



**positive** futures  
LOOE COMMUNITY ACADEMY



# Options Book

**Key Stage 4 Courses  
2025-2027**



## Dear Parents/Carers and Students

The purpose of this booklet is to inform you of the courses available, to explain the curriculum and the option choices that we offer to students at Key Stage 4.

### A Broad and Balanced Curriculum

All students follow a compulsory core of subjects at GCSE in English, Mathematics, Science, Religious Studies and non-GCSE courses in PSHCE and PE. In addition, students choose four further subjects. We believe students should follow a broad and balanced curriculum and therefore offer a range which includes technology and creative subjects in our KS4 curriculum in order to keep students' options open for their future study and careers. All courses are GCSE or Vocational level 1/2 equivalent courses. All courses on offer have a progression route to Further Education.

### The English Baccalaureate (EBacc)

As you are probably aware, the government in recent years has promoted the English Baccalaureate as a suite of GCSE qualifications that if completed successfully at grade 4 or above, demonstrates that a student has completed a 'core of academic' study.

The English Baccalaureate (EBacc) is made up of six GCSEs: English, Mathematics, two Science GCSEs (either Combined Science or two from Biology, Chemistry, Physics or Computer Science), a Modern Foreign Language (Spanish or French) and a Humanities subject (Geography or History). A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths. The government's ambition is the vast majority of students studying the EBacc subject combination at GCSE. At Looe Community Academy we offer two pathways and we would strongly recommend that students opt for the English Baccalaureate to protect themselves in the future if this gains popularity with universities to determine suitability for their courses. Certainly, this continues to be encouraged by the government.

### The Options Form

Students should choose a pathway and subjects which will suit their abilities and needs. The choices should be both enjoyable and challenging. If they are unsure about their choices, they should discuss this with their tutor, Head of Department or subject teachers. Please take the opportunity to use the parents'/carers' evening on **Tuesday 11 February 2025** to discuss potential options choices with the relevant subject teachers.

Students will need to complete and return the form at the back of this booklet. We also request that a note of these is made on the following page to keep for future reference. We will endeavour to give students their preferred choice, but please note that although most students will be able to study the options of their choice, occasionally this is not possible. Subject to students' choices and the viability of teaching groups, we reserve the right to withdraw courses at any time during this process.

Students will begin their Key Stage 4 courses in June 2025 and during the first 3 weeks of the course, we are happy to discuss changes if a student feels they have made a wrong choice. However, on returning from the summer holiday, students will be required to continue on their chosen pathway.

Preliminary choices must be made by completing, detaching and returning the form at the back of this booklet to the student's form tutor by **Friday 28 February 2025**.

**Kristien Carrington**  
Interim Headteacher

**MAKE A NOTE OF YOUR CHOICES HERE AND KEEP FOR REFERENCE**

PLEASE RETURN THE FORM ON THE BACK PAGE TO YOUR TUTOR

## Option Choices

Name:

|                        | A                | B              | C                | D                  |
|------------------------|------------------|----------------|------------------|--------------------|
|                        | Music            | Sports Studies | Drama            | Dance              |
|                        | History          | Geography      | Hospitality (20) | D/T                |
|                        | Computer Science | RE             | Spanish          | Art                |
|                        | Engineering      | Textiles       | French           | Additional Science |
|                        |                  |                | Sociology        |                    |
| 1 <sup>st</sup> Choice |                  |                |                  |                    |
| 2 <sup>nd</sup> Choice |                  |                |                  |                    |

## Qualifications Ladder

It is important that you understand the qualification ladder and where each of your option choices are placed on it. The ladder shows how all qualifications are placed in relation to the more established and well-known awards.

The Parents' Guide to  
www.theparentsguideto.co.uk

| Level | Qualification / educational route   |                                   |  |  |                                     |
|-------|-------------------------------------|-----------------------------------|--|--|-------------------------------------|
| 8     | Doctorate (PhD)                     |                                   | NVQ 8                                  |  |                                     |
| 7     | Masters degree (MA)                 |                                   | Degree apprenticeship /<br>NVQ 5, 6, 7 |  |                                     |
| 6     | Bachelors degree<br>BA or BSc       |                                   |  |  |                                     |
| 5     | Foundation degree<br>FdA or FdSc    | Higher National Diploma<br>(HND)  |  |  |                                     |
| 4     |                                     | Higher National Certificate (HNC) | Higher apprenticeship / NVQ 4          |  |                                     |
| 3     | A levels<br>Grades A-E              | International Baccalaureate       | T Levels                               | BTEC diploma<br>BTEC certificate                   | Advanced apprenticeship / NVQ 3     |
| 2     | GCSE<br>Grades 4- 9 (C, B, A or A*) |                                   |  | BTEC first diploma                                 | Intermediate apprenticeship / NVQ 2 |
| 1     | GCSE<br>Grades 1- 3 (D,E,F or G)    |                                   |  | Foundation diploma /<br>entry level qualifications | Traineeship / NVQ 1                 |
|       | Academic route                      |                                   | Vocational route                       | Applied / work route                               |                                     |

## Where can I find out more?

<https://www.careerpilot.org.uk/parent-zone>

Information to help parents and carers support young people in making the right decision about study.

If you want to look at how employment is changing and where the futures jobs could be, researching labour market information (LMI) can help. Take a look at the LMI for Cornwall at

<https://peoplehub.info/labour-market-information/>



## Developing Essential Skills- Skills Builder Framework

Skills Builder Universal Framework was launched in 2020 with the aim of using a transformative approach to building the essential skills of individuals throughout their lives, in education and employment.

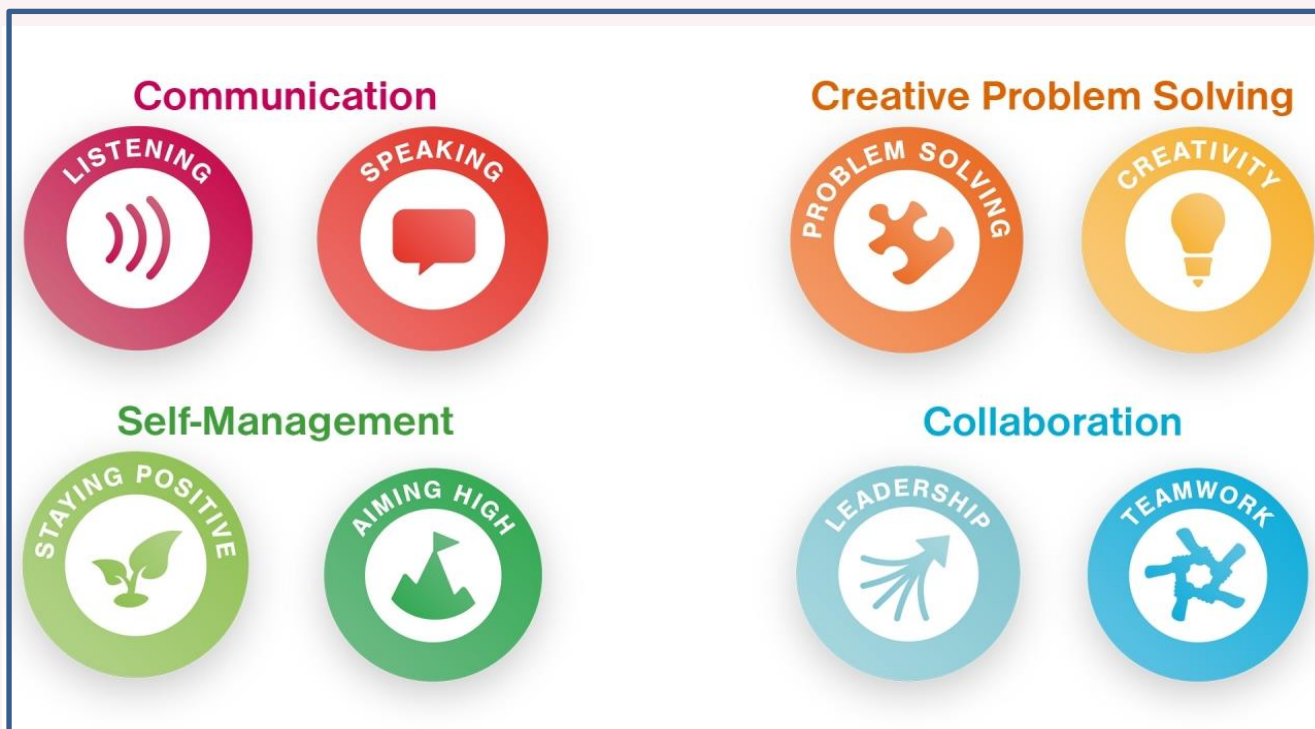
Powered by 80 leading organisations across education and employment, the Framework has now been backed by the UK government in statutory guidance.



## How is it applied at Looe Community Academy?

The Skills Builder Framework consists of eight essential skills that are key to the development of well rounded and successful individuals. Here at LCA we are advocating the development of these skills throughout our whole school education programme. Opportunities to build these skills are part of the curriculum learning of all the subjects that we teach. So whatever pathway our students choose, every subject our students learn will help improve these essential skills as well as their knowledge. These skills are also part of all our co-curricular activities including clubs, trips and events that take place throughout our student's time with us. More information about the Skills Builder Framework can be found <https://www.skillsbuilder.org/universal-framework/listening>

These eight essential skills are:



**Core subjects**

# AQA GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE

## Compulsory Core

### What will you be learning in Language?

This course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. Students will read and respond to a wide range of texts including literature and literary non-fiction. They will develop their creative writing skills, focusing on descriptive and narrative writing and writing to present a viewpoint. Speaking and Listening (now called Spoken Language) is assessed separately. Students will give a formal presentation, responding to questions and asking questions for clarification.

### What will you be learning in Literature?

Students will read and analyse: a play by Shakespeare, a 19th century novel, a modern text (play) and a range of poetry. The course will encourage students to become thoughtful, critical readers and to read widely for pleasure.

Many employers and apprenticeships require a grade 4 in either Language or Literature. A level courses require GCSE English Language and/or Literature at grade 4 and above and many require grade 6 or above. All level 3 BTEC's and T levels require grade 4 in English Language or Literature.

### What skills will you be building?



### What is the assessment?

English Language – 2 papers  
**Paper 1** – 1 hour 45 minutes  
**Paper 2** – 1 hour 45 minutes  
English Language – 2 Papers  
**Paper 1** – 1 hour 45 minutes  
**Paper 2** – 2 hours 15 minutes.  
Spoken Language is assessed through a class presentation.  
Students awarded 2 GCSE's.

### What are examples of the Post 16 options?

A Levels - English Language and Literature, Film and Media Studies, Law  
T Levels - Management & Administration  
BTEC's - Creative Media production, Uniformed services  
Apprenticeships - Admin

### What are possible career pathways in this subject?

Marketing, Public relations  
Sales, Administration,  
Paralegal, Media, Production,  
Politics, Education, Event management, Medicine,  
Engineering, Uniformed services

### What do our students say?

"I have found the course challenging and I have seen significant improvement in my work"  
"It has been rewarding to see how I have improved and developed my skills"



# AQA GCSE MATHEMATICS

## Compulsory Core

### What will you be learning?

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. We support students to engage with, explore, enjoy and succeed in maths. All students have the opportunity to follow a course that enables them to be numerate and builds on what they already know. This course encourages students to:

- consolidate their understanding of mathematics
- extend their use of mathematical vocabulary, definitions and formal reasoning
- develop the confidence to use mathematics to tackle problems in the workplace and everyday life
- develop an ability to think and reason mathematically
- use a calculator effectively and efficiently
- make connections between different areas of mathematics
- realise the application of mathematics in the world around them
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions

The course covers six areas of mathematics: Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics

### What skills will you be building?



### What is the assessment?

**Paper 1:** Written paper (non-calculator) – 33⅓% 1 hour 30 minutes

**Paper 2:** Written paper (calculator) – 33⅓% 1 hour 30 minutes

**Paper 3:** Written paper (calculator) – 33⅓% 1 hour 30 minutes

### What are examples of the Post 16 options?

A Levels – Maths, further Maths

T Levels – Accounting, Finance

BTEC's – Accounting, Business

Apprenticeships – Finance assistant, Bookkeeper

### What are possible career pathways in this subject?

Aerospace Engineer, Bank Manager, Cyber intelligence officer, Economist, Electrical engineer, Financial advisor, Meteorologist, Research Scientist, Software developer

### What do our students say?

“Maths sets you up for jobs later in life”

“It's great for learning problem solving and helpful in loads of other lessons”

# AQA GCSE SCIENCE

## Compulsory Core

### What will you be learning?

The science of today is the technology of tomorrow and we passionately believe that science has something to offer every student. Science has changed our lives and is vital in understanding our past and shaping our future. The course provides the foundation for understanding the world around us, through the disciplines of biology, chemistry and physics. Building on prior learning from Key Stages 1, 2 and 3 and developing three key areas:

- Knowledge and understanding of the key scientific ideas, techniques and procedures
- Application of knowledge and understanding to new contexts
- Analysis of information and ideas, including interpretation, evaluation, making judgements, drawing conclusions and developing experimental procedures.

Students who have an interest in possibly taking Science further will be offered the opportunity to do extra lessons to convert Science Trilogy into three separate sciences GCSE Biology, GCSE Chemistry and GCSE Physics. This will give those students the best preparation for A-level and other Level 3 Science Courses post-16. They are not, however, a prerequisite for those courses. Getting good grades of 6 or above in 2 Science GCSEs is much more important and so this option is only advisable for students who we feel will cope with the more difficult work. Consultation will be undertaken to identify how this can be delivered to meet students' needs.

### What skills will you be building?



### What is the assessment?

**Combined Science:** 6 GCSE papers of 1 hour 15 minutes each. Students will gain **2 GCSEs**.

#### OPTION D

**Triple Science:** 6 GCSE papers of 1 hour 45 minutes each. Students will **gain 3 GCSE's**, one in each of Biology Chemistry and

### What are examples of the Post 16 options?

A Levels - Biology, Chemistry, Physics, Environmental Science  
T Levels - Science, Health, Engineering  
BTEC's - Applied Science, Health and Social Care  
Apprenticeships - Dental Technician, Lab scientist

### What are possible career pathways in this subject?

Education, Environmental management, Medicine, Veterinary, Dental, Engineering, Chemical analyst, Pharmaceuticals, Astrophysicist, Food technician, Electrician

### What do our students say?

"I love science, it can be hard work, but you get it in the end and it's amazing" "It's very logical and gets your brain working" " You learn extra stuff in triple, it really helps your understanding"

# RELIGIOUS STUDIES

*Compulsory Core*

**NON-EXAM**

## What will you be learning?

### Religion and worldviews

In Religious Studies students learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. As communities become more diverse, there is a greater need for a more understanding and tolerant society. Religious Studies plays a vital role in creating social cohesion through generating questions, thinking, listening and understanding between communities, to reduce friction, intolerance and social unrest.

The topics that students will study are:

Year 10:

What does it mean to be human?

Peace and Conflict

Religious movements and others not in the 'six'

Religion and Sport

Year 11:

Human Rights

Extremism

Medical Ethics

Religion and the Environment

## What skills will you be building?



## What is the assessment?

There will be a twice termly assessment:

One knowledge based

One on evaluation skills

## What are examples of the Post 16 options?

A Levels - Philosophy & Ethics, Sociology, Law, History, English Language

T Levels - Health & Early Education

BTEC's – Uniform, Community & Public Services

Apprenticeships – Human Resources

## What are possible career pathways in this subject?

Advice worker, Charity fundraiser, Civil Service Admin, Community Development worker, Journalism, Policy developer, Teacher, Youth worker

## What do our students say?

"It's nice to learn about other religions and cultures, it really makes you think about how other people see the world"

# PSHCE

*Compulsory Core*

**NON-EXAM**

## What will you be learning?

### Concept: Resilience- Health and Wellbeing

Students learn how to make informed choices about their own health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health. Students also learn first aid, the influence of the media on lifestyle and body image and how to assess and manage risks to health and to stay, and keep others safe, how to identify help, advice and support. Sexual health is included within this core theme; however, it is important that it is also considered within the context of healthy relationships

### Concept: Respect- Relationships

Students learn how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts, how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters. Students also learn about the concept of consent in a variety of context, including sexual relationships, managing loss, bereavement, separation and divorce. Students cover how to access advice and support and how to respect equality in a diverse community.

### Concept: Responsibility- Living in the Wider World

Students learn about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy, and how to make informed choices and be enterprising and ambitious. Students also learn about the economic and business environment, how personal financial choices can influence life outcomes and how to develop employability, team working and leadership skills and develop flexibility and resilience.

## What skills will you be building?



## What is the assessment?

Students complete a self-assessment every half term that includes subject knowledge, skills and character development.

## What are examples of the Post 16 options?

A Levels - Sociology, Psychology, Law, Economics  
T Levels - Accounting, Finance, Health  
BTEC's - Uniformed services, Health and Social Care  
Apprenticeships - Police constable, Nursing, Social Worker

## What are possible career pathways in this subject?

Social worker, Care worker, Psychiatrist, Politician, Police force, Paramedic, Child support worker, Counsellor, Lawyer, Business management, Banker, Education

## What do our students say?

"You get to learn a wide variety of subjects like money and careers as well as mental health. It's really helpful" " I am a PSHCE leader and I help with organising charity events for my tutor group"

# PHYSICAL EDUCATION

## Compulsory Core

## NON-EXAM

### What will you be learning?

All students must undertake two hours of compulsory Physical Education each week. The Key Stage 4 core programme is designed to give students a wide variety of sports to participate in as well as giving them the option to choose and select their own curriculum.

In Years 10 and 11 there is a pathway system for one lesson a week and students may opt for a pathway of their choice:

- Creative
- Team sports
- Individual sports
- Fitness activities
- Leadership

There is also an option available to gain a qualification in Sports Leadership.

For all sports, full sport and PE kit must be worn.

The ranges of activities are designed to cater for every need and interest throughout the year and activities range from traditional and competitive sports, to recreational, creative and fitness activities. A wide variety of extracurricular activities are offered to all students. A number of fixtures with other schools take place on a regular basis.

### What skills will you be building?



### What is the assessment?

There is no assessment for this course. Students self-assess their progress through their lessons.

### What are examples of the Post 16 options?

A Levels - Physical Education  
T Levels – Healthcare Science  
BTEC's – Sport, Fitness and Personal Training  
Apprenticeships –  
Community Sport and Health Officer, Golf Course Manager

### What are possible career pathways in this subject?

Athlete, PE teacher, Health Trainer, Personal Trainer, Physiotherapist, Sports Coach, Yoga Teacher

### What do our students say?

"You get to choose what sports and activities you can do like netball and handball"

**Option subjects**

# AQA GCSE GEOGRAPHY

*EBacc*

## Option B

### What will you be learning?

The choice of topic areas studied will be:

- The risks of natural hazards; earthquakes and volcanoes, weather hazards, tropical storms, extreme weather in the UK, climate change
- The living world; ecosystems, tropical rainforests, and hot deserts or cold environments
- Physical landscapes in the UK; coastal landscapes, and river landscapes or glacial landscapes
- Urban issues and challenges; world migration and natural increase, megacities, urban planning
- The opportunities and challenges of urban change in the UK eg. Cultural mix, recreation, health, sprawl, and regeneration
- Sustainable urban living; water and energy conservation, waste recycling, reducing traffic congestion
- The changing economic world; global variations in development and quality of life, tourism, fair trade, aid, political, social and environmental changes, the economy of the UK,
- The challenge of resource management; food, water, or energy
- Geographical applications; Issue evaluation, fieldwork, maps, graphs and photo skills

We need Geography to understand our surroundings. It helps us to put world events into place and to be involved in influencing decisions that affect ourselves and our environment, whether locally or globally. Geography is the second most employable degree after medicine in the UK.

### What skills will you be building?



### What is the assessment?

**Paper 1:** Living with the Physical Environment 1 hr 30 - 35% of GCSE

**Paper 2:** Challenges in Human Environment 1 hr 30 - 35% of GCSE

**Paper 3:** Geographical Applications 1 hr 15-30% of GCSE including pre-released booklet on fieldwork

### What are examples of the Post 16 options?

A Level - Geography, Geology  
T Levels – Agriculture, land management and production  
BTEC's - Land management, Outdoor Education, Conservation Management  
Apprenticeships – Agriculture, Aviation ground specialist, Boat Master

### What are possible career pathways in this subject?

Archaeologist, Climate Scientist, Drone pilot, Ecologist, Estates officer, Geoscientist, Land surveyor, Quantity surveyor, Seismologist, Transport planner, Travel agent

### What do our students say?

"Interesting subject which teaches you about the world" "Each lesson is different"

"Lots of work, but interesting"

# EDEXCEL GCSE HISTORY

*EBacc*

## Option A

### What will you be learning?

**Paper 1:** Students will learn about *Medicine through Time c1250-present day*. Therefore, topics such as: surgery, science and technology, individuals and institutions and inventions will be covered through the ages, including the Black Death, circulation, vaccination and key individuals like William Harvey and Alexander Fleming. In this paper, there is also an additional case study on World War 1: injuries, treatment and the trenches on the Western front. The students will be developing an understanding of the nature and process of change, which will involve identifying and understanding trends and turning points in medicine.

**Paper 2:** This second paper involves a period study and a British depth study. The period study will focus on the *American West, 1835-1895*. Topics such as: way of life and beliefs of Plains Indians; early settlement and conflict; development of the Plains and conflict and conquest will form the structure of this first part of the paper. The 2<sup>nd</sup> part will be the British depth study which will cover the period *c1060-88 and incorporate Anglo-Saxon and Norman England*. Some topics studied will be: the Norman Conquest; securing the kingdom and Norman England following the Battle of Hastings.

**Paper 3:** This final paper is a modern depth study. The topic will be *Weimar and Nazi Germany, 1918-39*. Students will learn how the Weimar Republic ruled Germany up to 1933, including the Treaty of Versailles and its impact; hyperinflation and recovery; the Wall Street Crash and up to when Hitler was made Chancellor. The focus will then be life in Nazi Germany up to the start of WW2.

### What skills will you be building?



### What is the assessment?

**Paper 1:** 1 hour and 20 mins  
30%

**Paper 2:** 1 hour and 50 mins.  
40%

**Paper 3:** 1 hour and 30 mins.  
30%

### What are examples of the Post 16 options?

A Levels - History, Classical Civilisation, Politics  
T Levels – Legal services  
BTEC's – Business, Criminology  
Apprenticeships – Archaeological specialist, Cultural heritage conservator

### What are possible career pathways in this subject?

Archivist, Civil Service administrative officer, Heritage officer, Museum curator, Patent Attorney, Public relations officer, Solicitor, Web content manager

### What do our students say?

"A really interesting course, great lessons and balance of writing, discussion and collaborative work"

"Enjoyable learning but there is a lot of writing and stuff to learn, so be prepared"



# EDEXCEL GCSE FRENCH OR SPANISH

*EBacc*

## Option C

### What will you be learning?

If you enjoy meeting and talking to people from other countries, finding out about their cultures and learning how a language works, then studying GCSE French or Spanish is for you!

The Edexcel GCSE specification in French (1FRO) and Spanish (1SPO) will allow you to develop your ability to communicate with native speakers in both speech and writing. You will study across a variety of contexts relevant to your age and interests. The six GCSE themes are:

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

If you have studied French or Spanish before, then you already know a lot of the vocabulary and grammar you'll need for GCSE. You'll build on this knowledge and move onto new topics. You will also develop:

- An understanding of the language in a variety of contexts
- Knowledge of vocabulary and grammar
- Transferable language skills
- The ability to communicate in French or Spanish
- An awareness and understanding of countries and communities where the language is spoken.

### What skills will you be building?



### What is the assessment?

French and Spanish are available at Foundation or Higher level.

**Paper 1** – Listening – 35mins-45mins

**Paper 2** – Speaking – 15mins

**Paper 3** – Reading – 45mins-60mins

**Paper 4** – Writing – 1 hour 15 mins – 1 hour 20 mins

### What are examples of the Post 16 options?

A Levels – French, Spanish

T Levels – Digital Business services

BTEC's – Armed forces, Air cabin crew

Apprenticeships – Emergency services call handler

### What are possible career pathways in this subject?

Aid worker, Airline pilot, Broadcast journalist, Cabin crew, Events manager, Hotel manager, Immigration officer, RAF officer, Tour manager, Translator

### What do our students say?

"I found it interesting to learn about the culture and the language of the country"

"A challenging course but it teaches you a lot about different cultures"

# WJEC GCSE SOCIOLOGY

## Option C

### What will you be learning?

Sociology is the study of how society is organised and uses social science techniques to understand human behaviours and social structures. As a subject Sociology is like a humanities subject but uses special techniques such as interviews, surveys, observations and case studies to form ideas about groups of people. Sociologists also use data to work out trends, for examples crime rates and birth rates.

Students consider how human beings acquire their identity and examine the process of passing on culture from generation to generation. This theme is continued through a detailed study of two agents of socialisation: families and education, which will provide you with a deeper, more theoretical understanding of the social world.

Students study why sociologists believe the family is so important and look at changing patterns of family life. They will study the functions of the education system, looking at differences between gender, ethnicity and social class in terms of who does best in our education system. In addition, they will study rates of crime - whether all crime is reported or not and whether it is rising or falling and why. Sociologists look at different rates of offending amongst criminals by race, age or ethnicity. Throughout the course you will be required to debate ideas, present persuasive arguments in essays, analyse classic Sociological theory and develop your own opinions about the world around us.

### What skills will you be building?



### What is the assessment?

**Paper 1**- 1 hour 45 minutes

The sociology of families, the sociology of education and relevant areas of social theory and methodology

**Paper 2**- 1 hour 45 minutes

Sociology of crime and deviance, social satisfaction and relevant areas of social theory and methodology

### What are examples of the Post 16 options?

A Levels - Sociology, Psychology

T Levels - Health and Early Education, Healthcare Science

BTEC's - Health and Social Care.

Apprenticeships - Social Worker, Police

### What are possible career pathways in this subject?

Aid worker, Care worker, Children's nurse, Clinical Psychologist, Family Support Worker, Life Coach, Social Services Manager, Social Worker, Welfare Rights Officer, Prison Officer.

### What do our students say?

"You get to learn about crime" "It's interesting to get an understanding of crime"

"It teaches you about how people decide what is normal"

# OCR GCSE COMPUTER SCIENCE

## Option A

### What will you be learning?

This GCSE is an excellent introduction to computer programming, computer architecture and theory. It is a challenging but rewarding course best suited to students who enjoy problem solving.

This course gives participants an understanding of how computers actually work and how to *create software* rather than just how to *use software*. A major part of this course involves students programming in a high-level text-based language; developing their ability to plan, create, test and evaluate their own computer programs. Students will also learn aspects from the whole spectrum of computing, e.g. computer hardware and software, data representation using binary code, computer networks, Boolean logic and algorithms, memory and storage and networks.

The inclusion of the course in the suite of GCSEs which can contribute towards the English Baccalaureate which increasingly universities are looking for is due to its high academic rigour and mathematical content. Many students appreciate and revel in this high academic rigour and mathematical content, but less motivated and able students can struggle.

Computing is currently a skills shortage area for the UK and there are many exciting and rewarding opportunities available, both within leading edge national and multi-national companies and for individual designers and entrepreneurs. This includes a thriving and growing local sector due to the pioneering Superfast Cornwall programme.

### What skills will you be building?



### What is the assessment?

**Paper 1** – 1 hour 30 mins

**Paper 2** – 1 hour 30 mins

The examinations are weighted equally with questions that cover the whole spectrum of computer science which is covered during the course.

### What are examples of the Post 16 options?

A Levels - Computer Science  
T Levels – Digital production, design and development  
BTEC's – Game design, Esports  
Apprenticeships – Artificial intelligence data specialist, Cyber security technician

### What are possible career pathways in this subject?

Programming, Games design, Business, Application development, Website creation, computer technicians

### What do our students say?

"If you like coding this is the course for you. I picked it because I like to problem solve and find it fun to challenge myself with logic and puzzles"

# OCR LEVEL 1 /2 VOCATIONAL AWARD SPORTS STUDIES

## Option B

### What will you be learning?

**Unit R184:** Students will be learning about Contemporary Issues in Sport, Performance and leadership and Increasing awareness of outdoor and adventurous activities. This will be a formal written exam and make up 40% of the final grade.

**Unit R185:** In this unit you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.

You will also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. You will also deal with rapidly changing conditions and situations.

**Unit R187:** Outdoor and adventurous activities give you opportunities to engage in activities in a natural outdoor setting. The UK is fortunate to have a variety of different terrains and facilities, from coastal areas, to lakes and rivers. We also have hills and mountains as well as cycling trails and 15 National Parks.

These activities do not need to be competitive and many groups of like-minded people plan activities in their recreational time to enjoy the natural environment around them. In this unit you will learn how to find out information about what opportunities there are in your local area, as well as nationally in the UK, for all different types of activities. You will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

### What skills will you be building?



### What is the assessment?

**Unit R184** – 1 hour 15 minutes  
Contemporary issues in sport  
70 Mark exam paper 40%

**Unit R185** 30%

**Unit R187** 30%

D\*=grade 8 D= grade 7 M= grade 5  
P=grade 4 L1D=grade 3 L1M=grade 2  
L1P = grade 1

### What are examples of the Post 16 options?

Apprenticeship – Exercise, Physical Activity, Sport and Health Sector Level 2 and 3  
Cambridge Technical Sport and physical activity levels 2 and 3

### What are possible career pathways in this subject?

Professional Sports person, PE Teacher, Trainer, Physiotherapist, Sports Coach, Professional Referee, Yoga Teacher, Swimming Instructor, Fitness Instructor, Nutritionist, Outdoor Ed instructor, sports center manager

### What do our students say?

This is a brand new qualification.

# WJEC LEVEL 1 /2 VOCATIONAL AWARD HOSPITALITY AND CATERING

## Option C

### What will you be learning?

The Vocational Award in 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.

### Coursework Element:

An assignment brief will be provided by WJEC which will include a scenario and several tasks. Students must research the task and select 2 recipes with accompaniments to suit the clients and venue specified in the brief. Justification of the choices must be written. Create a dovetailed time plan identifying health, safety and hygiene points. Identifying any contingencies for any potential issues during the practical and how to overcome them. The practical exam is 3 hours with a final evaluation to the practical skills and the sensory testing of the recipes made.

Please note: There is a limit of 20 spaces for this course.

### What skills will you be building?



### What is the assessment?

**Unit 1** - Written exam in June of Year 11 40% of the qualification - 1 hour and 20 minutes

**Unit 2**- Hospitality and catering in action Controlled assessment: 60% of qualification

D\*=grade 8 D= grade 7 M= grade 5  
P=grade 4 L1D=grade 3 L1M=grade 2  
L1P = grade 1

### What are examples of the Post 16 options?

A Levels – Environmental Science  
T Levels - Catering  
BTEC's – Professional Cookery  
Apprenticeships - Dietician, Baker, Butcher, Commis Chef

### What are possible career pathways in this subject?

Agriculture Engineer, Food Scientist, Nutritionist, Catering Manager, Barista, Street Food Trader

### What do our students say?

"I have really enjoyed the course. I find it the perfect balance of theory work with practical. I am much more creative at home now when cooking thanks to this subject"

# AQA GCSE DESIGN & TECHNOLOGY

## Option D

### What will you be learning?

GCSE Design and Technology aims to prepare you to take part in an increasingly technological world where you study historical, social, cultural, environmental and economic factors in Design and Technology as well as an understanding of the materials and practical techniques we use. This GCSE course has changed significantly over recent years, and in the coursework element there is now a big emphasis on written work which includes researching and analysing the work of famous designers, research about the structure of materials to be used and detailed planning before practical work begins. There is an emphasis on written work and 20% of the written examination is mathematics based. Knowledge of materials to use now includes wood, metals, plastics, graphics and textiles.

Non-Exam Assessment (coursework): one task, 30–35 hours approx. - 50%

This is a substantial design and make task that evidences all of the following assessment criteria;

identifying and investigating design possibilities, producing a design brief and specification, generating design ideas, developing design ideas, realising design ideas and analysing and evaluating.

Students will produce a prototype and a portfolio of evidence.

### What skills will you be building?



### What is the assessment?

**Written exam:** 2 hours - 50%

**Section A** – Core technical principles (20 marks)

**Section B** – Specialist technical principles (30 marks)

**Section C** – Designing and making principles (50 marks)

**Non-Exam Assessment** (coursework): one task 30–35 hours approx. - 50%

### What are examples of the Post 16 options?

A Levels – 3D Design, Art & Design

T Levels – Design & Development for Engineering & Manufacturing

BTEC's – Art, Design and Media, Carpentry & Joinery  
Apprenticeships - Architect, Blacksmith, Engineering

### What are possible career pathways in this subject?

Aerospace Engineer,  
Chemical Engineer,  
Ergonomist, Fire Safety Manager, Furniture Designer, Interior Designer, Robotics Engineer

### What do our students say?

“It’s really fun to make new projects, you learn so many new things both practically and theoretically”

# AQA GCSE FASHION AND TEXTILES

## Option B

### What will you be learning?

Students have the opportunity to enhance their creativity, innovation, and problem-solving skills through fabric experimentation. Researching fashion designers and textile artists will serve as inspiration for developing ideas. The course covers a diverse range of skills, including creative use of the sewing machine for free machine embroidery, decorative techniques like embroidery, batik, screen printing, appliqué, and dyeing. Additionally, students will explore modern technologies such as CAD/CAM, utilising sublimation printers and laser cutters. The curriculum encompasses print design along with the construction of fashion garments and interior design products from scratch.

This GCSE comprises two units: the coursework component (60%) and the examination unit (40%). Students employ sketchbooks to evolve ideas, working with various textiles materials and techniques aligned with an AQA-set theme. The coursework offers a chance to deepen understanding of textiles as a creative practice and produce individual fashion and textiles pieces.

**Component 1** concentrates on acquiring and refining skills to boost confidence in drawing, textiles techniques, and idea development. Students analyse designers' work for inspiration, maintaining notes and practical experiments as evidence. Workshops and trips related to fashion and textiles at Post-16 level or as a career are also part of the curriculum. The ultimate goal is to create a final fashion garment showcasing acquired skills.

**Component 2** is the exam unit. Students choose from seven themes provided by the exam board, developing a sketchbook that explores artists and techniques related to their chosen theme. This sketchbook serves as preparation for a 10-hour exam where students produce a textiles piece based on their studied theme.

### What skills will you be building?



### What is the assessment?

**Component 1**, coursework: Portfolio 60%. Produced during the course and should provide evidence that you have met all four assessment objectives

**Component 2:** Externally set assignment 40%. Students research, plan and develop ideas on one of seven themes

### What are examples of the Post 16 options?

A Levels – Fashion, Textiles  
T Levels – Craft and Design  
BTEC's – Art, Design and Communication, Make-up Artistry  
Apprenticeships – Puppet Maker, Costume performance technician

### What are possible career pathways in this subject?

Fashion Designer, Textile Designer, Illustrator, Retail Buyer, Merchandiser, Stylist, Pattern Maker, Photographer, Costume Designer, Fashion Journalist, e-commerce

### What do our students say?

"A relaxing, fun environment that I really enjoy"

"It's very creative, fun but also hard work, I particularly enjoy seeing my ideas transformed to a final piece"

# OCR GCSE ART AND DESIGN

## Option D

### What will you be learning?

This course can be extremely challenging due to the amount of independent work and creative concepts, but for those students who thrive on this it can also be fun and rewarding. Students create a portfolio of work which involves undertaking studies in visual analysis of images and objects and understanding their context. From artist studies they will develop ideas and use different media, modifying their work as it progresses. Observational studies form a key part of the course, working from real life and images. Through their studies students will present a personal and informed final piece, connecting their work with the work of other artists. Students start with an introductory course concerned with improving skills in observational drawing, painting, colour theory and the development of ideas. This will give students the confidence to develop the major unit of work which emphasises the four GCSE Art and Design assessment objectives: develop, explore, record, present. It is important to note that during this time there is a basic understanding that you will carry out a minimum of 2 hours homework per week, either guided or through independent set tasks. In January students will prepare for their exam in April. They will produce detailed preparatory studies using the same assessment objectives as the CW units. Students have 10 hours in school over 2 days under exam conditions to produce their final piece.

**IMPORTANT:** Most candidates will need to purchase their own materials to use at home or even specialist materials they wish to develop on their work. Many students undertake a trip/Gallery visit during the course to support their studies.

### What skills will you be building?



### What is the assessment?

**60% coursework**

**40% exam**

Included in this is 10 hours in school over 2 days under exam conditions to produce your final piece.

### What are examples of the Post 16 options?

A Levels - Fine Art, Photography, Textiles  
T levels - Craft and design  
BTEC's - Art, Design and Communication  
Apprenticeships - Arts Therapist, Junior 2D Artist  
Visual Effects, Storyboard Maker

### What are possible career pathways in this subject?

Fine Artist, Illustrator, Art teacher, Art therapist, gallery curator, Web designer, Photographer, Film set designer, Costume designer, Make-up artist, Interior Designer, Architect

### What do our students say?

"It's hard and time consuming but the end result is rewarding"

"Art allows you to express yourself and gives you a feeling of accomplishment"



# OCR LEVEL 1/2 CERTIFICATE ENGINEERING

## Option A

### What will you be learning?

The Cambridge National Certificate in Engineering Design is a new course for 2023-24. It will help you understand the processes of Engineering Design. Through written and practical activities, you develop skills in computer modelling and model making and how to communicate design ideas effectively. The qualification is a level 1 or 2 course and is equivalent to a GCSE. The course is made up of three units. Unit R038 is an exam (70 marks) and units R039 (60 marks) and R040 (60 marks) are coursework based.

#### R038: Principles of Engineering Design

This is assessed by an exam. In this unit you will learn about the design process, and all the stages that are involved. Topics include: Designing processes. Designing requirements. Communicating design outcomes. Evaluating design ideas.

#### R039: Communicating Designs

This is assessed by a set assignment. In this unit you will learn how to use sketching and engineering drawings to communicate your ideas. Topics include: Manual production of freehand sketches. Manual production of engineering drawings. Use of computer aided design (CAD).

#### R040: Design, Evaluation and Modelling

This is assessed by a set assignment. In this unit you will learn how to create and test models of your design. Topics include: Product evaluation. Modelling design ideas.

### What skills will you be building?



### What is the assessment?

**Exam – Paper 1** – 1 hour 15 minutes = 40%

**2 pieces of coursework** - 30% each

D\*=grade 8 D= grade 7 M= grade 5  
P=grade 4 L1D=grade 3 L1M=grade 2  
L1P = grade

### What are examples of the Post 16 options?

A Levels – Engineering, Electronics  
T Levels – Engineering, Manufacturing, Processing and Control  
BTEC's – Manufacturing Engineering,  
Apprenticeships – Metal Fabricator, Space technology

### What are possible career pathways in this subject?

Aerospace Engineer,  
Chemical Engineer,  
Ergonomist, Fire Safety Manager, Furniture Designer, Interior Designer, Robotics Engineer

### What do our students say?

"I really enjoy engineering and it really useful in helping me prepare for the next steps when I hopefully enter the industry when I complete my education"

# WJEC LEVEL 1/2 VOCATIONAL AWARD PERFORMING ARTS - MUSIC

## Option A

### What will you be learning?

This course allows you to build your skills and confidence not only as a musician, but also for Unit 2, you have the option to explore a production role (for music tech: DJ; recording engineer; producer) by looking at live and recorded material, taking part in practical workshops, and your own research and rehearsal process

**Unit 1 Performing.** Students look at lots of different professional works (live and recorded) and take part in practical workshops to explore the mechanics of how they were created. Then through research, rehearsals, reflecting on feedback, and refining their work, they will try to reproduce them, but with their own twist.

*\*Please note that the practical workshops and rehearsals may often involve physical warm-ups and activities, for which students will be asked to change into their drama tops and kit and take a fully active role. We will also attend at least one live theatre performance as part of the course.*

**Unit 2 Creating.** Students will continue to develop their skills as a musician or music through technology, by creating their own original performance (or design for a performance brief. For example, 2 costumes).

**Unit 3 Performing Arts in Practice.** Students complete a series of set tasks and record work at the start, middle and the final piece of performance or production as a demonstration of learning. They will complete pieces of coursework under exam conditions and create performance material with a strict number of hours allocation.

### What skills will you be building?



### What is the assessment?

**Unit 1:** Performing.  
Reflective journal as a demonstration of your learning. 30%

**Unit 2:** Creating  
Series of set tasks recorded as a demonstration of your learning. 30%

**Unit 3:** Performing Arts in practice exam 40%

### What are examples of the Post 16 options?

A Levels – Music, Music Theatre, Music Production  
T Levels - Music, Music Theatre, Music Production  
BTEC's - Music, Music Theatre, Music Production,  
Musical theatre  
Apprenticeships - Early Years Educator, Event assistant

### What are possible career pathways in this subject?

Performer – Musician, vocalist, session musician  
Production – Sound engineer; producer;  
Events- Managing & Hosting  
Presenting & Media -TV, Radio, Live, Internet

### What do our students say?

"It is difficult, but you'll feel accomplished when you complete the work"

"It's hard but fun and interesting to learn about the other elements of the music industry not just playing"

# WJEC GCSE RELIGIOUS STUDIES

## Option B

### What will you be learning?

In Religious Studies students learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. As communities become more diverse, there is a greater need for a more understanding and tolerant society. Religious Studies plays a vital role in creating social cohesion through generating questions, thinking, listening and understanding between communities, to reduce friction, intolerance and social unrest.

The topics students study are:

The study of religions: beliefs, teachings and practices. Students learn about Christianity and Judaism.

Ethical issues which includes issues such as Relationships and the Family, Religion and Life, Crime and Punishment, and Religion and Human Rights.

All exams will have compulsory questions focusing on knowledge, understanding and evaluation of the identified themes or subject content. Religious Studies papers are designed to give access to the full range of grades and are not tiered.

### What skills will you be building?



### What is the assessment?

**Paper 1:** Religious, Philosophical and Ethical Studies in the Modern World  
Written examination: 2 hours  
50% of qualification

**Paper 2:** Christianity  
1 hour 25% of qualification

**Paper 3:** Judaism  
1 hour 25% of qualification

### What are examples of the Post 16 options?

A Levels - Philosophy & Ethics, Sociology, Law, History, English Language  
T Levels - Health & Early Education  
BTEC's – Uniform, Community & Public Services  
Apprenticeships – Human Resources

### What are possible career pathways in this subject?

Advice worker, Charity fundraiser, Civil Service Admin, Community Development worker, Journalism, Policy developer, Teacher, Youth worker

### What do our students say?

"It's nice to learn about other religions and cultures, it really makes you think about how other people see the world"

# AQA GCSE DANCE

## Option D

### What will you be learning?

This course develops skills in performance, choreography, direction, and analysis. You'll evaluate professional works and find your artistic voice through workshops and research, preparing to engage with dance as art and discipline. As part of this course students will work with visiting professional artists and be strongly encouraged to attend at least one theatre trip.

#### Component 1: Performance and Choreography.

Enhances technical and creative abilities.

- Set Phrases (Solo): Perform two one-minute routines.
- Duet/Trio: Create a 3–5-minute group piece emphasizing teamwork and expression.
- Solo Choreography: A 1.5–2.5-minute piece inspired by a stimulus.
- Group Choreography: A 2–3.5-minute dance for 2–5 dancers.

Assessment focuses on creativity, choreographic elements, and thematic expression.

#### Component 2: Dance Appreciation.

A 1.5-hour exam builds analytical skills.

- Reflection: Evaluate your performance and choreography.
- Professional Works: Study six GCSE Dance Anthology pieces, exploring styles and techniques.
- Choreographic Processes: Understand dance creation and performance principles

GCSE Dance is a fantastic opportunity to build confidence, creativity, and collaborative skills.

### What skills will you be building?



### What is the assessment?

#### Component 1:

Performance solo and duet/trio 30% and Choreography 30%

#### Component 2:

Dance Appreciation, written paper 1hr 30minutes 40 %

### What are examples of the Post 16 options?

A Levels - Dance  
T Levels – Media, Broadcast and Production  
BTEC's – Performing Arts:  
Dance, Performing Arts:  
Musical Theatre  
Apprenticeships – Play Therapist, Dancer

### What are possible career pathways in this subject?

Circus Performer, Dancer, Fitness Instructor, Personal Trainer, Pilates Teacher, Primary school teacher, Sports Coach, Stunt performer

### What do our students say?

“Dance is great, it allows you to be active and creative”

“You get to learn new skills in the art of dance both practical and theory”

# AQA GCSE DRAMA

## Option C

### What will you be learning?

GCSE Drama (AQA) is an exciting course that develops your performance, creativity, and analytical skills while exploring the world of theatre. Here's what you'll learn:

**Acting & Performance Skills:** Master character development, voice, movement, and improvisation.

**Drama Analysis:** Study plays, analyse live theatre, and explore how performances are created.

**Teamwork & Creativity:** Collaborate on group performances and discover design elements like lighting, sound, and costumes.

**Critical Reflection:** Evaluate your work and understand the cultural, social, and historical contexts of drama.

#### Assessment:

Component 1: Analysis of a set play, evaluation of live theatre, and application of dramatic techniques. Testing your understanding of drama theory and performance.

Component 2: Create your own performance, document the creative process, and reflect on your work in a portfolio.

Assessment: Internally marked and externally moderated.

Component 3: Perform two extracts from a published play, focusing on applying theatrical skills to realise artistic intentions in live performance.

This course combines creativity, performance, and academic skills. Perfect for anyone with a passion for drama and theatre! An opportunity to take ownership of your work, proudly explore your ideas, celebrate efforts from start to finish of a creative process driven by you and your team.

### What skills will you be building?



### What is the assessment?

**Component 1:** Written Exam (40%) 1 hour 45 minutes

**Component 2:** Devising Drama (40%). Internally marked and externally moderated.

**Component 3:** Texts in Practice (20%) Externally marked performance.

### What are examples of the Post 16 options?

A Levels - Drama & Theatre studies, Law

T Levels - Media, Broadcast & production

BTEC's - Performing Arts, Performing Arts &

production, Musical theatre  
Apprenticeships - Early Years Educator, Event assistant

### What are possible career pathways in this subject?

Performer - Actor, Voiceover, Film, TV

Production - Costume, Make Up, Set design, Directors

Events- Managing & Hosting Presenting & Media -TV,

Radio, Live, Internet

### What do our students say?

"It's difficult, but you'll feel accomplished when you complete the work"

"It's hard but fun and interesting to learn about the other elements of theatre, not just acting"

PLEASE COMPLETE THIS FORM, DETACH AND RETURN TO YOUR TUTOR BY  
FRIDAY 28 FEBRUARY 2025

Name:

**Option Choices**  
Key Stage 4 Courses 2025-2027

|                              | <b>A</b>                | <b>B</b>              | <b>C</b>                | <b>D</b>                  |
|------------------------------|-------------------------|-----------------------|-------------------------|---------------------------|
|                              | <b>Music</b>            | <b>Sports Studies</b> | <b>Drama</b>            | <b>Dance</b>              |
|                              | <b>History</b>          | <b>Geography</b>      | <b>Hospitality (20)</b> | <b>D/T</b>                |
|                              | <b>Computer Science</b> | <b>RE</b>             | <b>Spanish</b>          | <b>Art</b>                |
|                              | <b>Engineering</b>      | <b>Textiles</b>       | <b>French</b>           | <b>Additional Science</b> |
|                              |                         |                       | <b>Sociology</b>        |                           |
| <b>1<sup>st</sup> Choice</b> |                         |                       |                         |                           |
| <b>2<sup>nd</sup> Choice</b> |                         |                       |                         |                           |