



Nuneaton Academy

The best in everyone™

Part of United Learning

Year 9 Options Booklet 2025/2026

Year 9 Options 2025/2026

December 2025

Dear Parents and Pupils,

Welcome to the Year 9 Options process. As pupils prepare to move into Year 10, they will begin a more personalised pathway by studying a smaller number of subjects, some of which they will choose. This booklet provides the key information required to make informed decisions.

Pupils should review the course information carefully, discuss preferences at home, and seek guidance from teachers and tutors. We offer a broad range of subjects, including some new to the curriculum, to ensure clear progression into further academic or vocational study. Staff may offer specific advice on suitability, which should be taken into consideration when completing the options form.

Please note that choices submitted represent preferences. While we aim to accommodate all selections, some courses may not run if numbers are too low; in such cases, we will contact families to explore alternatives.

We look forward to welcoming you to the Year 9 Options Carousel on Thursday 11th December 2025 (5–7pm, with a quiet session 4.30–5pm for SEN pupils), and to the Year 9 Progress Evening on Thursday 29th January 2026. These events provide valuable opportunities to discuss subject choices and future pathways, including appointments with our Careers Advisor. The deadline for submitting options forms is Thursday 5th February.

We look forward to supporting you throughout this process.

Esther Parr
Assistant Principal

Options for a Successful Future

We understand that making a decision about which subjects to specialise in during Years 10 and Y11 can be difficult. Try asking your teachers if they knew they wanted to be a teacher when they were in Year 9. Some might have 'just known', but many will have had no idea.

So, when making decisions about the right specialist subject pathways for you, there are some key questions to ask:

Which subjects do you enjoy?

If you are going to spend another two years studying them, it helps if you like them. Bear in mind that what you learn in Years 10 and Year 11 will be different to what you have done so far. Read the pages in this booklet carefully to get an idea about the topics you will be studying, then talk to your teacher if you still aren't sure.

How do your subject options balance each other?

You might love doing PE, but if you choose to specialise in too many similar subjects, it doesn't give you as many options Post 16. Usually, choosing a balanced mix of subjects is the best way. We help out with some of this by having core subjects, which everyone does, and then specialist subject pathways where we try to give you a good range of choices in each pathway.

What kind of careers do these subjects lead to?

Again, remember that there are different routes to the same destination, but some subject specialisms are often linked to particular careers. Your child participates in careers sessions with Caroline Denny, a Level 6 Qualified Careers Adviser. Caroline gives impartial information, advice and guidance and encourages pupils to use a range of resources to explore and research future careers. Interactive sessions lead by Caroline will help your child to understand how Year 9 options link in with post 16 options and beyond. Your child is also given extra learning opportunities within the career's units in PSHE to prepare them for option decisions.

GCSE or BTEC?

GCSEs make up most of our subject offer. They are two-year qualifications assessed primarily through final examinations at the end of Year 11, providing a broad and balanced foundation of knowledge and skills.

BTECs are vocational, sector-specific qualifications linked to areas such as business, engineering, or ICT. They combine ongoing coursework with externally assessed components that must be taken during designated assessment windows throughout the year. This means pupils gain marks progressively rather than relying solely on terminal exams.

Both pathways offer strong progression routes; the key distinction is the balance between continuous assessment and formal examination.

Old GCSE Grades	G	F	E	D	C	B	A	A*	
New GCSE Grades	1	2	3	4	5	6	7	8	9
					Standard Pass	Good Pass			
BTEC Grades	Pass L1	Merit L1	Distinction L1	Pass L2	Merit L2	Distinction L2	Distinction* L2		
New GCSE Equivalent	1.25	2	3	4	5.5	7	8.5		

The table shows how the new number grades relate to the old GCSE grades and how these compare to BTEC grades.

Attendance Matters

Regular attendance is essential for success in GCSE studies. Pupils must attend all lessons punctually, as the pace and volume of GCSE content mean that any absence creates significant gaps in learning. Where absence is unavoidable, such as through illness, staff will provide missed work wherever possible to support continuity.

We ask all parents and carers to prioritise strong attendance to maximise outcomes. It is important to note that 90% attendance equates to 3½ weeks of lost learning.

Our expectation is 100% attendance.

Perfect	100%	On average a pupil with 100% achieves 8 or more GCSE's
Very Good	97%	6 school days missed a year
Good	95%	9 School days off a year. Success at GCSE is reduced.
Needs to improve	90%	3 ½ weeks of school missed. Catching up on missed learning is hard for pupils.
Danger Zone	Below 90%	1 month off school or more. Your chances of success at GCSE are massively reduced.

We are committed to working together to ensure every pupil is well prepared for future education and employment. Strong attendance demonstrates reliability and commitment—qualities valued by employers—and establishes positive habits that begin at school.

We ask parents and carers to support this by encouraging pupils to attend even on days when they may feel slightly below their best but are well enough to be in school. Our attendance systems allow us to monitor engagement closely to secure each pupil's success.

Absence should be avoided wherever possible. The school does not authorise holidays during term time, and any such absence will be recorded as unauthorised. By aiming for 100% attendance, pupils give themselves the best opportunity to achieve their full potential.

Attendance effecting option choices

Attendance is critical for success in Years 10 and 11, particularly in BTEC subjects where coursework must be completed within fixed assessment windows. This year, pupils with poor attendance have missed these windows, which has had a detrimental impact on their overall results.

As a result, we will review the attendance of pupils selecting BTEC courses. Where attendance falls below the school average, pupils may be asked to reconsider their choice and select an alternative subject to ensure they can achieve the best possible outcomes.

Core Subjects with Qualifications

These subjects are compulsory in Years 10 and 11 and together account for five GCSE qualifications:

- **English Language – 1 GCSE**
- **English Literature – 1 GCSE**
- **Mathematics – 1 GCSE**
- **Combined Science – 2 GCSEs**

Further details about each course are provided in the following pages.

Core Subjects without Qualifications

Pupils will also continue to study Personal, Social and Health Education (PSHE) and Physical Education (PE) as required by the National Curriculum. These subjects do not carry formal qualifications. Pupils receive two 50-minute PE lessons per week, and PSHE is delivered through the tutor programme.

French

French is considered a facilitating subject and is highly regarded by post-16 providers. Some pupils have been identified as having strong potential in French and will receive a separate letter encouraging them to continue the subject. However, pupils who do not receive a letter may still select French as an option.

Suitability for Option Choices

For subjects with multiple qualification pathways—such as Computer Science (GCSE) vs Digital Information Technology (BTEC), and GCSE PE vs Sport Studies (BTEC)—we will review each pupil's choice to ensure the selected qualification is appropriate.

Restricted Combinations

The following subject combinations cannot be taken together due to overlapping content:

- **GCSE PE and Sport Studies (BTEC)**
- **Computer Science (GCSE) and Digital Information Technology (BTEC)**

English Language & Literature

Exam Board: AQA

What does the course offer me?

An Exploration of a Range of Texts: Poems, Prose, and Non-Fiction - A Culmination of Prior Study

This comprehensive exploration delves into a diverse selection of literary forms—poetry, prose, and non-fiction. It builds upon the knowledge and analytical skills developed through years of study, offering a deeper understanding of the themes, structures, and styles that define each genre. Through this analysis, we revisit foundational texts while expanding our appreciation for the intricate layers of meaning they contain.

This journey through literature not only revisits past learnings but also invites a fresh perspective, encouraging a critical engagement with the language, context, and creative techniques employed by various authors. By weaving together these texts, the exploration captures the evolution of literary forms and the enduring power of words to reflect human experiences and emotions.

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
Literature Paper 1	Macbeth / A Christmas Carol	40%	Examination
Literature Paper 2	Power and Conflict, Unseen Poetry, An Inspector Calls	60%	Examination
Language Paper 1	Unseen Fiction Text	50%	Examination
Language Paper 2	Two Unseen Non-fiction texts	50%	Examination

Career links

Teaching and Education: Become a teacher at the primary, secondary, or higher education level, helping students engage with literature and develop their reading and writing skills. This could also include roles such as literacy coordinator or educational consultant.

Publishing and Editing: Work as an editor, proof-reader, or literary agent, helping to shape manuscripts and ensure quality in published materials. This field also includes roles in content acquisition and book production.

Journalism and Media: Apply writing and analytical skills in roles such as journalist, news reporter, or feature writer. This can include working for newspapers, magazines, digital media, and broadcast journalism.

Creative Writing: Pursue a career as a novelist, poet, screenwriter, or playwright. This can involve writing fiction, non-fiction, or scripts for film, television, or theatre.

Advertising and Marketing: Use storytelling and persuasive language skills to craft compelling content for brands, including copywriting, content strategy, and marketing communications.

Public Relations (PR): Shape and maintain a positive public image for organizations, companies, or individuals by writing press releases, managing media relations, and creating communication strategies.

Library and Information Science: Work as a librarian or information specialist, helping people access information and manage library resources, often requiring a combination of research skills and a passion for literature.

Law: Study English as a pathway to a career in law, where strong analytical and writing skills are essential. Many legal professionals begin with a degree in literature or language before transitioning to law school.

Corporate Communications: Work within companies or non-profits to create and manage internal and external communication, including reports, speeches, and digital content.

Human Resources and Training: Leverage communication and analytical skills in roles such as HR manager or corporate trainer, helping with employee engagement, development, and organizational communication.

Mathematics

Exam Board: Edexcel

What does the course offer me?

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade.

Individual papers are not graded.

- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).

Two tiers are available: Foundation and Higher (content is defined for each tier).

- Each student is permitted to take assessments in either the Foundation tier or Higher tier.
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

All three papers must be at the same tier of entry and must be completed in the same assessment series.

- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- The content outlined for each tier will be assessed across all three papers.

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
Paper 1 (N/C)		Total mark accumulation	90 Min Examination
Paper 2 (C)			90 Min Examination
Paper 3 (C)			90 Min Examination

Career links

You're good with numbers. Math has always been fun for you, and you love the way it helps clarify and solve problems. Maybe you're beginning to consider ways that you could use this strength in a future career, but being a math teacher or a mathematician isn't quite the direction you want. So, what else is out there?

Fortunately for you, there's a huge variety of jobs that lean on mathematics skills to some extent — likely too many to list in one place. That said, we can highlight a few compelling options that may be flying under your radar.

Health informatics specialists

Health informatics specialists are healthcare professionals—often nurses—who use their specific knowledge to assist in the design, development and modification of computerized healthcare systems. They work with systems data to improve nursing services and act as a bridge between nursing and information science.

Accountant

You probably anticipated this one. Accountants are one of the most famous “numbers” professionals out there. But still, if you’re savvy with math, you might want to give accounting a closer look.

Accountants prepare and examine accounting records, financial statements or financial reports to assess accuracy and conformity to accounting standards. These professionals manage tables of accounts, compute taxes and comb through financial data to ensure there are no mistakes.

Computer programmer

Computer programmers write and test code for computer applications and software programs. Programmers use languages like Java®, Python® or C++ to write and update programs that can be designed for nearly anything—ranging from accounting software to video games.

Auditors

Auditors analyze and maintain financial records in order to help their organizations assess their risks, losses, revenue streams, tax liabilities and compliance issues. Auditors also prepare tax returns as well as issue payments due. Staying on top of what types of accounting systems and software is another task for auditors to ensure they are managing their data properly. Some auditors also work in an advisory capacity to management, offering recommendations on reducing costs and increasing revenue.

Why should I pick this course?

The following principles have informed the planning of the Nuneaton Academy Maths Curriculum:

- **Entitlement:** All pupils in Maths are exposed to extensive number, algebra, geometry, proportion, and statistics content and are not taught on separate pathways until Key Stage 4. This ensures that all pupils can access all areas of Maths and have time to develop their skills before limiting their entitlement to Higher Maths.
- **Coherence:** Our curriculum has been carefully sequenced to ensure that knowledge is revisited without having a spiral curriculum, and to ensure that classic misconceptions between topic areas are avoided.
- **Mastery:** Mathematical concepts are taught in-depth and continually revisited through careful interleaving of content into future teaching topics. The focus on retention of knowledge is at the core of the Maths curriculum; the mastery approach supports this.
- **Adaptability:** Teachers are provided with a fully resourced curriculum that will meet the expectations of the Maths curriculum in Key Stage 3 and Key Stage 4. Teachers are expected to adapt these resources and have autonomy in the way they are delivered in the classroom.

- **Representation:** Maths is universal, providing all pupils with an elegant and logical way of viewing the world. Where our resources include names and places, these have been selected to be inclusive. We believe that a secure understanding of Maths is an essential starting point for all young people.
- **Education with character:** Mathematics is a common language in which all pupils can solve, analyze, and problem solve.

Our curriculum supports pupils to build logical reasoning, critical thinking and is mentally rigorous.

Combined Sciences

Exam Board: AQA

What does the course offer me?

Most students will study combined science, worth the equivalent of two GCSEs. The course has an equal amount of biology, chemistry and physics.

The Combined Science GCSE course looks at how science features in our everyday lives. During the course students will find out about explanations, theories and modelling in science along with the implications of science for society.

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
Biology paper 1	Cell Biology, Organisation, Infection and response, Bioenergetics,	16.7 %	1 hr 15mins exam mixture of multiple choice, calculations, short-answer & long answer questions and analysis of data.
Biology paper 2	Homeostasis and response, Inheritance, variation and evolution, Ecology.	16.7 %	1 hr 15mins exam mixture of multiple choice, calculations, short-answer & long answer questions and analysis of data.
Chemistry paper 1	Atomic structure and the Periodic table, Bonding, structure and properties of matter, Quantitative chemistry, Chemical changes, Energy changes	16.7 %	1 hr 15mins exam mixture of multiple choice, calculations, short-answer & long answer questions and analysis of data.
Chemistry paper 2	The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources	16.7 %	1 hr 15mins exam mixture of multiple choice, calculations, short-answer & long answer questions and analysis of data.
Physics paper 1	Energy, Electricity, Particle model of matter, Atomic structure	16.7 %	1 hr 15mins exam mixture of multiple choice, calculations, short-answer & long answer

			questions and analysis of data.
Physics paper 2	Forces, Waves, magnets and electromagnets	16.7 %	1 hr 15mins exam mixture of multiple choice, calculations, short- answer & long answer questions and analysis of data.

Career links

- Physiotherapist
- Nurse
- Mechanic
- Electrician
- Engineer
- Computer programmer
- Mechanic
- Hairdresser
- Childcare
- All jobs use science in some way!

Why you should choose to study this subject?

All students will be enjoying learning lots of new facts to learn and concepts. Whilst understanding a range of scientific topics.

Students need to be able to think about how and what they have learnt in lessons affects the everyday world and how the values of society influence the development of science and technology. Students will develop the ability to describe scientific ideas and explain scientific processes. They will develop skills in presenting data using mathematical techniques and they will also undertake analysis of data. Working scientifically is an integral part of the course, and students will develop their scientific thinking, plan and carry out experiments and carry out analysis and evaluation of their own and other people's data.

Why you should not choose to study this subject?

All students will be studying combined science if they have not opted for Triple science.

Personal Development and Diversity-Core Subject

Non-Exam

What does the course offer me?

This is a statutory element of the curriculum in Years 10 and 11. It is part of our knowledge curriculum and follows on from the Personal, Social, Health and Economic Education (PSHE) and Religious Education (RE) curriculum in years 7- 9. You will be timetabled for PDD once a week which will help to provide information and knowledge that will be useful for adult life. Every opportunity is taken for you to be reflective about your own beliefs and others', develop a moral purpose, use and develop a range of social skills and understand and respect a full range of cultural influences.

What does the course involve?

In Year 10 you will study the following topics;

- Careers
- Life and Death
- Health and Wellbeing
- War and Peace
- Sex and Relationships
- Diverse Britain

In Year 11 you will study the following topics;

- Careers
- Human Rights
- Health and Wellbeing
- Big Questions

Health and Wellbeing

In these topics you will have the opportunity to develop your knowledge and take part in discussions on a range of issues that affect our physical and mental wellbeing including social media, body image, cosmetic surgery, gender, gender identity, LGBTQ+, and a work life balance. In PDD you will have the opportunity to reflect, express and justify your own opinions in light of the learning about religion and your own religious philosophical, moral and spiritual questions. These will include topics such as Life and Death, War and Peace and developing your place in an ever-growing diverse Britain.

How will I be assessed?

Your teacher will assess you throughout all of your lessons to help them address any misconceptions. This will be through questioning, your written work and observation. There is also a knowledge test at the end of each unit where you will get feedback.

Physical Education Core Subject Non-Exam

What does the core PE offer me?

Core PE provides pupils with the opportunity to engage in a variety of sports in a non-examination setting. This program allows students to explore a wide range of activities, including football, netball, basketball, dance, badminton, fitness, and more. Through participation, pupils gain an appreciation for the multitude of sports available both in school and within the local community.

Core PE plays a significant role in promoting health and wellbeing, offering pupils a chance to relax and unwind. Regular exercise helps maintain or improve fitness levels and provides valuable stress relief associated with physical activity.

During Core PE lessons, students will participate in different sports, with the rotation schedule varying based on the time of year and the facilities available. Pupils will have the opportunity to choose from various sports that the PE staff have organised.

It is essential for students to bring their full PE kit and suitable footwear to ensure safety throughout the lesson. Even if a pupil is not actively participating, they are still expected to bring their kit, as they may be needed to help officiate or move equipment and must be appropriately attired for those tasks.

Option Subjects

Choosing the right Option Subject for you:

You might feel nervous about choosing what to study for the next two years. Perhaps you don't know what you want to do, or you have some ideas but want to make sure you are making the right choices.

THINK ABOUT THESE QUESTIONS:

What type of course will suit me best?

As well as choosing what subjects you want to take, you will need to think about the way you prefer to study and learn.

Do you enjoy learning through hands-on, practical tasks?

Vocational (job-related) courses offer you a chance to learn work related skills through practical learning, projects and real workplace experience.

Do you prefer more traditional coursework and exams?

GCSEs cover general education subjects such as English, Maths, Science and History. Some subjects will combine coursework with exams while others will just have exams.

Would you like to combine both ways of learning?

Some courses combine classroom and hands-on learning. You may also be able to take vocational and traditional courses together.

Which subjects should I choose?

It is important you make an informed decision. Speak with pupils doing option subjects and read the information on the following pages to help you make option choices that are right for you

Do's ...



Do choose subjects that you enjoy and feel happy to participate in.



Do look carefully at the assessment methods for each course and match them to the way you learn e.g.: some pupils thrive on coursework more than examinations.



Do look to get a variety of subjects to support your workload.



Do talk through your choices with as many people as possible.

Don'ts ...



Don't pick a subject just because a friend is picking it. Chances are you will be in a totally different class.



Also, these Options are for what you want to do, and are a big influence in the career you want in life, or the job you are going to get. Not for some other person; you.



Don't pick a subject because you like the teacher - it's very likely you will get a different teacher in the following year.



Don't pick a subject because it sounds easy. Sometimes it isn't easy, and you might find the subject boring but will have to stick with it for a whole 2 years until college.

GCSE Drama

Exam Board: Eduqas

What does the course offer me?

GCSE drama develops skills that help promote students confidence, literacy, social understanding of plays and the wider world; enchainning future employment prospects.

Drama is a demanding GCSE that explores both the practical and theoretical aspects of performance. This course will develop performance skills, particularly voice and body language. The close examination of characters and societal issues enhances students' empathy. Presentational skills will develop young people's confidence and make sure that they stand out from their peers. These are skills that not only help in GCSE Drama but can support interviews and careers where social interaction and presentations are at the forefront.

How and what will I be examined on?

There are 3 components for GCSE Drama. Component 1 is assessed in the summer term of Year 10, with the written evaluation being completed in the autumn of Year 11. Component 2 is assessed in the spring term of Year 11, there is no written element to this unit. Component 3 is assessed in May/June of Year 11 as part of the exam season. Although component 3 is a written assessment the play is explored practically in lessons.

Paper/Component	Content	Grade Weighting	How you are assessed
Component 1: Devising Theatre	Students will create their own work with influence from a chosen practitioner based off a stimulus given by the exam board. The final exam will be performed to a live audience of parents after school.	40% (60 Marks Doubled)	Practical performance. (15 marks) 900 word portfolio explaining how you made your performance. (30 marks) Evaluation of performance. (15 marks)
Component 2: Performing from a text	Performing 2 extracts from a published play. Parents will be invited to watch the performances a week before the final exam to offer feedback.	20% (60 Marks)	Practical performance in front of an external examiner. (60 Marks)
Component 3: Interpreting Theatre	Students will analyse the text An Inspector Calls. They will justify decisions in character motivation and set/lighting/sound design. The students will	40% (60 Marks Doubled)	Written exam 1hr 30 minutes Open book (clean text) Section A: Study of An Inspector Calls (45 marks)

	watch a live performance and analyse it in their written exam.		Section B: Live theatre review. (15 marks)
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Career links

Typically, pupils who study this course wish to pursue the following careers:

- Actor
- Director
- Theatre Manager
- Scenographer
- Playwright

Other careers supported by the transferable skills of drama:

- Teacher
- Lawyer
- Politician
- Business Managers
- Architects

Why should I pick this course?

Pick this course if:

- Want to be able to express your opinions of the world around you through drama, creating powerful performances that inspire others.
- Want to improve your own performance skills in a range of roles, including acting, costume, sound or lighting.
- Want to develop your literacy skills and improve your English GCSE score as we share the set text *An Inspector Calls*, as well having similar analytical structures of texts.

You shouldn't pick this course if:

- A large portion of this course is analytical so will not be suitable for those unwilling to write long essays.
- GCSE Drama is collaborative, relying on group work and additional rehearsals after school. If you are unwilling to work with others or attend additional rehearsals drama is not for you.
- Drama requires a lot of independent study (either of lines, research into themes, or practice questions); if you are unwilling to complete independent study in your own time this is not the course for you.

GCSE PE

Exam board – Pearson Edexcel

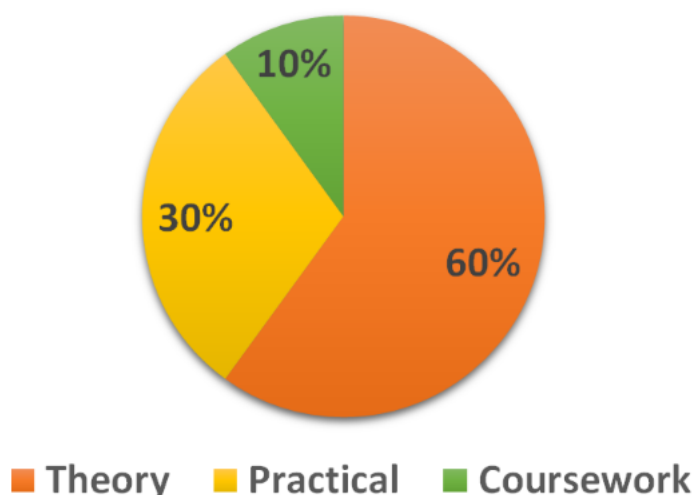
WHAT DOES THE COURSE OFFER ME?

The GCSE PE course offers pupils the opportunity to study elements of sport science, sport psychology and participation issues in a detailed way, relevant to what is going on in the field of sport currently.

Further to this, you will also be required to demonstrate your sporting ability in a combination of team and individual sports, three of which you will put forward as your final sports contributing towards your 1-9 GCSE PE grade.

Understanding the importance of how physical exercise can play a part in a healthy lifestyle is also preparing you for a life after school. You will develop a wide range of skills, which can also contribute, to your success in future work.

This is a good course for those pupils wishing to study PE/Sport at level 3, university and in to their careers.



What does the course involve? How will I be assessed?

The assessment of components 1 and 2 is through written external examinations sat in the summer of Year 11, typically these are scheduled for mid- May and a couple of days apart.

Component 1	Component 2
Section A: Anatomy & Physiology and Movement analysis Section B: Physical Training Section C: One extended response on Physical Training topic only	Section A: Health, Fitness and Wellbeing Section B: Sports Psychology and sociocultural influences Section C: One extended response from section B: Sports Psychology and sociocultural influences
80 marks - 1 hour 30 mins	60 marks - 1 hour 15 mins

Component 3:

Pupils will be assessed on three different sports – 1 individual sport, 1 team sport & 1 individual/team sport. Your class teacher who submits the marks to the exam board ahead of a moderation visit where an external examiner comes to school to judge the accuracy of the marks awarded by that teacher internally assesses component 3.

Component 4:

Personal Exercise Programme (PEP) – Pupils will be assessed internally on their ability to apply knowledge of Physical Training to creating a PEP to improve their components of fitness & skill ability. The teacher assesses Coursework and marks are submitted to the exam board for external moderation.

CAREER LINKS:

Typically, pupils who study this course wish to pursue the following careers:

- PE Teacher
- Physiotherapist
- Sports Coach
- Sports Psychologist
- Performance analyst
- Biomechanical sports performance analyst

Why should you study this course?

- Have a keen interest in sport and recreation and always look forward to your PE lessons
- Take part in sport/recreation outside of class time
- Want to follow a course that develops knowledge and understanding through practical involvement
- Want to know more about the benefits of sport and exercise
- Want to improve your own performance in a range of sports roles
- Want to study a course that is active and that you will enjoy
- Are considering a sports-related career or an A Level/higher education course

Why you should not study this course?

- You have no interest in practical sport
- If you are not interest in the science behind physical exercise
- If do not want to study PE theory

Cambridge National Sport Studies

Exam board – OCR

WHAT DOES THE COURSE OFFER ME?

This qualification is at Level 1 / Level 2 (comparable to GCSE level) and the purpose is to blend theoretical and practical learning in sport, and to provide real-world, work-related contexts for applying knowledge. It is vocationally relevant and connects learning to the world of sport, rather than purely academic study. A mixed approach (theory, practical and assignments) which can suit a variety of learning styles. This course will also give you the opportunity to explore different pathways in sport such as coaching, administration and the media.

This qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research
- Working with others
- Planning training programmes
- Evaluating and making recommendations to help improve performance
- Creating and delivering presentations
- Writing reports
- Leadership skills
- Healthy living and lifestyle skills.

What does the course involve?:

R184: Contemporary issues in sport

This is assessed by a written exam.

By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport. Topics include:

- 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
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

R185: Performance and leadership in sports activities

This is assessed by a set assignment completed through coursework.

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both

independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations. Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

R186: Sport and the media

This is assessed by a set assignment completed through coursework.

Sport uses the media to promote itself and in turn the media uses sport to sell its products. Opinions are moulded, role models created or rejected, and sports performers can be made into celebrities. However, the increased exposure of sports and performers may not always be a positive experience. In this unit you will learn to explore both sides of these media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. You will develop your ability to evaluate and interpret the different ways sport is represented by the media.

Topic areas:

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

How will you be assessed?

The overall assessments within this course are split across a mixture of coursework based assignments, practical assessments and one written exam. Please see below the percentage ratio of how the different units contribute to your final grade in year 11.

Paper/Component	Grade Weighting	How you are assessed
R184: Contemporary Issues in Sport	40%	Written Exam
R185: Performance and leadership in Sports Activities	40%	Coursework tasks and practical assessment
R186: Sport and the media	20%	Coursework tasks

CAREER LINKS:

Typically, pupils who study this course wish to pursue the following careers:

- PE Teacher
- Physiotherapist
- Sports Coach
- Sports Psychologist
- Performance analyst
- Biomechanical sports performance analyst

Why should you study this course?

- You have a keen interest in sport and recreation and always look forward to your PE lessons
- You take part in sport/recreation outside of class time
- You want to know more about the benefits of sport and exercise
- You want to improve your own performance in a range of sports roles
- You are considering a sports-related career or an A Level/higher education course

Why you should not study this course?

- You have no interest in practical sport
- If do not want to study PE theory in the classroom
- If you are not interested in improving sport leadership skills

Triple science

Exam Board: AQA

What does the course offer me?

The 'Triple science' course comprises of 3 separate GCSE qualifications in biology, chemistry and physics. These GCSE courses look at how science features in our everyday lives. During the courses you will find out about explanations, theories and modelling in science along with the implications of science for society

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
GCSE Biology Paper 1	Cell Biology Organisation Infection and response Bioenergetics	50 %	There are two written exams with a mixture of multiple choice, calculations, data analysis, short-answer and long answer questions. Each exam will last for 1 hour 45 minutes.
GCSE Biology Paper 2	Homeostasis and response Inheritance, variation and evolution, Ecology	50 %	
GCSE Chemistry Paper 1	Atomic structure and the Periodic table Bonding, structure and properties of matter Quantitative chemistry Chemical changes Energy changes	50 %	There are two written exams with a mixture of multiple choice, calculations, data analysis, short-answer and long answer questions. Each exam will last for 1 hour 45 minutes.
GCSE Chemistry Paper 2	The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	50 %	
GCSE Physics Paper 1	Energy Electricity Particle model of matter Atomic structure	50 %	There are two written exams with a mixture of multiple choice, calculations, data analysis, short-answer and long answer questions. Each exam will last for 1 hour 45 minutes.
GCSE Physics Paper 2	Forces Waves	50 %	

	Magnetism and electromagnetism Space physics		
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Career links

- Physiotherapist
- Nurse
- Dentist
- Doctor
- Vet
- Mechanic
- Electrician
- Engineer
- Pilot
- Pharmacist

Why should I pick this course?

Pick this course if:

- You are passionate about science. It provides an excellent grounding for all Post-16 science qualifications as it covers topics in a greater depth and breadth.
- You enjoy the challenge of a faster pace of the lessons and are able to learn and apply a large amount of information and mathematical skills for exams at the end of Year 11.
- You enjoy working scientifically as this is an integral part of the course, where pupils will develop their independent scientific thinking, plan and carry out experiments and analysis and evaluation of their own and other people's data.

You shouldn't pick this course if:

- As the course is very academically demanding, it is not for you if you lack a passion for scientific ideas and enquiry.
- The course also requires the application of mathematical techniques and data analysis so a good mathematical knowledge is also a key requirement for our pupils.
- As the lessons are fast paced and demanding, excellent attendance is required to keep up with the rate of learning

Religious Education

Exam Board: Eduqas

What does the course offer me?

The course involves three main units of work.

The GCSE Religious Studies course enables learners to explore major philosophical, ethical, and religious questions. Pupils examine contemporary issues such as abortion, euthanasia, and the death penalty from a range of religious and non-religious perspectives. The course also includes an in-depth study of Christianity and Islam.

In an increasingly diverse society, developing an understanding of different worldviews is essential and demonstrates to future employers a respectful and tolerant approach.

Unit 1: Religious, Philosophical and Ethical Studies in the Modern World. This is divided into 4 'Themes':

Theme 1: Issues of Relationships This theme requires you to consider characteristics of relationships, marriage and family life. Through a study of questions relating to issues of relationships in the twenty first century, including same sex relationships and gender roles

Theme 2: Issues of Life and Death. In this theme, you will discuss religious and non-religious beliefs about the nature of life and death and the origins of the universe. This topic includes discussions about abortion, euthanasia, the Big Bang Theory, and animal rights.

Theme 3: Theme 3: Issues of Good and Evil This theme requires learners to consider the nature of good and evil. Also, the causes of crime and attitudes towards the aims of punishment and treatment of criminals. There will be opportunities to debate the death penalty.

Theme 4: Issues of Human Rights This theme considers contemporary issues of human rights and social justice and their relationship with religion and belief. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.

Unit 2: Study Of Christianity. This includes 2 topics –

1. **Christian beliefs.** This covers key Christian beliefs such as the Trinity, the death and resurrection of Jesus and Salvation.
2. **Christian practices.** This covers how Christians live their lives. For example, baptism, Holy Communion and festivals such as Christmas and Easter.

Unit 3: Study of a world religion – Islam. This also includes 2 topics-

1. **Muslim beliefs.** This covers key Muslim beliefs such as the nature of Allah, prophets and angels.
2. **Muslim practices.** This covers how Muslims live their lives. For example, daily prayers, charity, fasting during Ramadan.

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
Themes	Issues of Relationships Issues of Life and Death Issues of Good and Evil Human Rights	50%	2 hour written examination
Christianity	Beliefs and Practices	25%	1 hour written examination
Islam	Beliefs and Practices	25%	1 hour written examination

Career links

- Law
- Journalism
- Media
- Medicine
- Police
- Charity Work
- International Relations
- Government/Policy Making
- Social Work
- Teaching

Why should I pick this course?

Pick this course if:

If you enjoy thinking and debating life's big questions and are respectful of different cultures, traditions and ways of thinking and are willing to learn from people who are different and similar to you.

If you enjoy writing essays that show you can write well, using evidence and reasoning to form arguments, consider alternatives and think outside the box

You shouldn't pick this course if:

You do not like writing essays! Religious studies is an academic discipline which requires in depth analysis and evaluation of different religious and non-religious worldviews.

You do not like considering views that are different to your own. Religious Studies considers non-religious views such as those of atheists and Humanists as well as those from Christianity and Islam.

You do not like a good debate! We will be discussing different views on the environment, creation, abortion, euthanasia, the death penalty and human rights as well as other issues.

Geography

Exam Board: Edexcel B

What does the course offer me?

You will travel the world from your classroom, exploring case studies in the United Kingdom and around the world.

Some of the topics of study include hazardous earth, development dynamics, the UK's evolving physical landscape and geographical investigations.

You will also be encouraged to understand your role in society, by considering different viewpoints, values and attitudes.

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Pupils who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
Component 1: Global Geographical Issues (Paper 1)	Content overview: Topic 1: Hazardous Earth, Topic 2: Development dynamics, Topic 3: Challenges of an urbanising world	Written examination: 1 hour and 30 minutes 37.5% of the qualification 94 marks	Multiple-choice, short- answer, and extended writing questions
Component 2: UK Geographical Issues (Paper 2)	Content overview: Topic 4: The UK's evolving physical landscape, Topic 5: The UK's evolving human landscape, Topic 6: Geographical investigations	Written examination: 1 hour and 30 minutes 37.5% of the qualification 94 marks	Includes questions based on fieldwork and case studies
Component 3: People and Environment Issues – Making Geographical Decisions (Paper 3)	Content overview: Topic 7: People and the biosphere, Topic 8: Forests under threat, Topic 9: Consuming energy resources	Written examination: 1 hour and 30 minutes, 25% of the qualification 64 marks	Decision-making exercise based on a resource booklet, plus structured and extended responses

Career links

- Urban Planner
- Environmental Consultant
- Cartographer
- Geographical Information Systems (GIS) Analyst
- Meteorologist
- Transport Planner
- Sustainability Officer
- Disaster Response Coordinator
- International Aid Worker
- Teacher or Academic Researcher

Why should I pick this course?

Pick this course if:

You want to understand our world -Geography helps us explore the vast differences in cultures, political systems, economies, landscapes, and environments across the globe—and understand how they're all connected.

You want to become a global citizen-Studying Geography builds awareness of places and people, encouraging us to engage thoughtfully with global issues and participate actively in the wider community.

You want to develop practical skills- Geography strengthens non-fiction reading and analytical skills, and enhances your ability to navigate and interpret the world around you—wherever you are.

You shouldn't pick this course if:

You lack genuine interest if you did not enjoy Geography in KS3 or are not passionate about understanding our world and sustainability, this course may not be the right fit for you.

Limited commitment to independent study- Geography requires regular homework, including tasks from Seneca, CGP workbooks, and exam-style questions. If you are not willing to work independently outside of lessons, your progress may be affected.

Unwillingness to engage fully in fieldwork- it is a vital part of the course, as are revision sessions and consistent effort in every lesson. If you are not prepared to participate in these elements, you may struggle to meet the demands of the subject.

History

Exam Board: Pearson Edexcel

What does the course offer me?

GCSE History is your chance to explore the events, people, and ideas that have shaped the world we live in today. It's a subject that helps you make sense of current affairs, global conflicts, and social change by looking at how similar challenges were faced in the past.

By studying History, you will:

- Understand the modern world: Learn how past decisions, discoveries, and conflicts influence today's society, politics, and culture.
- Develop critical thinking: You'll learn to question information, spot bias, and assess the reliability of sources—skills that are essential in a world full of misinformation.
- Strengthen your writing and communication: History teaches you to build arguments, explain ideas clearly, and write persuasively—skills that are useful in exams, university, and the workplace.
- Become a thoughtful decision-maker: You'll explore different perspectives, understand motivations, and evaluate consequences—helping you become a more informed and empathetic citizen.
- Gain skills employers value: Analytical thinking, research, and structured writing are key attributes that employers look for in fields like law, journalism, business, politics, and education.

In short, History isn't just about the past—it's about preparing you for the future.

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
Paper 1 – Medicine in Britain, c1250-present	<p>Cause of illness, prevention, treatment and case studies in:</p> <ul style="list-style-type: none">• c1250–c1500: Medicine in medieval England• c1500–c1700: The Medical Renaissance in England• c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain• c1900–present: Medicine in modern Britain• The historic environment:• The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	30%	Exam – 1 hour 20 mins

Paper 2 – Early Elizabethan England, 1558-1588 and Superpower relations and the Cold War, 1941-1991	<p>Early Elizabethan England</p> <ul style="list-style-type: none"> • Key topic 1: Queen, government and religion, 1558–69 • Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88 • Key topic 3: Elizabethan society in the Age of Exploration, 1558–88 <p>Superpower relations and the Cold War</p> <ul style="list-style-type: none"> • Key topic 1: The origins of the Cold War, 1941–58 • Key topic 2: Cold War crises, 1958–70 • Key topic 3: The end of the Cold War, 1970–91 	40%	Exam – 1 hour 50 mins
Paper 3 – Weimar and Nazi Germany, 1918-1939	<ul style="list-style-type: none"> • Key topic 1: The Weimar Republic 1918–29 • Key topic 2: Hitler’s rise to power, 1919–33 • Key topic 3: Nazi control and dictatorship, 1933–39 • Key topic 4: Life in Nazi Germany, 1933–39 	30%	Exam – 1 hour 30 mins

Career links

- Law
- Politics
- Public Sector
- Business
- Marketing
- Economics
- Teaching
- Research
- Archaeology
- Management

Why should I pick this course?

Pick this course if:

- Have a keen interest in understanding how historical events have shaped the modern world and continue to influence our future.
- Wish to develop strong analytical and critical thinking skills through the study of historical sources and interpretations.
- Are eager to explore significant events, individuals, and developments that have impacted societies across time.

You shouldn't pick this course if:

- You do not enjoy engaging with written materials or reading in-depth content.
- You are uncomfortable with producing detailed written explanations or analyses.
- You are seeking a course with minimal effort or limited academic challenge.

Pearson BTEC Level 1/ 2 Tech Award in Child Development

Exam Board: Pearson

What does the course offer me?

The Tech Award offers pupils the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. In a practical learning environment, pupils will have the opportunity to develop applied knowledge in the following areas:

- the characteristics of children's development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children's learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development

How and what will I be examined on?

Component	Content	Grade Weighting	How you are assessed
Component 1 – Children's Growth and Development	Young children develop skills and abilities at different rates, although they usually follow the same pattern of development. This component will develop pupil's knowledge and understanding of children's growth and development across five areas of development – physical, intellectual and cognitive, communication and language, social and emotional.	30%	Non-exam internal assessment set by Pearson, marked by your teacher and moderated by Pearson, (the Exam Board.) The Pearson-set Assignment will be completed in 6 hours of supervised assessment. This will not be done all at the same time as your assignment will be completed over several lessons and on different days.
Component 2 – Learning Through Play	Pupils will look at the different stages of play and types of play that children experience between birth and five years old and how play can be structured by adults to encourage and influence	30%	As above.

	learning. Pupils will look at play opportunities that adults can provide for children in community settings, in the home and in early years settings. They will learn how specific activities and resources can promote learning across the five areas of development.		
Component 3 – Supporting Children to Play, Learn and Develop	Pupils will develop their knowledge and understanding of the individual needs that can have an impact on a child's learning and development. They will learn about the physical, cognitive/intellectual, communication and language, and social and emotional needs that children may experience. Pupils will also investigate the role of the adult in making sure that all children are safe when engaging in play activities. They will investigate how activities can be adapted to ensure all children can join in with play and promote their learning and development	40%	External assessment set and marked by Pearson, completed under exam conditions. The assessment will be completed in 2 hours and there are 60 marks.

Career links

Pupils who achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- • A Levels as preparation for entry to higher education in a range of subjects
- • Study of a vocational qualification at Level 3, such as a BTEC Level 3 National in Children's Care, Learning and Development
- • Study of a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care.
- These qualifications prepare pupils to **enter employment or apprenticeships, or for a move to higher education** to study a degree in early childhood, childhood and youth areas or in related sectors such as nursing and social care.
- • Working in Early Years and Childcare;
 1. nursery
 2. Pre-school
 3. -Nursery school
 4. -Childminder
 5. -Before school and after school clubs

Knowledge of child development is also important in a variety of occupations outside of childcare and teaching, for example, in healthcare roles such as Paediatricians, Psychologists, Occupational Therapists, and Speech and Language Therapists

Why should I pick this course?

Pick this course if:

- Pick this course if you are interested in children and how they develop.
- Pick this course if you are interested in how children learn through play and how they are supported by various health professionals or if you are considering a career working with children.
- Pick this course if you are considering a career in the health and social care sector.

You shouldn't pick this course if:

- Do not pick this course just because your friends are.
- Do not pick this course if you have no interest in learning about younger children.
- Do not pick this course because you think it is an easy option

French

Exam Board: Pearson Edexcel

What does the course offer me?

You will study a wide and diverse range of themes that will be engaging for all. Some of these will be familiar from years 7-9 and some will be new to you. We learn to discuss the themes in the context of where we live and in Francophone (French-speaking) countries. Not only will you learn to communicate confidently and effectively in French but you will also learn about how life differs in other parts of the world. We explore and appreciate the differences that make the world such a great place.

You will participate in a range of activities that will help you improve your listening, reading, writing and speaking abilities. Learning a language helps to improve your communication not only in the foreign language but also in English. You will become a confident translator from French to English and vice versa. This also helps to improve your confidence and makes you much more employable. Universities view language learning as favourably and having a language GCSE could help you to be able to apply to a wider range of universities.

The five themes studied are:

- Identity and culture
 - Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
 - Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
 - Cultural life: celebrations and festivals; reading; music; sport; film and television
- Local area, holiday and travel
 - Holidays: preferences; experiences; destinations
 - Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
 - Town, region and country: weather; places to see; things to do
- School
 - What school is like: school types; school day; subjects; rules and pressures; celebrating success
 - School activities: school trips; events and exchanges
- Future aspirations, study and work
 - Using languages beyond the classroom: forming relationships; travel; employment
 - Ambitions: further study; volunteering; training
 - Work: jobs; careers and professions

- International and global dimension
 - Bringing the world together: sports events; music events; campaigns and good causes
 - Environmental issues: being 'green'; access to natural resources

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
Speaking	All themes covered	25%	Task 1: Read aloud and 2 short unprepared questions Task 2: Role play in a transactional setting Task 3: Picture description, 2 short unprepared questions and follow-on conversation
Listening and Understanding	All themes covered	25%	5 mins reading time included Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. (Extracts are played three times each) Section B: Dictation
Reading and Understanding	All themes covered	25%	Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Translation into English
Writing	All themes covered	25%	Picture task (Foundation tier only) Two writing responses (both tiers, with a choice of two options for each question) Translation into French (both tiers)

Career links

- Engineer
- Doctor/nurse
- Screenwriter
- Journalist
- Lawyer
- Translator
- Flight attendant (and other jobs in tourism)
- Teacher (in the UK or as an English teacher abroad)
- Marketing executive
- Detective

Why should I pick this course?

Pick this course if:

- you enjoy lessons with varied activities, including pair work
- you enjoy learning about other cultures and comparing them with our own
- you want to increase your employability and become a better communicator

You shouldn't pick this course if:

- you are not willing to work hard and practise vocabulary in and out of lessons
- you are unwilling to speak out loud (in pairs, individually and as a class)
- you do not want to improve your use and knowledge of English

GCSE Media Studies

Exam Board: Eduqas

What does the course offer me?

You may be thinking “I don’t know anything about media studies” but this is false! You are exposed to media every single day of your life, and you will be able to use those experiences and apply them to key areas of the subject to further understanding.

The GCSE Media Studies course offers students an exciting exploration into the world of media, allowing them to understand how films, TV shows, social media, video games, radio shows, and advertising shape the way we see the world. Students will get hands-on experience in creating their own media products, while also learning to critically analyse the messages behind what they see and hear. It’s a dynamic course that blends creativity with critical thinking, giving learners the tools to become both savvy media consumers and confident content creators. The topics that you will cover are selected to provide a diverse specification which explores various themes relevant in today’s society. The course enables you to understand that media is in fact everywhere and has incredible influence on society.

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
Component One	Set products analysed focussing on the four key frameworks of Media Studies: Language, Representation, Industry, and Audience. <ul style="list-style-type: none">• Quality Street• 111• James Bond• VOGUE• GQ• Newspapers• Desert Island Discs• Fortnite• The Sun	40%	Written Examination
Component Two	Set products analysed focussing on the four key frameworks of Media Studies: Language, Representation, Industry, and Audience. <ul style="list-style-type: none">• Crime Dramas (Trigger Point & The Sweeney)• Music and Online Media (Duran Duran, Taylor Swift, Stormzy)	30%	Written Examination
Component Three	Creation of an individual media production for an intended audience in	30%	Coursework

	response to a choice of briefs set by WJEC Eduqas. <ul style="list-style-type: none"> • Advertising and Marketing: Film • Magazines 		
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Career links

- Creative Production
- Digital and Social Media
- Marketing and Branding
- Academic and Specialist Routes
- Emerging Opportunities
- Film and television production
- Journalism
- Graphic design
- Content creation (e.g. YouTube, podcasts)
- Scriptwriting
-

Why should I pick this course?

Pick this course if:

- You're keen to enhance your analytical abilities by critically examining how media shapes societal values and influences audiences.
- You're interested in gaining practical knowledge alongside academic insight, equipping you with both technical and theoretical skills.
- You want to enhance and understand creativity.

You shouldn't pick this course if:

- You think its lessons of just watching films. **IT'S NOT!**
- You do not wish to write essays or respond to questions in writing.
- You're not committed to putting in 100% effort into bettering yourself and your understanding of a new subject.

Art and Design (Fine Art) - GCSE

What does the course offer me?

The GCSE Art and Design Fine Art

Course presents an exciting opportunity for pupils to focus on identifying and developing individuality in their art. It enables each pupil to explore and convey their own thoughts and ideas in creative diverse ways through the disciplines of drawing and painting. The course enables an opportunity for pupils to reflect on and refine skills as young artists.

What does the course involve?

The course is broken into two projects:

One large project which includes; drawing, painting, experimenting with a wide range of materials and techniques; artist research and producing a final piece which combines much of your ideas and observations.

The other project is the same process except the title is chosen by the Exam Board in January of Year 11.

How will I be assessed?

60% Coursework from Year 10 to December of Year 11.

40% Exam project: The Exam Project which begins in January and culminates in a 10 hour exam over two days.

Career Links

Typically, pupils who study this course wish to pursue the following careers:

- Architecture
- Interior Design/Fashion Design/Mechanical Design/Web Design
- Artist
- Animation
- Media
- TV/Theatre production

Why should you choose to study this subject?

Pick this course if you enjoy art, if you like taking and editing images, if you enjoy experimenting with a wide range of art materials and techniques, if you like sketching, painting and making things.

Why should you not choose to study this subject?

This course is not for you if you do not enjoy art. It is probably not for you if you struggle with your drawing. Art is not the easy option, there is a high expectation of the amount of work you will produce in school and at home.

Art & Design (Photography) - GCSE

What does the course offer me?

The Photography syllabus encourages pupils to actively engage with the creative processes of Photography and helps them to become reflective thinkers with enquiring minds who are independent learners in their study of Photography. The course develops their creative, imaginative and intuitive capabilities when exploring, creating and producing their images and 2d/3d final outcome. Pupils become confident in taking risks, learning from their experiences through exploring the camera and its possibilities. They build a critical understanding through their chosen area(s) of study, using personal interpretation, considered selection of sources and independent judgements to undertake an active investigation process. Pupils will be expected to take photos of themselves and portraits of others

You will gain a very good idea about your own artistic abilities and interests and will be encouraged to express yourself in a variety of ways. You will be helped to build up your skills and will be allowed to define your own projects and approaches with your teacher acting as a critical supporter and guide.



What does the course involve?

The Photography GCSE aims to allow pupils to develop and refine their own ideas, supported by an understanding of their context and what has informed them. Pupils work through purposeful engagement to build their own body of work. They also look at other artists to develop knowledge and understanding of Photography in a contemporary context and in societies and cultures appropriate to their chosen area(s) of study. As they progress they develop through the course of study, an awareness of the different work practices and roles of the creative and cultural industries in terms of Photography and show an understanding of the purpose, intentions and functions of Photography. They also learn to acknowledge their influences through creating a digital portfolio. Pupils will learn how the modern digital world works and develop a good understanding of web based editing sites, Photoshop and Microsoft office 365 applications.



How will I be assessed?

Unit	Modules	Weighting	Format
1	Portfolio Fragment	60%	Digital Portfolio
2	Externally set task	40%	External Exam: 10 hours Digital Portfolio

Studying Photography can help and have Career Links with the following-

- Photographer
- TV and Film Photographic Stylist
- Medical Illustrator
- Set Designer Costume Designer
- Web Designer
- Office 365 expert
- Creative solution focused thinker
- Film industry
- Digital marketing
- Adobe creative cloud programs
- Fashion
- Journalism
- Sport
- Fashion
- Hair & Beauty
- Influencer
- Youtuber
- Stage

Why you should choose to study this subject?

You need an interest in Photography and some basic artistic skills. You will be taught how to develop these skills and how to display your work but it is useful to feel confident in the practice of Photography if you are going to make sustained progress.

Why you should *not* choose to study this subject?

- If you do not have an interest in Photography.
- Struggle to work independently
- Are not willing to respond to feedback
- Don't like computers

Design and Technology – GCSE

What does the course offer me?

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows pupils to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

What does the course involve?

GCSE Design & Technology covers a wide range of activities based on designing and making products that are manufactured using materials such as wood, metal and plastics in many forms.

What will I be studying?

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

Specialist technical principles

An understanding of the following specialist technical principles:

- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Scales of production

HOW WILL I BE ASSESSED?

50% Written examination

50% Non-exam assessment (NEA) task

The course consists of:

- Written examination: 2 hours. (100 marks)
- NEA 1 (100 marks) Design and Make Project.
- A choice of 3 areas are provided by the Exam Board.

Careers Links

As well as giving pupils vital life skills and the knowledge to eat a healthy diet throughout life this course links to a number of exciting careers. These could include:

- Industrial/project designer
- Fashion designer
- Automotive engineer
- Medical engineer
- Tailor
- Architect
- Software engineer
- Civil engineer
- Carpenter
- Graphic designer
- Web designer

Hospitality and catering Level 1 / 2 Vocational Award - BTEC

What does the course offer me?

WJEC Level 1/2 Vocational Award in Hospitality and Catering

WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education.

What does the course involve?

- You will learn about the hospitality industry, from the different providers, working in the industry. Why the industry is a successful one.
- You will understand how the different hospitality providers operate, both front and back of house.
- The health and safety laws and regulations different styles of business need to follow.
- You will learn about the Environmental Health Officer (EHO) and their role in the industry and all aspects of what the EHO is looking for.
- You will learn the importance of nutrition and the ways in which different cooking methods can have an impact on nutritional value.
- You will be able to successfully plan menus for different occasions, dietary needs and looks at catering on a production line.
- You will learn all the key skills used to prepare, cook and make most dishes and follow food safety practices whilst doing this.
- You will be able to evaluate your own dishes and dishes of others, and be able to make suggestions on how to improve the dishes.

How will I be assessed?

Below are the assessment objectives for this specification.

Learners must:

A01: Demonstrate knowledge and understanding from across the specification.

A02: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

A03: Analyse and evaluate information, making reasoned judgements and presenting conclusions.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole:

	AO1	AO2	AO3	Total
Unit 1	17%	14%	9%	40%
Unit 2	8%	36%	16%	60%
Overall Weighting	25%	50%	25%	100%

Career Links

Typically, pupils who study this course wish to pursue the following careers:

- Chef (all levels, Chef de Partie, Pastry Chef, Larder Chef, Head Chef)
- Butcher
- Baker
- Cake maker and decorator
- Hygiene Inspector
- Waiting staff
- Sommelier
- Maître d'hôtel (think Fred Sirieix from First Dates)
- Bar staff
- Cocktail Bar staff
- Housekeeper

Why you should choose to study this subject? Be honest here.

If you are interested in leaning towards a career in the hospitality and catering sector, this is the option for you. You will learn about how the hospitality industry works and also learn key skills in catering and be able to produce high quality dishes all from scratch.

Why you should not choose to study this subject?

If you think this will be easy because it's 'cooking', you will be mistaken. There is a considerable amount of written work involved, including a written exam and coursework.

Computer Science

Exam Board: Pearson

What does the course offer me?

This GCSE Computer Science course gives you the chance to explore the exciting world of technology through both theory and hands-on programming. You'll learn how computers work, how data is stored and transmitted, and how to think like a computer scientist by solving problems using algorithms and code. The course is split into two parts: one written exam covering key topics like networks, cybersecurity, and the impact of computing on society, and one practical onscreen exam where you'll design, write, and test programs using Python. You'll build real-world skills that are useful for future study or careers in tech, and you'll get to work in a programming environment that suits you. With lots of support and resources available, this course helps you grow your confidence and creativity while preparing you for a digital future.

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
Topic 1: Computational thinking	Computational thinking Data Computers Networks Issues and impact	50%	The paper is 1 hour and 30 minutes. <ul style="list-style-type: none">• The paper consists of five questions (one question per topic).• The paper is out of 75 marks.• Students must answer all questions.• The paper consists of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items
Paper 2: Application of Computational Thinking	Problem solving with programming	50%	<ul style="list-style-type: none">• Practical Programming Exam• The paper is 2 hours.• The paper consists of six compulsory questions.• The paper is out of 75 marks.• Students must answer all questions.• The questions are practical in nature and require students to design, write, test and refine programs to solve problems.• The paper will include questions that target mathematics at Level 2.

Career Links

- Application Analyst.
- Applications Developer.
- Cyber Security Analyst.
- Data Analyst.
- Forensic Computer Analyst.
- Game Designer.
- Games Developer.
- Machine Learning Engineer

Reasons to pick this course

- This course is a recognised and a renowned GCSE to have
- There is 50% practical where you will be programming.
- There are lots of interesting modules to learn about

Reasons not to pick this Course

- The course is very demanding. It requires you to be able to learn two languages and also build up mathematical and computational logic skills. So **excellent mathematical knowledge** is also a key requirement for our pupils.
- There will be lots of assessments. In average, one every 3 weeks
- You will be required to revise and put in extra work to keep up with the fast pace and to achieve.
- This course is not for the faint hearted and requires your 100% focus and commitment

Digital Information Technology – BTEC What does the course offer me?

This BTEC course is designed to provide a basic overview of current business and information systems and trends, and to introduce pupils to fundamental skills required for today's business and academic environments. Emphasis is placed on developing proficient fundamental computer skills. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation and the integration of these programs using software that meets industry standards.

What does the course involve?

The Award gives learners the opportunity to develop sector specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover:

- Development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- Process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- Attitudes that are considered most important in digital information technology, including personal management and communication

- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues. How will I be assessed?

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

In this component, you will learn different project planning techniques that can be used to plan and deliver a project that meets a set of user requirements. You will learn the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements

Component 2: Collecting, Presenting and Interpreting Data

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

In this component, you will learn the different data manipulation tools that can be used to change the way that data is presented. You will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions. You will learn the different presentation features that can be used to ensure that information is understood clearly in an objective way so that it is not misinterpreted. You will develop your understanding of how to represent information in different ways to give it more meaning.

Component 3 - Effective Digital Working Practices is an external exam.

Learners will explore how organisations use digital systems and the wider implications associated with their use.

Modern organisations are increasingly reliant on the use of digital systems to complete every day, business-critical tasks. The development of these systems has presented organisations with many opportunities to work in new, inventive and flexible ways to achieve their aims. The systems have also brought new challenges and a range of responsibilities.

This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. You will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate

Career Links:

- Information Scientist
- IT Security Coordinator
- Digital Marketer
- Web Content Editor
- Web Designer

Reasons to choose the course:

- 60% of the course is coursework. This takes the pressure off at exam season
- It is more of a practical course
- You get to retake the exam if you did not do very well on the first attempt

Reasons not to choose the course:

- It is writing heavy! Each assignment is around 2000 words minimum.
- When coursework lessons are on, they have to be under exam conditions and you only have a limited amount of time.
- When the coursework clock runs out, if tasks are not complete, you risk failing.

BTEC Digital Information Technology

Exam Board: Pearson

What does the course offer me?

This BTEC course is designed to provide a basic overview of current business and information systems and trends, and to introduce pupils to fundamental skills required for today's business and academic environments. Emphasis is placed on developing proficient fundamental computer skills.

Digital information Technology includes the exploration and use of databases, internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design and the integration of these programs using software that meets industry standards. Other areas of business including personal branding and social media will be covered.

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
Component 1: Exploring User Interface Design Principles and Project Planning Techniques	Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface	30%	Pearson sets four tasks for this component: create a project proposal and plan; design an initial user interface for four screens; develop a working prototype; and review the interface and planning against usability, design, and accessibility, suggesting improvements. The assignment takes six supervised hours and is centre-marked, Pearson-moderated.
Component 2: Collecting, Presenting and Interpreting Data	Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.	30%	Pearson sets three tasks for this component: evaluate two data collection methods for a given dataset; manipulate and process data to create a dashboard with summaries and visual features; and analyse the dataset, present findings, and suggest improvements. The assignment takes six supervised hours, centre-marked and Pearson-moderated.
Component 3: Effective Digital Working Practices	Learners will explore how organisations use digital systems and the wider implications associated with their use.	40%	Written exam at the end of Y11

Career links

- **Software Developer** – Building applications with effective user interfaces.
- **Project Manager (IT)** – Managing digital projects and planning workflows.
- **Data Analyst** – Analysing datasets and presenting insights.
- **Business Intelligence Specialist** – Creating dashboards for decision-making.
- **Information Scientist** – Managing and interpreting organisational data.
- **Digital Marketer** – Using data to optimise campaigns and strategies.
- **IT Security Coordinator** – Ensuring secure digital systems.
- **Systems Analyst** – Evaluating and improving organisational digital systems.
- **Web Content Editor** – Managing and presenting information online.
- **Cybersecurity Specialist** Protecting data and systems from threats.

Why should I pick this course?

Pick this course if:

Coursework-focused – 60% of the course is assessed through practical assignments, reducing pressure during exam season.

Practical learning – Emphasis on hands-on skills like project planning, interface design, and data dashboards, which are highly relevant to modern careers.

Retake flexibility – You can retake the external exam if your first attempt isn't successful, giving you a second chance to improve your grade

You shouldn't pick this course if:

Writing-heavy coursework – Each assignment is around 2,000 words, which can be challenging if you prefer less writing.

Strict time limits – Coursework must be completed under exam conditions within a set time; incomplete tasks risk failure.

High pressure during coursework sessions – Once the allotted time ends, you cannot continue, making time management critical.

Music

Exam Board: EDUQAS

What does the course offer me?

The EDUQAS GCSE in Music offers a broad and coherent course of study which encourages learners to:

- engage actively in the process of music study
- develop performing skills individually and in groups
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds
- reflect upon and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
Performance	A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble.	30%	Coursework
Composition	Two compositions, one of which must be in response to a brief set by the exam board. Learners will choose one brief from a choice of four, each one linked to a different area of study.	30%	Coursework
Appraisal	This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music Two of the eight questions	40%	Exam

	are based on extracts set by the exam board.		
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Career links

- Performer/artist/session musician
- Audio engineer
- Composer
- Music producer
- Music publicist
- Manager
- Music journalist
- Music agent
- Music teacher
- Music events manager

Why should I pick this course?

Pick this course if:

- You enjoy playing an instrument
- You would like to write your own music
- You enjoy listening to and discussing music

You shouldn't pick this course if:

- You don't like music
- You aren't prepared to learn and practise an instrument
- You don't want to do coursework

GCSE Business Studies

Exam Board: To be confirmed

What does the course offer me?

GCSE Business Studies provides students with a comprehensive foundation in how businesses operate, grow, and respond to external pressures. The qualification equips learners with commercial awareness and analytical capability, enabling them to evaluate business decisions in real-world contexts.

How and what will I be examined on?

Paper/Component	Content	Grade Weighting	How you are assessed
The exact papers will be based on the exam spec chosen. However Business Studies is made up of two exams (50% weighting each) focusing on marketing, business opportunities, challenges faced and how to make a business effective.			

Career links

- Accountant
- Marketing Manager
- Human Resources Officer
- Business Analyst
- Entrepreneur
- Sales Manager
- Supply Chain Coordinator
- Finance Officer
- Retail Manager
- Management Consultant

Why should I pick this course?

- Provides practical, real-world knowledge about how organisations operate and make strategic decisions
- Builds transferable skills in finance, marketing, problem-solving, and communication that strengthen future employability
- Opens clear progression routes into A-level Business, Economics, vocational business pathways, and a wide range of career sectors

You shouldn't pick this course if:

- Requires confident numeracy and extended written responses, which may feel challenging if you prefer purely practical subjects
- Involves analysing case studies and business data, so students who dislike applied problem-solving may find the workload demanding
- The content is broad rather than specialist

