



2026-2028

Key Stage 4 Options

Subject
Booklet

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OAC Pathways

We want to celebrate and support the differences of our students and are aware that the same pathway will not be suitable for all.

Throughout the Pathways process we will support students to think about what they enjoy, what they are good at, and what courses they need to be successful in the future. In doing this we will select one of the following Pathways and they will complete the corresponding options form for this.

O	A	C
'O' Pathway	'A' Pathway	'C' Pathway
<p>Students following this pathway will all study:</p> <ul style="list-style-type: none"> • English • Maths • Science • PSHE & Core RE • MFL (language chosen) <p>They will then choose ONE Humanities subject:</p> <ul style="list-style-type: none"> • Geography <p>or</p> <ul style="list-style-type: none"> • History <p>Students will then choose TWO subjects from the remaining option subjects.</p>	<p>Students following this pathway will all study:</p> <ul style="list-style-type: none"> • English • Maths • Science • PSHE & Core RE <p>They will then choose ONE Humanities subject:</p> <ul style="list-style-type: none"> • Geography <p>or</p> <ul style="list-style-type: none"> • History <p>They will also choose ONE BTEC Course:</p> <ul style="list-style-type: none"> • Business Studies <p>or</p> <ul style="list-style-type: none"> • Health & Social Care <p>Students will then choose TWO subjects from the remaining option subjects.</p>	<p>Students following this pathway will all study:</p> <ul style="list-style-type: none"> • English • Maths • Science • PSHE & Core RE <p>They will then choose ONE Humanities subject:</p> <ul style="list-style-type: none"> • Geography <p>or</p> <ul style="list-style-type: none"> • History <p>Students will then choose TWO subjects from the remaining option subjects.</p> <p>Students will also take part in Extra Studies and have the opportunity to complete their Functional Skills Certificate.</p>

Please Note: Certain subjects have class size restraints and so reserve choices for option subjects are required. Allocation of choices will be done randomly in the interests of fairness.

English & Literature

English Literature and English Language essentially explores not only how to read and write expertly but to understand and appreciate our cultural heritage.

Throughout the study of the two courses students will explore a wide range of our finest literature whilst also being given the opportunity to examine 'everyday' text types to ensure they are highly proficient users of the English language in the working world.

Skills and interests to be successful at GCSE

To be a truly successful student of English, students must demonstrate a passion for literature in all its forms. This will require students to not only read the various texts we offer (and more) but to be able to discuss their viewpoints thoroughly, to be able to write analytically and even to be able to perform key scenes. Successful students will also need to prove throughout the courses that they can meet deadlines, will push themselves to create work which is always of a perfect standard and that they are not afraid to ask questions when they are unsure of something. Finally, students who achieve the highest possible marks in English are always the students who put in the most effort; as Thomas Edison once said, "genius is one percent inspiration and ninety-nine percent perspiration".

Future careers and courses

The beautiful thing about studying English is that it aids students in any form of career they wish to take. Studying English is essentially about being able to read, write and speak to a highly proficient level; whether you wish to be a plumber or professor of physics the skills English covers are key.

"It is not in the stars to hold our
destiny, but in ourselves"
William Shakespeare



Mathematics

"Mathematics is the most beautiful and most powerful creation of the human spirit." Stefan Banach

Mathematics opens many doors and is one of the keys to success. When studying Maths, it helps to develop the ability to solve problems and think logically, especially with everyday problems. At GCSE level, students will learn about algebra, number, geometry and measure, statistics, probability, ratio, proportion and rates of change.

Assessment

There are three exam papers that students will be sitting, Paper 1 Non-Calculator and Papers 2 and 3 are both Calculator. Each paper is worth 80 marks and 1 hour and 30 minutes.

Skills and interests to be successful at GCSE

The course is designed to provide the knowledge, understanding and skills necessary to prepare students for possible further studies within the field of mathematics. It also equips students with the knowledge of basic mathematics that they will find essential in later life. Students will exhibit various skills such as: teamwork, resilience, effective communication of complex ideas, managing budgets, debating effectively and the ability to use their own initiative.

Future careers and courses

Mathematics can be taken at AS level or A level. All students study the same core mathematical content, which extends techniques covered at GCSE and introduces new methods and concepts. The skills developed through the study of Mathematics are in high demand from employers. It also underpins most of science, technology and engineering and is also important in areas as diverse as business, law, nutrition, sports science and psychology. There are many opportunities to use mathematics to make a difference in society. For example, through the analysis involved in medical research, developing new technology, modelling epidemics or in the study of patterns of criminal activity to identify trends.

Useful Websites:

www.hegartymaths.com

<http://bbc.co.uk/schools/ks4bitesize/>

www.mymaths.co.uk

www.mathedu.com

www.coolmaths.com

Science

Students will either study towards a combined Science GCSE (Double Award) or three separate Sciences, Biology, Chemistry, Physics. This decision will initially be made based on progress during Year 9 and their End of Year 9 assessment.

During Year 10, we will use the End of Year mocks to assess students' position in the Separate Science classes, and at this stage may reduce from two classes to one.

Assessment

In the Combined Science route, students will sit two Biology, two Chemistry and two Physics exams (1hr 15min each). These combine to give two Science GCSEs. Students sitting Separate Science will also sit two Biology, two Chemistry and two Physics exams (1hr 45min each). Students will receive a separate GCSE in each of the sciences.

Skills and interests to be successful at GCSE

The new Science syllabus aims to make Science a bigger part of everyday experiences and use these experiences to introduce key scientific facts. The knowledge and understanding that students gain by completing this course will give them the skills required to question the world around them.

All three Sciences, Biology, Chemistry and Physics are covered in these courses. Students will begin by studying a basic grounding in key scientific principles, which is then built on through further GCSE Science study. Students will develop an understanding of scientific concepts, and will cover topics such as radiation, chemical bonding and the human body. These courses will offer a very good grounding for A-levels in Science, Psychology and Sociology.

Future careers and courses

Combined and Separate Science can support careers in Science, Psychology, Engineering, Industry, Education and Sports Science. For students wishing to study science and A-Level, separate science is highly recommended, but not mandatory.



PSHE & Core RE

PSHE education acknowledges and addresses the changes that young people are experiencing. It teaches the skills which will equip pupils for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE and RSE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

RSE provides pupils with the information they need to develop healthy, nurturing relationships of all kinds and aims to equip pupils to make safe, informed and healthy choices as they progress through adult life.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

PSHE is a timetabled lesson, delivered once a week for 50 minutes. It is delivered by fully trained subject teachers. PSHE is taught by a mixture of discussion, reading (articles), watching (videos and presentations) and some writing responding to what has been read, discussed and viewed by answering questions or articulating a personal viewpoint.

In year 10, students participate in the First Give Programme which is designed to ignite a spark of social conscience in young people. During the course of the programme students develop a range of employability skills as they research and meet a local charity of their choice and then plan and deliver activities and events to raise awareness of their chosen issue.

Future careers and courses

The PSHE Programme is structured to provide students with support to ensure that they are able to make informed decisions regarding the education at Post 16 and beyond.

The skills and knowledge students develop in PSHE lays the foundations to enter into a number of sectors including education, criminal justice, charity, social care, mental health, or business and finance.

Art



GCSE Art and Design is a practical and creative subject. Students will learn how to use a range of media, materials and techniques covering drawing, painting, printmaking, 3D and digital work using Photoshop in our designated PC suite. Students will also learn about a range of artists and art movements and how to develop and create unique and personal work.

Skills and interests to be successful at GCSE

Art is not an easy option and is more varied than Art at KS3. Students are required to produce work of greater quality as well as quantity. Students ideally should be passionate about the subject and be willing to commit extra time outside of lesson to completing coursework. Students will be able to make more creative decisions at GCSE level, so at times they are expected to work independently. Risk taking, working outside of your comfort zone and being willing to try something new is essential. Writing is required but is used as a means to illustrate students understanding of their own work and that of other artists. Although a high level of artistic skill is not necessary, a commitment to working consistently and willingness to practise skills and techniques taught is a must.

Future careers and courses

Studying for a GCSE in Art can lead onto A Levels and BTEC courses in any Art based subject. Students can then go onto study any one of thousands of Art based degrees, many of which are at world renowned universities such as the Royal College of Art, Central Saint Martins or Goldsmiths. There is an extremely broad range of careers available within Art that can include Architecture, Fashion, Graphic Design, Photography, Animation, Illustration, Product Design and Theatre Design to name a few. Art can also be a perfect complement to academic subjects as success in Art often indicates a student's ability to think creatively and work independently.

"They always say time changes things, but you actually have to change them yourself." Andy Warhol

Computing

"The computing field is always in need of new clichés" Alan Perlis

Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science course will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

Skills and interests to be successful at GCSE

GCSE Computing students will be able to:

- Develop their understanding of current and emerging technologies, understand how they work and apply this knowledge and understanding in a range of contexts.
- Acquire and apply knowledge, technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
- Create computer programs of their own using both scaffolded resources as well as independent learning.
- Use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.

Future careers and courses

App and Game development, Software Development, Web design and development, Database Administration, Network engineering, IT technical support, Project management.



Drama

GCSE Drama engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future, as well as developing critical thinking and independent learning skills. All students have the opportunity to devise their own drama, explore texts practically and work on two text-based performances. Students can choose to develop as a:

- Performer
- Designer (lighting, sound, set, costume, puppets)
- Performer and designer.
- Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.

Skills and interests to be successful at GCSE

To be successful in GCSE Drama students need to apply and constantly expand their knowledge and understanding when making, performing and responding to drama. They need to be able to explore performance texts practically understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. Students must be keen to develop a range of theatrical skills and apply them to create performance, working collaboratively to generate, develop and communicate ideas. Students will become creative, effective, independent and reflective learners who are able to make informed choices in the process and performance. Students will need to enhance their reflective skills and evaluate their own work and that of others, improving an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice and adopt safe working practices.

Future careers and courses

GCSE Drama ensures continuity for students progressing from GCSE to A-level Drama and Theatre. Students who go on to A-level are already familiar with studying whole set texts for the written papers. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts. All of these aspects feature in the A-level as well as the GCSE.

Future careers and courses cont...

The skills they gain from Drama can be transferable into any aspect of life. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

“In the twenty-first century, people as never before live by means of performance”

Richard Schechner

Food Preparation and Nutrition



Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Skills and interests to be successful at GCSE

To be successful in Food Preparation and Nutrition you will need to have an interest in cooking a wide variety of products from scratch. This subject is linked very much with Science and you should have a good understanding of the science behind food. Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

This GCSE has a high amount of theory work based around these five core topics. Students should be prepared to work independently to produce a range of products and to research a variety of topics to widen their understanding. Lessons will be a mixture of theory and practical.

Future careers and courses

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries. This GCSE also provides students with very important skills for life.

“I profoundly believe that the power of food has a primal place in our homes, that binds us to the best bits of life.” Jamie Oliver

Geography

Geography is the study of people and the world around us. At GCSE, students will focus on aspects of human and physical geography. For physical geography students will study the landscape of the UK (rivers and coasts), climate change, natural hazards (plate tectonics/earthquakes), weather hazards, ecosystems, tropical rainforests and the challenges faced by occupants of extreme environments. For human geography, students will consider economic differences around the world, the challenges posed by urbanisation, and resource management.

Skills and interests to be successful at GCSE

To be successful in Geography you need to have an interest in the world around you and a desire to understand how people and the planet interact. You will have to complete a field work component and so you should enjoy making hypotheses, undertaking experiments and collecting information to support them. Geography is also about understanding the causes, impacts and the responses to natural events and the consequences of human interactions with the world. You should have a good understanding of the natural world as well as how people work and why they make the decisions that they do. You should be prepared to work hard and research topics by yourself to broaden your understanding. Geography is always in the news!

Future careers and courses

Geography can lead into many courses at A level and beyond. If you do well in Geography, you have proved that you can write detailed answers about worldwide issues but also that you are able to learn information which you can then apply in your exams. Many students who study Geography go on to do it at college, they may also choose to do subjects like Environmental Science, Law and Politics. The great thing about Geography is that it is a good academic subject that is a stepping stone to many others.



Future careers and courses continued...

Many people who study Geography go on to do a lot of travelling and perhaps even have a gap year between College and University as a result of their Geographical interests. Geography related jobs include environmental scientists, marine biology, town and country planning, transport planners, GIS (mapping) experts, international charity workers, environmental engineers, teachers, earth scientists, logistic managers, travel writers and natural resource managers.

History

“History is the study of the human past as it is described in the written and physical artefacts left by human beings” Kris Hirst

A deep rooted study of History at GCSE level will enable students to know how people, communities, nations and the world that we live in has changed over time. Each person’s view of the world is shaped by their individual experiences and the experience of the group that they live in. If a person isn’t aware of the historical experiences of cultures and nations, they cannot fully understand the need for changes and developments that sweep a society every now and then.

We follow an Edexcel GCSE History syllabus.

The course consists of two depth studies; Weimar & Nazi Germany, 1919-1939 and Early Elizabethan England, 1558-1588, a Thematic Study; Migrants in Britain, c800–present (including the study of the historic environment of Notting Hill, c1948–c1970) and a Period Study; Superpower relations and the Cold War 1941-91.

Skills and interests to be successful at GCSE

Develop and extend your knowledge and understanding of specified key events periods and societies in the History of their locality, Britain, and the wider world; and of the wide diversity of human experience. Engage in historical enquiry to develop as an independent learner and as a critical and reflective thinker. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Develop an awareness of how and why different interpretations have been constructed about people, events and developments from the past and why they may have been accorded significance.

Understanding of the past helps you to understand your own identity and significant aspects of the world in which you live, providing you the basis for further wider learning and study.

Future careers and courses

If you study History you will have gained skills highly valued by employers, such as analytical and critical reasoning, oral and written communication and research skills - If you go on to study History at A level or degree level, it is a good launch pad for a wide range of careers including law, teaching, business management and finance. More specifically students who study at a higher level may go into museum research, media research for Radio and Television or accountancy. History is an academic subject that is viewed in high esteem by colleges and employers.

Media

Media Studies is the study of the three key media platforms: broadcast such as television and film; print such as newspapers and leaflets and web-based media such as websites and social media sites. In a world immersed in news and gossip, Media Studies helps students to understand the different "channels" and institutions which bring the news to us. The course is primarily coursework based in which students will look at design, marketing and promotion, and production.

Skills and interests to be successful at GCSE

To be successful in Media you need to be interested in how the world of communication works around us. You need to have strong English skills as there are large essay-based assignments and marks available for writing succinctly and concisely. It is also important that you have an eye for design. An arts or photography background is desirable and the ability to use editing software would be a plus. Students who spend their spare time making videos or "youtubing" would be excellent candidates.

The media specification recognises the relationship between theoretical understanding and practical work, providing learners with opportunities to develop media production skills. Learners will apply and develop their knowledge and understanding of media language and representation in relation to media forms and products, and become creators if meaning themselves.

"Anyone who tries to make a distinction between education and entertainment doesn't know the first thing about either." Marshal McLuhan

Future careers and courses

Media Studies can lead to many different courses in A Level or BTEC. Media Studies students often go on to work in the Media field; in television and film, advertising or marketing, in the music industry and in publishing.

Modern Languages

(Already chosen in Year 7)

"If you talk to a man in a language he understands, it goes to his head. If you talk to him in his own language, that goes to his heart" Nelson Mandela

In this global age it has never been more important to learn a foreign language. Languages are part of the cultural richness of our society and the world in which we live. Speaking another language enables us to communicate with others and enhances our understanding of other cultures. By making comparisons, students gain an insight into their own culture and society. The ability to understand and communicate in another language is a lifelong skill benefiting education, employment and leisure in this country and abroad.

Skills and interests to be successful at GCSE

Learning a language gives students opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. You will have to learn new vocabulary on a regular basis, study the grammar of the language, and develop your understanding of how language can be manipulated and applied in different ways. The development of communication skills, together with the understanding of the structure of language, lays the foundations for future study of other languages and supports the development of literacy skills in a pupil's own language.



Future careers and courses

Language study involves many transferable skills, such as good communication, presentation and problem solving skills. A high level of organisation and independence is also fostered, which will be useful for many jobs and future studies. If you are considering a career in any of the following fields, knowledge of another language would be an advantage: travel and tourism, hospitality (hotels and catering), interpreting/translating, publishing, marketing, secretarial work, working in international organisations. In addition, language skills increase your opportunity to find employment outside the UK.

Music

Music is split into three areas, each equal in their contribution to the GCSE grade.

Students choose an instrument/voice or technology to learn to perform a range of pieces both as an individual and as part of a group.

Students also learn what it is to be a composer and song-writer by creating music in various styles for different occasions and venues.

The final part of the course is learning about what makes different types and styles of music sound different – learning about background, musical features and what makes it sound like it does. This is then assessed in a listening exam at the end of the course.

Skills and interests to be successful at GCSE

Students need to have an interest in performing on an instrument/voice or music technology. You will choose and pick music to learn independently and in a group so need to be able to work with others to do this. You will spend much of your time building your skills and proficiency as a performer.

Students who are creative do well as you need to be able to create and edit your own original pieces of music.

Students also need to be open to learning about new styles of music from current pop to classical music. Music is heavy on the coursework element so it is important that the student has a strong work ethic and can work independently at home or at school.

“Music can change the world
because it can change people”

Bono

Future careers and courses

Music can lead onto many subjects at A Level, including Music, Music Technology, Performing Arts and Musical theatre. If you do well in music, you are able to show that you are creative and can work well independently – two important skills that colleges, universities and employers look for.

If you choose to take Music at University, it can lead to a wide range of careers including music production, becoming a professional musician, song-writer, sound engineer, theatre/stage manager, film and TV composer, music therapy, music teaching, orchestral manager and session musician to name a few.

Physical Education

All students have weekly recreational PE

“What you put into it is what you
get out of it” Mo Farrah

Students will be assessed in GCSE PE with 70% of the course being theory and 30% being a practical assessment. Within the practical, students will have to be assessed in their performance in one team sport, one individual sport and one other sport from either of the two categories.

Within the theory element of the course students will study two components, physical factors affecting performance and socio-cultural issues and sports psychology. Within component 1 students will look closely at, Applied anatomy and physiology, Movement analysis, Physical training and use of data. Within component 2 they will look at Health, fitness and well-being, Sports psychology and Socio-cultural influences. Both of the two components will be a separate exam paper with each exam paper being 1 hour in length each.

Skills and interests to be successful at GCSE

There would be an expectation that students who wish to do the course are physically fit, and it would be preferable that they are above average in their bleep test scores for their age. Students also need to be representing the academy in at least one sporting team and take part in regular sporting clubs after school or at lunch time.

Future careers and courses

The GCSE PE course could lead students on to A level PE courses, degrees in sports science, adventure education, sports psychology, sports coaching and physiotherapy jobs in the military, PE teacher, sports coaching, personal training.

Resistant Materials

Students will undertake small design and make tasks designed to prepare them for the main assignment. These will encourage students to develop their creative ability and further their practical skills when working with a range of materials and equipment. They will learn a range of suitable construction techniques and they will develop research and analytical skills when designing. Computer aided design and computer aided manufacture will also be an area that students will undertake and will involve them drawing out their designs using software such as 2D Design and Google Sketchup 8. General use of ICT is also encouraged as it enables students to enhance the presentation of their work and complete tasks quickly and efficiently.

Skills and interests to be successful at GCSE

- Interest in various ways of sketching, drawing and making mock-ups of their ideas (including Computer Aided Design), so you can see the design as it develops and explain your ideas to others.
- Interest in the working properties and characteristics of a range of materials, so you can choose the ones that will be best for your design.
- Interest in the tools and manufacturing processes used to prepare, cut, shape, form, assemble and finish different materials (including Computer Aided Manufacturing).
- Keen to study existing products to find out more about how and why they were designed and made.

During lessons students will design and make items like containers, storage units, small items of furniture or wooden toys.

Future careers and courses

Careers such as product design, industrial design, furniture design, theatre, film and television set design, civil engineering, mechanical engineering, joinery and carpentry, are just a few of the available options that students may wish to undertake. Design Technology may be taken at A level before taking a degree and then commencing on a particular career. There are many transferable skills including analysing, evaluating, testing and problem solving.

**“DESIGN IS AN OPPORTUNITY TO
CONTINUE TELLING THE STORY”
-TATE LINDEN**

Religious Studies

**“Education is the movement from
darkness to light.”**

Allan Bloom

RE will now be an optional choice. The course is an excellent one because it is based on exploring issues relevant to modern life in religious and secular settings. Students are able to develop their own ideas and explore the value systems of others. There is no pressure or requirement to be a believer, and students with no personal faith are not disadvantaged from gaining the highest grades. All students are required to demonstrate tolerance and an understanding of others points of view.

Its distinctive feature is that it involves a thematic study of some central questions and issues in human life and experience and explores the relevance of religious beliefs, values and traditions to these questions and issues.

Typical exam questions:

- Why do some people become prejudiced?
- Explain how a religious believer might respond to the issue of euthanasia.
- Outline the teachings on the afterlife in one religion.
- Describe the differences between religious and scientific views on creation.
- “People are irresponsible in their treatment of the earth”. Do you agree? Refer to the evidence and examples, showing that you have thought about more than one point of view.
- Describe how people marry in two religious faiths.
- What is commitment in a relationship?

Future careers and courses

An understanding of different religious beliefs and the implications for life style is very important in multi-cultural Britain. Practically all careers and especially those in the service industries (for example a nurse, receptionist, counsellor, police officer, sales assistant, musician, doctor, travel agent, hotel staff, child carer, teacher, solicitor, paramedic, hairdresser, chef and many, many more), increasingly require knowledge about tolerance of the beliefs and the life stances of a wide range of groups.

Textiles

**“WHATEVER YOU DO— FOR WORK OR
PLAY— DO IT WITH PASSION”
- CHRISTIAN DIOR**

Textiles at GCSE is a vibrant and creative course that is designed to challenge, motivate, stimulate and enable students to develop their practical and artistic skills.

The course teaches you a wide range of practical techniques and skills related to using material, fabrics, plastics, thread and dyes creatively. You will explore Art and Textiles from different times and cultures, and visit museums and galleries investigating Art works and artefacts from different times, societies and cultures. The emphasis is on being creative so if you enjoy using colour and pattern you will enjoy this course. You will be expected to work at home and at regular intervention sessions which run twice a week after school, alongside the work you carry out in lessons. You will look at fashion designers, and use the work of artists and contemporary textile artists as inspiration for your own textiles products.

Assessment

Component 1: Portfolio - 60% of GCSE

Students are producing a practical portfolio that in total shows explicit coverage of the four assessment objectives. The project will be based on internally set themes and subject matter developed from personal and/or given starting points.

Component 2: Externally set assignment - 40% of GCSE

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. A preparation period which will begin from 2 January is followed by 10 hour period of sustained focus work in which students are required to realise their intentions unaided and under supervised conditions.

Post 16 and Beyond

You can go on to study A levels in Art & Design, Level 3 BTEC in Creative Art and Media.

At age 18 you can then progress onto Foundation/ Degree course in Fashion or Art, Printed Textiles, Woven and Knitted textiles, History of Fashion and Textiles, Theatrical design and Costume design.

Careers

Fashion Designer, Tailor, Wardrobe Mistress, Fashion Stylist, Window Dresser, Fashion Illustrator, Fashion Journalist, Fashion Photography, Printed Textile Designer, Milliner.

We understand the importance of making qualifications at this level practical and motivating for your learners, and as flexible as possible for you, so you can deliver courses precisely around their needs and aspirations. Our new qualifications have been designed to give your Entry Level and Level 1 learners the opportunity to show what they can do not purely what they know

BTEC Business

Overview

Are you interested in the world or work and how business are set up and run? Well the business qualification will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression.

Assessment

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance. These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning

Skills and interests to be successful at GCSE

- Investigating Rights and Responsibilities at Work
- Working in Business and Administration
- Professional Behaviour in an Office Environment
- Using Office Equipment in a Business Environment
- Using a Computer in Business Administration
- Managing Own Learning
- Investigating Rights and Responsibilities at Work
- Working in Business and Administration
- Communicating Electronically
- Making and Receiving Calls
- Welcoming Visitors
- Creating Business Documents
- Recording Business Transactions
- Supporting Business Meetings
- Business Administration Group Project
- Ideas for Small Business
- Investigating Right and Responsibilities at Work

Future careers and courses

- BTEC level 2, A-level business,
- Financial manager: Analyses the monetary resources of a company including investments, profits and costs.
- Business development manager: Acts as a bridge between various departments to determine the ways a company can increase revenue and grow a customer base.
- Advertising and marketing: Creates campaigns to promote products or services for different organizations.
- Economics: Uses quantitative and theoretical methodologies to analyse business events and guide informed decisions.

BTEC Health and Social Care

Overview

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 the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This Award complements the learning in GCSE programmes such as GCSE English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.

Assessment

Internal

- the development of core knowledge and understanding of human growth and development, how people deal with major life events, health and social care services
- the development and application of skills such as: practical demonstration of care values, together with the ability to reflect on own performance
- reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

External

- The external assessment takes the form of a set task/external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

Skills and interests to be successful at GCSE

BTEC H&SC is for learners who want to acquire technical knowledge and technical skills through vocational contexts as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

Future careers and courses

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Functional Skills

Functional Skills sessions are designed to give students opportunities to develop their skills in English and Maths so that they are able to apply these skills to everyday situations. In a Functional English course, for example, students would develop their reading, writing and communication skills.

Over the two years of the course, students will be eligible to take qualifications at either Entry Level, Level 1 or Level 2 in Functional Maths and English, depending on ability. The Entry Level Functional Skills courses are designed to give students key skills in Maths and English which will boost their confidence in these areas, but they fall below GCSE level learning and qualifications.

Level 1 is, however, equivalent to GCSE grades 1-3, while Level 2 is equivalent to GCSE grades 4-5. The English Level 1 and 2 qualifications are assessed through a combination of exams and two speaking and listening activities. The Level 1 and 2 Maths qualifications are assessed through two exams.

Frequently Asked Questions

1. How many GCSEs will my son or daughter study?

All students will study English Literature, English Language, Mathematics, Combined Science (double award) They will also study one language **or** a BTEC or Functional skills course depending on their pathway. Humanity subject (Geography or History) where applicable, and an additional two options.

2. Why do I have to study both a Modern Foreign Language and Geography or History?

Excluding a small group of students who will receive extra study, all students will study both a Modern Foreign Language, a BTEC course and Geography or History. Much will change between now and age 18 so it is a good idea to follow a range of GCSE courses and therefore, if you are able to choose pathway O, you should. Having a language, a humanities subject (Geography or History) and two other subjects gives you a range of types of GCSE subjects and keeps your options open for A level and/or further study. The alternatives offered to pathway O are pathway A (BTEC choice) or pathway C which is extra study which is provided to some students in order to meet their educational needs. Pathway C students will be given a different options form by our SENCO.

3. Once I have submitted my options form, am I guaranteed to study those subjects?

No. Sometimes subjects may be under or oversubscribed and it will not be viable to run as many teaching groups as we would like. We try to limit the impact of such changes. In such cases, we will make use of reserve choices if necessary.

We will begin to process options forms once the submission deadline has passed. Where subjects are oversubscribed, places will be allotted randomly in the interests of fairness.

4. Which subjects should I choose?

The best subjects for you depend on your interests and what you want to do. Consider your strengths and interests. Which subjects are you doing best in? Which subjects are you most interested in? What subjects do you want to study post 16 and what career choices do you want to make? You don't have to have your future mapped out, but start thinking about the future. You are more likely to succeed in a subject you enjoy and are already doing well in.

5. Which teacher will I get?

We cannot guarantee any student will get a particular teacher. Options choices should never be made based on a teacher the student wants to have or does not want to have. Furthermore, if a student were to choose a subject based on a teacher they like then there is no certainty that the member of staff will be their teacher for the full two years.

All option preferences should be based on subjects of interest, career interests, and current academic performance (as discussed in Q4).

6. What is the deadline for return of the Options form?

Wednesday 24th April 2024.

7. When will I find out what subjects I've been allocated?

Collating the options, looking at subject capacity and timetabling can take some time. Options are confirmed by the time timetables are finalised at the end of the academic year. We will let you know nearer the time when you will find out.

Top Tips... KS4 students give you their tips for success.

English:

- Learn the techniques and what they do.
- Revise quotes: No quotes no essay!
- Revise the poems. The exam is closed booked.

Science:

- Know the formulas and conversions- you can't answer many of the questions without them.
- Test yourself regularly using practise exam papers.
- The revision guide is essential- everything you need is there.

Drama:

- Don't be afraid to come out of your comfort zone.
- There is plenty of content to learn (it isn't all just rehearsals), so be prepared to write.
- Enjoy the subject even when it feels hard. If you are on the course it's because you are a good actor already.

ART:

- Be prepared to take risks and enjoy trying new things.
- Fantastic portfolios take time and care.
- Plan your time effectively so that there is no panic at the end.

Geography:

- Practise exam questions.
- Learn your case studies, without them you can't answer questions.
- Know your topics really well, your exams are based on these.

Computing:

- It's not all game design; be prepared to learn challenging information.
- Take great revision notes early; the quicker you start doing this the easier the course will feel.
- The revision guide is a really useful tool to help you revise.

Maths:

- Know the formulas. Five minutes a night to revise them will really help you to remember.
- Practise tests. If you don't practise you don't know what you don't know.
- Revise your notes from your exercise book and don't be afraid to speak to your teacher if there is anything you are unclear on.

MFL:

- Practise, practise and practise.
- Start making revision notes and cards in Year 9, you will thank yourself for it later.
- Do the vocabulary tests properly it will really help your understanding.

History:

- Learn the basics (key dates, individuals etc.) as this is the foundation for your success.
- Practise the exam method; do you know how to answer each type of question in the exam?
- Start your revision notes early as you cover things in Year 9 which you will need in Year 11.

Textiles:

- Ensure you practise creating things, the more you practise the easier it will be.
- Make sure your coursework is perfect! It makes getting a great mark far easier.
- Plan your time well, you don't want a last minute rush to complete work and revise.

Food Technology:

- Don't cut your finger!
- There is plenty of content to cover so be prepared that it will not always be cooking.
- Manage your time well, there is plenty to do and never enough time to complete it all.

Graphics:

- A great coursework folder takes time and effort.
- Be prepared to re-draft work and ideas to make it perfect.
- Learning key terms and techniques is a must if you want to

Music:

- Practise is key!
- Learn the key terms and what they do.
- Plan your time effectively for music; be prepared to work outside of the lesson time.

Media:

- Revise terminology and what it does.
- Plan your time well for the coursework, the more time you have the closer to perfection it will be.
- Ensure you regularly read different types of media to ensure you are an expert on all forms.

Please note:

- The timetable is created with the option choices in the blocks as listed, so there is no flexibility due to staffing and class size limitations. Whilst we try to ensure students get their preferred subjects this is not always possible.
- Remember to list a reserve choice in block C & D on the online form.
- Pick subjects you enjoy and are good at; do not choose based on friends or teachers as these can change.



Key Dates

Pathways Evening

5th March 2026

One to One Student Interviews

Throughout March 2026

Parent Clinics

Monday 23rd March 2026,

3.45 - 5.00pm by
appointment only

(Booking information will be
sent nearer the time)

Deadline to submit form

Wednesday

22nd April 2026

Questions?

If you have any questions following the Options Evening, please contact your child's Mentor, who will refer our query to the most appropriate staff member.