



Pride participation empathy

Urmston Grammar School

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# Urmston Grammar GCSE options 2024

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For Year 9 students, parents and carers

## Foreword

The transition from Key Stage 3 to 4 is an important step for all of our students. As the challenge and demand of study increases, and GCSE examinations approach, it is vital that all our students consider carefully the options they will be making, while also preparing themselves to start their GCSEs with a positive mindset. We want our students to take on the challenges in front of them and recognise the opportunities these bring them.

We want to see:

- students increasingly taking responsibility for their own learning and progress;
- a commitment to building on their independent study skills, to help them deepen and embed their learning through home study;
- resilience in the face of challenge. We want our students to embrace challenging tasks without fear of failure. Savouring any mistakes they make as important opportunities to learn from and improve on;
- a careful and considered decision making process, where subject options can be chosen.

With all of this in place I have every confidence that our students will approach Summer 2026 with the mind-set and ethic that will allow them to thrive in their GCSE examinations. Ready to take their next steps into the competitive worlds of further education or training.

We will make every effort to provide all courses listed in our option blocks, subject to the constraints staffing and timetabling.

## Starting point

Care and consideration are essential for students as they approach transition to Key Stage 4 and the decisions they will need to take. As a school we recognise the value of structured and targeted support. As such we will work closely with students, parents and carers throughout the process.

This booklet will hopefully answer a number of questions that may arise, but the list below highlights some of the extra support we will be offering.

### January 18<sup>th</sup> 2024

Options evening will take place for parents and carers. Key information about the process will be shared and there will be an opportunity to ask questions and initiate discussions.

### January 24<sup>th</sup> 2024

Students will spend the day attending taster sessions and presentations for option subjects. These will be delivered by subject specialists and give a flavour of the opportunities that each curriculum area offers.

The Head of Year and Head of School will also talk students through the practicalities of the options process and discuss how best to make informed choices.

There will also be opportunity within lessons to ask questions about option choices before the submission deadline

### January 25<sup>th</sup> 2024

Year 9 Parents' evening will take place. This is an opportunity to get up-to-date feedback on progress, but also ask subject specific questions about the options process.

This Parent's evening will be a virtual event. If there is not the opportunity to ask all of the questions you would like, you can send questions to teachers via the [office@urmstongrammar.org.uk](mailto:office@urmstongrammar.org.uk) email address

### January 2024

Our careers adviser will also share information with students and will be working with them towards the end of January, they will be introduced to software that they can use to help inform their decisions.

### February 2024

The options form will be sent electronically at the start of February. This ensures time has been allowed to consider carefully the choices made and for questions to be asked.

## Next steps

Careful consideration is key in these next few weeks and students, parents, carers and teachers will all be busy discussing options, sharing information, researching and asking questions. The aim of all of this is that students feel confident in the choices they make.

### Submission deadline

We ask that all options are completed and submitted by **Monday 26/02/24**

This deadline is crucial as it gives us time to analyse the choices and check the feasibility of staffing and timetabling of lessons for the next year based on expected numbers

Some students may be invited to a follow up meeting to discuss their choices and be given an option to reflect on choices and potentially rethink initial options. In these circumstances, parents will also be notified and their views sought.

The aim of this process is to make the transition to Key Stage 4 as smooth and successful as possible. If after reading this booklet you have any further questions or comments, please do not hesitate to make contact

R S Wall

Headteacher

P Roberts

Assistant Headteacher/Head of School

## Introduction

Although in some subjects, students have already experienced GCSE standard work, Year 10 marks the real beginning of their examination journey. In Years 7-9, all subjects have been compulsory and there has been an opportunity to build and deepen understanding in a huge range of curriculum areas.

In Year 10, some of these subjects remain compulsory, but there are also choices to make. This booklet will guide students through the options process and prepare them for the informed decisions that will need to be made in a few weeks.

## Key Stage 4 curriculum

**All** students will take GCSEs in the following subject areas

### English

Students will sit **two** English GCSEs

- English language.
- English literature.

### Mathematics

All students will be entered for Mathematics GCSE

### RE

All students have begun studying for GCSE at the start of Year 9 and will continue to do so through the next two years.

*Because this is a 3 year course on a limited timetable, it is not possible to replace this with an alternative GCSE and all students will follow this course*

## Science

All students must choose from one of **two** pathways in science. Choosing separate sciences uses **one** of the free options in the choice of the final two subjects.

<b>Trilogy Science</b>	<b>Separate Sciences</b>
Students will be entered for <b>2 GCSEs</b>  (Note: This still includes all three disciplines of Science)	Students will be entered for <b>3 GCSEs</b> separately in Biology, Chemistry and Physics  It will include all content covered by trilogy students, with additional content

Teaching of Science GCSE begins in Year 9, offering students an insight in the demands of the course. The content covered so far is common to both pathways.

## Modern foreign language

All students will take a GCSE in a modern foreign language. This will be the language that they have been studying from Year 7 to Year 9.

All students briefly studied a second MFL option in Year 8. Currently a small number of students are continuing this second MFL option during lunchtime sessions. These students will have the option to pursue their second MFL option in addition to their first as one of their 'option' subjects outlines below.

## Humanities

Students must select one of the following as their humanities option:

- Geography;
- History.

*Both of these subjects are also available in our free option slots, so it is possible for students to study both of these subjects.*

## Optional Subjects

All students will then choose **from the following subjects as outlined below** (this will be provided on the options form which will be sent electronically)

Block A	Block B
Art	Business Studies
Business Studies	Computer Science
Computer Science	D&T
Food Preparation and nutrition	Drama
Geography	Food preparation and nutrition
History	Geography
Music	History
PE	MFL (2 <sup>nd</sup> Language)
Separate Sciences	Separate Sciences
Textiles	

Students will choose one option from block A and one from block B. These must be different options and both are treated as equal priority

Students will then choose **one further** option as a reserve. While we will endeavour to ensure students get their first choices, we cannot guarantee this.

As part of the options form, we will also give you an opportunity to share an 'ideal' combination of subjects. Again, we cannot guarantee that this can be provided, but we will review all requests and check for their feasibility.

## Completing the curriculum

In addition to the GCSE subjects, students will also attend the following lessons.

**General PE** (2 lessons per week)

**PSHE** (1 lesson per week)

## Examinations

All GCSE examinations are linear, with examinations all taking place at the end of the two-year period. It is important that students consider this when competing work. Thorough learning through the course will help embed knowledge more deeply. An awareness of, and experience of a range of revision styles is also crucial

GCSE grades operate on a scale of 9-1. Where 9 is highest possible grade. Grade 4 is equivalent to a pass grade.

Grade 9s are given to the top 20% of all students who achieve a grade 7 or above.

## General advice to students, parents/carers

Please take the time to talk these through at home with your son/daughter as part of the decision-making process.

- Take the time to read about each subject in this booklet to keep you as informed as possible in your decision-making process.
- Pay particular attention to information about NEAs (Non exam assessment) which play a significant role in some subjects, where work prior to the examination counts towards your final grade.
- Don't pick a subject because your friend is doing the same. It's far more important to pick what is right for you. You may not end up in the same class as your friend even if you choose the same subjects!
- Don't pick a subject because you like the teacher. You may not get them next year!
- If you think of questions you need to ask, write them down and bring them in to school to ask your teachers.
- If you know what career you want to pursue, find out which GCSEs are important for that career. If you have no idea (and many people don't!) choose subjects that you will enjoy and that you think you will succeed in.

Mr P Roberts

Assistant Headteacher/Head of School

January 2024



## English (Language and Literature)

English GCSE is a compulsory National Curriculum subject for all students in Years 10 and 11. At Urmston Grammar all students take two GCSEs: English Language as well as English Literature.

For English Language students will sit two terminal examinations. They will be presented with challenging texts and will evaluate them critically, identifying and interpreting themes, ideas and information. Also, students will be asked to create their own texts, showing off the control and mastery of technique, vocabulary and sentence structure they have learnt over the two-year course.

Speaking and Listening skills, though not part of the English Language qualification are still examined by a stand-alone assessment and are still greatly valued: there will also be many opportunities throughout the two years for students to practise and perfect these skills and increase their confidence in talking before the class.

English Literature is also examined through two terminal examinations for which students write essay questions on a 19th Century Novel, a Shakespeare Play, a Modern Novel or Play, and a range of Poetry they have studied throughout the two-year course. As students will be expected to respond to complex literary texts that they will not have seen before they will have many opportunities to engage with a huge range of different texts, appreciating, and hopefully enjoying, how different authors prompt such a diverse range of reactions from their readers.

### Useful websites

Specification: [www.aqa.org.uk/subjects/english/gcse](http://www.aqa.org.uk/subjects/english/gcse)

Wider reading: <https://www.bl.uk/learning/online-resources>

Guidance: [www.bbc.co.uk/education-bitesize](http://www.bbc.co.uk/education-bitesize)

Key personnel: Ms L C Derby – Head of English

## Mathematics

### **Overview**

Mathematics is a Core National Curriculum subject and gaining a high grade is a major indicator to employers and universities of students' key problem-solving skills. The specifications aim to develop; fluency, the ability to work and reason mathematically, problem solving skills, and enjoyment of this inspiring subject.

At Urmston Grammar, we also aim to develop students' resilience and self-confidence when faced with challenging problems. In Years 10 and 11, all students will follow the higher tier programmes of study for Key Stage 4.

Although year 10 is the formal start to the GCSE Mathematics course, topics covered in year 9 will form an important basis for this work.

Students are set according to mathematical ability within each section; however, every student will cover the same content during the course, just at a different pace.

### **Examinations**

The exam comprises 3x90 minute papers, first will be non-calculator. The papers include a mixture of topics, with no specific topics on each paper. Within the content of the GCSE, there continues to be a strong emphasis on students choosing their own strategies with fewer structured questions. Students will always benefit from setting out their working logically and neatly and this is also expected in their everyday classwork and homework. Good written and mental arithmetic, therefore, remains essential, as does appropriate use of scientific calculators. It is most important that students bring equipment to all lessons; in particular, they should have their own scientific calculator in each lesson. At GCSE, students may benefit from buying the new Casio FX991 EX 'classwiz' calculator as it contains functions which will enhance students' ability to check answers. These are available through ParentPay and, for anyone who continues to A Level Mathematics, these calculators are essential.

### **Progress and Assessments**

Students are tested at appropriate intervals and they are expected to revise thoroughly for all tests and examinations. Student attitude is crucial to success in Mathematics; high grades can be achieved by learning facts and techniques, practising lots of exam style questions and seeking teacher's help when problems arise.

### **Useful websites**

Dr Frost Maths – [www.drfrostmaths.com](http://www.drfrostmaths.com)  
Maths Genie – [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)  
Corbett Maths – <https://corbettmaths.com>  
BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/z9p3mnb>  
Edexcel specification  
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Key personnel

Ms G Cookson (Head of Mathematics)

## Drama

### **Why Study this subject?**

In Drama lessons you are encouraged to explore and engage actively in a wide range of creative activities to enable you to develop as a successful and independent learner. You will be given opportunities to demonstrate competence in a range of practical, creative and performance skills. You will learn how to work imaginatively and creatively in collaboration with others; generating, developing and communicating your ideas. You will develop a multitude of skills, including collaboration, communication and an understanding of how to evaluate and make progress.

The course is a balance between engaging prescribed texts and stimulating devising work. This will provide you with variety, challenge and fun.

### **What will I study?**

Component 1 (40%) Devised performance – Create, rehearse and perform a piece of drama – Evaluation of the devising process and performance.

Component 2 (20%) Performance from text – Presentation of 2 key extracts from a performance.

Component 3 (40%) – Theatre makers in practice – Written examination – Practical exploration of the study of one play – Live theatre evaluation.

### **How will I be assessed?**

Component 1 (40%) – 60 marks

This is internally assessed by the Drama department and externally moderated. The assessment is broken down into 2 parts:

- 1) A portfolio examining the entire devising process
- 2) A performance of the devised performance

Component 2 (20%) – 48 marks

This is externally assessed by a visiting examiner

Component 3 (40%) – 60 marks

This is a 90-minute written examination:

- Section A (45 marks) – One question in 6 parts on an unseen extract from the chosen performance text studied
- Section B (15 marks) – Two questions on a live theatre performance seen during the course (pupils can take in up to 500 words to support them )

### **Is this course for you?**

This course is perfect for you if you have a genuine interest in theatre and performance, along with a willingness to work collaboratively and creatively. You will learn to love theatre, improve confidence, concentration and memory, develop higher order thinking, empathy, imagination and cooperation skills and have fun while learning.

### **Professional skills**

You may not wish to pursue a career as a performer, but many career paths are opened by studying Drama. Performance is only part of the picture, you may wish to consider set and costume design, lighting, sound or props, perhaps even a theatre director.

Your developed skills will benefit careers in marketing, advertising, law, teaching or Sales.

Entrepreneurs and Business leaders need the skills to communicate ideas and collaborate with others.

### Useful websites

[Edexcel GCSE Drama \(2016\) | Pearson qualifications](#)

[LAMDA Exams | London academy of music & dramatic art](#)

[Young Company | Discover... Young People | Get Involved | Royal Exchange Theatre](#)

[Schools & Colleges - HOME \(homemcr.org\)](#)

[What's on in Manchester & Surrounding Area \(manchestertheatres.com\)](#)

Key personnel: Mrs H Glen (Head of Drama)

## Music

Music GCSE is a highly sought-after qualification that showcases an impressive breadth of ability. We believe it to be an essential choice for an existing musician. If you play an instrument or sing to grade 3 or equivalent standard, you already have 30% of the GCSE course covered and there is no requirement to be able to read music. We can advise you on your suitability for the course in advance of your options decision.

Music GCSE is an excellent choice to display your talent and commitment to your instrument but also demonstrates technical and creative skill. It provides a fantastic contrast within your GCSE subjects that impresses Universities and future employers. It does not narrow your options to music-only routes, it opens opportunities across multiple platforms. Music has a strong analytical and academic content but allows for freedom of expression through significant amounts of practical coursework. GCSE Music students also have access to exciting trips and creative opportunities both in and outside school, including a Performing Arts residential trip.

There are three components to the course.

<b>Performance Coursework</b>	<b>30%</b>	<b>Composition Coursework</b>	<b>30%</b>	<b>Listening Exam (Summer Y11)</b>	<b>40%</b>
Two performances, including 1 minute of ensemble performance, in any style that you like.  You record a minimum of 4 minutes total and can re-record until you are happy with the finished performance.		Two compositions, one completed each year, composed using live instruments or software.  You compose a minimum of 3 minutes total and create one 'free' composition in any style you choose.		An exam paper which tests your ability to listen to contrasting genres of music and appraise the key features, instruments and style.  Topics include film music, world music, Pop 1950-2020 and the orchestral Concerto.	

You receive significant individual support in GCSE, with ample time given to you one-on-one, mentoring you through your composition development and nurturing your talents and skill as a performer.

Useful websites

OCR Music GCSE specification:

<https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>

Ms Langham's Youtube page:

<https://www.youtube.com/channel/UCKmPNt3zFr3j7wtU2ScDrjQ>

BBC Bitesize <https://www.bbc.co.uk/bitesize/examspecs/zv7gxyz>

Key personnel: Ms J Langham (Head of Music)

## Physical Education

Physical Education GCSE is 40% practical and 60% theory. To achieve to the highest standards, students will need to show skill in at least 3 practical activities. In addition, they will also need to maintain high standards in the accompanying theoretical work. The GCSE will provide students with a subject that is recognised as part of applications for 6<sup>th</sup> form, further education and employment.

The lessons will be clearly defined as practical or theory lessons. All students will also undertake statutory core PE lessons alongside their GCSE studies.

The examination will contain a mixture of multiple choice and objective test questions, along with short and extended answer questions.

Practical performance will be assessed in 3 physical activities in the role of player/performer (One in a team activity, one in an individual activity and one in either)

GCSE PE should be viewed as a self-contained option, not an extension of PE lessons. Homework will be set weekly and there are high standards expected in all aspects of the course.

### Useful websites

#### AQA specification

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/changes-for-2021>

Key personnel: Mr M. Bradshaw (Head of PE)



## Geography

### **Key information**

We follow OCR specification B (link included) which is based around eight key topic areas, and fieldwork, giving students a wide variety of knowledge and skills; offering a good mix of topics studied lower down the school with new, never before studied topics. It is a popular choice and current students say that lessons are enjoyable, topical and relevant. We run drop in support sessions at lunch throughout the year and maintain excellent resources in student sharepoint.

### **Fieldwork**

There will be at least two days of fieldwork undertaken outside of school, currently this is delivered as a residential in Wales in May. This is to build on topics taught in school and to gain many transferable skills, such as: observations, measurements, data collections, map use, diagram and graph construction and interpretation, reaching evidenced conclusions. Fieldwork is explicitly examined on both Paper 1 and 2.

### **How will you be assessed?**

There are 3 written examinations, which are graded using a numeric system with 8 and 9 being the highest grades. Paper 1 tests 4 physical topics whilst Paper 2 tests 4 human topics. Paper 3 is a synoptic, often decision making, style (testing a mixture of human and physical)

The course involves the study of a wide variety of places and topics and learners will be encouraged to make links between topics and challenge ideas and concepts through an enquiring approach. Case studies used are often currently in the news, making it a very relevant and up to date course. Geography helps you to develop a wide range of skills, including the use of primary and secondary data sources, critical analysis of issues and arguments and the use of information technology. Geography is an academic qualification recognised by a wide range of professions and career areas, including education, law, media, business and finance. It is also recognised as a science because of the Physical Geography elements. In 2022, 42% of students achieved a grade 9, 82% of GCSE students achieved grades of 7-9, with 32% exceeding their target grade. Many of our GCSE students go on to study the topic at A Level, in 2019 13% of our A-level students exceeded their target grade with over a quarter achieving A and A\* grades.

Useful websites

<https://www.ocr.org.uk/Images/207307-specification-accredited-gcse-geography-b-j384.pdf>

Key personnel: Ms C Bramwell (Head of Geography)

## History

### **Overview**

Why, in 1069, did the people of Yorkshire resort to cannibalism in order to survive and why, in 1870, did a Glaswegian surgeon think it would be a good idea to spray acid all over his patient throughout an operation? Why, in 1930s Germany, were women awarded medals for having eight children and why, in 1962, did the world come close to total annihilation. Why, in 1939, were over half a million Germans banned from buying a lottery ticket by the government and why, in 1078, did the simple act of urinating cause a civil war in England? If you are intrigued by these questions, then perhaps GCSE history is for you. You will certainly be able to find out the answers to them if you come and study the Pearson/EDEXCEL GCSE history course with us in the history department. In addition to investigating some fascinating stories we also teach some important academic and life skills in history. You will learn how to assess and judge the value of evidence, how to interpret, dissect and evaluate an argument and you will learn how to construct and support your own interpretations and conclusions.

### **Course content**

GCSE history is comprised of four modules. In year 10 we begin with the British depth study – an investigation of Anglo-Saxon and Norman England – before completing the thematic and historic environment module – an investigation of medicine and health in Britain from 1200 to the present day and an investigation of trench warfare and medical treatment in WWI. In the summer of year 10 we start the period study and finish with an in-depth investigation of German history from 1918 to 1940. We are in the process of changing our depth study so, at this point in time, the topic is TBC, but it will be the Cold War or the Arab-Israeli conflict. We are also aiming to take history students to the Thackray Museum in Leeds as part of the medicine and health unit.

### **Assessment**

GCSE history is assessed through three exam papers at the end of year 11. There is no coursework.

Useful websites

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Key personnel

Dr M McPartland (Curriculum Leader for Humanities and Head of History)

## Religious studies

**“Diversity is the hardest thing for a society to live with, but the most dangerous thing for a society to be without” - William Sloan Coffin Jr**

### **Subject Intent**

It is our firm belief that in order to understand the world, you need to understand religion. Religion is so intertwined in our history, society and culture. Through a variety of teaching strategies, study of diverse world views and current issues we enable our students to understand what's going on in the world and break it down so they can make sense of it.

Learning about different faiths, cultures and lifestyles is one of the many lessons that Religious Education offers. In fact, no other subject provides the same opportunity to learn about different communities from around the world. The Religious Education curriculum at Urmston Grammar gives students a chance to develop an understanding of different cultures and an empathy for people from all walks of life.

Throughout the course, students are taught to think critically. Through debate students develop their reasoning skills and ability to appreciate opinions that differ from their own. By the end of the course students are well equipped to effectively articulate their own beliefs, interrogate arguments, to question and evaluate effectively.

### **GCSE RE**

At Urmston Grammar all students undertake GCSE Religious Studies and begin to explore the specification content in Year 9. The GCSE in Religious Studies allows students to engage with the key beliefs, teachings and practices in Christianity and Islam, whilst also studying some of the key themes in philosophy, ethics and contemporary moral issues. The course enables students to examine in detail, teachings and attitudes from the main world religions on issues such as war, animal rights, abortion, crime and punishment and euthanasia. Students are also encouraged to engage in discussion and lively debate on their personal response to such issues.

### **How is it assessed?**

The course is assessed through two exams, both sat at the end of the course in Year 11. One of the exams will assess understanding on religious beliefs and practices, the other will focus on ethical, philosophical and moral issues.

### **Why study it?**

Religious Studies is a valuable qualification that will significantly broaden students' understanding of the world around them and provide a firm foundation for future study. Students' from all backgrounds benefit from studying the qualification; all that is needed is an open mind and a willingness to engage in discussion. For those wishing to pursue careers in politics, journalism, education, medicine, law or social work, a GCSE in Religious Studies is invaluable.

#### Useful websites

We follow AQA specification A with a key focus on Christianity and Islam, the link below will take you to the specification.

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance>

Key personnel: Miss H Stedman (Head of RE)

## Business

**Is this the right subject for me?** Business is new for all students at GCSE. If you are interested in business, what it takes to be a great entrepreneur, or if you want to start your own business one day, this could be the subject for you.

This course is both active and enjoyable, especially for those with an enquiring mind and who want to learn more about the world around them. You need to be good at communicating and explaining your ideas, and not afraid of learning new things and working with numbers to solve business problems. You will learn how to be a creative thinker and how to make decisions. What's more, you will also learn about the world of business through research and investigation, as well as through practical tasks. If you enjoy watching TV programmes like *The Apprentice* and *The Dragons Den*, then you will certainly enjoy GCSE Business.

**What will I learn?** Initially, you will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity and turn that into a successful business. In the second unit, you will focus on how and why businesses make the decisions they do; this may be decisions relating to operations, finance, marketing or human resources. You will also develop the ability to analyse, solve problems and evaluate business opportunities, helping to develop your business acumen for the future.

**How will I be assessed?** At the end of the two-year course, you will take two 1 hour-45minute, written examinations; both exams follow the same format with a mixture of multiple choice, calculations, short-answer, and extended-writing questions; questions in sections B and C will be based on business contexts given in the paper.

**What can I do after I've completed the course?** Business subjects are now some of the most popular courses at universities, and their graduates command the highest salaries. This course helps you prepare for A Level study in Business or Economics, and for future careers in Accountancy, Law, Banking, Marketing, Sales or HR. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating, and working as part of team. These are transferable skills, crucial in almost any career path.

Useful websites

[http://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE\\_Business\\_Spec\\_2017.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf)

Key personnel: Mr D Kearns (Head of Business); Mr B Hains (Lead teacher)



## Modern Foreign Language

### Studying both French and German to GCSE

All Year 9 students are currently studying one Modern Foreign Language. A small number of students are continuing a second Modern Foreign Language during lunchtime sessions. Continuing with both French and German is an option for these students only. Advantages include:

- typically attaining a very high grade in **both** languages as the French and German exams follow an **identical** format.
- gaining a **deeper understanding of languages**, which makes it easier to learn new languages in the future.
- for at least one of your languages, a **small teaching group** with all the benefits this offers.

### Your GCSE language

At Urmston Grammar we are committed to students studying a language to GCSE. Students begin studying either French or German in Year 7 and this is the language they will continue to GCSE.

### GCSE French and German exams

You won't be surprised to learn that these assess **listening, speaking, reading** and **writing** including **translation** so that, by the end of the course, you will aim to have mastered the basics. Whether you enjoy trying out your language on holiday, want to have an extra asset as an employee or employer who can talk with clients in their own language, or even want to end up studying or working in a French or German-speaking country **it all starts with GCSE!**

Useful websites

Specifications/course information

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

<https://www.aqa.org.uk/subjects/languages/gcse/german-8668>

Key personnel:

Curriculum leader: Mr A Elston

Head of German: Mr S Cummins

Head of French: Mr M Bridge

## Science

At Urmston Grammar we offer two possible pathways in GCSE Science. **Combined Sciences** which lead to **TWO** science GCSEs (in combined Biology, Chemistry and Physics) or **Separate Sciences** which leads to **THREE** science GCSEs (in Biology, Chemistry and Physics).

All pupils will study the core parts of the Biology, Chemistry and Physics subject specifications. Both pathways enable pupils to qualify to study A level Sciences.

### Pathway 1:

Combined Sciences involves working with **a shorter subject specification** that includes the core science content.

You will take two **shorter examination papers** (2 x 1 hr 15 mins) in each of the three sciences.

Pupils studying combined sciences will have a teaching allocation of **4.5 hours per week**.

### Pathway 2:

Separate Sciences involves working with **a more detailed subject specification** that includes extended subject content.

You will also take two **longer examination papers** (2 x 1 hr 45 mins) in each of the three sciences.

Pupils will study sciences for **7 hours per week**.

### Who should study Combined Sciences?

- Pupils who enjoy science, but whose interests and aptitude may be in other subject areas.
- Pupils who may wish to choose a different subject option other than separate sciences.
- Pupils who wish to devote more time to studying their other GCSE subjects.
- Pupils who wish to spend additional revision time on other subjects.
- Pupils who wish to choose a broader range of GCSE subjects.
- Pupils who may still decide to study A level sciences (with grades appropriate for sixth form entry).

### Who should study Separate Sciences?

- Pupils who have an aptitude for and enjoy all three sciences.
- Pupils who are confident scientists in all three sciences.
- Pupils who are clear that they wish to study a reduced variety of GCSE options, but with more science content.
- Pupils probably considering A level sciences in the sixth form.
- Pupils who enjoy the challenge of studying three sciences and the increased demand of studying additional content.
- Pupils able to commit more time to science to prepare for the extended examination papers

#### Useful websites

[AQA.org.uk](http://AQA.org.uk) (examination board for past examination papers, subject specifications and course information)

[www.bbc.co.uk/bitesize/science](http://www.bbc.co.uk/bitesize/science) (revision and subject-related activities)

[www.gcsepod.com](http://www.gcsepod.com) (online revision tutorials accessed via school subscription)

#### Key personnel

Dr. O. G. Richards (Head of Biology & Curriculum Leader for Science)

Mr T. Parker (Head of Chemistry)

Mr R. Murray (Head of Physics)

## Food Preparation and Nutrition

GCSE Food Preparation and Nutrition is a topical, exciting and diverse subject that equips you with the knowledge, understanding and skills required to apply the principles of food science, nutrition and healthy eating. Food and nutrition specialists are always in demand, playing crucial roles in everything from product development to public health. The study of food and nutrition provides a solid academic education and practical training for a variety of career opportunities in the food industry, healthcare and dietetics, business & marketing, sport & nutrition, allied health courses, medicine and pharmacy.

The subject content is delivered by a hands-on practical approach to embed and apply theoretical food science and nutritional knowledge creating an enjoyable and rewarding learning environment. High technical practical skills are developed through a range of making activities such as pasta, pastry, butchery, fish, sauces, desserts and bread products. We aim to cook on a weekly basis.

The content is split into the following six topics.

- |   |                      |   |                              |
|---|----------------------|---|------------------------------|
| 1 | Food commodities     | 2 | Principles of nutrition      |
| 3 | Diet and good health | 4 | The science of food          |
| 5 | Food provenance      | 6 | Cooking and food preparation |

The course is assessed in the following ways.

<b>Component 1:</b>	Written Examination 1 hour 45 minutes. <b>50%</b> of the qualification		
<b>Component 2: Non-examination assessment (NEA)</b>  Both assessments are set by the exam board in Year 11.	<b>NEA1: Food Investigation Assessment</b>	<b>15%</b>	<b>NEA 2: Food Preparation Assessment</b>
	You will investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to write a report.		You will plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. This includes a timed assessed practical.

Useful websites:

[Eduqas FPN Specification - https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_overview)

Instagram: urmston\_grammar\_food shows examples of GCSE work

Key personnel : Mrs S Rowlands (Head of Food Preparation and Nutrition)

## Textile/Fashion Design

The Department follows the Art & Design: Textile design specification provided by AQA. The course builds upon the foundations of the National Curriculum And aims to develop each students creative and imaginative thinking through both practical and contextual processes. Students learn to express and communicate ideas, feelings and meanings through Art activities that involve a structured exploration of materials, tools and techniques. The work of artists, craftspeople and designers is integrated into student's practical work in order to provide an understanding of the contexts in which they worked both historically and culturally.

### Areas of Study

Textile design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. In component 1 and 2, students are required to work in one or more area(s) of textile design, such as:

- 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



### Skills

Within the context of textile design, students must demonstrate the ability to use textile design techniques and processes appropriate to their personal intentions, for example:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Weaving</li><li>• Stitching</li><li>• Construction methods</li><li>• Yarns</li><li>• Fibres</li><li>• Textile materials</li></ul> | <ul style="list-style-type: none"><li>• Felting</li><li>• Applique</li><li>• Printing</li><li>• Inks</li><li>• Threads</li><li>• Fabrics</li><li>• Digital imagery</li></ul> |
|---|--|



## Course Structure and Assessment

The course itself consists of two parts:

Coursework Portfolio	60%
Externally Set Assignment	40%

All work produced during lessons and homework from Year 10 to Year 11 is used for the coursework element. This together with the work produced during the exam is displayed in an exhibition at the end of Year 11. It is at this point that final assessments are made. Art and Design is a subject that requires good time management and commitment, but it is also one from which students gain a great deal of enjoyment and satisfaction. It is also a subject that encourages independent thought, ideas and imagination.

## Enrichment Opportunities

- Weekend residential to Conway Centre, Anglesey with fill tuition from practicing artists and teachers.
- Visiting artist practitioners.
- Visits to exhibitions.
- Day trip to Liverpool Architectural tour.
- Day trip to Chester Zoo.



## Careers

There are many career options available to those students who take Textiles/Fashion design. Some examples include:

**ANIMATION** (Video games design, computer animation, 3d animation)  
**ARCHITECTURE** (Naval architect, Landscape architect, industrial design)  
**DESIGN** (Medical illustrator, Graphic design, Website design, interior design, Automobile design, Jewellery design, Logo design, Fashion design).  
**EDUCATION** (Teacher, Art therapist, Journalist)  
**PHOTOGRAPHY** (Wedding photographer, Wildlife photographer)  
**THE LIST IS ENDLESS!**

Useful websites:

<https://theartyteacher.com/ted-talks/> <https://www.aga.org.uk/subjects/art-and-design>



@urmston\_grammar\_art



@UGS\_Art

Key personnel: Mrs L. Nanvazadeh (Head of Art, Design, Photography and Textiles)



## Art & Design: Fine Art

The Department follows the Art & Design: Fine Art specification provided by AQA. The course builds upon the foundations of the National Curriculum and aims to develop each student's creative and imaginative thinking through both practical and contextual processes. Students learn to express and communicate ideas, feelings and meanings through art activities that involve a structured exploration of materials, tools and techniques. The work of artists, craftspeople and designers is integrated into student's practical work in order to provide an understanding of the contexts in which they worked both historically and culturally.

### Areas of Study

Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. In components 1 and 2, students are required to work in one or more area(s) of Fine art, such as:

<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Sculpture</li> <li>• Lens/light based media</li> <li>• Printmaking</li> <li>• Mixed media</li> </ul>	<ul style="list-style-type: none"> <li>• Painting</li> <li>• Installation</li> <li>• Photography and the moving image</li> <li>• Land art</li> </ul>
--	--



### Skills

Within the context of Fine art, students must demonstrate the ability

a) to use fine art techniques and processes appropriate to student's personal intentions, for example:

<ul style="list-style-type: none"> <li>• Mark making</li> <li>• Assemblage</li> <li>• Construction</li> <li>• Carving</li> </ul>	<ul style="list-style-type: none"> <li>• Monograph, collagraph and block printing</li> <li>• Film and video</li> <li>• Digital working methods</li> </ul>
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b) Using media and materials, as appropriate to student's personal intentions, for example:

<ul style="list-style-type: none"> <li>• Charcoal</li> <li>• Pen and ink</li> <li>• Pencil</li> <li>• Gouache</li> <li>• Oil paint</li> <li>• Clay</li> <li>• Metal</li> </ul>	<ul style="list-style-type: none"> <li>• Pastels</li> <li>• Crayons</li> <li>• Watercolour</li> <li>• Acrylic</li> <li>• Found materials</li> <li>• Wood</li> <li>• Digital imagery</li> </ul>
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## Course Structure and Assessment

The course itself consists of two parts:

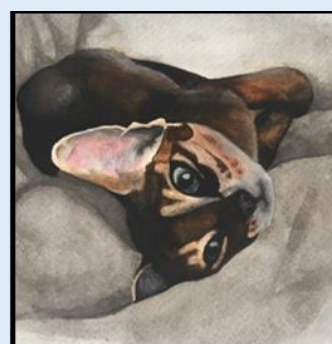
Coursework Portfolio	60%
Externally Set Assignment	40%

All work produced during lessons and homework from Year 10 to Year 11 is used for the coursework element. This together with the work produced during the exam is displayed in an exhibition at the end of Year 11. It is at this point that final assessments are made. Art and Design is a subject that requires good time management and commitment, but it is also one from which students gain a great deal of enjoyment and satisfaction. It is also a subject that encourages independent thought, ideas and imagination.



## Enrichment Opportunities

- Weekend residential to Conway Centre, Anglesey with full tuition from practicing artists and teachers.
- Visiting artist practitioners.
- Visits to exhibitions.
- Day trip to Liverpool Architectural tour.
- Day trip to Chester Zoo.



## Careers

There are many career options available to those students who take Fine Art. Some examples include:

**ANIMATION** (Video games design, computer animation, 3d animation)  
**ARCHITECTURE** (Naval architect, Landscape architect, industrial design)  
**DESIGN** (Medical illustrator, Graphic design, Website design, interior design, Automobile design, Jewellery design, Logo design, Fashion design.  
**EDUCATION** (Teacher, Art therapist, Journalist)  
**PHOTOGRAPHY** (Wedding photographer, Wildlife photographer)

**THE LIST IS ENDLESS!**

Useful websites:

<https://theartyteacher.com/ted-talks/> <https://www.aqa.org.uk/subjects/art-and-design>



@urmston\_grammar\_art



@UGS\_Art

Key personnel: Mrs L. Nanvazadeh (Head of Art, Design, Photography and Textiles)

# Design & Technology

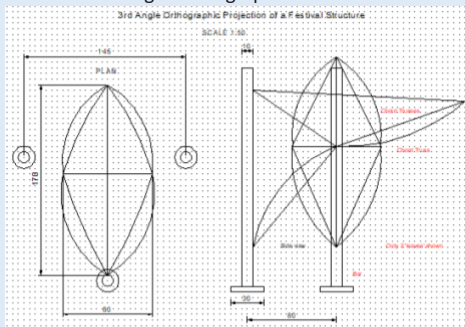
**Overview** - Students design and make an innovative product and study different material technologies and design principles for a single 1 hour and 45 min written exam.

**Careers** - This is a course for students interested in design related careers in Architecture, Engineering, Product Design or Graphic Design.

## Details

<p><b>Component 1</b></p> <p><b>Exam: 50%</b></p> <p>100 marks</p> <p>Single 1 hour 45 min written Paper with two sections A and B</p>	<ul style="list-style-type: none"> <li>Section A – <b>40</b> marks - Core Technologies - builds upon material areas taught in KS3 i.e. Electronics (systems), Materials (Woods, Plastics) and Graphic Products.</li> <li>Section B - <b>60</b> marks - Specialist section - Systems (electronic products with mechanisms) – builds upon electronic products taught in KS3 (light, lamp and speaker)</li> <li>Maths Content - <b>15</b> marks in the exam are applied Maths calculations on topics such as geometry, ratios, percentages, mechanical efficiency and bending moments.</li> </ul>
<p><b>Component 2</b></p> <p><b>Project: 50%</b></p> <p>100 marks</p> <p>30-35 hours</p>	<ul style="list-style-type: none"> <li>Select a design challenge from a choice of contexts - architecture, Systems (engineering), Graphic design or a combination.</li> <li>Assessed in four areas -Investigation, Design and Development, Make and Evaluation</li> <li><b>Folder</b> - A maximum of 20 succinct A3 pages demonstrating ICT and Graphic Communication skills including CAD.</li> <li><b>Make</b> – Construct 3D development models, electronic circuits and a final prototype product using a range of hand and machine tools (including CAM i.e. a Laser cutter and 3D printer)</li> </ul>

3<sup>rd</sup> Angle Orthographic

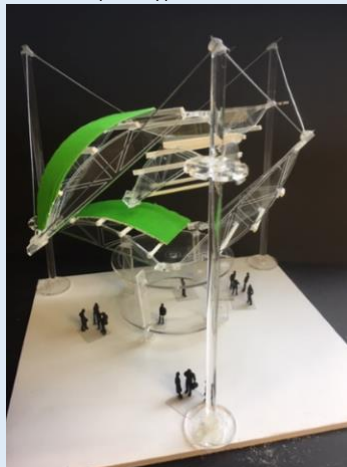


Sample of work at UGA

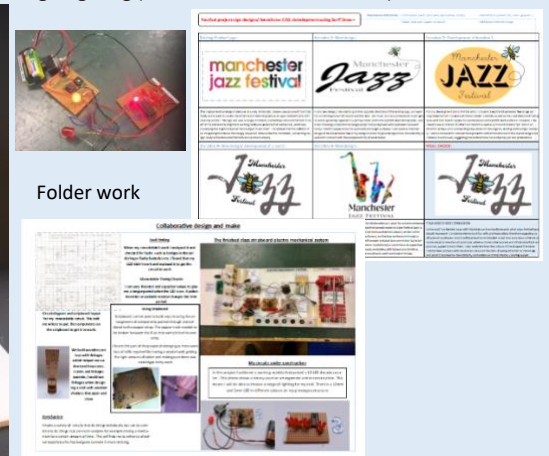
**Evan Hault (Level 9 – 2019)**

Jazz Festival Stage with leaf forms (biomimicry)

Laser-cut prototype



Stage Lighting (Astable and decade counter)



Folder work

## Useful websites

Course specification: [edexcel-gcses/design-and-technology-2017.html](http://edexcel-gcses/design-and-technology-2017.html) School visit: [newdesigners.com](http://newdesigners.com) Design inspiration: [makezine.com](http://makezine.com) [iconeye.com](http://iconeye.com) [designweek.co.uk](http://designweek.co.uk) [creativereview.co.uk](http://creativereview.co.uk)

Key personnel – Mr T. Barber (Head of Design and Technology)

## Computer Science

We offer a full GCSE course to study Computer Science no matter what career plan you have, since the skills and issues developed throughout the course feed into many other GCSE subjects. Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in Computer Science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

**Topics covered in the course: -**

### **Principles of Computer Science (Written Exam 50%)**

#### **Topic 1:**

Computational thinking & AI – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.

#### **Topic 2:**

Data – understanding of binary, data representation, data storage and compression.

#### **Topic 3:**

Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.

#### **Topic 4:**

Networks – understanding of computer networks and network security.

#### **Topic 5:**

Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

### **Application of Computational Thinking (Practical Exam 50%)**

- understanding what algorithms are, what they are used for and how they work in
- relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs

This practical paper requires students to design, write, test and refine programs in order to solve problems.

Students will complete this assessment onscreen using their Integrated

Development which will be Python IDLE. They will be provided with:

- coding files

- a hard copy of the question paper
- the Programming Language Subset Code which they will edit.

Useful websites

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Key personnel - Mr S Verma (Head of Computer Science)

## Year 9 post-16 Pathways

The following provides a summary of opportunities that GCSE study may lead to

### Art

**A-levels** including Art or Textiles

**BTEC/vocational courses** including Art & design, Fashion and textiles, Hair and Media make-up

**Advanced apprenticeships** including Beauty therapy, Design engineering, Fashion studio assistant and Hairdressing

**T-levels** in hairdressing, barbering and Beauty therapy

### Business

**A-levels** including Accounting, Business, Economics and Law

**BTEC/vocational courses** including Applied law with Business and Business with accounting

**Advanced apprenticeships** including Assistant accountant, Business administrator, Customer service specialist, Digital Marketer, HR support and Retail team leader

**T-levels in** Digital business services and accounting

### Computer Science

**A-levels** including Computer Science, Maths and Physics

**BTEC/vocational courses** including Computer Science and Digital technologies

**Advanced apprenticeships** including IT solutions technician, Infrastructure technician and Software development technician

**T-levels** in Digital support services

## Design Technology

**A-levels** including Graphic design and 3D/Product design, graphic design, fashion and textiles, A-level engineering

**BTEC/vocational courses** HNC, Diploma and foundation degree in product design, Engineering, Graphic design; diploma in Fashion & textiles

**Advanced apprenticeships** HND in Building engineering and architecture, Level 2/3 apprenticeships in product design, graphic design, engineering and textiles/apparel

**T-levels** in Design, surveying and planning for construction

## Drama

**A-levels** including Dance, Drama & Theatre studies, English language and English literature

**BTEC/vocational courses** including Performing arts (Acting, Dance, Musical Theatre & Technical theatre production)

**Advanced apprenticeships** including Community Arts, Live event technician, Technical theatre lighting and Sound stage.

**T-levels** in Media, broadcast and production

## English

**A Levels** including in English Language; English Literature; Film Studies; Media Studies

**BTEC/vocational courses** including in Business; Childcare & Education; Health & Social Care; Journalism; Creative Media Production; Travel & Tourism

**Advanced apprenticeships** including in Community Arts; Creative & Digital Media; Legal Services; Library, Information & Archive Services Assistant; Marketing Assistant; Junior Content Producer; Teaching Assistant; Travel Consultant

**T Levels** including in Health

## Food preparation and Nutrition

**A-levels** including Biology and Chemistry, Business Studies, PE, Sociology, Psychology, Maths

**BTEC/vocational courses** Culinary skills Level 2 leads to Level 3 Diploma in professional Chef or Level 3 diploma in professional pastry chef

**Advanced apprenticeships** including Food technologist, Food and drink maintenance engineer, Food and drink advanced process operator, supply chain practitioner, advanced butcher, advanced baker.

**T-levels** including Catering

## Geography

**A-levels** including Geography, Biology, History, English, Business Studies, Psychology, Sociology, Economics, Chemistry and many more.

**BTEC/vocational courses** including Construction and Built environment, Travel and Tourism.

**Advanced apprenticeships** including Infrastructure planning, Urban planning, Environmental stewardship, data/policy analyst (e.g. for government departments such as DEFRA or Transport) insurance/finance sector doing risk management, geospatial mapping, landscape technicians and sustainability specialist.

**T-levels including** Agriculture, Land management and production, Building services, Engineering for construction, Design, Surveying and Planning for construction.

## History

**A-levels** including Ancient History, Classical civilisations, History, Law and Politics

**BTEC/vocational courses** including Applied Law with Business, Creative media production (TV and Film)

**Advanced apprenticeships** including Legal services, Marketing assistant, Teaching assistant and Team leader/Supervisor

**T-levels** including Legal services



## Maths

**A Levels** including in Accounting; Computer Science; Economics; Maths; Further Maths

**BTEC/vocational courses** including in Applied Science; Business; Computer Science; Engineering; Space Engineering

**T Levels** including in Design and Development for Engineering and Manufacturing

**Advanced apprenticeships** including in Assistant Accountant; Building Services Design Technician; Civil Engineering Technician; Engineering Technician; Maintenance & Operations Engineering Technician; Software Development Technician

## MFL

**A-levels** including French, German and Spanish

**BTEC/vocational courses** including Aviation operations and Travel & Tourism

**Advanced apprenticeships** including Aviation ground specialist, Logistics operations and Travel consultant

**T-levels** including Management & administration

## Music

**A-levels** including Drama & Theatre and Music

**BTEC/vocational courses** including Music performance, Music technology and production and Vocal artist

**Advanced apprenticeships** including Community arts, Live event technician and Technical theatre (Sound & stage)

**T-levels** including Digital production, Design & development

## PE

**A-levels** including Biology, Health and social care, PE and Psychology

**BTEC/vocational courses** including Sport, Sport & Exercise Science, Uniformed public services

**Advanced apprenticeships** including Armed forces, Leisure operations and management, Outdoor activity instructors, sports development, physiotherapy.

**T-levels** including onsite construction

## Textiles

**A-levels** including Textiles; Art and Design; Media studies

**BTEC/Vocational courses** including Fashion and textiles; Art and design; Graphic design; Creative media

**Advanced apprenticeships** including Fashion studio assistant; Textile designer; Costume designer; Fashion designer; Interior designer

**T-Levels** including Craft and design; Digital production; Design and development; Design and development for manufacturing and engineering & manufacturing

## RE

**A Levels** including in Criminology; Philosophy & Ethics; Psychology; Religious Studies; Sociology

**BTEC/vocational courses** including in Childcare & Education; Health & Social Care

**Advanced apprenticeships** including in Lead Adult Care Worker; Senior Healthcare Support Worker; Teaching Assistant

**T Levels** including in Education and Childcare

## Sciences

**A Levels** including in Biology; Chemistry; Maths; Physics

**BTEC/vocational courses** including in Animal Management; Applied Science; Building Services Engineering; Electrical/Electronic Engineering; Forensic Science; Health & Social Care

**Advanced apprenticeships** including in Civil Engineering Technician; Dental Nurse; Laboratory Technician; Maintenance & Operations Engineering Technician; Pharmacy Technician; Veterinary Nurse

**T Levels** including in Animal Care and Management; Engineering, Manufacturing, Processing and Control; Healthcare Science; Maintenance, Installation and Repair for Engineering and Manufacturing; Science

### Making your choices

Option choices will be made via the digital form you have been sent. Please note the deadline for these options is **Friday 24<sup>th</sup> February 2023**

# Careers Education, Information, Advice & Guidance (CEIAG) at Urmston Grammar School

My name is Amy Marshall. I am the CEIAG Co-ordinator at Urmston Grammar School, and I work Tuesdays, Wednesdays, Thursdays, and Fridays. I am on the Career Development Institute (CDI) Professional Register meaning that I am fully qualified and committed to continuous professional development and I provide impartial CEIAG.

In order to inform you of how I mainly work with the students during their time at Urmston Grammar School, I will summarise the key current provision below. Lunch time drop in is also every Wednesday from 1:30pm-2:15pm whereby any student in Year 7-13 can call in to see me for guidance when necessary, and I promote this regularly.

## Year 9

- 15 minute presentation during PSHE in January to introduce myself, Careers and post-14 options to students and explain how I will be working with them.
- Presentation at KS4 Options Evening in January to introduce myself and Careers to parents/carers.
- 60 minute group work sessions in January to students to introduce them to eClips and GMACS/Xello careers programs for post-14 choices and career planning/research.
- Attendance at Year 9 Parents Evening in January so that students and parents have access to impartial IAG before KS4 options forms are completed.
- 30 minute one to one guidance interviews with up to 30 students in January and February.

## Year 10

- 60 minute group work sessions in June to students to introduce them to post-16 options choices, provide information to take away for further research and students complete the Careers Questionnaire to indicate future plans to help me prioritise for Year 11.

## Year 11

- 30 minute presentation during PSHE in September to students reminding them of post-16 options choices and how I will be working with them and providing information to take away including 6<sup>th</sup> Form/College Open Days information.
- 60 minute group work sessions in September to students to remind them of eClips and GMACS/Xello and introduce them to the Indigo Unis careers

program and the UCAS and Apprenticeship websites for post-16/18 choices and career planning/research.

- 30 minute one to one guidance interviews with all students from September till the end of November.
- Attendance at the Sixth Form Information Evening in November so that students and parents have access to impartial IAG before post-16 application forms are completed.
- Attendance at Year 11 Parents Evening in January so that students and parents have access to impartial IAG.
- Apprenticeship sessions in December, January, and February to support those students wanting to gain an apprenticeship in registering on websites and making applications to training providers.
- 20-30 minute guidance reviews from December to March to support those students that need extra help or those without alternative plans that don't meet or are close to the entry requirements for the Sixth Form.

### Year 12 & Year 13

- 20 minute presentation during PSHE in February to Year 12 students to inform of post-18 options choices and how I will be working with them and reminding internal students or introducing to external students eClips, GMACS/Xello and Indigo Unis careers programs and UCAS and Apprenticeship websites.
- 30-45 minute one to one guidance interviews with all Year 12 students from February till the end of July.
- 20-30 minute guidance reviews from March till July to support Year 12 students that are considering alternatives to university including apprenticeships, employment or gap year, those that are considering university but have no idea of what to study, or those that are considering leaving.
- 20 minute presentation to Year 12 parents in May at the Post-18 Options Evening.
- 45 minute presentation during PSHE in May to Year 12 students on alternative options to university.
- 30-45 minute one to one guidance interviews with Year 13 students that are not applying to university and those that need guidance as they are unsure of their post-18 plans.

If you would like to become familiar with the careers programs available to the students you can log on or ask the students to set up accounts as detailed below.

**eClips** - Log onto <https://www.eclips-online.co.uk/>

The login Password is: **Available within the Careers folder within Student SharePoint**

eClips is useful for researching specific careers or careers relating to subjects of interest

**GMACS/Xello** – Log onto <https://www.gmacs.co.uk/>

Click on 'Xello login' (Enter Username (school e-mail) & Password (date of birth entered as **DDMMYYYY**) then **choose a new password** - you can reset your password if you need to)

These websites are useful for researching post-16 study, apprenticeship and training options and students can research careers and record their careers related experiences

**Indigo Unis** - Log onto <http://www.indigo.trotman.co.uk/default/login>

The Username/Password is: **Available within the Careers folder within Student SharePoint**

Indigo Unis is useful for researching universities and degree courses

Should you wish to contact me at any point, for example to request an earlier Careers Guidance Interview for your child, please do not hesitate to phone me on the days when I am at Urmston Grammar or e-mail me at [amarshall@urmstongrammar.org.uk](mailto:amarshall@urmstongrammar.org.uk)

## Year 9 – Choosing Your GCSEs & Post-14 Options

### 10 Useful Websites & Resources (for Students & Parents/Carers)

## **1. Year 9 Options Booklet**

**2. Speaking to People (including family, teachers who know you well, Careers Adviser, older students, friends)**

## **3. eCLIPS, GMACS/Xello and Indigo Unis careers programs at Urmston Grammar School**

Access the Careers folder within Student SharePoint or note them on the Careers noticeboard outside the LRC for the log in details and passwords (as these cannot be published online as this would be a breach of contract)

**4. National Careers Service** – <https://nationalcareers.service.gov.uk/home>

**5. icould** – <https://icould.com/>

Choosing your GCSE options – <https://icould.com/stories/choosing-your-gcse-options/>

Choices at 14: video – <https://icould.com/stories/choosing-your-gcse-options-video/>

Real-life career videos – <https://icould.com/explore>

**6. Start** – <https://careers.startprofile.com/page/home-page>

Start is a free, online careers platform, designed to connect 11-18 year olds with their future career potential

Education overview – <https://careers.startprofile.com/page/education-overview>

**7. Brightside Bright Knowledge** – <https://www.brightknowledge.org/education/year-911>

GCSEs explained – <https://brightknowledge.org/education/gcses-explained>

**8. Careers Pilot** – <https://www.careerpilot.org.uk/>

GCSEs – <https://www.careerpilot.org.uk/information/gcses>

Careers linked to GCSE subjects – <https://www.careerpilot.org.uk/job-sectors/subjects>

**9. The Buzz Quiz** – <https://careerswales.gov.wales/buzzquiz>

Discover strengths and personality type and what jobs might suit you

**10. The Student Room** – <https://www.thestudentroom.co.uk/gcse/#navgcse>

Ask a question on a forum and read existing posts

Amy Marshall

Careers Adviser & Co-ordinator

[amarshall@urmstongrammar.org.uk](mailto:amarshall@urmstongrammar.org.uk)