

**Key Stage 4**

**Options**

**2023**

Dear Parent/Carer,

January 2023

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, where the learning and subject suits them best.

**All students study GCSEs in English Language, English Literature, Mathematics, Combined Science (two GCSEs) and French or Spanish** as a core curriculum at Key Stage 4. However, **they are also able to choose three option subjects to make up 30% of their curriculum.**

**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.

**All 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 1<sup>st</sup> February**, we will be hosting an **Options Information Evening**. This will be **in school**. This evening is **optional** 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 form which will be sent directly to each student's school email address- this will be **open from Thursday 2<sup>nd</sup> February until Wednesday 8<sup>th</sup> February 2023**. Therefore, **there will be no paper forms to complete. You will also find videos on the school website [here](#)**, which give much more information about each course.

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

Yours faithfully,

Matthew Whatford  
**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 current students and watch the videos for each course.**

### 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 five subjects, you will gain a GCSE qualification (two for Science):**

- English Language
- English Literature
- Mathematics
- Combined Science (two GCSEs)
- French or Spanish (depending on which one you have studied at Key Stage 3)
- 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 Graphic Communication
- GCSE Textiles and Fashion

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.**

## Who Can I ask for advice?

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

- Parents
- Brothers and sisters who have gone through the process already
- 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 Hook
- 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 learning and 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** in these cases. 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 whom 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. (*EHCP students will have a personalised timetable ensuring that all their statutory needs are met in full.*)** 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 require access arrangements. **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 is 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 SENCO (Special Educational Needs Coordinator) Mrs Gatford, is always happy to be approached about any learning or examination worries.

The Team Leader and their Student Services team continue as a daily point of contact for parents and students as necessary. **Mrs Street, the School Nurse, is able to give advice on any medical issues, draw up Care Plans and advise on how to support students with longer-term conditions.**

## **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 Mrs Gatford (SENDCo) or Mrs Knight (Deputy SENDCo).

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 will follow these courses if GCSE English or Mathematics is not appropriate.** They are focused on basic numeracy and literacy and 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
- Mr Whatford's introductory video on the school website
- Your feedback from Subject Consultation Evening (25/01/23)
- KS4 information evening (01/02/23)
- The subject videos on the school website [here](#)
- Conversations with your Head of Year (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>
Insight (Personal, Social, Relationships and Sexual Health, Careers, Financial and Religious Education)	<b>17</b>
Mathematics GCSE	<b>14</b>
Modern Foreign Languages GCSE (students will study French or Spanish)	<b>16</b>
Core Physical Education	<b>18</b>
Combined Science GCSE	<b>15</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>
Computer Science GCSE	<b>19</b>
Dance GCSE	<b>32</b>
Digital Information Technology BTEC Level 1/2 Tech Award	<b>39</b>
Drama GCSE	<b>33</b>
Economics GCSE	<b>40</b>
Engineering Level 1/2	<b>26</b>
Geography GCSE	<b>20</b>
Graphic Communication GCSE	<b>27</b>

Health and Social Care: Cambridge Nationals	<b>35</b>
History GCSE	<b>21</b>
Hospitality and Catering Level 1/2	<b>28</b>
Media Studies GCSE	<b>31</b>
Music - BTEC Level 2	<b>34</b>
Photography GCSE	<b>29</b>
Physical Education GCSE	<b>36</b>
Separate Sciences GCSE	<b>23</b>
Sports Studies	<b>37</b>
Textiles and Fashion GCSE	<b>30</b>

# English Language GCSE – AQA

## What's in the course?

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

## Two exam papers, 1 ½ hours each (100% of final grade in total):

### Subject Content

- Exploration in creative reading and writing
- 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:

- Giving a presentation in a situation
- Responding to questions and to feedback in an acceptable way
- Using spoken Standard English

## 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.'*

## 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 work, exam papers and lessons.**

# English Literature GCSE – AQA

## What's 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

- Shakespeare
- A 19<sup>th</sup>-century novel
- A modern drama text
- Anthology of poetry

### 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.'*

### 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 work, exam papers and lessons.**

# Mathematics GCSE – Edexcel

## What's in the course?

Watch the video on the school website for more information.

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 hours 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**, 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 to 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 are gifted** in Mathematics will **also take GCSE Statistics and GCSE 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 work, exam papers and lessons.**

# Combined Science (Double Award) GCSE – AQA

## What's in the course?

Watch the video on the school website for more information.

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

**Topics** that you study for Biology include:

- Cells and Organisation
- Health and Disease
- Respiration and Photosynthesis
- Inheritance
- Genetic Engineering
- Evolution
- Ecosystems
- Homeostasis

**Topics** that you study for Chemistry include:

- Atomic Structure and Bonding
- Chemical Reactions and Equations
- Energy of Reactions
- Rates of Reaction
- Hydrocarbons and Fuels
- Water Treatment
- Climate Change

**Topics** that you study for Physics include:

- Energy Transfers and Power Supply
- Electrical Circuits
- Changes of State
- Forces and Motion
- EM Spectrum and Waves
- Magnets and the Motor Effect

**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 work, exam papers and lessons.**

# French or Spanish GCSE – AQA

## What's in the course?

Watch the video on the school website here for more information.

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 **three themes**:

**Theme 1 Identity and culture**- 1) me, my family and friends 2) technology 3) free time activities 4) customs and festivals

**Theme 2 Local, national, international and global areas of interest** - 1) home and town 2) social issues 3) global issues 4) travel and tourism

**Theme 3 Current and future study and employment** - 1) my studies 2) life at school 3) post-16 education 4) jobs, career choices and ambitions.

## 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 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.
- Diversity.
- Careers.
- Money.
- First Aid.

### Year 11:

- Relationships and Sex Education.
- Ethics.
- 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 work and the resources used.**

# 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**.

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 work and the resources used.**

# Computer Science GCSE – OCR

## What's in the course?

Watch the video on the school website for more information.

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

## Two exam papers, 1 ½ hours each (100% of final grade in total):

Topics that you study for these exams include:

- **Programming** (Python)
- **Systems Architecture** (CPU, RAM, Graphics Processing Unit)
- **Memory & Storage** (RAM, Hard Disk Drive, Solid State Drive)
- **Data Representation** (Binary, Hexadecimal)
- **Network** (LAN's, WAN's, performance, how the Internet works)
- **System Security** (Detecting, preventing malware and hackers)
- **Software** (Operating systems)
- **Ethical, legal, cultural and environmental** (how technology is effecting 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 actually 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 work, exam papers and lessons.**

# Geography GCSE – OCR B

## What's in the course?

Watch the video on the school website for more information.

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

## Three exam papers, 1hr 15m x2 and 1hr 30m x1

### 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. This means **we will visit a site and complete field work using our Geographical knowledge and skills.**

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

## 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 work, exam papers and lessons.**

# History GCSE – Edexcel

## What's in the course?

Watch the video on the school website for more information.

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

## Three exam papers:

Paper 1- Crime and Punishment 1000- Present day (30%) 1hr 15 mins

Paper 2- Early Elizabethan England 1558-1588 (20%)

Superpower Relations 1923-1991 (20%) 1hr 45 mins

Paper 3- Weimar and Nazi Germany 1918-1939 (30%) 1hr 15 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 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.
- **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.

## 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 and analytical skills**
- 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 work, exam papers and lessons.**

# Separate Sciences (Triple Award) GCSE – AQA

## What's in the course?

Watch the video on the school website for more information.

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

**Topics** that you study for Biology include:

- Cells and Organisation
- Health and Disease
- Respiration and Photosynthesis
- Inheritance and Genetics
- Genetic Engineering
- Evolution
- Ecosystems
- Homeostasis

**Topics** that you study for Chemistry include:

- Atomic Structure and Bonding
- Chemical Reactions and Equations
- Energy of Reactions
- Rates of Reaction
- Hydrocarbons and Fuels
- The Earth's Resources
- Chemical Analysis
- Climate Change

**Topics** that you study for Physics include:

- Energy Transfers and Power Supply
- Electrical Circuits
- Changes of State
- Forces and Motion
- EM Spectrum and Waves
- Magnets and the Motor Effect
- The Big Bang

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 work, exam papers and lessons.

# 3D Product Design GCSE – AQA

## What's in the course?

Watch the video on the school website for more information.  
Full course details can be found [here](#) under the 3D Design options.

## Non-exam assessment Portfolio (60%)

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

**Project 1:** Skills based tasks (drawing, CAD & modelling)

**Project 2:** Project based 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:

- **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

There is a **2 day practical exam at the end of the course.**

## Students say:

*'I think it's really fun because you do lots of practical work, lots of drawing and use 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 things using lots of tools and equipment** – you will use lots of machines that 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 work by previous pupils.**

# Architecture, Interior & Landscape design

## GCSE – AQA

### What's in the course?

Watch the video on the school website here for more information.  
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 questions 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

There is a **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.
- **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 work, exam papers and lessons.**



# Art GCSE – AQA

## What's 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 around you**.

Watch the video on the school website here for more information.

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

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

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

- **The Blue Planet** (drawing, photography, mixed media techniques on a sea/ environmental theme)
- **Pattern and Culture** (drawing, printmaking and painting on a culture from anywhere across the world)
- Choice of **three past exam 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 artwork** based on your theme and research

## Students say:

*'Taking Art works well with subjects where I write a lot. I enjoy the time I spend in the art room.'*

*'You get the freedom to express yourself as the course develops.'*

## Take this course if you like:

- **Making your own art** whether this is drawing, painting, printmaking, mixed media, sculpture.
- **Understanding visual messages** we receive in everyday life.
- **Learning about art made by others and visiting exhibitions and galleries.**
- **Presenting your work creatively** (across all subject areas).
- **Using your imagination, problem-solving and working independently.**
- The idea of **going on to study or work in the creative industries** and want a broad solid base of skills.

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

# Engineering VCERT – NCFE

## What's in the course?

Watch the video on the school website for more information.

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

## Written exam (40% of the final grade)

This will be sat in **March of year 10**. You will be **learning theory for the first 2 terms of year 10**, with a small number of **practical lessons** whilst learning about tools and what they do.

Tasks include:

- Learning engineering disciplines
- Health and safety in the work place
- Engineering drawing
- Maths and science equations
- Properties of materials

The **final term of year 10 and start of year 11** will involve practical activities, problem solving tasks and projects in preparation for the coursework unit.

## Coursework - Externally Set Assignment (40% of final grade)

Takes place from **December of year 11 till the following March**.

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 and robotic arms.

## Students say:

*'Taking Engineering as a GCSE course is really interesting and you learn about all of the different sectors in the engineering industry, because of this I have now been inspired to carry on with engineering and learn about the biomedical sector at university.'*

*'I have really enjoyed using my imagination to develop and create my ideas through engineering.'*

## Take this course if you like:

- Problem solving
- Science and maths
- 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 work by previous pupils.

# Graphic Communication GCSE – AQA

## What's in the course?

Watch the video on the school website for more information.

Full course details can be found here and we follow the Graphic Communication title: [Art Specification](#)

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

Four projects completed during Year 10 and Year 11:

- **Typography project**
- **Poster project**
- **Packaging 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 briefs provided by AQA.

Tasks include:

- **Researching** your chosen brief.
- **Drawing, painting, printmaking, collage/ assemblage, photography and using digital technology.**
- **Learning about the work of successful graphic designers and illustrators.**
- **Developing original ideas to meet the brief** you have selected.
- **Making a final piece of work** that meets the brief and is based on research.

## Students say:

*'I want to design merchandise for bands. Taking Graphic communication helps me get closer to my goal.'*

*'I love sportswear logos and the packaging that comes with new trainers. I would like to do this as a job.'*

## Take this course if you like:

- **Lettering, illustration, packaging, logos, magazine design, posters.**
- **Hand drawn working methods as well as digital working methods.**
- **Learning about artists, designers and illustrators.**
- **Understanding the visual messages all around us** in everyday life.

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

# Hospitality and Catering Level 2 - WJEC

## What's in the course?

Watch the video on the school website for more information.

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

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

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

LO1 Understand the environment in which hospitality and catering providers operate

LO2 Understand how hospitality and catering provisions operates

LO3 Understand how hospitality and catering provision meets health and safety requirements

LO4 Know how food can cause ill health

LO5 Be able to propose a hospitality and catering provision to meet specific requirements

## Non-exam assessment (Unit 2) , completed over 6 hours (60% of final grade):

Unit 2: Hospitality and Catering in Action

**Tasks** include:

Learners apply their learning to safely prepare, cook and present nutritional dishes.

LO1 understand the importance of nutrition when planning menus

LO2 understand menu planning

LO3 be able to cook dishes - *within a set time period*

## 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.'*

## Take this course if you like:

- Menu planning
- Looking at healthy eating, key nutrients and following a balanced diet
- Working in the hospitality sector, exploring business management , managing a business, relevant food safety and legal regulations
- Cooking and baking.

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

# Photography GCSE – AQA

## What's in the course?

Watch the video on the school website for more information.

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

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

Three projects completed during Year 10 and Year 11:

- **Formal Elements**
- **Together and Apart**  
(During both of the above projects **you will learn to use a DSLR camera as well as the darkroom.**)
- 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**
- **Using Google Drive to store work and saving high quality images**
- **Manipulating photographs** by hand or digitally using Photoshop and apps
- **Learning about** 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.

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

# Textiles and Fashion GCSE – AQA

## What's in the course?

Watch the video on the school website for more information.

Full course details can be found here and we follow the Textile Design title: [Art Specification](#)

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

Three projects completed during Year 10 and Year 11:

- **Textile techniques** (covering printing, machine and hand-stitching, dyeing, batik, weaving, feltmaking)
- **Textiles project** (using techniques above to make a textile artwork)
- **Fashion project** (fashion drawing, following a pattern and making a garment)
- **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 briefs/ themes provided by AQA.

Tasks include:

- **Researching your chosen brief/ theme including drawing and photography.**
- **Your choice of textiles techniques** to develop your own ideas.
- **Learning about the work of successful fashion and textile designers.**
- **Making a final piece of work that meets the brief/ responds to your theme, based on research.**

## Students say:

*'Everything we wear, furnishings at home and even the seats on the train have been designed by someone who studied textiles.'*

*'I love using a sewing machine and making my own clothes.'*

## Take this course if you like:

- **Fashion, fashion drawing, sewing, making clothes, repairing and altering clothes.**
- **Pattern, colour and texture.**
- **Handmade working methods** as well as **digital working methods.**
- **Learning about textile artists, textile designers and fashion designers.**

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

# Media Studies GCSE – EDUQUAS

## What's in the course?

Watch the video on the school website for more information.

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

## Two exam papers, 1 ½ hours each (70% of final grade in total):

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

- **Magazines** (PRIDE and GQ)
- **Adverts** (Quality Street and This Girl Can)
- **Newspapers** (The Guardian and The Sun)
- **Radio** (The Archers)
- **Video games** (Fortnite)
- **Film marketing** (Bond – Spectre and The Man with the Golden Gun)
- **Music videos and music social media** (Katy Perry, Bruno Mars and Duran Duran)
- **TV Crime Drama** (Luther 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.

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

# Dance GCSE - AQA

## What's in the course?

Watch the video on the school website for more information.

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 work, exam papers and lessons.



# Drama GCSE – AQA

## What's in the course?

Watch the video on the school website for more information.

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 work, exam papers and lessons.

# BTEC MUSIC – Level 2

## What's in the course?

Watch the video on the school website for more information.

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 work and lessons examples**

# Health & Social Care, Level 1/2

## Cambridge National Certificate – OCR

### What's in the course?

Watch the video on the school website for more information.  
Full course details can be found [here](#) or by scanning the QR code.



### Why study Health and Social Care?

Anyone interested in working in either the health or social care field, working with people, care or caring for others, babies, children or older people or helping others will enjoy this course.

### Three units of work – internal assessments (60%) and one external exam (40%):

#### 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

#### 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:

- Biology or Sports studies
- Understanding how to work well with a wide range of people
- Listening and communicating ideas
- A broad range of topics

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

# Physical Education GCSE - AQA

## What's in the course?

Watch the video on the school website for more information.

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

## Two exam papers, 1 hour 15 mins 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 several weeks (40% of final grade):

- **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**
- **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 work, exam papers and lessons.**

# Sports Studies VCERT - OCR

## What's in the course?

Watch the video on the school website for more information.

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

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

This exam is taken in the January of year 10.

### 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 and technology in sport.

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

Assignments set by the exam board.

### 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.

### 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.

## 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:

- 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 work, exam papers and lessons.

# Business Studies GCSE – AQA

## What's in the course?

Watch the video on the school website here for more information.

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.**

## What's in the course?

Watch the video on the school website for more information.

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

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

Topics that you study for this exam include:

- **Communication technologies.**
- **Features and uses of cloud storage.**
- **Features and uses of cloud computing.**
- How the **selection of platforms and services impacts on the use of cloud technologies.**
- How **modern technologies aid inclusivity and accessibility.**
- How **cloud and 'traditional' systems are used together.**
- **Positive and negative impacts of modern technologies on organisations.**
- **Impact of security breach.**

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

Two components each with 3 learning Aims (6 assignments)

Tasks include:

- Exploring User Interface Design Principles and Project Planning Techniques
- Collecting, Presenting and Interpreting Data.

## Students say:

*'Cloud storage and cyber security aspects can be related to social media like Instagram and Facebook to make the content interesting and relatable.'*

*'I like being given the opportunity to **develop knowledge and skills through 'doing'**. You can bring your own interests and ideas into the work you do.'*

## Take this course is recommended for:

- Learners who want a **career in IT and want to get a broad taste of digital skills.**
- Learners who want a **stepping stone to careers like IT Project Management, Technical Support and Cyber Security.**
- Great for **hands-on learners** who want to get straight in and 'make'.
- Beneficial for learners with a **creative instinct who may be interested in Art or D&T** and are **looking for a course which combines skills from each** in a client and customer-driven creative sector.

\*Please be aware that the content and structure of this course may change as it is currently under review by the exam board.

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

# Economics GCSE - OCR

## What's in the course?

Watch the video on the school website for more information.

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:

- **Mathematics 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 work, exam papers and lessons.**