CHOICES FOR KEY STAGE 4
YEARS 10 TO 11

BRAMHALL HIGH SCHOOL
2026 – 2028
YEAR 9

IMPORTANT DATES

Options Evening - Live

This will be on 26th February 2026

Online Parents' Evening - online

19th March 2026

Face to face interviews – Parents welcome Appointments allocated.

25th March 2026

Options Form Deadline online submission using SIMS. Not to be submitted until after the interviews

24th April 2026

CONTENTS

CHOICES FOR KEY STAGE 4 2026 – 2028
YEAR 9

This booklet is one of the most important documents you will receive from our school. In here are all the courses on offer at KS4 and advice on how to make the right choices. It also details what is on offer to help you come to a decision by the **24th April 2026**

HOW TO USE THIS BOOKLET

Finding Information

- Information on Examination and Courses
- Advice and General Information
- Subject content

The Option From for making your final choices will be given to you separately.

Please read carefully any areas highlighted in yellow

MAKING DECISIONS

You need to:

- Information on Examination and Courses
- Read the descriptions of courses carefully.
- Using the notes page in this booklet make a list of questions to ask teachers, parents or students in Year 10 or 11.
- Look at the coursework content and the examination details so you understand the expectations and demands of you.
- Use your subject lessons and Form Time to talk through your ideas and queries with your teachers.
- Choose a SUBJECT and not a TEACHER … You may find that in Year 10 you may have different teachers from in Year 9.

YOU COULD TALK TO

Your Form Tutor, for general advice, s/he knows you well and can help Your parent(s) who know you best and can advise you Subject teachers for advice on the subject

OR

Headteacher	Mr Williams
Senior Deputy Headteacher Curriculum	Ms Joynson
Assistant Headteacher Data	Mr Longworth
Head or Year 9	Mrs Jackson
SENDCO	Mr Masters

WELCOME TO PARENTS / CARERS

For the first time in their school career, your son or daughter will be able to choose some of the subjects they will follow for the next two years. The choices that your son / daughter make will be vital if they are to achieve success at the end of Year 11 and beyond. This booklet sets out to help them make that important decision.

Your son / daughter will be embarking on linear courses in GCSEs. They will be examined at the end of the two-year course. They will receive a numerical grade. 9 – 1. 9 is equivalent to beyond an A*. Grade 5 is the new 'pass mark'.

It is a very exciting time at Bramhall High School as we have again reviewed our curriculum provision for ages 11 – 16. We have placed the students at the centre of the curriculum and tailored our provision to suit their needs. We have addressed the national changes. This year your son / daughter will have access to greater choice particularly in the range of vocational courses.

The Curriculum at Bramhall High School

There will be a Core Curriculum that all students will follow:

English Language.
English Literature.
Mathematics.
Science.
Physical Education.
Beliefs and Values.

Your son / daughter will then add FOUR option subjects to this core curriculum.

It is our school's aim to secure the very best grades for our students. We believe that education is about lifelong learning. On each of the subject descriptions we have included information about the next level of qualification it can lead to and future career possibilities.

Our curriculum offer has the broad base required by students from which to continue into education Post 16, further, higher or vocational education. All students must achieve a 'Basket of 8 Qualifications that matches the 'Attainment 8'. Students are set based on ability linked to prior attainment. The curriculum that we have put in place is to support progress and strengthen progression to **Post 16** and beyond.

CURRICULUM SUMMARY

Core Curriculum	Option A	Option B	Option C	Option D
Beliefs and Values – non-examined English Language GCSE English Literature GCSE Mathematics GCSE Physical Education – non-examined Science Triple or Applied (3 GCSEs or 2 GCSEs)	**Art GCSE**	**Art Graphics GCSE**	**Art GCSE**	**Art GCSE**
	Design Technology GCSE. Select one from: Graphics Resistant Materials Textiles	**Art Textiles GCSE**	**Business GCSE**	**Computer Science GCSE**
	Food GCSE	**Drama GCSE**	**Construction Vocational**	**Construction Vocational**
	Geography GCSE	**Computer Science GCSE**	**Drama GCSE**	**Digital Information Technology Vocational**
	Geology GCSE	**Geography GCSE**	**Geography GCSE**	**French GCSE**
	History GCSE	**History GCSE**	**History GCSE**	**German GCSE**
	Music GCSE	**Hospitality and Catering Vocational**	**PE GCSE**	**Geography GCSE**
	Musical Theatre Vocational	**Music GCSE**	**Kings Trust Vocational – not GCSE**	**History GCSE**
	Religious Studies GCSE	**PE GCSE**	**Religious Studies GCSE**	**Spanish GCSE**
	Statistics	**Psychology**	**Triple Science***	**Travel and Tourism Vocational**

Students are set for their Core Curriculum subjects.

Opting:

a. You are strongly advised to take an MFL subject.
b. Students are strongly advised to take either History and /or Geography. More than one if you wish.
c. Art Textiles **cannot** be taken against Art GCSE
d. Graphics Art **cannot** be taken against Art GCSE
e. Select either Science Applied or Triple Science. If you select Triple Science, you will have to also select Triple Science in Option C.

Choosing a subject

When your son / daughter is choosing a subject please ask them the following questions:

- Does it help with your future choices?
- Why are you interested in the subject?
- Will you be able to succeed in it?
- Will the type of assessment suit you?

It is important that your son / daughter will be able to achieve in their chosen course. We want them to leave as qualified as they can be to ensure that they have many choices and opportunities Post 16. If you have any queries, please do not hesitate to contact Ms Joynson, who leads the Options process, on Ext 141 or by email njoynson@bramhallhigh.stockport.sch.uk

Thinking about the future

Option choices will invariably impact on your future choices when you leave Bramhall High School. If your aspiration is to go to a top university then we **strongly recommend** that you take either History /or Geography / or Computer Science and a compulsory Language. The top universities are part of The Russell Group – (highest performing 24.) These subjects will really support you in your future and secure the English Baccalaureate. The importance of good results at GCSE cannot be over-emphasised in the highly competitive world of higher education and employment.

What happens when there are small numbers choosing a subject?

Mr. Williams and Ms Joynson will consider the implications of either very small class sizes or oversubscribed classes for school. Sometimes these will not run due to the viability of resources or rooms. If this is the case, you will be given plenty of time to consider an alternative subject.

www.careereadviceforparents.org
https://www.careerpilot.org.uk

Please note that all course outlines are correct at the time of going to press but all course content is subject to alteration by individual exam boards and final approval by OFQAL.

14 – 19 PATHWAYS

Continuing to secure 100% successful progression to Post 16 opportunities

Beyond Post 16	**Employment with Training** **Degree Course** **Apprenticeship** **A Level** **T Level** **BTEC Level 3**	**Employment with Training** **Apprenticeships** **Degree Course**	**Employment with Training** **Apprenticeships** **Degree Course – Russell Group Universities**
Post 16	**One Year Level 2 Course (GCSE Equivalence) with English or Maths L2** **Apprenticeship**	**Two Year A Level (Restricted choice) / Vocational / T Level**	**Two Year A Level** **Vocational L3** **T Level**
GCSE Qualifications	**8 GCSEs Grade 3 and below English and Maths**	**8 GCSEs Grade 4 in English / Maths**	**8 GCSEs Grade 5 in English / Maths**

OPTION ROUTES

Your choices do not determine your sets. This is on prior attainment. B, H and S are equally balanced. The routes are simply a way of showing a curriculum of choice and that it is not a bespoke band or a reflection of ability. No other student except yourself knows what is on your individual timetable. Please put yourself at the centre of your decision.

Route 1 – EBACC

MATHS	ENGLISH	SCIENCE	PE	BV	OPTION A	OPTION B	OPTION C	OPTION D
GCSE	GCSE	GCSE	CORE	CORE	1 GCSE	GCSE Or Vocational	GCSE Or Vocational	MFL French German Spanish

Route 2 – Without MFL. One choice must be either Geography or History.

MATHS	ENGLISH	SCIENCE	PE	BV	OPTION A	OPTION B	OPTION C	OPTION D
GCSE	GCSE	GCSE	CORE	CORE	1 GCSE	GCSE Or Vocational	GCSE Or Vocational	History or Geography

Route 3 – This is bespoke provision – determined in conjunction with the SENDCO.

MATHS	ENGLISH	SCIENCE	PE	BV	OPTION A	OPTION B	OPTION C	OPTION D
GCSE	GCSE	GCSE	CORE	CORE	Princes' Trust Guided choices and adapted to need in conjunction with SENDCO GCSE Or Vocational			

BRAMHALL HIGH 2025 GCSE RESULTS

9-1 Grades

Name	9%	9-8%	9-7%	9-6%	9-5%	9-4%	9-3%	9-2%	9-1%	Total Grades
Art	6	19	31	53	81	81	97	100	100	32
Art Graphics	13	13	25	38	63	88	100	100	100	8
Art Textiles	36	57	71	71	79	86	100	100	100	14
Business Studies	0	7	15	41	50	65	91	96	98	54
Computer Science	0	12	23	35	52	63	78	90	98	60
D & T	2	7	28	42	58	67	83	97	100	60
Drama	2	9	22	38	56	87	93	100	100	45
English Language	3	10	21	38	62	78	93	96	100	251
English Literature	3	10	21	42	64	80	87	94	99	249
Food	5	16	26	37	47	53	84	95	100	19
Geography	4	18	38	55	63	75	89	97	100	141
Geology	10	33	52	76	81	95	100	100	100	21
History	6	9	24	34	53	68	81	90	94	123
Maths	7	23	37	47	62	82	90	95	98	252
MFL Chinese	100	100	100	100	100	100	100	100	100	10
MFL French	4	32	50	50	71	86	96	100	100	28
MFL German	3	15	39	58	85	94	100	100	100	33
MFL Italian	0	100	100	100	100	100	100	100	100	1
MFL Persian	100	100	100	100	100	100	100	100	100	2
MFL Russian	100	100	100	100	100	100	100	100	100	1
MFL Spanish	5	15	29	39	66	85	97	98	100	59
Music	5	14	27	32	46	68	96	100	100	22
Physical Education	10	19	25	35	52	67	83	96	98	48
Religious Stud GCSE	6	19	19	31	38	63	75	88	100	16
Science Biology	9	25	48	67	83	98	98	100	100	93
Science Chemistry	11	25	47	75	85	94	99	100	100	93
Science Physics	12	37	48	73	87	98	99	99	99	93
Science Combined	1	4	12	23	36	61	80	93	98	316

Vocational Qualifications

Name	L2D* %	L2D* - L2D %	L2D* - L2M%	L2D* - L2P %	L2D* - L1D %	L2D* - L1M %	L2D* - L1P %	L2D* - U %	L2D* - X %	Total Grades
Health & Social Care	0	0	0	0	23.1	53.8	61.5	100	100	13
Travel & Tourism	0	0	7.1	28.6	50	85.7	92.9	100	100	14
Vocational Business	0	0	0	14.3	42.9	71.4	78.6	100	100	14
Summary	0	0	2.4	14.6	39	70.7	78	100	100	41
Construction	0	6.9	17.2	31	51.7	96.6	96.6	100	100	29
Hospitality & Caterin	0	0	0	30	40	80	100	100	100	10

72% of students achieved 5 or more 9-4 full GCSE grades inc. En and Ma

53% of students achieved 5 or more 9-5 full GCSE grades inc. En and Ma

Basics 9-4

78%

Basics 9-5

58%

Ebacc.

Standard 35%

Good 28%

English 4+	85%
English 5+	71%
Maths 4+	82%
Maths 5+	62%

Attainment 8

51.7

Progress 8

N/A

Using the SIMs Form – separate details to follow in letter format with clear guidance how to sign in. To be completed between the **26th March and 24th April.** You need to select the following:

Curriculum Year 10 and 11

- **Choose 4 Options – worth a total of 4 Choices – one from each group.**
- **If you select Triple Science this must form part of your Option C choice.**
- **You can only select one from Art Graphics or Art Textiles or Art and Design GCSE as they are the same course but different mediums.**
- **A student can select no more than two vocational qualifications out of their four GCSEs. You must have excellent attendance as assessment is ongoing.**
- **If you require support with Options for either Routes 3 or 4, please tick the relevant box on the form. (Please also select 4 options as well. This will be discussed in a later meeting.)**
- **Please also select a reserve.**

COMPULSORY SUBJECTS FOR ALL

INFORMATION ON SUBJECTS

BELIEFS AND VALUES

Course Details

Beliefs and Values is all about what is happening in the world today and what various religions and worldviews think about those issues. Beliefs and Values are important for all careers where you are dealing with people. Beliefs and Values allows you to debate current issues and understand more than one point of view.

The key questions we consider are:

- Should we be bothered about poverty?
- Is death the end? Does it matter?
- Why does genocide happen?
- What role does the media have on religion?
- What happens when someone breaks the law?
- What are new religious movements and why are they increasing in popularity?

Progression to Post 16

A levels Sociology, Religious Studies, Law

ENGLISH

Why this subject?

The key skills studied in English are vital to all pupils in every subject, irrespective of the pathway chosen. English is therefore mandatory at KS4.

Syllabus: AQA 8700, 8702

Course Details

Our course combines the study of both English Language and English Literature. Pupils on this course will be awarded a qualification in both, thereby gaining two separate GCSEs. Grades will be awarded on a 9 to 1 scale.

ENGLISH LANGUAGE

NAME OF UNIT	FOCUS	TYPE OF ASSESSMENT	WORTH
PAPER 1 Explorations in Creative Reading and Writing	Section A: Reading • one literature fiction text Section B: Writing • descriptive or narrative writing	External examination at the end of the course.	50%
PAPER 2 Writers' Viewpoints and Perspectives	Section A: Reading • one non-fiction text and one literary non-fiction text Section B: Writing • writing to present a viewpoint	External examination at the end of the course.	50%
NON-EXAMINATION ASSESSMENT Spoken Language	Pupils are required to demonstrate their speaking and listening skills by: • giving a presentation in a formal context. • responding appropriately to questions and to feedback. • using spoken Standard English. The results of the above will **not** contribute to the GCSE. The component, however, remains **compulsory**; pupils will not be awarded a GCSE without it.	Internal assessment by the classroom teacher.	0%

ENGLISH LITERATURE

NAME OF UNIT	FOCUS	TYPE OF ASSESSMENT	WORTH
PAPER 1 Shakespeare and the 19th Century Novel	Section A: Shakespeare • write in detail about an extract from the play **and then** • write about the play as a whole Section B: the 19th Century Novel • write in detail about an extract from the novel **and then** • write about the novel as a whole	External examination at the end of the course.	40%
PAPER 2 Modern Texts and Poetry	Section A: Modern Texts • one essay question from a choice of two on a modern prose or drama text studied in class Section B: Poetry • one comparative question on a named poem and one other from the chosen anthology cluster Section C: Unseen Poetry • one question on one unseen poem **and** • one question comparing this poem with a second unseen poem	External examination at the end of the course.	60%

Please also note that the English Language GCSE tests reading and writing only. Pupils are still required to complete a speaking and listening component, but results will be reported separately.

Progression at Post 16

It is vital that pupils gain the best possible grade in English in order to progress once they leave school/further education. The grade '5' at GCSE opens doors for many, regardless of the pathways/careers pupils decide to pursue.

English Language and Literature are highly regarded A Levels. They demonstrate the ability to think critically and communicate in an effective way, both highly desirable skills in the competitive world of work and further education.

Futures

Law, Journalism, Media, Presenting.

MATHEMATICS

Why this subject?

GCSE Maths is incredibly important. It is still one of the main subjects that people look at for employment and is increasingly needed for entry to academic, vocational and professional courses - ranging from the sciences to financial services, nursing and paramedical courses. It is a facilitating subject for many pathways and is highly esteemed by universities.

A report has found that young people with GCSE Mathematics and English are less likely to be unemployed than those who do not achieve. They **earn, on average, £8,000 more than those without.** Mathematics is becoming an increasingly vital 'life skill'.

A good grade in GCSE mathematics will give you a sound grounding for your future aspirations. Not only will it help you in your applications to college, university or dream job but it will also help improve your logical thinking and ability to solve problems, a skill that will benefit you no matter where your strengths lie.

Assessment Details

Syllabus: OCR GCSE Mathematics

Course Details: Mathematics (linear)

Coursework Requirement/Assessment Details/ Controlled Assessment

The course is assessed via three final examinations each lasting 90 minutes. A calculator is allowed on Paper 1 and Paper 3 for foundation and Paper 4 and Paper 6 for higher. Each of the three papers contains questions from all areas of mathematics and each carry equal weighting.

GCSE Mathematics two tiers of entry

- Foundation tier which covers grades 1 – 5
- Higher Tier which covers grades 4 – 9

A grade 4 is a pass and is the minimum requirement for further study of A-level courses, getting less than this will mean a resit until you pass or reach the age of 18.
A grade 5 is "good" pass and is the minimum requirement for further study of some specific courses.
A grade 6 is roughly equivalent to the old grade B.

The Foundation Tier examination now contains several topics previously only assessed at Higher Tier GCSE. Because of this, entry at Foundation Tier is appropriate for a larger number of students than was previously the case.

There is no coursework or controlled assessment within mathematics.

Type of Learner and KS3 Progress

Students of all abilities can access mathematics.

Progression at Post 16

A pass grade in mathematics is required for many level 3 courses, not just those that you think will use maths.
Other subjects such as accounting, physics, economics, geography and computing will ask for a higher-grade GCSE examination result.

Futures

Universities may ask for a specific number of GCSEs. For many universities mathematics and English at grade 5 or better is an entry requirement for all courses.

There are some A-level subjects that universities will request more than others; these are known as facilitating subjects and mathematics, (and further mathematics) are included in this list. By choosing a facilitating subject you will gain far greater flexibility in your university choices.

Some of the rewarding careers if you go onto to study Mathematics at college and university can be found on www.mathscareers.org.uk

PHYSICAL EDUCATION

All students will be allocated 4 hours of PE within their timetable over 2 weeks.

The school offers a broad, balanced physical education curriculum which is progressive, stimulating and challenging for all students of all abilities. Students are expected to take an active part in every lesson. Physical education has important effects on health, lifestyle and interpersonal skills and the department is confident that you will gain enjoyment and satisfaction from the activities offered in the major areas of study.

The areas of study are:
Athletic Activities.
Dance.
Gymnastic Activities.
Games.
Outdoor education.

Expectations

- Bring appropriate kit.
- Increase knowledge, skills and understanding in your activities
- Analyse and evaluating performance.
- Understand and undertake different roles within lessons including performer, coach and official.
- Wear appropriate PE kit when you are injured or cannot actively participate in the lesson
- It is expected that you will further develop your performance, coaching and officiating skills through regular extracurricular participation in a range of activities both inside and outside of school.

During PE lessons, students will have the opportunity as part of the KS4 PE pathway to study for either Level 1 Award in Sports Leadership, Level 2 Award in Sports Leadership Award

Level 1 Award in Sports Leadership: Develop generic leadership skills that can be applied to a variety of sports and contributes to the personal development of the learner. Demonstrate 1-hour leadership.

Level 2 Award in Sports Leadership: Develop leadership skills, focus on positive role models in sport, how to mentor and use a variety of leadership skills in a variety of settings, Demonstrate 10 hours of leadership

PERSONAL DEVELOPMENT

Students receive a comprehensive programme in Personal Development during Form Time. In addition, students will undertake four 'Personal Development' days which focus on the development of the 'whole' person, expanding learning beyond the academic curriculum. Bramhall High School is dedicated to preparing students for their adult life beyond the formal examined curriculum. We aim to ensure that British Values are reinforced and promoted within our school community.

These days develop essential skills and aim to:

- Help students to manage their finances effectively, understand about emotional and physical well-being and make effective careers choices.
- Promote students' spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom.
- Encourage students to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world.
- Help them to become informed, thoughtful and responsible citizens who are aware of their duties and rights.
- Give students the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
- Teach them about our economy and democratic institutions and values; encourage respect for different national, religious and ethnic identities; and develop pupils' ability to reflect on issues and take part in discussions.
- Enable students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

SCIENCES - BIOLOGY

(A component of Triple Science if you select Biology, you **MUST** also select Chemistry and Physics)

Why this subject?

Biology is a fascinating subject to study and can lead on to a variety of rewarding career paths. Biology is the 'science of life' and as such involves the study of areas such as nature and the human body. The subject is therefore essential for those who wish to pursue a career in medicine or in veterinary professions. However, you do not have to follow one of these traditional career paths; indeed, the skills you will learn and develop whilst studying biology will also be beneficial to you when you enter the world of work in any field. These valuable skills include research skills, investigative skills and critical analysis. All of these are much sought after qualities in both biology related careers and in the world of business. Biology is also a practical science. It will allow you to physically experiment with or investigate ideas and theories with a hands-on approach. Those with a natural interest into the way nature and the human body works will find biology an extremely fulfilling subject to study.

Syllabus: Edexcel 9-1 GCSE Biology

Course Details

Students will study all parts of the nine biology topics at the higher level, as well as completing the compulsory practical activities. The 9 topics are shown below:

Topic 1 – Key concepts	**Topic 2 – Cells & control**	**Topic 3 – Genetics**
Microscopes Plant and animal cells Specialised cells Inside bacteria Enzymes and nutrition Testing foods Enzyme action Enzyme activity Transporting substances	Mitosis Growth in plants Growth in animals Stem cells The brain Brain and spinal cord problems The nervous system The eye Neurotransmission speeds	Sexual & asexual reproduction Meiosis DNA DNA extraction Protein synthesis Genetic variation and phenotypes Mendel Alleles Inheritance Multiple missing alleles Gene mutation Variation

Topic 4 – Natural selection and genetic modification	**Topic 5 – Health, disease and the development of medicines**	**Topic 6 – Plant structures and their functions**
Evidence for human evolution Darwin's theory Development of Darwin's theory Classification Breeds and varieties Tissue cultures Genes in agriculture and medicine GM and agriculture Fertilisers and biological control	Health and disease Non-communicable disease Cardiovascular disease Pathogens Spreading pathogens Virus life cycles Plant defences Plant diseases Physical and chemical barriers The immune system Antibiotics Monoclonal antibodies	Photosynthesis Factors that affect photosynthesis Absorbing water and mineral ions Transpiration and translocation Plant adaptions Plant hormones Uses of plant hormones
Topic 7 – Animal coordination, control and homeostasis	**Topic 8 – Exchange and transport in animals**	**Topic 9 – Ecosystems and material cycles**
Hormones Hormonal control of metabolic rate The menstrual cycle Hormones of the menstrual cycle Control of blood glucose Type 2 diabetes Thermoregulation Osmoregulation The kidneys	Efficient transport and exchange Factors affecting diffusion The circulatory system The heart Cellular respiration	Ecosystems Energy transfers Abiotic factors and communities Biotic factors and communities Assessing pollution Parasitism and mutualism Biodiversity and humans Preserving biodiversity Food security The water cycle The carbon cycle The nitrogen cycle Rates of decomposition

Assessment Details

All pupils will sit 2 examinations which are each 1 hour 45 minutes long. Each of these will be a 100-mark written paper and count as 50% of the final GCSE mark. Both papers must be taken at the same tier, in the same exam session at the end of year 11. There is no longer a controlled assessment element to this course. Pupils will complete a range of core practicals throughout the course. These will be assessed on both papers.

An overview of the topics assessed by each paper is shown below

Higher Papers – Pupils can achieve grades 4 up to 9	
Paper 1 (Paper code: 1BI0/1F, 1BI0/1H) Topic 1 – Key concepts in biology Topic 2 – Cells and control Topic 3 – Genetics Topic 4 – Natural selection and genetic modification Topic 5 – Health, disease and the development of medicines	**Paper 2 (Paper code: 1BI0/2F, 1BI0/2H)** Topic 1 – Key concepts in biology Topic 6 – Plant structures and their functions Topic 7 – Animal coordination, control and homeostasis Topic 8 – Exchange and transport in animals Topic 9 – Ecosystems and material cycles

Type of Learner

GCSE Biology aims to give students the opportunity to:

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

KS3 Progress

Biology is always a popular option. Students who are tracked as secure or mastery in science and mathematics will be best suited to this academic science option. Good literacy skills are also vital as this enables students to access the curriculum and meet the demands of the new specification. 13 hours of science over two weeks.

Progression at Post 16

GCSE Biology - provides distinctive and relevant experience for students who wish to progress to Level 3 qualifications. Pupils who wish to move onto degree level courses in sciences and medicine will benefit from studying this course.

Futures

Medicine, nursing, veterinary science, psychologist, dentist, forensics, immunology, lab technician, paramedic, optician and sports scientist. However, science qualifications are valued in many other job sectors.

CHEMISTRY

(A component of Triple Science if you select Chemistry, you **MUST** also select Biology and Physics)

Why this subject?

Chemistry is an incredibly fascinating field of study. It is fundamental to our world; chemistry plays a role in everyone's lives and touches almost every aspect of our existence in some way. Chemistry is essential for meeting our basic needs of food, clothing, shelter, health, energy, and clean air, water, and soil. Chemical technologies enrich our quality of life in numerous ways by providing new solutions to problems in health, materials, and energy usage. Thus, studying chemistry is useful in preparing us for the real world.

Chemistry is often referred to as the central science because it joins together physics, mathematics, biology, medicine, Earth and environmental sciences. Knowledge of the nature of chemicals and chemical processes therefore provides insights into a variety of physical and biological phenomena. Knowing something about chemistry is worthwhile because it provides an excellent basis for understanding the physical universe we live in.

Syllabus Details Edexcel 9-1 GCSE Chemistry

Course Details

Students will study all parts of the 9 chemistry topics at the higher level, as well as completing the compulsory practical activities. The topics are shown below with specification references:

Topic 1 Key Concepts	**Topic 2 Matter and Mixtures**	**Topic 3 Chemical Changes**
Structure of an Atom Periodic table Ionic compounds Covalent compounds Molecules and metals Masses and moles	States of Matter Mixtures Filtration Chromatography Distillation Drinking Water	Acids and Bases Chemical Equations Soluble and insoluble salts Making Copper Sulphate Neutralisation using a base
Topic 4 Extracting Metals	**Topic 5 Separate Chemistry 1**	**Topic 6 Groups in the Periodic Table**
Obtaining metals Recycling Electrolysis Dynamic Equilibria	Transition metals and alloys Quantitative Analysis Dynamic Equilibria Chemical and fuel cells	Naming groups in the periodic table Patterns within groups Group 1 and 7 reactions
Topic 7 Rate of reaction and energy	**Topic 8 Fuels and Atmosphere**	**Topic 9 Separate Chemistry 2**
Rates of Reaction Core Practical changing temperature Core Practical collecting gas Energy and heat in reactions	Fuels Crude Oil Earth's Atmosphere	Hydrocarbons Alcohols Polymers Tests for Ions Nanoparticles

Assessment Details

All pupils will sit 2 examinations which are each 1 hour 45 minutes long. Each of these will be a 100-mark written paper and count as 50% of the final GCSE mark. Both papers must be taken at the same tier, in the same exam session at the end of year 11. There is no longer a controlled assessment element to this course. Pupils will complete a range of core practicals throughout the course. These will be assessed on both papers.
An overview of the topics assessed by each paper is shown below

Higher Papers – Pupils can achieve grades 4 up to 9	
Paper 1 (1CH0/1H) 50% of the marks Topic 1 Key Concepts Topic 2 Matter and Mixtures Topic 3 Chemical Changes Topic 4 Extracting Metals Topic 5 Separate Chemistry 1	**Paper** 2 (1CH0/2H) 50% of the marks Topic 1 Key Concepts Topic 6 Groups in the Periodic Table Topic 7 Rate of reaction and energy Topic 8 Fuels and Atmosphere Topic 9 Separate Chemistry

Type of Learner

This course would suit those who have an enquiring mind and want to make sense of the world around us. The course is challenging and has a large content that is examined at the end of the course so would suit students who are more scientifically minded or have a growth mind-set to take on the challenge. Students should be looking to progress to study areas of science post 16. Students who are tracked as secure or mastery in science and mathematics will be best suited to this academic science option. Good literacy skills are also vital as this enables students to access the curriculum and meet the demands of the new specification. 13 hours of science over two weeks.

KS3 Scores

Students should be tracked as succeeding or above in both science and mathematics to consider selecting this course. Good Literacy skills are also vital as this enables students to access the curriculum and meet the demands of the new specification. Due to the popularity of this course, we may need to impose a cut off number and use selection criteria.

Progression at Post 16

At Post 16 it would lead to A-levels in Chemistry or Science. This would link well also if you were considering taking other science or mathematical based subjects at A-level.

Futures

Chemistry opens up a wide range of career choices, below are some you may not have considered: Academic researcher, analytical chemist, biotechnologist, clinical scientist, biochemistry, colour technologist, crime scene investigator, forensic scientist, medicinal chemist, nanotechnologist, pharmacologist, research scientist (physical sciences), toxicologist.

PHYSICS

(A component of Triple Science if you select Physics, you **MUST** also select Biology and Chemistry)

Why this subject?

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. Physics challenges our imaginations with its concepts and theories. Physics encompasses the study of the Universe from the largest galaxies right down to the smallest subatomic particles. It helps us to understand how things work and leads us to develop technologies which will change and hopefully improve all our lives. It deals with fundamentals and helps us to see the connections between things. Physics gives us powerful tools to help us to express our creativity, to see the world in new ways and then to change it.

Syllabus Details Edexcel 9-1 GCSE Physics

Course Details

Students will study all parts of the physics topics at the higher level, as well as completing the compulsory core practical activities. The topics are shown below:

Topic 1 – Motion	**Topic 2 – Motion and forces**	**Topic 3 – Conservation of energy**
Scalars and vectors Speed Speed/Acceleration Motion graphs	Force diagrams Newton's Laws Momentum Car safety	Energy transfers Keeping warm KE – GPE Energy Resources
Topic 4 – Waves	**Topic 5 – Light and the electromagnetic spectrum**	**Topic 6 – Radioactivity**
Wave equations Properties of waves Sound/Ultrasound Seismic waves	Reflection Refraction/Lenses Colour Using EM Spectrum	Atomic Model Radioactive Decay Uses of radiation Fission/Fusion
Topic 7 – Astronomy	**Topic 8/9s – Energy/Forces**	**Topics 10/11 – Electricity and statics**
Solar system Gravity Life cycle of stars Origin of the Universe	Work/Power Vectors Rotational forces	Circuits Resistance/Current Using electricity Electrical safety
Topics 12/13 – Magnetism and its effects	**Topics 14/15 – Particle model, forces and matter**	
Magnets Electromagnets Electromagnetic induction National grid	Density Changes of state Gas laws Pressure	

Assessment Details

All pupils will sit 2 examinations which are each 1 hour 45 minutes long. Each of these will be a 100-mark written paper and count as 50% of the final GCSE mark. Both papers must be taken at the same tier, in the same exam session at the end of year 11. There is no longer a controlled assessment element to this course. Pupils will complete a range of core practicals throughout the course. These will be assessed on both papers.

An overview of the topics assessed by each paper is shown below

Higher Papers – Pupils Can achieve grades 4-9	
Paper 1 (1PH0/1H) 50% of the marks Topic 1 – key concepts of physics Topic 2 – Motion and forces Topic 3 – Conservation of energy Topic 4 – Waves Topic 5 – Light Topic 6 – Radioactivity Topic 7 – Astronomy	**Paper 2 (**1PH0/2H) 50% of the marks Topic 1 – key concepts of physics Topic 8 – Energy and Forces doing work Topic 9 – Forces and their effects Topic 10 – Electricity and circuits Topic 11 – Static electricity Topic 12 – Magnetism and the motor effect Topic 13 – Electromagnetic induction Topic 14 – Particle model Topic 15 – Forces and matter

Type of Learner

Students with enquiring minds, who love to ask why, and challenge theory will really enjoy this course. It will be demanding, and you will require good mathematical and problem-solving skills. It is especially suited to those who wish to study science at A-levels and beyond.. Students who are tracked as secure or mastery in science and mathematics will be best suited to this academic science option. Good literacy skills are also vital as this enables students to access the curriculum and meet the demands of the new specification. 13 hours of science over two weeks.

KS3 Progress

For students to make a successful transition to GCSE we would expect them to be on tracked as secure or mastery in science and mathematics. Good Literacy skills are also vital as this enables students to access the curriculum and meet the demands of the new specification. Due to the popularity of this course, we may need to impose a cut off number and use selection criteria.

Physics at GCSE aims to give students the opportunity to:

- Develop their interest in, and enthusiasm for, physics.
- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- Acquire scientific skills, knowledge and understanding necessary to progress to further learning.

Progression at Post 16

Many students choose to combine physics with mathematics or other sciences such as chemistry or biology at 'A level', while others who are thinking of becoming an engineer or architect combine physics with design-technology or art, depending in what career you decide to choose; physics can be combined with just about anything.

Futures

Physics opens up a wide range of career choices, below are some you may not have considered: Academic researcher, acoustic consultant, astronomer, clinical scientist, medical physics, geophysicist, higher education lecturer, metallurgist, meteorologist, nanotechnologist, radiation protection practitioner, research scientist (physical sciences), secondary school teacher, sound engineer, technical author.

COMBINED SCIENCE

All students take this option if they have not selected Triple Science

Why this subject?

All pupils must now complete either combined science or choose the triple science option. You will be awarded two GCSEs for the combined course; these will be assessed from 9-1.

You can be awarded different numbers for each of the GCSEs, but these grades will only differ by 1 at the most e.g. you may be awarded grades 77 or grades 76.

Syllabus Details Edexcel 9-1 Combined Science GCSE

Course Details

You will be required to study equal amounts of Biology, Chemistry and Physics. A brief overview of the topics is shown below. As well as completing the content you will have the opportunity to develop practical science skills. You must complete a minimum of 18 prescribed core practical activities over the course. These will be assessed on the exam papers.

Biology Topics

Topic 1 – Key concepts in biology	**Topic 2 – Cells and control**	**Topic 3 – Genetics**
Microscopes & cells Inside bacteria Enzymes and nutrition Testing foods Enzyme action & activity Transporting substances	Mitosis Growth in plants Growth in animals Stem cells The nervous system Neurotransmission speeds	Meiosis DNA Alleles Inheritance Gene mutation Variation
Topic 4 – Natural selection and genetic modification	**Topic 5 – Health, disease and the development of medicines**	**Topic 6 – Plant structures and their functions**
Evidence for human evolution Darwin's theory Classification Breeds and varieties Genes in society	Health and disease Types of disease Pathogens Human barriers The immune system Antibiotics	Photosynthesis Factors that affect photosynthesis Absorbing water and mineral ions Transpiration and translocation
Topic 7 – Animal coordination, control and homeostasis	**Topic 8 – Exchange and transport in animals**	**Topic 9 – Ecosystems and material cycles**
Hormones The menstrual cycle Control of blood glucose Type 2 diabetes	Efficient transport and exchange The circulatory system The heart Cellular respiration	Ecosystems Factors & communities Parasitism and mutualism Biodiversity and humans Water, carbon and nitrogen cycles

Chemistry Topics

Topic 1 Key Concepts	Topic 2 Matter and Mixtures	Topic 3 Chemical Changes
Structure of an Atom Periodic table Ionic compounds Covalent compounds Molecules and metals Masses and moles	States of Matter Mixtures Filtration Chromatography Distillation Drinking Water	Acids and Bases Chemical Equations Soluble and insoluble salts Making Copper Sulphate Neutralisation using a base
Topic 4 Extracting Metals	**Topic 6 Groups in the Periodic Table**	**Topic 7 Rate of reaction and energy**
Obtaining metals Recycling Electrolysis Dynamic Equilibria	Naming groups in the periodic table Patterns within groups Group 1 and 7 reactions	Rates of Reaction Core Practical changing temperature Core Practical collecting gas Energy and heat in reactions
Topic 8 Fuels and Atmosphere		
Fuels Crude Oil Earth's Atmosphere		

Physics Topics

Topic 1 – Motion	Topic 2 – Motion and forces	Topic 3 – Conservation of energy
Scalars and vectors Speed Speed/Acceleration Motion graphs	Force diagrams Newton's Laws Momentum Car safety	Energy transfers Keeping warm KE – GPE Energy Resources
Topic 4 – Waves	**Topic 5 – Light and the electromagnetic spectrum**	**Topic 6 – Radioactivity**
Wave equations Properties of waves Sound/Ultrasound	Reflection Refraction/Lenses Colour Using EM Spectrum	Atomic Model Radioactive Decay Uses of radiation Fission/Fusion
Topic 7/8 – Energy/Forces	**Topics 9 – Electricity and statics**	**Topics 10/12 – Magnetism and its effects**
Work/Power Vectors Rotational forces	Circuits Resistance/Current Using electricity Electrical safety	Magnets Electromagnets Electromagnetic induction National grid
Topics 12/13 – Particle model, forces and matter		
Density Changes of state Gas laws Pressure		

Assessment Details

All the papers must be taken at the same tier, in the same exam session at the end of year 11.

There is no longer a controlled Assessment element to this course, but pupils will have their practical skills from the core practical activities examined in the 6 papers.
All pupils will sit 6 examinations, each being 70 minutes long. These will be written papers, each worth 60 marks and counting as 16.7% of the final GCSE mark.
All the papers must be taken at the same tier, in the same exam session at the end of year 11.

There is no longer a controlled Assessment element to this course, but pupils will have their practical skills from the core practical activities examined in the 6 papers.

Higher Papers – Pupils can achieve grades 4-9 Foundation papers – Pupils can achieve grades 1-5	
Paper 1 (1SC0/1BH) 16.7% of the marks Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4– Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines	**Paper 2 (1SC0/2BH)** 16.7% of the marks Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles

Higher Papers – Pupils can achieve grades 4-9 Foundation papers – Pupils can achieve grades 1-5	
Paper 3 (1SC0/1CH) 16.7% of the marks Topic 1 Key Concepts in chemistry Topic 2 Matter and Mixtures Topic 3 Chemical Changes Topic 4 Extracting Metals	**Paper** 4 (1SC0/2CH) 16.7% of the marks Topic 1 Key Concepts in chemistry Topic 6 Groups in the Periodic Table Topic 7 Rate of reaction and energy Topic 8 Fuels and Atmosphere

Higher Papers – Pupils can achieve grades 4-9 Foundation papers – Pupils can achieve grades 1-5	
Paper 5 (1SC0/1PH) 16.7% of the marks Topic 1 – key concepts in physics Topic 2 - Motion and forces Topic 3 – Conservation of energy Topic 4 – Waves Topic 5 – Light Topic 6 – Radioactivity	**Paper 6 (**1SC0/2PH) 16.7% of the marks Topic 1 – key concepts in physics Topic 7 – Energy – Forces doing work Topic 8 – Forces and their effects Topic 9 – Electricity and circuits Topic 10 – Static electricity Topic 11 – Magnetism and the motor effect Topic 12 – Electromagnetic induction Topic 13 – Particle model Topic 14 – Forces and matter

Futures

Combined science opens up a wide range of A Levels and career choices, below are some you may not have considered:

Biology related

Medicine, veterinary, dentistry, nursing, health care assistant, psychologist, forensics, lab assistant, paramedic, ecologist and zoologist, secondary school teacher

Chemistry related

Analytical chemist, biotechnologist, clinical scientist, biochemistry, colour technologist, crime scene investigator, forensic scientist, medicinal chemist, nanotechnologist, pharmacologist, research scientist (physical sciences), secondary school teacher, toxicologist

Physics related

Academic researcher, acoustic consultant, astronomer, medical physics, geophysicist, higher education lecturer, metallurgist, meteorologist, nanotechnologist, radiation protection practitioner, research scientist (physical sciences), secondary school teacher, sound engineer, technical author

OPTION SUBJECT INFORMATION

FINE ART AND DESIGN

You are unable to study this course either with Art Textiles or Art Graphic Design

Why this subject?

Do you enjoy drawing, painting and making? Are you creative? Are you a hands-on learner who likes making your own artwork? –A 'must' for a well-rounded set of results to progress onto 6th Form or further education.

Assessment Details

In Component 1 (portfolio) Produce 2 projects Architecture and Human Form studies. This is coursework and 60% of your total marks.

In Component 2 (externally set assignment) There's a separate externally set task paper featuring a choice of 10 questions which you must select 1 of. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

AQA GCSE Fine Art 4202

Course Details

Your chance to produce artwork using different drawing media, printing, collage, some 3D skills, your own Photography, collage. Areas of study Architecture- Styles, architects, visit to Bramhall Hall, exploring the work of others, 3D paper design, perspective. Human Form- photography, portraiture, anatomy studies, exploring other artists work. Both projects will require your creativity and design work to develop your own work outcomes.

Progression at Post 16

Successful completion of GCSE Fine Art and Design can lead on to either A Levels or BTEC courses in any other area of Art and Design. It is a good all-round starting point where you could stay with Fine Art or choose to specialise in another art area.

GCSE Art and Design is a requirement for all creative Degree courses, or Foundation Course to bridge the gap between A Level and Degree.

Learners will develop an understanding of:

Mixed media drawing skills, Observational and creative drawing skills, Painting, Printmaking, Photography and how to develop this into artworks, 3D paper craft work, Architecture, Portraiture and Anatomy studies.

Results 2025

31% of students secured Grade 7 or above

Additional reasons to choose:

- Clear monitoring systems
- Develops creativity and independent working skills
- Regular communication home via email.

Type of Learner and KS3 Progress

This course would suit those who have a creative mind, coupled with the discipline to work hard independently on projects. The course relies heavily on being self-motivated and independent. If you enjoy expressing your ideas visually and using a variety of techniques to explore and create ideas, this subject will be ideal for you.

Futures

Fine artist, Illustrator, Graphic designer, Photographer, Interior designer, Furniture designer, Art teacher or lecturer, Art Curator, Art therapist, Animator, Art Historian and any other job in the creative Art's sector.

BUSINESS

Why this subject?

This course is designed for students who want to understand how the business world operates — how organisations survive, grow, and provide the products and services we all rely on. You will explore areas such as marketing and advertising, spotting business opportunities, setting up new enterprises, managing employees, producing goods efficiently, and handling business finances.
This course introduces you to a wide range of business topics without requiring you to specialise in one area, and it provides excellent preparation for adult life, where most people will work within a business or organisation.
This subject has a degree of challenge like any GCSE subject and will require all students to have the following skills:

- **Extended writing** – building clear, well-structured arguments and explanations.
- **Case study analysis** – interpreting real-world business scenarios and applying your knowledge.
- **Data and calculation skills** – using key business equations to calculate costs, revenues, profits, and other financial measures.

These elements make Business a highly engaging and rewarding subject, while also encouraging you to think critically and apply knowledge in practical contexts.

Assessment Details

Syllabus: Eduqas GCSE Business
Component 1 – Business Opportunities and Business Functions

- Written examination: 2 hours
- 62.5% of qualification (100 marks)
- Covers topics such as business start-up, marketing, operations, finance, and human resources.

Component 2 – Business Considerations

- Written examination: 1 hour 30 minutes
- 37.5% of qualification (60 marks)
- Focuses on business growth, external influences, and strategic decision-making..

Assessment overview

- Examinations include a mix of multiple-choice, short-answer, data response, calculations, and extended-writing questions.

- Many questions are based on case studies, requiring you to apply your knowledge to real business contexts. These questions will be longer written pieces

Success in this subject comes from combining knowledge with clear communication and confident use of business maths

Type of learner

- Take an interest in the outside world beyond what is happening in the business world.
- Think critically over the positive and negative sides of a situation and suggest actions.
- Have an opinion that they can back up with sound reasoning.
- Basic level of mathematical skills (numeracy, percentages etc.)
- Interested in the changing world of technology and how the workplace is changing and the products that we buy.

Progression at post 16

Most colleges and sixth forms offer a Level and BTEC course in business studies, business finance, accounting, and other related areas. GCSE Business Studies gives a solid grounding enabling young people to flourish in later studies.

Futures

Popular areas of employment for business and management graduates include **business, HR, finance, marketing, PR and sales**. Careers in consulting are another option. Consultants can specialize in a range of fields, including strategic consulting, IT consulting, HR consulting and business process management.

DIGITAL INFORMATION TECHNOLOGY

Pearson BTEC Level 1/Level 2 First Award in Digital Information Technology

Why this subject?

Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is designed for students who want to explore how digital tools shape the modern world. It focuses on practical skills and knowledge, taught through real-life projects that mirror the way technology is used in business, education, and everyday life.
This subject is ideal for students who enjoy creating and problem-solving with computers but prefer practical applications over the programming focus of GCSE Computer Science. You will learn how to plan and manage projects, interpret and present data, design user-friendly digital solutions, and understand how information is protected online.
The course helps you build transferable skills that support your GCSE studies and prepare you for future opportunities. It gives you an insight into how digital technology drives careers in areas such as business, marketing, design, and data analysis.
Key areas of focus include:

- **Practical skills** – project planning, designing user interfaces, and creating dashboards to present and interpret data.
- **Processes and teamwork** – learning how projects are managed, how cyber security protects information, and how legal and ethical rules guide digital work.
- **Professional attitudes** – developing organisation, communication, and problem-solving skills that employers value.
- **Knowledge in action** – understanding how businesses use data to make decisions, how technology supports collaboration, and how digital systems meet people's needs.

Assessment details

This qualification is assessed through three components: two coursework units (60%) and one examination (40%). Coursework allows you to demonstrate creativity and practical ability, while the exam tests your understanding of digital concepts and processes.
It is particularly suited to students who prefer hands-on learning and project-based work, and who want to develop skills that can be applied in the workplace or further study. Meeting coursework deadlines and maintaining good attendance are essential for success.

Type of learner

This subject is a great fit for students who:

- Enjoy creating digital resources such as websites, databases, and spreadsheets.
- Want a practical, hands-on IT course that combines data analysis with creativity.
- Like planning, designing, and problem-solving in real-world contexts.

- Are prepared to work consistently and manage their time effectively.
- Attend regularly, as this is a practical subject. Regular good attendance is crucial.

Progression at Post -16

The BTEC Tech Award provides a strong foundation for further study. At college or sixth form, students can progress to higher-level BTEC qualifications (Certificate, Extended Certificate, Diploma) or combine this subject with A Levels in IT, Business, or related areas.

Futures

Digital skills are in demand across almost every industry. This qualification can lead to careers in:

- Digital marketing and social media management
- Website and app development
- Database administration and data analysis
- Market research and business intelligence
- Cyber security and IT support

It opens doors to a wide range of opportunities where technology and creativity meet.

COMPUTER SCIENCE

Why this subject?

With the rise of Virtual Reality, Cybercrime and Artificial Intelligence, Computer Science has become one of the most powerful and future-focused subjects. This course is designed to teach the mathematical principles and programming techniques that underpin modern technology, giving you skills that have long-term value and support progression to higher education and beyond.
You will study both theory and practice:

- **Theory** – understanding the abstract concepts of computer science, from binary numbers and Boolean logic to data representation and network structures.
- **Practical programming** – solving real-life problems with algorithms, writing efficient code, and building working systems using Python.

This subject is ideal for students who enjoy mathematics, logical thinking, and coding challenges. It develops precision, problem-solving ability, and resilience — all highly valued by employers, colleges, and universities.

Assessment details

OCR Computer Science J277 (9–1 grade given) – assessed through two examinations.
Exam in Year 11 – Unit 1: Computer Systems (50% of GCSE grade)

- The CPU
- Primary and Secondary Storage
- Data Representation (binary, hexadecimal, logic gates, Boolean algebra)
- Networks, Protocols and Layers
- Threats to Computer Systems
- Operating Systems and Utility Software
- Ethical, Legal, Cultural and Environmental impacts of digital technology

Exam in Year 11 – Unit 2: Computational Thinking, Algorithms and Programming (50% of GCSE grade)

- Algorithms and problem-solving
- Programming Fundamentals in Python
- Searching and Sorting Algorithms
- Producing Robust Programs
- Boolean Logic and binary conversions
- Programming languages and Integrated Development Environments

Type of Learner and KS3 Progress

This course is recommended for pupils who:

- Have enjoyed programming lessons at Key Stage 3 and want to take coding further.
- Like mathematics and logical problem-solving, including algebra, binary numbers, and Boolean logic.
- Are comfortable with theory-based lessons and extended problem-solving tasks.
- Have good literacy skills to explain and justify solutions clearly.

Computer Science is a demanding subject, but it is also highly respected. Success requires commitment to both the mathematical and programming elements, and the reward is a qualification that opens doors to a wide range of careers.

Progression at Post 16

Computer Science leads naturally to advanced study at college and university, including A Level Computer Science, BTEC IT, and specialist computing courses. It also connects directly to a wide range of apprenticeships in software development, cyber security, and data analysis.

Futures

Computer Science graduates are in demand across every industry. Popular career paths include:

- Software engineering and programming
- Web and app development
- Cyber security analysis
- Data science and artificial intelligence
- Games development and 3D graphics design

This subject equips you with the mathematical thinking and programming expertise that employers and universities value most in the digital age.

CONSTRUCTING IN THE BUILT ENVIRONMENT

There are many places where construction takes place. Bricklayers build garden walls or possibly a block work wall at the top of a skyscraper. Plumbers install new bathrooms or possibly fil pipes in petrochemical plants. These are just a few examples of the hundreds of examples of those working in the construction industry.

If you are interested in a trade, then this could be the course for you.

The course has been designed to allow you to develop the understanding and skills related to a range of construction roles. You will develop skills required for independent learning and development, a range of generic and transferable skills, the ability to solve problems and the skills of project-based research, development and presentation.

Course overview

The qualification has been devised around the concept of a “plan, do, and review” Approach. This mirrors many work-related activities in construction and also provides for learning in a range of contexts from urban to rural environments in mainly small- scale construction projects.

How will you be assessed?

- Unit 1: Introduction to the built environment **– 90-minute examination**, online assessment with short and extended answer questions that have applied problem solving scenarios that include the following learning objectives.

Know health and safety legal requirements for working in the construction industry.
Understand risks to health and safety in different situations.
Understand how to minimise risks to health and safety. Know how risks to security are minimised in construction. Know materials and processes involved in construction.
Know professions and trades associated with construction. Know types of buildings and types of construction of buildings.

- Unit 2: Planning construction projects (internally assessed)

- Unit 3: Practical construction skills (internally assessed)

You have to interpret technical information to plan the task set by the examination board. This will involve a scenario of a building construction project. Considering health and safety issues. You will use appropriate skills and techniques to plan and carry out the building project.

Know job roles involved in realising construction and built environment projects. Understand how built environment development projects are realised.
Be able to plan built environment development projects.

What skills will you learn?

You will develop a range of skills **both practical and academic** through applying learning that will be useful in the workplace and for future learning. It will provide a foundation for further study and awareness of the different job roles in the sector such as plumbers, carpenters and bricklayers.

Learners will develop an understanding of:

- Health and Safety.
- Risk assessments.
- Site security.
- Reading and understanding technical information.
- Choosing the correct tools for jobs.
- A range of construction skills.

Additional reasons to choose.

A vocation qualification with some element of a practical hands-on approach.

Type of Learner and KS3 Progress

We welcome enthusiastic and dedicated students that are interested in the construction industry. Successful completion of the KS3 D&T course would equip students with the necessary foundation for this course. A good ability at mathematics is essential for this course.

Progression at Post 16

Successful completion of this qualification could provide opportunities to access a range of qualifications including GCE, apprenticeships, vocationally related and occupational qualifications that might include: Level 2/3 extended project, Level 2/3 qualifications in construction such as Diplomas in Construction and the Built Environment, Level 2 qualifications in construction including specialist areas such as plumbing, bricklaying and carpentry and also may help gain access to apprenticeships in construction.

2025 Results

- 95.6% of pupils achieved Level 1 Pass
- 31% of students achieved Level 2 Pass/Merit

Futures

Senior Project Manager, Architect, Civil Engineer, Construction Manager.

GCSE in FOOD PREPARATION & NUTRITION

Exam board: OCR GCSE
Qualification Accreditation Number: 601/8379/2
Subject Leader: Mrs J. Francis

Why this subject

GCSE Food Preparation and Nutrition is a new exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Subject Content – What is covered?

All content is covered in all components. There are four sections.

Section A: Nutrition – Macro nutrients, micronutrients, nutritional needs and health.

Section B: Food - Food provenance and food choice, food processing and production, food security, Technological developments to support better health and food production, Development of culinary traditions, factors influencing food choice

Section C: Cooking and food preparation- Food science, sensory properties, food safety

Section D: Skills requirements (preparation and cooking techniques)

Summary of Assessments

Component 1: Principles of Food Preparation and Nutrition
Written examination: 1 hour 30 minutes 50% of qualification
The examination will be one hour and 30 minutes and is worth 50% of the overall qualification. It is weighted up to 150 marks to equal the total marks combined for the two tasks. Learners will be expected to answer questions based on content studied across sections A, B, C and D. The following types of question will be asked: ten compulsory questions including structured and free response questions · some questions that include stimulus material · synoptic questions are included.

Component 2: Food Preparation and Nutrition in Action
Non-examination assessment: internally assessed, externally moderated Assessment 1: 10 hours.
Assessment 2: 20 hours 50% of qualification

Assessment 1: The Food Investigation Assessment
A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment
Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. These assessments will be based on a choice of tasks released by WJEC annually.

Futures

Studying food preparation and nutrition can lead to exciting and well-paid career option? Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines, radio and television – for more information on food careers please visit www. http://tastycareers.org.uk/

2025 Results

- 53% of pupils achieved 9 - 4
- 26% of students achieved 9 - 7

DESIGN & TECHNOLOGY: FOOD

EDUQAS Vocational Award in Hospitality and Catering

Statement of purpose

The hospitality and catering sector include all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering are not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.
Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with many new roles falling within the 18-24 age groups, according to a report by People 1st.

Background

The WJEC Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists working for supermarket chains. All these roles require further education and training either through apprenticeships or further and higher education.

There are no formal entry requirements for this qualification. It is most likely to be studied by 14–16-year-olds in schools alongside GCSEs.

This is the qualification structure:

WJEC Vocational Award in Hospitality and Catering

Unit number	Unit title		Assessment	GLH
1	The hospitality and catering industry	Mandatory	External	48
2	Hospitality and catering in action	Mandatory	Internal	72

Learners must complete both units.
This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to consider to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners also could develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- ✓ Level 2 Diploma in Professional Cookery
- ✓ Level 2 Certificate in Hospitality and Catering Principles (professional cookery)
- ✓ Level 2 Diploma in Hospitality and Catering Principles (professional cookery).

Where the WJEC Vocational Award in Hospitality and Catering is achieved together with other relevant Level 2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- ✓ WJEC Applied Certificate / Diploma in Food, Science and Nutrition
- ✓ Level 3 Diploma in Hospitality and Tourism Management
- ✓ Level 3 Diploma in Hospitality, Supervision and Leadership principles
- ✓ Level 3 Certificate in Hospitality and Catering Principles (professional cookery)
- ✓ Level 3 Award in Practical Food Safety Supervision for Catering.

Each of the units of the WJEC Vocational Award in Hospitality and Catering have been designed so that knowledge, skills and understanding is developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose which acts as a focus for the learning in the unit. This approach is called applied learning. The units have been devised around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work-related activities in hospitality and catering and provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in hospitality and catering and wider opportunities for progression into further education, employment or training.
This approach also enables learners to learn in such a way that they develop:

- ✓ skills required for independent learning and development.
- ✓ a range of generic and transferable skills.
- ✓ the ability to solve problems.
- ✓ the skills of project-based research, development and presentation.
- ✓ the fundamental ability to work alongside other professionals, in a professional environment.

Futures

Studying food preparation and nutrition can lead to exciting and well-paid career option? Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines, radio and television – for more information on food careers please visit www. http://tastycareers.org.uk/

2025 Results

- 80 % of students achieved a Level 1 pass or above
- 60 % of students achieved a Level 2 pass or above.

DESIGN & TECHNOLOGY:
AQA Design & Technology

Electronic products / Textiles / Resistant Materials / Graphic products (Not Food)

D&T subjects: Electronic products / Textiles / Resistant Materials / Graphic products are delivered through a carousel style rotation similar in style to our current KS3 system which students are used to. Students need to have an open mind to all areas of D&T (not Food) which are necessary for the examination content before they specialise in one area in Yr10. In Yr11 students undertake a controlled assessment task set by the exam board in the subject area of their choice which is worth 50% of their course.

The Background

As you will probably be already aware, GCSEs have been reformed by the government and examinations boards. Assessments have shifted from grades A* - G and adopt grades 9-1 and subject content will be more demanding. In many cases coursework will be removed completely or reduced. D&T is the last suite of subjects to be reformed, and this new course was taught for the first time in September 2017 with a completely new look.
Food is no longer classed as D&T and is a subject in its own right. However, this will still be managed by the existing D&T department.

What is different?

The biggest change is that the **separate specialist subjects** (Electronics, Graphics, Resistant Materials and Textiles) **have been replaced by a single subject** that incorporates skills, knowledge and understanding from all subject areas.
The new categories through which the principles are delivered are:

- Papers and boards
- Timber
- Metal based products.
- Polymers
- Textile based materials.
- Electronic and mechanical systems

How is this GCSE assessed?

Written exam 2 hours - 100marks - worth 50% of GCSE (an increase of 10%)
Questions

Section A - Core technical materials	20marks
Section B - Specialist technical principles	30marks
Section C - Designing and making (Inc. a design questions)	50marks

Coursework NEA - 100marks - worth 50% of GCSE (a reduction of 10%)
Non – Exam Assessment

Practical application of:

Core technical materials
Specialist technical principles
Designing and making

A substantial Design & Make Task in a specialist area with 20 pages & and a working prototype

Investigating	20marks
Designing	30marks
Making	30marks
Analysing and evaluating	20marks

Type of Learner and KS3 Progress

We welcome enthusiastic and dedicated students that are genuinely excited about designing and making 2D & 3D products. Successful completion of the tier 3 course would equip students with the necessary foundation for this course.

Futures

Students either pursue creative or technical disciplines.

Creative:
Architecture
Interior Design
Interior Architecture
Landscape Architecture
Product Design
Graphic Design
Illustrator
Fashion Design
3D designer
Packaging Designer

Technical:
Structural Engineer
Electrical Engineer
Mechanical Engineer
Quantity Surveying
Land Surveyor
CAD Operator

2025 Results

- 67% of pupils achieved 9 - 4
- 28% of students achieved 9 - 7

DESIGN & TECHNOLOGY:
Art and Design – Graphic Communication

You are unable to study this course with Art or Textile Design

Do you prefer the practical side of Graphics to the theoretical side? Do you enjoy being creative? Are you a hands-on learner who enjoys making 2D & 3D products?
Do you enjoy following client led design briefs and working on a series of extended projects?

If so, then Art and Design Graphic Communication is the subject for you.

The skills you gain make it a great complement to other subjects. Art and design are a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

Course overview

You will be taught how to design 2D & 3D products using both hand skills and advanced ICT techniques including CAD, CAD and 3D printing software through a series of projects of varying length.
Each project will include a specific theme or problem to solve, and you will be expected to research existing products / designers / artists / and demonstrate your own interpretation of these. You will then develop your ideas in specific materials and styles and design your products. A3 folder-work recording this process 'The Journey' and your decision making is carrying more marks than the final product.

How will you be assessed?

- Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60 % of your overall marks.

- Component 2: Externally set assignment: there's a separate externally set task paper for each title. It features seven tasks, and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40 % of your total marks.

What skills will you learn?

Alongside improving your practical expertise, you'll learn how to:
· develop, refine and record your ideas
· present a personal response that realises your intentions
· improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies
· successfully use visual language and the formal elements e.g., colour, line, form, shape, tone, texture
· use drawing skills for different needs and purposes.

Learners will develop an understanding of:

- Communication Graphics
- Design for print Inc. 3D printing
- Advertising and branding
- Illustration
- Packaging design

2025 Results

- 88% of pupils achieved 9 - 4
- 25% of students achieved 9 - 7

Additional reasons to choose:

- Clear monitoring systems
- Us of new technologies CAD / CAM and use of laser cutters
- Develops creativity and communication skills
- Regular communication with home via e-mail

Type of Learner and KS3 Progress

We welcome enthusiastic and dedicated students that are genuinely excited about designing and making graphics products. Successful completion of the KS3 D&T course would equip students with the necessary foundation for this course. However, an ability and willingness to draw is an essential part of the course. You will be expected to complete work at home as coursework is a major element to this course and keep up with challenging deadlines.

Career pathways

Graphic Designer, graphic illustrator, car designer, engineer, interior designer, architect, landscape architect, engineer, CAD operator, product designer, packaging designer, product developer.

Progression at Post 16

Successful completion of this course will fully equip students with the necessary skills, knowledge and understanding to tackle a range of design courses.
A Level – Product design / Graphic Design / Art & Design / Graphic Communication
BTEC – Extended certificate in Art & Design

Futures

Students usually pursue creative disciplines from this course.

Architecture	Interior Design	Interior Architecture
Landscape Architecture	Product Design	Graphic Design
Illustration	Web Design	Fine Art / Graphics

DESIGN & TECHNOLOGY:
Art and Design – Textile Design

You are unable to study this course with Art or Graphic Design

Do you prefer the practical side of textiles to the theoretical side? Do you enjoy being creative? Are you a hands-on learner who enjoys making garments and products?

If so, then Art and Design Textiles is the subject for you.

The skills you gain make it a great complement to other subjects. Art and design are a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

Course overview:

Your chance to design products for woven, knitted, stitched, printed or decorative textiles. Areas of study include fashion design and illustration, costume design, constructed textiles, printed and dyed textiles and digital textiles.

How will you be assessed?

- Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60 % of your overall marks.
- Component 2: Externally set assignment: there's a separate externally set task paper for each title. It features seven tasks, and you must complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40 % of your total marks.

What skills will you learn?

Alongside improving your practical expertise, you'll learn how to:
· develop, refine and record your ideas
· present a personal response that realises your intentions
· improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies
· successfully use visual language and the formal elements e.g., colour, line, form, shape, tone, texture
· use drawing skills for different needs and purposes.

Learners will develop an understanding of:

- Colouring fabric
- Surface embellishment
- Fabric manipulation
- Applying decoration and components
- Constructing garments
- Using patterns and templates

2025 Results

71% Grades 9-7

86% Grades 9-4

Additional reasons to choose:

- Clear monitoring systems
- Develops creativity and communication skills

Type of Learner and KS3 Progress

Self-motivation and independence are essential for this course. We welcome enthusiastic and dedicated students. An ability and willingness to draw is an essential part of the course. You will be expected to finish work at home as coursework is a major element to this course.

Progression at Post 16

Successful completion of this course will fully equip students with the necessary skills, knowledge and understanding to tackle a range of design courses.
A Level – Textiles / Art & Design / Photography.
Btec –in Fashion Design / Fashion and Textiles.

Futures:

Fashion designer, visual merchandiser, fashion stylist, fashion sales, accessory designer, costume designer, textiles artist, fashion buyer, fashion blogger, fashion journalist, interior designer, fashion photographer, fashion illustrator, garment manufacturer, garment technologist and pattern cutter.

DRAMA

GCSE drama is an exciting and engaging course which encourages students to work imaginatively and creatively in a collaborative context, creating, developing and communicating ideas. The drama department at Bramhall High School is highly successful and many of our students continue to study drama and theatre studies post 16 and beyond.

What will the lessons consist of?

The programme of study is designed to allow students to explore the subject by acquiring the skills and techniques needed to enjoy, create and achieve in drama. Critical thinking is essential and the ability to analyse, discuss and reflect is as important as the development of practical performance skills. Lessons will centre round the study of the practical elements of drama and theatre design, and how those function in performance, as well as its effect on an audience.

What skills will be learnt?

Students will develop performance skills; both in terms of devising their own original work but also taking an existing text and presenting it on stage. There is theoretical study of plays and live theatre this understanding goes hand in hand with the practical work to ensure success. Please be aware that students will be performing their pieces to small audiences over the course.

The GCSE Drama specification

The GCSE drama has been developed to encourage creativity, focusing on practical work which reflects twenty-first theatre practice and developing skills that will support progression to further study of a wide range of subjects to equip young people in the modern world. The new course consists of two coursework components, and one externally examined paper.

Component	Content	Assessment Overview	Percentage of the qualification
Component 1: Devising	Create and develop a devised piece from a stimulus. Analyse and evaluate the devising process and performance.	A portfolio covering the developing and creating process. A devised performance. Internally assessed.	40%
Component 2: Performance from Text	Students will perform two key extracts from a performance text.	Two performances from a text. Externally assessed by a visiting examiner.	20%
Component 3: Theatre Makers in Practice	Practical exploration and study of one complete performance text. Live theatre evaluation	**Written examination** Section A: Questions based upon an extract of a performance text. Section B: Questions requiring students to evaluate a live theatre performance.	40%

Unit	Percentage	Marks	Assessment
Unit 1 (5DR01) Drama Exploration	30%	Total 60 Practical Exploration - 40 Documentary Response - 20	Six hour practical exploration; taken at any point to be decided by the teacher; documentary response max 2000 words.
Unit 2 (5DR02) Exploring Play Texts Response to Live Theatre	30%	Total 60 Practical Exploration - 30 Documentary Response - 10 Response to Live Theatre - 20	Six hour practical exploration, based on a play text; completed at any point decided by the teacher; documentary evidence max 1000 words. Written response to Live Theatre max 2000 words.
Unit 3 (5DR03) Drama Performance	40%	Total 80 Voice and Movement - 20 Roles and Characterisation - 20 Communication - 20 Content, Style and Form - 20	Performance in response to an assignment brief to a visiting examiner. This must take place between February and May in the year of entry.

In the portfolio and written examination students will:

- Develop the skill of presenting a clear description of performance from the actor, director and audience perspective.
- Analyse the various skills and techniques employed within performance work.
- Show an understanding of group interaction and individual development.
- Analyse and evaluate performance and productions, taking into consideration, acting, directing, lighting, sound, costume and so on.
- Use dramatic terminology in their essays to enforce their argument.
- Use relevant theoretical concepts when discussing practical work.
- Create developed and well justified responses that show a sound use of grammar and spelling.

For the practical performances the students will:

- Be encouraged to develop appropriate vocal and physical skills that display clarity, fluency, control, appropriateness to character and situation and consideration of pace, projection, vocal and physical flexibility, timing and spatial awareness.
- Work in role and develop a character; offering and accepting ideas, interpret and develop a role, using originality.
- Sustain a role/character and understand and develop working relationships with others.

- Research and negotiate in creating a devised piece as part of a group in which they can respond creatively, and which is appropriate for the target audience.
- Contribute to and be involved with the rest of the group through their commitment, concentration, focus and ability to lead and support others.
- Evaluate their contribution to the performance work created and performances as a whole.

What extra opportunities will be available to me?

It is encouraged that all students undertaking GCSE drama take part in the school productions, although this is not essential. School productions offer students a valuable experience of live performance and can help to develop their skills for assessment in drama and widen their experiences as individuals.

Year 10 students undertake a promenade theatre production staged at school. The drama department also have touring theatre companies coming into school to perform to GCSE drama students as well as theatre practitioners running practical workshops.

There will be several trips to theatre that students can attend over the GCSE course, which are hugely beneficial. There will also be opportunities to undertake workshops led professional practitioners on the Drama and English trip to New York City.

Progression at Post 16

This course is suitable for students who are considering AS/A Level Drama and Theatre Studies or AS/A2 Performing Arts as well as Performance based BTEC.

This is also an ideal GCSE for students thinking about careers that deal with problem solving, teamwork, creative thinking and presentation skills.

Futures

Performing Arts/Media
Business
Law
Marketing/ Advertising/PR
Sales
Hospitality/tourism

GEOGRAPHY

Geography is a constantly changing subject that reflects new ideas and developing local and global issues. It will help you to develop a sense of place, an appreciation of the environment and your role as a global citizen. So many of the world's current problems boil down to geography and need the geographers of the future to help us understand and tackle them.

The GCSE geography course will build on the knowledge and understanding developed during Years 7, 8 and 9. The themes studied at GCSE involve aspects of physical and human geography, which include environmental and developmental issues in a range of places from the UK to the wider world.

You must have an enthusiasm for Geography, an inquisitive approach to the world around you and a desire to find out how the world is going to change in the future. It is a challenging subject with a substantial content including detailed case studies, decision making exercises and geographical skills, and involves three separate written exams. It requires good literacy and numeracy skills.

Outline of the Qualification

Our Examination Board is the AQA. The qualification consists of **3 separate examinations** taken at the end of Year 11.

Paper 1
1 hr 30 mins
(Physical Geography)

This exam accounts for **35%** of the qualification and topics include:

- Natural Hazards (tectonics, weather and climate change)
- The Living World (ecosystems, tropical rainforests and hot deserts)
- UK Physical Landscapes (rivers and glaciation)

Paper 2
1 hr 30 mins
(Human Geography)

This exam accounts for **35%** of the qualification and topics include:

- Urban Issues and challenges
- The Changing economic world
- The Challenge of Resource Management (food, energy and water)

Paper 3
1 hr 30 mins
(Geographical Skills)

This examination accounts for **30%** of the qualification and requires students to participate in 2 fieldwork investigations (one is a 3-day residential trip to Ambleside). Students will be assessed on:

- An issue evaluation
- Fieldwork skills
- Geographical skills

The GCSE geography results at Bramhall High School are consistently strong. Students in geography at Bramhall High School consistently outperform students of a similar ability at other schools nationwide.

The fieldwork enquiry is an important part of the course. Two investigations are required, one a physical study (a river investigation in our case) and one a human study. Questions regarding the fieldwork investigations will appear on paper 3. The geography students may also have an opportunity to participate in an enrichment trip to Switzerland.

Futures

Geography contributes to the EBacc qualification, which is gaining increasing importance for further study. Students can go on to study geography at A level and also as a degree. People who graduate with a geography degree are recognised as being highly employable with the skills, knowledge and understanding gained during a geography degree held in high regard by employers.

You will find geographers working in a wide range of jobs, from working in the environment, finance, law, travel, tourism, international charities, the armed services and retail. Studying geography can help young people achieve careers that are professionally and financially rewarding and enjoyable.

More specifically, students could have careers in meteorology, climatology, volcanology, seismology, town / country planning, forestry, geology, environmental consultancy, surveying, cartography, GIS (Geographical Information Systems), conservation, waste and recycling, oceanography, coastal and marine management, or in the water industry.

Colleges, universities and employers value the knowledge and skills that studying geography can provide, be it knowing how the world works, planning, research, analysis, working in a team, using new technologies and literacy, numeracy and communication skills.

GEOLOGY

What is GCSE Geology?

Geology is a dynamic science subject, which helps us to understand the world around us. It is a combination of the three traditional sciences looking at a case study of the Earth.

The syllabus includes the processes which shape the Earth's surface, the evolution of life, dinosaurs, mass extinction events, planetary geology, the internal elements of the Earth, what our geological past can tell us about the future and economic aspects such as mineral exploration and extraction. The geology department believes strongly in learning outside of the classroom, and we offer a trip to Switzerland to see geology in a real-life context.

What can you do with GCSE Geology?

As Geology is an earth science it provides a solid foundation for numerous science pathways at post-16. Those students who continue their studies to A-level and beyond have the opportunity to work in several exciting and growing industries.

Why should I study GCSE Geology at Bramhall High School?

Students studying geology at Bramhall High School leave with consistently fantastic results:
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- Last year we had a 95% pass rate
- Over half of the students who sat GCSE geology achieved a grade 7 or higher.
- Many students go on to study the course at A-level.

The Geology Department has been awarded several 'Good School Guide' awards in the past based on how well students do in a subject from their individual starting points.

Assessment details

Syllabus: GCSE (9-1) Geology Eduqas

Geology GCSE is a linear qualification where students will sit two examination papers (one on a computer) at the end of the course. Both examinations test students' understanding and application of knowledge of the syllabus, however paper 2 is more practical based, with the assessment structured to investigate the geology of an area shown on an accompanying simplified geological map.

Paper 1	Paper 2
50% of the GCSE	50% of the GCSE
On Screen Examination (Computer based)	Written Examination
1 hour 15 minutes	1 hour 30 minutes
This assessment requires multiple-choice, short, structured and extended writing answers relating to all the GCSE Geology subject content outlined in the specification.	This assessment requires short, structured and extended writing answers to investigate the geology of an area shown on a simplified geological map. This assessment is wholly based on the area covered by the geological map.

Futures

A geology background leads to potential careers in many varied, exciting, and interesting areas. For example:

- Palaeontology.
- Planetary geology (Geophysicist).
- Water and waste management.
- Mineral exploration.
- Energy security.
- Environmental technician.
- Surveyor.
- Scientific researcher.

HISTORY

It has rightly been said that a society without a sense of its own past is like a person without a memory – lost!

History teachers have a real passion for the subject and believe that it is the most interesting and exciting subject in the school curriculum, but there is no escaping the fact that GCSE History is challenging and places great demands on students. The department is proud of its ability to enthuse students through our wide variety of teaching and learning activities and, such is the strength of the teaching in the History Department, GCSE History has, for many years, been one of the most popular option subjects in the school.

Assessment Details

Syllabus: **AQA GCSE History (8145)**

There are two exam papers:

Paper 1: Understanding the modern world

Section A: Period studies – Germany 1890-1945: Democracy and dictatorship

Section B: Wider world depth studies – Conflict and tension, 1894-1918

Paper 2: Shaping the nation

Section A: Thematic studies – Britain: Health and the people: c1000 to the present day

Section B: British depth studies including the historic environment – Elizabethan England, c1568-1603

Both exam papers are 2 hours minutes in length and are equally weighted at 50% of the GCSE each.

Which type of learner is best suited to GCSE History?

GCSE History requires students to write extended essays and recall a wide range of specific knowledge, making regular revision at home essential. The volume of content is substantial, so students must be committed to sustaining their learning over time.
This course is ideal for those with an enquiring mind who want to make sense of the world around them. History is fundamentally about communication, and GCSE History builds on the skills developed in KS3. Both exam papers require students to construct balanced, logical, and clear arguments, making the subject well-suited to those who enjoy reading and writing. Students must also be able to work independently and revise thoroughly. Ultimately, grades are determined by the quality of written work, so strong literacy skills are essential for success.
History is a difficult subject but, as a result, it is also a highly regarded GCSE and an asset for almost any job or career. It is highly valued by employers, colleges and universities

Progression at Post 16

This subject can be studied at A-level and beyond. This course is a pre-requisite at A-level if you wish to study Law. It is also particularly valued by the Russell Group Universities as a facilitating subject. These are subjects which enable students to keep their options open when choosing a degree course and many of the top universities will ask students to have at least one A-level in a facilitating subject.

Futures

Lawyer
Political Analyst
Archaeologist
Business Consultant
Banking
Leadership roles

MFL
(German, Spanish and French)

Why this subject?

The majority of students at Bramhall will study a Modern Foreign Language to GCSE. In this ever-changing world and ever more challenging world of work, having an MFL GCSE allows students to stand out from the crowd. It ensures that doors to future work and study are open to students. Some Colleges and Universities make decisions about applications to courses based on whether students have studied a language at school. Some Universities won't even consider applications from those students who haven't.

Studying an MFL equips students with the necessary skills to thrive in the future. Communication skills, analytical thinking, teamwork and independence in learning are just some of the transferable skills that students develop whilst studying a language. These skills are highly sought after in the world of further education and in all sectors of work.

As well as the wider picture, we mustn't forget the specific skills and knowledge that students will gain from studying a language. In an MFL GCSE students build upon their strong KS3 grammatical knowledge and continue to further expand their vocabulary learning through in-depth study of a broad range of themes. Students will be prepared to communicate in a variety of circumstances, with a variety of people, be it in a restaurant in Spain, the doctor's surgery in Quebec or with new friends whilst on holiday in Austria.

Ultimately, the study of an MFL GCSE equips students with a highly valuable qualification that prepares them to be global citizens in an increasingly diverse world.

Assessment Details

Syllabus: AQA Board
German Full Course – 8668
French Full Course – 8658
Spanish Full Course – 8698

Course Details

Students will study several topics from various themes. the Themes are People and Lifestyle, Popular Culture and Communication and The World Around Us. Within this, pupils study a wide range of topics, including media, relationships, social issues, free time activities, problems facing the planet and holidays.

Assessment Details

Students will be assessed in four skills – Listening, Reading, Speaking and Writing. All 4 exams are worth 25% each and take place at the end of Y11. Students will either sit the Foundation Tier (grades 3-5) or the Higher Tier (5-9).

The Listening and Reading elements of the exam have questions in English and all answers are written in English. There is also a short dictation task in the Listening exam.

The Speaking exam will involve role play, a read aloud task and a photo card followed by a discussion.

The Writing exam at Foundation will involve short sentences, a short-written answer, a short grammar task, a translation into the target language and an extended answer. At Higher

there will be an extended answer, a further extended answer and a translation into the target language.

Pupil voice questionnaires show that pupils enjoy the varied ways of learning and teaching in MFL lessons. They appreciate the range of activities and the different ways in which they are assessed.

Type of Learner and KS3 Progress

Due to the various learning and teaching methods employed in MFL lessons at Bramhall High School, all types of learners can access the curriculum as different learning styles are catered for in the planning of lessons and all are encouraged to achieve their full potential.

This course will suit those who want to further develop their communication skills, enjoy working independently and with others, and are curious about the diverse world around us. You cannot cram for a language, so it is important that students are dedicated and organised learners.

Progression at Post 16

Studying a GCSE language would perfectly equip any student with the skills and knowledge needed to study languages at A Level.

Useful for at Post 18

The skills developed through studying a language at GCSE will be invaluable for the many future pathways your children will choose and are recognised and valued by further education colleges, universities and employers.

Futures

Studying a language can open up many exciting opportunities, both in terms of future studies and in terms of careers it can offer our students. Again, it is important to be aware that some universities or colleges may require a student to have studied a language at a GCSE level, and this could be the case whether or not the course they wish to study involves a language. Studying a language may therefore be a good idea, to ensure all options remain open to students in the future.

Students who go on to study a language at university have the chance to go to live and work or study for a year in the country of the language they are studying, meeting lots of new people and experiencing life in another part of the world!

In terms of career opportunities, many exciting and interesting careers can become available to language learners due to the skills learning a language gives them. Some areas of work language students go into are:

- Hospitality and Tourism, including working abroad.
- Aviation, including positions as a pilot or cabin crew
- Journalism
- Media and Advertising
- Education

Some famous people who studied a language have gone on to have extremely successful careers. These include Tom Hiddleston (actor – French), Julia Donaldson (writer of many children's books including The Gruffalo – French), Fiona Bruce (news reader – Italian and French), and Tom Daley (Olympic diver – Spanish).

GCSE MUSIC

Why this subject?

The music department at Bramhall is regarded as one of the best in the region. Traditionally, students who opt for music at GCSE achieve, on average, up to one grade higher than national and local equivalent providers. Last year our year 11 students performed fantastically in their GCSE Music exams and a large group of them chose to continue their study of music through A levels and BTECs at a wide range of local further education providers.

Our department has outstanding resources coupled with unrivalled support and performance opportunities for all musicians, including a fantastic set of peripatetic tutors offering their support with all orchestral and rock instruments as well as vocals.

What will you gain from taking GCSE Music?

- Dramatically enhance your ability on a musical instrument (voice included) of your choice as part of an ensemble or band, as well as the option to develop your skills as an individual performer.
- Improve your confidence in standing up and performing in front of any audience (not just performing music!)
- Learn to use a wide range of music industry standard ICT hardware and software to create your own music including Sibelius and Bandlab.
- Maximise your creativity, a skill important in any job.
- Increase your understanding and appreciation of a wide range of styles of music.
- Develop the musical appraisal skills and theoretical knowledge you would need to have in order to access music A-Levels and BTECs.

Course Details

The GCSE Music course is intended to develop your understanding of music whilst improving your practical skills in both composing and performing. Candidate will have the opportunity to study music from many different cultures and traditions.

This new syllabus has an emphasis on performance and composition. In the area of performance (30% of the total marks for the GCSE) candidates are required to perform and record two pieces. These could be two ensemble/group pieces or one solo and one ensemble piece (a duet counts as a group piece). Candidates may perform on any instrument (including voice). A minimum of four minutes and a maximum of six minutes of performance in total is required, of which a minimum of one minute must be an ensemble performance. Although traditional grade certification is not required for taking this course, there is an expectation that students should continue (or be willing to start) instrumental or voice lessons to reach the required standard to achieve their GCSE target grades (please see Mr Pickton for further information on this if you need it).

In the area of composition (30% of the total marks of the GCSE) students will be required to write/compose two pieces of their own music. Although the ability to read music is not a required skill to take the course, you will be expected to learn how to do this once you have started GCSE Music.

The final 40% of the marks of the GCSE are awarded for your ability to appraise music, which is assessed through a one and a quarter hour formal examination. During the exam, students will hear short clips of music and will have to answer written questions based on what they hear.

Coursework Requirements/Assessment Details/Controlled Assessment

Unit Title	Description	Weighting	Assessment
Component 1	Performing Music	30% of final GCSE marks	Controlled Assessment
Component 2	Composing Music	30% of final GCSE marks	Controlled Assessment
Component 3	Appraising Music	40% of final GCSE marks	Written Paper – 1 hr 15 Written Exam

Syllabus: WJEC Eduqas GCSE Music: C660QS

Types of learners suitable for GCSE Music

This course will suit creative learners who work well both individually and as part of a group. You will need to enjoy performing on your chosen instrument (including voice) and creating your own music. In addition to this, you will need to be open to analysing, appreciating and listening to a range of styles of music, including Classical music! You will also need to be able to work well on self-directed tasks such as independent work on your performances or when working under controlled conditions for composing.

Progression at Post 16

This course is ideal for students who are considering AS/A2 Level Music and AS/A2 Level Music Technology as well as BTECs in Music and other Performing Arts subjects.

Useful at Post 18

This course is a pre-requisite for A Level if you wish to study Music or other Performing Arts courses.

Futures

Music GCSE and Music education in general can lead to so many different and equally fulfilling and exciting paid work and careers including:

Performer (Orchestra/Rock/Pop/Jazz Band/Singer), Songwriter, Arranger, Producer, DJ (Live, Nightclub or Radio), Sound Engineer (Studio, Radio, TV or Live Music), Session Musician, Film/TV/Video Game/Advert music composer, Music Journalism, Gig/Event Promoter, Private Instrument/Singing Tutor, Music Teacher.

BTEC Tech Award in Performing Arts: Musical Theatre

Following Bramhall High School's highly successful musical productions we are excited to offer a brand-new qualification to offer students the opportunity to showcase and develop their skills in musical theatre.

The BTEC in Performing Arts is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts. By studying the work of professionals, processes and the skills and techniques, students will contribute to the creation of a performance.

The BTEC Tech Award in Performing Arts: Musical Theatre is ideal for you if you would like to develop practical musical theatre skills and find out more about performing arts. This course offers a practical introduction to life and work in the performing arts industry. The qualification, which is 120 GLH, is the same size and level as a GCSE.

Please note that students nominate a skill that they wish to be assessed on during each component. For example, they can choose dance to be their assessed skill.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli
- processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the performing arts, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles

Components of the qualification

The three components focus on the assessment of applied knowledge, skills and practices.

Component	Component title	Guided learning time	How assessed
1	Exploring the Performing Arts	36	Internal
2	Developing Skills and Techniques in the performing Arts	36	Internal
3	Responding to a Brief	48	External

Component 1: Exploring the Performing Arts
This component will help learners to understand the requirements of being a musical theatre performer across three performances and styles. The assignment for this component consists of two tasks:

- In response to Task 1, learners will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions and purpose of the work. Learners will also cover the skills and responsibilities required and the influences of other work.
- In response to Task 2, learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1.

Component 2: Developing Skills and Techniques in the Performing Arts
Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers. The assignment for this component consists of three tasks:

- In response to Task 1 learners will prepare for a performance
- In response to Task 2, learners will showcase performance for an audience.
- In response to Task 3, learners will review the development and application of skills and techniques during the process and after.

Component 3: Responding to a Brief
This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.

What extra opportunities will be available to me?

It is encouraged that all students undertaking BTEC Performing Arts take part in the Year 10 and whole school musical productions, although this is not essential. School productions offer students a valuable experience of live performance and can help to develop their skills for assessment in drama and widen their experiences as individuals.
There will be opportunities for students to attend school trips to watch musicals in a professional context.

Post 16 Progression

Once students have completed the qualification, they will have developed a practical understanding of the performing arts industry, and the roles and responsibilities of the people involved in performing arts industries. The course will also help learners to develop specific skills and knowledge, such as self-evaluation and group work, which will benefit you wherever you progress to next.
Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. Learners may choose to consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education

For more information please see: Mrs A Seeley – Head of Drama or Miss L Moore (Drama) Alternatively visit www. qualifications.pearson.com

GCSE PHYSICAL EDUCATION

What does the qualification cover?

Students opting for GCSE PE would have five lessons over two for GCSE and two lessons for Core PE.

Written Examination – 60% of final mark

Paper 1: "The human body and movement in physical Activity"
30%, 1 hour and 15-minute written exam

Topics include:

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

Paper 2: "Socio cultural influences and well-being in physical activity"
30%, 1 hour and 15-minute written exam

Topics include:

- Sports Psychology
- Socio-cultural influences
- Health, fitness and well being
- Use of data

Practical: 30%

3 activities in the role of a Performer including 1 team, 1 individual and 3rd being team or individual activity.

The activities, which are most likely to be delivered at school, include:

Hockey	Netball	Rugby
Football	Basketball	Table tennis
Badminton	Tennis	Cricket
Athletics	Dance	

Written coursework 10%
The focus being on analysis and evaluation of performance to bring about improvement in one activity. This is a written piece of work.

Expectations

Only consider opting for PE if you have already shown commitment towards extra-curricular activities within school or you can demonstrate sports participation or club commitment outside of school.

Throughout Year 10 and Year 11 continue to demonstrate commitment towards attending extra-curricular sporting activities on a weekly basis during lunchtime and after school sessions

Demonstrate a good understanding and interest in sport related scientific topics.

Complete weekly written homework.

Sustain a positive work ethic in both practical and theory lessons

Progression Route

A level PE
BTEC Level 3 Sport

Futures

Physiotherapist
Teaching
Coaching

PSYCHOLOGY (Edexcel)

Why this subject:

Psychology is the study of human behaviour, the mind and human interaction. It encompasses a wide range of psychology ranging from normal behaviour through to criminal behaviour. The course will look at the origin of psychology (the development of the brain), memory, perception (how we make sense of the world), what effect the world has on the brain's development, criminal psychology, sleeping and dreaming, the acquisition and use of language and communication, and finish with the methods psychologists use to research these topics. There will be opportunities to carry out a study towards the end of the course.

Syllabus Details Edexcel 9-1 GCSE Psychology

Course Details

Students will study all parts of the 9 psychology topics at the higher level, as well as completing the compulsory practical activities. The topics are shown below with specification references:

Topic 1 Development	**Topic 2 Memory**	**Topic 3 Psychological problems**
Topic 4 The brain	**Topic 5 Social influence**	**Topic 6 Criminal psychology**
Topic 7 The self	**Topic 8 Perception**	**Topic 9 Sleep and dreaming**
Topic 10 Language & thought	**Topic 11 Research methods**	

Assessment Details

All pupils will sit 2 examinations which are each 1 hour 45 minutes long. Each of these will be a 100-mark written paper and count as 50% of the final GCSE mark. Both papers must be taken at the same tier, in the same exam session at the end of year 11. There is no longer a controlled assessment element to this course. Pupils will complete a range of core practicals throughout the course. These will be assessed on both papers.
An overview of the topics assessed by each paper is shown below

All pupils will sit 2 examinations which are 1 hour and 45 minutes (paper 1) and 1-hour 20minutes (paper 2). Paper 1 is 98 marks and provides 55% of the final grade. Paper 2 is 79 marks and makes up the remaining 45%. The course is not tiered, so does not provide higher or standard separation. There are no coursework elements to the examination.

Papers – Pupils can achieve grades 1 up to 9	
Paper 1 (1PSO/01). Consist of 6 sections, all questions are to be answered and assesses topics 1-5 **Topic 1 Development** **Topic 2 Memory** **Topic 3 Psychological problems** **Topic 4 The brain** **Topic 5 Social influence**	**Paper** 2 (1PSO /02) Consists of section A (Research methods, and all questions are to be answered) and sections B-F (choose 2 sections and includes one extended open response question). **Topic 6 Criminal psychology** **Topic 7 The self** **Topic 8 Perception** **Topic 9 Sleep and dreaming** **Topic 10 Language & thought** **Topic 11 Research methods**

Type of Learner

This course would suit those who have an enquiring mind and want to make sense of human thoughts and actions. The course is very challenging and has a large literature-based content. It would suit curious minds that are introspective and scientifically minded. The course will form a solid foundation for those thinking about taking psychology post 16 but will also provide a foundation for those who intend to work with people in the future, such as in business, healthcare, or medicine.

Excellent literacy, numeracy and scientific skills are vital for this course. There will be a large amount of literature study and comprehension. **5 hours over the two weeks.**

This course will be capped at 15 students only.

KS3 Scores

Students should be tracked as succeeding or above in both science, mathematics and English to consider selecting this course. Due to the expected popularity of this course and limited teaching staff, we may need to impose a cut off number and use selection criteria.

Progression at Post 16

At Post 16 it would lead to A-levels in Psychology/Sociology/Criminology.

Futures

Academic research; Clinical psychology; Educational psychology; Counselling; Teaching; Forensic psychology; Occupational psychology; Health and sport psychology; Neuropsychology; Criminology.

KINGS TRUST – Skills for Working Life

This is part of the Achieve programme and is an accredited award. Achieve is a flexible, personal development programme, designed to support and empower students to develop skills and experience for life, whilst building their confidence to realise their potential and ensure success in the future. Student work is collected in a portfolio of evidence (no exam required).

Elements of the course

Digital Skills
Managing Money
Wellbeing and Healthy Eating
Breaking habits
Teamwork Skills
Personal development
Project based learning

Please see Mrs Tribe for further details.

Futures

This course supports all future endeavours Post Education and for Working Life.

GCSE RELIGIOUS STUDIES

Why this subject?

Religious Studies is all about what is happening in the world today and what various religions and worldviews think about those issues. Religious Studies is perfect for those pupils who would like to pursue a career where they are dealing with people. Careers such as law, police and nursing to name a few. Religious Studies is ideal if you like to debate current issues and are able to understand more than one point of view.

Assessment Details

Syllabus: AQA Religious Studies Specification A 8062

Course Details

Component 1: The study of religions: beliefs, teachings and practices
Beliefs, teachings and practices of Christianity and Islam

Component 2: Thematic studies
We study four of the following 6 modules:
Theme A: Relationships and families.
Theme B: Religion and life.
Theme C: The existence of God and revelation.
Theme D: Religion, peace and conflict.
Theme E: Religion, crime and punishment.
Theme F: Religion, human rights and social justice.

Coursework Requirement/Assessment Details/ Controlled Assessment

There is no course work or controlled assessment with this course.
Assessment is through two exams in year 11 which are one hour and 45 minutes long.

Who can I talk to for more information?

Mrs Main
Miss Delaney
Mr Masters
Miss Lewis

Type of Learner and KS3 Progress

This course would suit those who have an enquiring mind and want to make sense of the world around you and why people believe what they do. As the course is based upon understanding the views of others, you would need to be willing to listen to the views of others. Students of Level 5 and above would cope and achieve well on this course.

Progression at Post 16

At Post 16 it would lead to A levels in law, sociology, psychology, English and religious studies

Futures:

A qualification in Religious Studies is useful in the following professions:
Media work, Law, Politics, Medicine, The army, Journalism, Education, Police, Ministry.

STATISTICS

Why this subject?

By studying GCSE Statistics, you will develop problem-solving abilities, gain experience working with data, and discover patterns that shape the world. This course provides a strong foundation for further study, including Core maths, A-level Mathematics, Psychology, and Business Studies as well as the science subjects.

Assessment Details

The course assessment consists of 2 exams, both allowing calculators and are 1hr 45 mins long. They are 80 marks each with equal waiting toward an overall GCSE grade.

Who can I talk to for more information?

Miss Spragg, Head of Mathematics

Type of Learner and KS3 Progress

GCSE statistics compliments your GCSE maths course with lots of the topics covered across both:
· Probability · Collecting and interpreting data · Averages · Scatter diagrams · Measures of spread · Constructing tables and charts · Types of data · Sampling

Progression at Post 16

This course would be suitable to those who wish to continue to study Maths, Business, Science based courses or a course with a research element to the course.

Futures

GCSE Statistics will offer you lots of transferable skills which are known to be vital in further education and the world of work.

Non-routine problem solving – expert thinking, metacognition, creativity. · Systems thinking – decision making and reasoning. · Critical thinking · Communication · Collaborative problem solving

TRAVEL & TOURISM VOCATIONAL

What is Travel and Tourism?

The Travel and Tourism sector is the biggest industry in the world today and becomes ever more important in our lives, whether experiencing holidays ourselves or working within the industry. As both our income and leisure time continues to increase, the Travel and Tourism industry builds and there are now thousands of jobs linked to this sector. Students who opt for this course will need an interest in the travel and tourism industry.

The course will provide an opportunity for them to practically apply their knowledge and skills through areas such as investigating different travel and tourism organisations, how they identify trends and customer needs to provide products and services, the factors influencing tourism, and the impact of tourism on destinations.

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

- The aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes.

- How organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences.

- Factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Assessment Details

The exam board is Pearson Edexcel

Qualification: BTEC Level 1 / 2 Technical Award in Travel and Tourism

This was a new qualification in 2022. For the qualification students need to complete three separate units. Units 1 and 2 are completed in class as separate pieces of controlled assessment. Unit 3 is a 2-hour assessment undertaken in exam conditions.

Unit Number	Unit Title	Assessment
1	Travel and Tourism Organisations and Destinations	Internal Unit
2	Customer Needs in Travel and Tourism	Internal Unit
3	Influences on Global Travel and Tourism	Examination

Students will achieve a grade based on Level 1 Pass up to Level 2 Distinction which equate to GCSE grades at the same level. A level 2 Distinction is the equivalent of a grade 7 at GCSE.

Futures

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

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

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

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the travel and tourism sector.

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