



**ORMISTON SANDWELL  
COMMUNITY ACADEMY**

**Ofsted**  
Good  
Provider

National Support School  
designated by



National College for  
Teaching & Leadership



# Options 2025-2027



Dear Parents and Students,

Deciding which subjects to study is an important and exciting part of being in Year 9, the choices you make will help you fulfil your future plans and aspirations. It is also necessary to recognise that things can change and studying a balanced Key Stage 4 curriculum, between the ages of fourteen and sixteen, can lead to many different routes a few years later.

Getting your options right is important and so our aim is that all students and their parents should be provided with enough information to make informed choices about their future.

Personalised advice and guidance will be provided by Form Tutors and others; please do not hesitate to contact your child's form tutor, Head of Year or ourselves by email or via the school office if you have any queries or feel you need some help in making final choices.

Once you have reached a decision, the completed option form should be returned to your form tutor by **Friday 4<sup>th</sup> April 2025**. We will then start work on constructing the timetable for next year. It may be necessary for some students to make alternative choices as some subject combinations may prove to be impossible to timetable or some class sizes may be too small to run. If this does happen, we will endeavour to explain the issues and the alternatives with the student promptly and give them the opportunity to discuss, consider and make a new choice.

The main message during the Options process is that if you have any questions or queries ask, so that you are able to make an informed decision.

Yours faithfully,

Dr S D Beach

Assistant Principal

Point of contact emails:

[beachs@ormistonsandwell.org.uk](mailto:beachs@ormistonsandwell.org.uk)

## OUR CURRICULUM



### AN OVERVIEW AND RATIONALE

At Ormiston Sandwell Community Academy we strive to ensure every child has the best opportunities to succeed in life. Our curriculum at KS4 is designed to provide each student with the options that will ensure both academic and personal success, not only at age 16 but well into the future.

All students take the required subjects, English, Mathematics and Science. Our options also ensure that students have the opportunity to study for the English baccalaureate.

At OSCA we believe academic success is really important, but we don't think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. For the first time we are able to deliver an extra GCSE to our students, GCSE Citizenship, alongside the Character Development/PSHE program. Students' curriculum experience will include non-examined elements including RE and CORE PE. This broad and balanced curriculum built around the academy values is intended to allow students to learn for life and equip them with knowledge of the world, essential skills and a strong character. At its heart OSCA Curriculum is built around our four values of **Opportunity, Scholarship, Compassion and Aspiration.**



In addition to these mandatory subjects, you will have the opportunity to select 3 options which are right for their interests and aspirations.

Mandatory Subjects	Options (3)	
	EBACC Option 1 option from	Free Choice Options ** 2 Options and a reserve from:
<ul style="list-style-type: none"> <li>✓ Maths</li> <li>✓ English</li> <li>✓ Science</li> <li>✓ Character Development/ Citizenship GCSE</li> <li>✓ Core PE</li> <li>✓ Core RE</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Science</li> <li>• Geography</li> <li>• History</li> <li>• Spanish</li> </ul> <p>Please note you can pick any of the above as additional options. E.g. it is possible to study both History *and* Geography. You could even take three of them if you wish by selecting them as the Free Choice Options.</p>	<ul style="list-style-type: none"> <li>• Art (3D)</li> <li>• Art (Fine)</li> <li>• Art (Textiles)</li> <li>• Computer Science</li> <li>• Creative Media</li> <li>• Dance</li> <li>• Digital IT</li> <li>• Drama</li> <li>• Geography</li> <li>• Health and Social Care</li> <li>• History</li> <li>• Hospitality and Catering</li> <li>• Music</li> <li>• Photography</li> <li>• Religious Studies</li> <li>• Spanish</li> <li>• Sport Science</li> <li>• Triple Science</li> </ul>

**PLEASE NOTE:**

We will also be asking you to pick a reserve Option, to ensure that you are able to study a chosen subject if a course does not run due to staffing or student numbers.

\*Art **MAY NOT** be combined with 3D Art and Design AND/OR Art Textiles

\*\* Courses will only run with appropriate numbers and staffing

## Important Considerations For Students



You should find out about:

- Qualifications
- What you will study on the course
- Entry requirements
- Implications for career choice – what you can do after the course

**Remember – Our Careers Officer is always available to offer help and advice.**

### Advice on choosing your subjects

1. What do I want to do at 16+?
  - Sixth Form?
  - Apprenticeship?
  - College?
2. Choose the subjects which will assist your intentions for 16+.
3. Choose a well-balanced timetable. Try not to choose all of your subjects from the same area.
4. It is best not to pick a subject you are poor at.
5. **Do not** pick a subject because you work well for that teacher. It may be a different teacher taking that subject in years 9,10 and 11.
6. **Do not** pick a subject you have not studied before just because you like the sound of it. If you have not done it before find out as much as you can about it before making your decision.
7. **Do not** choose subjects just because your friends have chosen them.
8. **Do not** be afraid to choose unusual subjects.
9. Creative subjects are very useful.
10. **Do not** specialise too much.
11. Are you more suited to GCSE or BTEC method of learning?
12. Seek plenty of advice and ask lots of questions.





## Some important points for Parents & Guardians

- Talk to your son/daughter about what their interests are.
- Find out what they would like to do in the future.
- Let them know that jobs for 16 year olds are now virtually non-existent. The key to their future is in good education, good training and developing skills and abilities that employers want and are prepared to pay for.
- If in doubt about your son/daughter's option choices, please contact the academy to make an appointment to see the Careers Adviser, your Child's Head of Year, Mrs Dickens (SENDSCO).
- Check that your son/daughter is choosing subjects for the right reasons.
- Try to encourage a variety in their choices – this will allow more choice at Post 16.

### The wrong reasons would include:

- ✗ I like the teacher
- ✗ All the other choices are boring / too difficult
- ✗ All my friends are doing that subject
- ✗ I think it will help me get a job

### The right reasons include:

- ✓ I am good at/enjoy that subject
- ✓ I know that these subjects will help my career choice, because I have found out about it
- ✓ I have achieved good marks and exam grades in the subject

If in doubt – ask for and get help!

## Attendance

Our excellent attendance levels are only achieved by working in partnership with our parents and your support to both your child and the Academy is paramount in ensuring your child receives the best education available to them.

Good attendance is vital for students to achieve their full educational potential and enhance opportunities for further education and work placements.

As well as good attendance being a legal requirement, research has also proved that students with good attendance records benefit in the following ways:

- Improved performance in coursework tasks
- Enhanced performance in examinations
- Continuity of relationships and friendships
- Good references for further education or employment
- Good habits are formed for later life

## Questions to ask yourself before making your decision.



On this page there are several questions you need to ask yourself, plus websites and videos to watch which will help you make an informed decision. You can access the links via the electronic version of the booklet – this has been emailed to both parents and students.

- **What subjects do you enjoy at the moment and why?** Knowing why you enjoy those lessons may help to identify what skills you have and want to develop and what other subjects they may link to and you'd enjoy. **Example- You enjoy maths for the problem solving and data- you may then enjoy computer science or statistics and chemistry.**
- **How will I know what subjects I can link my skills to?** You can read and list the subjects you like from the Year 9 options booklet or take a skills and job match quiz. The quizzes will link your interests and skills to industries and subject areas (quizzes links below). Knowing your skills and interests are important, they will lead you into certain careers.
  - [Careers Pilot Quizzes](#)
  - [Wheels of Strength](#)
  - [Prospects Job Match Quiz](#)
  - [National Careers Service Skills and Assessment quiz](#)
- **Identifying the areas you may feel you are not your strengths.** These are the areas of schooling you feel may be a challenge. You can then approach this in one of two ways. Turning that weakness area into your strength and choosing subjects and adopting techniques that will help you grow in these areas. Or you may want to consider other subjects you may be stronger in. You can always develop these areas later on.
- **If you are aware of the type of job role or careers you'd like to pursue,** you can explore the pathways into those careers and what GCSE's, Post 16 and Post 18 qualifications you'd be required to study.  
For example; Harriet wants to be an Energy Engineer, after research discovers she'd need to study GCSE's such as maths, physics and chemistry, DT and Geography may also be helpful. Naseem would like to be a Graphic Designer, he may want to consider art and design, computer science, English and photography and creative imedia.
- **How will I find this information?** You can research some of the fantastic careers and education websites listed below.

### Research careers and education websites.

- **Careers Pilot** and going to the jobs tab at the top. You can search for the different jobs from subjects at school. List down the jobs you like to sound of and what subjects they are linked to. [Click here](#)
- **BBC Bitesize Careers** to look at other job roles in the labour market including healthcare, creative industries and entrepreneurship ideas and stories from those who decided to work for themselves. This website will also offer you some videos and salary details to give you a really in depth insight to what the roles are about. [Click here](#)
- **ICOULD and careerbox** for more videos of the different job roles, listening to others experiences in different industries and how they got there. This will start to give you some idea of what you may enjoy. [Click here for ICOULD](#) [Click here for Careersbox](#)

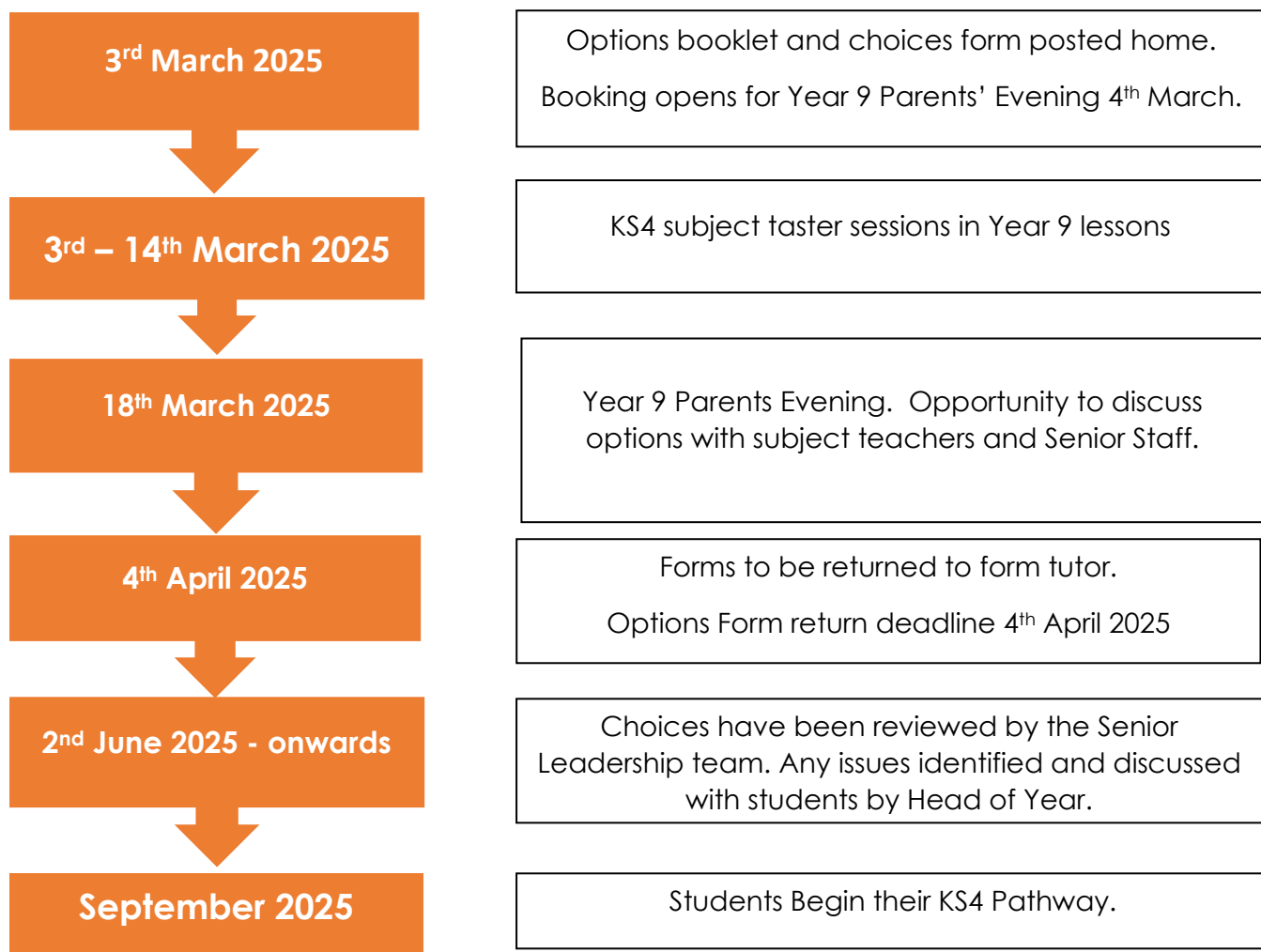
**Explore post 16** by following these links to research where you can study after you have left OSCA:

- [POST 16 SANDWELL](#)
- **Apprenticeships** [Click here](#)
- **Apprenticeship Guides** [Click here](#)
- **UCAS** is the admission website for undergraduate degrees offered in the UK. If you know you would like to go to university, you can explore the degrees available and what the GCSE and Post 16 entry requirements would be. [Search UCAS undergraduate click here](#)

### Videos that may be helpful when choosing your GCSE options.

- Life Coach Mark Anderson's advice on choosing GCSE subjects. [Click here](#)
- Do's and Don't to choosing GCSE subjects [Click here](#)
- Students share what they wish they'd known before choosing their GCSEs [Click here](#)

## Options Timeline



The subjects that students choose to study at Key Stage 4 are extremely important. The decisions made now will affect the qualifications that they achieve at the end of their compulsory education and may therefore affect future opportunities and career choices.

For many students, this will be the first major decision about their future that they have to make. We hope that this decision will not be made lightly and that both students and parents will take the **opportunity to discuss the process** together and also with staff in school to enable an informed decision to be made.

The following pages of this book contain information about individual subjects, please do read these as a starting point for any decision you make.

At the end of the book you will find your choices form. This must be signed by yourself, your parents and your form tutor before being handed in. It will be signed off by a senior leader once your options have been confirmed.

Please do take time to consider and finalise your choices before submitting your form. There is no race to be the first form handed in!





## OSCA OPTIONS

# Mandatory Subject Information

Please be aware that due to the ever changing landscape in qualifications the awarding bodies displayed on the following pages may be subject to change

# English Language

## COURSE OUTLINE

AQA GCSE English Language is designed to allow you to explore a range of written texts, enabling you to develop the skills you need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods. You will also explore how to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

As a 100% untiered examination course, the specification features two equally-balanced papers. Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers; and Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time. The reading sources act as a stimulus for writing tasks, providing you with inspiration for your own creative responses.

Additionally, you will complete a practical Spoken Language Endorsement that will enable you to develop skills for public speaking and presentations that will be necessary in later life.

**AWARDING BODY: AQA**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

**Paper 1:** Explorations in Creative Reading and Writing (1hr 45 mins – 50%) Reading and analysing an unseen Literary fiction extract  
Writing a piece of descriptive narrative writing

**Paper 2:** Writers Viewpoints and Perspectives (1hr 45 mins – 50%) Comparing two non-fiction extracts (19<sup>th</sup>/20<sup>th</sup>/21<sup>st</sup> Century texts) Writing an argument/persuasive pieces.

**Spoken Language Endorsement** which is an audio-visual recording of a 5-minute presentation followed by 5-10 minutes of questioning (you will receive a separate certificate at Pass, Merit or Distinction).

## Skills Acquired

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.
- Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.
- Evaluate texts critically and support this with appropriate textual references.
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- Demonstrate presentation skills in a formal setting.

# English Literature

## COURSE OUTLINE

AQA GCSE English Literature has been designed to allow you to study a cross section of both the Literary Heritage and contemporary authors.

Here at OSCA, you will study: Shakespeare's *Macbeth*; Robert Louis Stevenson's *The Strange Case of Dr Jekyll and Mr. Hyde*; J.B. Priestley's *An Inspector Calls*; and AQA's *Power and Conflict* Cluster of poetry as well as an unseen poetry unit. We feel that our range of texts provides you with exam content that is accessible, inspiring and most importantly that you, as young people, can relate to.

As a 100% examination course, the specification features two weighted exam papers. Paper 1, Shakespeare and the 19<sup>TH</sup> Century Novel, will ask you to explore how writers use language and structure to impact upon readers within an extract and then more widely across the whole text. Paper 2, Modern Texts and Poetry, will explore your critical responses to a contemporary play and a selection of poetry – both seen and unseen.

As part of the Literature course, we will also read widely around our texts and explore how they fit into the social and historical contexts in which they have been written and performed.

Please note that this is an untiered and closed book specification which means all students will sit the same paper, regardless of ability, and that no texts can be taken into the exam room.

**AWARDING BODY: AQA**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

**Paper 1:** Shakespeare and the 19th Century fiction (1hr 45 mins – 40%) Analysis of a Shakespeare play, Analysis of a 19th Century novel

**Paper 2:** Modern Texts and Poetry (2hr 15 mins – 60%) Analysis of a drama or novel Analysis of a collection of poems from an Anthology on Conflict Exploration of an unseen poem

## Skills Acquired

- To respond to texts critically and in detail.
- To explain language and structure of texts.
- To explore relationships and comparisons of texts.
- To show understanding of the literary tradition.
- To understand the influence of social and historical contexts.

# Maths

## COURSE OUTLINE

GCSE Mathematics is an engaging course specifically designed to equip students with the essential skills they will need for their future destinations.

Students will gain mastery of fundamental areas of maths, including:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

The course places great emphasis on reasoning and problem solving.

There are two tiers of entry:

**Foundation tier covers grades 1 to 5**

**Higher tier will cover grades 4 to 9.**

**AWARDING BODY: AQA**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

**Examinations - 100%**

Paper 1 **Non-calculator** (1½ hours)

Paper 2 **Calculator** (1½ hours)

Paper 3 **Calculator** (1½ hours)

Students are entered for one of two tiers, Foundation or Higher.

All 3 papers are equally weighted towards the final grade

The tier of entry will be determined by mock examination and other assessment results, and is finalised around March of Year 11.

## Skills Acquired

- Develop their knowledge and understanding of mathematical concepts and techniques
- Acquire a foundation of mathematical skills for further study in the subject or related areas
- Enjoy using and applying mathematical techniques and concepts, and become confident to use mathematics to solve problems
- Appreciate the importance of mathematics in society, employment and study.

# Combined Science (Trilogy)

## COURSE OUTLINE

The new specification provides a challenging journey through all 3 sciences, focussing in on how science works, and your skills of scientific enquiry. Achieving higher grades (6,7,8 and 9) will allow you to progress on to A level at most Sixth Form institutions.

### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis
- Inheritance, variation and evolution
- Ecology

### Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

### Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter

**AWARDING BODY: AQA**

**QUALIFICATION: GCSE  
(Double Award, Trilogy)**

## ASSESSMENT METHOD

### 100% Examination

**Six papers:** two biology, two chemistry and two physics. Each will assess different topics.

Students will be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals.

**Duration:** all the papers are 1 hour 15 minutes.

**Tiers:** Foundation and Higher.

**Weighting:** the papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.

**Question types:** multiple choice, structured, closed, short answer and open response.

**Students will gain 2 GCSEs** after successfully completing the course.

## Skills Acquired

Students will complete a total of 21 Required Practicals in Biology, Chemistry and Physics. The Required Practicals are clearly outlined in the specifications. As a result, students will acquire skills in planning, carrying out experiments, analysing data, and evaluating their experimental method in terms of its validity, reliability, and ultimately how successful it was overall. Students will also acquire knowledge and understanding relating to all 3 aspects of science and will learn how to apply this knowledge to the wider context of society, helping them to make more informed decisions about the real world.

## Character Curriculum/Citizenship - EXAMINED

This year we are excited to be able to offer the qualification of citizenship to all of our KS4 students. As part of the PSHE program and Character Development students will be taking a GCSE in Citizenship.

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens.

Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

It will be examined by two x 1 hour 45 minute examinations at the end of Year 11, each worth 50% of the final grade.

## PE – Core (non examined)

At KS4 pupils tackle complex and demanding physical activities. They perform in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

The amount of activities on offer allows all pupils to access the National Curriculum and receive a broad and balanced curriculum with the aim of allowing pupils to excel in a range of sports, enjoy participating in a range of sports and to promote life-long participation. The activities that we have offered to the pupils are long-standing, recognised, traditional activities, with well-established governing bodies that are at the forefront of sport in the media and our society and are also recognisable in world competitions such as; Olympics & Commonwealth games to inspire pupils to emulate roles models.

## Core RE (non-examined)

Currently at KS4, all pupils study the content of the Themes C and F of the AQA Specification A GCSE course. This ensures that content is challenging and robust. Whilst studying this course, pupils will be able to understand how beliefs influence the values and lives of individuals and groups and how religion and belief have an impact on wider current affairs by building on existing knowledge gained in KS3.

**Theme C (Y11) explores the existence of God and revelation The topics we currently explore include:**

- Philosophical arguments for and against the existence of God
- The nature of the divine and revelation
- Ideas about the value of revelation and enlightenment
- Miracles
- Visions
- Nature as revelation

**Theme F (Y10) explores Religion, Human rights and social justice. The topics we currently explore include:**

- Human rights
- Discrimination and prejudice
- Status of women in religion
- The uses of wealth
- Freedom of religious expression
- Wealth and poverty

**Skills gained include:**

- Respect for others and gaining a broader understanding of views and beliefs
- Improving knowledge of global affairs
- Develop a stronger sense of ethical standards
- Avoiding religious prejudice and discrimination
- Contributes to and builds a more cohesive community



## OSCA OPTIONS

# EBACC BLOCK Subject Information

Please be aware that due to the ever changing landscape in qualifications the awarding bodies displayed on the following pages may be subject to change



# Computer Science

## COURSE OUTLINE

The course is split into two different units:

### Unit 1:

An examination covering the fundamentals of how computer systems work. This includes topics such as binary and hexadecimal number systems, hardware, software, databases and networking, including coverage of security techniques (hacking).

### Unit 2:

An examination covering how computers are given and follow instructions. This includes topics such as algorithms, SQL and programming. The majority of this paper focuses on programming skills.

### Careers and further study—Computer Science

Students undertaking the GCSE Computer Science course are challenged to be authors and creators, not merely consumers, innovators with the ideas to continue the computing revolution that has changed the modern world beyond recognition. It also a great qualification to enhance problem solving and logic skills, needed in careers such as Engineering or Medicine. Computer Science is an Ebacc subject and is highly regarded by universities and employers. A path through to post-16 study exists through the provision of A Level Computer Science, with BTEC IT also available.

**AWARDING BODY: OCR**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

**Examinations (100%)**

**Unit 1 – Computer Systems**

(90 minutes)

**Unit 2 – Algorithms and Programming**

(90 minutes)

## Skills Acquired

OCR's GCSE (9–1) in Computer Science will encourage students to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

# Geography

## COURSE OUTLINE

The Geography GCSE course provides a fascinating and enriching area of study, which can give students a valuable understanding of how the world works. The course covers major global issues including global warming, deforestation, urban issues and natural disasters. The Geography Department uses the AQA specification A syllabus. The syllabus aims to build on from Key Stage 3, and lay a foundation for advanced study. There are 6 units and two fieldwork units, which will be covered across 3 examination papers.

Many of the skills that pupils develop while studying Geography will be of great use to them after they leave school, and are sought after by employers and universities alike, whatever path you choose. There are strong links between Geography and Geology, Biology, History, Sociology and Mathematics.

Students studying specification A will:

- Study physical processes and how they produce diverse and dynamic landscapes over time
- Learn about the interdependence of physical environments and the interaction between people and the environment
- Receive balanced and manageable coverage of both Physical and Human Geography.

Study of this course will give students the opportunity to develop:

- Understanding of the interrelationships between the human and physical world
- Communication skills, data analysis and spatial awareness skills
- Graphical and cartographical skills
- Technological skills including ICT and GIS
- Interpersonal skills through debate and discussion of current issues
- Literacy and numeracy skills
- Problem-solving and evaluation skills
- Entrepreneurial skills, changing economic structure of the UK and awareness of career possibilities

**AWARDING BODY: AQA**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

### Paper 1—35%

Living in the Physical World  
(Natural Hazards, Living World and Physical Landscapes)

### Paper 2—35%

Challenges to the Human World

(Urban Issues and Challenges, Changing Economic World and Managing Resources)

### Paper 3—30%

Geographical Applications

(Issue Evaluation and Fieldwork)

# History B

## COURSE OUTLINE

GCSE History has long been seen as an intellectually rigorous and enabling subject that will open doors to a wide variety of professions. Students choosing to study GCSE History will combine traditional and innovative topic options including studies of 'The Elizabethans' and 'The Making of America'.

Students will explore the similarities and differences between lives in the past and their own lives now through a range of historical enquiries. Students will develop their curiosity and their own opinions based on a respect for evidence, and build a deeper understanding of the present by engaging with and questioning the past.

The specification is based on content which helps learners to address fundamental issues in human history. It brings together people, events and issues that learners will find fascinating and that will stimulate a desire to explore the similarities and differences between people's lives in the past and their own lives now.

**AWARDING BODY:**  
**EDEXCEL**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

### **Paper 1 (40%):**

Thematic Study - The People's Health c1250 to present.

Study of the historic environment of the First World War

**Paper 2 (20%):** British Depth Study – The Elizabethans, 1558 – 1588.

Period Study - The Making of America, 1835-1895.

**Paper 3 (40%):** World Depth Study – Living Under Nazi Rule, 1918 – 1939.

## Skills Acquired

- Understand change and continuity across a long sweep of history.
- Consider about the relationship between past and present.
- Understand strong political elements, and consider the interplay between these and other aspects of society.
- Construction of argument and informed debate.
- Analysis and evaluation of a range of sources and points of view
- Understand strong political elements, and consider the interplay between these and other aspects of society.

# Spanish

## COURSE OUTLINE

Learning languages is all about communication. The skills you develop in a modern foreign language classroom will help you to become an effective communicator.

A language qualification is an increasingly important asset in many careers in the modern world. It will broaden your horizons and open doors to other cultures. You will be able to understand foreign films, songs, and travel and work in other countries.

Over this two-year course, you will study the following topics:

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

**AWARDING BODY:**  
**EDEXCEL**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

**Paper 1:** Speaking (25%)  
(Foundation and Higher tier)

**Paper 2:** Listening and Understanding (25%)  
(Foundation and Higher tier)

**Paper 3:** Reading and understanding in French (25%)  
(Foundation and Higher tier)

**Paper 4:** Writing in French (25%)  
(Foundation and Higher tier)

## Skills Acquired

- Develop their ability to communicate confidently and coherently
- Express thoughts and ideas spontaneously and fluently
- Literacy skills and a deeper knowledge about how language works
- Develop awareness and understanding of the culture and identities of the countries and communities where the language is spoken
- ICT skills through use of online language learning tools



## OSCA OPTIONS

# Free Choice Subject Information

Please be aware that due to the ever changing landscape in qualifications the awarding bodies displayed on the following pages may be subject to change

# Art and Design (3D Design)

## COURSE OUTLINE

3 Dimensional Design enables learners to explore the development of ideas using computer aided design, traditional sketching and modelling.

Learners will gain an appreciation of working with different materials, using a range of machinery and processes. Throughout the course learners will work through a number of projects which will involve undertaking detailed research, producing a wide range of design solutions and producing their designs in a 3 dimensional design environment. To support this learners will explore the work of historical and modern designers.

**AWARDING BODY: OCR**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

The GCSE has TWO components:

### **Component 01: Portfolio (60%)**

Learners will produce a portfolio of practical work showing their personal response to a design problem throughout year 10 and 11. The portfolio will contain design ideas (sketches, photographs and digital evidence) and will show the process from an initial design to a final solution.

### **Component 02: Externally Set Task (40%)**

Set by the exam board and completed in spring term of year 11.

Learners will be given 10 hours to produce a solution to a set design brief. Preparation time and the supervised time period is set by the centre.

## Skills Acquired

- Develop their ideas through investigations informed by selecting and critically analysing sources.
- Apply an understanding of relevant art, craft and design practices to their work.
- Refine their work throughout the design process
- Recording of ideas, observations in appropriate ways.
- Develop skills in using a range of technological equipment, critically evaluating their work and identifying improvements

# Art and Design (Fine Art)

## COURSE OUTLINE

Fine Art is defined here as the practice of creating work that is primarily for aesthetic, intellectual or purely conceptual purposes, rather than purposes that have a necessarily practical function.

- Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area of study Fine Art.
- Learners must explore practical and relevant critical and contextual sources such as the work of historical and contemporary fine artists and the different purposes, intentions and functions of fine art as appropriate to their own work.
- Learners must demonstrate the knowledge, skills and understanding through areas of Fine Art.

**AWARDING BODY: OCR**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

**Coursework: 60 % of final mark**

### **Unit 1: Art and Design Portfolio**

Students will be asked to produce a portfolio of work developed from a theme. The focus is on including work that shows exploration, research, acquisition of techniques and skills in a range of Art processes.

**Final Exam: 40% of final mark**

### **Unit 2: Art and Design OCR-set Task**

**THIS IS NOT A WRITTEN EXAM IT IS A PRACTICAL TASK**

Students will be given an exam paper with a series of themes to choose from. Students will select one theme that you will base a project on.

A period of time in which to plan and prepare a project that will be sketchbook based. Again the work will explore a range of Art techniques.

Students will be given ten hours of controlled time in which to work on a final piece.

## Skills Acquired

Students will learn how to present their art work in a sketchbook. Students are also assessed on their research skills. In both units students will be asked to gain inspiration from the work of other artists and designers. From the work they produce on paper, students will then develop these ideas, using a wide variety of techniques. Once a body of work has been produced and developed, students will then produce a final piece using the skills they have learnt through the process. The course also enables students to extend on their evaluation skills. Part of the course assessment is how students can evaluate their own and others work through annotation, forming an opinion, comparing and critical analysis.

# Art and Design (Textiles)

## COURSE OUTLINE

### What's in it for me?

This GCSE is designed to bring Art and Design to life and to help you develop your artistic skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expression are endless.

### How could it help with my future?

The course is good preparation for progression to A Level in Art and Design: Textile Design or a suitable vocational course. It could lead towards a career in fashion, interior design, soft furnishings, surface textiles, retail industries and more.

### What are some of the things I'll learn?

We want this to be an inspiring GCSE that will encourage you to consider a wide range of approaches to expressing yourself through different materials, media and techniques. It will help you gain knowledge and understanding of art, craft, design, media and technologies today and in the past, and in different societies and cultures. You'll also develop an understanding of the different roles, audiences and consumers for art, craft and design. You'll experience different work practices and look at relevant processes and equipment too.

## AWARDING BODY: OCR

## QUALIFICATION: GCSE

### ASSESSMENT METHOD

#### Coursework : Portfolio—60% of final mark

You will be asked to produce a portfolio of work developed from a theme. The portfolio will show work in both Art and Textiles.

The focus is on including work that shows exploration, research, acquisition of techniques and skills.

#### Final Exam: Externally set task— 40% of final mark

#### 10 hours

You will be given an exam paper with a series of themes to choose from. You will select one theme that you will base a project on.

You will be given a period of time in which to plan and prepare a project that will be sketchbook based. Again the work will explore both Art and Textiles techniques.

You will be given ten hours of controlled time in which to work on a final textiles piece. The exam is timetabled:

2 x 3 hour sessions

2x 2 hour sessions

## Skills Acquired

- |                        |                         |                       |
|------------------------|-------------------------|-----------------------|
| · Batik                | · Weave and felt making | · Printing            |
| · Hand stitch          | · Ragging               | · Painting            |
| · Machine stitch       | · Applique              | · Drawing             |
| · Embroidery           | · Quilting              | · ICT—Adobe Photoshop |
| · Free flow embroidery | · Embellishments        | · Heat transfer       |
| · Slash and burn       | · Fibres                |                       |



# Creative Media

## COURSE OUTLINE

You will explore key fundamentals of media practice. The course is aimed at those who may be interested in pursuing a career in creative media production. The qualification helps you to explore the sector by undertaking practical media projects.

You will investigate different media products, such as audio/moving image, publishing, and interactive design, considering their style, design, audience, and context:

- Exploring creative media production processes and practices by generating ideas, and planning production and post-production processes and
- Developing digital media production skills and techniques.

**AWARDING BODY: Pearson  
Qualification: BTEC Tech  
Award Creative Media  
Production**

## ASSESSMENT METHOD

You will complete three coursework components as part of the course focussing on theoretical and practical approaches to Media and understanding the world around them. The qualification is the same size and level as a GCSE.

**Component 1** Exploring media products

**Component 2** Developing digital media production skills

**Both Components are internally assessed assignments**

**Component 3** Create a media product in response to a brief  
**Assessment: externally assessed task where students respond to a brief to create a media product.**

## Skills Acquired

Graphic design, Publishing, Postproduction, Production and Preproduction skills. Image manipulation and Photoshop skills and extended writing, analysis skills and evaluation skills.

Creative investigation and ideas generation, communication, using creative development processes, developing, and applying practical skills and using productive working skills and practice. Media product analysis of Film, TV series, Gaming and Print. Exploring camera angles and how they are utilised, representation of characters and if they are stereotypes or countertypes, studying theorists and applying their work and the investigation of Mis-en-Scene and how it informs about Genre.

# Dance

## COURSE OUTLINE

With a BTEC Tech Award in Performing Arts (Dance), you are able to explore, challenge and realise your potential.

During the course, students can see whether the industry is one they want to be in, where they could go, and gain the knowledge and skills they need to succeed in their next steps. This course is designed to enhance performance skills. It is largely practical and encourages students to develop their confidence through performance.

Students will have the opportunity to work as a solo artist and as part of a group. They will develop a range of dance skills and techniques that will enable them to continue studying Dance at college. In turn, it will arm them with vital life skills and prepare them for the world of work. Budding actors will be able to learn more about the acting industry and develop a wider understanding of how you can build a career in the arts industry.

What's more, the transferable skills you will master during your studies such as self-reflection, communication, teamwork and problem solving will support your progress in the present and future.

**AWARDING BODY: Pearson**  
**QUALIFICATION: BTEC Tech Award**

## ASSESSMENT METHOD

The Core Units are:

**Unit 1:** Exploring the Performing Arts

**Unit 2:** Developing Skills & Techniques

**Unit 3:** Performing to a brief (Externally Assessed)

## Skills Acquired

Dance allows students to develop crucial lifelong skills. As well as building confidence, improving communication and enhancing team work and leadership skills, Dance encourages students to explore other cultures, examine important political, social and economic issues and debate ethical and moral matters. It promotes creativity, teaches analytical and evaluative skills and helps students to express their thoughts, feelings and opinions in a constructive and innovative way. Such skills are highly valued by colleges and universities.

# Digital Information Technology

## COURSE OUTLINE

The course is split into three different components:

### During Component 1, students will:

- **Explore** user interface design and development principles
- **Investigate** how to use project planning techniques to manage a digital project
- **Discover** how to develop and review a digital user interface

### During Component 2, students will:

- Explore how data impacts on individuals and organisations
- Draw conclusions and make recommendations and data intelligence
- Develop a dashboard using data manipulation tools.

### During Component 3, students will:

- Explore how modern information technology is evolving
- Consider legal and ethical issues in data and information sharing
- Understand what cyber security is and how to safeguard against it.

**AWARDING BODY: Edexcel**

**QUALIFICATION: BTEC Tech Award**

## ASSESSMENT METHOD

### Examinations (40%)

Effective Digital Working Practices  
(90 minutes)

### Controlled Assessment (60%)

Exploring User Interface Design Principles and Project Planning Techniques (30%)

Collecting, Presenting and Interpreting Data (30%)

## Skills Acquired

This qualification aims to:

- develop key skills that prove 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.

# Drama

## COURSE OUTLINE

With a BTEC Tech Award in Performing Arts (Drama), you are able to explore, challenge and realise your potential.

During the course, students can see whether the industry is one they want to be in, where they could go, and gain the knowledge and skills they need to succeed in their next steps. This course is designed to enhance performance skills. It is largely practical and encourages students to develop their confidence through performance.

Students will have the opportunity to work as a solo artist and as part of a group. They will develop a range of acting skills and techniques that will enable them to continue studying Drama at college. In turn it will arm them with vital life skills and prepare them for the world of work. Budding actors will be able to learn more about the acting industry and develop a wider understanding of how you can build a career in the arts industry.

What's more, the transferable skills you will master during your studies such as self-reflection, communication, teamwork and problem solving will support your progress in the present and future.

**AWARDING BODY: Pearson**  
**QUALIFICATION: BTEC Tech Award**

## ASSESSMENT METHOD

The Core Units are:

**Unit 1:** Exploring the Performing Arts

**Unit 2:** Developing Skills & Techniques

**Unit 3:** Performing to a brief (Externally Assessed)

## Skills Acquired

Drama allows students to develop crucial lifelong skills. As well as building confidence, improving communication and enhancing team work and leadership skills, Drama encourages students to explore other cultures, examine important political, social and economic issues and debate ethical and moral matters. It promotes creativity, teaches analytical and evaluative skills and helps students to express their thoughts, feelings and opinions in a constructive and innovative way. Such skills are highly valued by colleges and universities.

# Health and Social Care

## COURSE OUTLINE

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Social care employees such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health.

Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills relevant to the health and social care sector such as research techniques and how to measure someone's physical health. You will also develop your written communication skills as you create health and wellbeing plans for an individual with specific needs.

**AWARDING BODY: BTEC**

**QUALIFICATION: BTEC Tech Award**

## ASSESSMENT METHOD

### Component 1

**EXPLORE:** Human lifespan development

Internally assessed assignment

30%

### Component 2

**DEVELOP:** Health and social care services and values

Internally assessed assignment

30%

### Component 3

**APPLY:** Health and wellbeing

Externally assessed examination

40%

## Skills Acquired

- Skills and attributes:
  - problem solving
  - observation
  - dealing with difficult situations
  - organisation
  - empathy
  - patience
  - trustworthiness
  - honesty.

# Hospitality and Catering

## COURSE OUTLINE

Hospitality and Catering will develop students' knowledge and understanding of the Hospitality and Catering sector and provide them with opportunities to develop associated practical skills. It covers the hospitality and catering industry and hospitality and catering in action.

Hospitality and catering is a dynamic, vibrant, and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The sector is a major contributor to the UK economy, employing 2.9 million people and generating £130bn in economic activity, while paying £38bn in taxation to fund important local and national services. Hospitality is the 3rd largest private sector employer in the UK; double the size of financial services and bigger than automotive, pharmaceuticals and aerospace combined.<sup>1</sup> Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment, and visitor attractions. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education.

**AWARDING BODY: WJEC**

**QUALIFICATION: Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)**

## ASSESSMENT METHOD

The Core Units are:

**Unit 1:** The hospitality and catering industry – Written Exam: 1 hr 20mins

40%

**Unit 2:** Hospitality and Catering in action – Controlled Assessment: 12 hours

60%

## Skills Acquired

Students will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively, related to the needs of the dishes/menu/customer.

# Music

## COURSE OUTLINE

The BTEC Tech Award is an introduction to vocational learning.

The qualification gives learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to BTEC Tech Award is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

There are a vast spectrum of careers within the music industry but a snapshot includes; performer, composer/song-writer, record producer, manager, music therapist, music journalist/blogger, live sound technician, promoter, concert manager, studio manager, radio presenter, music teacher, instrumental technician etc.

**AWARDING BODY:  
EDEXCEL**

**QUALIFICATION: BTEC**

### **Component 1 (internally assessed):**

Explore different styles and genres of Music. Take part in practical workshops to understand the music creation process. Learn about the different roles within the Music industry. Investigate relationships between different areas of the Music Industry.

### **Component 2 (internally assessed):**

Reflect on your progress, and on areas for improvement. Choose a job role and explore the skills needed to fulfil it. Develop a range of musicianship skills. Apply skills and techniques in a music performance or creation.

### **Component 3 (externally assessed):**

Choose an area of the industry that excites you (composer, performer, or producer). Explore the brief and come up with possible responses and ideas. Use relevant resources, skills, and techniques to develop and refine musical material. Present your response. Review and reflect your approach to the brief and your final outcome.

## Skills Acquired

- Demonstrate knowledge and understanding of how the Music Industry works and how jobs within the industry are connected.
- Plan, manage and review a musical event or product, including the marketing and funding of the project.
- Develop and apply performance and rehearsal skills to produce a detailed rehearsal log and musical performance.
- Explore and demonstrate compositional techniques to develop and present pieces of music in appropriate formats.

# Photography

## COURSE OUTLINE

Candidates are introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies.

They explore relevant images, artefacts and resources relating to lens-based and light-based media from the past and from recent times, including European and non-European examples.

Candidates must show a knowledge and understanding of: how ideas, feelings and meanings are conveyed and interpreted in images, artefacts and products in their chosen area(s) of study in Photography:

- lens-based and light-based media historical and contemporary developments and different styles and genres in relation to Photography: lens-based and light-based media
- how images, artefacts and products relate to social, historical, vocational and cultural contexts
- a variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures and their contribution to continuity and change in society within their chosen area(s) of study in Photography: lens-based and light-based media
- a working vocabulary and knowledge of specialist terms.

**AWARDING BODY: OCR**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

**Coursework: 60 % of final mark**

### Unit 1: Portfolio

Candidate portfolio selected from work undertaken during course of study and must include **more** than one project.

**Final Exam: 40% of final mark**

### Unit 2: Set Task

**THIS IS NOT A WRITTEN EXAM IT IS A PRACTICAL TASK**

Unlimited preparation time.  
10 hours of sustained focused study.  
Candidates respond to their chosen starting point.

## Skills Acquired

- the ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media
- investigating different ways of working as appropriate to their chosen area (s) of study
- responding to an issue, theme, concept or idea, or working to a design brief
- showing in their work the use of viewpoint, composition, focus control, depth of field, movement and narrative
- using appropriate techniques, technologies and equipment for recording images and lighting subjects within their chosen area
- showing an understanding of the developing, printing, manipulation and production qualities of still and moving images where appropriate
- understanding the value of working individually and as a member of a team within their chosen area
- Providing evidence of the use of safe working practices.



# Religious Studies (OPTION)

## COURSE OUTLINE

GCSE Religious Studies provides an opportunity to explore some of the ethical and philosophical themes that may come up in everyday life. Religion is regarded as one of the driving forces within our world today and over the centuries gone by. This syllabus acknowledges that the main religious tradition of Great Britain is Christianity, and so this forms the basis of the course alongside another religion of your choosing. Whilst also considering non-religious view points from atheism and humanism too.

You will know and understand the influence beliefs and teachings have on the practices of individuals, communities and societies. Paper 1 is on the Study of religions where you will look at the beliefs and practices of Christians and another religion.

Paper 2 is on 'Thematic Studies' which includes a choice of units from Relationships and Families, Religion and Life, Peace and Conflict, Crime and Punishment, Human Rights and Social Justice.

In GCSE Religious Studies, you will develop increased skills in both oral and written literacy. As well as deepening your analytical and evaluative skills, which will be split 50:50 between two examined areas.

**AWARDING BODY: AQA**

**QUALIFICATION: GCSE**

## ASSESSMENT METHOD

### Examinations (100%)

**Paper 1:** Study of Religions: Beliefs and Teaching with Practices 50% (1 ¾ hours)

**Paper 2:** Thematic Studies: 50% (1 ¾ hours)

## Skills Acquired

- Show knowledge and understanding of religious beliefs and practices across individual believers, communities and societies.
- Analytical skills of applying and evaluating religious scriptures and teachings from leaders.
- Analysing and evaluating aspects of religion and belief, including their significance and influence.
- Listening to another's viewpoint, consideration of it and analysis and response to it. A level of understanding which builds empathy and tolerance of others who are different to yourself.

# Sport Science

## COURSE OUTLINE

The world of elite sport is fast expanding and has embraced sport science disciplines wholeheartedly in the past few decades. The OCR Cambridge Nationals in Sport Science offers students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and technological advancement in sport and sports performance. All skills taught are transferable across other subjects.

**Sport Science is a vocationally related qualification and a very interesting course that engages students by teaching the theory content in a practical way. Students will develop the understanding and application of a wide range of topics that are suitable not just for the sports sector but related to other qualifications and the wider world.**

The Sport Science course offers the students the chance to develop a wide range of highly desirable, transferable skills that are delivered in a practical context and then evidenced using a variety of different means. This results in students of all abilities being effectively engaged and inspired to achieve due to the creative and innovative delivery of the course.

Do this course if:

- You have an interest in Sport and/or Health and Fitness
- You want to gain life experiences through external trips and visitors
- You are keen to gain additional qualifications such as, first aid certification
- You like to participate in practical lessons
- You prefer courses that are not assessed by 100% exam.

**AWARDING BODY: OCR**

**QUALIFICATION:**

**L2 Certificate (Cambridge Nationals)**

## ASSESSMENT METHOD

The course is **75% coursework** and **25% exam**.

**The students will complete four units.**

**There are two mandatory units:**

- **Reducing the risk of sports injuries** (examination- 60 marks)
- **Applying principles of training** (coursework)

**Plus:**

- **Nutrition in sport** (coursework)
- **Technology in sport** (coursework)

## Skills Acquired

- Spoken communication to be able to express your ideas clearly and confidently in speech
- Teamwork enhancing the ability to work confidently within a group
- Analysing and investigating through problem solving and gathering information systematically to establish facts
- The ability to express yourself clearly in writing through written communications
- Planning and organising gaining the skills to plan activities and carry them through effectively
- Adaptability to be successful in changing situations and environments
- Time management skills to be able to prioritise tasks and work to deadlines.

# Triple Science

## COURSE OUTLINE

The new specification provides a challenging journey through all 3 sciences, focussing in on how science works, and your skills of scientific enquiry. Achieving higher grades (6,7,8 and 9) will allow you to progress on to A level at most Sixth Form institutions.

### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis
- Inheritance, variation and evolution
- Ecology

### Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

### Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space Physics

## AWARDING BODY: AQA

## QUALIFICATION: GCSE (Biology, Chemistry and Physics)

## ASSESSMENT METHOD

### 100% Examination

**Six papers:** two biology, two chemistry and two physics. Each will assess different topics.

Students will be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals.

**Duration:** all the papers are 1 hour 45 minutes.

**Tiers:** Foundation and Higher.

**Weighting:** the papers are equally weighted. Each is worth 50% of the grade and has 100 marks.

**Question types:** multiple choice, structured, closed, short answer and open response.

**Students will gain 3 GCSEs** after successfully completing the course.

## Skills Acquired

Students will complete a total of 26 Required Practicals in Biology, Chemistry and Physics. The Required Practicals are clearly outlined in the specifications. As a result, students will acquire skills in planning, carrying out experiments, analysing data, and evaluating their experimental method in terms of its validity, reliability, and ultimately how successful it was overall. Students will also acquire knowledge and understanding relating to all 3 aspects of science and will learn how to apply this knowledge to the wider context of society, helping them to make more informed decisions about the real world.



# KS4 Options 2025-2027



Name		Tutor Group	
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<b>Mandatory Subjects</b>	GCSE English Language, GCSE English Literature, GCSE Maths, GCSE Science, GCSE Citizenship, Core RE and PE Core
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<b>EBACC Option</b> (pick one <input checked="" type="checkbox"/> )	Computer Science	
	Geography	
	History	
	Spanish	

<b>Free Choice:</b> (pick <b>TWO</b> <input checked="" type="checkbox"/> and a reserve 'R' )	Art (3D Design) *		Drama		Religious Studies	
	Art (Fine Art) *		Geography		Spanish	
	Art (Textiles) *		Health and Social Care		Sport Science	
	Computer Science		History		Triple Science	
	Creative Media		Hospitality and Catering			
	Dance		Music			
	Digital Information Technology		Photography			

**\*You can only select one of the 3 Art subjects**

It will not be possible for us to provide every subject combination, as some may lead to classes that are too small, or it does not fit with the final timetabled subject groups. If you choose such a combination, you will be advised of this and asked to make an alternative choice.

Student Signature		Date	
Parent Signature		Date	
Form Tutor Signature		Date	

<b>Return to form tutor by</b>  <b>4<sup>th</sup> April 2025</b>
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