Combined Science
ENGLISH LANGUAGE
Music
Food Preparation & Nutrition
Mathematics
RELIGIOUS STUDIES
GEOGRAPHY
Physical Education
German
ETHICS & VALUES
Drama
English Literature
Computer Science
Business Studies
Triple Science
GEOLOGY
Textiles
HISTORY
French
Art

AUDE SAPERE

GCSE CHOICES 2022

TORQUAY GIRLS' GRAMMAR SCHOOL

Dear Year 9

As you enter your final months within the Lower School at TGGS, I just wanted to wish you all every success in your preparations for GCSE next year. In choosing the subjects that you wish to focus on, please take care to take on board the key messages of Mr Neighbour and Mr Baker's presentation, namely that when selecting your options consider;

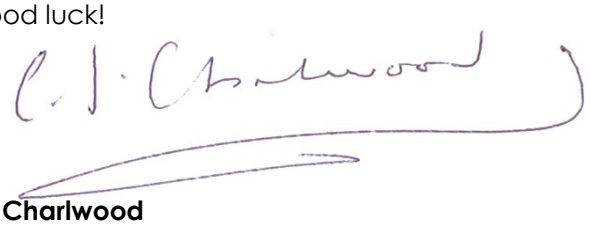
- enjoyment;
- your interests;
- the strengths you have;
- those subjects in which you are confident and, if known;
- possibly your future career.

Remember too that in the vast majority of cases, the decisions which you make at this stage in terms of which specific subjects you take, will not have a significant bearing on your future careers. This is because the school's option system makes sure that you take a range of subjects which will keep your options open. It is however really important that you choose subjects that you really like and feel you can do well in; so that you have every chance of getting great grades eventually!

Finally, always bear in mind that the decisions you take should be your decisions – not those of your best friend! Choose your pathway for your life – as the famous American poet Robert Frost said;

"Two roads diverged in the wood and I … I took the road less travelled by … And that, has made all the difference"

Good luck!



Mr Charlwood
Deputy Headteacher in charge of Lower School

Dear Year 9

I am looking forward to welcoming you into Key Stage 4, the next leg of your educational journey in September.

This is an exciting and important time for you as you are about to select your options for GCSE; remember to choose wisely and consider carefully all of the subjects that are available before making your final decision. Make sure you ask your teachers questions if there is anything that you are not sure of or do not understand about each subject before you confirm your choices.

Remember, do not rush your decision and make the right choices for you!

Miss Bucklar
Head of Key Stage 4

Dear Year 9s and Parents,

I am an independent careers and university adviser working with both TGGS and TBGS. In school I meet with students individually, mainly in years 11, 12 and 13, to discuss plans for after GCSE and A levels.

When it comes to picking your GCSEs, the subjects that are compulsory in TGGS keep open almost all careers, so whatever you pick, it is unlikely that you will rule out options for later in life. However, at A level, some subjects require/prefer you to have taken the subject at GCSE, so it is worth thinking ahead to possible 6th form choices. It also follows that some degrees and careers prefer certain A levels, so you can see that it's good to start thinking now about your future directions.

I will be available for the Year 9 parents'/options evening and would welcome the chance to meet you and your parents to discuss your choices via the TGGS Parents Evening platform. You can also request an individual careers interview in school, via Teams, for a more detailed discussion. Please email me on ctully@tbgs.torbay.sch.uk if you would like to book an appointment.

Good luck with your progress through year 10 and 11, and I look forward to meeting you as you make your decisions about life after TGGS.

Caroline Tully
Careers and University Adviser
Independent, unbiased, confidential

TOP TIPS FROM YOUR HEAD OF YEAR

Choosing your subjects at GCSE can seem daunting at first, but try these practical tips and considerations to help you decide:

- Do you have enough interest in the subject to sustain two more years' study?
- Have a look at the curriculum overview for subjects you're unsure of - is the content motivating for you?
- If you have a career in mind (and don't worry if you don't yet), why not work backwards and then select subjects recommended for that career?
- NEVER disregard a subject just because of a particular teacher; you may not be allocated that teacher for GCSE and could be missing out on a subject you could excel in.
- Look at your predicted grades for each subject if you really can't make a decision and choose the stronger of the two.
- If you want to know what a subject is really like, talk to a student further up the school
- Finally, if you have a hobby outside school, such as drama, playing a musical instrument, painting or baking, then why not consider making your hobby a GCSE subject; engagement with a subject is half the battle!

If you're still stuck, please come and see me and we can talk through your options together.

Mrs Fox
Head of Year 9

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INTRODUCTION

This booklet has been produced to help both pupils and parents understand the Year 10 Options programme at Torquay Girls' Grammar school. Decisions will be made this term about the subjects to be studied in Years 10 and 11 to GCSE standard.

At this school we aim to give you impartial, unbiased advice to help you make realistic decisions about education, training and work.

Our overriding philosophy is that the subjects you choose for GCSE should be chosen because you enjoy them! **Remember**, there is no "must do" combination of subjects at GCSE for any career routes. Given the way that options are set up at TGGS it ensures that you end Year 11 with a broad and balanced set of subjects - if you do know what you want to do double check the entry requirements…. It is therefore impossible to make the wrong choice!

It may seem rather soon to be thinking about a career or university choice, but you must start to consider your ideas because certain options may be more difficult to access to you if you do not have the correct subjects at GCSE level – therefore do look at the A level requirements page to reassure yourself of your choices.

Your reason for choosing subjects should be because:

- you enjoy them;
- you are good at them.

It is important not to let the choice of your friends or your personal feelings towards teachers influence you.

All students moving into Year 10 in September 2021 will take **9 GCSE subjects** as follows;

Mathematics
English Language
English Literature
Double Science
A Humanity: *History or Geography or Religious Studies*
A Language: French *or German*

Plus

Two other options subjects from;

*Art & Design: Fine Art, Art & Design: Textile Design, Business Studies, Computer Science, Drama, History, Geography, German, French, Food Preparation and Nutrition, Music, Physical Education, Religious Studies and Triple Science**

Students may also take a **fast-track** GCSE in *Geology* which is taught in **twilight** sessions.

All students also do two non-GCSE subjects which are *Ethics & Values* and *PE*

So, at this point you need to choose;

- Which Language?
- Which Humanities subject?
- Which two options?

Frequently asked questions include:
Can I study two languages? – **YES**
Can I study two technology options? – **YES**
Can I study History, Geography and Religious Studies together? – **YES**
Is double or triple science best for me? – Study the A level requirements page and also see the guidance in the science section.

We hope that you will find this booklet useful and advise you to use it as part of the broader guidance programme designed for you this year.

Good luck!

G. Neighbour FGS
Head of Careers
January 2022

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MAKING YOUR CHOICE

There are several questions that you need to ask yourself…

1. **What subjects do you feel you are good at?** Look at the feedback you have had in mentoring sessions and more especially on parents' evenings. Consult subject staff (but be mindful that it is also useful to balance their guidance with impartial views). In particular, try to attend the parents' evening with your parents. Do not choose a subject which is too difficult for you.

2. **Which subjects do you enjoy?** Read through the subject descriptions in this booklet - consider the skills and knowledge that you will gain. Consider the subjects you have studied this year - which did you enjoy the most? For example, when sitting down to work in a particular lesson, or when completing homework at home, you might feel more motivated than you do with other subjects

3. **Which subjects do you need?** If you do feel certain about the job you are aiming for it is important to check that you are taking the correct GCSE subjects. If you do not have a specific career interest, and even if you do, it is best to keep your options open; often by the end of the Year 11 you may well have changed your mind - so it is good to keep a 'balance' of subjects.

4. **Am I doing well in this subject?** For example, you might find that you consistently get good feedback from your teacher in this subject and have consistently met or exceeded your expectations.

5. **Do you have an interest in this subject beyond the classroom?** For example, you might attend enrichment opportunities in this subject area. You might also have represented your house, or the school, in something relevant to this subject.

6. **Does my preferred way of working fit with the demands of this subject?** For example, if you like writing essays and are confident drafting and re-drafting pieces of work, then more literacy-based subjects are possibly well suited to you. If you like completing practical work and are happy planning larger projects, then Technology or Science subjects are probably well suited to you. If you are happy performing in front of your peers, then drama or music are potentially a good fit.

7. **Do I want to go to University?** If so, then making sure you have a broad range of subjects that feed into lots of A-Levels and degree subjects is probably advisable.

You are now embarking on one of the most important decisions of your educational career. Making sure you pick the Key Stage 4 courses that are right for you will make a big difference to the next two years and beyond. Getting it right will help you to finish Year 11 with a great set of GCSE results; getting it wrong will put that at risk. So, it's important, and you should take some time to make the correct decision for you.

Remember at GCSE level there are **no courses** that you MUST study for a particular career and that a less well-balanced good set of results will be much better than a superbly balanced set of low grades at GCSE. Keeping a balance is a useful point to start from, though.

I am very proud of every subject area and teacher here at TGGS and have great confidence in our staff. I know whichever courses you choose, you will receive the highest quality teaching and opportunities that rival any in other schools nationally. You will be supported at every stage by your Form Tutor, Head of Year and all staff. However, you also need to know that being successful at KS4 demands maturity, and that maturity begins now by making sure you choose your courses wisely.

IMPORTANT THINGS TO CONSIDER

Key Stage 4 begins for all TGGS students at the start of Year 10. Some 'core' subject areas may begin working towards the GCSE course before this (for example English, Mathematics and Science) in order to maximise the amount of lesson time available. However, most subjects will begin in September 2021. Students will work on their KS4 courses until the end of Year 11. Remember that most GCSE courses are now 'linear', meaning they are assessed in the main at the end of Year 11.

Coursework has gone in most subjects, and where it remains, its weighting in the overall subject grade has been heavily reduced. Most GCSE courses have also had their content and specifications revised and it is generally accepted that the new 'strengthened' courses are much more demanding and require much more of students than they have in previous years.

VALUE OF SUBJECTS FOR A CAREER

Sometimes it is assumed that subjects are only useful if they relate directly to a specific career. Indeed, some advice you will receive from people still assumes this. While many careers, particularly on the science side, do require qualifications in certain subjects, **all subjects** have considerable educational value and are qualifications for a career.

Employers will recognise potential for training by the different skills shown in examination performance. Thus, all education is a preparation for further training.

Where will you be heading?

Levels of entry to work can be distinguished in most careers. It is a good idea to know vaguely to which standard you are heading, although the examples given are only a broad outline.

Technologist/Managerial Level:	Degrees, HND or professional qualifications needed. Work may be managerial or involve research or development.
Technician Level:	Those holding responsible skilled posts involving a high degree of scientific, technical or other specialised knowledge.
Craftsman Level:	Skilled practical work in various fields – sometimes includes training for a craft apprenticeship lasting up to five years.
Operative Level:	Work involves specific operations in industry, office, retail or other areas of work. Training can vary in length.

LOOKING AHEAD

You will not be considering a college or university place for a long while yet, but it is important to understand that the choices you make now have a bearing on your openings later on. At the end of Year 11 you may:

- seek employment (with training);
- seek Apprenticeships;
- enter 6th form to undertake A-levels / AQA Baccalaureate;
- enter college of further education;
- follow vocational courses, T-Levels BTEC or National Vocational diplomas

At the end of Years 12 and 13 you may enter:

- university;
- college of higher education;
- college of further education;
- professional qualifications;
- apprenticeships;
- seek employment;
- take a year off (often called a "Gap Year").

At whichever stage you choose - what qualifications will be needed? If you are unsure about what you will do in future - keep your options open by choosing a sensibly balanced choice of subjects.

WHERE YOU CAN OBTAIN HELP & USEFUL DATES

1. Ask Careers Staff – Mr G. Neighbour (office behind IT2).
2. Ask Independent Careers Personal Adviser – Mrs. Caroline Tully.
3. Ask form teachers, Head of Year and subject teachers.
4. Consult relevant websites in the Careers folder in *SharePoint*.
5. Use the Careers Library or 'ICOULD, 'KUDOS', 'UNIFROG' and other resources on the Internet, including university webpages.
6. Consult the Careers Notice Boards in the Roberts Building.
7. Attend Careers Options preparation session: **Friday 21st January**
8. Attend the year 9 "Options Fair" **Period 3, Friday 4th February**
9. Attend Parents & Options Evening for parents: **Tuesday 8th February (B,C,J)**
   Tuesday 15th February (R,W)
10. Attend the careers talks, workshops and presentations that are advertised through the student notices.
11. Consult the School Careers Newsletter at www.tggsacademy.org/careers_news
12. **Option choices to be submitted by 3.30pm on Monday 28th February 2022**

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ALWAYS ASK IF YOU ARE IN DOUBT
Also consult university and colleges of further and higher education prospectuses in the careers room and in the careers annex outside S1.

Read carefully the information regarding A level choice and the two examples provided for applying for university to allow you to make the choices that are suited to you; free of bias and made because they suit you!

Also look at the information regarding skills shortage areas.

Some of you may well have questions that require a more detailed response than may be possible on the Parents Evening regarding subject choices. The Heads of Department for the various subject areas will be able to answer any questions regarding subject specific information. Please, in the first instance, raise any queries you have during your parents evening consultation, but if you need further information after that, please contact the Heads of Department.

Subject	**Head of Department**	**Email**
Art & Design: Fine Art	Mr S Smedley	ssmedley@tggsacademy.org
Art & Design: Textile Design	Miss L Coles	lcoles@tggsacademy.org
Business	Mrs E Gale	egale@tggsacademy.org
Computer Science	Mr G Neighbour	gneighbour@tggsacademy.org
Drama	Mr P Lyden	plyden@tggsacademy.org
Food Preparation & Nutrition	Mrs V Western	vwestern@tggsacademy.org
French	Ms L Neill	lneill@tggsacademy.org
Geography	Mrs T Grigg	tgrigg@tggsacademy.org
Geology	Mr G Neighbour	gneighbour@tggsacademy.org
German	Ms R Stacey	rstacey@tggsacademy.org
History	Ms R North	rnorth@tggsacademy.org
Music	Mrs N Hagland	nhagland@tggsacademy.org
Physical Education	Ms C Oyo	coyo@tggsacademy.org
Religious Studies	Mrs D Bloomfield	dbloomfield@tggsacademy.org
Triple Science	Mrs K Bumby	kbumby@tggsacademy.org

If you have any specific queries regarding the Options process, please feel free to email me – gneighbour@tggsacademy.org

Mr G A Neighbour FGS

Careers Leader

Understanding Shortage Areas
As highlighted by a British Council Report in 2019, in many areas of the workplace, language skills are also deemed as highly desirable, as they don't just heighten learners' communication and intercultural skills, but also improves their ability to multitask, makes them cognitively more agile, and prepares them for a flexible future career.

The Government publishes a list annually that details the professions that are in high demand in the UK. That is to say that there are not enough applicants for the positions that are available – therefore looking for a career in one of these sectors can be very rewarding. For the current year, the tables below show the **in-demand** sectors:

Job types included on the shortage occupations list	**Areas of the UK where there is a shortage**
Health services and public health managers and directors – all jobs	England, Scotland, Wales, Northern Ireland
Residential, day and domiciliary care managers and proprietors – all jobs	England, Scotland, Wales, Northern Ireland
Chemical scientists – only jobs in the nuclear industry	Scotland only
Biological scientists and biochemists – all jobs	England, Scotland, Wales, Northern Ireland
Physical scientists – only the following jobs in the construction-related ground engineering industry: engineering geologist hydrogeologist geophysicist	England, Scotland, Wales, Northern Ireland
Physical scientists – only the following jobs in the oil and gas industry: geophysicist geoscientist geologist geochemist technical services manager in the decommissioning and waste areas of the nuclear industry senior resource geologist and staff geologist in the mining sector	England, Scotland, Wales, Northern Ireland
Social and humanities scientists – only archaeologists	England, Scotland, Wales, Northern Ireland
Civil engineers – all jobs	England, Scotland, Wales, Northern Ireland
Mechanical engineers – all jobs	England, Scotland, Wales, Northern Ireland
Electrical engineers – all jobs	England, Scotland, Wales, Northern Ireland

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Job types included on the shortage occupations list	Areas of the UK where there is a shortage
Electronics engineers – all jobs	England, Scotland, Wales, Northern Ireland
Design and development engineers – all jobs	England, Scotland, Wales, Northern Ireland
Production and process engineers – all jobs	England, Scotland, Wales, Northern Ireland
Engineering professionals not elsewhere classified – all jobs	England, Scotland, Wales, Northern Ireland
IT business analysts, architects and systems designers – all jobs	England, Scotland, Wales, Northern Ireland
Programmers and software development professionals – all jobs	England, Scotland, Wales, Northern Ireland
Web design and development professionals – all jobs	England, Scotland, Wales, Northern Ireland
Information technology and communications professionals not elsewhere classified – only cyber security specialists	England, Scotland, Wales, Northern Ireland
Veterinarians – all jobs	England, Scotland, Wales, Northern Ireland
Actuaries, economists and statisticians – only bio-informaticians and informaticians	England, Scotland, Wales, Northern Ireland
Architects – all jobs	England, Scotland, Wales, Northern Ireland
Quality control and planning engineers – all jobs	England, Scotland, Wales, Northern Ireland
Laboratory technicians – all jobs	England, Scotland, Wales, Northern Ireland
Artists – all jobs	England, Scotland, Wales, Northern Ireland
Dancers and choreographers – only skilled classical ballet dancers or skilled contemporary dancers who meet the standard required by internationally recognised UK ballet or contemporary dance companies. The company must be endorsed as being internationally recognised by a UK industry body such as the Arts Councils (of England, Scotland or Wales).	England, Scotland, Wales, Northern Ireland

Job types included on the shortage occupations list	Areas of the UK where there is a shortage
Musicians – only skilled orchestral musicians who are leaders, principals, sub-principals or numbered string positions, and who meet the standard required by internationally recognised UK orchestras. The orchestra must be endorsed as being internationally recognised by the Association of British Orchestras.	England, Scotland, Wales, Northern Ireland
Arts officers, producers and directors – all jobs	England, Scotland, Wales, Northern Ireland
Graphic designers – all jobs	England, Scotland, Wales, Northern Ireland
Welding trades – only high integrity pipe welders, where the job requires 3 or more years' related on-the-job experience. This experience must not have been gained through illegal working.	England, Scotland, Wales, Northern Ireland
Senior care workers – all jobs	England, Scotland, Wales, Northern Ireland

There is now a separate list for workers in healthcare and education

Job types included on the shortage occupations list	Areas of the UK where there is a shortage
Medical practitioners – all jobs	England, Scotland, Wales, Northern Ireland
Psychologists – all jobs	England, Scotland, Wales, Northern Ireland
Pharmacists – all jobs	England, Scotland, Wales, Northern Ireland
Medical radiographers – all jobs (including radiotherapy practitioners / technologists)	England, Scotland, Wales, Northern Ireland
Health professionals not elsewhere classified – all jobs	England, Scotland, Wales, Northern Ireland
Physiotherapists – all jobs	England, Scotland, Wales, Northern Ireland
Occupational therapists – all jobs	England, Scotland, Wales, Northern Ireland
Speech and language therapists – all jobs	England, Scotland, Wales, Northern Ireland
Nurses – all jobs	England, Scotland, Wales, Northern Ireland

Job types included on the shortage occupations list	Areas of the UK where there is a shortage
Secondary education teaching professionals – only teachers in maths, physics, science (where an element of physics will be taught), computer science and modern foreign languages	England, Scotland, Wales, Northern Ireland
Secondary education teaching professionals – only teachers in Gaelic	Scotland only
Primary and nursery education teaching professionals – only Gaelic medium teachers	Scotland only
Social workers – all jobs	England, Scotland, Wales, Northern Ireland
Paramedics – all jobs	England, Scotland, Wales, Northern Ireland
Nursing auxiliaries and assistants – all jobs	England, Scotland, Wales, Northern Ireland

BEYOND OPTIONS - INFORMATION REGARDING A LEVEL CHOICES

If you plan to stay on at TGGS, our students take three A Level subjects chosen from an extensive range. Students can also choose to also take an AS level in a creative subject, alongside their three A levels, in: Art & Design, Drama & Theatre Studies, Media Studies, or Music.

We also enable a student's request to take a fourth A level as long as it fits within their timetable and the subject classroom size isn't exceeded.

Requirements for A Levels at TGGS

Subject	GCSE Grades Required	
Art	**6** or above in GCSE Art.	
Business	**6** or above in Maths and English Language. GCSE Business is not a requirement but, if taken, a **6** is required.	
Computing	No additional requirements.	
Drama and Theatre Studies	**6** or above in English Language and English Literature. **6** or above in Drama. *Students who have not studied GCSE Drama will be considered on an individual basis but will be expected to perform a short monologue.*	
Economics	**6** or above in Maths and English Language. *GCSE Business or Economics would be useful but is not a requirement. If the GCSE has been taken, a* **6** *is required.*	
English Literature	**6** or above in English Language and English Literature.	
French	**7** or above in French. *If a student achieves a 6, but still wants to take the subject, then the Head of Department will assess that candidate's suitability.*	
Geography	**6** or above in Maths and English Language. **6** or above in Geography.	
German	**7** or above in German. *If a student achieves a 6, but still wants to take the subject, then the Head of Department will assess that candidate's suitability.*	
History	**6** or above in History or 6 or above in English Language or Literature GCSE.	
Maths	**7** or above in Maths. **6** or above in core and additional science or at least a 6 in two out of three separate sciences.	
Further Maths	**8** or above in Maths. **6** or above in core and additional science or at least a 6 in two out of three separate sciences.	
Media Studies	**6** or above in English Language and English Literature.	
Music	**7** and **grade 5 on any instrument/voice** OR **6** and **grade 6 on any instrument/voice**. *In exceptional circumstances it may be possible for advanced performers without GCSE, but with grade 5 theory, to join the course after interview with Head of Department.*	
Philosophy	**6** in Religious Studies and **6** in English Language. *If RS not taken at GCSE, at least a Grade 6 in History or Geography*	
Physical Education	A strong practical background is required as well as **6** or above in GCSE Science. *GCSE PE is not a requirement but if taken a* **6** *is required.*	
Politics	**6** or above in English Language.	
Psychology	**6** or above in Maths. **6** or above in English Language **or** English Literature. **6** or above in Combined Science. Or single Science **6** or above in any two Sciences	
Sciences: Biology	**6** or above in Maths.	*Separate Science GCSE students* **7** or above in chosen A Level science and **6** or above in other two sciences OR *Double Award Science GCSE students* **6** or above in GCSE Combined Science, with an overall **7** in chosen science and **6** or above in the other two science components.
Chemistry	**7** or above in Maths.	
Physics	**7** or above in Maths.	

The information detailed above is taken from the current 6th Form Information booklet and is accurate at the time of writing.

BEYOND OPTIONS – EXAMPLE OF APPLYING FOR UNIVERSITY

There are many urban myths that to access certain courses at university, you need to have chosen certain combinations of GCSE subjects **OR** have specific combinations of subjects at A level. Using two examples below, you will be able to see that this is not always the case.

Studying Law at University

There are many misunderstandings about studying Law at university – that there are certain subjects that should be studied in order to study the subject. The information below will clarify the situation.

If you've decided law is the university course for you, you're over the first decision hurdle. You'll be well aware that you'll be expected to earn your place at your university of choice by meeting their specified law degree entry requirements. Law, particularly the LLB, is a popular choice for many prospective university students. There were 127,640 law applications via UCAS in the 2018-19 application session.

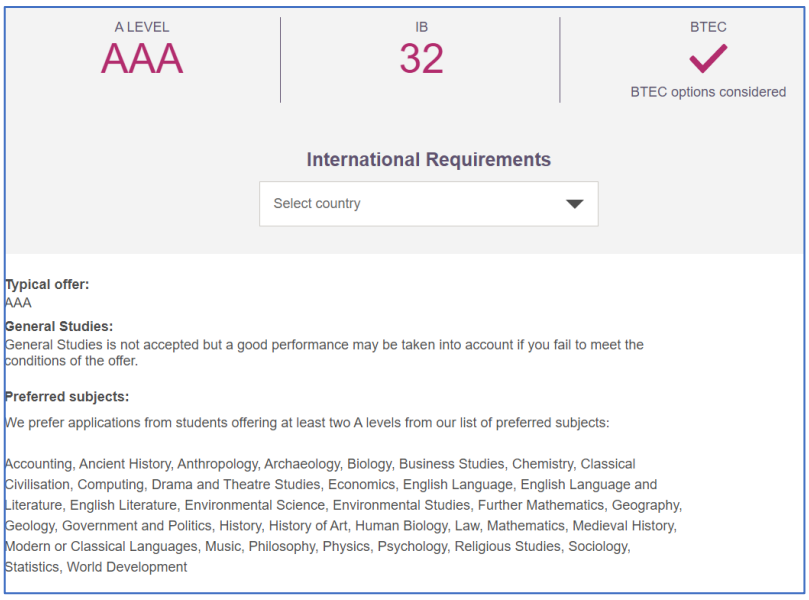
Owing to this amount of competition and the challenging nature of the subject, universities are keen to attract the top students to their courses. This can only mean one thing: high entry requirements.
Some universities have stated they have a list of "preferred" subjects, though this will not necessarily be a determining factor in their final decision.

Ultimately the subjects you choose should teach you skills that will be valuable in your law degree and the rest of your legal career. For example, a law degree is going to involve A LOT of essay writing, so it's a good idea to take at least one subject that will develop these skills. Universities also recommend that a good spread of subjects is appealing, so a good mix will be wise. General Studies and Critical Thinking are NOT usually counted as one of these main A-Levels. They can definitely look good alongside three or four strong A-Level results, but most universities will now not accept either of these subjects as a part of their entry requirements.

Key Points

- For law you **do not** have to do specific subjects for **MOST** law degrees
- Some ask for one essay based subject e.g. English.
- You need good analytical skills – these are present in all GCSE and A Level subjects - https://www.gov.uk/government/publications/assessment-objectives-ancient-languages-geography-and-mfl/gcse-as-and-a-level-assessment-objectives
- The key thing is that good grades are essential – do what you are best at and what you enjoy.

Example from the University of Birmingham:



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Studying medicine at university

If you are going to choose to study medicine, then you do need to consider carefully your subject choice at A level. *Typically, at GCSE you will be expected to have gained good grades in all of your subjects (grade 6 to 9), and you typically must have gained a grade 5 or above (minimum in Maths, English Language) and grade 6 or above in your sciences – see the following website:*

https://www.themedicportal.com/application-guide/choosing-a-medical-school/gcse-requirements-for-medicine/

GCSE grades are definitely important for Medicine, but there is no hard and fast rule categorising the grades as good or bad. Depending on where you apply, your GCSE grades will have a varying level of impact on whether you'll be offered a place.

At A level, the answer is pretty straightforward - Chemistry and Biology. These two subjects are required by almost all UK universities to study Medicine, so in order to keep your options open, these two are the way to go! Your Medicine degree at university will be packed with biology and chemistry, so it's crucial you have a genuine interest in how science works, the human anatomy, calculation and chemicals!

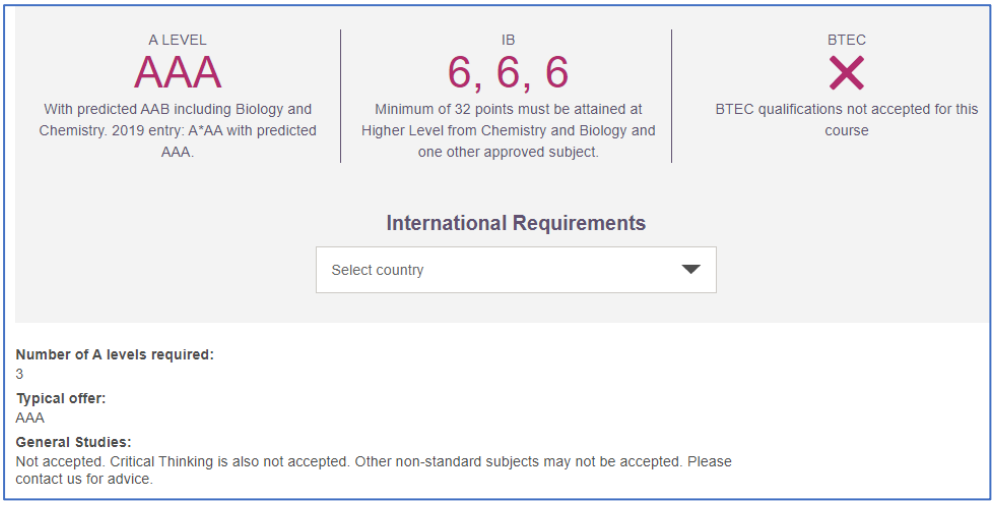
https://www.themedicportal.com/application-guide/choosing-a-medical-school/what-a-levels-do-you-need-to-be-a-doctor/

With regard to other A levels, this is where the universities offering medicine differ – but most ask that the third A-Level is an academic one, so have a think about which other subjects you enjoy at the moment. Often students have their third choice as either Maths or Physics – but this is a matter of personal choice.

Key Points

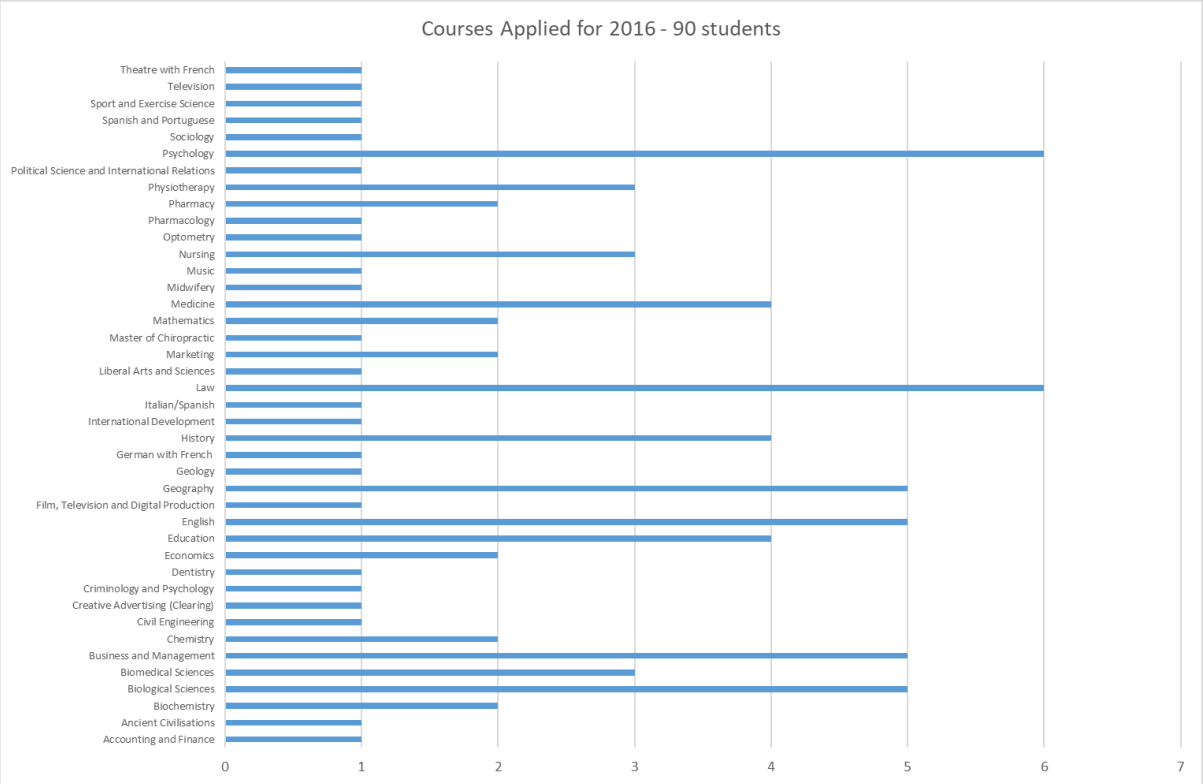
- For Medicine you **will** need to study Chemistry **and** Biology for most universities.
- Your third choice needs to be an academic subject.
- The key thing is that good grades are essential – do what you are best at and what you enjoy.

Example from the University of Birmingham:

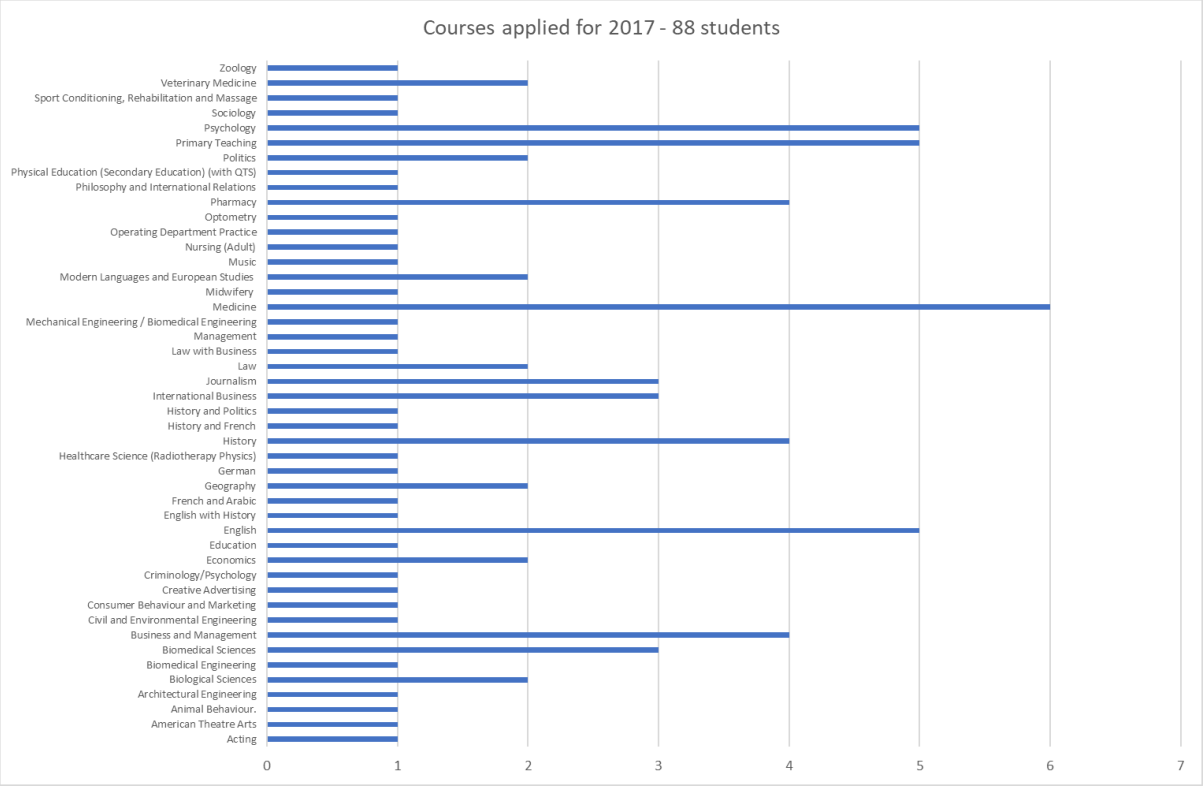


Overview of previous destinations after A levels

Courses applied for 2016



Courses applied for 2017



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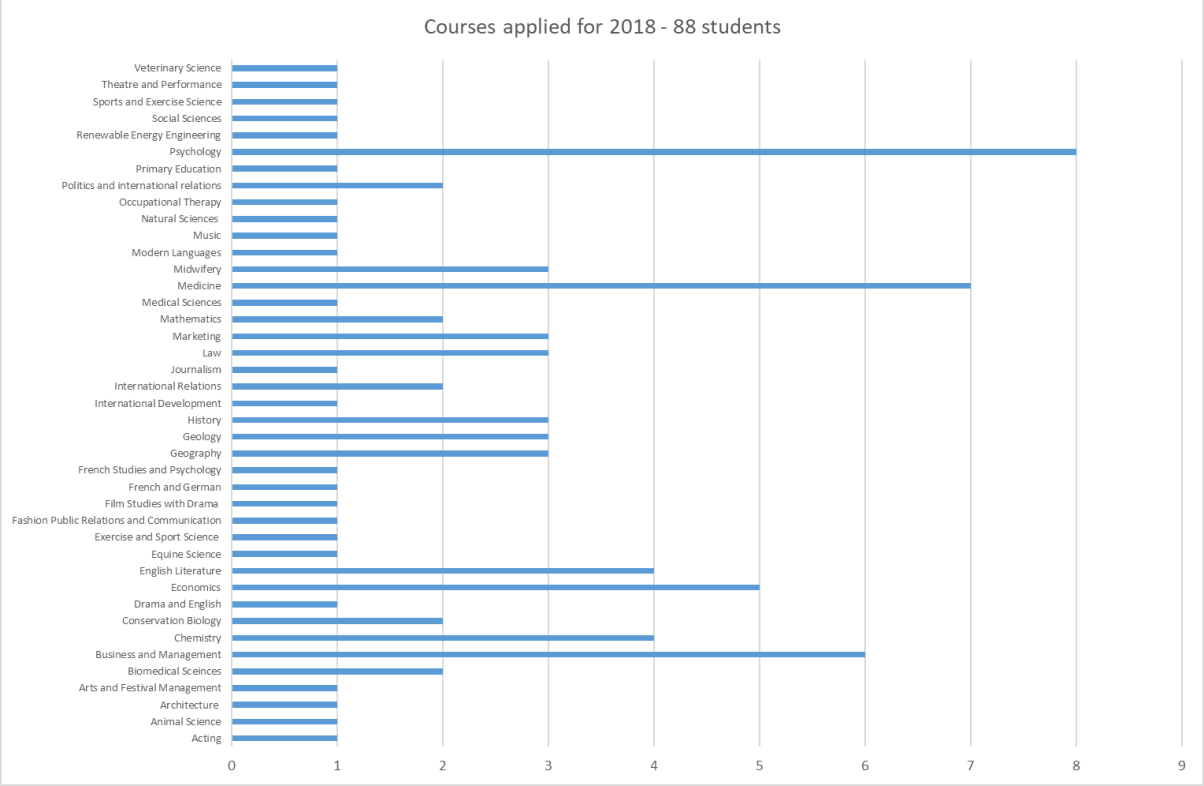
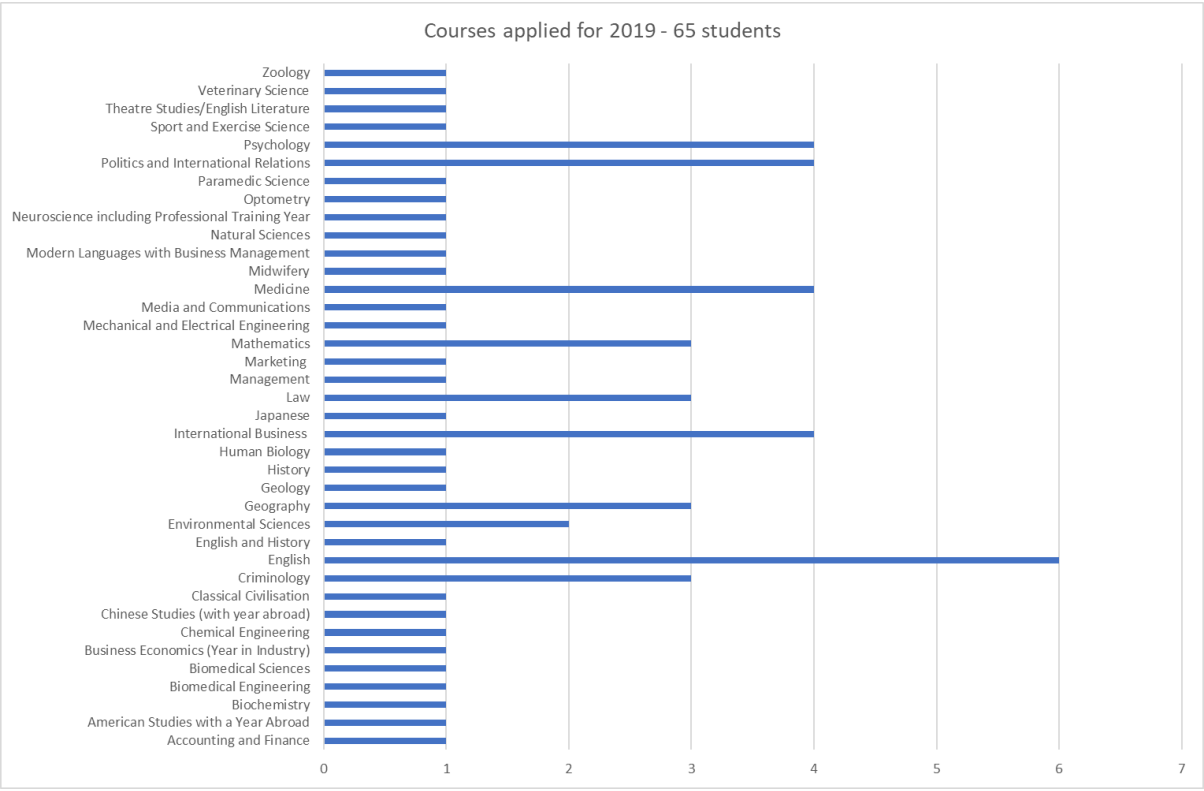
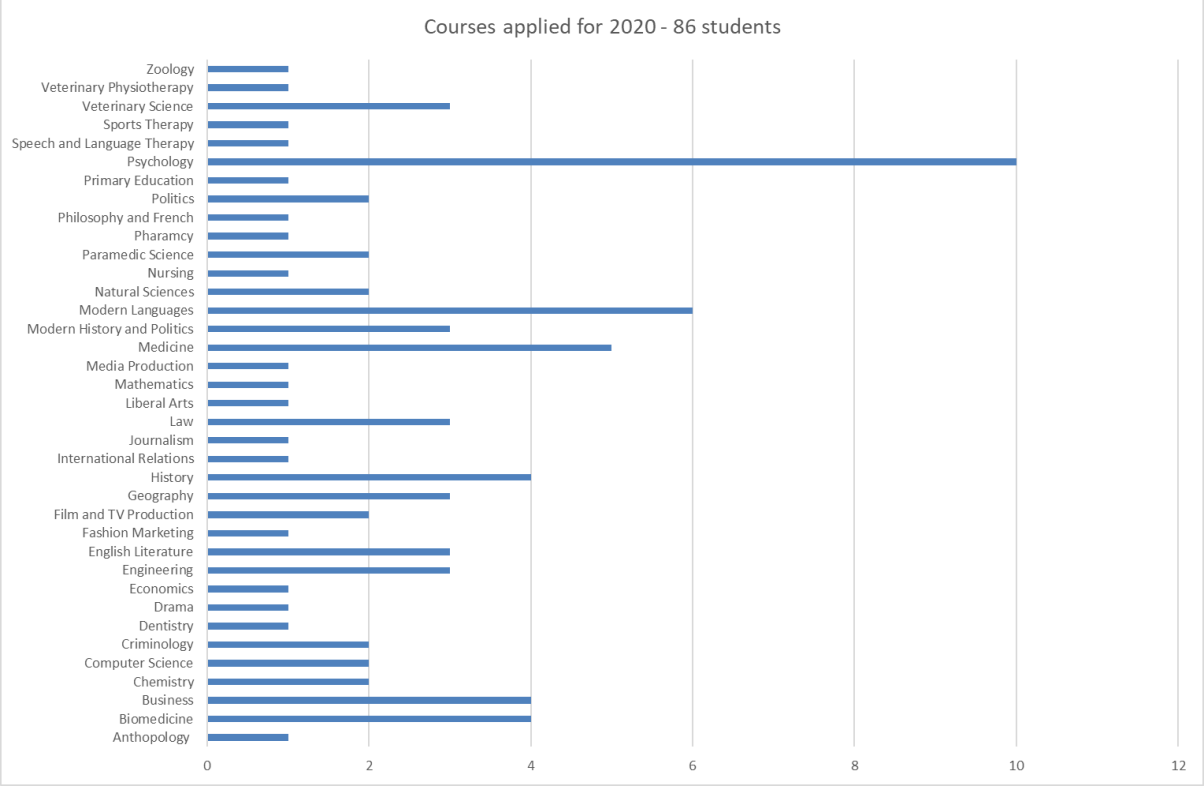
Courses applied for 2018



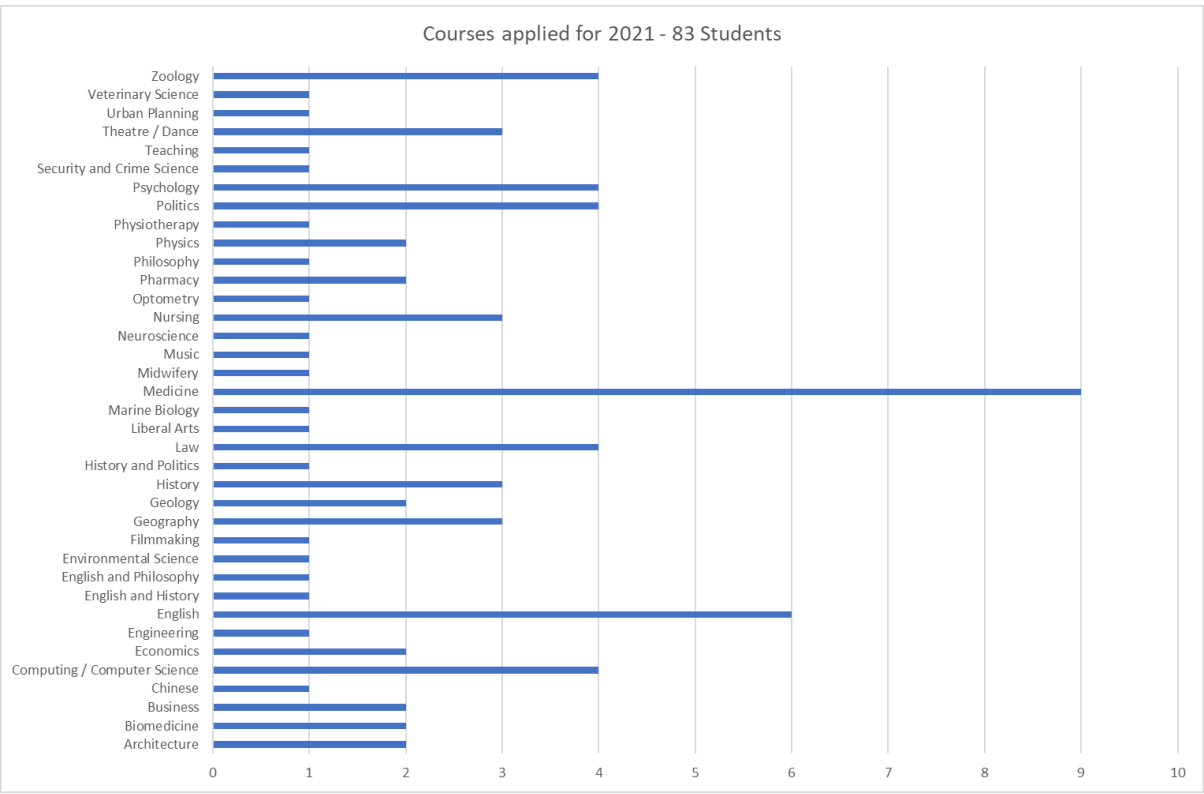
Courses applied for 2019



Courses applied for 2020



Courses applied for 2021



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CORE SUBJECTS

GCSE ENGLISH LANGUAGE

There are two units for English Language. Both are examined at the end of Year 11.

Paper 1: I hour 45 minutes 40%

Section A
Unseen 19th Century fiction (extract up to 650 words)

Section B
Creative writing (choice of 2 tasks linked to theme)

Paper 2: 2 hours 5 minutes 60%

Section A
Comparison of 2 unseen non-fiction texts from 20th and/or 21st Century (totaling up to 1000 words)

Section B
Transactional writing (choice of 2 tasks, form and purpose specified).

GCSE ENGLISH LITERATURE

Students study a range of poetry and prose texts and a Shakespeare play.
Units are assessed by two examinations at the end of Year 11.

Paper 1: 1 hour 45 mins; 50%

Section A
Shakespeare text - *Macbeth*

Section B
Post 1914 British novel (*Animal Farm, Lord of the Flies or An Inspector Calls)*

Paper 2: 2 hours 15 mins 50%

Section A
19th Century Fiction (*Jane Eyre, A Christmas Carol or Pride and Prejudice*)

Section B
Poetry (taken from the GCSE *Edexcel anthology*)
Unseen contemporary poems

Find out more about English at TGGS here.

MATHEMATICS

Students will be following EDEXCEL GCSE in Mathematics (1MA1) syllabus. They will be entered for the Higher tier. The Higher tier enables them to achieve grades 9 to 4 (where 9 is the highest grade) and tests the whole of the National Curriculum including Further Material, functional skills and quality of written communication. There will also be an emphasis on problem solving and questions will be set both in mathematical and non-mathematical contexts.

The final assessment involves three examinations only, one non-calculator and two calculator papers. Each examination is 1 hr 30 minutes in duration. The three examinations carry equal weighting and each assess content from the five topic areas: (1) Number, (2) Algebra, (3) Ratio, proportion and rates of change, (4) Geometry and measures, (5) Probability and Statistics. There is no coursework or controlled assessments.

Students are expected to provide a suitable electronic scientific calculator and a standard set of geometrical instruments.

Find out more about Maths at TGGS here.

MODERN LANGUAGES

In Year 9 students have already begun the transition towards Key Stage 4 for both French and German in order to ensure a suitable level of challenge for our learners. All Year 10 pupils continue with either French and/or German. We are very proud of the results of our students and their achievements place us within the top 20-25% nationally of French and German GCSE results. There may be the possibility of dual linguists continuing with both languages as part of their GCSE options.

In both French and German, candidates will be entered for the GCSE examination administered by the Edexcel Board. Although there are two levels of entry at Key Stage 4, Foundation and Higher Tier, it is assumed that all students will be entered for the Higher Tier thus allowing access to the top GCSE grades. The four linguistic skills of speaking, listening, reading and writing are fully developed in the classroom. In order to supplement the text books, we also make use of extensive audio-visual material to re-create the kind of authentic atmosphere likely to be encountered abroad and in the new-style GCSE examination. Pupils are expected to take an active part in lessons, with great emphasis placed on speaking and listening in the foreign language to practise the extensive grammar work that they will be taught. Pupils will be assessed in all four linguistic skills at the end of Year 11 with each section (Listening, Speaking, Reading and Writing) worth 25%.

The course aims to enable students to communicate confidently and coherently whilst expressing their ideas in an increasingly spontaneous way, all within the confines of useful topics areas such as youth culture, holidays and careers. For the receptive skills, an ability to understand the gist of authentic texts and recordings will be required, as will the ability to make inferences from both written and spoken material.

We hope to be able to resume our trips abroad as soon as circumstances allow. Participation in such trips allows pupils to practise and develop their linguistic knowledge of French / German, as well as offering them an insight into the cultural aspects of French and German speaking countries. Pupils are very much encouraged to take part in these trips in order to develop their communication skills which form such a vital part of the GCSE and A Level examinations and are much sought after by employers.

Looking ahead to the Sixth Form, we offer courses in A-Level French and German. Many pupils have successfully continued their foreign language studies to A-level and beyond, pursuing many of the excellent courses now available at Universities. Indeed, A Level languages are viewed as excellent facilitating subjects by universities.

A qualification in at least one foreign language is an ideal passport to a variety of interesting professions. Students may use the language directly as a bi-lingual secretary, teacher, interpreter or translator. However, many students use their languages within a wider business, legal or scientific context. Many companies have a high regard for candidates who have knowledge of a foreign language, where the ability to converse with a prospective customer in their own language may lead to stronger working links. Indeed, many of our former pupils are now employed in a wide range of posts both in Britain and abroad and the MFL department at TGGS looks forward to helping your child become a global citizen with a lifelong love of languages.

Find out more about Languages at TGGS here.

PHYSICAL EDUCATION

All pupils participate in P.E. lessons.

We encourage students to be inspired, active, well-motivated with a desire to learn, improve and extend their personal skills and fitness levels.

KS3 have a broad base of activities with Year 9 being given a choice of strands to follow, allowing them to pursue activities that are of particular interest to them. This helps to prepare them for the bigger activity choices at KS4.
KS4 are presented with an option choice second to none allowing all to find activities that they enjoy, can improve in and continue in the future to ensure a healthy, active lifestyle. These are signed up for at the start of each term and each Tutor group is consulted to assist with activity choices for the following term.

All students are encouraged to actively participate even when incapacitated in the form of coaching or officiating and are requested to change into PE kit for this role!

Find out more about PE at TGGS here.

COMBINED SCIENCE

Students will take the following qualification which is the equivalent of two GCSEs:

AQA GCSE Combined Science: Trilogy

Our current Year 9 students started their science GCSE courses at the beginning of the academic year. In Years 10 and 11, students will continue to be taught by three teachers who will each be subject specialists. Due to GCSE option choices and timetable changes, science groups will be reorganised for the start of Year 10 and students may have different teachers to those they currently have in Year 9.

At the end of the course in Year 11, students will sit six examinations, two per science subject; these examinations will not only assess students' subject knowledge and understanding, but also their investigative skills developed during their normal science lessons. Students will be awarded two GCSE grades.

If students choose this course, they will be able to go on to do any science A level.

Due to the extra time triple scientists receive, they can expect to finish the course after February half term whereas double scientists will be covering the specification until close to the exam leave in the summer. In this extra time triple scientists will revise topics and hone exam techniques.

Find out more about Science at TGGS here.

RELIGION, PHILOSOPHY AND ETHICS

In order to comply with legal requirements concerning Religious Education, all students have a timetabled RPE lesson. This course explores questions of meaning and looks at contemporary moral issues from a variety of religious standpoints. In Year 10 much of the time is spent considering Human Rights. In Year 11 the focus is the Sanctity of Life and issues that arise from it.

Find out more about R,P&E at TGGS here.

OPTION SUBJECTS

ART, CRAFT & DESIGN: FINE ART

The selection of subject options involves significant decisions for each student entering Year 10 and it is perhaps an appropriate moment to reconsider some of the broader aspects of art education, as well as the more topical implications of the GCSE examination.

Whilst by no means suggesting that creativity is absent from other aspects of the curriculum, subjects which are of an essentially creative nature differ in some significant ways from the majority.

To begin with there is no text book, no fixed 'corpus' of knowledge which the successful student must assimilate - rather, each student has the opportunity, through the development of visual awareness and creative skills, to explore and interpret not just the visible world, but also the world of ideas and imagination in their own way.

The educational value of the processes of creative learning is by no means limited to a "gifted' minority. Indeed, the ability to interpret the world, to organise ideas, to develop strategies for the practical resolution of open-ended problems - the qualities of imaginative thinking, mental and practical agility and adaptability, are vital aspects of any pupil's preparations for an increasingly challenging and changing world.

By the same token, the cultivation of judgement and discrimination in a learning context where there is no given "right" or "wrong" is of crucial importance for all kinds of "real life" transactions.

Focusing more closely on **Fine Art** as a subject, it is generally accepted that in a man-made environment where visual messages constantly flow into the conscious and subconscious mind; visual 'literacy' - the ability to interpret visual stimuli, and to communicate visually - is as significant as numeracy or literacy in spoken or written languages. Moreover, department staff are firm in their belief that Art is as 'academic' a subject as any other on the curriculum and wish to dispel any lingering myth that the subject represents a 'soft' option. Of no less importance is the intense personal satisfaction derived from the act of making - potentially - a life-long source of enrichment.

Our experience indicates that the aims and benefits outlined above are promoted and enhanced by the GCSE Fine Art course. The Art Department offers OCR courses, and the students are entered for the Fine Art option (J171).

Much of the classroom work will develop from activities and skills with which most students are already familiar. However, there is naturally a degree of enhanced expectation in certain areas and these may be summarised in the following way:-

- Firstly, students are offered the opportunity of taking much more responsibility for their own programmes of work. Whilst the staff continue to offer a structured framework of activity, individual students may diverge in their approach to the set project. Work proceeds on a flexible basis and through a continuous processes of evaluation.
- Secondly, it is expected that staff and students will, where possible, make direct use of the 'real' world outside the classroom. This will include a visit to a major gallery of national importance in Year 10. With this in mind, the distinctions between classwork and homework become blurred and the

resources of home, neighbourhood and the larger environment take on greater significance.

- Students will look at ways in which other artists have approached themes and issues which are under investigation in class. Discussions take place on the role of art and design in wider society. Students should make visual presentations based upon their research and in support of their own creative work.

At the end of the course students present a coursework portfolio. This submission, selected from each student's entire submission, carries 60% of the mark. The remaining 40% is allocated to a further piece, set externally by OCR and carried out under examination conditions. In the first instance, all work is assessed by the teachers and the assessment process is completed by visiting external moderators.

The Art Department consistently achieves outstanding outcomes in the context of the whole school GCSE results: The Department results are historically SIGNIFICANTLY above the whole school averages. In 2020, for example, under the 9-1 grading system, the Department achieved 96% of grades at 9-7 – the school average was 77%. Taking results at or 9-7 from previous years the same picture is true: over the previous 3 years, (2018-2020) the whole school % of 9-7 grades is 72% - very impressive. However, over the same 3-year period the Art department average % of 9-7 grades was a whooping 93%! This is testimony to the hard work, endeavour but above all, ENJOYMENT that the pupils taking Art invest into securing these incredible results.

Looking ahead there are numerous career opportunities in art and related areas. Courses in further and higher education range from architectural courses, fine art degrees, to specialist design courses in fashion, textiles, graphic design, illustration, interior design, furniture design, product design, animation, television and theatre design, art teaching, administration and many more.

Moreover, it is vital to understand and appreciate that many universities value highly students who are able to think creatively and imaginatively 'outside the box' on courses which are far removed from the study of Art.
Past 'A' level students have secured places on Medicine and Dentistry courses, for example. Furthermore, many other students have secured places at prestigious Oxbridge and Russell Group Universities on a plethora of courses with Art as an integral part of their A Level appeal as open-minded and fully rounded students.
Taken as a 3-year average (2018-2020), the school average % of A*-B grades at A Level is 78%. The Art Department results for the same period are an astonishing 100%!

All of the above should convince pupils and parents that, if you enjoy Art as a subject...
THE QUESTION SHOULD NOT BE 'WHY TAKE ART?'
THE QUESTION SHOULD BE **'WHY <u>WOULDN'T</u> YOU TAKE IT?!'**

Find out more about Art at TGGS here.

ART & DESIGN: TEXTILE DESIGN

We will be following the AQA specification which offers a wide scope of possible practical outcomes through the creation of designs and products that might have a functional or non-functional purpose. Costume and Garment making are popular options but overlapping areas and combinations of areas may be explored from the following:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

What is really important is that all work submitted is an original and creative 'personal response'

Students should not be put off by lack of practical experience due to covid. There will be ample opportunity to expand, refine and develop skills and techniques in the allocated GCSE time.

Assessment

Assessment is via 2 components, both termed as non-examination-assessment (NEA)

Component 1 *Portfolio - No time limit - 60% of final grade*

You will need to submit both:

A sustained project developed in response to an open choice of subject, theme, brief or task agreed with your teacher and appropriate to your preferred skill area(s). This should evidence the journey from initial engagement with an idea to the realisation of intentions. This will give you the opportunity to demonstrate, through an extended creative response, your ability to draw together different areas of knowledge, skills and/or understanding from across the areas listed above.

A selection of further work. This is carried out through exploration and project work in year 10 and will include sketchbook activities such as trials and experiments; skills-based workshops; responses to gallery, museum or site visits (in the past we have visited London, Bristol and St Ives); work placements; independent study and evidence of your specific role in any group work undertaken.

Component 2 *Externally Set Assignment - Preparatory period followed by 10 hours of supervised time - 40% of final grade*

AQA will provide a choice of seven different starting points. You will need to select and respond to **one** of these and develop work which draws together different areas of knowledge, skills and/or understanding from across the areas listed above in a more focused project. Your final product will be completed within the 10 hours of supervised time.

BUSINESS

Business GCSE examines the activities of local, national and international enterprises with the help of real world case studies. These case studies seek to answer a wide range of practical questions on all aspects of business including:

- Enterprise and Entrepreneurship
- Spotting a business opportunity
- Business aims and objectives
- Revenue, costs and profit
- Breakeven analysis
- Cash flow
- Sources of small business finance
- Franchising
- Location decisions
- Marketing
- Viral advertising and the use of social media
- Business Plans
- Technology and business
- Introduction to the economy
- Growing a business
- Ethics, the environment and business
- Globalisation
- Choosing suppliers
- Recruitment and motivation of employees

There are 2 assessment units:-
Unit 1 Investigating small business. This paper is worth 50% of the overall mark.
Unit 2 Building a business. This paper is worth 50% of the total mark.

Both papers require a mixture of multiple – choice, short - and extended answers and data response questions.

Why choose Business?

Subject relevance

There is no doubt that business decisions have an important impact on us all as consumers, employees and citizens. If we are able to understand the forces which influence these decisions then we place ourselves in a much stronger position in our everyday lives.

Business GCSE seeks to offer **a lively and relevant insight into business activities** and therefore to help students to **understand the world around them** and **prepare them for the world of work.**

In addition, GCSE Business is a useful introduction for those students wishing to take Business or Economics at 'A' level.

Subject skills

The course assessment will together not only assess students' knowledge and understanding of business activities but will also enhance skills of numeracy, literacy, IT, investigation, selection and interpretation of data.

Students will therefore have the opportunity to learn subject specific skills and to apply appropriate areas of expertise developed in other areas of the curriculum. Through studying Business at GCSE, **students can gain a much better understanding of the social, economic and political environment in which they live**. It is a subject which can be combined, like Economics, with a variety of other disciplines at A-level

and, as such, can provide **an essential practical foundation for a wide range of academic, professional and business careers.**

Outcomes

The department's GCSE results are amongst the best in the school, with **41% of the students achieving a Grade 9 in 2019**, 82% achieving grades 7-9 and 100% achieving grade 6 or higher. The department was also recognised with an ALPs score of '1', which places our results equal to the best in the country with regards to student progress and achievement.

Find out more about Business at TGGS here.

COMPUTER SCIENCE

Examination Board – Eduqas

The GCSE Computer Science course is intended to be of interest to a wide range of students including those of you with other interests and aspirations, as you will benefit from the many **transferable and essential skills** inherent in the study of Computer Science:

- Problem solving;
- Critically evaluate arguments and evidence
- Analytical and Computational thinking;
- Designing & Modelling;
- Reflection and communication;
- Criteria evaluation and testing.

The course builds upon the knowledge, understanding and skills established whilst studying Computing and IT at Key Stage 3, whilst also developing widely applicable ideas and concepts and a theoretical framework into which these ideas and concepts fit. It encourages you to develop your **critical thinking skills**, to see the relationship between program designer and user, and the role of **computational thinking skills** within the world in which we live and provides opportunities to develop your **Functional/Essential Skills**, particularly those in problem solving, use of IT, the practical application of numbers and effective communication.

Unit 1: Understanding Computer Science

External Assessment: 1¾ hours (50% of the qualification)

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security, authentication and data management and the impacts of digital technology on wider society as well as algorithms and programming constructs.

Component 2: Computer Programming

On-screen examination: 2 hours (50% of the qualification)

This component investigates problem solving, programming languages, data structures and data types, program design, implementation and testing. Learners are required to produce a programmed solution to a set task which will then be the basis for examination.

Why study Computer Science?

Computing is of **enormous importance** to the economy, and the role of Computer Science as a discipline itself, as an **'underpinning'** subject across science and engineering, is **growing rapidly**. Study of the subject will help you gain **valuable skills for life**, for example, in innovation, reasoning, logic, resourcefulness, precision, problem solving and clarity in communication.

The course will teach you to become authors of computational tools rather than simply users. As adult workers, you may well be applying for jobs that have not yet been invented. A good grounding in Computer Science will teach you how to deal with **change later in life** and allow you to learn how to play an **active and effective role** in the digital world, rather than simply being solely a user of digital tools.

The course in Computer Science will give a unique opportunity to gain an understanding of **how computers work** and will allow you to create and troubleshoot computer programs for **real-life** purposes.

This is a new and exciting GCSE specification, which encourages you to explore how computers work and to investigate how **information is communicated** in a variety of contexts. There will be ample opportunity for you to **apply** and **consolidate** your knowledge of computer programming by carrying out **practical tasks** that will develop your capacity for imaginative, innovative thinking, creativity and independence.

Other additional information

You will need to have **access** to a computer for homework and for practising the practical components of the course. The software you will need is **free**!

You will be using the following programming languages and software, which will need to be installed on your computer: Python, Flowgorithm and a basic text editor – e.g. Notepad.

There are many jobs available in the subject area, with many identified in the Shortage Occupation List published by the Government:

The professional body for Computing is the **British Computer Society** (**BCS - The Chartered Institute for IT**). There are lots of possibilities in Computer Science and Information Technology.

What can you do with a degree in Computer Science? **Check out the opportunities here**.

What can you do with a degree in Information Technology? **Check out the opportunities here**.

Find out more about Computer Science at TGGS here.

DRAMA

Examination Board – AQA

This course allows opportunities for students to:

- Develop performance skills to a high level.
- Create their own performance pieces from a variety of stimuli.
- Explore and perform different play texts.
- Analyse and evaluate 'live' theatre.

Year 10

During Year Ten, students work on acquiring fundamental performance skills, whilst creating exciting and sustained practical work. Accompanying the performance element of the course, students develop their written ability to analyse and evaluate drama. They study a variety of texts from a practical point of view, which they write about in the written exam at the end of Year Eleven. The majority of the work is practical, with students performing a number of pieces during this year in preparation for assessments at the end of Year Ten, and throughout Year Eleven.

Students will explore a range of different texts practically throughout Years ten and eleven. They will have the opportunity to see several 'live' performances throughout the course to enable them to develop an appreciation of performance skills in action.

Year 11

Practical Course Work (60%)

In Year Eleven, students create two practical coursework pieces for assessment: one scripted piece on a chosen text (20% of GCSE) and one devised piece, developed from a stimulus (40% of GCSE).

Written Examination (40%)

Drama students sit the written examination at the end of the Year Eleven. The students develop their practical writing skills throughout the course and will undertake written assignments alongside practical projects.

Why take Drama for GCSE?

The course allows students to develop their skills in performance, communication, research and creative processes. It is relevant for all students who wish to pursue a career in drama or media as well as those that require public speaking and group skills.

Find out more about Drama at TGGS here.

FOOD PREPARATION & NUTRITION

This is an exciting, creative qualification which was introduced in September 2016 to replace all previous food-related GCSEs, and which is designed to be more skills-based with a very clear focus on the science behind food preparation together with food nutrition. Through a range of engaging, inventive and practical activities it will equip our young people for their lives whilst also providing a core of knowledge which is advantageous if pursuing further studies in science-related A levels and beyond, for example, Sports Science, Medicine, Sport, Biomedicine and Nutrition.

The examination board which we use is AQA, and students have access to on-line resources through Dynamic Learning, including tutorials and tests to consolidate their learning. We also put resources on SharePoint, which students can access via their school email account to use for more in-depth information and for revision.

In Year 10 students build up their knowledge of food science, nutrition, healthy eating and dietary needs, and learn how to use an on-line nutritional analysis program, for which they have their own individual account. They also study the main food groups and learn about the many functional and chemical properties of ingredients in recipes. Linked into the topics are a wide range of high-level creative practical skills, designed to build on those already learned in Key Stage 3, in order that students become more confident and competent. The course also teaches students about the importance of food provenance, environmental impact and sustainability to give them an understanding of how food security challenges can be managed in the future. Students also study British and other international culinary traditions, for example, food choice related to religion, culture ethical and moral beliefs and medical conditions. Microbiology, bacterial contamination and food hygiene are also taught as part of this course and students apply this knowledge when planning for their practical assessments as part of the food preparation investigations and non-examination assessments. Throughout the year there will be opportunities for students to partake in masterclasses in a range of high-level practical skills from visiting chefs and food industry professionals as well as food excursions to develop a greater understanding of the theory of food preparation and nutrition.

The assessment is 50% examination/50% NEA (Non-Examination Assessment), and it is graded using the 1 – 9 system, with 9 being the highest grade attainable.

The examination is taken in May or June of Year 11 and is 1hr 45 minutes, consisting of 2 sections:

- Section A (20 marks) 20 multiple choice questions
- Section B (80 marks) 5 questions

Non Examination Assessment consists of 2 separate tasks:

Food Science Investigation (15% of total GCSE mark).

Topics are released on 1st September of the assessment year (i.e. Year 11) and change each year. Students choose one topic. The investigation should take around 10 hours of teaching time and focuses around working characteristics, functional and chemical properties of ingredients. The report produced by the student should be 1500-2000 words, plus charts, graphs, diagrams and photographs. An example topic might be: "Investigate what type of flour is best for bread making". The investigation is marked in school with a sample sent for moderation.

Food Preparation Assessment (35% of total GCSE mark).

Three topics are released on 1st November of the assessment year (i.e. Year 11). Students choose one topic. Topics will change each year. Research, planning, trialling and testing recipes, and writing up should take 20 hours, including 3 hours for the practical assessment which is carried out as a block, under examination conditions. This will be arranged in school, during the spring term – it is not a nationally implemented date. The report can be a maximum of 20 A4 pages. The 3-hour assessment involves preparing, cooking and presenting three creative and innovative dishes to meet the chosen brief. It may not necessarily consist of a 3-course meal. Some examples of topics set are – dishes that would appeal to children and include fruit and vegetables; dishes based on a European cuisine; and dishes suitable for a person suffering from coeliac disease. The assessment is marked in school with a sample sent for moderation. Marks for both non-examination assessments will be submitted to the examination board in May.

The teaching and learning carried out in Year 9 is a good basis for the new course. At GCSE topics are explored in more depth and there are new textbooks to support students during the course, plus the previously mentioned on-line resources which complement the resources provided by the examination board. Specimen assessment materials are also available in order to prepare students for the examination, and students are able to choose from a variety of revision guides which are available to purchase.

Find out more about Food Preparation and Nutrition at TGGS here.

GEOGRAPHY

Why choose Geography at GCSE?

- You live in the world – why not find out more about the **challenges** and **opportunities**
    - it offers, and how to get **involved?**
- This subject looks at the **issues** that are facing people in all parts of the world today, and asks how they might affect you as a **citizen of tomorrow's world** – and how you might be able to **influence** events
- Investigate issues of **resilience and sustainability** – will the Earth still be able to provide us with all the **resources** we take for granted now?
- How will **global warming** affect the world's population?
- How do we cope with ever growing **cities** and what challenges do they pose?
- What really causes 'natural disasters' like **floods, earthquakes** and **volcanoes?** How can people cope with them and build more resilient communities?
- Employers and universities recognise the importance of geography as it teaches so many transferable skills. It scores highly in employability surveys
- You want to be able to learn skills that you can use in other subjects such as science, maths, history and PE.
- You will be taught by one of a team of teachers that are **experienced AQA examiners** and know exam technique inside out

Will I enjoy it? *You will enjoy this course if you want to study a subject that:*

- Provides an engaging and **real-world focus**
- Is **relevant** to the world you live in, and to your future
- Provides you with a better understanding of the problems facing our planet such as **climate change**
- Encourages you to discuss **current affairs**
- Focuses on the challenges of a **rapidly increasing world population**
- Involves **fieldwork** including a trip to Bristol - it gets you out of the classroom into the real world.
- Is studied through **investigation and discussion**, not just listening and reading
- **Cares** and **understands** about the **environment** and **people** across the globe

There are three components in this specification (AQA):

Component 1: Living in the Physical Environment

- Hazards – volcanoes, earthquakes and tropical storms
- The living world – tropical rainforests and cold environments
- The physical geography of the UK – rivers and coasts

Written examination: 1 hour 30 minutes with a variety of question types (1-9 marks)

Component 2: Challenges in Human Environments

- Urban issues and challenges – Inequality and opportunities in Bristol and Rio de Janeiro
- The changing economic world – population, development gap and globalisation in the UK and Nigeria
- Resource management (energy, water and food) – in-depth focus on food

Written examination: 1 hour 30 minutes with a variety of question types (1-9 marks)

Component 3: Geographical Application

- Geographical fieldwork based in an urban and river / coast environment
- Decision-making exercise based on pre-release material

Written examination: 1 hour and 15 minutes with a variety of question types including a decision-making task (1-12 marks)

There is no Controlled Assessment or Coursework at GCSE Geography

Learning Outcomes if you take this course - *You will be able to:*

- Develop a very wide range of transferable skills.
- Develop your knowledge and understanding of geographical concepts and appreciate how they are relevant to our changing world.
- Develop your spatial awareness and appreciate the importance of the location of places and environments from local to global.
- Appreciate differing news of the world, in terms of environment, societies and cultures.
- Understand the significance of values and attitudes to the development and resolution of issues.
- Develop your responsibility as a "global citizen" and learn how to contribute to a future that is both sustainable and inclusive.
- Develop and apply your learning to the real world through fieldwork.
- Use geographical skills, appropriate technologies, enquiry and analysis.

"Choose geography - that's where all the jobs are needed – saving the planet" Professor Iain Stewart (BBC presenter)

"Geographers are the future of our planet" Michael Palin

Choose Your Future.
Choose Geography.

Find out more about Geography at TGGS here.

GEOLOGY – Twilight Lessons (Fast Track)

Examination Board – Eduqas

Geology is a field-based, multi-disciplinary science that integrates the principles of chemistry, physics, biology and mathematics in the study of Earth processes and history, as well as the evolution of other planets in our solar system.

Geologists study a broad range of topics including plate tectonics, glaciers, floods, groundwater flow – even dinosaur evolution. Geologists are increasingly in demand to study and evaluate geologic hazards and natural resources such as oil and gas.

Students studying the GCSE Geology course will also learn valuable and important transferable skills throughout their time studying the course:

- skills in observation, data collection, analysis and interpretation;
- the ability to prepare, process and present data;
- the ability to handle information in a range of different mediums, e.g. textual, numerical, oral, graphical;
- written and verbal communication skills;
- report writing skills;
- problem-solving skills and lateral thinking;
- self-motivation and resilience;
- teamworking skills and the ability to work on your own initiative.

Why study Geology?
Are you interested in global change, not just during historical time, but over the whole lifetime of the Earth? Are you interested in the origin and development of our landscape and in how plate tectonics control the surface features of the Earth such as earthquakes and volcanoes? Do you wonder how we can manage our natural resources more sustainably?

Geologists are scientific detectives who try to reveal the past and the future of the Earth. Geology attracts people who wish to study the dynamics of the Earth we live on, its resources, and the most economic and sustainable way to use these resources.

Students who enjoy working outdoors, have a good scientific background, and are interested in understanding how the world around them works will find this field of science a rewarding area of study.

Component 1: Geological Principles

On-screen examination: 1 hour 15 minutes (50% of qualification)

An on-screen assessment consisting of data and stimulus response questions.

This assessment requires multiple-choice, short, structured and extended writing answers relating to all the GCSE Geology subject content outlined in this specification. A data sheet is used in this assessment.

Component 2: Investigative Geology

Written examination: 1 hour 30 minutes (50% of qualification)

A written assessment consisting of data and stimulus response questions.

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. A data sheet is used in this assessment.

Students will be expected to undertake fieldwork and laboratory experiments in order to develop their field observation and practical skills.

The importance of Geology

Geology is of **enormous importance** to the economy, and the role of geology as a discipline itself, as an **'underpinning'** subject across science and engineering, is growing rapidly.

Geology is **fundamental** to us. Geology is fundamental to **understanding resources** and **risk**, the nature of diversity, infrastructure and community development. Sand, gravel and crushed stone is mostly used to make concrete to build, for example, **houses** and **roads**. But mineral products **surround us** in our ordinary daily life and during festive times. **Minerals** can be found in mobile phones, personal computers, cables, wind turbines, cars, make-up, paint, paper and batteries. You **could not**, for example, set a party table with plates, glasses, bowls and napkins **without** the help of rocks. At the same time, we have large **groundwater deposits** hidden, in the ground, often underneath our feet.

Geology in everyday life is **not restricted** to resources. It is also about **hazards** and **risk** associated with amongst others, rock falls, radon, landslides, landslides and earthquakes. Geology is **detective work**. Geology helps us **understand climate change** in the past, which may help us predict future scenarios.

It will allow you to develop skills that will enable you to pursue a career in many different aspects of the **Earth Sciences** and **Civil Engineering** if you so choose, and which will also help you gain valuable skills for life - for example, in critical thinking, evaluation, reasoning, logic, resourcefulness, precision, problem solving and clarity.

Other additional information

This subject is an *additional subject*, taught in **twilight lessons** on a Wednesday after school.

You will be supplied with study books for each of the modules, so you will need to have a folder to enable you to keep your work organised.

Fieldwork is important in the subject and fieldwork trips are an essential component of the course:

- **Cawsand and Kingsand** – Introduction to fieldwork techniques;
- **Widemouth Bay** – Sedimentary and structural geology;
- **Waterside Cove** – sedimentary environments and igneous geology;
- **Dartmoor** – metamorphic ad igneous geology;
- **Watchet** – Palaeontology and palaeoenvironments.

Geology and related professions are identified on the Governments Shortage Occupation List. The **Geological Society of London** also has excellent **Careers Resource** for students. Additionally, the **Geological Society of London** (the professional body for geologists) has an archive of its public lectures which may be watched on YouTube.

IF YOU WISH TO TAKE THIS SUBJECT PLEASE SELECT IT ON THE ONLINE FORM BUT NOTE THAT IT DOES NOT CONSTITUTE ONE OF YOUR MAIN OPTIONS CHOICES.

Find out more about Geology at TGGS here.

HISTORY

Pupils at Torquay Girls' Grammar School follow the Edexcel History syllabus for their GCSE course. This is not a tiered course. All pupils will be entered for the same examination. Studying History in Years 10 and 11 builds on the periods studied at Key Stage 3 as well as introducing new areas. Pupils may, therefore, have a welcome familiarity with some of the subject matter that they are required to study for GCSE.

The main elements to the course offer a breadth across several periods of history as well as both British and international studies:-

Paper 1: Thematic study and historic environment

Medicine in Britain, c1250–present

- c1250–c1500: Medicine in medieval England
- c1500–c1700: The Medical Renaissance in England
- c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain
- c1900–present: Medicine in modern Britain

A study of the historic environment:
The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

30% of the total GCSE
Examination time: 1 hour and 20 minutes
Combination of knowledge and source based questions

Paper 2: Period study and British depth study

Depth study: The reigns of Richard I and King John 1189-1216

- Life and government in England
- Wars that England was involved in, including the Crusades
- King John and his downfall

Period study: Superpower relations and the Cold War, 1941–91

- The origins of the Cold War, 1941–58
- Cold War crises, 1958–70
- The end of the Cold War, 1970–91

40% of the qualification
Written examination: 1 hour and 45 minutes
Questions assess student knowledge and understanding of the two periods

Paper 3: Modern depth study

Weimar and Nazi Germany, 1918–39

- The Weimar Republic 1918–29
- Hitler's rise to power, 1919–33
- Nazi control and dictatorship, 1933–39
- Life in Nazi Germany, 1933–39

30% of the qualification
Written examination: 1 hour and 20 minutes
Questions are a combination of knowledge, sources and interpretations

School trips

As part of the course students will have the opportunity to participate in a four day residential to the WWI Battlefields of France and Belgium in the summer term of Year 10. This is a superb trip and of direct relevance to Paper 1. Student feedback has been extremely positive about the experience.

Why choose History?

History is the subject on the curriculum which addresses itself most directly to the question of how our present society and its social and cultural attitudes, has emerged from the past. We hope that by studying a wide breadth of both British and international History the students at this school will be better equipped as citizens to make the informed judgements that are necessary for participation in the democratic process. We further hope that a study of World History will better help them to appreciate the background to the disputes that occurred in the past between America and the Soviet Union and the difference between democratic and non-democratic systems of government. Perhaps the best reasons, however, for opting for History at this stage derive from a combination of genuine interest in the subject and a perception that the student is likely to do well.

History is highly regarded as a Humanities subject and blends in easily with other disciplines. People in all walks of life have degrees or qualifications in History. Recent statistics from Bristol University showed that graduates ended up in such varied careers as the Civil Service, Accountancy, the Navy, Management, Journalism, Advertising, Teaching and Law. An Historian therefore does not become a narrow specialist.

We also need to consider the subject with regard to changing work and lifestyle patterns. History is concerned with making informed judgements about people who have lived in the past. Most students have a shared curiosity about the past: their comics, television programmes and, for centuries, many of their games are evidence of this. The interest of adults is equally apparent; paperback sales, borrowing from public libraries, research on the Internet, enrolment in adult education classes, popularity of television programmes dealing with the past and visits to country houses and museums all bear effective witness to it. We in school can help in this searching for our own identity, in trying to seek out our "roots".

For those pupils who are considering a future course in History at 'A' level or who are considering taking a degree in subjects such as Law, Politics or History at University our current GCSE course provides a good grounding in the techniques and skills required for these disciplines.

'Those who do not learn History are doomed to repeat it.'
Writer and philosopher George Santayana

Find out more about History at TGGS here.

MUSIC

Students wishing to study music should be hugely passionate about the subject. It is a fantastic opportunity to develop creative skills through composition and performance opportunities, as well as gaining a well-rounded understanding of how music works through the exploration of iconic pieces from a range of genres. Students should be committed to at least one instrument (this includes voice) and can demonstrate a performance standard of Grade 3. This may be achieved through sitting formal exams, or simply by having dedicated a significant amount of time to practicing the instrument. **Having sat formal graded exams is *not* a requirement of the course. If students would like to see if their skills fit the criteria, they should arrange a session with Mrs Hagland to showcase their chosen performance specialty.**

A range of extra-curricular activities are available to students. Those studying GCSE Music should prioritise these to widen their musical understanding and to further develop their practical skills:

- **Further performance opportunities:** to live audiences, in ensembles (particularly important for those who usually perform as soloists).
- **Concert participation:** students can experience first-hand how a concert runs effectively and the work that goes behind its success by participating in a music group that will perform at these events.
- **Opportunities to lead music groups:** students can gain fantastic skills through leading groups for other musicians. GCSE Music students often go on to running our Year 7 Choir in Year 12.
- **Widening repertoire:** students may discover new pieces of music that they wish to use for other performance opportunities.

Examining Board: AQA

Requirements for Non-Exam Assessment (60%)
Composing **30%**, Performing **30%**.

Requirements of Examination (40%): Listening and Appraising Test 1 hour 30 mins.

Description of the course:

Students explore **four Areas of Study** (AoS). Through their exploration, students will develop an understanding of the organisation of sounds. Areas of Study for the whole specification are based on key periods and styles of music:

Area of study 1: Western classical tradition 1650 – 1910.
Set Work: Mozart Clarinet Concerto in A Major, K. 622, Rondo

Area of study 2: Popular music.

Area of study 3: Traditional music.
Set Work: Paul Simon: Graceland – Tracks: 'Graceland', 'Diamonds on the Soles of Her Shoes' and 'You Can Call Me Al'

Area of study 4: Western classical tradition since 1910.

Component 1: Understanding Music 40%

The listening exam is split into two parts. The first part focuses on pupils responding to questions set using musical listening examples. The second part of the exam requires pupils to answer two questions based on the set works from the areas of study.

Component 2: Performing Music 30%

Solo performance and Ensemble performance. The total length of performances must be a combined minimum time of four minutes. Performances are recorded rather than performed live, so there are plenty of opportunities to polish and perfect!

Component 3: Composing Music 30%

Two compositions to be submitted: **Composition 1:** Composition to a brief, **Composition 2:** Free composition. Compositions are written in any style and for any group of instruments that you are most comfortable with, from pop songs and folk music to percussion pieces and string quartets!

A good grade at Music GCSE will enable all of the following careers to be possible:

This is an ideal course if you wish to go on to study AS/A2 Music, Performing Arts, Music Technology and as preparation for vocational courses in the music industry. Music teaching at Primary and Secondary levels, as a Community musician or as a private tutor for a particular instrument; working as a professional performer, as a session musician or in an orchestra; working as a sound engineer in the world of media eg: TV, film, theatre and radio.

The skills which students develop throughout the Music GCSE course indicate to employers and universities an ability to work and co-operate in a team; the dedication and hard work required to achieve a high level of ability on an instrument or voice; evidence that you are a well-rounded individual. In addition to this, UCAS now recognises formal examinations from Grade 6 and above and attribute UCAS points for these.

Find out more about Music at TGGS here.

PHYSICAL EDUCATION

Board: Edexcel GCSE Physical Education - New specification starting September 2016

Component 1- Fitness and Body Systems 1

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Written Examination Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions.
Students must answer all questions. Calculators can be used in the examination.
90 marks 36% of GCSE

Component 2 - Health and Performance

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

Written examination Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions.
Students must answer all questions. Calculators can be used in the examination.
70 marks 24% of GCSE

Component 3 - Non Exam assessment: Practical performance
Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview

The assessment consists of students completing **three** physical activities from a set list.
One must be a **team** activity.
One must be an **individual** activity.
The final activity can be a **free** choice. Students must participate in three **separate** activities.
Students will be assessed against set assessment criteria found in the *Pearson Edexcel Level1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria* document on our website.
Non-examined assessment: internally marked and externally moderated 30% of the qualification
105 marks (35 marks per activity)

Component 4: Personal Exercise Programme (PEP)
Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment overview

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.
These will be assessed by the teacher and moderated by Pearson.
Non-examined assessment: internally marked and externally moderated 10% of the qualification
20 marks

Anyone considering taking this subject will need to be able to perform in a team activity and an individual activity to a good level and be able to maintain and improve these throughout the course. Activities performed to a high standard outside of school i.e. skiing, horse riding, swimming, may also be offered although video evidence would have to be collected.

Find out more about PE at TGGS here.

RELIGIOUS STUDIES

The GCSE in Religious Studies aims to help pupils to:

1. understand a major part of human history and cultural heritage both in this country and worldwide,
2. describe and discuss the views of belief systems they may or may not share
3. develop their own personal beliefs and values,
4. form their own judgments.

It will encourage respect for moral and legal obligations and a concern for fairness and justice in society. It also contributes to international understanding in the world and to community relations within Britain.

The Value of Religious Studies
Religious literacy is increasingly important in our interconnected, global society. Religious Studies develops those skills which are needed in the study of any academic subject e.g. the ability to find out information, to use a variety of enquiry techniques and to handle and interpret evidence. A skill particularly developed by Religious Studies is an ability to understand and interpret the views of people who are from different traditions and cultures.

Careers
Religious Studies helps pupils to form their own beliefs and commitments, to be more critically aware of the beliefs of others and to develop a greater awareness of personal and social relationships. It will therefore be useful for careers that involve contact with and understanding of others. A qualification in Religious Studies is a very good background for social work, medicine, counselling, the civil service, business management, local government, the police, prison and probation work, legal work, teaching and personnel management in industry.

To gain a GCSE, students study two units, with each unit accounting for 50% of the total marks. Attainment is through two examinations of one hour and forty-five minutes at the end of year 11. Within the examinations, each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

We will follow the AQA Syllabus A course. The units are 'The Study of Religions' and 'Thematic Studies':

The Study of Religions:

Christianity
- Key Beliefs
- Jesus Christ and Salvation
- Worship and Festivals
- Role of the Church in the Community

Judaism
- Key Beliefs
- Covenant and the Mitzvot
- Synagogue and Worship
- Family life and Festivals

Thematic Studies:
1. Theme A: Relationships and families.
2. Theme B: Religion and life.
3. Theme C: The Existence of God and Revelation
4. Theme F: Religion, human rights and social justice.

Find out more about RS at TGGS here.

TRIPLE SCIENCE*

Instead of following the GCSE Combined Science: Trilogy course, which is offered as a Core Subject, students can use an option choice to take three separate science GCSEs:

AQA GCSE Biology
AQA GCSE Chemistry
AQA GCSE Physics

Due to the extra time triple scientists receive, they can expect to finish the course after February half term whereas double scientists will be covering the specification until close to the exam leave in the summer. In this extra time triple scientists will revise topics and hone exam techniques. In addition to the Biology, Chemistry and Physics topics covered in the GCSE Combined Science: Trilogy course, students will study the following extension topics:

- **Biology:** culturing microorganisms; monoclonal antibodies; plant hormones and diseases; the brain; the eye; the control of body temperature; advantages and disadvantages of asexual and sexual reproduction; DNA structure; cloning; evolutionary theories; speciation; extinction; the impact of environmental change; energy flow between trophic levels; decomposition; food production.
- **Chemistry:** transition metals; nanoparticles; further calculations involving the mole in titrations and gases, atom economy and percentage yield; organic Chemistry, including the reactions of the alkenes, alcohols, and polymer; chemical and fuel cells; chemical analysis by ion identification and spectroscopy; the Haber process and NPK fertilisers; The uses of materials, such as polymers, ceramics, alloys and composites, and corrosion and its prevention.
- **Physics:** Moments, levers and gears; pressure and pressure differences in liquids; changes in momentum; reflection of waves; sound waves; waves for detection and exploration; lenses; visible light; black body radiation; insulation, fuses and circuit breakers; static electricity; loudspeakers; induced potential, transducers and the National Grid; gas pressure; hazards and uses of radioactive emissions and of background radiation; nuclear fission and fusion; space physics (solar system, stars, orbital motion and satellites; red shift).

  Topics common to both GCSE Chemistry and GCSE Physics: models of the atom; relative charges of subatomic particles; atomic size and mass; electronic structure.

At the end of the course in Year 11, students will sit two examinations per science subject; these examinations will not only assess students' subject knowledge and understanding, but also their investigative skills developed during their normal science lessons. Each science GCSE will be awarded a separate grade.

Triple Science is particularly useful for those students wanting to continue with one or more science subjects at A level or are considering a science-related degree at university. It is possible for double science students to take A level sciences, but experience has shown that these students often struggle with the demands of the A level specification. There will therefore be a compulsory summer module for any double science students to complete to help them cover some of the missed subject knowledge to give the students every chance to achieve their potential.

Find out more about Science at TGGS here.

CAREERS EDUCATION AND WORK AWARENESS

The school is well aware of the important career decisions facing pupils during their school life and, as a result, careers education features as a regular part of the curriculum, formal and informal teaching occurs in Years 7 -13 and the material covers such topics as self-development, career management and career exploration, all of which prepare students for the choices they must make and the world of work beyond school. The aim of the careers programme is to provide pupils with information and ideas in as varied an approach as possible incorporating the use of outside agencies and employers, past pupils, role play, video films and careers literature of all kinds and resources on the Internet.

In the main school the task of teaching lessons is spread widely amongst a number of staff. In Year 7, 8 and 9 a specialist teacher delivers the careers curriculum as part of the Well-Being module in PSHE, in addition the Career Leader plays undertakes an important role before the options choices with a series of lessons and workshops. This is particularly important at the time of the selection of Year 10 GCSE options and helps to support pupils as they make their choices.

Within the careers programme there are dedicated careers modules that ensure pupils have access to KUDOS, ICOULD and the UNIFROG programs and these have proved to be very useful in widening pupils' awareness of career opportunities, linking subject interests and abilities.

Apart from lessons other careers facilities exist to help the pupils in the school. In addition to the numerous career websites, careers literature and information is available in school. All pupils have access to our independent Careers and University Adviser, Mrs Caroline Tully. Caroline has many years' experience with grammar school pupils, and works extensively with years 11, 12 and 13. She will be available at the Year 9 Options choice evening, to discuss career or university issues.

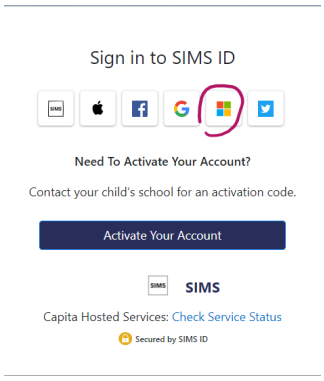
Year 9 pupils can request a one-to-one careers interview with Caroline if they wish. It is also possible for students to make appointments with Mr Neighbour for further careers advice – his office is behind IT2.

In years 10 pupils are encouraged to visit various places of work and to arrange work experience. Work experience is also encouraged throughout year 11 and the Sixth Form. In addition, attempts are made to hold meetings between staff and employers in schemes to promote 'Links with Industry''.

The main school Careers library provides access to a range of careers materials including video films and computer programmes including ICOULD, KUDOS, UNIFROG and other INTERNET facilities. Pupils should make use of these in their free time.

MAKING THE OPTIONS CHOICES

As long as your child has signed up to **SIMS Student** they will automatically be able to access our online options system. The easiest way is to go to www.sims-options.co.uk and when this image appears sign in using Office 365 and their school email and password.

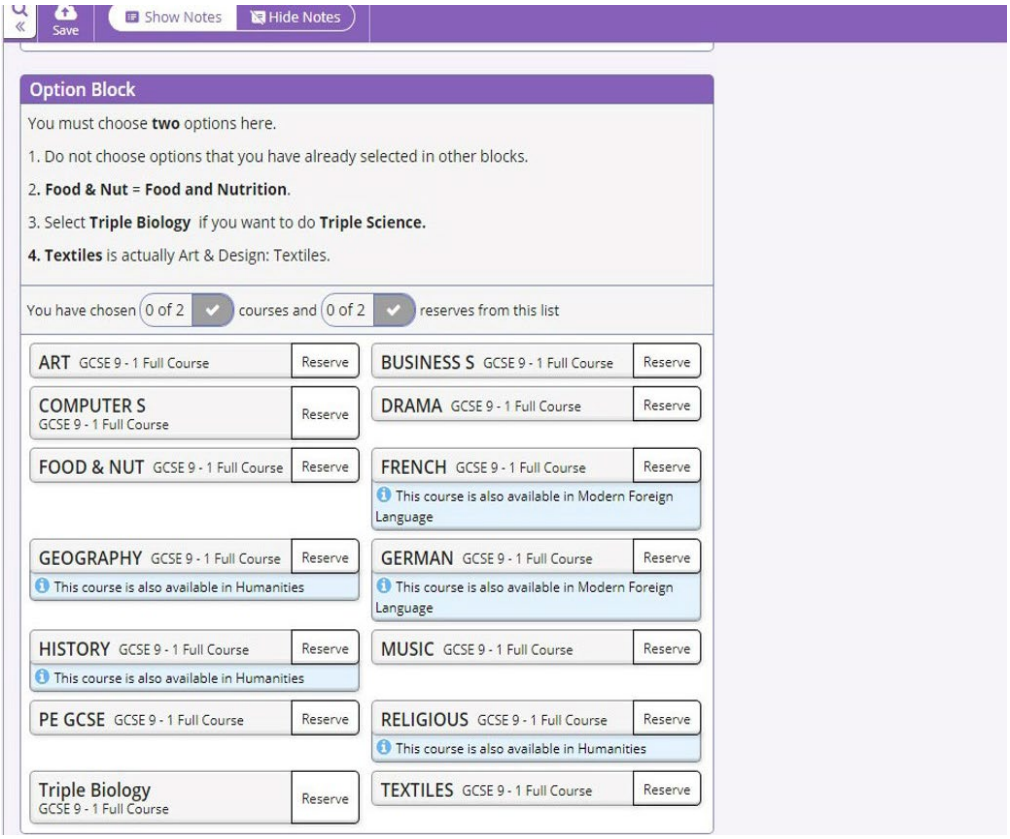


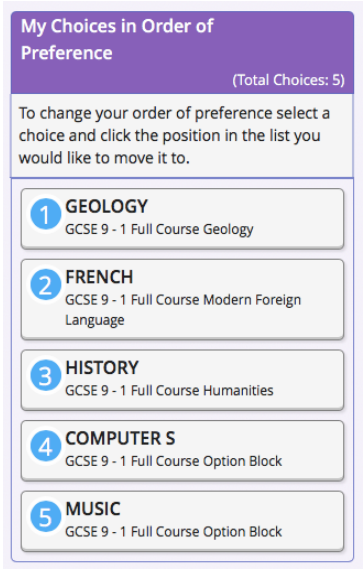
As parents, you can look at and approve the options using SIMS Parent should you want to.

There are four **Option** areas that they need to think about. They should read the online explanatory notes carefully but in essence:

1. If they wishes to take the "Fast-Track" Geology, they need to click on the button "**Geology GCSE Full 9-1 Course**" – Remember this is an additional subject and does not count as one of the option choices.
2. They must choose at least one foreign language from the "**Modern Foreign Language**" option block.
3. They must choose at least one humanities subject form the "**Humanities**" block

Should they wish to take more than one language OR more than one Humanity then they can select the additional subject(s) in the "**Option Block**" – note they must choose **two options** here. – see screenshot below:





They can also select up to two "**Reserve**" choices which they can then put into order of preference by following the instructions on the screen.

With all option blocks clicking once on the subject name will select it as an option. Clicking it twice will remove that option. Clicking on the "**Reserve**" button will pick that subject as the reserve. The left-hand side of the screen as shown here will clearly show which subjects have been selected.

PLEASE NOTE: GCSE option subject viability is dependent on sufficient student numbers. If your first choice of option subject does not receive adequate interest and therefore cannot run, your reserve choice(s) will be used. However, unless Mr Baker tells you to the contrary all your first choices will have been allocated.

Option choices to be submitted by 3.30pm on Monday 28th February 2022

Student Statement of Entitlement
Careers Education and Guidance

As a student at Torquay Girls' Grammar School you will be entitled to participate in a comprehensive Careers Education programme, which will be implemented from Year 7 onwards. The programme will be delivered through the rotation in your wellbeing lessons, Computing & IT lessons and tutorials.

- develop ideas and awareness of self in relationship to abilities, aptitudes, interests, attitudes, values, skills, strengths and limitations;
- participate in suitable learning opportunities which will explore, process, test and record these ideas;
- acquire knowledge and awareness of opportunities, qualifications, routes ahead, occupational structures, progression, implications of choices;
- access these opportunities through Open Days, interviews, careers conventions, admission systems;
- identify strategies and tools for putting self-awareness and opportunity awareness together in order to make informed and reasoned choices (self-development, career exploration and career management)

Through the Careers Resources held within the School and those available through Unifrog, KUDOS (Cascaid) and ICould , the School's commitment is to provide you with information that is:

- freely available
- accessible
- up-to-date
- accurate
- unbiased
- comprehensive
- of high quality
- at an appropriate level

You will have the opportunity to learn about the world of work which is linked to the curriculum.

Individual guidance will be available from specialist careers staff and professional advisers which is:

- impartial and free from institutional bias
- available at key decision times
- confidential