, through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. Each component is worth 30% of the overall qualification.

There is one external assessment, Component 3: Responding to a Commercial Music Brief, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. This is worth 40% of the overall qualification.

Component 1 - Exploring music products and styles

In this component, you will develop your understanding of different types of music product and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the performance, creation and production of music. You will also practically explore the key features of different genres of music and music theory and apply your knowledge and understanding to developing your own creative work.

Component 2 – Music skills development

As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production.

Component 3 – Responding to a commercial music brief

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer.

Possible careers and further information

The music industry is a vibrant, exciting and highly competitive industry that contributed £4.1 billion to the UK economy in 2015, outpacing the overall growth of the economy by 2.5 per cent. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK. The music industry is constantly evolving and offers many different and exciting new work opportunities. In 2015, the music industry supported more than 117,000 full-time jobs in the UK, 69,300 of which were professional musician roles.

Further information is available from Miss L Armitage, Subject Leader, Performing Arts

Post 16 Opportunities	Career Opportunities
	



Course Information

Assessment Format BTEC Level 1/2 Tech Award in Performing Arts (Drama Pathway)

- **Component 1 – Exploring the Performing Arts**

- **Component 2 – Developing Skills and Techniques in the Performing Arts**

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technical, practical, and interpretive skills to use throughout the rehearsal and performance process. (*Internally assessed unit*)

- **Component 3 – Performing to a Brief**

Learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus. They will develop an original piece of work using the skills and knowledge they have gained over the course and apply these in order to create a 10–15-minute performance piece. They will document their progress by logging their development of ideas, use of skills and evaluation of the final outcome as supporting evidence. (*Externally assessed unit*)

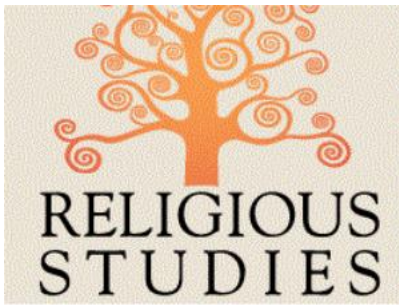
Possible Careers and Further Information:

Almost all courses and future careers require individuals who can be team players, effective communicators, confident, creative, and self-motivated. This course develops all these skills, whilst at the same time preparing some students to go on to further study in Drama, Theatre Studies, and Performing Arts. In the past students who have studied drama have gone on to achieve successful careers in areas such as law, teaching, and public services; as well as careers in the Arts such as acting, stage management and choreography.

Further information is available from Miss L Armitage, Subject Leader, Performing

Post 16 Opportunities	Career Opportunities
	

Arts



Religious Studies - GCSE

Course Information:

- Full GCSE (AQA)
- Two exams at the end of Year 11
- No coursework

What we study:

Religious studies help students to understand the world, it's people and cultures. Whether religious themselves or not, students will be able to see the connections between belief and practice that shapes much of the world's politics and practices. 50% of the course focusses on the two largest world religions; Christianity and Islam. This section includes religious beliefs, practices and traditions and their influence on individuals and cultures. Lessons will also give an opportunity for students to develop their own personal beliefs and opinions in relation to ultimate questions and the world around them such as 'what do people believe happens when we die?'. The other 50% of the GCSE course is centred around ethical issues covering a wide range of topics e.g. abortion, the death penalty, euthanasia, animal rights, pacifism, terrorism, contraception, and family life. These topics are viewed through religious and non-religious opinions, giving students a wide variety of sources to develop their own critical arguments. Students who enjoy studying social issues and debating their opinions especially enjoy this half of the course.

Lessons will involve a variety of teaching strategies that promote independent, student-led learning and active learning, such as well-structured debates and discussions and practical activities to deepen their understanding and enjoyment, whilst building core skills of analysis and evaluation. Students also can apply their learning to current events and topics in the real-world cementing engagement in the subject and use past events to gain a greater understanding of history, politics, society, and the current affairs.

Assessment Format:

- Written exams in year 11- 2x 1hr 45mins
- Paper 1: Christianity and Islam beliefs and practices
- Paper 2: Peace and conflict, Crime and punishment, Families and relationships, Life and death, Human rights

Possible Careers and Further Information:

You need to be interested in people and the world around you. You will also need to learn and retain a lot of key words and have good English and essay writing skills for the exam.

There are many careers where a qualification in religious studies is useful. Gaining and understanding of people's beliefs can help in many careers where you will work with other people of different backgrounds or travel to other countries. For example, community projects, charity work, social worker, and other areas of social services. Other possible careers are civil service, prison officers, journalists, police, and teaching. A qualification in Religious Studies will provide you with many key skills, including debating, empathy, and evaluation – all of which can be used in a variety of careers.

Further information is available from Mrs Hyatt, Subject Leader for RE.

Post 16 Opportunities	Career Opportunities
	

Science explains the world - *and opens doors for your future.*



What is it?

Combined Science gives you a solid grounding in Biology, Chemistry and Physics, leading to **two GCSE grades**. It's the most popular route and keeps all future science pathways open.

What you'll study:

- Biology: genetics, health and disease, bioengineering
- Chemistry: atomic structure, organic chemistry, analysis
- Physics: forces, energy, waves, magnetism
- Practical skills and scientific methods throughout

How you'll learn:

Lessons mix practical experiments, theory and problem solving. You'll work in sets based on progress and expected grades. Lab safety is essential.

Assessment:

- Six exams (1 hr 15 mins each) at the end of Year 11
- No coursework
- Questions include practical work completed in lessons

Where it leads:

Combined Science is accepted for A Levels in Biology, Chemistry and Physics, as well as vocational science courses. It's valued by employers and universities for careers in medicine, engineering, law, finance and more.

Questions? Speak to the Science Department – we'll help you choose the right course.

Mr Schuller – Head of Science

Separate Sciences - Biology, Chemistry and Physics

For curious minds who want to go further.



What is it?

Separate Sciences means **three GCSEs**: Biology, Chemistry and Physics. It's the best preparation for A Level sciences and beyond.

Who is it for?

- Strong interest in science
- Excellent attendance and effort
- Good attainment in KS3 Science, English and Maths

What you'll study:

Everything in Combined Science plus extra topics for greater depth. Expect more advanced topics, such as: The Brain & Eye, Structure of Organic Carbon Compounds and Space Physics.

Assessment:

- Six exams (1 hr 45 mins each) at the end of Year 11
- No coursework
- Questions include practical work completed in lessons

Where it leads:

Ideal for students aiming for science-based careers such as medicine, veterinary, research or engineering. Still highly valued for law, finance and business.

Why choose Separate Sciences?

- Gain deeper knowledge and skills
- Prepare for A Levels and university courses
- Build a strong foundation for STEM careers

Questions? Speak to the Science Department – we can advise if this is the right choice for your child.

Mr Schuller – Head of Science

Post 16 Opportunities	Career Opportunities
	