

2026



BRIDLINGTON SCHOOL

Key Stage 4 Pathways 2026-2028

YOUR FUTURE IS IN YOUR HANDS



BRIDLINGTON
SCHOOL

Dear students and parents/carers

At Bridlington School we recognise the importance of the decisions that students need to make for their transition from Year 9 into Key Stage 4 (KS4). We hope that this booklet will give you information about the courses we offer. These courses and the skills you will develop will prepare you for any future careers or further courses which you may wish to follow.

Before confirming your Pathway and completing your subject choices, please read this booklet carefully, making sure that you have all the information you need and seek advice and guidance from key people around you, including:

- Your parents/carers (they know you best).
- Your teachers and form tutors who can help give careers advice and also tell you how you are progressing in your subject areas.
- Our School Careers Advisor, who will meet with you all during this process.
- Curriculum Leads who can give you more detailed advice on courses and their content.
- Senior staff in school who can help give advice about the Pathways process.

Core/Compulsory Subjects:

- English Language
- English Literature
- Mathematics
- Science
- Humanities (Geography or History)
- Life Skills
- PE

Depending upon the student Pathway, a student may be eligible to take up to 2 additional subjects:

Additional subjects include:

- French
- Reflective Studies (RS)
- Triple Science
- Psychology
- Business
- Creative iMedia
- Art or 3D Design or Textiles
- Photography
- Food
- Drama
- Music

This booklet and the accompanying staff and student videos provide a comprehensive guide to subjects and the Pathways process. However, if you have specific Pathways or subject questions please email us on pathways@bridlingtonschool.org.uk with your child's name and your specific query so we can provide you with the correct help and support.

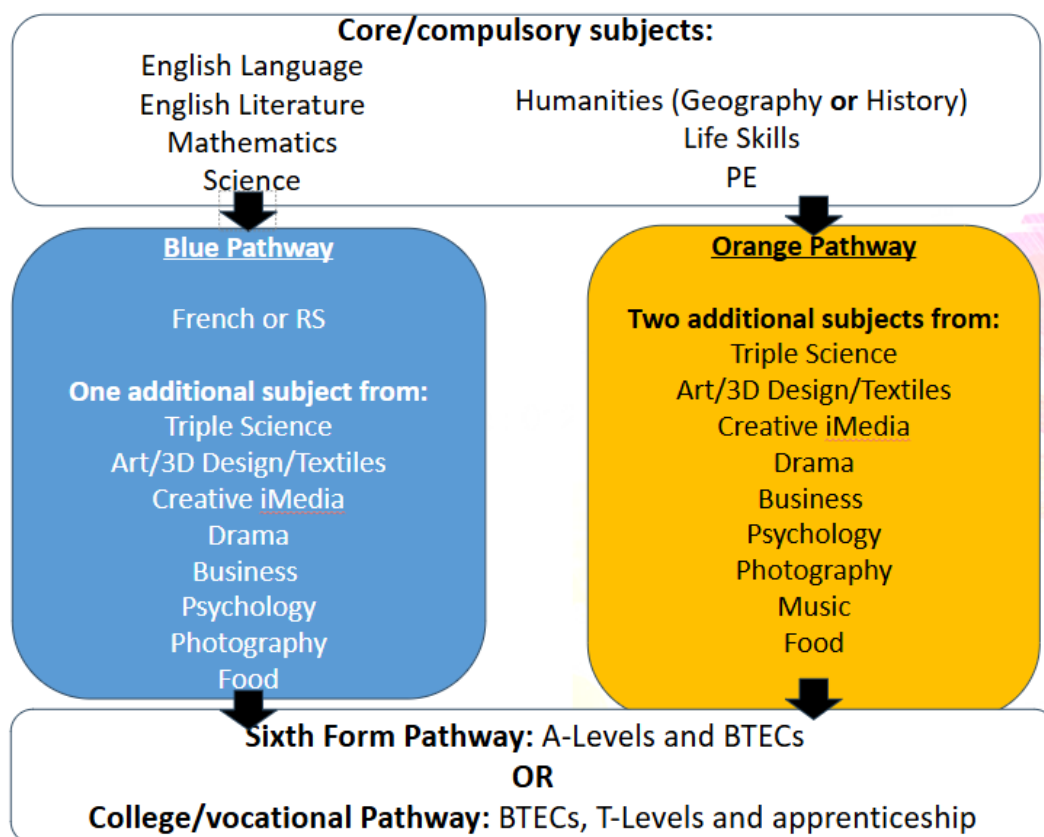
We hope you find the information in this booklet useful and informative.

Yours sincerely,
Mrs Parker-Randall



KS4 Pathways overview:

Your son/daughter will be **recommended** a KS4 Pathway. We recommend either the Blue or Orange Pathway to students based on a range of factors including: their attitude to learning, current working descriptor, prior attainment data and aspirations for the future. The diagram below outlines the likely Pathways that our KS4 Pathways will lead into for KS5.



KS4 Pathways explained

- **Blue Pathway**

Students following this Pathway will study French or Reflective Studies (RS) and **one** additional subject*, alongside the core/compulsory subjects.

- **Orange Pathway**

Students following this Pathway will study **two** additional subjects*, alongside the core/compulsory subjects.

*Additional subjects are listed on page two of this booklet.

Further Information

Why study a modern foreign language?

Learning a foreign language at GCSE level, such as French, opens up a world of opportunities for your future. Not only does it enhance communication skills and cultural understanding, but it also significantly improves your career prospects. Research shows that employees who speak a second language can earn up to 10-15% more than those who don't have a GCSE in a foreign language. Languages are highly valued by employers across many sectors, including business, tourism, and international relations, in fact, studies by the CBI (Confederation of British Industry) show that 66% of UK employers consider foreign language skills important and would be more likely to employ someone with a language GCSE. Many universities also expect applicants to have a GCSE in a foreign language. By studying French, students develop transferable skills like problem-solving and adaptability while preparing for an increasingly connected world where speaking another language will be a gateway to new and exciting possibilities.

Future Pathways

14-16 years	16-18 years	Post 18
GCSE and BTEC (Level 1/2) courses at Bridlington School	A-Levels and BTEC (Level 3) Apprenticeships (advanced or intermediate level) Employment with training Vocational Courses	University Degree Apprenticeships (advanced or higher level) Employment Level 4 Vocational Courses HNDs and HNCs

What Will Happen Next?

KS4 Pathways Timeline

Subject staff will talk to you in lessons about their KS4 subjects studied in Years 10 and 11. You may have an individual discussion with a Curriculum Lead and/or a member of the Senior Leadership Team.

When it is time, please follow the completion instructions on the online Pathways form carefully and ensure that forms are submitted on time. Students will be informed of their final Key Stage 4 courses as soon as all of the Pathways forms are returned and processed. **We will try to give everyone their preferred choices, however, this is not always possible.** This may be due to places on a course being limited by the equipment/resources available, we may need to cancel a course if there is insufficient interest or it may be educationally unwise to agree to Pathways and subjects requested by parents and students. In such instances final decisions will rest with the Headteacher.

Wednesday 17th December 2025 and Monday 19th January 2026 – Pathways information shared in Year 9 assemblies

W/C Monday 12th January 2026 - Students receive Pathways subject information, subject presentations and careers advice for students in tutor times and lessons. Letters will be sent home to parents and carers this week to direct you to the Pathways information on the school website.

Thursday 22nd January 2026 - Year 9 Parent/Carers Evening telling you how you are progressing in your subjects. There will be a Pathways helpdesk at this event for you to receive further support should you need it.

Friday 23rd January 2026 – The online form to confirm Pathways goes live.

Friday 13th February 2026 – Deadline for submitting online Pathways forms

March/April 2026 - KS4 final Pathways and subjects published for students and parents/carers.

Careers and KS4 Pathways

Start with the end in mind (*7 Habits of Highly Effective People*, Covey, 1989)

Research shows that those with a clear plan, with short-, medium- and long-term goals, are more likely to be successful in achieving their aspirations than those that don't. When looking at your GCSE Pathway, it is a good idea to think of your long term goals and work backwards from there. There are certain jobs and university courses that require specific GCSEs. There are certain jobs and university courses that require specific A-levels and to do these you need specific GCSEs. There are a few examples below but you need to do your own research for your particular hopes and dreams.

GCSE requirements for certain careers: certain careers have statutory requirements for certain GCSEs. For example primary teachers, nurses and midwives need 4s in English, mathematics and a science at GCSE. It's not currently a requirement but there is growing political pressure for this to be the case for nursery/EYFS staff.

English GCSE requirement at university: all universities require at least a grade 4 in English, regardless of the course. Some accept English language or English literature whereas others specify English language.

GCSE languages requirement for English at university: some universities require a foreign language at GCSE to study English.

Medicine at university: each medical school has its own GCSE requirements ranging from five grade 6s to seven grade 7s with specific subject/grade requirements. All require either 6s or 7s in English and mathematics. Some, for example UCL, expect applicants to have a foreign language at GCSE.

Foreign languages at university: some universities ask for grades 6 or 7 in GCSE English language to study a foreign language.

Some Useful Websites For Careers And Future Pathways

There are many websites giving advice on careers and future pathways. Here are some of the main ones we recommend in school.

Amazing Apprenticeships (www.amazingapprenticeships.com): Amazing Apprenticeships gives you everything you need to know about apprenticeships. The excellent resources section has tabs for different audiences including students and parents.

Informed Choices (www.informedchoices.ac.uk): informed choices gives advice on specific A-level choices for university degrees.

Log On Move On (LOMO) (www.logonmoveon.co.uk): We use LOMO in school for post-16 Pathways but it has features for post-14 Pathways, apprenticeship searches, jobs and further/higher education.

National Careers Service (<https://nationalcareers.service.gov.uk>) provides careers advice and information from the government.

Skills Hull and East Yorkshire (<https://skillshullandeastyorkshire.co.uk/>) provides information about the local labour market and emerging job opportunities.

UCAS (www.ucas.com): UCAS is the go to website for university course searches and applications but it also lists apprenticeships and other pathways

Frequently Asked Questions

How do you decide which pathway to recommend to my son/daughter?

We recommend either the Blue or Orange Pathway to students based on a range of factors including: their attitude to learning, current working descriptor, prior attainment data and aspirations for the future. Discussions to decide the appropriate pathway for each student take place between the senior leadership team, Curriculum Leads and subject teachers.

Why do you encourage students to study French?

Learning a foreign language at GCSE level, such as French, opens up a world of opportunities for your future. Not only does it enhance communication skills and cultural understanding, but it also significantly improves your career prospects. Research shows that employees who speak a second language can earn up to 10-15% more than those who don't have a GCSE in a foreign language. Languages are highly valued by employers across many sectors, including business, tourism, and international relations, in fact, studies by the CBI (Confederation of British Industry) show that 66% of UK employers consider foreign language skills important and would be more likely to employ someone with a language GCSE. Many universities also expect applicants to have a GCSE in a foreign language. By studying French, students develop transferable skills like problem-solving and adaptability while preparing for an increasingly connected world where speaking another language will be a gateway to new and exciting possibilities.

Can I study the Blue pathway and not study French or RS?

No, all students on the Blue pathway study the compulsory subjects, French or RS and one additional subject.

Can I study the Blue pathway, French or RS and two additional subjects?

No, there is not enough space on student timetables to facilitate the study of this number of subjects.

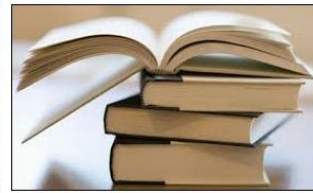
Why can't I study a combination of Art, 3D Design and Textiles?

These subjects are different options within the same Art and Design course, therefore students would only achieve one GCSE grade despite completing two courses.

Core / Compulsory Subjects

The following are all of the core/compulsory subjects
which all students will study:

- ENGLISH LANGUAGE & LITERATURE
- HUMANITIES (GEOGRAPHY or HISTORY)
- LIFE SKILLS
- MODERN FOREIGN LANGUAGES – FRENCH
- REFLECTIVE STUDIES (RS)
- MATHEMATICS
- SCIENCES (COMBINED – DOUBLE AWARD)
- PE



ENGLISH LANGUAGE & LITERATURE

Courses: English Language and English Literature

Level: GCSE

English Literature:

This course encourages students to be inspired and challenged by reading a range of literature, both historical and current. Students explore different themes and ideas in the texts below and then answer questions on each in the exams.

Assessment

This qualification consists of two externally examined papers.

- **Paper 1** - Students read and analyse an extract before making links to the rest of the text.
 - **Section A:** Macbeth by William Shakespeare
 - **Section B:** A Christmas Carol by Charles Dickens
- **Paper 2 Section A:** An Inspector Calls by JB Priestley
Students will explore issues surrounding social injustice.
- **Paper 2 Section B:** Power and Conflict Poetry
Students will compare 2 of the poems they have studied about power and conflict.
- **Paper 2 Section C:** Unseen Poetry
Students compare the ideas and methods used in two poems connected by a theme.

English Language:

Students will develop their analytical, inference and core writing skills. Students read a range of non-fiction and fiction texts. They will analyse, evaluate and compare the use of language and structure in a text before completing their own pieces of creative and transactional writing.

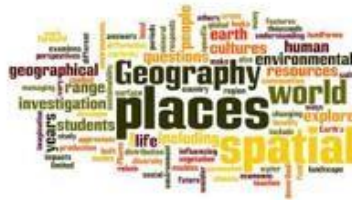
Assessment

This qualification consists of two externally examined papers and one non-examined assessment where students will prepare and deliver a presentation, respond to questions and feedback.

- **Paper 1** - Explorations in creative reading and writing
 - **Section A:** Students will read, analyse and evaluate one literature fiction text.
 - **Section B:** Students will be assessed on descriptive or narrative writing,
- **Paper 2** - Writers' Viewpoints and Perspectives
 - **Section A:** Students will read, analyse and compare one non-fiction and one literary non-fiction text.
 - **Section B:** Students will be assessed of writing to present a viewpoint.

Progression

GCSE English Language and/or Literature is a major requirement of many employers and post 16 courses. There is a real emphasis placed on students achieving at least one of these qualifications with at least a standard pass (Grade 4 or higher). Students can progress to study A Levels in English/Literature. Examples of future careers include: Media, Journalism, Teaching and Publishing.



GEOGRAPHY

Course: Geography

Level: GCSE

Course Content

This exciting course is based on a combination of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the connection between the human and natural worlds.

Students will undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise.

Assessment

There are three exams:

Paper 1 - Living with the physical environment (35% of the final GCSE grade and it is 1 hour 30 minutes): The challenge of natural hazards, the living world and physical landscapes in the UK.

Paper 2 - Challenges in the human environment (35% of the final GCSE grade and it is 1 hour 30 minutes):

Urban issues and challenges, the changing economic world and the challenge of resource management.

Paper 3 - Geographical applications (30% of the final GCSE grade and it is 1 hour 15 minutes): Evaluation of a geographical issue and fieldwork.

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout the course. These skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

Progression

Students can progress to study Geography at A level.

The skills acquired on this course, such as ICT, graphical, mathematical, team working and map work, are useful for most jobs and higher education courses. Your geographical education can lead to many career prospects, for example:

Town Planning

Tourism

Meteorology

Environment Agencies

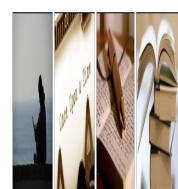
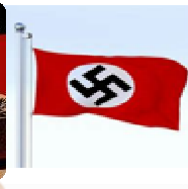
Housing Management

Geology

Research Work

Education

Logistics



HISTORY

Course: History

Level: GCSE

Course Content

GCSE History provides a sense of the past and an awareness of different values, systems and societies. It encourages students to learn lessons from the past and consider them in shaping the future.

This course allows students to take a closer look at important national and international events over the last millennium. Going beyond the simple learning of dates and events, we look at how major events and the people of past societies have shaped our modern world. The new GCSE spec covers a wide range of historical enquiry questions and covers a much wider range of National and International events over the past 2000 years.

Assessment

History is now entirely examination based (no coursework) and all exams are sat at the end of Year 11.

Paper 1 (30% of the final GCSE grade and the exam is 1 hour 15 minutes): Medicine Through Time 1250-present day, with case study of treatments in British trenches during WW1.

Students will examine the developments in medicine (1250AD to the modern day), looking at the developments in surgery, the treatment of disease, the nature and cause of unhealthy living in Britain and the medical care given to the sick. They will also study, through sources, how the trenches in WW1 led to developments in treating injuries.

Paper 2 (40% of the final GCSE grade and the exam is 1 hour 45 minutes): Anglo-Saxon England and the Norman Conquest, and Superpower Relations 1941-91.

Students will look at how England was governed and how, again, this impacted on people's lives. They will then examine how, if any, changes were brought by the coming of the Normans. The period study is Superpower Relations 1941-91. This looks at the changing situation in Europe and the world after World War 2. It looks at changing ideological differences and the impact that had on civilians. Students will also examine key events that brought the world to a nuclear standstill such as the Cuban Missile Crisis.

Paper 3 (30% of the final GCSE grade and the exam is 1 hour 20 minutes): Weimar and Nazi Germany.

Students will study the origins of the Weimar government after World War 1 and the reasons for its downfall. They will also examine the rise of the Nazi party, and what it was like to live under Hitler's rule.

Progression

History helps you to develop highly adaptable skills that employers highly regard e.g. analysis, evaluation and interpretation skills.

Students can progress to study History at A level and examples of careers which past history students have gone into include:

Journalism
Recruitment
Advertising

Teaching
Tour guide
Government careers

Uniformed services
Law
Media careers



LIFE SKILLS

Course: Life Skills

Level: N/A (Curriculum enrichment – Not examined)

Course Content

Life skills provides exactly what the name suggests, skills for life that enable our students to grow into authentic, self-assured and empathetic people who can easily adapt to what life brings.

In this course we will explore three key areas:

- Understanding different types of healthy relationships,
- Living in the wider world,
- Mental health and wellbeing.

These key areas are part of the DfE guidance that enables young people to prepare holistically for life beyond school. Key content in terms of mental and physical health, laws surrounding rights in different types of relationships, broadening our horizons by understanding the UK as a diverse country and also laws around protected characteristics.

Assessment

The course is for enrichment and will not result in a qualification at the end of Key Stage 4.

However, students will still have knowledge checks within lessons where they will receive feedback on what they have been learning. This will diagnose gaps and strengths in their knowledge, that they will look to apply as they move through their learning journey.

Progression

Life Skills provides a range of valuable skills, knowledge and understanding that enriches and grows a student's understanding of the world around them, helping students to be successful in future studies and careers.

Examples of future careers include: military, education, social care, medicine, law, hospitality and business.



MODERN FOREIGN LANGUAGES - FRENCH

Course: French

Level: GCSE

Course

Content

This is a linear course which is studied for two years at GCSE. Four key skill areas are assessed: reading, listening, writing and speaking. Translation to and from French is also assessed, as is dictation and the study of French literary texts.

Students cover a variety of topics in French, which will build upon what they have already learnt in Key Stage 3. This currently includes:

- Theme 1: People and lifestyle;
- Theme 2: Popular culture;
- Theme 3: Communication and the world around us.

Assessment

Each of the four main areas (Reading, listening, writing and speaking) are assessed through Foundation or Higher tier examinations which take place at the end of Year 11. Examinations for each of these four areas are worth 25% of the final grade.

The speaking component will be examined through an externally examined test completed with the class teacher.

Progression

Studying a Modern Foreign Language at GCSE level is a very beneficial experience. Students can progress onto study French at A level.

GCSE qualifications in Modern Foreign Languages are looked on very favourably by further education institutions seeking evidence of good general learning, cultural awareness and the ability to use the spoken and written word to communicate well. Russell Group Universities insist that applicants have a GCSE grade 5 or higher in a Modern Foreign Language.

Studying a language also builds your confidence, improves your knowledge of grammar and your listening techniques. Students with a language GCSE are in big demand by employers, helping to increase the chance of employment and earning potential dramatically.

Examples of future careers include:

Journalism

Teaching

Tour guide

Recruitment

Tour operator

Law

Interpreter

Government careers

Media careers



REFLECTIVE STUDIES

Course: Religious Studies

Level: GCSE AQA

Course Content

If you're a deep thinker and love a debate, this is the course for you! In this course we will delve into issues that are relevant to your world today, providing students with a forum to voice their own opinion and learn about the opinions of other cultures and social groups. Students will study the relationship between religion and life in the UK and the global community.

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

Christianity:

Students will analyse the common and divergent views within Christianity in the way beliefs and teachings are understood and expressed will be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant. By examining how rich the religion is students will have an opportunity to debate the nature of the different traditions.

Islam:

Students will study the common and divergent views within Islam in the way beliefs and teachings are understood and expressed will be included throughout. We will refer to a range of different Muslim perspectives in our answers, including those from Sunni and Shi'a Islam. Students will have opportunity to debate the key concepts of Islam while linking it to the key themes outlined in Component 2.

Component 2 - Thematic studies

- **Relationships and families**
- **Religion and life**
- **Religion, crime and punishment**
- **Religion, human rights and social justice**

Assessment

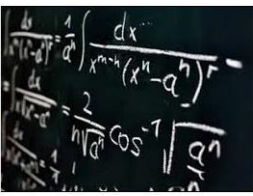
Students will sit 2 examinations at the end of Year 11.

Component 1 - 50% of the final GCSE grade and it is a 1h 45m exam.

Component 2 - 50% of the final GCSE grade and it is a 1h 45m exam.

Progression

Students may progress to study A Level Religious Studies, Criminology, Psychology, Sociology or Philosophy. The cross curricular skills developed in this course (such as empathy, debating, teamwork and evaluating situations) are highly valued by educators and employers. There are a number of careers that look for these skills such as medicine, nursing, social work, law and many more.



MATHEMATICS

Course: Mathematics

Level: GCSE

Course Content

You will study the six strands of mathematics (Algebra, Number, Geometry, Ratio & Proportion, Statistics and also Probability) through consolidating and extending your prior knowledge from Key Stage 3. Each strand is divided into specific units of study, e.g. Trigonometry within Geometry.

The course will encourage students to:

- Make connections between mathematical concepts;
- Reason mathematically, making deductions and inferences and drawing conclusions;
- Interpret and communicate mathematical information in a variety of appropriate forms;
- Apply the functional elements of mathematics in every day and real-life situations.

Assessment

Assessment will be entirely through three written papers taken at the end of the course. The written papers at Higher or Foundation tier will assess your ability to:

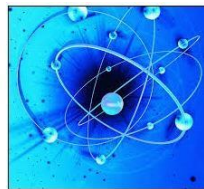
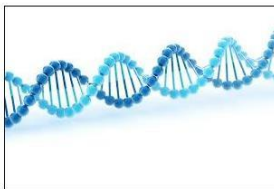
- Recall and use your knowledge of the content;
- Select and apply mathematical methods in a range of contexts;
- Interpret and analyse problems and general strategies to solve them.

	1/3 non-calculator	2/3 calculator	240 marks	
	4.5 hours assessment time			
Foundation (grades 1-5)	Paper 1 Non-calculator 33.3% weighting 80 marks 1 hour and 30 minutes	Paper 2 Calculator 33.3% weighting 80 marks 1 hour and 30 minutes	Paper 3 Calculator 33.3% weighting 80 marks 1 hour and 30 minutes	
Higher (grades 4-9)	Paper 1 Non-calculator 33.3% weighting 80 marks 1 hour and 30 minutes	Paper 2 Calculator 33.3% weighting 80 marks 1 hour and 30 minutes	Paper 3 Calculator 33.3% weighting 80 marks 1 hour and 30 minutes	

Progression

GCSE Mathematics is a major requirement of many employers and post 16 courses. There is a real emphasis placed on students achieving at least one of these qualifications with at least a standard pass (Grade 4 or higher). You will require at least a grade equivalent to a current grade 6, ideally a grade 7, at GCSE in order to continue studying mathematics at A level.

Examples of future careers include: engineering, computer science, teaching, meteorologist and statistician.



SCIENCES (Combined – Double Award)

Courses: GCSE Combined Science (Double Award)

Level: GCSE (Double-award)

Course Content

We offer the AQA GCSE Combined Science qualification. Students will study biology, chemistry and physics across Year 10 and Year 11. Science at GCSE aims to develop a student's knowledge and understanding of scientific theories, their ability to apply that knowledge, analyse and evaluate information in practical and everyday scenarios. It gives students good life skills, regardless of the path they follow.

Biology: Biology is the science of living organisms (including animals, plants, fungi and microorganisms), their interactions with each other and the environment.

Chemistry: Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and linked together.

Physics: Physics is the science of the fundamental concepts of field, force, radiation and particle structures, which are inter-linked to form unified models of the behaviour of the material universe.

Assessment

This is a two-GCSE (double-award) qualification covering the three science disciplines of Biology, Chemistry and Physics. Students are awarded a grade based on their overall performance across these three disciplines. Combined science students will sit six exams at the end of the course (Two papers for each of the three disciplines and each paper will last 1 hour 15 minutes).

There will be Foundation tier and Higher tier papers, and students must sit all six exams at the same tier. Foundation tier is for students who are aiming for up to a grade 5, and Higher tier is for students who are aiming for grades 4–9.

Practical skills are developed through a series of classroom activities, including the completion of 21 required practicals. These practical skills will be assessed as part of the written examinations at the end of the course.

Progression

A level Sciences – A level Biology, A level Chemistry and A level Physics

BTEC Applied Science

At the end of Year 11, many students will finish their studies in science. These students will have gained valuable GCSEs in science, which are well respected by employers, who view good grades for GCSEs in science as an indication that a person has mastered a difficult discipline. For some careers, having GCSEs in science subjects is either very useful or, in some cases, compulsory. One such career is being a primary school teacher, where a minimum of a GCSE standard pass (Grade 4) in a science subject is a requirement.

A good proportion of students enjoy their sciences at GCSE so much that they go on to study science at A Level. This may lead them into a career straight from school, where their science qualifications are again very impressive; or it may lead them into a variety of university courses, either science or non-science based.

Examples of future careers include: agriculture, aerospace, biomedical, chemical, energy, pharmaceuticals, research and development



PE

Course: OCR GCSE PE

Level: OCR GCSE

Course Content:

The qualification: Studying GCSE (9–1) PE opens students’ eyes to the amazing world of sports performance. Not only do they have the chance to perform in three different sports through the non-exam assessment component, they can also develop wide-ranging knowledge into the how and why of physical activity and sport.

Students will cover the following:

- **Physical factors affecting performance.**

This component will assess:

1. Applied anatomy and physiology
2. Physical training

Written paper: 1 hour. 30% of total GCSE (9–1). 60 marks. This paper consists of a mixture of objective response and multiple-choice questions, short answers and extended response items.

- **Socio-cultural issues and sports psychology**

This component will assess:

1. Socio-cultural influences
2. Sports psychology
3. Health, fitness and well-being

Written paper: 1 hour 30% of total GCSE (9–1). 60 marks. This paper consists of a mixture of objective response and multiple-choice questions, short answers and extended response items.

- **Practical Performances**

This component will assess:

Core and advanced skills in three activities taken from the approved lists:

- one from the ‘individual’ list
- one from the ‘team’ list
- one other from either list

Non-exam assessment (NEA) 30% of total GCSE (9–1) 60 marks

- **Analysis and Evaluation of Performance**

This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.

Non-exam assessment (NEA) 10% of total GCSE (9–1) 20 marks This NEA will consist of a written task that must be produced under controlled conditions.

Assessment

The GCSE (9–1) PE specification content is divided into four components (see above). Each component is further sub-divided into topic areas and the detailed content associated with those topics.

Components 1 and 2 are assessed by written examination papers.

Components 4 and 5 are the NEA (Non-Externally Assessed), and are internally assessed and externally moderated.

The written papers are designed in manageable bite-size chunks therefore simplifying workload when it comes to revision.

Progression

AS or A Level PE, Cambridge Technicals in Sport and Physical Activity 2 and 3, apprenticeship or employment post-18.

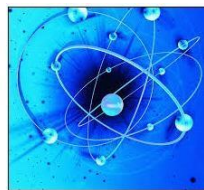
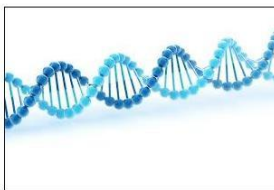
Examples of future careers include: Sports coach, exercise physiologist, sports therapist, nutritionist, physiotherapist, teacher and personal trainer.



Additional Subjects

Depending upon the student Pathway, a student may be eligible to take additional subjects:

- TRIPLE SCIENCE
- ART
- BUSINESS
- CREATIVE IMEDIA
- 3D DESIGN
- PERFORMING ARTS – DRAMA
- PERFORMING ARTS – MUSIC
- PHOTOGRAPHY
- PSYCHOLOGY
- TEXTILES
- FOOD



SCIENCES (Triple Science)

Courses: Triple Science (Separate Sciences in Biology, Chemistry and Physics)

Level: GCSE

Course Content

We offer the AQA GCSE Triple Science qualification. Students will study separate Biology, Chemistry and Physics across Year 10 and Year 11 leaving us with three separate science GCSEs, one in Biology, one in Chemistry and one in Physics. The Triple Science pathway is aimed at those students who have strong literacy and numeracy skills alongside a keen interest in Science. The course should be considered by students who are considering a post-16 course in Science as it has extended content which links well to the post 16 course.

Additional content for the triple course includes microbiology, the brain and eye in biology, testing for ions, organic chemistry and titration calculations in chemistry and astrophysics, static electricity and nuclear fission and fusion in physics.

Assessment

Students are awarded 3 separate grades based on their individual performance in the three disciplines. Triple Science students will sit six exams at the end of the course (two papers for each of the three disciplines and each paper will last 1 hour 45 minutes).

There will be Foundation tier and Higher tier papers, and students must sit all six exams at the same tier. Foundation tier is for students who are aiming for up to a grade 5, and Higher tier is for students who are aiming for grades 4–9.

Practical skills are developed through a series of classroom activities, including the completion of 28 required practicals (7 more than combined science). These practical skills will be assessed as part of the written examinations at the end of the course.

Progression

A level Sciences – A level Biology, A level Chemistry and A level Physics

BTEC Applied Science

A good proportion of students enjoy their sciences at GCSE so much that they go on to study science at A Level. This may lead them into a career straight from 6th Form, where their science qualifications are very impressive; or it may lead them into a variety of university courses, either science or non-science based.

Examples of future careers include: Teaching, Toxicology, Pharmacology, Bioinformatics, Biotechnology, Neuroscience, Doctor/Nursing, Forensics, Geneticist, Aerospace, Engineering, Biochemistry, Laboratory technician, Materials scientist, Environmental chemistry, Researcher, Meteorologist, Astronomer, Software engineer, Nuclear physics.





ART

Course: Fine Art

Level: GCSE

Art is a vibrant and exciting course, one in which you will work in many different Art and Design specialisms.

Course Content

- The course allows students to build on the skills they have learnt at KS3.
- Investigate the work of a contemporary artist and use their ideas and techniques to fulfil coursework unit criteria.
- Produce more in-depth studies during Year 10, leading to fully realised pieces, which fulfil a further set of unit criteria, leading to personal outcomes.
- Use a sketchbook to develop ideas and how to use different styles in their own work.
- Opportunities to experiment with painting, printmaking, sculpture and mixed-media as well as using computer programmes and photography to generate images.
- In Year 11, students will continue to build on their skills and will specialise in the techniques and ideas of their choice. Students will prepare for and sit a 10 hour externally set task (examination).

Assessment

Throughout this course, your work will be marked regularly and displayed in school. You will be assessed for your final grade using:

Coursework Portfolio (60% of the final grade): Students require a minimum of 2 units, internally set and developed from personal and/or given starting points. From their work undertaken within the course, each student will then need to select and present their work in a portfolio. The student's portfolio will evidence how they have met each of the assessment objectives.

Examination (40% of the final grade): An externally set task is completed in ten hours under exam conditions with several weeks preparation time beforehand. The task requires a sustained period of focused study and requires evidence of how a student has met each of the assessment objectives.

Progression

Students can progress to study Art at A level.

Following on from this you could go on to study other Art related subjects such as Fine Art, Illustration, Interior design, Sculpture, Printmaking, Film, CGI, Photography, Web & Game Design, Animation, Ceramics, Set & Costume design, Graphics etc.

For future careers, the creative industries are amongst the fastest growing industries in the world. There are numerous career paths that students could follow from being a CGI designer on films to becoming a self-employed illustrator working on commissions.



BUSINESS

Course: Business

Level: OCR Level 2 Cambridge National

Course Content:

You will start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business?

You will learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you will move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business.

You will learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

If you enjoy the following, then the Business course is the right subject for you:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through real and relevant local and international brands

Assessment

The OCR Level 2 Cambridge National in Business is 50% coursework assessed and 50% external exams.

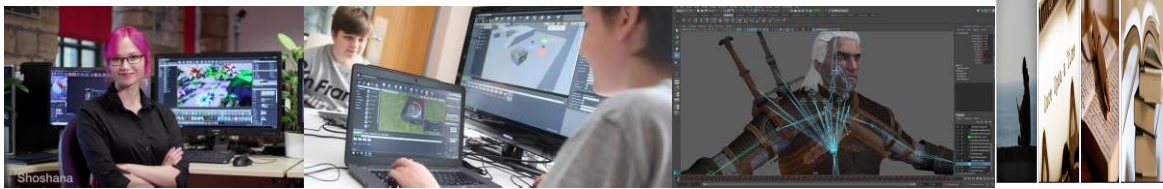
Progression

After this qualification you'll understand the world of business and have developed skills in:

- making decisions and developing persuasive arguments
- creative and practical problem solving
- understanding data, finance and communication.

It's also a great step preparing you for further and higher education such as A levels and BTEC courses.

A Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.



Creative iMedia

Course: Creative iMedia

Level: OCR Level 1/Level 2 Cambridge National

Course Content

In this course, students will develop knowledge, understanding and practical skills that would be used in the media industry, more particularly the games industry. This is an engaging qualification where students will learn using practical, real-life situations.

During the course student will have practical hands-on experience using industry standard software's, from Adobe Photoshop and Illustrator to Games development engines such as Unity and Unreal. Each unit has been developed by industry specialists and focuses on the key skills and knowledge required to start a career in this rapid growing industry which produced over £1.5 billion in revenue last year and is still growing.

Assessment

The OCR Level1/Level 2 Cambridge National in Creative consists of three modules, one external examined, and two coursework assessed.

Examination – (40% of the final grade) 1 hour 30 minutes.

Unit 1 - Creative iMedia in the media industry: This paper consists of two sections. In section one the questions consist of multiple-choice and short-open-response items. The second section is context-based questions on a short scenario.

- Topic 1: The media Industry – sectors, products, and job roles.
- Topic 2: Factors influencing product design - How style, content and layout are linked to purpose, client requirements, audience demographics, research methods and media codes.
- Topic 3: Pre-production planning – Work planning, documentation, legal and ethical issues affecting media.
- Topic 4: Distribution considerations – Platforms and formats

Coursework (60% of the final grade):

Unit 2 - Visual identity and digital graphics: In this unit students will learn how to develop visual identities for clients applying concepts of graphic design to create original graphics which incorporate their own visual identity to engage s target audience.

Unit 3 - Digital games: In this unit students will learn to interpret client briefs to devise original digital game concepts. Using effective planning and games design documents they will learn to create, edit, test and export playable digital games which they have designed.

Progression

On completion of this course, students will be qualified to go on to further study. Examples of which include Level 3 Vocational Qualifications, BTEC L3 Digital Media, I.T. or esports as well as work-based apprenticeships.

Future careers include: games designer, app developer, cyber security, journalism, content creator.



3D DESIGN

Course: 3D Design

Level: GCSE

Course Content

3D Design is a challenging and vibrant area of the curriculum where students closely follow the practices and processes required by design industries. Within the context of three-dimensional design, students will have the opportunity to explore a variety of different three-dimensional techniques and processes, these include the following: model making, constructing, surface treatment, assembling and modelling.

Students will explore their ideas through both drawing and practical investigations, this ranges from simple concept sketching, design drawings using isometric and orthographic processes through to Computer Aided Design (CAD) and on to developing a prototype ready for commercial viability.

This course will provide students with the opportunity to work within a range of more traditional material areas to enable them to design and manufacture innovative, high quality outcomes in response to a given theme. Materials they may experiment with include various drawing materials, clay, wood, metal, plastic, card and recycled materials.

Students will have access to the following facilities:

- Laser cutting;
- 3D printing;
- Sublimation printing;
- Brazing and welding;
- Cutting tools and machinery;
- Media ranging from pencil sketching and oil pastels to water marbling and enamelling;
- Photoshop, 2D Design and Google Sketch up.

Assessment

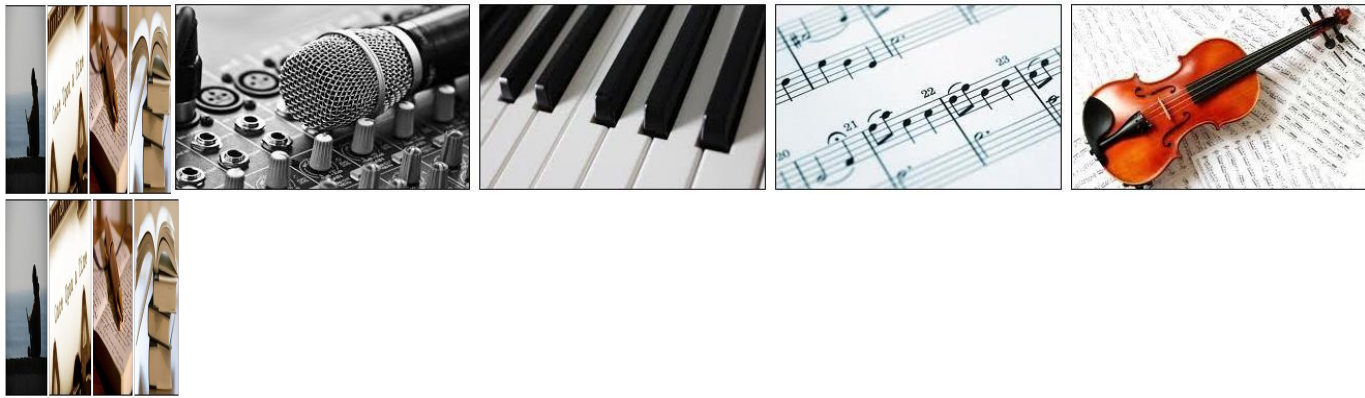
Coursework Portfolio (60% of the final grade): This consists of a minimum of 2 units internally set and developed from personal and/or given starting points. The portfolio is selected and presented by the candidate from work undertaken within the course. The portfolio will evidence how the candidate has met each of the assessment objectives.

Examination (40% of the final grade): The externally set task is completed in ten hours under exam conditions with several weeks preparation time beforehand. The task requires a sustained period of focused study and requires evidence of how the candidate has met each of the assessment objectives.

Progression

On completion of this course, students could go on to study: BTEC Art & Design – 3D Design and Manufacture and BTEC L3 Product Design.

Future careers include: advertising art director, automotive engineer, furniture restorer and graphic designer.



PERFORMING ARTS - DRAMA

Course: Drama

Level: Eduqas Level 1/2 Vocational Award in Performing Arts - Drama (Equivalent to 1 GCSE grade)

Course Content

This course consists of 3 units:

- **Unit 1 – Performing** (*Controlled Assessment – worth 30% of the final grade*)
You will learn the skills and techniques needed to produce a successful performance of an existing piece of theatre.
- **Unit 2 – Creating** (*Controlled Assessment – worth 30% of the final grade*)
You will learn how to create and refine your own original work through Devising Drama.
- **Unit 3 – Performing Arts in Practice** (*Controlled Assessment – worth 40% of the final grade*)
You will learn about areas of the of performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea.

To do well on this course you need to:

- Have enthusiasm and enjoyment of Performing on your own and in groups.
- Take risks when developing and refining your devising skills.

Progression:

Through this course you will develop a range of skills which are attractive to employers, colleges and universities including:

* Communication	* Research
* Confidence	* Self-discipline
* Learning independently	* Stamina
* Organisation	* Taking on responsibility
* Problem solving	* Time management
* Enhance spatial organisation	* Teamwork

Students can progress to study: A Level Performing Arts or BTEC Performing Arts: Acting

Future careers include: actor, director, playwright, stage manager, lighting designer, lighting technician, sound designer, sound technician, movement director, costume designer, costume maker, wardrobe mistress, prop designer, set designer, set construction, theatre make-up artist, marketing, theatre critic and producer.



PERFORMING ARTS - MUSIC

Course: Music

Level: Eduqas Level 1/2 Vocational Award in Performing Arts - Music (Equivalent to 1 GCSE grade)

Course Content

This course consists of 3 units:

- **Unit 1 – Performing** (*Controlled Assessment – worth 30% of the final grade*)
You will learn the skills and techniques needed to produce a successful performance of an existing piece of music.
- **Unit 2 – Creating** (*Controlled Assessment – worth 30% of the final grade*)
You will learn how to create and refine your own original work through Music Composition.
- **Unit 3 – Performing Arts in Practice** (*Controlled Assessment – worth 40% of the final grade*)
You will learn about areas of the of performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea.

To do well on this course you need to:

- Have enthusiasm and enjoyment of Performing on your own.
- Be prepared to practise for 30 minutes on your instrument (or voice) outside of lesson time.
- Take risks when developing and refining your composing skills.

Progression:

Through this course you will develop a range of skills which are attractive to employers, colleges and universities including:

* Communication	* Research
* Confidence	* Self-discipline
* Learning independently	* Stamina
* Organisation	* Taking on responsibility
* Problem solving	* Time management
* Enhance spatial organisation	* Teamwork

Students can progress to study level 3 BTEC music, A level Music or apprenticeships in the music industry.

Future careers include:

Music producer

Music therapist

Musician

Teacher

Sound designer

Sound engineer



PHOTOGRAPHY

Course: Digital Media

Level: GCSE

Course Content

This GCSE covers a broad area, from orthodox use of the camera and film to exploring, experimenting, expressing and communicating through various media such as video, photocopier, digital reproduction and replication. The skills developed and content covered in this course compliment our Creative iMedia course and would therefore work well as a subject combination.

The course will include work inside and occasionally outside of school. Searching for those special images, that unique light source and a different and personal approach to manipulating and experimenting with your results forms a large part of the work. An artistic approach is essential. You will have a strong desire to develop your artistic and digital skills and knowledge.

For this course, students need to show an enthusiasm for Art during lessons and have an ability to correctly use the varying techniques taught as well as the motivation to continue to improve their work.

Assessment

Throughout this course, your work will be marked regularly and displayed in school. You will be assessed for your final grade using:

Coursework Portfolio (60% of the final grade): Students require a minimum of 2 units, internally set and developed from personal and/or given starting points. From their work undertaken within the course, each student will then need to select and present their work in a portfolio. The student's portfolio will evidence how they have met each of the assessment objectives.

Examination (40% of the final grade): An externally set task is completed in ten hours under exam conditions with several weeks preparation time beforehand. The task requires a sustained period of focused study and requires evidence of how a student has met each of the assessment objectives.

Progression

Students can progress to study A Level Photography.

Following on from this a student could go on to study other creative subjects such as Photo-journalism, Interior design, Illustration, Film, CGI, Web & Game Design, Photography, Animation, Design, Digital Art, Graphics etc.

Future careers: The creative industries are amongst the fastest growing industries in the world. There are numerous career paths that you could follow from being a CGI designer on films to becoming a self-employed photographer working on commissions.

Students who have studied Photography at Bridlington have gone on to study creative subjects at universities and colleges all over the country.



PSYCHOLOGY

Course: Psychology

Level: GCSE

Course Content

Psychology offers a fascinating exploration of the human mind and behaviour that can shape understanding of ourselves and others. Studying psychology equips students with a range of valuable skills including critical thinking, research, communication, problem solving and analytical.

Students will study the following compulsory units;

1. Cognition and behaviour

- Memory
- Perception
- Development
- Research methods

2. Social context and behaviour

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

**Specification to be finalised for September 2025*

Assessment

100% exam - Students will sit two papers at the end of year 11

Paper 1: Cognition and behaviour

Paper 2: Social context and behaviour

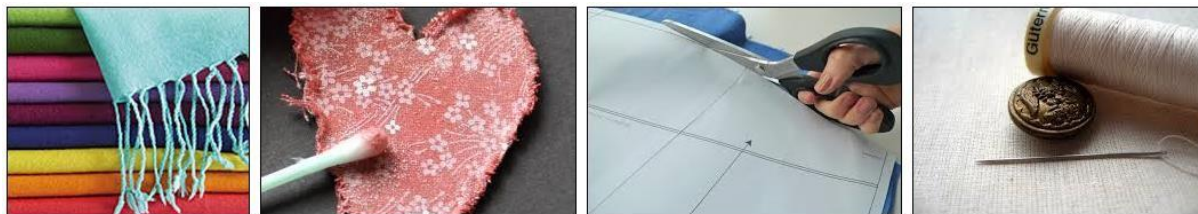
Both are written exams (1 hour 45 minutes) and are 50% each of the GCSE. Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

The exam papers include multiple choice, short answer and extended writing.

Progression

Students can progress to study a level 3 programme including A Level Psychology and then progress onto university.

Future careers: There are many occupations linked to psychology for those students who wish to study the subject at a higher level including forensic psychology, business psychology, clinical psychology, educational psychology, mental health nursing and many more!



TEXTILES

Course: Textiles

Level: GCSE

Course Content

In this course students will learn the following fundamental skills:

- Techniques of applying pattern/decoration to fabric;
- Textile construction techniques;
- Research and investigation based on historical and contemporary artists and designers;
- Designing, planning and organisation.

Students who are successful on this course need to:

- Have an interest in art and crafts, enjoy working with textiles materials and want to learn a wide range of surface pattern decoration techniques;
- Be prepared to experiment with new ideas and processes;
- Be able to work independently with a good level of self-motivation.

Assessment

Coursework Portfolio (60% of the final grade): Students require a minimum of 2 units internally set and developed from personal and/or given starting points, over two to three sustained projects with a practical outcome. From work undertaken within the course, each student will then need to select and present their work in a portfolio. The student's portfolio will evidence how they have met each of the assessment objectives.

Examination (40% of the final grade): An externally set task is completed in ten hours under exam conditions with several weeks preparation time beforehand. The task requires a sustained period of focused study and requires evidence of how a student has met each of the assessment objectives.

Progression

Students can progress to study:

- Advanced Level Art Textiles course
- BTEC Art Craft and Design
- Other Textiles related subjects such as Fashion Design.

Future Careers: The textiles industry is one of the largest industries in the world. There are numerous career paths that a student could follow from being a designer to buying and sourcing merchandise for a textile company.

Students who have actually studied this subject at Bridlington School have gone on to have successful careers in the textile industry. Most notably we have ex-students who design for MaxMara and Disney. Another ex-student who studied knitted textiles at university has gone on to manufacture knitted fabrics in China.



FOOD

Course: Food Preparation and Nutrition

Level: GCSE

Course Content

In this course students will develop practical cooking skills and develop a thorough understanding of nutrition, food provenance and the working characteristics of foods. Food preparation skills are integrated into five core topics: food, nutrition and health, food science, food safety, food choice and food provenance.

Some of the fundamental food preparation skills that students will learn on the course are:

- Preparing Ingredients and Equipment
- Knife Skills
- Cooking Methods
- Shaping Food
- Sauce Making
- Using Raising Agents
- Tenderising and Marinating
- Food Presentation

Assessment

Coursework (50% of the final grade):

- Task 1: Food investigation – written report, with practical investigations (30 marks).
- Task 2: Food preparation assessment – Students will plan, prepare, cook and present a final menu of three dishes in three hours (70 marks).

Written Exam (50% of the final grade and the exam is 1 hour 45 minutes).

Progression

On completion of this course, students will be qualified to go on to further study, embark on an apprenticeship or full time career in the catering or food industries.

Further study could include: A level Food Technology or level 3 BTEC in Food/Catering.

Future careers include: chef, dietician, environmental health officer, food chemist, food consultant, food photographer, hotel & restaurant manager, health professional, farmer, recipe developer, teacher or even the next Jamie Oliver.



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