

2024

# Making Choices

## Key Stage 4

# Contents

Welcome to Making Choices	2
Copleston's curriculum principles	3
Advice on choosing your courses	5
New GCSEs and changes	6
Student choices	6
Terminology that might help you	8
Frequently asked questions	9
Key members of staff	10
Making Choices timeline	11
How to make your choices	12

## EBacc Subjects

English language	13
English literature	14
Mathematics	15
Science	16
Geography	17
History	18
Computer science	19
French	20
Spanish	21

## Other Subjects

Art and Design	22
Dance	23
Business	24
Drama	25
Food Preparation and Nutrition	26
Information technology	27
Graphic Communication	28
DT – Product design	29
Music	30
BTEC Music	31
Physical Education, Sport, Nutrition and Fitness	32
Media studies	33
Religious studies	34
Sociology	35
Textiles	36
Resilience Curriculum	37
PSHE	38

## Further Information

Connecting GCSEs to careers	40
-----------------------------	----

# Welcome to the Making Choices Booklet

Dear Student

You are about to make some very important decisions about your future as you choose the subjects that you wish to study in Years 9, 10 and 11 (Key Stage 4). You have a very good starting point: our GCSE results year on year are excellent and well above the national average. This means that you are already on your journey to success. Achieving good GCSE grades is vital so that you have as much choice as possible at the end of Key Stage 4.

By dedicating three years to GCSE studies, we can create an even broader curriculum offer and a more flexible and personalised experience. It will allow you to explore your subject areas in more depth as well as ensuring that you have time to develop and mature in your thinking.

All Key Stage 4 students at Copleston study the core subjects- English, mathematics and science as well as PSHE and PE. In Year 9 you will also study our innovative Culture Curriculum which will provide you with valuable life-long learning skills, as well as take part in Super-Curricular activities. There are a wide variety of option courses on offer at Key Stage 4 and it is important that you think carefully about the subjects you choose. You need to consider the subjects which match your ability, talents and interest. Good decisions made now will make your time at Copleston more rewarding and lead to successful outcomes as well opening your options to study 'A' levels and beyond.

This booklet is intended to give you all the information you need to help you make an informed choice. Read it very carefully. Read about each subject and what it has to offer you. Talk to your parents, your subject teachers, your form tutors and students in Years 9, 10 and 11 and Sixth Form. Speak to our careers and guidance team and complete some research online to find out what subjects are useful for different careers. Embrace any taster sessions with Sixth Formers and any online information you gain access to.

Very soon we will send you your Choices form. Once you have made your choices, you need to complete this form. You will need to have three option choices, along with at least one EBacc subject and your reserves. It is important to be aware that we cannot always guarantee your first choices, but we will make every effort to do so.

We will support your decision making with a series of information and guidance events that will provide lots of useful information. Our virtual 'Making Choices' Event goes live on our website from February 2024. You are strongly advised to explore this with your parents as it will give you a final chance to find out more about each subject on offer and whether it is the right choice for you. You will be able to hear from subject teachers and they can help you to find out if the skills and aptitude that each subject requires suits you.

Friday 15th March 2024 is the deadline for returning your completed Choices form. Your Choices form will need to be sent by your parents. You can return your form before 15<sup>th</sup> March but please note we consider all Choices forms together and will not process any entries early. Following receipt of your form you may be asked to have an additional discussion with one of our careers team or your Leader of Learning for Year 8.

What you choose and how you approach your studies now will have a direct influence on your future. As a year group you have impressed us greatly to date and we are sure you will have a successful Key Stage 4.

Good luck!

Mr A Green  
Principal

Mrs G Orrin  
Vice Principal – Curriculum

# Copleston's Curriculum Principles

## What is the Vision for our Curriculum at Copleston?

- All students will receive a curriculum that provides access to powerful knowledge which will provide opportunities and maximise life chances. Our school will challenge social inequality by instilling powerful knowledge
- By providing powerful knowledge our students will access the best that is thought and said. They will receive more than just everyday knowledge and will be challenged on a daily basis
- By providing powerful knowledge to our students, we will give them something that is cognitively superior to everyday knowledge, transcending and liberating students from their daily experience. They will be able to interpret the world, and to think in new and unexpected ways meaning they will not be dependent upon those who have powerful knowledge
- Powerful knowledge creation will be maximised by exposure to a carefully sequenced curriculum for all students
- All students will be taught the core values that provide a foundation for a just and sustainable democracy. Students will share an understanding of what these core values mean, and how they will help them to play a part in shaping a brighter future
- All students will be prepared so they can maximise opportunities in modern Britain and globally. Labour markets are both competitive and dynamic. Our curriculum will prepare students for the opportunities as well as challenges that this will bring

## How will our Curriculum Vision work in practice?

- Our curriculum is highly ambitious for all students and when designing it our mantra is always to consider the needs of the most disadvantaged learner. We teach to the top and make sure that scaffolding is in place to support all students to reach this level.
- Curriculum breadth and academic rigour are key to our offer. We believe that imparting broad knowledge to all children is the single most effective way to narrow the gap between demographic groups through schooling.
- Our curriculum is not simply about the subjects on offer. It is about the quality of the offer. It is led by, collaborated on and delivered by high-quality subject specialists, working in teams to create the richest narrative possible for their students
- The grammar of each subject is given high status; the specifics of what we want students to learn matter and the traditions of subject disciplines are respected
- Skills and understanding are seen as forms of knowledge and we do not believe that there are any real generic skills that can be taught outside of specific knowledge domains
- The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. Intelligent sequencing supports the initial mastery of basic principles so students have the building blocks to move onto more and more complex learning over time. Sequencing is also used to identify gaps in learning allowing a renewed focus on the things that students have missed out on where necessary
- The design of the curriculum reflects the school's local context. It has been mapped out with thought and care taking into account the high frequency gaps that our students have in their knowledge, understanding and skills
- The curriculum is designed to be remembered in detail: to be stored in our students' long-term memories so that they can later build on it forming ever wider and deeper schema. As a result, our knowledge-rich curriculum embraces learning from cognitive science about memory, forgetting and the power of retrieval practice leading to a position where students inherently know things and they are able to illustrate automaticity of responses
- The curriculum is owned by students from all faiths and backgrounds, not by one in particular. The selected content conforms to shared cultural agreements of what is considered valuable to know and embraces the

most powerful knowledge from a variety of cultures and traditions. It is the entitlement of all and we place a great deal of emphasis on culture, diversity and inclusion

- At each phase, the curriculum focuses on closing gaps, early intervention, and developing the core literacy and numeracy skills for success at that level
- Both in and out of the classroom, the curriculum will build the hard work, diligence and resilience necessary for success in life. The personal development of our students is a key driver for our curriculum design
- The curriculum should introduce students to new experiences and powerful knowledge beyond the classroom and outside the academy to broaden their horizons and to prepare them fully for later life. The school offers a huge range of extra-curricular clubs and educational visits. This allows students to develop the cultural capital that will help them to navigate the society in which they live

## How will we measure the success of our Curriculum?

- By the time a student reaches the age of 18 they will have the choice of Higher Education or a high-quality apprenticeship
- Regardless of setting, streaming or mixed ability classes, children of all abilities will gain the most powerful knowledge they can retain and to the highest expectations they can meet
- Children will be prepared thoroughly for national assessments and this will be evident from the attainment and progress that the students at Copleston achieve
- All students will acquire sufficient knowledge wider domains and a broader cultural understanding to fully enable both further study and an enriched life
- Students are entitled to high currency qualifications which improve their life chances. This is an entitlement for all students and the academy will ensure that its practice makes this a reality
- The Core Values of being Respectful, Resourceful, Resilient, Aspirational and Compassionate will be seen in the students at Copleston and their behaviour will display these values



# Choosing Your Courses

## Do:

- Choose subjects that you enjoy. If you enjoy the subject, you will put more time and effort into it. The more time and effort you put in, the more successful you will become.
- Choose subjects that you are good at. You need to gain as many high grades as possible. Consider also the route this takes to A levels and beyond- speak to Sixth formers and teachers to find out more.
- If you have a definite career in mind, choose subjects that will best support your career route. Also bear in mind a challenge- maybe a new subject?
- Remember that however keen you are on any career or job now, you may possibly change your mind before you leave school. Many people change their career during their working life. Your choice of subjects must not limit you to just one type of career. If you have no definite career in mind, choose what you are good at, what you like doing and what will give you a good spread of subjects. Many subjects can be picked up at A level or beyond without earlier study.
- Talk to your parents, subject teachers and older students.
- Listen to the advice you are given.

## Don't:

- Try to get into the same groups as your friends. It probably won't happen.
- Don't choose a subject because of a teacher. Teachers change.
- Don't just go on experience of Years 7 and 8; look at what each subject has to offer in Years 9, 10 and 11 and beyond. It may be different.
- Don't narrow down your options too much; you may change your mind about what you like and what you want to do in the future. Keep your options broad and balanced.



# New GCSEs

Nationally new specifications have been introduced for all subjects in recent years. These are more challenging and demanding.

## Changes

- Courses are now **Linear** – no modules and less coursework
- **Exams** are at the end of Year 11 for most subjects
- **Spelling Punctuation and Grammar** is being examined in most subjects
- **Progress** is measured using the best 8 grades which must include English and Maths

GCSEs are graded 9-1

- A strong pass will result from achieving a grade 5
- A standard pass will result from achieving a grade 4

## Grading in GCSEs

Old grades	New grades
A*	9 8
A	7
B	6
C	5 Strong pass 4 Standard pass
D	3  2  1
E	
F	
G	
U	U



# Why a Three Year Key Stage 4?

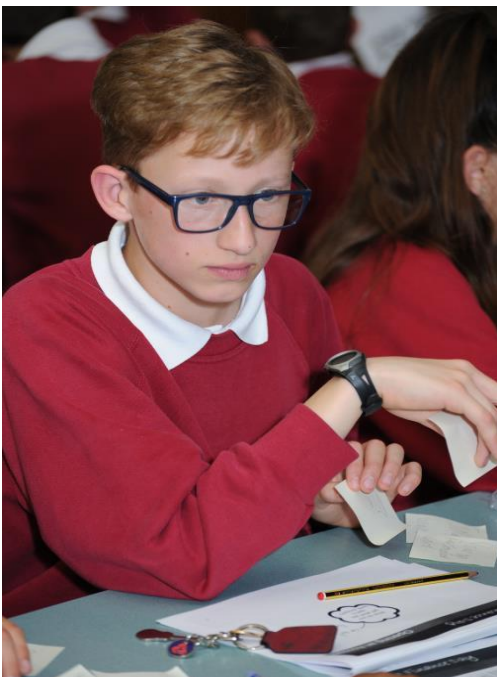
- More curriculum time to prepare for the new, more challenging content
- Time to secure knowledge by revisiting topics
- Time to explore subjects in more depth and look at the wider context
- Time to develop and improve exam technique
- Ability to select subjects that you have an interest or passion in

## Student's Choices

- Less free choice as the Government agenda has focussed schools on a more traditional curriculum
- A Making Choices process that allows students and parents to make informed choices
- Professional advice to choose pathways for success for individual students
- Encouragement for students to continue with a language to GCSE. It is highly valued in all business areas for future employment. It is also part of the EBacc.

## The EBacc

To qualify for the EBacc you will need a grade 5 or better in either English Language or Literature, Mathematics, two Sciences (which could include Computer Studies) a Humanities subject and a Modern Foreign Language. Typically, 35 out of 48 hours of your two-week timetable will be dedicated to the EBacc subjects if you study the full range. Our pathways process allows all students to study for the EBacc.





# Terminology That May Help You

<b>CORE</b>	These are compulsory subjects such as English, Maths, Science and PE. There may be other opportunities within the core that students will be able to take to enhance their qualification portfolio.
<b>OPTION</b>	Students choose option subjects to study during Years 9 – 11.
<b>EBacc</b>	The EBacc subjects are: maths, English, sciences (including Computer Science), geography, history and Modern Foreign Languages. For students to achieve the full EBacc they must attain grade 5+ in maths, English, at least two sciences, one of either history or geography and a Modern Foreign Language. Apart from French and Spanish other languages may qualify for EBacc even if we do not offer lessons in these languages.
<b>Key Stage 4</b>	Programmes of study for students in Years 9, 10 and 11.
<b>GCSE</b>	A course graded 9-1. These are assessed by a mix of examination and coursework (see individual subject guides for further information).
<b>BTEC</b>	A vocational qualification graded pass/merit/distinction/distinction* and equivalent to a GCSE. It is mostly portfolio/coursework based, usually with a small exam element (see Music and Performing Arts). BTECs are worth the following equivalents: Pass = Grade 5 at GCSE Merit = Grade 6 at GCSE Distinction = Grade 7 at GCSE Distinction* = Grade 8 at GCSE
<b>AQA</b>	Exam awarding body.
<b>Edexcel</b>	Exam awarding body.
<b>OCR</b>	Exam awarding body.
<b>WJEC</b>	Exam awarding body. Eduqas is the brand from WJEC.
<b>Controlled Assessment</b>	Formal internal test, part of a qualification, when candidates must be within direct sight of the teacher to ensure that the work is the candidate's own.

# Frequently Asked Questions

## **QUESTION: What support is there to decide which options to take?**

The answer is- lots! As well as this booklet, you will have some form time activities about you and your future and the choices that might best suit you at Key Stage 4; you will also get some taster sessions to help. The virtual Making Choices event in March will help you to find out more about the subjects on offer. You will also have your progress report for Year 8 and this will give you a good picture of what your subject strengths and weaknesses are. This, alongside any Year 7 and previous test scores and skills breakdown, will help you to know what subjects suit you best and that you are likely to do most well in. Guidance will also be given in school during PSHE lessons and you can ask to speak to the school's careers adviser too.

## **QUESTION: Can I change my mind about my subject choices?**

We would hope that you are happy with your subject choices – you will have taken much care and time to choose subjects that cater for your ability, interests and possible future plans. However, we also recognise that you may feel that a course is not for you once you have started it. Therefore, in unique circumstances, there is an opportunity for you to change courses up until the Christmas of Year 9. We would expect someone changing a course to commit to catching up. We would ask that you and your parents contact your Leader of Learning if you wish to discuss changing an option.

## **QUESTION: What if I cannot do my chosen course?**

We do try to accommodate all students on their chosen courses and it is highly unusual for us to not be able to do this. However, should the number of students who have opted for a subject exceed the number that we can cater for, we will speak to students and their parents about alternatives. You will be asked to indicate an alternative option in each block. Lots of care is taken to matching students with appropriate courses so we will always try to find the best alternative for everyone.

## **QUESTION: What combinations of subjects are NOT allowed?**

Art and Design with Graphic Communication; Art and Design with Textiles; Textiles with Graphic Communication. Performing Arts cannot be studied alongside Dance or Drama.

## **QUESTION: When will my programme for Key Stage 4 be confirmed?**

We will write to you in the summer term to confirm your choices.

## **QUESTION: What information will be used to make sure a student has made the right choice of subjects?**

A range of information will be used to help you to make your choices and to help your parents and staff to assist you with this. Your Year 8 progress report will be used to show you how you are currently getting on, and what your predicted grades are for your subjects. In addition, your previous assessment scores will be used to show you what skills and styles of learning most suit you, which can then be matched against the option subjects on offer.

In addition to this data, it is important that you choose subjects that you have an interest in and will help you reach your future goals. We will provide you with lots of guidance to help get this right.

# Key Members of Staff

## Principal

Mr Green

## Leader of Learning Year 8

Mr Bennett

## Head of IAG Team

Ms King (temp)

## Core Subjects

English

Mrs Keats

Mathematics

Mr Lynch

Science

Ms Row/Ms Vaughan

## EBacc Subjects

Geography

Miss Acton

History

Mr Gore

Computer Science

Mr Kerampran

French

Mr Adam

Spanish

Mr Adam

## Options Subjects

Art and Design

Miss Hodgkinson

Business

Mrs P Quintero Hunt

Dance

Miss Steward

Drama

Miss Heffer

DT – Product Design

Mrs Irons

Food Preparation and Nutrition

Mrs Irons

Graphic Communication

Mr R Nunn

Media Studies

Mr Brewer

Music

Mrs Lockyer

Physical Education, Sport,  
Nutrition and Fitness

Mr Yorke

Religious Education

Mrs Saied

Textiles

Mrs Irons

Sociology

Mrs Baxter

PSHE

Ms Holt/Mrs Page

Information and Communication

Mr Kerampran

Technology (ICT)

## Vocational Qualification

Resilience Curriculum

Mrs Barlow

# Making Choices Timeline

## February

**'Making Choices' Booklet sent home via ParentMail and Pathways subject information on school website**

## February/March

- Ongoing careers guidance sessions in form time
- Taster sessions with Sixth Form students around all subjects

**Early March- options form sent home.**

## Wednesday 6<sup>th</sup> March Parents' Information Evening

- 7<sup>th</sup> March Virtual Making Choices goes live on website

## Friday 15<sup>th</sup> March

**Deadline for return of choices form**

## Summer Term 2024

**Students receive written confirmation of their choices**

# How to Make Your Choices

1

- Consider the content of this booklet
- Consider all subject options on offer
- Think about the EBacc subjects and their suitability to you
- Think about your strengths and how the subjects on offer will match these

2

- Discuss your ideas with parents/carers and staff
- Be prepared to change your mind based on advice from parents/carers and staff
- Listen carefully to the advice during taster sessions

3

- Attend the Virtual Making Choices Information Evening to review your options- this will go live from 8<sup>th</sup> March
- Hand in your completed Choices form by Monday 13<sup>th</sup> March

4

- Choices forms will be processed and any additional meetings will be arranged with you
- School will confirm your successful option choices
- This will be sent to you in the Summer Term 2023

# ENGLISH LANGUAGE

**Exam Board: WJEC Eduqas**

Course code or specification number: 601/4505/5

Level of qualification: GCSE

## ***What will students learn about?***

How to read and understand a text from the 1800s and compare it to a modern text. Students will also read a modern extract from a literary text and show their understanding of the writer's craft.

## ***What skills will students develop and demonstrate?***

How to interpret, infer, evaluate and analyse the language within texts.

Students will also develop their technical writing skills through creative writing and transactional (purposeful) writing to produce formal letters, articles and other real-life forms of writing.

***What grades can students access?*** Students will be able to access grades 1-9

## ***What post 16 route is there?***

We offer two A-Levels in English at Copleston Sixth form: English Language and English Literature. Both are highly regarded by universities and will allow you to access a wide range of courses. We achieve very successful outcomes for our students in both A-Levels.

The study of English can lead to a wide variety of career options including publishing, journalism, teaching, working in the media, marketing and advertising.



## **How will students' learning be assessed?**

Through structured answers to questions in formal and informal assessments, using exam marking criteria.

Students will also write in formal timed conditions and produce creative and transactional pieces of writing which will be marked against exam criteria.

Students will also peer and self-assess in lessons.

## **What kind of learning styles does this course involve?**

Students will use their verbal learning skills and there are some elements of working in groups and using social learning styles.

## **For further information please contact:**

Mrs R Keats (Head of English)





# ENGLISH LITERATURE

**Exam Board: WJEC Eduqas**

Course code or specification  
number: 601/5246/1

Level of qualification: GCSE

## ***What will students learn about?***

Students will study three set texts

- Blood Brothers
- A Christmas Carol
- Romeo and Juliet

They will also study 18 poems from the WJEC anthology.

## ***What skills will students develop and demonstrate?***

Students will develop their inference and evaluative skills and how to compare poems and the poetic techniques used by writers. They will also develop their essay writing skills.

## ***What grades can students access?***

Students will be able to access grades 1-9

## ***What post 16 route is there?***

We offer two A-Levels in English at Copleston Sixth form: English Language and English Literature. Both are highly regarded by universities and will allow you to access a wide range of courses. We achieve very successful outcomes for our students in both A-Levels.



## **How will students' learning be assessed?**

Students will be assessed by informal and formal assessments which will be responses to texts and extract analysis. They will also peer assess their answers to texts.

## **What kind of learning styles does this course involve?**

Verbal skills are developed through discussion, reading and writing responses.

## **For further information please contact:**

Mrs R Keats (Head of English)



# MATHEMATICS

**Exam Board: OCR**

Course code or specification number: J560

Level of qualification: Level 2

## ***What will students learn about?***

- Numbers
- Algebra
- Geometry and Measures
- Statistics and Probability

For more details please visit:

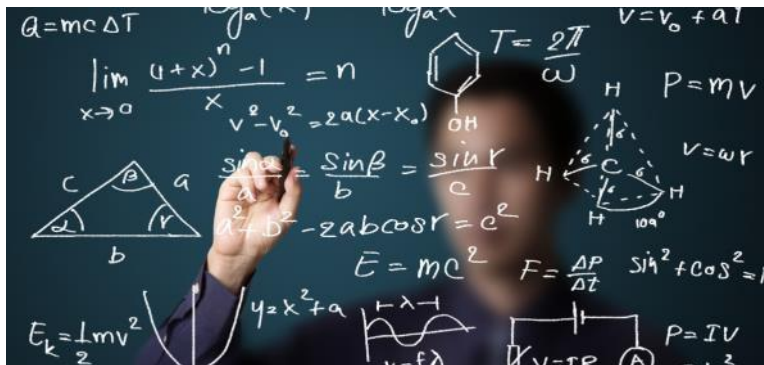
[www.ocr.org.uk](http://www.ocr.org.uk)

## ***What skills will students develop and demonstrate?***

The course focuses on problem solving skills as well as using and applying mathematics in real life contexts.

## ***What grades can students access?***

Students will be able to access grades 1-9



“Mathematics expresses values that reflect the cosmos, including orderliness, balance, harmony, logic, and abstract beauty.” *Deepak Chopra - Author and Public Speaker*

## **How will students’ learning be assessed?**

All students will be following the GCSE linear course for OCR. Students will sit the final examination at the end of Year 11.

There is no coursework in Mathematics. However, students will be formally assessed at various points throughout the course.

Students will be assessed once every term in Year 9. In Year 10, along with assessments in the Autumn and Spring term, students will sit a formal examination based on past GCSE examination paper in the summer term.

Students will sit two mock examinations in Year 11, one in the Autumn term and one in the Spring term along with other formal assessments at various stages throughout the year within the classroom.

## **What kind of learning styles does this course particularly suit?**

The students will have to use and develop problem solving skills along with analytical and evaluating skills.

The course will expect students to demonstrate the ability to work independently as well as working together as a group or in pairs where necessary.

Written communication is a key part in presenting solutions to problems in Mathematics.

## **For further information please contact:**

Mr D Lynch (Head of Mathematics)

Ms L MacKenzie (2 i/c Mathematics)

# SCIENCE

## Exam Board: AQA

Course code or specification number:

Dual: Trilogy 8464

Triple: Biology 8461

Chemistry 8462

Physics 8463

Level of qualification: GCSE

Trilogy gets 2 GCSEs (standard course)

Triple gets 3 GCSEs

(but no extra time)

### ***What will students learn about?***

- Cells, organisms, plants, body systems, inheritance and selection
- Atomic structure, ionic and covalent bonding, chemical reactions, rates of reaction,
- Energy, electricity, forces, space, nuclear structure, waves

### ***What skills will students develop and demonstrate?***

- Scientific understanding
- Application of knowledge
- Practical skills
- Mathematical skills

### ***What grades can students access?***

Students will be able to access grades 1-9



### **How will students' learning be assessed?**

- 100% Terminal exam
- Trilogy 6 x 75 min exams
- Triple 6 X 90 min exams

There are two exams in each subject area. Students are assessed throughout the course via written and practical assignments.

### **What kind of learning styles does this course particularly suit?**

It suits a wide variety but students have to be able to:

- Solve problems
- Explain answers
- Perform mathematical arrangements
- Do and explain practical activities

### **For further information please contact:**

Miss Row/Miss Vaughan (Joint Heads of Science)





# GEOGRAPHY

## Exam Board: AQA

Course code or specification number: Geography 8035

Level of qualification: GCSE

### ***What will students learn about?***

We explore topics such as Global Development trying to identify the reasons behind global inequality and the impacts this has on a variety of other areas of study. World Cities will look at a variety of urban landscapes and explore what cities in the future might look like. Current global issues such as Climate Change and its implications for our future lifestyles. Also, more traditional physical geography topics such as tectonics, weather hazards, rivers and coasts will be covered. Students will use their knowledge of climate to explore the link to ecosystems and look at threats to the Tropical Rainforest in the Amazon and how it might be preserved.

### ***What skills will students develop and demonstrate?***

*Students will gain confidence in dealing with information in a variety of forms (e.g. graphs, images, quotes etc.) which is essential for success in Geography. Students will develop skills of analysis and evaluation allowing them to make decisions and justify them.*

### ***What grades can students access?***

Students will be able to access grades 1-9



### **How will students' learning be assessed?**

- Paper 1 – Living with the Physical Environment Exam (35%) 1hr 30min
- Paper 2 Challenges in the Human Environment Exam (35%) 1hr 30min
- Paper 3 Applied Fieldwork Exam (30%) 1hr 15min (This has an element of pre-released information)

### **What kind of learning styles does this course particularly suit?**

We look for students who are enthusiastic and interested in the world around them. We use a variety of teaching styles to look at issues, but discussion is a big part of our lessons; people willing to have an opinion and get involved will do very well.

As part of the course we do carry out fieldwork which will then be analysed in class to look at the patterns we can identify.

### **For further information please contact:**

Miss Acton (Head of Geography)



# HISTORY

## Exam Board: AQA

Course code or specification number: 8145

Level of qualification: GCSE

### ***What will students learn about?***

Paper 1: Germany, 1890–1945:  
Democracy and Dictatorship

Conflict and tension, 1945–1972

Paper 2: Britain: Health and the  
people: c1000 to the present day

Elizabethan England, 1558– 1603

### ***What skills will students develop and demonstrate?***

AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: explain and analyse historical events and periods studied using second-order historical concepts.

AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

•AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

### ***What grades can students access?***

Students will be able to access grades 1–9



### **How will students' learning be assessed?**

Two examinations at the end of Year 11. Both examinations last for 2 hours and require students to answer 10 questions ranging from 4 to 16 marks.

To prepare for this students will be continually assessed in lessons through practice questions and will have end of unit mock examinations. These will be completed in class under exam conditions. These results will be logged on Go4Schools to track progress and inform teaching.

### **What kind of learning styles does this course particularly suit?**

Students will need to be able to:

Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience;

Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers;

To develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context;

To develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them;

To organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

### **For further information please contact:**

Mr S Gore (Head of History)

# COMPUTER SCIENCE

**Exam Board: OCR**

Course code or specification number: J277

Level of qualification: Level 2 (GCSE)

## ***What will students learn about?***

You will develop your programming skills by writing short computer programs in Python.

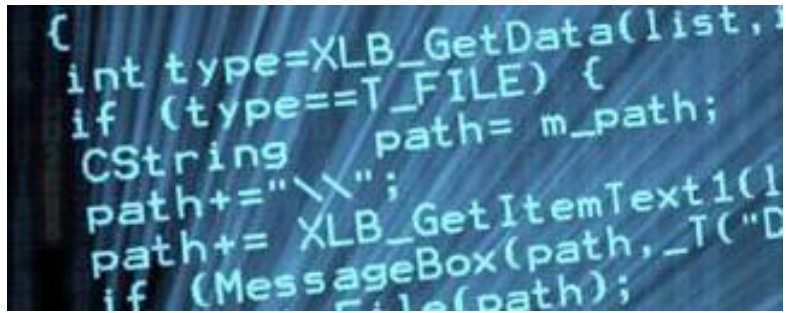
The theory units will focus on the technical aspects of computing including hardware & software (components of a computer and how they work), binary logic (binary code, logic gates), computer algorithms, database concepts, networking concepts, testing, troubleshooting and evaluating computer algorithms, impact of computer science in society.

## ***What skills will students develop and demonstrate?***

Students will develop their programming skills using Python programming by designing, implementing, testing and troubleshooting computing algorithms.

## ***What grades can students access?***

Students will be able to access grades 1-9



## **How will students' learning be assessed?**

The official assessment structure is based on:

- 100% exam based (written papers) covering computer science concepts as well as programming skills (two exams.) These are completed at the end of Year 11.
- Throughout the course students will also be expected to complete a range of small computer programs using the Python programming language to help them acquire the required skills for the final examination.

In Years 9, 10 and 11, students will be assessed through mock exams every six weeks. These exams will cover key theory concepts as well as assess pupils' ability to design, troubleshoot and evaluate computer algorithms (using flowcharts and pseudocode) to solve computing problems.

Students will complete a weekly homework task throughout the whole duration of the course.

## **What kind of learning styles does this course particularly suit?**

This course is targeted at independent learners who like to solve challenges using a range of programming techniques. Students should have a genuine interest in the technical aspects of computer science. They need to be confident with their maths skills (mental arithmetic, use of x, y coordinates, etc.), problem solving skills and independent research skills.

## **For further information please contact:**

Mr Kerampran (Head of IT & Computer Science)

Mr Jervis (Course Leader—GCSE Computer Science)



# FRENCH

## Exam Board: AQA

Course code or specification number: 8658

Level of qualification: GCSE

### *What will students learn about?*

Students study the following themes:

- Theme 1: Identity and Culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

### *What skills will students develop and demonstrate?*

The GCSE French course is designed to build on the basic skills acquired during Key Stage 3. The course will help students develop their language skills in a variety of contexts. Students will develop the ability to communicate effectively in French through both the spoken and written word.

### *What grades can students access?*

Foundation Tier—grades 1-5

Higher Tier—grades 4-9



### **How will students' learning be assessed?**

All exams will be assessed at the end of the course in Year 11.

Students may be entered for Foundation or Higher Tier.

All four question papers (Listening, Speaking, Reading and Writing) must be taken at the same tier and each paper counts for 25% of the overall marks.

### **What kind of learning styles does this course particularly suit?**

We aim to cater to all students' learning styles. The grammatical and translation element of the course may suit analytic learners who are good at cognitive problem solving and pattern spotting. Students who enjoy a challenge and recognise that language skills enable students to embrace our multi-lingual global society would benefit from this course.

### **For further information please contact:**

Mr A Adam (Head of MFL)



# SPANISH

Exam Board: AQA

Course code or specification number: 8698

Level of qualification: GCSE

## ***What will students learn about?***

Students study the following themes:

- Theme 1: Identity and Culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

## ***What skills will students develop and demonstrate?***

The GCSE Spanish course is designed to build on the basic skills acquired during Key Stage 3. The course will help students develop their language skills in a variety of contexts. Students will develop the ability to communicate effectively in Spanish through both the spoken and written word.

## ***What grades can students access?***

Foundation Tier—grades 1-5

Higher Tier—grades 4-9



## **How will students' learning be assessed?**

All GCSE exams will be assessed at the end of the course in Year 11.

Students may be entered for Foundation or Higher Tier.

There will be end of module tests throughout the three years to monitor students' progress, but these do not count towards the final grade.

All four question papers (listening, speaking, reading and writing) must be taken at the same tier and each paper counts for 25% of the overall marks.

## **What kind of learning styles does this course particularly suit?**

We aim to cater to all students' learning styles. The grammatical and translation element of the course may suit analytic learners who are good at cognitive problem solving and pattern spotting. Students who enjoy a challenge and recognise that language skills enable students to embrace our multi-lingual global society would benefit from this course.

## **For further information please contact:**

Mr A Adam (Head of MFL)

# ART & DESIGN

## Exam Board: AQA

Course code or specification number: 8202

Level of qualification: GCSE

### ***What will students learn about?***

During the course students will learn how to work in a variety of disciplines including; drawing, painting, printmaking and some form of 3D or mixed media. Students also gain an understanding of the work of a range of artists and designers which span from the great masters to practicing contemporary artists.

### ***What skills will students develop and demonstrate?***

Pupils will develop skills in 2D and 3D work methods, exploring line, tone, colour, shape, form, pattern, and texture. Pupils explore these key concepts in all of the work they study and create themselves. Students also develop their skills in analysis and evaluation with regard to both their own work and that of artists being studied.

### ***What grades can students access?***

Students will be able to access grades 1-9



### **How will students' learning be assessed?**

The four Assessment Objectives given by the Exam Board are the main focus of Assessment:

Develop-Refine -Record -Present.

#### **Coursework:**

Assessment of coursework is on-going. Much of the work is completed in sketchbooks which are taken in and marked frequently. During this process students are encouraged to revisit work and improve upon it following guidance from their teachers. More sustained pieces are given interim comments and feedback and then marked more formally upon completion.

From time-to-time work from different groups are standardised to ensure continuity in marking.

#### **Exam and Exhibition:**

Students have a ten-hour exam in May of Year 11 with a theme set by the exam board. This is marked using the AQA Assessment Matrix. The course then culminates with a GCSE Exhibition. Initially individual teachers assess the work of their own group. This is then standardised within the department and then moderated by the exam board. Once all the marking is complete, we host an evening to celebrate the students work. Students, parents, staff and friends are all invited.

### **What kind of learning styles does this course particularly suit?**

This course suits students who are creative and have an inquiring and open mind. They need to learn a range of practical skills and how to develop and refine ideas. They also need to reflect on advice given and use it to improve their work.

### **For further information please contact:**

Miss A Hodgkinson (Head of Art)



# DANCE

## Exam Board: AQA

Course code or specification number: 8236

### ***What will students learn about?***

Students will learn about choreography and performance. They will perform four technical set phrases as well as choreograph and compose movement material. The course covers dance appreciation as well as performance and choreography.

As well as analysing their own work, students will study 6 set dance works learning about the aural and physical setting as well as the choreographic and movement style of each genre.

### ***What skills will students develop and demonstrate?***

Students will learn to analyse and evaluate performance and expressive skills. They will learn subject specific language and apply it to their analysis of the set works. In addition, students will be taught a range of performance and expressive skills. These will include learning various techniques such as ballet, jazz and contemporary. Students will also learn how to create movement material from various sources and how to develop the movement into phrases and composition pieces.

### ***What grades can students access?***

Students will be able to access grades 1-9



### **How will students' learning be assessed?**

Students will be assessed in a number of ways. Students will assess their knowledge and understanding of choreography through both practical and theory tasks. They will be taught technical phrases that they must then perform in isolation as well as develop into more complex choreography. In addition, students will complete small group presentations and a range of practical pieces which will demonstrate their ability to apply what they have learned about choreography and key concepts onto their own performance work.

- Performance: Solo Performance of two set phrases & a duet/trio performance (30%)
- Choreography: Solo or Group Choreography (30%)
- Dance Appreciation: 1hr 30min written exam (40%)

### **What kind of learning style does this course particularly suit?**

Dance GCSE requires students to have a creative mind. Students need to be able to look further than the surface of a theme and create movement that has meaning. They need to be able to come up with ideas that are based on sources and concepts that they have already learned. Students also need to be prepared to learn technical skills and be reflective enough to make improvements based on feedback from staff and fellow students. Students will perform in front of others in the class in groups, duets and sometimes solos.

The subject involves class and group discussions and the ability to work creatively in small groups.

### **For further information please contact:**

Miss M Steward (Head of Dance)

# BUSINESS

**Exam Board: Edexcel**

Course code or specification number:  
1BS0

Level of qualification: Pearson  
Edexcel Level 2 GCSE (9-1)

## ***What will students learn about?***

Students will learn about small and larger companies, looking at relevant, real-life examples from a range of industries. They will learn key business concepts that will help them to understand key objectives and the impact business activity has on individuals and society.

## ***What skills will students develop and demonstrate?***

Students will develop their ability to demonstrate knowledge of key business concepts.

Students will develop an ability to apply key business knowledge to a range of business contexts, studying real life business examples.

Students will develop their ability to analyse and evaluate business decision making.

## ***What grades can students access?***

Students will be able to access all grades ranging from 1-9



## **How will students' learning be assessed?**

Students will be assessed at the end of Year 11 in two examinations, each carrying 50% weighting.

### **Theme 1: Investigating small businesses (1BS0/01)**

- Written exam of 105 minutes covering:
- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making a business effective
- Understanding external influences on business

### **Theme 2: Building a business (1BS0/02)**

- Written exam of 105 minutes covering:
- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resources decisions

## **What kind of learning styles does this course particularly suit?**

This course will most suit students who are interested and passionate about the business environment. The course encourages creativity and critical thinking, as well as a practical approach to making decisions. Discussion regarding business actions will be common and students should expect to question the decisions of a business. Students who are able to pair these practical skills with a solid theoretical knowledge will be successful.

## **For further information please contact:**

Mrs P Quintero Hunt (Head of Economics and Business)

# DRAMA

**Exam Board: AQA**

Course code or  
specification number: 8261

Level of qualification: GCSE

## ***What will students learn about?***

Students will learn key devising skills and will construct their own performances using these. They will also explore and perform existing play texts.

The course also involves taking part in assessed performances to peers and visiting examiners.

Written work undertaken throughout the course will involve students reflecting on their own work and the work of others. There is also a written exam which involves students studying a text from a performer and designer perspective and responding to live theatre. Theatre trips to view live theatre are an essential part of the course.

## ***What skills will students develop and demonstrate?***

Students will develop communication skills, performance skills, working collaboratively with others, being able to evaluate their own work and the work of others as well as developing skills in being able to successfully analyse and respond to live theatre performances.

## ***What grades can students access?***

Students will be able to access grades 1-9



## **How will students' learning be assessed?**

Students complete three components detailed below. The assessment takes the form of practical performances, accompanying written work and a written examination at the end of the course.

All assessments in Years 9 and 10 are a mock of the 3 GCSE Drama components, and a combination of practical and written tasks which involve performing either a devised piece or text extract and evaluating your own work and the work of others.

### **Component 1 Understanding Drama (40%)**

\*1 hour and 45 minutes written paper.

Section A is multiple choice questions. For section B we study *Blood Brothers* and Section C of the written paper is a live theatre response.

### **Component 2 Devising Drama (40%)**

*\*Internally Assessed/Externally Moderated*

Students devise their own performance based on a range of given stimuli and complete an accompanying devising log.

### **Component 3 Texts in Practice (20%)**

*\*Marked by a visiting External Examiner*

*Students select 2 extracts from a chosen play and perform these (or create accompanying designs) to a visiting examiner*

## **What kind of learning styles does this course particularly suit?**

There are elements of this course to suit all learning styles as the curriculum covered involves a varied range of practical work, higher level evaluation, collaboration tasks and written responses.

## **For further information please contact:**

Miss K Heffer (Head of Drama)





# FOOD PREPARATION AND NUTRITION

**Exam Board: EDUQAS**

Course code: 601/8093/6

Level of qualification: GCSE

## ***What will students learn about?***

Students will cover a range of topics:

- Nutrition
- Food provenance and food choice
- Food Science
- Cooking and Food Preparation

## ***What skills will students develop and demonstrate?***

Students will develop a range of practical skills. These will be complemented by evaluation and analytical skills.

## ***What grades can students access?***

Students will be able to access grades 1-9



## **How will students' learning be assessed?**

All formal assessments take place in Year 11.

- Non-examined practical assessment (35%) - this will take the form of a practical during which pupils will make a range of dishes in response to a set brief. They will also complete a 20 page piece of coursework.
- Final exam (50%)
- Non-examined assessment Food Science Investigation (15%) - this will comprise of a 1500 - 2000 word investigation into a given topic.

Students are assessed throughout the course through practical and written assessments in preparation for the formal assessments in the final year.

## **What kind of learning styles does this course particularly suit?**

The course will suit students who are interested in developing a range of practical skills. Alongside being hands-on, the course requires students to analyse information, plan and organise practical work and evaluate their actions and decisions. Students need to be reflective and proactive learners. A strong interest in the science of food and nutrition is a must for this course.

## **For further information please contact:**

Mrs S Irons (Head of Food Technology)

# INFORMATION TECHNOLOGY

**Exam Board: OCR**

Course code or specification number: J834

Level of qualification:  
Cambridge National Certificate  
in Creative iMedia Level 2,

## ***What will students learn about?***

Pupils will develop their ICT skills in using a range of application software in a business orientated context. They will enhance their creativity and communication skills using ICT and will develop time management and organisational skills. They will use a range of pre-production design techniques (Mood boards, Story Boards etc.) to design their products.

## ***What skills will students develop and demonstrate?***

Students will develop their creative skills using a range of multimedia software (Graphic Editing, Photo Editing, Audio and Video Editing, Website Editing) to produce a portfolio of multimedia products.

## ***What grades can students access?***

Students will be able to access all grades ranging from a Level 1 Pass Level to a Level 2 Distinction Star grade.



## **How will students' learning be assessed?**

- **Unit 1 (R094 - NEA 25%) - Visual Identity and Digital Graphics:** Students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.
- **Unit 2 (R097 NEA - 35%) Interactive Digital Media:** students will learn to design and create interactive digital media products for chosen platforms. They will learn to select, edit and repurpose multimedia content and create the structure and interactive elements necessary for an effective user experience.
- **Unit 3 (R093 - Written Exam - 40%) Creative iMedia in the Media Industry:** Students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn about the formats and properties for different media products.

## **What kind of learning styles does this course particularly suit?**

This course is a vocational course involving a lot of practical work on the computer using a range of software. Students will use a range of pre-production techniques (Story boards, mood boards, project plans etc.) to plan and design their final products.

## **For further information please contact:**

Mr Kerampran (Head of IT & Computer Science)

Mr Young (Teacher of ICT and Media)

# GRAPHIC COMMUNICATION

**Exam Board: AQA**

Course code or  
specification number: 8203

Level of qualification: Level 2  
(GCSE)

## ***What will students learn about?***

Pupils will experiment with a range of modern graphic art media, techniques and processes. They will explore illustration, advertising, and typography and package design producing original and creative art work that responds to an idea, concept or issue.

Pupils will build upon design skills learnt in Key Stage 3, and learn digital techniques using adobe Photoshop, illustrator and where appropriate In Design and After Effects.

## ***What skills will students develop and demonstrate?***

Pupils will be taught how to use a wide range of graphic materials and equipment - both traditional and modern. They will be encouraged to learn how to use, understand and apply colour and design.

## ***What grades can students access?***

Students will be able to access grades 1-9



## **How will students' learning be assessed?**

This qualification consists of two components:

- Component 1 is worth 60% of the GCSE and consists of two practical projects. These will be completed in Year 10 and 11. Students will create a portfolio of evidence covering the following areas such as advertising and branding, illustration, etc. Students will have practiced these skills throughout practical projects in Year 9 and 10.
- Component 2 is a controlled assessment project set by the exam board and is worth 40% of the GCSE. In Year 11, students will be given ten controlled assessment hours to complete a portfolio of evidence based on a given design brief set by the exam board. They will apply the skills acquired from component 1 to complete their portfolio.

## **What kind of learning styles does this course particularly suit?**

This course is targeted at independent learners who want to apply their creative skills to design and make pieces of communication with creativity and originality.

Students will be expected to carry independent research and develop a range of presentation skills to organise their portfolio of evidence using both traditional and modern/digital methods.

## **For further information please contact:**

Miss Hodgkinson (Head of Art and Design)

Mr R Nunn (Course Leader, GCSE Graphic Communication)



# DT - PRODUCT DESIGN

## Exam Board: OCR

Course code or specification number: J310

Level of qualification: GCSE

### ***What will students learn about?***

Creative designing principles

Technical making principles

New and emerging technologies

Sustainability, people, culture, society and the environment

Industrial practices: CAD/CAM, production techniques.

Making using amongst others: Graphic papers and boards;

Natural /manufactured timber; Ferrous/ non-ferrous metals; Thermoforming and thermosetting polymers.

Natural, synthetic fibres.

The course demands high level Maths and Science skills.

***What grades can students access?*** Students will be able to access grades 1-9

### ***What post 16 route is there?***

GCSE D&T opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields e.g. medicine, law and computer science. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills such as teamwork and time management which are highly prized by employers.



### **How will students' learning be assessed?**

50% End of course exam– this is a challenging and broad exam.

50% Designing and making a quality product as controlled assessment.

The students will be assessed in Years 9 and 10 on a range of design and make projects. In Year 11 there will be a theory exam and a design and make controlled assessment set by the exam board.

### **What kind of learning styles does this course particularly suit?**

The GCSE is particularly suited to students with an aptitude for Maths and Science as this is a significant part of the course. In addition, students will need an open-minded approach to designing and problem solving working with a wide range of materials. Students will need to communicate their ideas in both 2D and 3D graphic communication.

### **For further information please contact:**

(please see a teacher of Design Technology)



# MUSIC

**Exam Board: Edexcel**

Course code or specification number: 1MU0

Level of qualification: GCSE

## ***What will students learn about?***

Through the study of set works within four areas of study, students will learn about Instrumental Music, Vocal Music, Music for Stage and Screen, and Fusions. They will also learn about composition techniques as they create their own pieces of music.

## ***What skills will students develop and demonstrate?***

As part of the appraising they will learn to analyse 'unfamiliar' pieces of music as part of Wider Listening, using written scores and listening material. They will apply their knowledge of subject specific vocabulary. They will develop instrumental or vocal skills to hone their performance work, both as a soloist and as a member of an ensemble. They will develop the skills necessary to compose structured music, including the use of ICT.

## ***What grades can students access?***

Students will be able to access grades 1-9



## **How will students' learning be assessed?**

There are three components to the GCSE exam.

Component 1: Performing – this is a controlled assessment consisting of one solo and one ensemble performance, accounting for 30% of the overall mark

Component 2: Composing – two pieces are written in controlled conditions and they account for 30% of the total mark

Component 3: Appraising – this is a written exam comprising a series of listening excerpts based on the set works, as well as some Wider Listening. It accounts for 40% of the overall mark.

## **What kind of learning styles does this course particularly suit?**

Music is an option subject at KS4 and it is most suited to students who receive instrumental or vocal tuition. A willingness to absorb unfamiliar music and its associated, subject-specific vocabulary will be necessary and students will need to develop an understanding of how and why music is created. Students will devote a considerable amount of time to instrumental / vocal practice, and it is hoped that they would want to participate in extra-curricular musical activities to improve their performance, composition and listening skills.

## **For further information please contact:**

Mrs A Lockyer (Head of Music)

# BTEC MUSIC

## Exam Board: Edexcel

Course code or specification number: 603/7055/5

Level of qualification: Pearson BTEC Level 1/Level 2 Tech Award in Music Practice

### ***What will students learn?***

Students will explore the use of music theory and practical techniques through a range of popular, classical and traditional styles making consistent use of digital audio workstations, keyboard skills and instrumental skills where appropriate. Students will also learn how to compose and sequence music and use appraisal skills to analyse the work of professionals.

### ***What skills will students develop and demonstrate?***

Listening and appraising, music sequencing, practical instrumental skills including West African Drumming techniques, composition, logging and evaluation of progress, working to a brief.

### ***What grades can students access?***

Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction \*



### **How will students' learning be assessed?**

There are three components.

Component 1 is internally assessed in year 10. In this component students will learn about the features of professional music in a range of styles and through a series of workshops and research will produce a portfolio explaining their discoveries and attempts to use the techniques researched.

Component 2 is internally assessed at the start of year 11. In this, students will log their journey as they acquire and master recording and production skills using Cubase 12 OR log their journey as they acquire and master practical instrumental skills if appropriate.

Component 3 is externally assessed towards the summer term of year 11. Students will be creating music in response to an externally created brief.

### **What kind of learning styles does this course particularly suit?**

BTEC Music particularly suits students who have an aptitude for music but may not have had access to instrumental lessons consistently in the past. Students who are keen to learn about music production and recording will thrive on the course. As the assessments are all coursework based all learners must be willing to consistently log their progress every lesson, work to deadlines and be keen to work independently. There are several practical components throughout the course and there will be times where students will need to participate in group or solo performances as part of their journey.

### **For further information please contact:**

Mr Ashton (i/c BTEC Music)



# PHYSICAL EDUCATION, SPORT, NUTRITION AND FITNESS

**Exam Board:** Edexcel

**Level of Qualification:** GCSE

## *What will students learn about?*

The course is designed to build on the skills learnt in key stage 3 and encourage learners to become more competent, confident and expert in their techniques.

The GCSE qualification has engaging components that are assessed through two written papers:

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

**What grades can students access?**  
GCSE grades 1-9

**or**

**Exam Board:** NCFE

**Level of Qualification:** V Cert Level 2

## *What will students learn about?*

Designed for learners with an interest in any of the health and fitness contexts such as exercise, lifestyles and diet. Appropriate for learners who are looking to develop a significant core of knowledge and understanding, and want to apply that knowledge in preparing, planning and developing a health and fitness programme.

**What grades can students access?**  
Pass, Merit, Distinction



In Year 9 all students follow the same course, which, alongside a practical programme, looks at the fundamentals of “anatomy and physiology”, “healthy lifestyles” and “physical training programmes”.

At the end of Year 9, based on test data and practical performance, PE staff will make the decision regarding which of these 2 pathways would be most beneficial for each student.

## **How will students' learning be assessed?**

In the GCSE the theoretical components will be assessed through **two externally examined papers (60%)**.

The **practical component** is internally assessed and externally moderated (**30%**). Students must complete three activities (team, individual, plus one other from a set list).

The students must complete a ‘**Personal Exercise Programme**’ demonstrating their ability to plan, perform, monitor and evaluate their performance (**10%**).

In the V Cert to be awarded the NCFE Level 2 Certificate in Health and Fitness, learners are required to successfully complete 4 mandatory units.

Unit 01 – Principles of health and fitness - 25% portfolio

Unit 02 – Healthy lifestyles -25% portfolio

Unit 03 – Preparing and planning for health and fitness 25% external exam

Unit 04 - 25% portfolio.

## **What kind of learning styles does this course particularly suit?**

Students should be **dedicated sports players**, who are involved in competitive sport and able to demonstrate a willingness to apply their practical ability to an academic framework.

## **For further information please contact:**

Mr Moriarty (Head of GCSE PE)



# MEDIA STUDIES

**Exam Board:** Eduqas

**Course code:** C680QS

## ***What will students learn about?***

Students will learn about a variety of media products and gain an understanding of their industry significance. The course includes in-depth analysis of the following set products:

- Magazine Covers – *Vogue* and *GQ*
- Film Posters – James Bond, *The Man with the Golden Gun* & *No Time to Die*
- Newspapers Front pages – *The Guardian* & *The Sun*
- Print Advertisements – *Quality Street* & *This Girl Can*
- Newspapers – *The Sun* website
- Film Industry- *No Time to Die*
- Radio – *The Archers*
- Video Games – *Industry Only*
- TV Sitcom- *Friends* & *Man Like Mobeen*
- Music Industry- Music Videos and Online Media of Taylor Swift (*The Man*) and Justin Bieber (*Intentions*)
- Music Industry- Historical product TLC (*Waterfalls*)

## ***What skills will students develop and demonstrate?***

Students will learn to analyse and evaluate media texts in detail. They will learn subject specific language and apply theoretical approaches to their extended written analysis of the set products. They will develop research, planning, and production skills as a part of their independent production piece.

## ***What grades can students access?***

Students will be able to access grades 1 to 9 as part of this GCSE course.



## **How will students' learning be assessed?**

There will be ongoing formative assessment techniques deployed in lessons that could include short low stakes knowledge tests, comparison with modelled examples, individual questioning, and peer and self-review against success criteria.

In the final stage of the course, students will sit two exams combined with their independent coursework piece:

- Component 1- (1 hour 30 mins)- written exam worth 40%
- Component 2- (1 hour 30 mins)- written exam worth 30%
- Component 3- Coursework production worth 30%

## **What kind of learning style does this course particularly suit?**

To be successful in GCSE Media Studies you need to have a good mix between creativity and analysis skills. It's important to understand that this course involves extended written analysis. You should also be open to studying industries and products that you are unfamiliar with. The coursework element requires you to be organised and complete creative tasks such as photoshoots outside of lesson. The nature of the coursework demands good time management and meeting strict deadlines.

## **For further information, please contact:**

Mr Brewer (Head of Media and Film Studies)

# RELIGIOUS STUDIES

**Exam Board: AQA**

Course code or specification number: Specification A

Level of qualification:

Full Course GCSE

## *What will students learn about?*

- Christian beliefs and Teachings
- Christian Practices
- Islamic Beliefs and Teachings
- Islamic Practices
- Religion and Life
- Religion and War
- Religion and Crime in Society
- Religion and Relationships

## *What skills will students develop and demonstrate?*

Debating

Expression of personal opinions

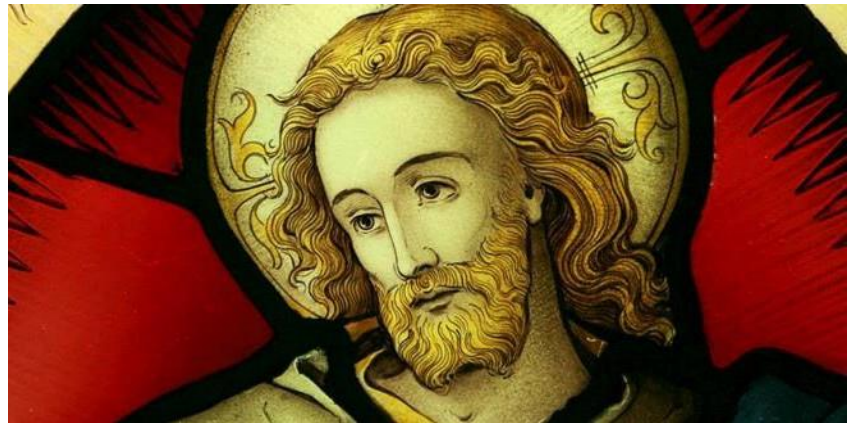
Asking philosophical questions

Essay writing

Source interpretation

## *What grades can students access?*

Students will be able to access grades 1-9



## **How will students' learning be assessed?**

There will be continued summative assessments through written essays and exam practice questions accompanied by an end of unit test for each of the eight modules.

Examined at the end of Yr11 with 2x 1h 45mins papers.

## **What kind of learning styles does this course particularly suit?**

Students interested in exploring faith and concepts of belief.

Students who can articulate their opinions and who are willing to engage in discussion and debate

Students who are committed to producing quality written work, as the course is heavily weighted in essay style writing.

## **For further information please contact:**

Mrs K Saied (Head of RE)





# Sociology

**Exam Board: AQA**

Course code or specification number: 8192

Level of qualification: GCSE

***What will students learn about?***

- 1. *The sociological approach***
- 2. *Social structures, social processes and social issues***
- 3. *Families***
- 4. *Education***
- 5. *Crime and deviance***
- 6. *Social Stratification***
- 7. *Sociological research methods***

***What skills will students develop and demonstrate?***

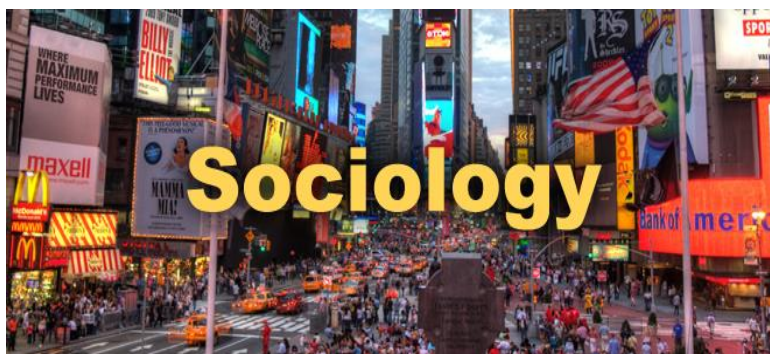
AO1: demonstrate knowledge and understanding of sociology theories, concepts, evidence and methods.

AO2: Applying knowledge and understanding of sociological theories, concepts, evidence and methods.

AO3: analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions

***What grades can students access?***

Students will be able to access grades 1-9



**How will students' learning be assessed?**

Two written examinations at the end of Year 11. Both examinations last for 1hr 45 minutes. The content is divided between two papers, each weighing 50% of the final grade.

**Paper 1: The sociology of families and education –**

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

**Type of Questions**

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

**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

**Types of Questions**

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses

**What kind of learning styles does this course particularly suit?**

The specification requires students to:

- Draw on information and evidence from different sources and demonstrate the ability to synthesise them
- Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use
- Analyse and evaluate information and evidence presented in different written, visual and numerical form
- Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas
- Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions
- Draw connections between different topic areas studied.

**For further information please contact:**

Mrs N Baxter (Head of Sociology)



# TEXTILES

**Exam Board: AQA**

Course code or specification number: 8024

Level of qualification: GCSE

## ***What will students learn about?***

Students will learn about a range of topics:

- Art Textiles
- Fashion/Costume Design and Illustration
- Constructed Textiles
- Printed and Dyed Textiles
- Surface Pattern and Embellished Textiles

## ***What skills will students develop and demonstrate?***

Students will develop a range of practical skills. They will also develop evaluation skills. Their written skills will also be developed.

## ***What grades can students access?***

Students will be able to access grades 1-9



## **How will students' learning be assessed?**

Students are assessed throughout the course to practise key skills and to prepare for the formal assessments.

The formal assessments are:

- A portfolio of work to evidence the course of study including finished textiles pieces (60%)
- An assignment completed within 10 hours of supervised time (40%)

Both of these components are non-examined assessments.

## **What kind of learning styles does this course particularly suit?**

Students who have a flair for textiles and a keenness to develop a range of textile related practical skills will enjoy this course. Students will need to have good organisational and evaluation skills and be prepared to maintain their evidence folders throughout the course.

## **For further information please contact:**

Mrs S Irons (Head of Department)

Mrs C Kemp (GCSE Textiles lead teacher)



# Resilience Curriculum

The Resilience Curriculum is a three year programme of study aimed at preparing selected students for life after school. Pupils complete the Resilience Curriculum in Key Stage Four alongside their GCSE subjects. Pupils cannot opt to take the Resilience Curriculum, the decision about who will take the course is made by Leaders of Learning in conjunction with parents and carers.

## ***What will students learn about?***

During Year 9 pupils complete the Duke of Edinburgh Bronze Award. Pupils also learn and practice the 8 Essential Skills identified by employers as essential in the modern workplace: speaking, listening, teamwork, leadership, creativity, problem solving, staying positive and aiming high. They plan and deliver a Christmas Fayre for Year 7 students; renovate a bike, manage a project in the school garden and improve their communication for the workplace.

During year 10 pupils also learn and practice the 8 Essential Skills identified by employers. They prepare for work experience, manage a project in the school garden and make blankets for homeless people from recycled materials. In Year 10 pupils complete the Duke of Edinburgh Silver Award.

During Year 11 pupils complete their Food Hygiene Certificate and First Aid at Work Certificate. Pupils continue to learn and practice the 8 Essential Skills identified by employers. They prepare for life after school through visits to further education institutions, write their CVs and learn how to apply for jobs and college courses.



## **What skills will students develop and demonstrate?**

- The Resilience Curriculum ensures that pupils' progress in the skills they will need in later life are at the heart of the curriculum. The core skills embedded within the course are: problem-solving, aiming high, listening, presenting, staying positive, teamwork and leadership.

## **How will students' learning be assessed?**

- Pupils' progress in these key skills will be carried out each term after projects have been completed.
- Pupils will then be given individual feedback on the areas that they need to improve and progress will be reported to parents through Go4Schools, progress reports and parents' evenings.

## **What kind of learning styles does this course particularly suit?**

- The course suits pupils who enjoy practical tasks and would benefit from the opportunity to develop core skills that will prepare them for life after school.

***N.B Please note this course not available as an option subject but is offered to selected students that the school deem suitable.***

Mrs Barlow (I/C Resilience Curriculum)



# PSHE

## Exam Board: N/A

This is a compulsory subject in all maintained schools in Britain. At Copleston we provide this information through Flexi-Days and extended assemblies throughout the year. This is for year 9 through to year 11.

### ***What will students learn about?***

Students will learn various controversial and informative topics that link to their lives & will help for their futures. Topics include; drugs and alcohol education, careers and future development, teenage sexual health, personal safety and domestic violence awareness.

### ***What skills will students develop and demonstrate?***

Students will be able to develop and demonstrate listening skills, empathy, resilience, and personal coping skills to be able to become well rounded individuals.

### ***Who runs the sessions?***

Trained professionals are contacted to contribute to the various flexi days and extended assemblies. They have a wealth of experience.



### **How will students' learning be assessed?**

Assessment in PSHE is an ongoing process. All students will complete emotional literacy assessments at the start of the year. This will be assessed and any students who show they are in need of extra support will be given intervention throughout the year. The topics will help them to develop into well rounded individuals.

### **What kind of learning style does this course particularly suit?**

During the flexi days and extended assemblies, students will have to use listening skills, but also work collaboratively with their peers to develop their ideas around various issues.

If students wish to discuss the issues raised in these sessions further then they are able to come to speak with the Head of PSHE or their Head of Year.

### **For further information please contact:**

Miss B Holt PSHE Coordinator (maternity cover)









# Connecting GCSEs to Careers

To help you to start thinking long-term you will find information below that connects each GCSE option to some of the careers they relate to including the skills you will develop. Remember - if you choose a GCSE it doesn't necessarily mean you'll end up with a career relating to it. It's never too early to start thinking where your skills and interests could lead you. The A Level column tells you if this subject is offered at Copleston Sixth Form.

Subject	EBACC	A Level	Future Prospects	Career/Job Title	Skills
English Language and Literature	Y	Y	GCSE English is vital for a whole range of employment options, college and university courses. For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding.	Barrister Teacher Politician Solicitor Journalist Writer Actor / Actress Counsellor Social Worker Public Relations Officer Librarian Psychologist	<ul style="list-style-type: none"> <li>• Written and verbal communication</li> <li>• Information handling</li> <li>• Planning essays, reports and projects</li> <li>• Persuasion</li> <li>• Negotiation</li> <li>• Presenting points of view</li> <li>• Research</li> </ul>
Mathematics	Y	Y	Just about everything! People with Maths qualifications can go into accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, civil service, design, construction and astrophysics.	Software Engineer Economist Aerospace Engineer Financial Advisor Accountant Quantity Surveyor Civil Engineer Architect Graphic Designer	<ul style="list-style-type: none"> <li>• Calculation</li> <li>• Problem-solving</li> <li>• Budgeting</li> <li>• Planning</li> <li>• Research</li> <li>• Interpreting statistics</li> <li>• Analysing data</li> </ul>
Science	Y	Y	<p>All of these Science subjects - Biology, Physics and Chemistry - can be taken up to a higher level of education. Next steps include:</p> <ul style="list-style-type: none"> <li>• A Level in Biology, Physics and/or Chemistry</li> <li>• BTEC Level 3</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level Apprenticeships.</li> </ul> <p>You can pursue your preferred subject to a higher level or take a number of science subjects alongside each other. Science subjects provide a good basis for further education and they develop a range of skills including analytical abilities, evaluation, planning and observational skills.</p>	Astronomer Physicist Chemical Engineer Midwife Doctor Biologist Forensic Scientist Veterinary Surgeon Zoologist Research Scientist Science Teacher Mechanical Engineering Geologist Meteorologist Surgeon Nurse	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Health and safety</li> <li>• Data analysis</li> <li>• Data interpretation</li> <li>• Statistics</li> <li>• Critical thinking</li> <li>• Observation</li> <li>• Attention to detail</li> <li>• Problem-solving</li> <li>• Communication</li> <li>• IT</li> </ul>
Geography	Y	Y	There is a wide range of career options available to students who study geography. Geography is a dynamic subject which lends itself to most occupations. It is a relevant subject as it covers issues such as concern for the environment and the issue of sustainability. As an academic subject, employers are keen to employ students who have been successful in geography.	Town Planner Geographer Travel Agent Logistics Manager Surveyor Humanitarian Environment Planner Conservation Officer Geospatial Analyst	<ul style="list-style-type: none"> <li>• Research</li> <li>• Evaluation of evidence</li> <li>• Writing</li> <li>• Construction of reasoned arguments</li> <li>• Communication</li> <li>• Problem solving</li> <li>• Planning</li> <li>• Prediction</li> <li>• Record-keeping</li> <li>• Cataloguing</li> <li>• IT</li> </ul>

Subject	EBACC	A Level	Future Prospects	Career/Job Title	Skills
History	Y	Y	History can open the door for many different careers such as Law, teaching and management roles. Often the ability to look at the past can help you to understand the present and employers will always favour this. History develops a wide variety of skills and abilities that are useful and relevant to many careers. It develops skills in reasoning and arguing your point, which are useful to people working in law and accountancy, so it is a subject that is highly valued by employers, colleges and universities	Barrister Historian Museum Conservator Archaeologist Archivist Anthropologist Media Researcher Broadcast Journalist Politician Teacher	<ul style="list-style-type: none"> <li>• Research</li> <li>• Evaluation of evidence</li> <li>• Writing</li> <li>• Construction of reasoned arguments</li> <li>• Communication</li> <li>• Problem solving</li> <li>• Planning</li> <li>• Prediction</li> <li>• Record-keeping</li> <li>• Cataloguing</li> <li>• IT</li> </ul>
Languages	Y	Y	Many professional and international companies seek employees who can speak a foreign language and will often pay a higher salary for this skill. Almost all University courses include an option to add study of a foreign language and / or study abroad. Learning a foreign language can build your communication, interpersonal, intercultural, and public speaking skills - otherwise known as 'soft skills'. Some studies have also shown that learning another language can improve your ability to multi-task and block out distractions.	Translator PR Officer Reporter Speech Therapist Tour Guide Humanitarian Copywriter Diplomat Market Researcher	<ul style="list-style-type: none"> <li>• Communication in at least two languages</li> <li>• Translation and interpretation</li> <li>• Knowledge of grammar</li> <li>• Writing</li> <li>• Presentation</li> <li>• IT</li> <li>• Cultural awareness</li> <li>• Adapting to new surroundings</li> <li>• Team-working and working alone.</li> </ul>
Computer Science and IT	Y	Y	Students studying these courses will be well prepared to take an A level or equivalent Computer Science and IT qualification in further education and training. Computer Science Studied in particular is recognised as a high-quality academic subject and held in high regard by Colleges and Universities.	Video Game Tester IT Analyst Project Manager Web Developer Social Media Executive Video Game Designer Software Developer Web Designer Network Engineer	<ul style="list-style-type: none"> <li>• Word processing, spreadsheets, email, database, internet</li> <li>• Programming</li> <li>• Network design</li> <li>• Multimedia design</li> <li>• Software development</li> <li>• Retrieving information</li> <li>• Teamwork</li> <li>• Numeracy</li> <li>• Report writing</li> </ul>
Business	N	Y	Students studying Business will learn skills for running a business, such as managing money, advertising and employing staff. Also encourages students to consider the practical application of business and economic concepts. GCSE Business Studies provides progression for those wishing to continue their studies to A level Business, or Economics or BTEC Business Studies	Accountant Financial Services Banking Entrepreneur Retail Management Marketing HR Management Insurance	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Teamwork</li> <li>• Problem solving</li> <li>• Decision making</li> <li>• Numeracy skills</li> <li>• Presentation skills</li> <li>• Retrieving information</li> </ul>
Art and Design	N	Y	The creative industries in the UK contribute £60 billion to the economy and employ 1.4 million people. People with creative skills are highly valued in a rapidly changing world of work. There are hundreds of specialisms but it is competitive and you do need to work hard. A GCSE in Art & Design will allow you to explore and develop your creativity. There are related post-16 education opportunities available if you want to take your creative talents further, such as: <ul style="list-style-type: none"> <li>• A Level in Art &amp; Design</li> <li>• BTEC Level 3 in Art &amp; Design, Graphics, Fashion &amp; Clothing and Photography</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level Apprenticeships in Arts, Media &amp; Publishing</li> </ul>	Artist Graphic Designer Crafts Designer Furniture Designer Illustrators Art Auctioneers Gallery and Museum Curators Film and Video Editor Landscape Designer Textile Designer	<ul style="list-style-type: none"> <li>• Technical abilities</li> <li>• Practical skills</li> <li>• Creativity</li> <li>• Communication skills</li> <li>• Design and craft skills</li> <li>• Decision making</li> <li>• Collaborative working</li> </ul>

Subject	EBACC	A Level	Future Prospects	Career/Job Title	Skills
Graphic Communi- -cation	N	Y	A pass at grade 4 or higher is a very important qualification – together with a similar qualification in English, Maths and Science is a gateway to many exciting careers and study at higher levels. Careers in graphic design, product design, illustration and architecture are only a few options in the ever-growing creative industry.	Graphic Designer Interior Designer Animator Product Designer Sign Writer Medical Illustrator Photographer Web Developer	<ul style="list-style-type: none"> <li>• Design skills</li> <li>• Technical abilities</li> <li>• Practical skills</li> <li>• Creativity</li> <li>• Decision making</li> <li>• Collaboration and communication skills</li> <li>• Independent thinking and working</li> <li>• Meeting deadlines</li> </ul>
Music And BTEC Music	N	Y	Music develops teamwork, time-management and reflection skills, all of which are crucial in many aspects of life and work. Music is a very useful addition to any well-balanced set of qualifications. It gives students the many skills and qualities that universities, colleges and employers are looking for. If you enjoy the GCSE or BTEC Music course then you can consider these post-16 further education opportunities: <ul style="list-style-type: none"> <li>• A level in Music</li> <li>• BTEC Level 3</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level Apprenticeships in Arts, Media &amp; Publishing.</li> </ul>	Musician Event Manager Music Therapist Recording Engineer Composer Music Teacher A&R Talent Scout Music Promotor Audio Engineer DJ Singer	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Written</li> <li>• Reading musical notation</li> <li>• Composition and Arrangement</li> <li>• IT</li> <li>• Music theory</li> <li>• Performance technique and management</li> <li>• Teamwork</li> <li>• Meeting deadlines</li> </ul>
Dance	N	Y	Dance will set students up to continue with A levels at Key Stage 5. Many students will go on to study dance further at University or Dance Conservatoires to Degree level and beyond. Courses are at Masters and PhD level.	Choreographer Dancer Cruise Ship Entertainer Receptionist Pilates Teacher Circus Performer Physiotherapist Actor	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Explorative strategies</li> <li>• Interpretation</li> <li>• Structure of play</li> <li>• Technical abilities</li> <li>• Practical skills</li> <li>• Collaboration and communication skills</li> <li>• Enquiring and reflective minds</li> <li>• Independent thinking and working</li> </ul>
Product Design	N	N	A pass a grade 4 or higher is a very important qualification – together with a similar qualification in English, Maths and Science it is a gateway to many exciting careers and study at higher level. Employers will value the GCSE in Product Design because it develops creative, technical and problem solving skills that are transferable in a range of careers If you want to take this course further after GCSE, you could consider these routes: <ul style="list-style-type: none"> <li>• AS/A2-Level in Product Design</li> <li>• BTEC Level 3 in Art &amp; Design</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level Apprenticeships.</li> </ul>	Graphic Designer Engineers Manufacturing Engineer Visual Merchandiser Design Engineer Web Designer Food Technologists	<ul style="list-style-type: none"> <li>• Design</li> <li>• Technical</li> <li>• Problem Solving</li> <li>• Creativity</li> <li>• Teamwork</li> <li>• Time management</li> <li>• Analysing</li> <li>• Practical skills</li> <li>• IT</li> </ul>
Drama	N	Y	A GCSE in Drama or BTEC in Performing Arts shows an employer that a student has confidence and good communication skills and an ability to work independently. It is an excellent subject to take in order to show diversity of interest and creativity. With a GCSE in drama or a BTEC in performing arts you could continue your studies on any of these subjects at level 3. Drama graduates are statistically proven to be those who found employment the easiest after leaving university.	Actor Music Therapist Broadcast Journalist PR Manager Set Designer Film Producer School Teacher Screenwriter Film Director	<ul style="list-style-type: none"> <li>• Knowledge and understanding of style, genre and social context</li> <li>• Performance techniques interpretation, improvisation, voice, physicality, stage relationships with others</li> <li>• Design skills</li> <li>• Technical abilities</li> <li>• Practical skills</li> <li>• Collaboration and communication skills</li> <li>• Enquiring and reflective minds</li> <li>• Independent thinking and working</li> </ul>

Subject	EBACC	A Level	Future Prospects	Career/Job Title	Skills
<b>Food Preparation and Nutrition</b>	N	N	<p>A GCSE in Food Preparation and Nutrition provides you with essential life skills and applied knowledge, designed to provide you with a choice of routes into employment, as well as further education. It is suitable for anyone with a career interest in food and nutrition</p> <p>This GCSE course has been designed to provide you with a choice of routes into further education. If you want to take this subject further, there are a range of post-16 education opportunities available, such as A-Levels, NVQs or BTEC Level 3</p>	<p>Chef Dietician Health Promotions Officer Kitchen Manager Microbiologist Food Scientist Nutritionist</p>	<ul style="list-style-type: none"> <li>• Cookery skills</li> <li>• Creativity</li> <li>• Teamwork</li> <li>• Time management</li> <li>• Analysing</li> <li>• Practical skills</li> <li>• Independent thinking and working</li> </ul>
<b>PE</b>	N	Y	<p>This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry. Successful completion of the course offers an appropriate foundation for level 3 Sports courses such as A Level Physical Education and BTEC National Diploma in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions.</p>	<p>Athlete P.E Teacher Sports Commentator Event Manager Leisure Centre Manager Sports Scientist Outdoor Sports Instructor Fitness Instructor</p>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Presentation and oral communication</li> <li>• Time management and planning</li> <li>• Keeping to rules</li> <li>• Health and safety</li> <li>• Determination</li> <li>• Motivation - self and team</li> <li>• Resilience</li> </ul>
<b>RE</b>	N	Y	<p>Religious studies is excellent for a wide range of careers, including law, public services, medicine, business, journalism and teaching as it teaches the higher level skills required to develop and defend personal and professional views.</p>	<p>Journalist Editor Politician Author Policy Manager Barrister Solicitor Psychologist Judge</p>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Analysis</li> <li>• Research</li> <li>• Teamwork</li> <li>• Listening</li> <li>• Expressive</li> <li>• Interpretation and evaluation</li> <li>• Reflective</li> </ul>
<b>Textiles</b>	N	N	<p>A pass at grade C or higher is a very important qualification – together with similar qualifications in English, Maths and Science it is a gateway to many exciting careers and study at higher levels.</p> <p>Employers will value the GCSE in textiles as it develops creative, technical and transferable skills.</p> <p>If you want to take this course further after GCSE then you could consider these routes:</p> <ul style="list-style-type: none"> <li>• AS/A2-Level in Product Design and/or Art &amp; Design</li> <li>• BTEC Level 3 in Art &amp; Design</li> <li>• NVQ Levels 2 to 5</li> <li>• Intermediate and Advanced Level Apprenticeships</li> </ul>	<p>Fashion Designer Textile Production Manager Upholsterer Costume Designer Product Designer Leather Craftworker</p>	<ul style="list-style-type: none"> <li>• Looking for detail</li> <li>• Hand-eye coordination</li> <li>• Creativity</li> <li>• Visual communication</li> <li>• Design</li> <li>• Digital manipulation</li> <li>• Understanding and using tools.</li> </ul>



## Where to find more information?

There are a number of good sources of reliable and trustworthy information available through the internet. If you have questions about particular subjects and you are not sure about who to ask, talk to your form tutor. You can find more links to careers information on the school's web page by clicking on "Parents" then "Information, Advice and Guidance"

[www.unifrog.org](http://www.unifrog.org)

Unifrog is a universal destinations platform which helps students find their future pathways.

On the Unifrog website you will find all the available and up to date information about course and careers choices in one comprehensive, user-friendly platform, that helps students make the best choices and work toward submitting the best applications. Through a variety of search options, Unifrog can be used by students who have little or no idea what they want to go on to do, or by those with a clear pathway in mind.

All students have a Unifrog log-in. The password can be reset on the sign in page if necessary. Please contact Mrs Witting if you have trouble accessing Unifrog.

[www.icanbea.org.uk](http://www.icanbea.org.uk) this website is designed to educate you in the massive spectrum of opportunities we have in Suffolk and Norfolk. You may create an account, take the *careers wizard quiz* and "follow" or "like" different business. This is a great place to look at which companies are offering apprenticeships.

[www.thesource.me.uk](http://www.thesource.me.uk) Suffolk's careers information and advice website has lots of information on resources in Suffolk for young people.

<https://nationalcareers.service.gov.uk/explore-careers> this government run website has reliable information about a number of different careers.

**Remember!** It is important to take your time and do your research so that you make the best decision for you. We know that as technology advances there will be many changes ahead for you. As you grow and change you will discover new experiences that shape your future pathways. Time taken in research and exploration is time well spent.

## NOTES

[illegible]