

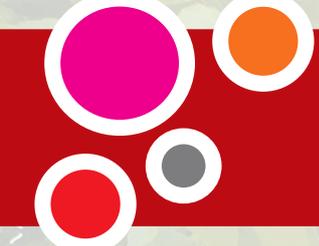


Copleston  
High School

# MAKING CHOICES

Key Stage 4  
Pathways,  
2026 - 2029

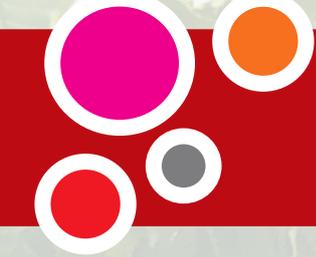




# Contents

|  |    |
|--|----|
| Welcome to Making Choices                        | 3  |
| Copleston's curriculum principles                | 4  |
| Advice on choosing your courses                  | 6  |
| New GCSEs and changes                            | 7  |
| Student choices                                  | 8  |
| Terminology that might help you                  | 9  |
| Frequently asked questions                       | 10 |
| Key members of staff                             | 11 |
| Making Choices timeline                          | 12 |
| How to make your choices                         | 13 |
| <b>EBacc Subjects</b>                            |    |
| English language                                 | 14 |
| English literature                               | 16 |
| Mathematics                                      | 18 |
| Science  | 20 |
| Geography  | 22 |
| History  | 24 |
| Computer science                                 | 26 |
| French   | 28 |
| Spanish  | 30 |
| <b>Other Subjects</b>                            |    |
| Art and Design                                   | 32 |
| Dance  | 34 |
| Business   | 36 |
| Drama  | 38 |
| Food Preparation and Nutrition                   | 40 |
| Information technology                           | 42 |
| Graphic Communication                            | 44 |
| DT - Product design                              | 46 |
| Music  | 48 |
| BTEC Music                                       | 50 |
| Physical Education, Sport, Nutrition and Fitness | 52 |
| Media studies                                    | 54 |
| Religious studies                                | 56 |
| Sociology  | 58 |
| Photography                                      | 60 |
| Child Development                                | 62 |
| Engineering                                      | 64 |
| Resilience Curriculum                            | 66 |
| PSHE   | 68 |
| <b>Further Information</b>                       |    |
| Connecting GCSEs to careers                      | 70 |
| Where to find more careers information           | 72 |

Copleston  
High School



# Welcome to Making Choices

Dear Student,

You are about to make some very important decisions about your future as you choose the subjects that you wish to study in Years 9, 10 and 11 (Key Stage 4). You have a very good starting point: our GCSE results year on year are excellent and well above the national average. This means that you are already on your journey to success. Achieving good GCSE grades is vital so that you have as much choice as possible at the end of Key Stage 4. By dedicating three years to GCSE studies, we can create an even broader curriculum offer and a more flexible and personalised experience. It will allow you to explore your subject areas in more depth as well as ensuring that you have time to develop and mature in your thinking.

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

This booklet is intended to give you all the information you need to help you make an informed choice. Read it very carefully. Read about each subject and what it has to offer you. Talk to your parents, your subject teachers, your form tutors and students in Years 9, 10 and 11 and Sixth Form. Speak to our careers and guidance team and complete some research online to find out what subjects are useful for different careers. Embrace any taster sessions with sixth formers and any online information you gain access to. Very soon we will send you your Choices form. Once you have made your choices, you need to complete this form. You will need to have three option choices, along with at least one EBacc subject and your reserves. It is important to be aware that we cannot always guarantee your first choices but we will make every effort to do so.

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

**Friday 20th March 2026** is the deadline for returning your completed Choices form. Your Choices form will need to be sent by your parents. You can return your form before 21st March but please note we consider all Choices forms together and will not process any entries early. Following receipt of your form, you may be asked to have an additional discussion with one of our careers team or your Leader of Learning for Year 8.

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

Good luck!

Mr A Green  
Principal

Mrs L Vadali  
Vice Principal - Curriculum Intent

# Copleston's Curriculum Principles

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

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



## How will our Curriculum Vision work in practice?



- Our curriculum is highly ambitious for all students and when designing it our mantra is always to consider the needs of the most disadvantaged learner. We teach to the top and make sure that scaffolding is in place to support all students to reach this level.
- Curriculum breadth and academic rigour are key to our offer. We believe that imparting broad knowledge to all children is the single most effective way to narrow the gap between demographic groups through schooling.
- Our curriculum is not simply about the subjects on offer; it is about the quality of the offer. It is led by, collaborated on and delivered by high-quality subject specialists, working in teams to create the richest narrative possible for their students
- The grammar of each subject is given high status; the specifics of what we want students to learn matter and the traditions of subject disciplines are respected
- Skills and understanding are seen as forms of knowledge and we do not believe that there are any real generic skills that can be taught outside of specific knowledge domains.
- The curriculum is planned vertically and horizontally, giving thought to the optimum knowledge sequence for building secure schema. Intelligent sequencing supports the initial mastery of basic principles so students have the building blocks to move onto more and more complex learning over time. Sequencing is also used to identify gaps in learning, allowing a renewed focus on the things that students have missed out on where necessary.

- The design of the curriculum reflects the school's local context. It has been mapped out with thought and care taking into account the high frequency gaps that our students have in their knowledge, understanding and skills.

- The curriculum is designed to be remembered in detail: to be stored in our students' long-term memories so that they can later build on it forming ever wider and deeper schema. As a result, our knowledge-rich curriculum embraces learning from cognitive science about memory, forgetting and the power of retrieval practice, leading to a position where students inherently know things and they are able to illustrate automaticity of responses.



- The curriculum is owned by students from all faiths and backgrounds, not by one in particular. The selected content conforms to shared cultural agreements of what is considered valuable to know and embraces the most powerful knowledge from a variety of cultures and traditions. It is the entitlement of all and we place a great deal of emphasis on culture, diversity and inclusion.

- At each phase, the curriculum focuses on closing gaps, early intervention, and developing the core literacy and numeracy skills for success at that level.

- Both in and out of the classroom, the curriculum will build the hard work, diligence and resilience necessary for success in life. The personal development of our students is a key driver for our curriculum design.

- The curriculum should introduce students to new experiences and powerful knowledge beyond the classroom and outside the academy to broaden their horizons and to prepare them fully for later life. The school offers a huge range of extra-curricular clubs and educational visits. This allows students to develop the cultural capital that will help them to navigate the society in which they live.

### **How will we measure the success of our curriculum?**

- By the time a student reaches the age of 18, they will have the choice of Higher Education or a high-quality apprenticeship or be fully prepared for success in the world of work'

- Regardless of setting, streaming or mixed ability classes, children of all abilities will gain the most powerful knowledge they can retain and to the highest expectations they can meet.

- Children will be prepared thoroughly for national assessments and this will be evident from the attainment and progress that the students at Copleston achieve.

- All students will acquire sufficient knowledge wider domains and a broader cultural understanding to fully enable both further study and an enriched life.

- Students are entitled to high currency qualifications which improve their life chances. This is an entitlement for *all* students and the academy will ensure that its practice makes this a reality.



- The Core Values of being Respectful, Resourceful, Resilient, Aspirational and Compassionate will be seen in the students at Copleston and their behaviour will display these values.

# Choosing Your Courses

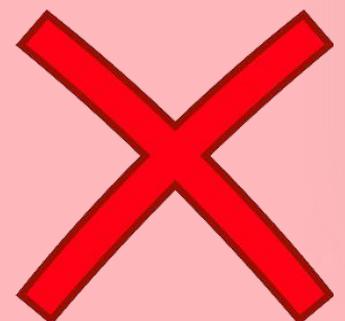
## DO...

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



## DON'T...

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



# Student Experiences

The Pathways process is an amazing opportunity to find out what subjects you enjoy and it allows you to do subjects you enjoy instead of the ones you dislike. There are many different resources to help you through the process like assemblies, form tutors and any teacher can tell you what jobs their subject can lead to. I thought the transition from Year 8 to Year 9 would be really difficult as we were going to start GCSE work but it was the opposite and there is always help available if you are struggling.

Bailey-Rae Y9

I never felt rushed or pressured to make my choices. Our teachers and form teachers gave us the time and resources to make our final decisions. My form tutor helped us all really well; they didn't just tell us what to do. They went through the options and a brief overview of what we do in the subject. It helped me choose the options that felt good for me. As well, for any worries I had, any staff member from across the school was there to help. I love my GCSE and core subjects now. I can focus on the courses I enjoy and excel at. I still have friends in classes but I get to meet people who have similar interests or people I haven't seen since primary school.

Sam, Y9

I really enjoyed choosing my subjects as there were more options to choose from than the ones we did in Year 7-8. Using Unifrog helped me see what options would be best for me as well as sessions in Base with my form tutor. The courses I chose are difficult but very fun. Homework is mostly revision for Year 11 and there are many websites available to provide help. Some of these websites include MyGCSE and GCSE Pod.

Layla, Y9

## Why a Three Year Key Stage 4?

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

## The English Baccalaureate

To qualify for the EBacc you will need a grade 5 or better in either English language or literature, mathematics, two sciences (which could include computer studies) a humanities subject and a modern foreign language. Typically, 35 out of 48 hours of your two-week timetable will be dedicated to the EBacc subjects if you study the full range. Our pathways process allows all students to study for the EBacc.

# Terminology That May Help You

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

# Frequently Asked Questions

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

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

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

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

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

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

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

Of the subjects we offer, the only combination not allowed is art and design with graphic communication or photography.

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

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

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

A range of information will be used to help you to make your choices and to help your parents and staff to assist you with this. Your Year 8 progress report will be used to show you how you are currently getting on and what your predicted grades are for your subjects. In addition, your previous assessment scores will be used to show you what skills and styles of learning most suit you, which can then be matched against the option subjects on offer. In addition to this data, it is important that you choose subjects that you have an interest in and will help you reach your future goals. We will provide you with lots of guidance to help get this right.



# Key Members of Staff

**Principal**  
**Head of School**  
**Leader of Learning Year 8**  
**Head of IAG Team**

Mr Green  
Miss King  
Miss Vale  
Dr Walker

## Core Subjects

English  
Mathematics  
Science

Mrs Keats  
Mr Lynch  
Miss Vaughan

## EBacc Subjects

Geography  
History  
Computer Science  
French  
Spanish

Mrs Crane  
Mr Gore  
Mr Kerampran  
Mr Adam  
Mr Adam

## Options Subjects

Art and Design  
Business  
Dance  
Drama  
DT - Product Design  
Food Preparation and Nutrition  
Graphic Communication  
Media Studies  
Music  
Photography  
Physical Education, Sport,  
Nutrition and Fitness  
Religious Education  
Sociology  
PSHE  
Information and Communication  
Technology (ICT)  
DT - Engineering  
Child Development

Miss Hodgkinson  
Mrs P Quintero Hunt  
Miss Steward  
Miss Heffer  
Mr Pheasant  
Mrs Irons  
Mr R Nunn  
Mr Brewer  
Mrs Lockyer  
Mr Nunn  
Mr Yorke

Mrs Saied  
Mrs Baxter  
Ms Holt/Mrs Page  
Mr Kerampran

Mr Pheasant  
Mrs Williamson

## Vocational Qualification

Resilience Curriculum

Mrs Barlow





# Making Choices Timeline

**February /March**

- Year 8 Pathways assembly and start of Pathways activities and ongoing careers guidance in form time

**Tuesday 10th March**

- Pathways booklet and online resources available on our website for parents to discuss with students

**Wednesday 11th March**

- Year 8 Pathways Evening for parents

**Thursday 12th March**

- Parents' Information Evening.  
Virtual platform available on website from 11th March

**Friday 20th March**

- Deadline for return of choices form

**Summer Term 2026**

- Students receive written confirmation of their choices



# Choosing Your Courses

1

- Consider the content of this booklet and consider all subject options on offer
- Think about the EBacc subjects and their suitability to you
- Think about your strengths and how subjects will match these
- Consider also the route these take to A-levels/further education and beyond

2

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

3

- Visit the online Making Choices Information Event to review your options- this will go live from March
- Submit your completed Choices form by Friday 20th March

4

- Choices forms will be processed and any additional meetings will be arranged with you
- School will confirm your successful option choices
- These will be sent to you in the summer term 2026

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

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

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

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

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

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

Students will be able to access grades 1-9

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

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

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

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

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

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

Students will also peer and self-assess in lessons.

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

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

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

Mrs R Keats (Head of English)

# English Language

---

- **Exam Board: WJEC Eduqas**
- **Course code or specification number: 601/4505/5**
- **Level of qualification: GCSE**

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

Students will study three set texts

- Blood Brothers
- A Christmas Carol
- Romeo and Juliet

They will also study 15 poems from the WJEC anthology.

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

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

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

Students will be able to access grades 1-9.

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

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

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

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

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

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

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

Mrs R Keats (Head of English)

# English Literature

---

- Exam Board: WJEC Eduqas
- Course code or specification number: 601/5246/1
- Level of qualification: GCSE

## What will students learn about?

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

For more details please visit: <https://qualifications.pearson.com/>

## What skills will students develop and demonstrate?

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

## What grades can students access?

Students will be able to access grades 1-9

## How will students' learning be assessed?

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

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

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

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

## What kind of learning does this course involve?

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

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

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

## For further information please contact:

Mr D Lynch (Director of Mathematics)

Mrs C Gleave (2 i/c Mathematics)

# Mathematics

*“Mathematics expresses values that reflect the cosmos, including orderliness, balance, harmony, logic, and abstract beauty.”*

**Deepak Chopra - Author and Public Speaker**

A B C D E F

A B C D E F

- Exam Board: Edexcel
- Course code or specification number: 1MA1
- Level of qualification: Level 2

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

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

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

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

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

Students will be able to access grades 1-9

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

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

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

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

It includes a wide variety but students will learn to:

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

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

Miss Vaughan (Head of Science)

# Science

- **Exam Board: AQA**
- **Course code or specification number:**
- **Dual: Trilogy 8464  
Triple: Biology 8461**
- **Chemistry 8462**
- **Physics 8463**
- **Level of qualification:  
GCSE**
- **Trilogy: 2 GCSEs  
(standard course)**
- **Triple: 3 GCSEs (but no  
extra time)**

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

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

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

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

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

Students will be able to access grades 1-9

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

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

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

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

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

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

Mrs Crane

# Geography

---

- Exam Board: AQA
- Course code or specification number: Geography 8035
- Level of qualification: GCSE

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

Paper 1: Germany, 1890–1945: Democracy and Dictatorship  
Conflict and Tension, 1945–1972

Paper 2: Britain: Health and the people: c1000 to the present day  
Elizabethan England, 1558–1603

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

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

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

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

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

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

Students will be able to access grades 1–9

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

Two examinations at the end of Year 11. Both examinations last for 2 hours and require students to answer 10 questions ranging from 4 to 16 marks. To prepare for this, students will be continually assessed in lessons through practice questions and will have end of unit mock examinations. These will be completed in class under exam conditions. These results will be logged on Go4Schools to track progress and inform teaching.

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

Students will need to be able to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- To develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- To develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- To organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

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

Mr S Gore (Head of History)

# History



- **Exam Board: AQA**
- **Course code or specification number: 8145**
- **Level of qualification: GCSE**

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

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

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

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

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

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

Students will be able to access grades 1-9

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

The official assessment structure is based on:

- 100% exam based (written papers) covering computer science concepts as well as programming skills (two exams.) These are completed at the end of Year 11.
- Throughout the course students will also be expected to complete a range of small computer programs using the Python programming language to help them acquire the required skills for the final examination.
- In Years 9, 10 and 11, students will be assessed through mock exams every six weeks. These exams will cover key theory concepts as well as assess pupils' ability to design, troubleshoot and evaluate computer algorithms (using flowcharts and pseudocode) to solve computing problems.
- Students will complete a weekly homework task throughout the whole duration of the course.

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

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

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

Mr Kerampran (Head of IT & Computer Science)

Mr Jervis (Course Leader—GCSE Computer Science)

# Computer Science

---

- Exam Board: OCR
- Course code or specification number: J277
- Level of qualification: Level 2 (GCSE)

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

Students study the following themes:

- Theme 1: People and Lifestyle
- Theme 2: Popular Culture
- Theme 3: Communication and the World Around Us

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

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

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

Foundation Tier—grades 1-5

Higher Tier—grades 4-9

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

- All exams will be assessed at the end of the course in Year 11.
- Students may be entered for foundation or higher tier.
- All four question papers (Listening, Speaking, Reading and Writing) must be taken at the same tier and each paper counts for 25% of the overall marks.

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

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

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

Mr A Adam (Head of MFL)

# French

---

- **Exam Board: AQA**
- **Course code or specification number: 8652**
- **Level of qualification: GCSE**

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

Students study the following themes:

- Theme 1: People and Lifestyle
- Theme 2: Popular Culture
- Theme 3: Communication and the World Around Us

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

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

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

Foundation Tier—grades 1-5

Higher Tier—grades 4-9

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

- All GCSE exams will be assessed at the end of the course in Year 11.
- Students may be entered for foundation or higher tier.
- There will be end of module tests throughout the three years to monitor students' progress, but these do not count towards the final grade.
- All four question papers (Listening, Speaking, Reading and Writing) must be taken at the same tier and each paper counts for 25% of the overall marks.

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

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

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

Mr A Adam (Head of MFL)

# Spanish

---

- Exam Board: AQA
- Course code or specification number: 8692
- Level of qualification: GCSE

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

Students will explore a wide range of creative disciplines, including drawing, painting, printmaking, sculpture, and mixed media. They will also study the work of artists and designers from the great masters to contemporary practitioners, gaining inspiration and understanding of different styles and approaches.

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

Students will develop a wide range of creative and technical skills through structured projects across the three years. In Year 9, they concentrate on drawing and explore landscapes and buildings, building confidence in observation, perspective, and composition. In Year 10, the focus shifts to studying the human form and experimenting with three-dimensional methods, which strengthens understanding of proportion and structure. In Year 11, students refine painting techniques through portraiture, developing control, expression, and attention to detail. The spring term of Year 11 is dedicated to the externally set exam unit, where students apply all their skills to create a final portfolio and exhibition piece. Alongside practical work, students learn to research and analyse artists' work, developing critical thinking and evaluation. They experiment with materials, refine ideas, and communicate visually and verbally, gaining creativity, problem-solving, and presentation skills.

These skills are highly transferable and provide a strong foundation for future study and careers. For example, observational and structural skills support pathways into architecture and design, while understanding the human form links to anatomy-based careers such as medical illustration or physiotherapy. Creative thinking and project planning are valued in fields like product design, media, and education.

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

Students will be able to access grades 1-9

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

Students are assessed through the four exam board objectives: Develop, Refine, Record, and Present. Coursework, which accounts for 60% of the final grade, is completed across Years 9, 10, and the autumn term of Year 11 and is marked continuously through sketchbooks and sustained pieces, with regular feedback and opportunities for improvement; work is periodically standardised to ensure consistency. The remaining 40% comes from an externally set assignment in Year 11, culminating in a ten-hour practical exam in May. Both component 1 & 2 are marked using the AQA Assessment Matrix. After departmental standardisation and exam board moderation, the course concludes with a GCSE exhibition celebrating students' achievements.

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

This course is practical and creative, combining independent exploration with guided instruction. Students develop ideas through research and experimentation, refine techniques using different media, and record progress in sketchbooks while responding to feedback. Learning is hands-on and project-based, with contextual studies of artists and photographers to inform practice.

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

Miss A Hodgkinson, Head of Art, to discover how Fine Art can open doors to exciting futures.



# Art and Design

---

- Exam Board: AQA
- Course code or specification number: 8202
- Level of qualification: GCSE

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

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

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

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

Students will learn to analyse and evaluate performance and expressive skills. They will learn subject specific language and apply it to their analysis of the set works. In addition, students will be taught a range of performance and expressive skills. These will include learning various techniques such as ballet, jazz and contemporary.

Students will also learn how to create movement material from various sources and how to develop the movement into phrases and composition pieces.

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

Students will be able to access grades 1-9.

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

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

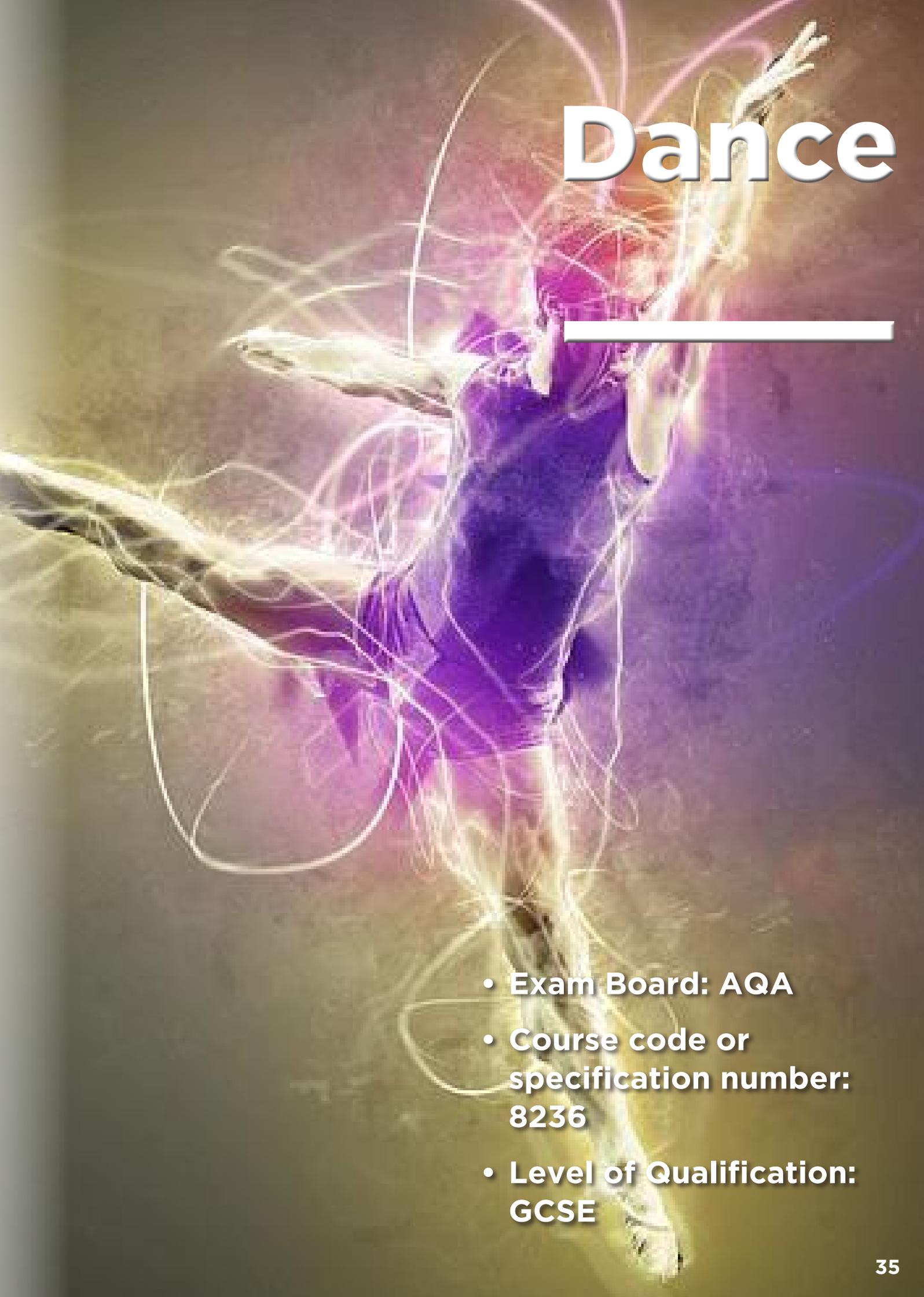
- Performance: solo performance of two set phrases and a duet/trio performance (30%)
- Choreography: Solo or Group Choreography (30%)
- Dance Appreciation: 1hr 30min written exam (40%)

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

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

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

Miss M Steward (Head of Dance)

A dancer in a purple leotard is captured in a dynamic pose, surrounded by glowing, ethereal light trails in shades of purple and yellow. The background is a soft, warm gradient. The word "Dance" is written in a large, white, sans-serif font in the upper right corner, with a white horizontal bar extending from its base.

# Dance

- **Exam Board: AQA**
- **Course code or specification number: 8236**
- **Level of Qualification: GCSE**

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

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

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

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

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

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

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

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

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

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

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

Written exam of 105 minutes covering:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making a business effective
- Understanding external influences on business

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

Written exam of 105 minutes covering:

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resources decisions

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

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

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

Mrs P Quintero Hunt (Head of Economics and Business)

# Business

- Exam Board: Edexcel
- Course code or specification number: 1BS0
- Level of qualification: Pearson Edexcel Level 2 GCSE (9-1)

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

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

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

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

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

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

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

Students will be able to access grades 1-9

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

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

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

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

- 1 hour and 45 minutes written paper.
- Section A is multiple choice questions. For section B we study Blood Brothers and Section C of the written paper is a live theatre response.

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

- Internally Assessed/Externally Moderated
- Students devise their own performance based on a range of given stimuli and complete an accompanying devising log.

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

- Marked by a visiting External Examiner
- Students select 2 extracts from a chosen play and perform these (or create accompanying designs) to a visiting examiner

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

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

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

Miss K Heffer (Head of Drama)

A photograph of a grand, ornate theater interior. The stage is illuminated with warm yellow light, and the audience seating is visible in the foreground. The theater features intricate architectural details, including a large archway and decorative elements. The overall atmosphere is one of classic elegance and grandeur.

# Drama

---

- **Exam Board: AQA**
- **Course code or specification number: 8261**
- **Level of qualification: GCSE**

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

Students will cover a range of topics:

- Nutrition
- Food provenance and food choice
- Food science
- Cooking and food preparation

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

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

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

Students will be able to access grades 1-9

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

All formal assessments take place in Year 11.

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

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

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

The course will suit students who are interested in developing a range of practical skills. Alongside being hands-on, the course requires students to analyse information, plan and organise practical work and evaluate their actions and decisions.

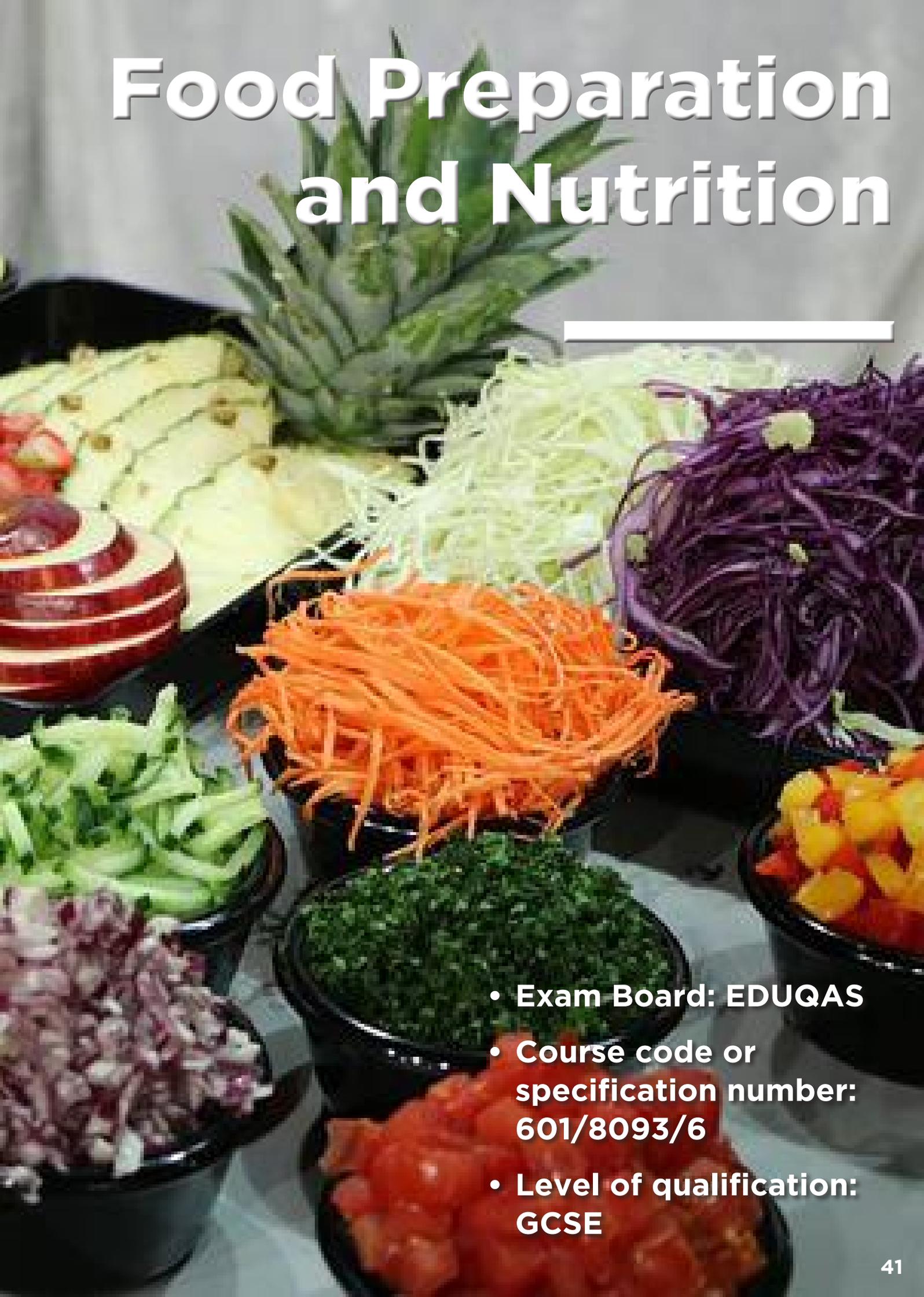
Students need to be reflective and proactive learners. A strong interest in the science of food and nutrition is a must for this course.

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

Mrs S Irons (Head of Food Technology)

# Food Preparation and Nutrition

---



- Exam Board: EDUQAS
- Course code or specification number: 601/8093/6
- Level of qualification: GCSE

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

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

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

Students will develop their creative skills using a range of multimedia software (graphic editing, photo editing, audio and video editing, website editing) to produce a portfolio of multimedia products.

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

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

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

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

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

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

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

Mr Kerampran (Head of IT & Computer Science)  
Mr Young (Teacher of ICT and Media)

# Information Technology

---

- Exam Board: OCR
- Course code or specification number: J834
- Level of qualification: Cambridge National Certificate in Creative iMedia Level 2

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

Students will explore a range of digital design techniques and processes used in modern graphic communication. They will work in areas such as digital illustration, advertising, branding, typography, and packaging design, creating imaginative and original artwork in response to specific ideas or themes. Building on skills developed at Key Stage 3, students will gain confidence using Adobe Photoshop, Illustrator, and, where relevant, InDesign and After Effects.

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

Students will build a strong understanding of digital design principles, including layout, composition, and colour theory. They'll learn to use professional software and equipment to produce high-quality digital artwork and portfolios.

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

Students will be able to access grades 1-9

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

The qualification includes two components:

- **Component 1 (60% of the GCSE):** a portfolio of digital design work completed in Years 10 and 11, covering areas such as advertising, branding, and illustration.
- **Component 2 (40% of the GCSE):** a 10-hour controlled assessment in Year 11, set by the exam board. Students will respond to a design brief and apply the digital design skills developed throughout the course to produce an outcome(s).

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

This course is ideal for independent, creative learners who enjoy using digital tools to communicate visually. Students will carry out research, experiment with creative techniques, and develop strong digital portfolio-building skills.

### **Trips and enrichment opportunities:**

Students will have the chance to take part in exciting, design-focused trips to enhance their learning:

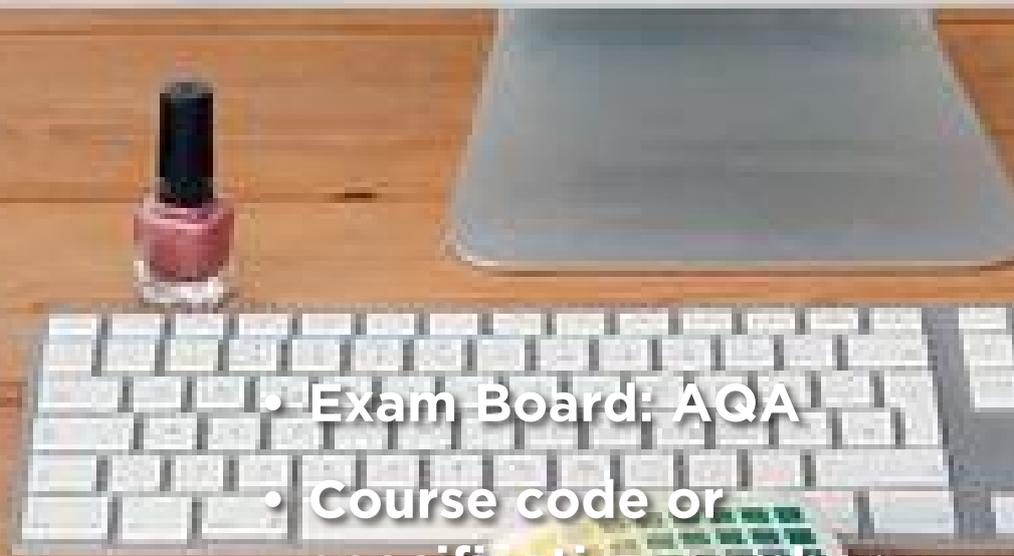
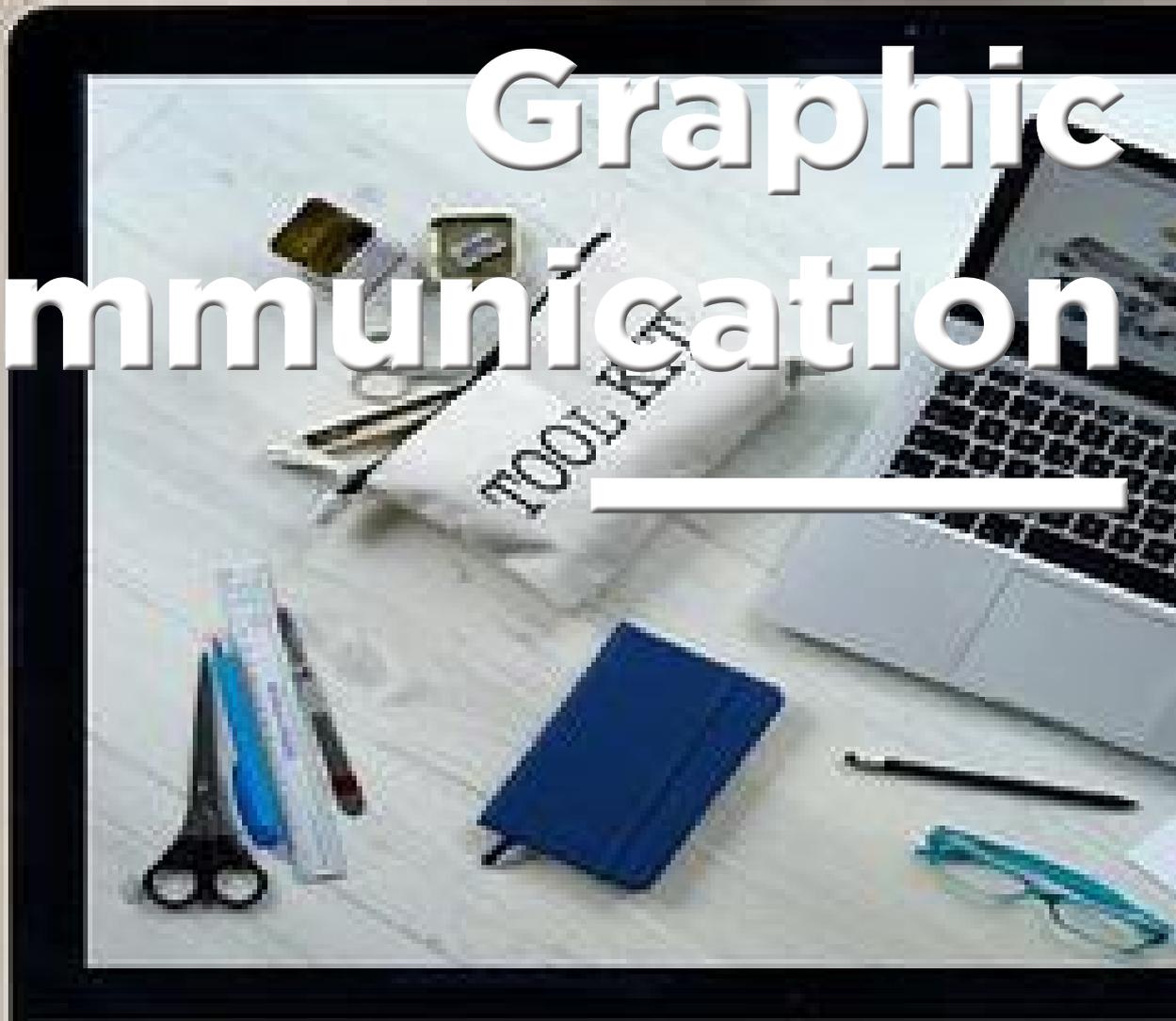
- An **optional Year 9 trip** to Warner Bros. Studio Tour – The Making of Harry Potter (approx. £50), exploring graphic design in film and how visual communication helps bring stories to life.
- A **curriculum focused Year 10 trip** to Colchester Zoo (approx. £30), which acts as the client for the Graphic Products project in Component 1. This provides students with real-world experience working to a professional brief.

**Please note:** Trip prices are approximate and subject to change depending on market condition

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

Mr R Nunn (Course Leader for Graphic Communication)

# Graphic Communication



- Exam Board: AQA
- Course code or specification number: 8203
- Level of qualification: Level 2 (GCSE)

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

Creative designing principles; technical making principles; new and emerging technologies; sustainability, people, culture, society and the environment; industrial practices: CAD/CAM, production techniques.

Making, using amongst others: graphic papers and boards; natural/manufactured timber; Ferrous/non-ferrous metals; thermoforming and thermosetting polymers. Natural, synthetic fibres.

The course demands high level maths and science skills.

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

Students will be able to access grades 1-9

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

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

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

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

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

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

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

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

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

Mr D Pheasant, Head of Design Technology

# DT - Product Design

---

- Exam Board: OCR
- Course code or specification number: J310
- Level of qualification: GCSE

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

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

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

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

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

Students will be able to access grades 1-9

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

There are three components to the GCSE exam.

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

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

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

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

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

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

Mrs A Lockyer (Head of Music)

The background of the page features a close-up, slightly blurred view of a piano keyboard and several musical staves with notes and clefs. The overall color palette is warm, with shades of peach and light brown.

# Music

---

- **Exam Board: Edexcel**
- **Course code or specification number: 1MU0**
- **Level of qualification: GCSE**

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

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

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

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

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

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

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

There are three components:

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

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

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

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

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

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

Mr Ashton (i/c BTEC Music)

# BTEC MUSIC

---

- **Exam Board: Edexcel**
- **Course code or specification number: 603/7055/5**
- **Level of qualification: Pearson BTEC Level 1/ Level 2 Tech Award in Music Practice**

There are 2 course that run alongside each other in Key Stage 4. If students are interested in studying a level 2 qualification during year 9, 10 and 11 they should select the GCSE option but be aware staff will place them in the most appropriate course for their physical and academic abilities

### **After selecting PE as an option students will study either:**

#### **GCSE PE**

The course is designed to build on the skills learnt in key stage 3 and encourage learners to become more competent, confident and expert in their techniques. This course require students to demonstrate practical ability in 3 physical activity areas.

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

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

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

GCSE grades 1-9

#### **OR**

#### **Level 2 Vocational Certificate in health and Fitness**

In V Cert to be awarded the NCFE level certificate in health and fitness, learners are required to successfully complete 4 mandatory untis.

- Unit 1 – Principles of health and Fitness – 25% (Portfolio)
- Unti 2 – Healthy lifestyles – 25% (Portfolio)
- Preparing and planning for health and fitness 25% (external exam)
- Unit 4 – 25% (Portfolio)

#### **Assessment Time (%)**

Non-examined assessment (Coursework, 6 Tasks - Yr 11) 22 hours 60%

Examined assessment 1hr 30 mins 40%

Assessment total 23 30 mins 100%

#### **Overall qualification grades:**

Level 1 or 2

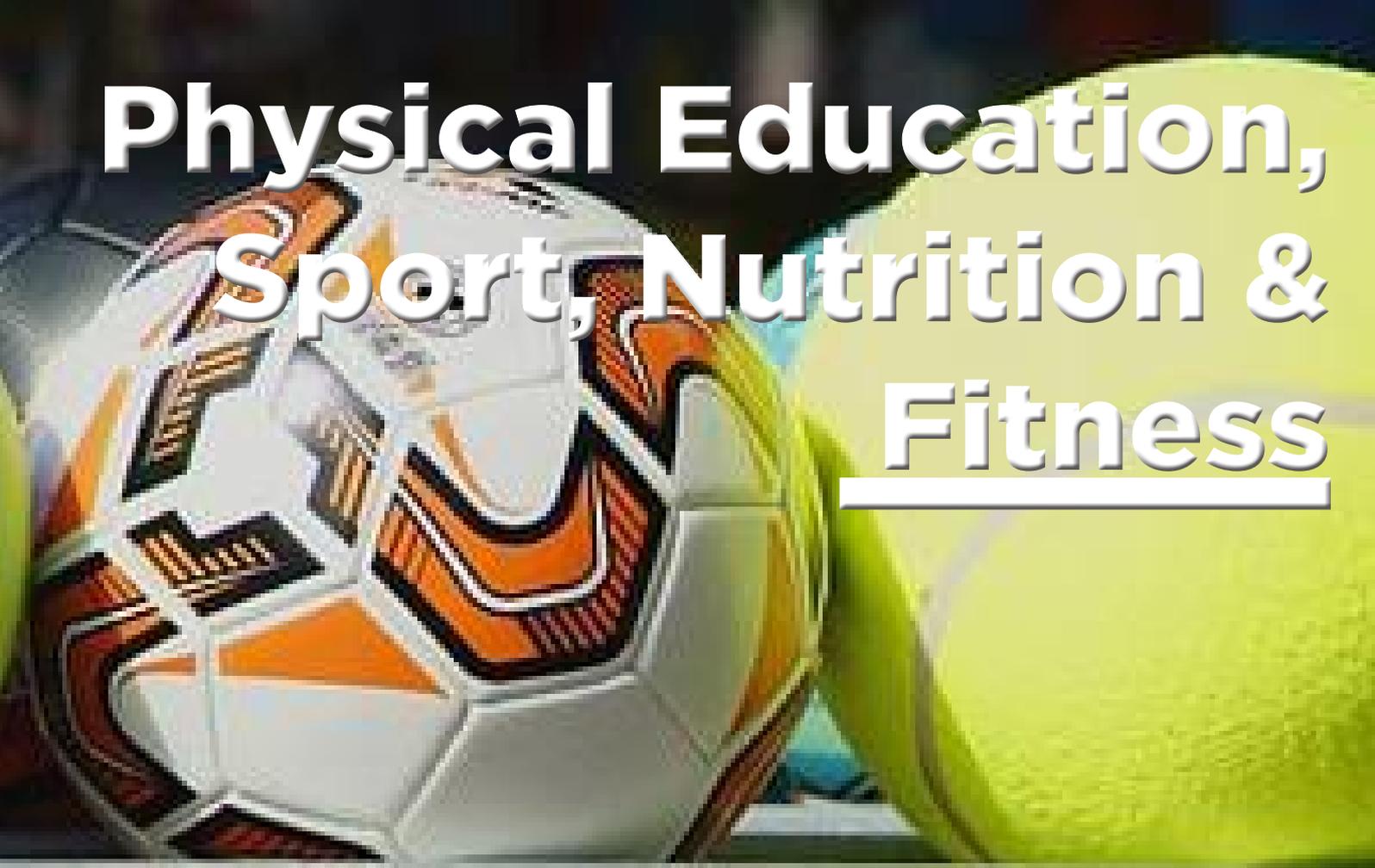
Pass (4 equiv.), merit (5/6 equiv.), Distinction (8equiv.),

Distinction\*(8equiv.),

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

Mr Yorke (Head of PE)

# Physical Education, Sport, Nutrition & Fitness



- 
- Exam Board: Edexcel
  - Level of Qualification: GCSE

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

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

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

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

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

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

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

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

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

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

Component 1- (1 hour 30 mins)- written exam worth 40%

Component 2- (1 hour 30 mins)- written exam worth 30%

Component 3- Coursework production worth 30%

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

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

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

Mr Brewer (Head of Media and Film Studies)

# Media Studies

---

- Exam Board: Eduqas
- Course code: C680QS

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

- Christian beliefs and teachings
- Christian practices
- Islamic beliefs and teachings
- Islamic practices
- Religion and life
- Religion and war
- Religion and crime in society
- Religion and relationships

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

Debating

Expression of personal opinions

Asking philosophical questions

Essay writing

Source interpretation

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

Students will be able to access grades 1-9

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

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

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

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

Students interested in exploring faith and concepts of belief.

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

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

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

Mrs K Saied (Head of RE)

# Religious Studies

---

- **Exam Board: AQA**
- **Course code or specification number: Specification A**
- **Level of qualification: Full Course GCSE**

## What will students learn about?

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

What skills will students develop and demonstrate?

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

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

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

## What grades can students access?

Students will be able to access grades 1-9

## How will students' learning be assessed?

Two written examinations at the end of Year 11. Both examinations last for 1hr 45 minutes.

The content is divided between two papers, each weighing 50% of the final grade.

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

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

#### **Types of questions:**

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

### **Paper 2: The sociology of crime and deviance and social stratification**

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

#### **Types of questions:**

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

## What kind of learning does this course involve?

The specification requires students to:

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

## For further information please contact:

Mrs N Baxter (Head of Sociology)



# Sociology

---

- Exam Board: AQA
- Course code or specification number: 8192
- Level of qualification: GCSE

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

The first year of the photography GCSE course is planned as a structured foundation year, introducing students to the main concepts, techniques, and working processes used in photography. Through a range of carefully planned practical projects, students build key skills in both manual and digital photography as well as image editing. These projects cover a wide variety of themes and visual ideas, helping students develop technical confidence, creative growth, and subject knowledge that prepares them well for the demands of Components 1 and 2.

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

Students will develop strong practical photography skills, including camera control, composition, lighting, and image editing using the Adobe Creative Suite. They'll also build creative thinking, visual storytelling, and the ability to analyse and evaluate their own work and the work of professional photographers.

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

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

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

The qualification includes two components:

- **Component 1 (60% of the GCSE):** A portfolio of photographic work produced in Years 10 and 11. This includes a range of projects exploring different photographic genres, techniques, and ideas.
- **Component 2 (40% of the GCSE):** An externally set assignment in Year 11, including a sustained period of supervised time. Students respond to a theme set by the exam board and produce a final photographic outcome(s) supported by research and development work.

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

This course suits creative and independent learners who enjoy practical work and experimenting with visual ideas. Students will research photographers, take photos both in and out of school, edit and refine their images, and build a strong portfolio that shows their creative journey.

### **Trips and enrichment opportunities:**

This course includes visits and photography-based trips. Students may need to contribute towards travel, entry fees, or workshop costs, such as:

- Visits to galleries or exhibitions to explore the work of professional photographers.
- Local photo walks or location shoots to practise photography in real settings.
- Workshops or talks from practising photographers.

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

Mr R Nunn (Course Leader)

# Photography



- Exam Board: AQA
- Course code or specification number: 8206
- Level of qualification: GCSE

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

The Vocational Award in Engineering has been designed to support learners in schools and colleges who want to learn about the field of engineering and the potential it can offer them for their careers or further study. It is suitable for students who enjoy problem solving through the use of maths and physics and designing. There is a practical element to the course, so interest in this is essential.

The course covers three key units:

- Unit 1: Manufacturing Engineering Products - Controlled assessment: 20 hours
- Unit 2: Designing Engineering Products - Controlled assessment: 10 hours
- Unit 3: Solving Engineering Problems - Written examination: time of exam - 1 hour 30 minutes
- Unit 1 provides learners with the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products.

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

Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test an end product. Unit 2 allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1. Unit 3 introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

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

Vocational Awards are awarded on an 8-point scale: Level 2 Distinction\*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction\*, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

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

Units 1 and 2 are assessed via controlled assessments – these are carried out during lesson times and require the students to work entirely independently and to strict deadlines. Unit 1 counts for 40% of the qualification. Unit 2 counts for 20% of the qualification. Unit 3 is assessed via an externally marked exam taken in Year 11 Unit 3 counts for 40% of the qualification

## **What can you do next with this subject?**

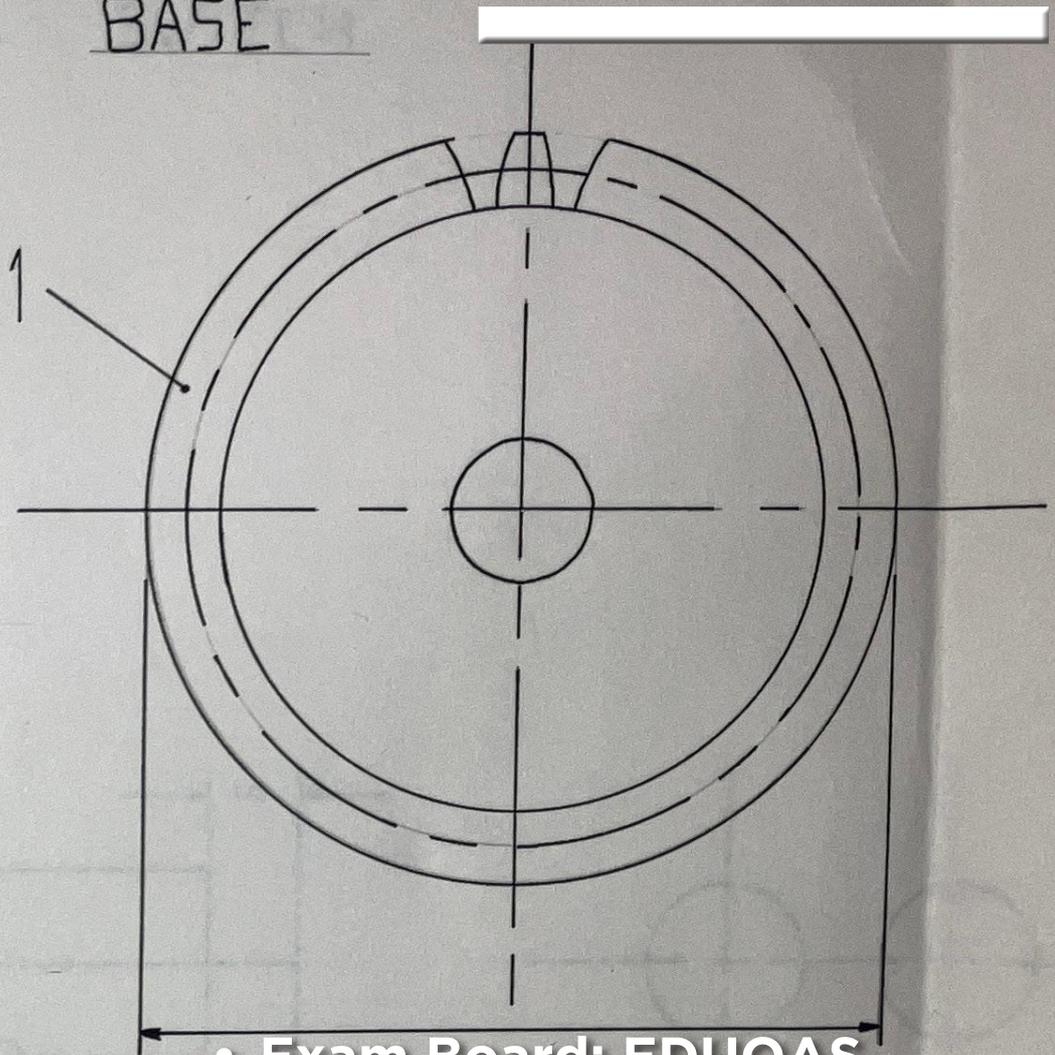
You should certainly consider taking this course if you are looking at a career in engineering or if you want to gain transferable skills such as problem solving, analysis, independent working and being an active member of a group. Specific career choices could be: mechanic, aerospace engineer, carpentry, architect, civil engineering to name but a few. This qualification is a great stepping stone into the world of work.

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

Mr Pheasant (Head of Design Technology)

# Engineering

| KEY | DESCRIPTION  | BY | DATE |
|-----|--------------|----|------|
| 1   | PINION WHEEL |    |      |
| 2   | SWITCH       |    |      |
| 3   | SHAFT Y RACK |    |      |
| 4   | BASE         |    |      |



- Exam Board: EDUQAS
- Course code or specification number: QAN: 603/7019/1
- Level of qualification: Level 2 Vocational Award (Technical Award)

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

Students will learn about the development of a child from birth to five years, exploring physical, intellectual, emotional, and social growth. They will study health and well-being, including nutrition, safety, and hygiene, and understand how to support children's learning and play through a range of activities. The course also covers factors that influence development, such as family, environment, and social circumstances, as well as the roles and responsibilities of professionals working with children. Students will develop practical skills in planning activities, observing development, and applying theoretical knowledge to real-life scenarios.

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

Students will be able to access Level 1 and Level 2 grades, which are equivalent to GCSE grades 1-9.

### **What post-16 routes are available?**

This qualification provides an excellent foundation for a wide range of Level 3 courses and A-levels. Students may progress to Cambridge Advanced National Health and Social Care or explore subjects such as psychology and sociology, which deepen understanding of human behaviour and social influences. Other related options include A-level biology for those interested in the science behind growth and development, and subjects like Politics and business for students considering careers in public services or management within childcare settings. These pathways can lead to careers in early years education, teaching, nursing, social work, and many other roles involving children and families. The course also develops transferable skills such as communication, problem-solving, and teamwork, which are highly valued in both academic and professional environments.

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

Assessment is split evenly between a written exam and coursework. The exam, worth 50%, tests knowledge of child development, health, and well-being. The remaining 50% is controlled assessment, where students complete practical tasks such as planning and evaluating activities for children. Students will study three mandatory units: health and well-being for child development, understanding equipment and nutritional needs, and understanding the development of a child from birth to five years.

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

The course is suited to students who have an interest in working with children and can apply theory to practical situations. It requires organisation, the ability to meet deadlines and written communication skills. Students will enjoy research and observation tasks and develop critical thinking and planning abilities throughout the course.

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

Miss N Williamson, Associate Assistant Principal

The background of the page features a stack of colorful wooden blocks in shades of green, yellow, and orange. In the foreground, a wooden block with the number '5' is visible. The title 'Child Development' is written in a large, white, sans-serif font, with a white horizontal line underneath the word 'Development'.

# Child Development

- Exam Board: Cambridge OCR
- Course code or specification number: J809
- Level of qualification: Cambridge Nationals Level 1/2 (equivalent to GCSE grades 1-9)

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

- During Year 9 pupils complete the Duke of Edinburgh Bronze Award. Pupils also learn and practise the 8 Essential Skills identified by employers as essential in the modern workplace: speaking, listening, teamwork, leadership, creativity, problem solving, staying positive and aiming high. They plan and deliver a Christmas Fayre for Year 7 students; renovate a bike; manage a project in the school garden and improve their communication for the workplace.
- During Year 10, pupils also learn and practise the 8 Essential Skills identified by employers. They prepare for work experience; manage a project in the school garden and make blankets for homeless people from recycled materials. In Year 10, pupils complete the Duke of Edinburgh Silver Award.
- During Year 11 pupils complete their Food Hygiene Certificate and First Aid at Work Certificate. Pupils continue to learn and practice the 8 Essential Skills identified by employers. They prepare for life after school through visits to further education institutions, write their CVs and learn how to apply for jobs and college courses.

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

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

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

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

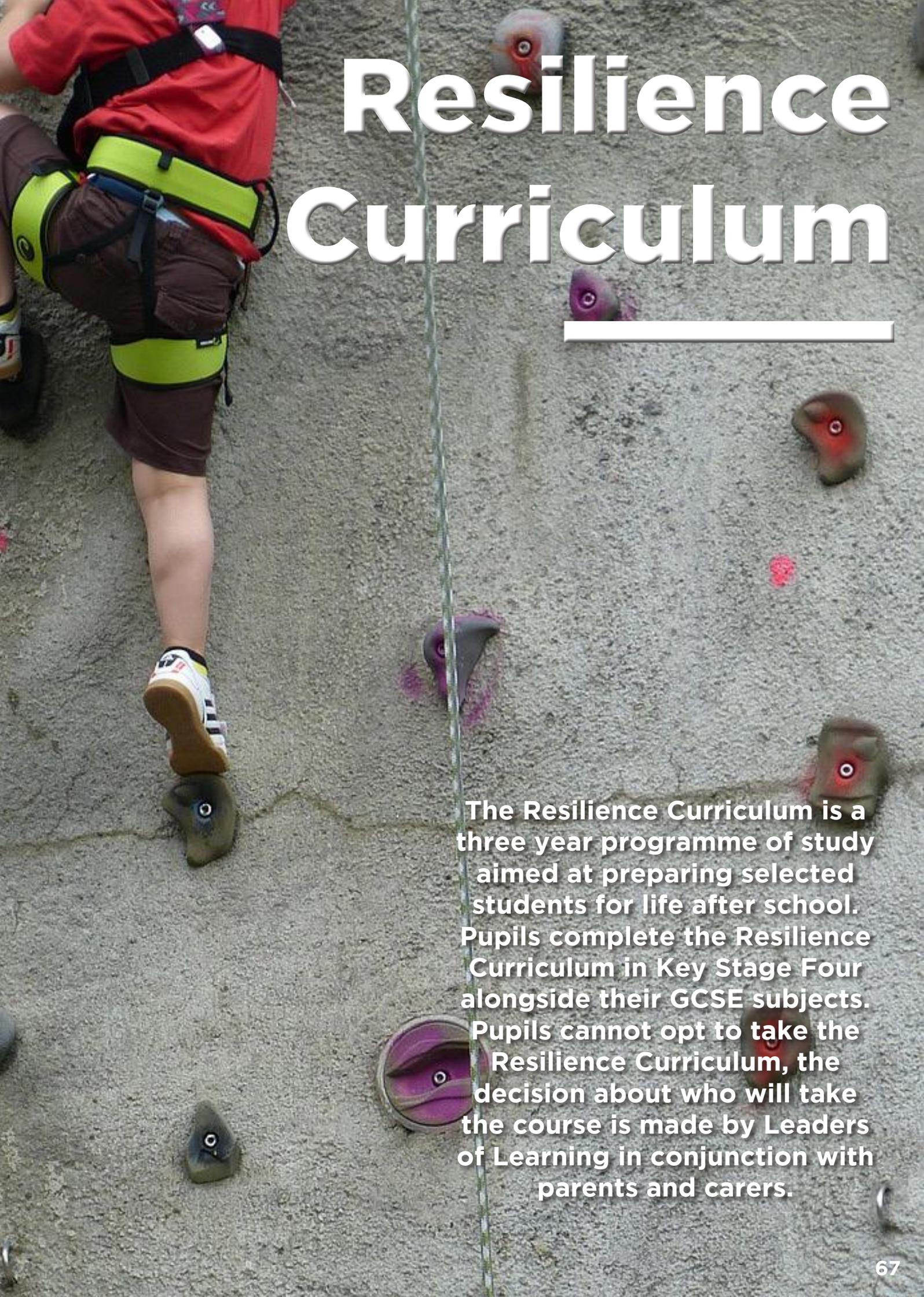
### **What kind of learning does this course involve?**

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

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

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

Mrs Barlow (I/C Resilience Curriculum)

A person wearing a red shirt, brown shorts, and a yellow safety harness is climbing a rope on a grey concrete wall. The wall is covered with colorful fish-shaped handholds in shades of purple, red, and green. The person's legs and feet are visible as they ascend the rope.

# Resilience Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

Miss B Holt PSHE Coordinator (maternity cover)

# PSHE

---



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

# Connecting GCSEs to Careers

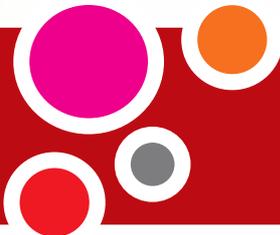
To help you to start thinking long-term you will find information below that connects each GCSE option to some of the careers they relate to including the skills you will develop. Remember - if you choose a GCSE it doesn't necessarily mean you'll end up with a career relating to it. It's never too early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

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

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

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

| Subject                        | Ebacc | A Level | Future Prospects   | Career/Job Title  | Skills  |
|--------------------------------|-------|---------|--|---|---|
| Food Preparation and Nutrition | N     | N       | <p>A GCSE in food preparation and nutrition provides you with essential life skills and applied knowledge, designed to provide you with a choice of routes into employment, as well as further education. It is suitable for anyone with a career interest in food and nutrition</p> <p>This GCSE course has been designed to provide you with a choice of routes into further education. If you want to take this subject further, there are a range of post-16 education opportunities available, such as A-Levels, NVQs or BTEC Level 3</p> | <p>Chef<br/>Dietician<br/>Health Promotions Officer<br/>Kitchen Manager<br/>Microbiologist<br/>Food Scientist<br/>Nutritionist</p>  | <ul style="list-style-type: none"> <li>• Cookery skills</li> <li>• Creativity</li> <li>• Teamwork</li> <li>• Time management</li> <li>• Analysing</li> <li>• Practical skills</li> <li>• Independent thinking and working</li> </ul>  |
| PE                             | N     | Y       | <p>This course is an appropriate gateway to a range of exciting careers and opportunities in the sporting industry.</p> <p>Successful completion of the course offers an appropriate foundation for level 3 Sports courses such as A Level physical education and BTEC National Diploma in Sport and Exercise Sciences. Candidates who successfully follow this pathway can look towards a career in a range of different professions.</p>   | <p>Athlete<br/>P.E Teacher<br/>Sports Commentator<br/>Event Manager<br/>Leisure Centre Manager<br/>Sports Scientist<br/>Outdoor Sports Instructor<br/>Fitness Instructor</p>  | <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Presentation and oral communication</li> <li>• Time management and planning</li> <li>• Keeping to rules</li> <li>• Health and safety</li> <li>• Determination</li> <li>• Motivation - self and team</li> <li>• Resilience</li> </ul>   |
| RE                             | N     | Y       | <p>Religious studies is excellent for a wide range of careers, including law, public services, medicine, business, journalism and teaching as it teaches the higher level skills required to develop and defend personal and professional views.</p>   | <p>Journalist<br/>Editor<br/>Politician<br/>Author<br/>Policy Manager<br/>Barrister<br/>Solicitor<br/>Psychologist<br/>Judge</p>  | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Analysis</li> <li>• Research</li> <li>• Teamwork</li> <li>• Listening</li> <li>• Expressive</li> <li>• Interpretation and evaluation</li> <li>• Reflective</li> </ul>  |
| Photography                    | N     | N       | <p>Photography can lead to a range of creative and technical career pathways. Studying photography helps develop visual awareness, design thinking and creative problem-solving—skills valued across creative industries. Students gain experience in digital editing, composition and storytelling through images, which can support further study in art, media, marketing or design. Photography also helps build a strong portfolio, useful for college entry and creative apprenticeships.</p>  | <p>Photographer<br/>Graphic Designer<br/>Photojournalist<br/>Film/TV Camera Operator<br/>Social Media Content Creator<br/>Visual Merchandiser<br/>Art Director<br/>Marketing/Advertising Assistant<br/>Gallery Assistant</p>          | <ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Digital editing (e.g., Photoshop)</li> <li>• Visual communication</li> <li>• Attention to detail</li> <li>• Problem solving</li> <li>• Independent working</li> <li>• Project management</li> <li>• Time management</li> <li>• Presentation and portfolio building</li> </ul> |
| Engineering                    | N     | N       | <p>Engineering opens doors to a range of technical and practical careers. The subject develops analytical thinking, creativity and hands-on problem-solving, making it relevant to industries such as manufacturing, aerospace, automotive, construction, energy and robotics. Engineering supports progression into college courses, apprenticeships and A-levels in physics, maths or design technology. Employers value the ability to design solutions, use tools safely and understand how things work.</p>                               | <p>Mechanical Engineer<br/>Electrical Engineer<br/>Civil Engineer<br/>Automotive Technician<br/>Aerospace Engineer<br/>CAD Technician<br/>Robotics Engineer<br/>Construction Engineer<br/>Manufacturing Technician</p>                | <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Practical/technical skills</li> <li>• Designing/modelling</li> <li>• Using tools &amp; machinery safely</li> <li>• Mathematical reasoning</li> <li>• Analytical thinking</li> <li>• Planning/organisation</li> <li>• Understanding of materials and processes</li> </ul>        |
| Child Development              | N     | N       | <p>Child Development provides knowledge and skills that are highly valuable for working with children and young people. This course supports progression into health, education and social care fields. Students develop an understanding of child growth, learning and health needs, which is useful for college courses in childcare, nursing, psychology and early years education. Employers value the practical and empathetic skills gained through studying child development.</p>  | <p>Early Years Practitioner<br/>Nursery Nurse<br/>Teaching Assistant<br/>Midwifery Support Worker<br/>Paediatric Nurse<br/>Child Psychologist (with further study)<br/>Family Support Worker<br/>Social Worker<br/>Play Therapist</p> | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Empathy and understanding</li> <li>• Observation and assessment</li> <li>• Planning activities for development</li> <li>• Health and safety awareness</li> <li>• Record keeping</li> <li>• Problem solving</li> </ul>   |



# Where to find more information

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

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

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

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

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

## **[www.icanbea.org.uk](http://www.icanbea.org.uk)**

This website is designed to educate you in the massive spectrum of opportunities we have in Suffolk and Norfolk. You may create an account, take the careers wizard quiz and "follow" or "like" different business. This is a great place to look at which companies are offering apprenticeships.

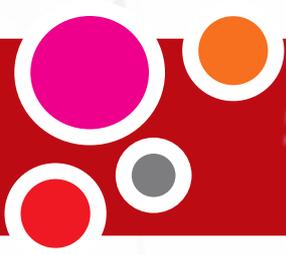
## **[www.thesource.me.uk](http://www.thesource.me.uk)**

Suffolk's careers information and advice website has lots of information on resources in Suffolk for young people.

## **<https://nationalcareers.service.gov.uk/explore-careers>**

This government run website has reliable information about a number of different careers.

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



# Space for Your Notes





# Copleston High School

Foxhall Road, Ipswich, Suffolk, IP4 5HD  
Phone: 01473 277240

Email: [mail@copleston.suffolk.sch.uk](mailto:mail@copleston.suffolk.sch.uk)  
<https://www.copleston.suffolk.sch.uk/>

Find us on social media:  
Instagram & X: @coplestonschool  
Facebook: Copleston High School and Sixth Form

