

# Key Stage 4 Options

# 2025

Dear Parent/Carer,

January 2025

We hope that this is an exciting time for your child as they move towards Key Stage 4. It is a marker in their education where they will choose and begin studies for courses which are the stepping stones into the world of work and further education. This booklet is designed to help our students make informed decisions about the courses they will study in Years 10 and 11.

Our Key Stage 4 curriculum is set up to help students take the right level of course and the best combination of qualifications.

**All students study GCSEs in English language, English literature, mathematics and combined science (two GCSEs)** as a core curriculum at Key Stage 4. Students are placed in a **guided pathway** based on their **prior achievement at Key Stage 2 and Key Stage 3**. This will ensure that they have the most appropriate range of subjects and that they are both **challenged and supported**. There will be some adjustments for a small number of students who need a **more personalised curriculum** and this will be discussed with each student and their family.

Most students will be able to choose **four option subjects**. These will be guided in some cases, for instance selecting a **language or a humanity**. Some other subjects are **“free choices”** for students. These include a range of both GCSE and vocational qualifications. **Some subjects cannot be taken together** and we will advise students on the best combination for them. **Further information about this can be found in the questions section and in the introduction video on the school website.**

**We always ask students to make 'reserve' choices.** Sometimes we will not be able to run a course due to low student numbers or because it is not in line with exam board guidance. We always speak to students about this and **will do everything we can to offer their preferred choices.**

On **Wednesday 29<sup>th</sup> January**, we will be hosting an **Options Information Evening**. This will be **in school**. This evening is **compulsory** and gives the opportunity to ask any further specific questions that you would like answered by specialist teachers and subject leaders.

**Choices are then made online** via a platform called **Applicaa** which will be sent directly to each student's school email address. This will be **open from Thursday 30<sup>th</sup> January until Wednesday 5<sup>th</sup> February 2025**. Therefore, **there will be no paper forms to complete.**

Please take time to read the key questions section. If you have any questions please contact Mrs Wyatt, myself or the relevant subject leader named on each subject page.

Yours faithfully,

Martin Smith  
**Deputy Headteacher**

## FREQUENTLY ASKED QUESTIONS

### Where do I start?

First, **don't panic!** If you rush, you will not make good decisions and are more likely to make a mistake and regret your choices. **Take your time, talk to staff and also to current students.**

### Why do I choose option subjects?

As you move through your time at school, you are beginning to think about your future. **This is an opportunity for you to begin to follow the subjects that you are interested in and think about your future career.**

### Which subjects will everyone study?

The **list below shows the subjects that everyone will study.** These are defined in the National Curriculum and all students have to take these core subjects. **For the first four subjects, you will gain a GCSE qualification (two for Science):**

- English Language
- English Literature
- Mathematics
- Combined Science (two GCSEs)
- Physical Education
- Insight (Personal, Social, Health, Relationships, Sex, Careers and Religious Education)

### Are there any combinations of subjects I cannot choose?

Due to exam board restrictions, **you can only choose one of the following subjects:**

- GCSE 3D Product Design
- GCSE Architecture, Interior and Landscape design
- GCSE Art
- GCSE Textiles

Please note, you **CAN** take any of the above courses as well as **GCSE Photography.**  
**You may also take only one of Certificate in Sport Studies or GCSE Physical Education**

### Can I change my mind later?

The subjects you choose are for the next two years. **We expect everyone to complete courses once they have started them.** It is, therefore, very important that the right choice is made now. As a result, **we ask you to spend quite a long time considering your decisions and discussing them with your family and teachers.**

## What is a “guided pathway”?

All students will be placed on a **guided pathway** based on their prior achievement at Key Stage 2 and Key Stage 3. This will dictate the subjects that students are able to select and will ensure they have the most appropriate range along with being both **challenged and supported**. Studying a **language and humanity** at school offers numerous benefits that extend well beyond academics. **Learning a new language improves memory, and boosts problem-solving skills, all while fostering cultural empathy by exposing students to different perspectives and ways of thinking.** Similarly, studying subjects within the humanities, like **history and geography, deepens critical thinking and analytical skills.** It encourages students to explore complex social issues, ethical questions, and the human experience across cultures and time periods. Together, **studying a language and a humanity** nurtures well-rounded individuals who are **better equipped for an interconnected world and future careers.** Many students nationally are studying both and we want to ensure **our students are equipped to compete for the best college, university and job opportunities** in the future.

## Who Can I ask for advice?

There are a number of people you can talk to about your decisions:

- Parents
- Siblings and friends who have gone through the process already
- Tutor
- Subject Leaders
- Teachers
- Students in Years 10 and 11
- Careers Manager: Mr Bowles
- Year Team Leader: Mrs Wyatt
- The Headship Team

You will need to **listen to advice carefully and then be prepared to make up your own mind** about what the best decision is for you.

## How should I choose?

*To make a good decision you need to think about:*

- **how well you might do** in each subject
- **how well you are doing** in your current courses
- what you are **interested in and enjoy**
- what you might **study when you finish year 11**
- what you might do as a **job**

*Do not make decisions based on the following reasons:*

- Your **friends** are taking it. You probably won't be in the same class.
- **You like your teacher in Year 9** . It might not be the same one in Year 10 and 11).
- Simply because a **subject is new** - it needs to interest you and suit your aspirations.

### **Will I have to do more homework and independent study?**

Yes. **You will have to spend more time on homework** - about an **hour per week for each subject** - as the courses you are following involve more independent study. Remember though, **you will have fewer subjects to study**.

### **Will I definitely get all the courses I ask for?**

**Most students will get the courses they have chosen**. However, each year there are **some students who may not be able to get all of their choices** and so **reserve choices are used instead**. This only affects a small group of students, and we will do everything we can to offer the selection you make.

### **Can I study Geography AND History?**

Yes.

### **What is an adjusted pathway?**

Adjusted pathways are for **a small number of students who have been deemed needing some specific reasonable adjustments to their curriculum for Key Stage 4**. Each of these identified students will speak with key staff to help them to understand how we will support them and their curriculum choices at Key Stage 4.

## SUPPORT FOR LEARNING

**Tutors and Year Team Leaders remain the key contact points for parents.** However, during Years 10 and 11, students may require additional support with aspects of their work, their organisation and their emotional or social well-being.

**The Learning Support Team provides support and guidance for students who have an *Educational Health Care Plan (EHCP)* or those on *SEND School Support*, as well as providing advice and support for teachers.** Some students with an EHCP will have a personalised timetable. Where appropriate, there is a Multi-Agency Team working with the school, which allows us to access wider support for parents and students.

**Learning Support also manages the access arrangements for external examinations**, contacting exam boards regarding concessions for students who may require reasonable adjustments during exams. **Parents, students and teachers are able to request an internal assessment for such arrangements up until January of their final year.**

**We also support any student who has a temporary disability due to injury or illness. A Care Plan is drawn up and special access and working arrangements are organised by staff**, enabling students to continue their learning as effectively as possible. Similarly, **bereavement or other exceptional circumstances are reported to exam boards** to ensure that papers are marked with due consideration regarding the likely impact upon the student.

Support is targeted for students who find the demands of writing, reading, or managing coursework very difficult in these two critical years. The Learning Support Team provides ongoing help, advice and guidance to staff and parents, upon request.

For students who appear to be at risk of underachievement, there are a range of interventions including additional mentoring from the wider tutoring team and additional support from departments, including revision sessions when exams are near.

**Contact us if your child is finding it difficult to cope with the demands of Year 10 or 11:** never wait to see if things will improve. **Concerned parents and students should contact the Tutor or Year Team Leader.** Alternatively, the SENDCo (Special Educational Needs Coordinator) Miss Thompson, is always happy to be approached about any learning or examination worries.

The Year Team Leader and their Student Services team continue as a daily point of contact for parents and students as necessary.

## **CAREERS EDUCATION, INFORMATION, ADVICE and GUIDANCE**

Careers education at KS4 is **delivered through the Insight Curriculum**. During the Careers module students have the opportunity to **identify their skills and qualities, write a CV, prepare for interviews and engage with local employers**. Additionally, **students explore different pathways available post-16** and receive valuable presentations from the SCTP (Sussex County Training Provider) regarding apprenticeships and Bath University who support students' understanding of routes into Higher Education.

**Our Careers Manager, Mr Bowles, is available for careers information, advice and guidance**. If a student requires an interview regarding their next steps post 16, they can **make an appointment through Student Support**. Targeted work experience is available during Year 10 and students can make enquiries about such opportunities which are facilitated by Mr Bowles who also supports the Careers module in the Insight Curriculum ensuring high quality advice and guidance.

### **Entry Level Courses**

**These courses are available for anyone who may find GCSEs or BTECs too difficult**. Some of these are offered in school, while others are available through our partner providers. All students who are likely to follow these courses will meet with Miss Thompson (SENDCo), Ms Pegden or Mrs Knight (Deputy SENDCos).

Of particular note are:

#### **AQA Entry Level Science**

A small number of students will follow this science course. The decision to enter a student for Entry Level Science will be reached in consultation with parents and teachers. The AQA Entry Level Certificate (ELC) in Science is **designed for students who find science challenging and may not achieve a grade 1 at GCSE**.

#### **Functional Skills English and mathematics**

A small number of students may follow these courses to support the development of **basic numeracy and literacy**. They result in an **entry-level qualification**.

## **MAKING DECISIONS – GETTING STARTED**

On the following pages, we have put together all the information about the subjects on offer at key stage 4 that we think might be useful to our students.

**Please ask as many questions as you wish** until you are quite clear about the subjects on offer and what they involve as well as the influence they might have on your future career plans.

This booklet is to help you to identify the subjects you are interested in and should be used alongside some, many or all of the following additional sources of information and guidance:

- Your most recent report
- The Options Assembly
- Q&A sessions in your Perspective lessons with Mr Smith
- Your feedback from Subject Consultation Evening (22/01/25)
- KS4 information evening (29/01/25)
- Conversations with your Year Team Leader (if necessary)
- Conversations with Mr Bowles (if necessary)
- Conversations with subject specialist teachers and heads of subject
- Conversations with students currently taking the course
- Career ideas developed in lessons
- Any of your own research into your career ideas
- Any conversations with post-16 and higher education providers



## CORE SUBJECTS

These are the **non-option subjects** that **all students study in Key Stage 4.**

<b>COURSE DESCRIPTIONS</b>	<b>Page no</b>
English Language GCSE	<b>12</b>
English Literature GCSE	<b>13</b>
Mathematics GCSE	<b>14</b>
Combined Science GCSE	<b>15</b>
Core Physical Education	<b>16</b>
Insight (Personal, Social, Relationships and Sexual Health, Careers, Financial and Religious Education)	<b>17</b>

## OPTION SUBJECTS

You will be asked to choose **three** subjects plus **three reserve choices**.

<b>COURSE DESCRIPTIONS</b>	<b>Page no</b>
3D Product Design GCSE	<b>23</b>
Architecture, Interior and Landscape Design	<b>24</b>
Art GCSE	<b>25</b>
Business Studies GCSE	<b>38</b>
ASDAN - Personal Development Programme	<b>39</b>
Computer Science GCSE	<b>18</b>
Dance GCSE	<b>32</b>
Drama GCSE	<b>33</b>
Economics GCSE	<b>39</b>
Engineering VCERT Level 1/2	<b>27</b>
Fashion and textiles GCSE	<b>28</b>
Geography GCSE	<b>19</b>

Health and Social Care Cambridge National	<b>35</b>
History GCSE	<b>20</b>
Hospitality and Catering WJEC Level 1/2 (food technology)	<b>29</b>
Media Studies GCSE	<b>31</b>
Modern Foreign Languages GCSE (students will study French or Spanish)	<b>21</b>
Music - BTEC Level 2	<b>34</b>
Photography GCSE	<b>30</b>
Physical Education GCSE	<b>36</b>
Separate Sciences GCSE	<b>22</b>
Sports Studies Cambridge National	<b>37</b>

# English Language GCSE – AQA

## What is in the course?

Full course details can be found [here](#). Sample assessment materials can be found [here](#).

## Two exam papers, 1 hour and 45 minutes each (100% of final grade in total):

### Subject Content

- Paper 1: Exploration in creative reading and writing
- Paper 2: Writers' viewpoints and perspectives

## Non-exam assessment, completed over several weeks (0% of final grade):

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

### The Task:

- Give a presentation on a topic of your choice
- Respond to questions and to feedback

## Students say:

*'English Language is a really interesting subject as it allows you to really think about how writers manipulate readers'.  
'I love creative writing and so Paper 1 is my favourite part of the course. Thinking about how I can structure my story to really engage the reader is key.'*

## English Language is not optional, but you'll enjoy this course if you like:

- English Literature – you use the same skills.
- Learning new vocabulary and language
- Looking at things in detail and writing clear notes and ideas.
- Writing extended answers and creative writing about your opinions and things you enjoy.
- Understanding messages that you are given by the other writers.

Come and see us on options evening to have a look at some student work, exam papers and lessons.

# English Literature GCSE – AQA

## What is in the course?

Full course details can be found [here](#). Sample assessment materials can be found [here](#).

**Two exam papers: Paper 1 is 1 hour and 45 minutes (40%) Paper 2 is 2 hours and 15 minutes (60%)**

### Subject Content

- Paper 1: Shakespeare - 'Macbeth' and a 19<sup>th</sup>-century novel - 'A Christmas Carol'
- Paper 2: A modern drama text - 'An Inspector Calls' and Anthology of poetry - a collection of 15 poems, both modern and from Literary Heritage, 2 unseen poems

### Students say:

*'English Literature is **my favourite subject**. I've really enjoyed reading A Christmas Carol this term!'*

*'Year 10 was quite challenging as there were **lots of new things to learn**, but I'm feeling much more confident now.'*

### English Literature is not optional, but you'll enjoy this course if you like:

- **English Language** – you use the same skills.
- Learning **new vocabulary and language**
- Looking at things in **detail** and writing **clear notes and ideas**.
- Writing **essays considering what and how the writers create meaning**.
- **Reading lots of novels from the 19<sup>th</sup> and 20<sup>th</sup> century**

**Come and see us on options evening to have a look at some student work, exam papers and lessons.**

# Mathematics GCSE – Edexcel

## What is in the course?

Full course details can be found [here](#). Sample assessment materials can be found [here](#).

## Two tiers of entry

**Higher Tier:** Grades 4 – 9

**Foundation Tier:** Grades 1 – 5

## Three exam papers, 1 hour and 30 minutes each.

1 x Non-Calculator Paper

2 x Calculator Paper

### Topics covered in this qualification:

- Number
- Algebra
- Ratio
- Proportion and Rates of Change
- Geometry and Measures
- Statistics and Probability

All students will develop confidence and abilities with the following **skills: numerical calculation, mathematical representation and interpretation, selecting appropriate mathematics methods, logical reasoning, classifying, generalising, and understanding pattern and relationships** in mathematics.

## Why is the Maths GCSE important?

Mathematics is, alongside English, the subject that most courses and employers ask for as a **minimum requirement**. **GCSE Mathematics is expected** to allow you to move onto a wide range of **courses at Level 3**. All students who do not achieve a 4 grade have to **continue to study for a qualification in mathematics post-16** whether they are in work, education or training

**Students who show they are on target for the highest grades within** GCSE mathematics will have the opportunity to take **Level 2 Further Mathematics** as part of their GCSE Mathematics course.

**Post-16**, if you wish to take the subject further, a **GCSE Mathematics Grade 6 or above** gives you **access to study A-Level Mathematics**, which would provide you with an excellent basis on which to apply to universities for a wide range of courses. If you are aiming for any career in the fields of business, engineering, science, technology, or academic life, A-level Mathematics will be a definite advantage.

**Come and see us on options evening to have a look at some student work, exam papers and lessons.**

# Combined Science (Double Award) GCSE – AQA

## What is in the course?

Full course details can be found [here](#). Sample assessment materials can be found [here](#).

**Six exam papers, two for each of the sciences (detailed below)**

**All exams are 1 hour 15 minutes each**

<p><b>Topics</b> that you study for Biology include:</p> <ul style="list-style-type: none"><li>- Cells and Organisation</li><li>- Health and Disease</li><li>- Respiration and Photosynthesis</li><li>- Inheritance</li><li>- Genetic Engineering</li><li>- Evolution</li><li>- Ecosystems</li><li>- Homeostasis</li></ul>	<p><b>Topics</b> that you study for Chemistry include:</p> <ul style="list-style-type: none"><li>- Atomic Structure and Bonding</li><li>- Chemical Reactions and Equations</li><li>- Energy of Reactions</li><li>- Rates of Reaction</li><li>- Hydrocarbons and Fuels</li><li>- Water Treatment</li><li>- Climate Change</li></ul>	<p><b>Topics</b> that you study for Physics include:</p> <ul style="list-style-type: none"><li>- Energy Transfers and Power Supply</li><li>- Electrical Circuits</li><li>- Changes of State</li><li>- Forces and Motion</li><li>- EM Spectrum and Waves</li><li>- Magnets and the Motor Effect</li></ul>
--	--	--

**You need to complete practicals throughout the course and these are assessed within the exams. There is no coursework requirement.**

## Students say:

*'The Combined Science course **allows me to cover enough to study any of the sciences at A Level without using an option**, it gives me more choice for my GCSEs'*

*'The **Required Practicals are really interesting** and mean that I don't have to complete coursework for Science, I can focus on the coursework for my other subjects'*

## You'll enjoy this course if you like:

- You enjoy Science and practical work
- You are thinking about a possible career in Science (or science related jobs)
- You are thinking about A Level Courses linked to Science (Grade 6 and above)
- You enjoy figuring out how things work or how to improve designs
- You have the ability to apply your knowledge and understanding to new ideas

**Come and see us on options evening to have a look at some student work, exam papers and lessons.**

# Core PE

## What is in the course?

PE core lessons are **designed to support with your physical and mental wellbeing**. They build on from learning in Key Stage 3 by **focusing on health and fitness, resilience and effort**.

If you choose an option subject in PE such as Sports Studies or the GCSE course, your PE time is allocated towards your course content during this time. So, **even if you did not choose PE as an option subject you will still have PE lessons**. You will have one lesson per week and it will be **assessed during all lessons for your progress and engagement towards the lessons. Put**

**Topics** that you study in Core Physical Education:

### Year 10 & 11:

- Health and fitness
- Games activities
- Aesthetics
- Striking and Fielding
- Classes (Yoga, Bounce, HITT, Zumba)
- Outdoor Adventurous Activities (Climbing, Orienteering, Problem Solving, Team Building)

## Students say

*'I find Core PE a real release and excellent for my physical and mental wellbeing.'*

*'Core PE has helped me to really improve my skills and understanding of sport, health and fitness, but just as importantly, it's great fun'*

## How will you learn?

- Students **will learn through a series of practical lessons that will be tailored towards their needs**. This **may be in the form of a preferred activity** that may have been one where students excelled in key stage 3 **or an area that they wish to develop further such as new sports**.
- Students will be **assessed against key areas such as their awareness of health and fitness, implications of physical activity, what resilience looks like in an individual or team context and how effectively they work together to solve tactics and strategies** amongst a variety of activities.
- Core PE is taught in a way to **maximise physical activity** and encourage students to **compliment their own studies**, with a **sustained period of physical activity**, making them **more effective in the classroom environment**.

**Come and see us on options evening to have a look at some student work, exam papers and lessons.**



# Insight

## What is in the course?

Insight is a **course across several topics**, which are **designed to help you develop the skills you will need to have a happy, healthy and successful life once you leave school.**

You will have one lesson per week and it will be **assessed after each topic is completed.**

## Topics that you study in Insight:

### Year 10:

- Relationships and Sex Education.
- Religious Studies
- Careers.
- Money.
- First Aid.

### Year 11:

- Relationships and Sex Education.
- Religious Studies
- Careers.
- Crime, Rights and Justice.
- Mental Health and Wellbeing.

## Students say

*'I really enjoy **learning about subject matter in the real world and making myself ask difficult questions.**'*

*'The **careers work has really focused my thinking and helped me to be much clearer on the next steps in my education and what I might eventually do as a job.**'*

## How will you learn?

- Discussions.
- Pair or teamwork.
- Research.
- Visitors from outside.
- Practical work.

**Come and see us on options evening to have a look at some student work and lessons.**

# Computer Science GCSE – OCR

## What is in the course?

Watch this [video](#) for more information.

Full course details can be found [here](#). Sample assessment materials can be found [here](#).

## Two exam papers, 1 hour 30 minutes each (100% of final grade in total):

Topics that you study for these exams include:

- **Programming** (Python, AppLab, Scratch, SQL and other languages)
- **Systems Architecture** (Major hardware such as the CPU, RAM, Graphics Processing Unit)
- **Memory & Storage** (RAM, Hard Disk Drive, Solid State Drive)
- **Data Representation** (Binary, Hexadecimal)
- **Networks** (LAN's, WAN's, performance, learn more about how the Internet works)
- **Cyber Security** (Detecting, preventing malware and hackers)
- **Software** (Operating systems)
- **Ethical, legal, cultural and environmental** (how technology is impacting our society and natural world)

## Students say:

*'I like how it's not all programming and we **learn more about how computers actually work**, for example learning about what to look for when buying the **components of a computer** such as the different types of CPU'*

*'I really enjoy the **challenge of computer programming** and have enjoyed working in pairs to **program games** such as rock paper scissors, battleships and text based role-playing games...'*

## Take this course if you like:

- **Computing** – you will build upon much of the knowledge and skills you have learnt in Computing during Y7-Y9
- **Programming** – you will learn more about the **Python** Programming language
- **Understanding how computer systems work**, such as hardware components like the CPU and RAM
- **Challenging your problem solving skills by developing your logical thinking skills**
- The **idea of a potential career in a technical area** such as software development, testing, robotics, social media

Come and see us on options evening to have a look at some student work, exam papers and lessons.

# Geography GCSE – OCR B

## What is in the course?

Full course details can be found [here](#). Sample assessment materials can be found [here](#).

## Three exam papers, 2 x 1 hour 15 minutes and 1 x 1 hour 30 minutes

### Our Natural World

- Global Hazards
- Climate Change
- Distinctive Landscapes
- Sustainable Ecosystems
- Physical Fieldwork\*

### People and Society

- Urban Futures
- Dynamic Development
- UK in the 21<sup>st</sup> Century
- Resource Reliance
- Human Fieldwork\*

### Geographical Exploration

The assessment of this component will be fully synoptic in nature and will draw on both the Our Natural World and People and Society components.

The synoptic parts will be tested through resources based on an unseen place that was not visited as part of the fieldwork.

\* This means **we offer two days of fieldwork** - one to London's Olympics Park to look at the regeneration of East London and one to the River Stour and Littlehampton's West Beach.

## Students say:

*'Geography really opens your eyes to the world around you and makes you ask interesting questions.'*

*'I love human geography and learning about people and places – GCSE Geography has really made me question the way we live our lives.'*

## Take this course if you like:

- **History** (skills in both are transferable)
- **Maths** (there is basic numeracy involved)
- **Biology** (we look at the natural world - ecosystems)
- **Learning outside of the classroom** (we go on two brilliant trips - one is to London!)
- **Travel and tourism** (we look at the impacts of this on key places)

Come and see us on options evening to have a look at some student work, exam papers and lessons.

# History GCSE – Edexcel

## What is in the course?

Full course details can be found [here](#). Sample assessment materials can be found [here](#).

### Three exam papers:

- |                                |                           |                         |             |
|--------------------------------|---------------------------|-------------------------|-------------|
| ● Paper 1 (Option 10) -        | Crime and Punishment      | 1000- Present day (30%) | 1hr 20 mins |
| ● Paper 2 (Option B4 and P4) - | Early Elizabethan England | 1558-1588 (20%)         |             |
|                                | Superpower Relations      | 1923-1991 (20%)         | 1hr 50 mins |
| ● Paper 3 (Option 31) -        | Weimar and Nazi Germany   | 1918-1939 (30%)         | 1hr 30 mins |

Topics that you study for these exams include:

- **Crime, Punishment and Law Enforcement and how it changed:**  
Trial by ordeal, witchcraft, the Gunpowder Plotters, the Bloody Code, smuggling, transportation to America, prisons, the abolition of the death penalty, new technology in deterring crime, the cases of Derek Bentley and Ruth Ellis, Whitechapel, the Ripper murders, and the failure of the police in catching Jack the Ripper.
- **Early Elizabethan England:**  
Problems Elizabeth faced when she became queen, religious settlement, the assassination plots against Elizabeth, the execution of Mary Queen of Scots, the worsening relation with Spain, the Spanish Armada, what it was like to be poor in Elizabethan times and life in general from pastimes to education.
- **Superpower Relations: The Cold War:**  
Worsening relations between the USA and the Soviet Union after WW2, the struggle between capitalism and communism, the Hungarian Uprising, the division of Germany and the Berlin Wall, the nuclear arms race and the Cuban Missile Crisis, the invasion of Afghanistan and the collapse of the Soviet Union.
- **Weimar and Nazi Germany**  
You will learn how Germany recovered after WW1 and how the Great Depression allowed Hitler to gain power and what it was like to live under a Nazi dictatorship.

### Students say:

*'I really enjoy the subject as I always **learn something new and interesting.**'*

*'Studying History allows me to have **a better understanding** of the world around me.'*

### Take this course if you like:

- **Making connections between the past and present**
- Learning how to **analyse information and sources**
- **Evaluating the impact of historical events**
- Learning **new vocabulary**
- Looking at things in **detail** and writing **clear notes and ideas**.
- Writing **extended answers and essays** about your learning and ideas.

**Come and see us on options evening to have a look at some student work, exam papers and lessons.**

# French or Spanish GCSE – Edexcel

## What is in the course?

Full course details for French can be found [here](#). Sample assessment materials for French can be found [here](#).  
Full course details for Spanish can be found [here](#). Sample assessment materials for Spanish can be found [here](#).

## Four exams at the end of Y11:

Reading (25% of final grade)

Listening (25% of final grade)

Writing (25% of final grade)

Speaking (25% of final grade)

You will study **six themes**:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## Students say:

*'Taking French has made me feel so much more confident in understanding language structure and grammar.'*

*'My ability to speak and understand Spanish has improved so much. I am really enjoying speaking so much more fluently.'*

## Take this course if you like:

- Communicating with people
- Travelling abroad and Geography
- Learning about different cultures
- Having fun with language
- Business Studies – you might have foreign customers or suppliers!

Languages are more important than ever. **Multinational companies are keen to employ people who have foreign language skills** and **top universities are considering a GCSE in a foreign language as an entry requirement** for many courses. The GCSE course places **emphasis on the practical and social use of language**, so that by the end of the course, **students will be equipped to cope with real situations, whether at work or on holiday.**

**Come and see us on options evening to have a look at some student work, exam papers and lessons.**

# Separate Sciences (Triple Award) GCSE – AQA

## What is in the course?

Full course details can be found [here](#), [here](#) and [here](#).

Sample assessment materials can be found [here](#), [here](#) and [here](#).

## Six exam papers at 1h 45 mins each, two for each of the sciences

<p><b>Topics</b> that you study for Biology include:</p> <ul style="list-style-type: none"><li>- <b>Cells and Organisation</b></li><li>- <b>Health and Disease</b></li><li>- <b>Respiration and Photosynthesis</b></li><li>- <b>Inheritance and Genetics</b></li><li>- <b>Genetic Engineering</b></li><li>- <b>Evolution</b></li><li>- <b>Ecosystems</b></li><li>- <b>Homeostasis</b></li></ul>	<p><b>Topics</b> that you study for Chemistry include:</p> <ul style="list-style-type: none"><li>- <b>Atomic Structure and Bonding</b></li><li>- <b>Chemical Reactions and Equations</b></li><li>- <b>Energy of Reactions</b></li><li>- <b>Rates of Reaction</b></li><li>- <b>Hydrocarbons and Fuels</b></li><li>- <b>The Earth's Resources</b></li><li>- <b>Chemical Analysis</b></li><li>- <b>Climate Change</b></li></ul>	<p><b>Topics</b> that you study for Physics include:</p> <ul style="list-style-type: none"><li>- <b>Energy Transfers and Power Supply</b></li><li>- <b>Electrical Circuits</b></li><li>- <b>Changes of State</b></li><li>- <b>Forces and Motion</b></li><li>- <b>EM Spectrum and Waves</b></li><li>- <b>Magnets and the Motor Effect</b></li><li>- <b>The Big Bang</b></li></ul>
---	--	--

You need to complete practicals throughout the course and these are assessed within the exams. There is no coursework requirement.

## Students say:

*'Taking Separate Science has really **helped me in my first term of A-Level** because **you study in much more detail.***

*'Separate Science is a lot more interesting and you do **more practicals***

## Take this course if:

- You **enjoy Science!**
- You are **thinking about a possible career in Science** (or science-related jobs) **or a specific career such as medicine.**
- You are **thinking about A Level Courses linked to Science** (not required for entry).
- You **enjoy figuring out how things work or how to improve designs.**
- You have the **ability to apply your knowledge and understanding to new ideas.**

Come and see us on options evening to have a look at some student work, exam papers and lessons.

# 3D Product Design GCSE – AQA

## What is in the course?

Full course details can be found [here](#) under the 3D Design options.

### A two-unit course:

#### **Non-exam assessment - Portfolio (60%)**

During Year 10 and 11, you will work on three projects that make up your portfolio. This work is worth 60% of your total GCSE mark. :

- **Project 1:** Skills based tasks (drawing, CAD & modelling)
- **Project 2:** Project on a given theme (using inspiration from designers to produce own designs to make a lamp)
- **Project 3:** Choice of past exam questions used as a starting point to develop your own ideas.

#### **Tasks include:**

- Research into designers/Artists.
- Drawing (sketching & CAD), model making & experimenting.
- Designing & development of ideas
- Experimentation with different materials and techniques in the workshop
- Making the final product that you have designed.

#### **Externally-set assignment, completed over 10 weeks (40% of final grade):**

Your choice of seven themes provided by AQA.

#### **Tasks include:**

- Researching your theme, including learning about the work of artists & Designers.
- Drawing, CAD, testing & modelling with materials.
- Developing an original idea of your own based on your theme and research
- Making a final piece of work based on your theme and research

There is a **2 day practical exam at the end of the course**. It is your opportunity to apply the skills and knowledge you have learned. It is designed to test your ability to develop a theme imaginatively and independently.

### **Students say:**

*It's really fun because you do lots of practical work and drawing, using loads of different materials.'*

*'I have had such fun this year and learnt so many new techniques. I have enjoyed making products that work and producing a sketchbook showing my thinking and progress.'*

### **Take this course if you like:**

- **Designing and making using lots of tools and equipment** – you will use lots of machines you have not used before!
- **Drawing** – by hand & on the computer.
- **Being Creative & Designing**– getting inspiration from Designers & using imagination in your work & presentation.
- **Making models** using a range of materials

**Come and see us on options evening to have a look at some student work, exam papers and lessons.**

# Architecture, Interior & Landscape design

## GCSE – AQA

### What is in the course?

Full course details can be found [here](#) under the 3D Design option.

### Non-exam assessment Portfolio (60%)

During Year 10 and 11, you will work on three projects that make up your portfolio.

**Project 1:** Interior Design (CAD & modelling)

**Project 2:** Architecture (using inspiration from Architects to produce own designs)

**Project 3:** Choice of past exam themes used as a starting point to develop your own ideas.

Tasks include:

- Detailed research into designers/Artists.
- Drawing (sketching & CAD), model making & experimenting.
- **Designing** & development of ideas & **Making** the product.

### Externally-set assignment, completed over 10 weeks (40% of final grade):

Your choice of seven themes provided by AQA.

Tasks include:

- **Researching your theme**, including learning about the work of artists & Designers.
- **Drawing, CAD, testing & modelling with materials.**
- **Developing an original idea of your own** based on your theme and research
- **Making a final piece of work** based on your theme and research (**2 day practical exam at the end of the course.**)

### Students say:

*'I have thoroughly enjoyed the course. You have **independence to choose your project** and there is great support from the teacher. I have **developed a lot of new skills.**'*

*'I really look forward to the lessons. **You feel proud of what you can achieve, it is great to express ideas & develop them into a product.**'*

### Take this course if you like:

- **Architecture, Interiors or Landscape design** – this course can be the beginning of your journey into one of these careers.
- **Drawing** – by hand & on the computer, **Making models** using a range of materials
- **Being Creative & Designing**– getting inspiration from Designers & using imagination in your work & presentation.

Come and see us on options evening to have a look at some student work, exam papers and lessons.



# Art GCSE – AQA

## What is in the course?

This course offers you the opportunity to **develop your imagination and creativity** through **making art**, and gives you the **tools to understand the visual world we live in**.

Full course details can be found here and we follow the 'Fine Art' title: [Fine Art specification](#)

## Coursework portfolio (60% of final grade):

**Three projects** completed during Year 10 and Year 11:

- **Our Blue Planet** - drawing, painting, 2D and 3D making on a sea/ sea creature/ environmental theme
- **Pattern and Culture** - drawing, printmaking and painting on canvas based on your choice of place/ culture
- **Personal Project** choice of three past paper questions used as a starting point to develop your own ideas

## Externally-set assignment completed over 10 weeks (40% of final grade):

**Your choice** of seven themes provided by AQA.

Tasks include:

- **Researching** your theme, including learning about the work of artists.
- Your choice of: **drawing, painting, printmaking, mixed media, sculpture or a combination of media**
- **Developing an original idea** of your own based on your theme and research
- **Making a final piece of 2D or 3D art** based on your theme and research

## Students say:

*'Taking Art works well with my other subjects. I enjoy the time I get to spend in the art rooms'.*

*'You get the **freedom to express yourself** as the course develops and the teachers are very supportive'.*

## Take this course if you like:

- Making your own art whether you like drawing, painting, printmaking, mixed media or sculpture.
- Practical learning and coursework-based projects.
- Learning about art made by others.
- Being creative and using your imagination.
- Problem-solving and working independently.
- The idea of going on to study or work in any of the creative industries- This course sets you up with a broad and solid base of skill desirable for any further art and design course or career.

**Come and see us on options evening to have a look at some student work, past papers and lessons.**

# Engineering VCERT – NCFE

## What is in the course?

Full course details can be found [here](#) under the qualifications specification.

## Written exam (40%)

You will be learning theory over the first year of the course. This will be taught in theory lessons and through mini design and make projects. There are a number of topics that will be covered including the following;

- Engineering sectors
- Health & safety in the workplace
- Applied science & maths in engineering
- Materials, their properties & characteristics
- Tools, equipment & machinery
- Hand drawn engineering drawings
- CAD engineering drawings
- Production planning techniques
- Applied processing skills & techniques

During the first term of year 11 pupils will use all of the skills and knowledge to produce a mock project in preparation for the externally set assignment.

## Externally set assignment (60%) - completed over a set time period

A brief for this is set by the exam board. Students are expected to complete a project covering a number of tasks. They will use the provided engineering drawing to make a specified product alongside the following assessment objectives;

- AO1 - Recall knowledge & show understanding
- AO2 - Apply knowledge & understanding
- AO3 - Analyse & make judgements
- AO4 - Demonstrate skills, techniques & processes
- AO5 - Analyse & evaluate

It is your opportunity to apply the skills and knowledge you have learned. It is designed to test your ability to research into a given brief and create a product with a given theme. Previous themes have included bridges, tool boxes, dump trucks and robotic arms.

## Students say:

Chloe, year 10 *'Taking Engineering as a GCSE course is really interesting - you learn about all of the different sectors in the engineering industry, because of this I was inspired to study the biomedical sector at university.'*

Nathan, year 11: *'I really enjoy engineering, it has shown me how the world has been built and how everything works.'*

## Take this course if you like:

- Problem solving
- Science and maths
- Using CAD
- Creating engineering drawings
- You want to work in an engineering sector – such as working on cars, bridges, software etc.

Come and see us on options evening to have a look at some student work, exam papers and lessons.

# Fashion and textiles

## What is in the course?

You will learn how to make clothes and design textiles for fashion, interiors or as a form of art.

You will develop your imagination and creativity through practical making and learning from famous designers and makers.

Full course details can be found here and we follow the AQA guidelines for [Textile Design](#)

## Coursework portfolio (60% of final grade):

Three projects completed during Year 10 and Year 11:

- Introductory workshops (printed, stitched and constructed textile techniques, how to draw for fashion and using specialist equipment)
- Brighton Style (Fashion project using inspiration from the Brighton Pavilion and surrounding area)
- Personal Choice (choice of three past paper questions used as a starting point to develop your own ideas).

## Externally-set assignment, completed over 10 weeks (40% of final grade):

Your choice of seven themes provided by AQA.

Tasks include:

- Researching your chosen theme
- Learning about the work of designers and textile artists/ makers.
- Your choice of: Fashion, interior or art-based textile project
- Developing your own original ideas
- Sampling using the textiles equipment in the dept
- Making a final garment, interior textile piece or textile artwork

## Students say:

*‘I love fashion and it has been fun learning how to use the sewing machines to make clothes’*

*‘I have learned so much that will prepare me for further study in Fashion and Textiles. The teachers help me to be creative in my own way’*

## Take this course if you like:

- Fashion and style- clothes, accessories, colour, pattern, texture
- Learning about fashion designers and textile artists
- Being creative and using your imagination
- Practical making- We use sewing machines, hand sewing, the Cricut machine, heat transfer press, and a range of printmaking techniques
- The idea of going on to study or work in the fashion and textiles industry

**Come and see us on options evening to have a look at some student work, past papers and lessons.**

# Hospitality and Catering Level 2 - WJEC (food technology)

## What is in the course?

Full course details can be found [here](#). Sample assessment materials can be found [here](#).

## One exam paper, 1 hour 20 minutes in length (40% of final grade in total):

**Topics** that you study for this exam (unit 1) include:

- 1.1 Hospitality and catering provision
- 1.2 How hospitality and catering providers operate
- 1.3 Health and safety in hospitality and catering
- 1.4 Food safety in hospitality and catering

## Non-exam assessment (Unit 2), completed over 12 hours (60% of final grade):

Unit 2: Hospitality and Catering in Action

**Tasks** include:

- 2.1 The importance of nutrition
- 2.2 Menu planning
- 2.3 The skills and techniques of preparation, cooking and presentation of dishes
- 2.4 Evaluating cooking skills

## Students say:

*'I really like the fact that I **get to try out new dishes and recipes.***

*'This course has helped me decide I **want to pursue a career in the Hospitality industry.***

*'This course gave me lots of **confidence, not only in myself but my ability in the kitchen***

## Take this course if you like:

- Understanding healthy eating, nutritional needs and key development stages in life
- Menu planning, creating recipes and exploring new foods
- Working in the hospitality sector, exploring business management, managing a hospitality business, health and safety legal practice
- Learning and developing high level preparation, cooking and presentation skills

**Come and see us on options evening to have a look at some work, exam papers and lessons.**

# Photography GCSE – AQA

## What is in the course?

The Photography course equips you with technical knowledge of how to work with DSLR cameras and both digital and analogue workflow. You will develop your imagination through the making of images and it will give you the tools to understand the visual world we live in.

Full course details can be found here and we follow the 'Photography' title - [Photography Specification](#)

## Coursework portfolio (60% of final grade):

Three projects completed during Year 10 and Year 11:

- **Formal Elements** - introduction to basic photography skills and the formal elements of photography, DSLR cameras, Photoshop editing, physical editing and use of a digital portfolio.
- **Conceal/Reveal** - Developing further workshop skills including studio and darkroom and beginning to develop own ideas in a personal final outcome.
- **Personal Project** - Choice of **three past exam briefs** to develop independent ideas

## Externally-set assignment, completed over 10 weeks (40% of final grade):

Your choice of seven themes provided by AQA.

Tasks include:

- **Researching** your chosen theme
- **Taking your own photographs**
- **Manipulating photographs** by hand or digitally using Photoshop and apps
- **Directing your own research** into the work of **successful photographers**
- **Developing original ideas** to meet your chosen theme
- **Making a final piece of work** in response to your theme which is based on research

## Students say:

*'This course has taught me how to create high quality images, using a professional studio set-up.'*

*'I now work at a local photography studio working with clients to photograph products for marketing purposes.'*

*I learned how to take a good photograph as well as touch up and make print or web-ready.'*

## Take this course if you like:

- **Taking photographs.**
- **Editing/ manipulating** photographs.
- **Planning** imaginative shoots.
- **Analogue photography** and want to **learn how to use a darkroom.**
- **Learning about famous photographers** (fashion, wildlife, fine art, journalism).
- **Understanding the visual messages** in photographic images all around us.
- The idea of going on to study or work in any of the creative industries- This course sets you up with a broad and solid base of skill desirable for any further creative course or career.

**Come and see us on options evening to have a look at some student work, exam papers and lessons.**

# Media Studies GCSE – EDUQAS

## What is in the course?

Full course details can be found [here](#). Sample assessment materials can be found [here](#).

## Two exam papers, 1 hour 30 minutes each (70% of final grade in total):

**Topics** that you study for these exams include (texts can change):

- **Magazines** (Vogue and GQ)
- **Adverts** (Quality Street and NHS 111)
- **Newspapers** (The Guardian and The Sun)
- **Radio** (Desert Island Discs)
- **Video games** (Fortnite)
- **Film marketing** (Bond – No Time to Die and The Man with the Golden Gun)
- **Music videos** and **music social media** (Lizzo, Stormzy and TLC)
- **TV Crime Drama** (Trigger Point and The Sweeney)

## Non-exam assessment, completed over several weeks (30% of final grade):

Making a media product for a specific audience (titles provided by the exam board each year).

**Tasks** include:

- **Detailed research.**
- **Detailed planning.**
- A **statement of aims** to say what you plan to do and why.
- **Making the product.**

## Students say:

*'Media really opens your eyes to the world around you and makes you ask interesting questions.'*

*'I have really enjoyed being able to be creative in my thinking – when you look at media products, there's not always a right and wrong answer, it's about the quality of your argument.'*

## Take this course if you like:

- **English Literature** – you use the same skills.
- Learning **new vocabulary and language** – there is a specific language to the media.
- Looking at things in **detail** and writing **clear notes and ideas**.
- Writing **extended answers and essays** about your learning and ideas.
- **Understanding messages** that you are given by the world around you.
- Expressing your learning in a **creative way**

Come and see us on options evening to have a look at some student work, exam papers and lessons.

# Dance GCSE - AQA

## What is in the course?

Full course details can be found [here](#). Sample assessment materials can be found [here](#).

## One exam paper, 1 ½ hours (40% of final grade in total):

Students will study the skills of **composition, performance and appreciation** through a **range of dance styles**.

This will include:

- **Knowledge and understanding of choreography and performance**
- **Critical appreciation of own work**
- **Critical appreciation of professional work**

## Practical Non-exam assessment, completed over several weeks (60% of final grade):

**Technical and expressive skills** will be a **key focus** and students will **study a range of professional works**.

The new GCSE teaching specification has a **practical emphasis of 60%**, enabling students to actively and physically demonstrate their practical knowledge of dance.

This will include:

- **Performance of Set Phrases**
- **Duet/Trio Performance**
- **Group Choreography**

## Students say:

*'I enjoy having the **freedom in Dance to be creative and think outside the box.**'*

*'My **confidence has really improved and this is so important for me for my future career.**'*

## Take this course if you like:

- **Being creative.**
- **Problem solving.**
- **Working with others.**
- **PE, Drama, Music, English, Biology.**
- **Learning new vocabulary and language.**

Come and see us on options evening to have a look at some student work, exam papers and lessons.

# Drama GCSE – AQA

## What is in the course?

Full course details can be found [here](#).

### One exam paper, 1 hour 45 minutes (40% of final grade in total):

Topics that you study for this exam include (texts can change):

**Section A: 4 multiple choice questions on theatre roles, responsibilities and terms**

**Section B: four questions on a given extract from the set play** chosen (*Blood Brothers* by Willy Russell)

**Section C: one question on the work of theatre makers** in a single live theatre production (*Billy Elliot The Musical* 2014)

### Non-exam assessment 1, completed over several weeks (40% of final grade):

Making a devised performance in a group

Tasks include:

- **Creating and performing** devised drama
- **Writing a devising log to explain the work** you have created

### Non-exam assessment 2, completed over several weeks (20% of final grade):

Performing two extracts of script from one play. A range of plays will be provided by the teacher.

### Students say:

*'I chose Drama because it gives me a chance to express myself creatively whilst learning lots of new skills and techniques.'*

*'I have loved learning about different styles of theatre and the multiple ways you can perform a story. I have also loved being able to step into someone else's shoes; becoming any character I want!'*

### Take this course if you like:

- **Performing** – there is lots of opportunity to work practically
- **English Literature** – you use the same analytical skills
- **Looking at the world around you** and **developing your own practical interpretation**

Come and see us on options evening to have a look at some student work, exam papers and lessons.



# BTEC MUSIC – Level 1/2

## What is in the course?

This is a Level 2 course equivalent to a GCSE level 4-8. Full course details can be found [here](#).

## 100% coursework - 2 internally assessed and 1 externally assessed module.

### What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the:

- **developing key skills and techniques that prove learners' musical aptitude.** E.g. responding to a musical brief.
- processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief.
- **attitudes considered most important in the music sector, including personal management and communication.**
- **Knowledge to enable effective use of skills, processes and attitudes in the sector, such as musical skills and styles.**

Topics that you can study:

- Experience in **planning**.
- **Completing and analysing a music performance.**
- The ability to **develop and hone their performance** within a rehearsal space.
- Knowledge of **planning, promoting and running a live music event.**
- A greater **understanding of music and the responses it brings out** of an audience.
- Understanding of **styles and genres of music and how they have developed.**
- **The ability to compose to a set brief or criteria.**

## Modules

A requirement of the course are **3 modules**:

- **Component 1 - an in-depth research.** Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.
- **Component 2 – Instrumental/Performance development** - Learners have the opportunity to develop two musical disciplines through practical tasks, while documenting progress and planning for improvement.
- **Component 3 - Developing and presenting music in response to a given brief, with added compositional tasks.**

## Students say:

*'Music has allowed me to **explore and develop my musical talent to high level** and highlight the potential career opportunities within music which I intend to explore in further education'*

*'Music has **helped me develop as a person on an academic level instilling values of perfection and dedication** in my work and **on a social level it is great to interact and form musical connections with my friends** in and out of class'*

## Take this course if you like:

- Learning and performing music
- You are keen to develop your skills to a high level
- developing your knowledge of popular music and its influence

**Come and see us on options evening to have a look at some student work and lessons examples**

# Health & Social Care, Level 1/2

## Cambridge National – OCR

### What is in the course?

Full course details can be found [here](#).

### Non-exam assessment (60% of final grade):

#### Year 10:

**R033: Supporting individuals through life events = mandatory internal assessment worth 30% of the final grade).**

- Life stages
- Impacts of life events
- Sources of support

**R035: Health promotion campaigns = our chosen optional internal assessment worth 30% of the final grade).**

- Current public health issues and the impact on society
- Factors influencing health
- Plan and create a health promotion campaign
- Deliver and evaluate a health promotion campaign

### One exam paper, 1 hour 15 mins (40% of final grade in total):

This exam is taken in year 11

#### Year 11:

**R032: Principles of care in health and social care settings = written examination worth 40% of the final grade.**

- The rights of service users in health and social care settings
- Person-centred values
- Effective communication in health and social care settings
- Protecting service users and service providers in health and social care settings

#### **Students say:**

*'This is a great subject. It's enjoyable and interesting and can teach you a lot. I get to learn more about how to care for people and the different parts of a person's development'*

*'Health and Social care is very hard work but very interesting and enjoyable'*

#### **Take this course if you like:**

- Understanding how to work well with a wide range of people
- Listening and communicating ideas
- Learning **new vocabulary and language**.
- Looking at things in **detail** and writing **clear notes and ideas**.
- **Planning and leading activities**.

**Come and see us on options evening to have a look at some student work, exam papers and lessons.**

# Physical Education GCSE - AQA

## What is in the course?

Full course details can be found [here](#) . Sample assessment materials can be found [here](#).

## Two exam papers, 1 hour 15 minutes each (60% of final grade in total):

*Paper 1: The human body and movement in physical activity and sport [30% of overall course].*

- Applied anatomy and physiology
- Movement analysis
- Physical training

*Paper 2: Socio-cultural influences and well-being in physical activity and sport [30% of overall course]*

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

### Questions:

A mixture of **multiple choice/objective test questions**, **short answer questions** and **extended answer questions**.

## Non-exam assessment, completed over two years (40% of final grade):

- **High level practical performance in 3 different activities** (one in a team activity, one in an individual and a third in either a team or individual activity).
- **In all 3 activities students will be assessed in skills in progressive drills and in full context**
- **Coursework analysis and evaluation** of performance to **bring about improvement in 1 activity**.

## Students say:

*'GCSE PE helped me immensely in my quest to study Sport Psychology in the USA whilst playing college golf.'*

## Take this course if you like:

- **Science** – you cover some similar content.
- Learning **new vocabulary and language**.
- Looking at things in **detail** and writing **clear notes and ideas**.
- **Working as a team**.

Come and see us on options evening to have a look at some student work, exam papers and lessons.

# Sports Studies Cambridge National - OCR

## What is in the course?

Full course details can be found [here](#). Sample assessment materials can be found [here](#).

### Non-exam assessment (60% of final grade):

Assignments set by the exam board and are internally marked by the teachers, completed in year 10

#### Sport and the media (20%):

- The different sources of media that cover sport.
- Positive effects of the media on sport.
- Negative effects of media on the sport.

#### Performance and leadership in sports activities (40%):

- Key components of performance for individual and team activities.
- Applying practice methods to support improvement in a sporting activity.
- Organising and planning a sports activity session.
- Leading a sports activity session.
- Evaluating their sports session

### One exam paper, 1 hour 15 minutes (40% of final grade in total):

This exam is taken in year 11

#### Contemporary issues in sport.

- Issues which affect participation in sport.
- The role of sport in promoting values.
- The implications of hosting a major sporting event for a city or country.
- National Governing Bodies
- Use of technology in sport.

### Students say:

*'Sports studies gave me a huge variety of knowledge in all areas of sport and this has helped me with my goal of attending university to study Sports business.'*

### Take this course if you like:

- Enjoy the **study** of sport and **application** to different topics within sport
- **Research** into different sports and the impact sport has linked to a variety of areas
- **Planning** and **leading** of a sport that is interesting to you
- Keen to **develop** your skills and knowledge within two sporting activities

**Come and see us on options evening to have a look at some work, exam papers and lessons.**

# Business Studies GCSE – AQA

## What is in the course?

Full course details can be found [here](#).

## Two exam papers, 1 hour 45 minutes each (100% of final grade in total):

**Topics** that you study for these exams include:

- **Business in the real world** (purpose of business, entrepreneurs, sectors of production, opportunity cost, types of business ownership, aims and objectives, stakeholders, location decisions, growth of businesses and business planning; **you will get to plan and run a mini business!**).
- **Influences on business** (economic, legal, technological, ethical and environmental factors, globalisation, competitive environment, risk and uncertainty).
- **Business operations** (methods of production and efficiency, stock management, choice of suppliers, supply chains, logistics, quality, customer service and advances in ICT).
- **Human resources** (organisational structures, recruitment and selection, training, motivation and payment systems)
- **Marketing** (identifying and meeting customer needs, segmenting the market, market research, pricing, new product development, branding, product mix, product lifecycle, advertising and promotion, distribution, e-commerce and m-commerce).
- **Finance** (sources of finance, revenue, costs and profit calculations, profit margins, break-even analysis, cash flow, financial statements and interpretation of financial position).

## Students say:

*'I have really enjoyed **running my own mini business**, pulling together the **theory** we have been learning about and **putting it into practice** and of course making a profit!'*

*'You have to learn your theory and the teachers show you how to **apply this to the business** you are looking at so you can get better marks in your exams. I like that you get to **make decisions and recommendations** for the businesses.'*

## Take this course if you like:

- **Mathematics and English Language** – you use the same **problem solving** and **structured writing** skills.
- Learning **new vocabulary** – there is a specific **language used in business**.
- Looking at things in **detail** and writing **clear notes** and **extracting key points**.
- Writing **extended answers** in the **context** of given business scenarios.
- **Weighing up** and **making decisions** suitable for different businesses.
- **Understanding** more about the **world around you**.

**Come and see us on options evening to have a look at some work, exam papers and lessons.**

# Economics GCSE - OCR

## What is in the course?

Full course details can be found [here](#).

Sample assessment materials can be found [here](#) and [here](#).

## Two exam papers, 1 hour 30 minutes each (100% of final grade in total):

Topics that you study for these exams include:

- **Introduction to Economics** (the role of consumers, producers and government; factors of production; scarce resources vs unlimited wants; opportunity cost; costs and benefits of economic choices)
- **The role of markets and money** (markets; sectors; goods and services; specialisation and exchange; demand, supply and elasticities; equilibrium price; allocation of resources; competition; economies of scale; productivity and revenue; labour markets; the role of money)
- **Economic objectives and the role of government** (Gross Domestic Product; employment types; income and wealth distribution; price stability; taxes; government budgets and spending; monetary policy)
- **International trade and the global economy** (imports and exports; trade agreements; exchange rates; globalisation; balance of payments).

## Current A-Level students say:

*'Economics goes well with my business studies course; I enjoy arguing for and against possible solutions.*

*I also enjoy the psychology and sociology aspects of behavioural economics - I had no idea how governments and businesses use this!*

*'I like economics, because you can see the contribution you make to the economy. I particularly like the links with geography as it relates to environmental issues, levelling-up, and poverty/inequality.'*

## Take this course if you like:

- **History/Geography, Maths and English Language** – you use the same problem solving, data interpretation, graph skills and structured writing.
- Learning **new vocabulary** – there is a specific language used in economics.
- Looking at things in **depth** and writing **detailed notes and ideas**.
- Writing **extended answers** in the **context** of given economic situations.
- **Weighing up** and **making decisions** suitable for businesses or governments.
- **Understanding** more about the world around you.

**Come and see us on options evening to have a look at some student work, exam papers and lessons.**

# ASDAN - Personal Development Programme

## What is in the course?

This is an entry level course which helps support students with their personal and emotional development and life and core skills.

Full course details can be found [here](#)

## Assessment

Completion of a portfolio of work which is internally and externally verified.

## Subject Content

There are a large number of topics to choose from which means the course content can specifically meet the needs of the student group.

Topics might include:

**Communication** -with challenges including delivering a presentation and writing a childrens' book.

**The World of Work** - with challenges including writing a CV, mock interviews and college taster days.

**Health and Wellbeing** - with challenges including taking part in a First Aid session, planning a healthy eating menu and improving your emotional wellbeing.