

# Key Stage 4 Information Booklet 2022



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# From the Deputy Headteacher

February 2022

Dear Parent/Carer

At the end of this academic year your child will reach the end of Key Stage Three. In September 2022, she/he will begin the final phase of compulsory schooling - Key Stage Four which will lead to examinations at GCSE level, in some cases vocational qualifications and entry to our sixth form, Further Education Colleges or Apprenticeships.

This is a very important time for you and your child and we would like to take the opportunity of inviting you to our Key Stage Four Options Evening to be held upon:

**Thursday 17th, March  
5:30 pm – 7.00 pm  
Theatre**

On this evening, you will have an opportunity to hear about the arrangements for the Key Stage Four Curriculum. Mr Clark will hold two presentations in the Theatre at **6:00pm and 6:30pm**. The Heart and The Conservatory will contain information on tables about the different GCSE courses and you will be able to visit as many subject areas as you wish to speak with staff and students who can give you more information about the subjects. ***You and your child are invited to join us at any point during the evening between the hours of 5:30pm and 7pm***, at a time which is most convenient for you.

This booklet, also found on our website, provides information on the shape of the curriculum at Key Stage Four. It gives information about subjects which must be studied by all students; as well as details about those subjects where students have a choice. There is an Ebacc subjects option block following directives from the Government to ensure that students continue to study a broad range of subjects. Your son/daughter will have to choose one subject from the Ebacc option block and two from the Additional Choices options block. We highly recommend that all students take a language and a humanities EBacc option.

Please do not hesitate to contact Mr Renshaw, Mrs Johnston, Dr Coimbra, Mr Clark or Ms Smith at any time if you would like further advice.

We will make every attempt to ensure that the process run as smoothly as possible and we will endeavour to have every child on a course that is appropriate to them.

Yours sincerely



Mr P Clark  
Deputy Headteacher

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# Calendar of events

The outline programme for decision-making is as follows:

week	Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
20	1/2/22				Parents' Evening	
21	7/2/22					Launch of Options in assembly
22	14/2/22			KS4 Booklet online.		
		Complete Super Learning Day Taster Sessions forms in tutor time IT rooms.				
<b>Half Term</b>						
23	28/2/22					Y9 Super Learning Day. Taster sessions for Options subjects. (p1-3)
		Information, Advice and Guidance during Personal Develop Programme in tutor time				
24	7/3/22	Information, Advice and Guidance during Personal Develop Programme in tutor time				
25	14/3/22	Options Advice Clinic this week careers appointments available. Tutor time IAG work				
					KS4 Option Evening 5:30 – 7:00	KS4 Option Forms given out
26	21/3/22	KS4 Option Forms Returned				
27	28/03/22	Discussions with students about choices				
28	4/04/22	Discussions with students about choices				
<b>Choices Finalised</b>						

# About Key Stage 4

Key Stage Four is the term used to refer to the final two years of compulsory education - that is Years 10 and 11. It is different from Key Stage Three because not everyone will study all of the same subjects.

There are a number of subjects which all students must study and these fall into the following categories:

## **Compulsory examination subjects**

These are studied for two years and lead to a GCSE qualification. These subjects are English Language, English Literature, Mathematics and Science. PE and Beliefs and Values are compulsory subjects which are not examined.

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

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

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

The GCSE courses for this year are all the new courses with grades from 9-1. In most cases this means that the course is assessed entirely through the examination at the end of Year 11. A few GCSEs have retained a reduced element of controlled assessment, this detail will be on the subject pages.

For **Vocational** courses there are also two ways of assessing work. Vocational courses in the past tended to be BTEC course which were run by Edexcel. We now offer a wider range of exam boards for vocational courses. In the subjects detail these are referred to as OCR L1/2, AQA L1/2 or WJEC L1/2.

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

**Coursework**—This is completed throughout the two year course and usually comprises up to 60% of the final Grade

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

# What students study at Key Stage 4

All students will take the following subjects to GCSE level:

**English Language (9-1 GCSE)**  
**English Literature (9-1 GCSE)**  
**Mathematics (9-1 GCSE)**  
**Science (9-1 GCSE)**

Students will then choose three further options.

## Ebacc Option

Students will choose at least one from:-

History (9-1 GCSE)  
 Geography (9-1 GCSE)  
 French (9-1 GCSE)  
 German (9-1 GCSE)  
 Or alternative courses for some students

## Additional Choices

Students will choose two from:-

Art (9-1 GCSE)  
 Business (9-1 GCSE)  
 French (9-1 GCSE) - (Ebacc )  
 German (9-1GCSE) - (Ebacc )  
 Geography (9-1 GCSE) - (Ebacc )  
 Design Technology (9-1 GCSE)  
 Health and Social Care (VOC)  
 History (9-1 GCSE) - (Ebacc )  
 Hospitality and Catering (VOC)  
 Computer Science (9-1 GCSE)  
 ICT/Creative iMedia (Voc)  
 Music (9-1 GCSE)  
 Performing Arts—Acting or Dance (VOC)  
 Psychology (9-1)  
 Religious Studies (9-1)  
 Sport (BTEC)  
 Or alternative courses for some students

Period	Subjects	Subjects
1	English	
2		
3		
4		
5	Mathematics	
6		
7		
8		
9	Physics	Science
10		
11	Chemistry	
12		
13	Biology	PE
14		
15	PE	
16	Personal Development	
17	EBacc Option	
18		
19		
20	2nd EBacc Option or Option 2	
21		
22		
23	Option 3	
24		
25		

Glossopdale School runs a 25 period week timetable. Students will study subjects for the number of periods shown above

# Making the right choices

It is important that you read this booklet fully in order to find out about all of the subjects that you will be studying during Key Stage 4. All students will study English, Mathematics and Science so reading the information about these subjects is vital. You will also need to look carefully at all of the subjects available within the Ebacc block and Additional Choices block in order to help you make your selections. As well as helping to make your decision the information in these sections will also give you a good idea about the overall workload that you will be facing when you start in Year 10.

## How do you make the right choice?

You should try to choose subjects which give you a broad and balanced curriculum.

## What does a balanced curriculum actually mean?

A balanced portfolio of subjects is essential as this allows you to demonstrate strengths in different areas as universities and employers value this. You should also take into account your strengths and interests so that you can combine the best possible grades and enjoyment of your studies.

## National Careers Service

We would advise you use the national Careers Service website for further information. (Link is below) This has some questionnaires and skills audits you may find useful.

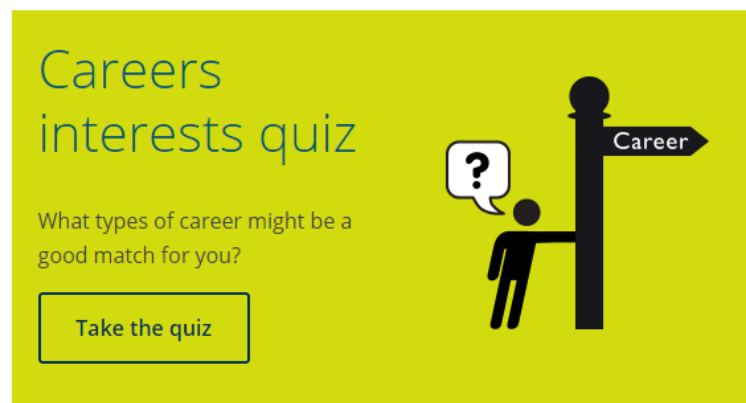
<https://nationalcareersservice.direct.gov.uk/#>

## National Careers Service

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

There is also the careers quiz from Pearson which is useful.

<https://www.pearson.com/uk/learners/secondary-students-and-parents/career-choices.html>



Careers interests quiz

What types of career might be a good match for you?

Take the quiz

# The English Baccalaureate

**In addition to the compulsory English Language, English Literature, Mathematics and Science, students must study at least one further Ebacc subject in order for them to have a broad and balanced curriculum.**

We recommend that most students take a humanities subject and a modern foreign language. We want to see more children benefiting from an academic curriculum that keeps their options open for future study. Studying the EBacc should become the expectation for the vast majority of pupils.

## **Which subjects and qualifications will count towards the English Baccalaureate?**

A strong pass for the English Baccalaureate includes the following;

### **English**

Achieve GCSE English Language at Grade 5 or above

### **Mathematics**

Achieve GCSE Mathematics at Grade 5 or above

### **Science**

All three sciences (from GCSE Biology, GCSE Chemistry, GCSE Physics) and achieve grades 9-5 in two of them or attain a 5:5 in trilogy GCSE Science.

Computer Science would also count as a science subject for these purposes.

### **Humanities**

Achieve GCSE History at Grade 5 or above

or

Achieve GCSE Geography at Grade 5 or above

### **Languages**

Achieve GCSE in one Modern Foreign Language at Grade 5 or above

We recommend that students who are considering going on to Higher Education meet the criteria for the English Baccalaureate.

To fulfil the requirements for the Ebacc select:-

- 1 subject from the Ebacc block 1
- 1 Ebacc subject from block 2
- 1 one further subject from block 3



# Compulsory Subjects

All students will study these subjects-

English	Page 10
Mathematics	Page 11
Science	Pages 12-15
Personal Development	Page 16
Core Physical Education	Page 17

In addition all students must select at least one from the following Ebacc subjects:-

French	Page 18
Geography	Page 19
German	Page 20
History	Page 21

You will find details of all of these courses in the next section.

AQA GCSE English Language and English Literature.

Speak to **Ms Twibell**

## Course aims:

These specifications aim to encourage you to:-

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

## Introduction

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

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

## What skills will I need?

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

## What does the course involve?

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

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

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

## What could I achieve?

Students will achieve two GCSE qualifications ranging from 9-1. Some students may achieve a qualification at Entry Level.

## How will I be assessed?

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

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

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

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

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

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

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

English Literature assessment is through two papers.

Paper 1: Shakespeare and the 19th-century novel

Written exam 1 hour 45 minutes 40% of the GCSE grade.

Paper 2: Modern texts and poetry

- Modern texts
- Poetry
- Unseen poetry

Written exam 2 hours 15 minutes. 60% of the GCSE grade.



## Next steps

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

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

On successfully gaining your GCSE qualification you will also be able to progress to AS/A Levels.

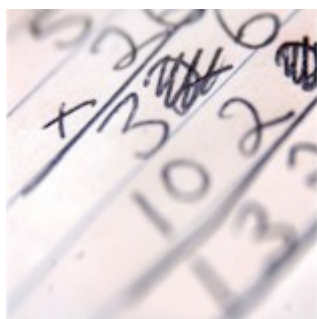
We follow the AQA Linear GCSE in Mathematics.  
If you have any concerns then please speak to **Mr Jackson**

## Introduction

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

## Course aims:

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



## What could I achieve?

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

## How will I be assessed?

AQA GCSE Mathematics involves sitting three papers:

Paper 1 Non- Calculator

Written exam: 1hour 30mins

Paper 2 and Paper 3 Calculator

Each paper being 1 hour 30mins

Each paper is out of 80 marks

## Next steps

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

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

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

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

<http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>

## What skills will I need?

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

## What does the course involve?

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

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

AQA Biology

## Introduction

This will give 1 GCSE in Biology

This Biology specification is part of the AQA Science Suite of specifications: Biology , Chemistry and Physics .

All three Sciences MUST be taken from this suite

Speak to Mrs Spacey

## Course Aims:

This specification aims to give candidates opportunities to:

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

## What could I achieve?

9-1 grade in Biology

## How will I be Assessed?

**Paper 1** is 1 hour 45 minutes long

First 4 topics

Foundation or Higher tiers are available

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

**Paper 2** is 1 hour 45 minutes long

Last 3 topics

Foundation or Higher tiers are available

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

## Key Concepts

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

## What Skills will I need?

Self motivated and eager to achieve their maximum.

Organised and able to work on own.

Able to research information and follow instructions.

Good ICT skills.

## What does the course involve?

1. Cell Biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution.
7. Ecology

LEARNING  
EXPERIENCE  
SUPPORT

## Next Steps

Level 3 course including BTEC AS/A levels

Employment  
Employment with training



AQA Chemistry

## Introduction

This Chemistry specification is part of the AQA Science Suite of specifications: Biology, Chemistry and Physics . All three Sciences MUST be taken from this suite.

Speak to Mrs Spacey

## Course Aims:

This specification aims to give candidates opportunities to:

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

## What could I achieve?

9-1 grade in Chemistry

**Paper 1** is 1 hour 45minutes long

First 5 topics

Foundation or Higher tiers are available

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

**Paper 2** is 1 hour 45 minutes long

Last 5 topics

Foundation or Higher tiers are available

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

## Key concepts

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

## What Skills will I need?

Self motivated and eager to achieve their maximum.

Organised and able to work on own.

Able to research information and follow instructions.

Good ICT skills.

## What does the course involve?

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

## Next Steps

Level 3 course including BTEC

AS/A levels

Employment



AQA Physics

## Introduction

This Physics specification is part of the AQA Science Suite of specifications: Biology, Chemistry and Physics . All three Sciences MUST be taken from this suite.

Speak to Mrs Spacey

## Course Aims:

This specification aims to give candidates opportunities to:

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

## What could I achieve?

9-1 grades in Physics

## How will I be Assessed?

**Paper 1** is 1 hour 45 minutes long

Electricity particle model of matter and atomic structure

Foundation or Higher tiers are available

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

**Paper 2** is 1 hour 45 minutes long

Forces, waves, Magnetism and EM and space physics.

Foundation or Higher tiers are available

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

## What Skills will I need?

Self motivated and eager to achieve their maximum.

Organised and able to work on own.

Able to research information and follow instructions.

Good ICT skills.

## What does the course involve?

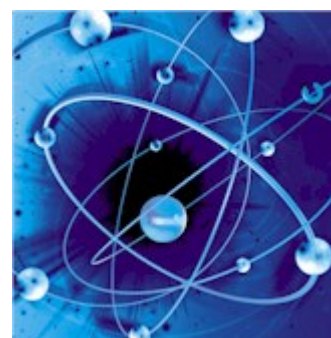
1. Forces
2. Energy
3. Waves
4. Electricity
5. Particle theory of matter
6. Atomic Structure
7. Space Physics
8. Magnetism and Electromagnetism

## Next Steps

Level 3 course including BTEC

AS/A levels

Employment





# Beliefs and Values

Speak to Mrs Kane, Mr Bruce or Mr Clark.

## Introduction

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

## Course Aims:

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

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

As part of the curriculum students are taught about different people's faiths, feelings and values and are encouraged to reflect on their own beliefs whilst contemplating the varying beliefs of others in a diverse world. Glossopdale School follows the Derbyshire locally agreed syllabus for Religious Studies which is complemented by the PSHE Association's advised content and the National Curriculum specification for Citizenship.

The Beliefs and Values curriculum seeks to cultivate students' individual fascination in learning about themselves and others. Students are routinely encouraged to share their own experiences and explore how these link to the wider world around them. High expectations are set for the promotion of tolerance, respect, understanding and appreciation of the diverse communities in which we live.

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





# Core Physical Education

Core Physical Education

Speak to **Mrs Elliott**

## Introduction

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

## Course aims:

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



## What could I achieve?

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

## How will I be assessed?

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

## What skills will I need?

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

## What does the course involve?

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

## Next steps

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



AQA GCSE French Full Course 4655

Speak to **Mrs Cloarec**



## Introduction

The need to be able to speak a language other than English is more important than ever before. If you have a language qualification, you have something extra to offer future employers and you increase your chances of getting a well paid and interesting job.

French is spoken not only in France but in Canada and many North African countries and is the second official language of the European community. We may have left the EU but our ability to negotiate the best deal will be just as important.

In fact, there is a great and increasing demand in the workplace for people who can speak languages other than English.

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

## Course aims:

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

## What could I achieve?

A GCSE qualification in French.

## How will I be assessed?

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

- Unit 1: Listening—35 mins (Foundation)  
45 mins (Higher)  
worth 25% of qualification
- Unit 2: Speaking — 7-9 mins Foundation Tier  
10-12 mins Higher Tier  
worth 25% of qualification.
- Unit 3: Reading — 45 mins Foundation Tier  
1hr Higher Tier  
worth 25% of qualification.
- Unit 4 Writing — 1 hour Foundation Tier  
1 hour 15 mins Higher Tier  
worth 25% of qualification.

## What skills will I need?

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

## What does the course involve?

GCSE French is a two-year course which will build on the skills you have acquired in Years 7-9. Some of the preparatory work and topics are covered in the year 9 curriculum.

You will improve your communication skills over a wide range of topic areas including:

Theme 1: Identity and culture .

Theme 2: Local, national, international and global areas of interest.

Theme 3: Current and future study and employment.

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

## Next steps

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

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

AQA GCSE Geography

Speak to Mr Ward, Mrs Berry or Miss Skillings

## Course Aims:

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

## What could I achieve?

A 9-1 GCSE qualification in Geography

## How will I be Assessed?

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

Paper 1: Living with the physical environment.

Paper 2: Challenges in the human environment.

Paper 3: Geographical applications

For further details, please visit the AQA GCSE Geography web-site.

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

## Introduction

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

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

## What Skills will I need?

You will develop the ability to: -

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

## What does the course involve?

Students who study geography will:

Study three themes that are a mixture of physical and human geography that all use recent and relevant case studies to assist understanding. Students are encouraged to take notice of current affairs and stories that are happening in the news. There will also be two field trips, one focussed on human and one focussed on physical geography.

## Next Steps

Students achieving the GCSE grade could progress onto:

- A level Geography
- A variety of careers including:
  - o Cartographer
  - o Volcanologist
  - o Seismologist
  - o Meteorologist
  - o Urban Planning

Geography is such a broad subject that it has many transferable skills



LEARNING  
EXPERIENCE  
SUPPORT

AQA GCSE German Full Course 4665

Speak to **Mrs Cloarec** or **Mrs Massey**



## Introduction

Why learn German?

Five good reasons.

- \* German is the most widely spoken language in Europe. It is also spoken in Austria, Switzerland and Luxembourg.
- \* Germany has the 3rd strongest economy and is the number 1 export nation in the world.
- \* If you're looking for employment in the United States, knowing German can give you great advantages. German companies account for 700,000 jobs in the United States.
- \* Germans are on the frontline of new technologies. Germany exports more high-tech products than any other country except the U.S.
- \* German-speaking countries have a rich cultural heritage. Scientists from the three major German-speaking countries have won dozens of Nobel prizes in Physics, Chemistry, and Medicine.

## Course aims:

This course will enable you to hold a conversation and express your opinion on a number of topic areas. You will learn about different aspects of life in Germany. You will be taught how to express yourself in a written form using a variety of tenses and learn how the language works and can be used in a variety of practical ways.

## What could I achieve?

A 9-1 GCSE qualification in German.

## How will I be assessed?

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

- Unit 1: Listening— 35 mins (Foundation)  
45 mins (Higher)  
worth 25% of qualification
- Unit 2: Speaking — 7-9 mins Foundation Tier  
10-12 mins Higher Tier  
worth 25% of qualification.
- Unit 3: Reading — 45 mins Foundation Tier  
1hr Higher Tier  
worth 25% of qualification.
- Unit 4 Writing — 1 hour Foundation Tier  
1hr 15 mins Higher Tier  
worth 25% of qualification.



## What skills will I need?

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

## What does the course involve?

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

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

In addition you will be exposed to popular German music and songs as well as films to add to your wider knowledge of German society.

## Next steps

Students achieving a GCSE in German will be able to progress to:

- A Level German

Students will also have increased their marketability in a career in any of the following fields: Travel and Tourism, Law, Immigration and Diplomatic service, Hotel and Catering Trade, International Banking or Journalism, Manufacturing and Retail, Teaching at both primary or secondary level.

GCSE History  
AQA  
Code : 8145  
Speak to **Mrs Leckie**

## Introduction

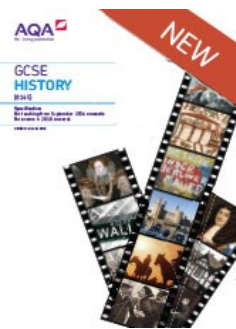
The GCSE History course that we follow here at Glossopdale has a long tradition of involving students in the evaluation and critical use of historical source material, as well as teaching the content. Obviously these skills are transferable to other curriculum areas and will help to develop confident, independent learners capable of analytical thought and having the ability to write sustained, substantiated arguments. Under the changes to all GCSE specifications the ability to understand and recall information is vital.

## Course Aims:

The course is designed to allow the students to approach the past from the following perspectives ;

- \* key issues, people and developments
- \* key features and characteristics of the periods studied
- \* key concepts

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



## What could I achieve?

A 9-1 GCSE qualification in History.

## How will I be Assessed?

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

### Paper 1

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

### Paper 2

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

## What Skills will I need?

An ability to cope with reading text from all contexts and time periods.

An ability to infer or make suggestions from source material.

An ability to construct arguments and back them up with evidence.

An interest in the past !

## What does the course involve?

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

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

## Next Steps

A Levels ; employment with training.



Students must choose one EBacc subject,

- ◆ French (Ebacc)
- ◆ Geography (Ebacc)
- ◆ German (Ebacc)
- ◆ History (Ebacc)

Students then have the choice of two further subjects from the list below (this can include further EBacc subjects):-

Art and Design (GCSE)  
Business (GCSE)  
Computer Science (GCSE)  
Design Technology (GCSE)  
French (GCSE)  
Geography (GCSE)  
German (GCSE)  
Health and Social (OCR L1/2)  
History (GCSE)  
Hospitality and Catering (Eduqas L1/2)  
ICT/Media (Voc)  
Music (GCSE)  
Sport (BTEC)  
Psychology  
Performing Arts (Acting) (BTEC)  
Performing Arts (Dance) (BTEC)  
Religious Studies (GCSE)

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

AQA GCSE Art & Design

Speak to Mrs Wood or Mrs Greenwood.



## Introduction

In the world today Art + Design enters into every aspect of daily life – at the personal level of making the choice between items because of their appearance, quality and design or at the appropriateness of large public sculptures that may serve a communal purpose. What does make a 'good' design or a powerful image/painting consist of?

The GCSE Art & Design course is mostly practical, hands-on and aimed at students who enjoy working with the various 2D and 3D materials available in Fine Art and Textiles and want to develop their experience.

## Course Aims:

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

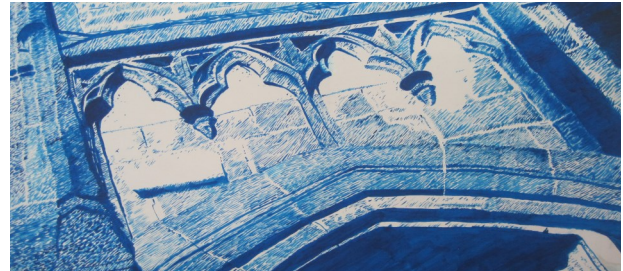
## What could I achieve?

9-1 at GCSE level

## How will I be Assessed?

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

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

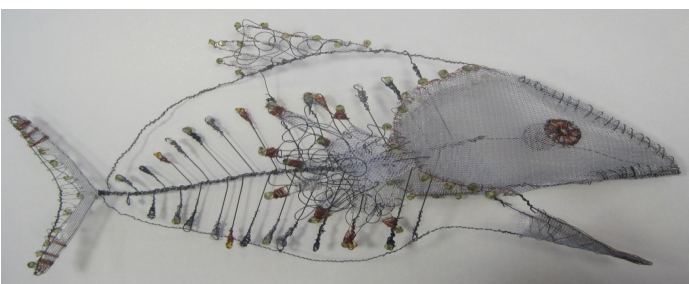


## What Skills will I need?

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

## What does the course involve?

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



## Next Steps

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

AQA GCSE Art & Design: Textiles

Speak to Mrs Wood or Mrs Greenwood.

## Introduction

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

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

## Course Aims:

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

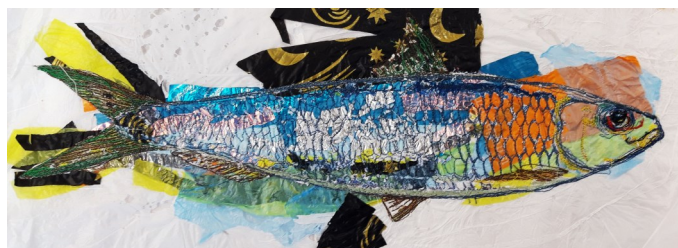
## What could I achieve?

9-1 at GCSE level

## How will I be Assessed?

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

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



## What Skills will I need?

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

## What does the course involve?

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



## Next Steps

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

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





**Course:** Edexcel GCSE Business

**Speak to:** Mr Connolly / Mr James

## Why choose Business?

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

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

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

## Course aims

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

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

## What could I achieve?

1 GCSE at grade 9-1.

## What does the course involve?

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

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



## How will I be assessed?

The GCSE contains two main themes of study:

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



## What skills will I need?

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

## Next steps

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

Next level of study:

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

**Course:** OCR GCSE Computer Science

**Speak to:** Mr James / Mr Renshaw

## Why choose Computer Science?

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

## Course aims

This qualification enables students to:

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

## What could I achieve?

1 GCSE at grade 9-1.

## How will I be assessed?

The GCSE contains two units of study:

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

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

## What skills will I need?

- An interest in mathematics and problem solving
- Knowledge or interest of coding languages
- The ability to read and interpret information
- Basic computer and technology skills including using computers and other technology
- An enjoyment of using and understanding technology.

## Next steps

Students achieving the GCSE award are able to progress to:

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

Careers:

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

## Introduction

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

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



## What does the course involve?

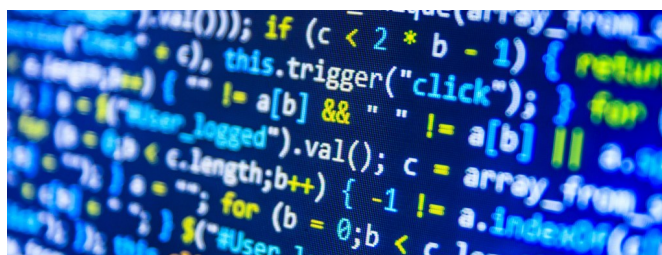
### **Computer Systems:**

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

### **Computational Thinking, Algorithms and Programming:**

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

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



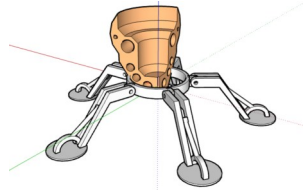
AQA GCSE D&T (8552)

Speak to Mr Jones

## Course Aims:

The course aims to enable students to:

- ◆ Work creatively when designing and making prototypes and products, applying technical and practical expertise.
- ◆ Recall and apply technical knowledge and designing & making principles, including a broad range of design processes, materials techniques and equipment.
- ◆ Understand the wider influences on D&T including; historical, social, cultural, environmental and economic factors.
- ◆ Confidently operate digital



## What could I achieve?

The grades awarded are GCSE grades 9-1.

## How will I be Assessed?

Unit 1: External assessment (50%)

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

Unit 2: None examined assessment (NEA), 50%, internally assessed

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

## Introduction

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

## What Skills will I need?

The subject will help you to develop your:

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

## What does the course involve?

During year 10 you will work through a range of practical projects and develop your skills. This not only covers the theory, but also allows you to develop your own design style for the 'design and make' project you will complete in unit 2. You will learn a wide range of graphics and practical skills including 2D and 3D drawing, working with a range of materials, soldering, computer aided design and manufacture (CAD/CAM). The assessment units will be covered in yr11.



## Next Steps

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

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

**Speak to:** Ms Dunkerley/Mr James

## Introduction

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

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

## Course aims

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

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



## What could I achieve?

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

## How will I be assessed?

The BTEC Tech Award is assessed through three components:

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

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

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

## What skills will I need?

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

## What does the course involve?

Three mandatory units covering the following topic areas:

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



## Next steps

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

L1/2 Hospitality and Catering  
EDUQAS exam board



Speak to  
Mrs  
Hodgson  
or Miss  
Hunt

## Introduction

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

## Course Aims:

By studying hospitality and catering Students will:

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

## What could I achieve?

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

## How will I be Assessed?

### **Unit 1 The Hospitality and Catering Industry**

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

### **Unit 2 Hospitality and Catering in Action**

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

<https://www.eduqas.co.uk/qualifications/hospitality-and-catering/>

## What skills will I need?

.Good proficiency in literacy and numeracy.

An aptitude for working with ICT hardware and software

Be very motivated and able to work independently and effectively as part of a team.

To be able to effectively communicate with others.

To show a reasonable level of practical skills and good organisational skills

To have a basic love and enjoyment of food and practical lessons.

What does the course involve?

Students will study the following areas

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

**Assessment 1:** The hospitality and catering industry

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

**Assessment 2:** Hospitality and catering in action

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

## Next Steps

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

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

**Course:** Cambridge Nationals in Creative iMedia (L1/2)

**Speak to:** Mr James / Mr Renshaw

## Course aims

This qualification encourages students to:

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

## What could I achieve?

1 vocational qualification certificate equivalent to a GCSE.

## How will I be assessed?

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

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

Students must then complete two Non-exam assessments:

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

## Next steps

Students achieving the GCSE award are able to progress to:

- BTEC Level 3 Media
- Employment with training.

## Careers

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

## Introduction

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

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



## What skills will I need?

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

## What does the course involve?

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

Eduqas GCSE Music

## Introduction

Speak to **Mr Bousie or Mrs Thornton**

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

### Course aims:

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



### What could I achieve?

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

### How will I be assessed?

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

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

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

### What skills will I need?

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

### What does the course involve?

Students must study 3 units:

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

### Next steps

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



Course :  
Pearson BTEC Level 1/Level 2 Tech Award  
in Performing Arts

Speak to **Ms Oliver**

## Introduction

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

## Course aims:

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

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

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

## What could I achieve?

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

## How will I be assessed?

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

### **Exploring the Performing Arts:**

30% through internally assessed assignments.

### **Developing Skills and Techniques**

30% through internally assessed assignments.

### **Performing to a Brief**

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



## What skills will I need?

To take this course students need the following personal qualities:

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

## What does the course involve?

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

- developing a specific Actor's toolkit, with a variety of skills and techniques
  - devising and delivering an Actor workshop performance
  - analysing, evaluating and enhancing their acting skills.
- Students are expected to participate in acting events such as workshops, shows and festivals.



## Next steps

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

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



Pearson BTEC Level 1/Level 2 Tech Award  
in Performing Arts

Speak to **Mrs Nevin**

## Introduction

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

Please note: Students taking this option would not be able to study BTEC Performing Arts (Acting/Drama)

## Course aims:

**Component 1- Exploring the Performing Arts:** Students will observe and reproduce existing repertoire from professional artists.

**Component 2- Developing Skills and Techniques:** Here students will gain valuable dance performance and technical skills in a range of styles which they will then apply in performance. Students will learn to reflect on their performance for further improvement.

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



## What could I achieve?

A BTEC Award in Performing Arts (Dance)

## How will I be assessed?

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

### **Exploring the Performing Arts**

Weighting: 30% through internally assessed assignments.

### **Developing Skills and Techniques**

Weighting: 30% through internally assessed assignments.

### **Performing to a Brief**

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

## What skills will I need?

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

## What does the course involve?

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

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

## Next steps

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



BTEC First Award

Speak to **Mr Elliott or Mrs Elliott**

## Introduction

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

## Course aims:

The aims of the course are to:

This course will open your eyes to the amazing world of sports performance. You have the chance to develop wide-ranging knowledge into the how and why of physical activity and sport.

You can learn how to improve your performance through application of the theory.

BTEC Sport is about learning through a range of different contexts and the impact sport has on both ours and others' everyday lives. You will learn the reasons why we do things, why some people outperform others. You will delve into the principles behind how we can improve our fitness and performance.

## What could I achieve?

BTEC Grades: Pass-Distinction\*

## How will I be assessed?

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on.

For the assessment for Unit 3: *Applying the Principles of Personal Training*, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.

The assessment for Unit 1: *Fitness for Sport and Exercise* is an onscreen examination.



## What skills will I need?

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



## What does the course involve?

You will study four units covering the underpinning knowledge and skills required for the sports sector:

- fitness for sport and exercise
- practical performance in sport
- applying the principles of personal training.
- Leading sports activities

## Next steps

Students can progress onto:

- Level 3 BTEC Sport
- AS/A Levels

AQA GCSE Psychology 8182

Speak to **Miss Geary**

## Introduction

A GCSE course in Psychology introduces you to the incredible world of Human Behaviour looking at topics such as memory, perception, development, social influence, language thought and communication and brain and neuropsychology. Psychology is a scientific study of behaviour and so the course will also consider research methods, data analysis and other aspects of scientific research.

You will consider some of the fascinating research that has been done to try and answer the question 'Why do we do that?' and will see how the research findings are applied to everyday real-life situations.

## Course aims:

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

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

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

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

## What could I achieve?

GCSE Psychology grades 9-1

## How will I be assessed?

Students will sit two examinations in Year 11.

### **Unit 1 Cognition and Behaviour**

worth 50% of the final GCSE grade

### **Unit 2 Social Context and Behaviour**

worth 50% of the final GCSE grade

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

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

## What skills will I need?

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

## What does the course involve?

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



## Next steps

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

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

AQA Religious Studies A  
GCSE Religious Studies Full Course

Speak to Mrs Kane, Mr Bruce or Mr Clark.

## Introduction

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

## Course Aims:

The specification aims to enable students:

- to develop knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts.
- to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.
- demonstrate knowledge and understanding of two religions understand significant common and divergent views between and/or within religions and beliefs.
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

## What could I achieve?

GCSE Grades 9-1

## How will I be Assessed?

Students will take 2 examination of 1 hour and 45 minutes each at the end of a three year course. (Year 9 to Year 11)

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

Component 2: Thematic studies

For each exam...

96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG))

50% of GCSE Questions Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each religion is marked out of 48.

Questions

Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each religion is marked out of 48.



## What Skills will I need?

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

## What does the course involve?

Component 1: The study of religions:

Beliefs, teachings and practices of Buddhism and Christianity

Component 2: Thematic studies

Four religious, philosophical and ethical studies themes

Theme A: Relationships and families.

Theme B: Religion and life.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.



## Next Steps

Students who

study Religious Studies often go on to study it at A level or University. The range of skills gained from the programme of study will support your learning in other humanities subjects such as History, Geography, English, Philosophy, Law, Sociology, Psychology or Politics. Students can also progress onto Level 3 qualifications, more specifically, BTECs such as Health and Social Care.

Careers:

The course gives students the opportunity to develop skills in evaluation and consideration of issues from a range of perspectives. These skills are highly valued by a range of employers, such as the public services and the caring professions.

# Personal and Social Development

Entry Level Personal and Social Development

Speak to **Mr Mailey**

## Introduction

The Personal and Social Development Award is aimed at assisting individuals to develop their personal qualities, organisation and social skills, thereby enabling them to cope with the demands of today's world. Places on this course will be based on individual circumstances and designed to meet a student's individual needs.

## Course aims:

To be inclusive and accessible. To provide a flexible unit based course to meet individual needs. To prepare students for greater independence in their lives.

## Next steps

Step 2 Independent Living  
Entry Level Pathways Diploma

## What could I achieve?

Entry Level /Level 1 Award (8-13 credits)  
Certificate (14 credits or more)

## How will I be assessed?

Through a portfolio of work that clearly demonstrates the successful completion of each assessment criteria, so that credits can be awarded.

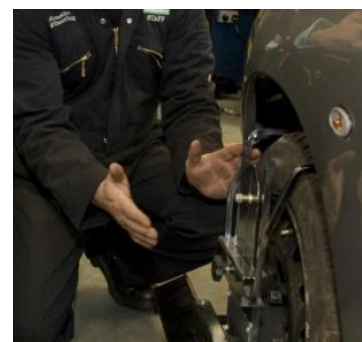
Exam Board - Various

## Introduction

Some students may be offered places on work based courses. These will be based on individual circumstances and designed to meet specific individual needs. These courses will lead to qualifications in and or experience of the world of work.

## Course aims:

The aim of these courses is to help students become more engaged with a curriculum, gain an increase in self esteem and confidence and widen understanding of the demands of the world of work and expectations of employers.



LEARNING  
EXPERIENCE  
SUPPORT

# What happens next?

**There are a range of activities and sessions available to students in order that they may access information, advice and guidance regarding their option choices. Please refer to the calendar on Page 4.**

- Friday 4th March—All students in Year 9 will undertake some Taster Sessions in option subjects that they may wish to study in Key Stage 4.
- Weeks commencing 28th February and 14th March —Information, advice and guidance through the Personal Development programme in tutor time
- Week commencing 7th March—Options Advice Clinic every lunchtime in the Careers Office.
- Careers Day 12th of March—All year 9 students take part in different careers sessions throughout the day.

## **The Key Stage Options Evening**

We encourage parents and students to attend our Key Stage 4 Options Evening on Thursday 17th March. During this evening you will be able to speak to subject teachers regarding the content and requirements of courses, see examples of coursework and examination papers and have any queries regarding Key Stage 4 subjects answered.

## **The Options Form**

On Friday the 18th March students will be issued with their Options form. This should be completed, signed by student and parent and returned to your child's form tutor. We will also collect this online, however we do need a hard copy with parent/career signature.

**Option forms must be returned to form tutors NO LATER than Monday the 21st March 2022.**

## **Analysing Choices**

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

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

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

# Qualifications

As in previous years Key Stage Awards will be made in grades.

These grades are:

**New GCSE Grades 9-1**

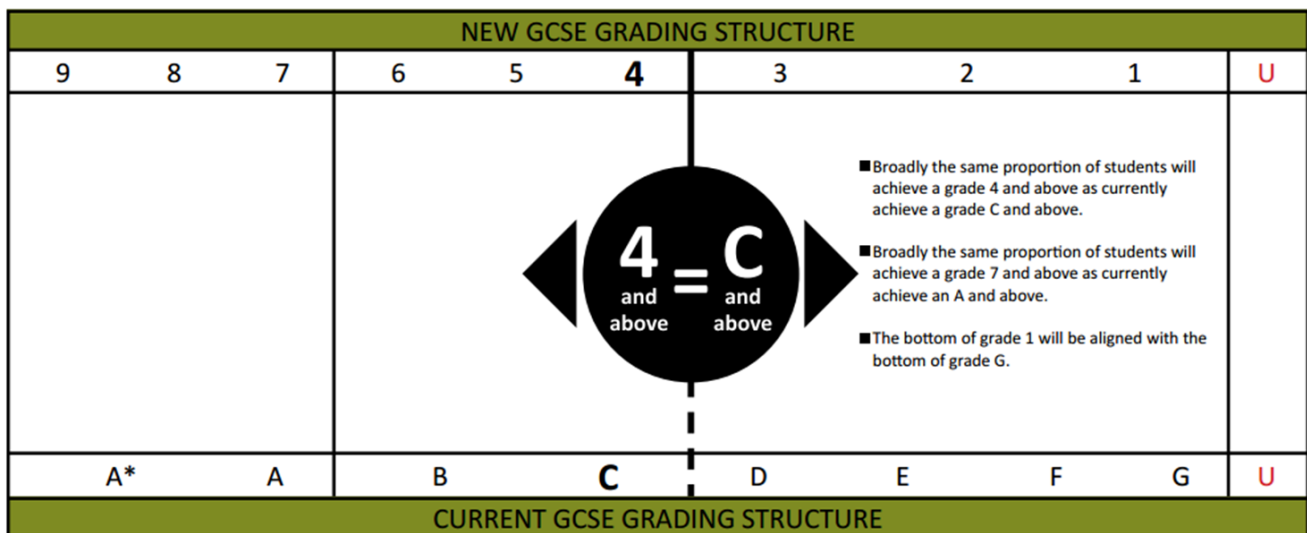
**BTEC Level 2** Distinction\*, Distinction, Merit, Pass

Level 1 qualifications are equivalent to GCSE grades D-G (3-1)

Level 2 qualifications are equivalent to GCSE grades A\*-C (9-4)

The Government has changed the weighting of courses for **school performance tables**. This means that in league tables all qualifications – regardless of size – will count as the equivalent of one GCSE

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



Leavers 2021 courses. ([Click this link for the Gov.uk details of changes](#))

New style 9-1 GCSE		Vocational
English Language	Art	Health and Social Care
English Literature	Computer Science	Performing Arts—Acting or Dance
Mathematics	Music	Hospitality and Catering
Science	Psychology	ICT/Media
Religious Studies	Design Technology	Sport
History	Business	
Geography		
French		
German		

# Frequently Asked Questions

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

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

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

A: Some schools do this but it means that some combinations of subjects don't run together which we otherwise could have put on. By setting the blocks before students make the choices we would cut off some combinations unnecessarily. By creating the blocks this way we know there will be some disappointed students, however, the vast majority will get their first choice. In 2021, all but 7 students in Year 9 were able to take all three of their first choice subjects.

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

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

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

A: We will discuss option choices with students and parents and carers. The most important part of this process is finding a curriculum that suits each student at the school.

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

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

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

A: It is important to ensure that students select subjects that they are interested in, in order to ensure that they receive a broad, balanced curriculum.

**Q: What are the changes the government have made to BTEC courses?**

A: The aim of the government changes is to bring BTEC (and other vocational qualifications) in line with GCSEs. This means that all BTEC courses will now have some external assessment. This may be an exam or it may be a piece of work that is sent off to the exam board for moderation.

**Q: Why can students study Dance or Drama and not both?**

A: BTEC Dance and Drama have the same core units of learning and therefore students are only allowed to take one of these courses.

**Q: Can courses change during the year?**

A: As some of these courses are new and the materials have not all been provided by the exam boards we may have to change boards to ensure students have a greater chance of success. We will contact parents if this is the case. When details change the electronic version of this booklet will be updated on the website.



# Options Form

## The Options Form

This will now be online and can be accessed through the website (<https://www.glossopdale.school/-Curriculum/Year-9-Options/>).

Students will pick one subject from three blocks. We encourage all students to take a language **and** a humanities subject.

### Full EBacc

We would encourage all students to choose a Humanities subject and a Language this will ensure the most choice beyond year 11. Only pick German if you studied it this year.

### Ebacc Subject (1) \*

- French
- German
- Geography
- History

### Option 2 (For the full Ebacc select a Language or a Humanities subject to ensure you have one of each) \*

- French (GCSE)
- German (GCSE)
- History (GCSE)
- Geography (GCSE)
- I don't want to pick a second EBacc subject. I would like to choose a different option.

### Option 3 \*

- French (GCSE)
- German (GCSE)
- Geography (GCSE)
- History (GCSE)
- Art and Design (GCSE)
- Textiles (GCSE)
- Business (GCSE)
- Computer Science (GCSE)
- Design Technology (GCSE)
- Health and Social (BTEC L1/2)
- Hospitality and Catering (Eduqas L1/2)
- ICT/iMedia (L1/L2)
- Performing Arts (Acting) (BTEC)
- Performing Arts (Dance) (BTEC)
- Sport (BTEC)
- Psychology (GCSE)
- Religious Studies (GCSE)

# Key Stage 4 Qualifications: Options

## paper version

Name:

Tutor Group: 9

EBACC Subject	Option 2	Option 3	Reserve Option

**All students must study GCSE English Language, GCSE English Literature, GCSE Mathematics, GCSE Science and an EBACC subject.**

EBACC Subject		
Students must select one from these EBACC subjects	Subject	Page
	French	18
	Geography	19
	German	20
	History	21
Students must select two further options from this block.	Subject	Page
	Art and Design (GCSE)	23
	Business (GCSE)	24
	Computer Science (GCSE)	25
	Design Technology (GCSE)	26
	French (GCSE)	18
	Geography (GCSE)	19
	German (GCSE)	20
	Health and Social (BTEC L1/2)	27
	History (GCSE)	21
	Hospitality and Catering (Eduqas L1/2)	28
	ICT/Media	29
	Music (GCSE)	30
	Performing Arts (Acting) (BTEC)	31
	Performing Arts (Dance) (BTEC)	32
	Sport (BTEC)	33
	Psychology (GCSE)	34
	Religious Studies	35

Student signature

Parent signature

	Board	Spec	Link
Art	AQA	8206	<a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a>
Business Applied	Edexcel		<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html</a>
Biology	AQA	8461	<a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461">http://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>
Hospitality and Catering	Eduqas		<a href="http://www.eduqas.co.uk/qualifications/hospitality-and-catering/">http://www.eduqas.co.uk/qualifications/hospitality-and-catering/</a>
Chemistry	AQA		<a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>
Computer Science	OCR	J267	<a href="http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/">http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/</a>
ICT / Media	OCR		<a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/">https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/</a>
Dance	Pearson		<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html</a>
Design Technology	AQA	8552	<a href="http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a>
Drama	Pearson		<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html</a>
English Lit	AQA	8702	<a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>
English Lan		8700	<a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">http://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a>
French	AQA		<a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a>
Geography	AQA		<a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035</a>
German	AQA		<a href="http://www.aqa.org.uk/subjects/languages/gcse/german-8668">http://www.aqa.org.uk/subjects/languages/gcse/german-8668</a>
Health App	Pearson		<a href="http://www.ocr.org.uk/qualifications/cambridge-nationals-health-and-social-care-level-1-2-j801-j811-j821/">http://www.ocr.org.uk/qualifications/cambridge-nationals-health-and-social-care-level-1-2-j801-j811-j821/</a>
History	AQA	8145	<a href="http://www.aqa.org.uk/subjects/history/gcse/history-8145">http://www.aqa.org.uk/subjects/history/gcse/history-8145</a>
Mathematics	Pearson	1MA1	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a>
Music	Eduqas		<a href="https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf">https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf</a>
Sport	Pearson		<a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html">https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html</a>
Physics	AQA	8483	<a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a>
Psychology	AQA	8182	<a href="http://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182">http://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182</a>
Religious	AQA	8062	<a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance</a>
Science	AQA	8464	<a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>