

Queen Elizabeth High School



# YEAR 9

# Options Booklet

# 2026



**Support, Believe, Achieve**

## **Year 9 Options 2026**

Welcome to your Year 9 Options Booklet! Having been in your position before, we know that choosing your GCSE options is such an exciting yet nerve-wracking time for you. In just a few months you will be studying the subjects you love the most and making the next steps towards your future. It is so important that you choose subjects that you have a genuine interest in; not just ones in which you really like the teacher or your current class. Your GCSEs are all about you and how you can do your absolute best, so think carefully about the subjects you enjoy and have an aptitude for.

Talk to your teachers, older pupils and family members about what they recommend you take and make sure that you understand the content of the courses you are considering; especially those which you may not have studied in Year 9.

Even if you think you know what you want to do in the future, choosing a broad range of facilitating subjects will help set you up for whatever you decide to do after QE.

We wish you the best of luck in choosing your options and embarking on your next stage of learning.



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## Information for Parents & Carers

It is incredible how quickly the time has passed since your child started at QE. We are now starting to look at the future with our Year 9 pupils in the coming weeks, they will be making key decisions about the subjects they will be studying for the next two years.

The Options Booklet has been prepared to help you all in making these decisions. At QE not all subjects are optional. All pupils will continue to study English, Maths, Science, PSHE (Personal, Social, Health & Relationships). A very small number of pupils who may need extra support with their English and Maths will have an alternative option offered to them in one of their option blocks.

We hope that the choices our pupils make will reflect the advice given by the school, their own personal interests and the needs of their future career if they already know what they want to do.

### English Baccalaureate

There is an extra factor to be taken into consideration. A few years ago, the Government introduced a new measure called the English Baccalaureate. This is not an examination, but pupils will be deemed to have achieved the measure if, at the end of Year 11, they achieve the numerical equivalent of a Grade 4 in English, Maths, Combined (or Triple) Science, a Foreign Language and History or Geography. Computer Science can be included as part of the Science element.

Although the EBacc is not a qualification in its own right (rather a combination of GCSE subjects) evidence does suggest that these subjects offer an important range of knowledge and skills to young people. Whilst your child may not have decided on their future career path yet, choosing GCSE subjects within the EBacc range gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If your son/daughter is thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

### GCSE Assessment

You will no doubt be aware that several years ago the Government reformed GCSE exams. Your son's/daughter's GCSE's will now be assessed mainly by examination, with other types of assessment used only where they are needed to test essential skills. Most courses have seen the inclusion of new, more demanding content and courses are designed for two years of study with pupils taking all their examinations in one period at the end of the course.

In English Language the main changes have required more perceptive reading skills and sophisticated written English. In English Literature pupils are now required to read, write and think more critically about texts and their contexts; the GCSE assesses pupils on challenging and substantial whole texts and on shorter unseen texts.

In Mathematics the changes have provided greater coverage of areas such as ratio, proportion and rates of change; the course now requires all pupils to master the basics and is more challenging for those aiming to achieve top grades.

Also, it is important to note that in two years' time your child will have GCSE qualifications graded with numbers. The new grading system shows a conversion between old GCSE grades and the new numeric grades.

New GCSE Grade Structure	Previous GCSE Grade Structure	Vocational Grades	
9	A*	L2D*	
8			
7	A	L2D	
6			
5	B	L2M	
4	C	L2P	
3	D	L1D	
2	E	L1M	L1P
1	F		
	G	L1P	
U	U	U	

**Core Offer Expectations**

Core Subjects: 30 lessons Per Fortnight

English 4 lessons

Maths 4 lessons

Science 5 lessons

PE 1 lesson

PSHE 1 lesson

**Optional Offer Expectations**

In addition to the core offer we are running 4 option blocks. Pupils will be required to select an option from each block. 20 lessons per fortnight

<b>Block A</b>	<b>Block B</b>	<b>Block C</b>	<b>Block D</b>
GCSE Geography	GCSE Geography	Art	Animal Care
GCSE History	GCSE History	Business Studies	Automotive Studies
GCSE RE	GCSE Spanish	Construction	Child Development
Computer Science	Statistics	Food Prep & Nutrition	Photography
		Drama	Sport Science
ASDAN		ASDAN	

There will be route A pupils and route B pupils. Those pupils on route B will be required to study ASDAN class in Block A and C, for extra literacy and numeracy support.

## Timeline and Next Steps

Date	Activity
29.01.26	<b>Assembly (during form time)</b> This is to introduce pupils to the process and explain the difference between core & options subjects
12.02.26	<b>Options Survey</b> Students tell us what they would provisionally like to study. We use this information to create options blocks.
19.03.26	<b>Parents Information Evening &amp; Options Marketplace</b> To help parents stay informed about the process and have dedicated time for options discussions with Senior Leadership Team and teachers.
23.02.26 – 27.03.26	Drop in sessions with Mrs L Stevens Carers Advisor
27.03.26	Option Form Released to Parents/Guardians/Pupils
08.05.26	<b>Options Forms Submitted</b> This is the deadline for the final forms to be submitted.
<b>Week Beginning 18.05.26</b>	<b>Individual Pupil Interviews &amp; Confirmation of Choices</b> Pupils are interviewed 1 to 1 and options choices are discussed with a senior leader. Final confirmation letters are sent to parents / carers

The size of the teaching groups and the number of groups in particular subjects are limited by the staff and accommodation available. This could mean that we may be unable to offer a place on a particular course. On the rare occasion that this is the case we will allocate places by random selection. Also, a subject can only be timetabled if enough choose to take it.

### Independent Careers Advice

Mrs. Lydia Stevens, our Independent Careers Adviser will be arranging to meet every pupil in Year 9 individually during March to discuss and explore option choices and offer advice as to the pathways those choices will provide when progressing to Further Education or employment. Her email address is [lstevens@tcat.school](mailto:lstevens@tcat.school)

### Other Items to Note

- If selecting Geography please be aware it is a requirement that pupils attend a Year 11 Field Trip to facilitate the examination at a cost of approximately £100
- Some pupils may be able to speak another language already. If this is the case and there is a GCSE in that language please let us know as we may be able to simply enter the pupil for that additional GCSE without a teaching commitment
- In some cases, a member of SLT may speak with a pupil as to their choices, or indeed may call a parental meeting to work through choices or issues with choices
- All pupils will follow 100% of the Core Offer, including the core PE and the PSHE offer as they are statutory
- Parents/Carers will always hold the final agreement to the options formally offered by signing the offer letter return slip, pupils asking for changes etc will not be granted without parental/carer discussion and permission.



# COMPULSORY CORE SUBJECTS

<b>ENGLISH LANGUAGE</b>	
<b>Exam Board</b>	<b>WJEC EDUQAS</b>
<b>Course Outline</b>	<p>GCSE English Language enables learners to:</p> <ul style="list-style-type: none"> <li>• Read a wide range of texts fluently and with good understanding</li> <li>• Read critically and use knowledge gained from wide reading to inform and improve their own writing</li> <li>• Write effectively and coherently using Standard English appropriately</li> <li>• Use grammar correctly, punctuate and spell accurately</li> <li>• Acquire and apply a wide vocabulary, alongside a knowledge and understanding of structuring sentences effectively</li> </ul> <p>In addition, it enables learners to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language</li> <li>• Listen to and understand spoken language and use spoken Standard English effectively. A speaking and listening assessment will be completed based on a topic of your child's choice.</li> </ul>
<b>Method(s) of Assessment</b>	<p>2 Exams:</p> <p>Component 1 – 20<sup>th</sup> Century Literature Reading Study and Creative Prose Writing – 40%, 1 hour and 45 minutes</p> <p>Component 2 – 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction Reading Study and Transactional/Persuasive Writing – 60%, 2 hours</p>
<b>Choose this subject if</b>	This is a core subject, compulsory for all pupils
<b>Possible careers / future pathways</b>	<p>Any career where there is a need to read or to use written and spoken English.</p> <p>English careers that may interest you if you particularly enjoy English include:</p> <ul style="list-style-type: none"> <li>• Journalism</li> <li>• Publishing</li> <li>• Teaching English</li> <li>• Legal work</li> <li>• Public relations</li> <li>• Advertising</li> <li>• Translating and interpreting work</li> </ul>

<b>MATHEMATICS (CORE)</b>	
<b>Exam Board</b>	AQA (8300)
<b>Course Outline</b>	<p>The aims and objectives of GCSE Mathematics are to enable pupils to:</p> <ul style="list-style-type: none"> <li>• Develop fluent knowledge, skills and understanding of mathematical methods and concepts</li> <li>• Acquire, select and apply mathematical techniques to solve problems</li> <li>• Reason mathematically, make deductions/inferences, and draw conclusions</li> <li>• Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li> </ul>
<b>Method(s) of Assessment</b>	<p>Two tiers of Entry: Higher Grades 9-4 Foundation Grades 5-1</p> <p>100% Final Exam Paper 1: 1 Hour 30 Mins non-calculator 33.3% Paper 2: 1 Hour 30 Mins calculator 33.3% Paper 3: 1 Hour 30 Mins calculator 33.3%</p>
<b>Choose this subject if</b>	This is a core subject, compulsory for all pupils
<b>Possible careers / future pathways</b>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Aerospace</li> <li>• Criminology</li> <li>• Data analysis</li> <li>• Engineering</li> <li>• Finance</li> <li>• Insurance</li> <li>• Meteorology</li> <li>• Science</li> <li>• Software development</li> </ul>

<b>TRIPLE SCIENCE</b>	
<b>Exam Board</b>	<b>Edexcel</b>
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>• The study of Science is essential in helping us to understand the world around us. This understanding, or 'Scientific Literacy', also plays an important part in ensuring pupils will be able to engage in debates and decisions about a number of important issues in society.</li> <li>• Science has something to offer every pupil, whatever their aspirations. From trainee chef to nuclear physicist, construction apprentice to cancer researcher, everyone needs some level of relevant science understanding.</li> </ul>
<b>Method(s) of Assessment</b>	<p>Assessment for the Triple Science courses: this is a linear course. Six written exams will be taken. Two for Biology, two for Chemistry and two for Physics; the exams will be taken in the Summer session of Year 11. The exams are based on the following format:</p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• Questions are multiple choice, structured, closed short answer and open response</li> <li>• Each paper is 50% of the GCSE for that Science specialism</li> </ul>
<b>Choose this subject if</b>	<b>Due to the increase in challenge and the additional content, only pupils who have been placed in top set will study Triple Science</b>
<b>Possible careers / future pathways</b>	<p>Both the combined and triple courses are an appropriate route for pupils wanting to go on to take science at A Level if they achieve a top set of grades.</p> <p>Studying Science provides pupils with a variety of skills that can be applied to many areas of work, such as analysing and problem solving. Many careers require GCSE Science and pupils will find that both courses put them in a great position to pursue these careers successfully.</p> <p>Careers include:</p> <ul style="list-style-type: none"> <li>• Medicine</li> <li>• Veterinarian</li> <li>• Nursing</li> <li>• Teaching</li> <li>• Engineering</li> <li>• Pharmaceuticals</li> <li>• Physiotherapy</li> <li>• Sports science</li> <li>• Nursing</li> <li>• Marine biology</li> <li>• Geology</li> <li>• Surveying</li> </ul>

<b>COMBINED SCIENCE</b>	
<b>Exam Board</b>	<b>Edexcel</b>
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>• The study of Science is essential in helping us to understand the world around us. This understanding, or 'Scientific Literacy', also plays an important part in ensuring pupils will be able to engage in debates and decisions about a number of important issues in society.</li> <li>• Science has something to offer every pupil, whatever their aspirations. From trainee chef to nuclear physicist, construction apprentice to cancer researcher, everyone needs some level of relevant science understanding.</li> </ul>
<b>Method(s) of Assessment</b>	<p>This is a linear course. There are six papers: two Biology, two Chemistry and two Physics. The exams will be taken in the Summer session of Year 11.</p> <p>Each of the papers will assess knowledge and understanding from distinct topic areas.</p> <p>The exams are based on the following format: Written exam: 1 hour 10 minutes</p> <ul style="list-style-type: none"> <li>• Foundation and Higher Tier</li> <li>• 60 marks</li> <li>• 16.7% of GCSE</li> <li>• Questions are multiple choice, structured, closed short answer and open response.</li> </ul>
<b>Choose this subject if</b>	This is a core subject, compulsory for all pupils.
<b>Possible careers / future pathways</b>	<p>Both the combined and triple courses are an appropriate route for pupils wanting to go on to take science at A Level if they achieve a top set of grades.</p> <p>Studying Science provides pupils with a variety of skills that can be applied to many areas of work, such as analysing and problem solving. Many careers require GCSE Science and pupils will find that both courses put them in a great position to pursue these careers successfully.</p> <p>Careers include:</p> <ul style="list-style-type: none"> <li>• Medicine</li> <li>• Veterinarian</li> <li>• Nursing</li> <li>• Teaching</li> <li>• Engineering</li> <li>• Pharmaceuticals</li> <li>• Physiotherapy</li> <li>• Sports science</li> <li>• Nursing</li> <li>• Marine biology</li> <li>• Geology</li> <li>• Surveying</li> </ul>

<b>PSHE</b>	
<b>Exam Board</b>	No Exam
<b>Course Outline</b>	This course is taken by all pupils in Years 10 and 11, following the requirements of the new Statutory Framework 2020. The aim of the course is to encourage pupils to think about aspects of their own lives and to consider the needs of those within our society.
<b>Content</b>	<p><b>Relationships and Sex Education:</b> In this module, pupils will have the opportunity to study and discuss issues relating to relationships and sex, including families and marriage (including forced marriage), contraception, teen parenthood, the risks people take relating to sex, the significance and recognition of consent, transgender and FGM.</p> <p><b>Education and Guidance:</b> The programme of study is a practical introduction to work. Pupils will consider issues relating to job applications and CVs, the interview process and career choices. They will also think about issues relating to both independent living and the labour market.</p> <p><b>Physical Choices and Well-being:</b> In this module, pupils will consider the health and social issues relating to drugs and alcohol. The programme is designed to promote both an awareness of the effects of drugs upon themselves and others and an understanding of the pressures which may lead to drug taking.</p> <p><b>Religious Education:</b> This sequence of lessons focuses on ethics and philosophy, enabling pupils to explore what it means to be human and consider issues surrounding blood and organ donation.</p> <p><b>Emotional Health and Wellbeing:</b> In this module, pupils reflect on the link between emotions and behaviour; they consider how we manage our emotions with our behaviour and what can happen when we fail to respond to emotions in a healthy way. The importance of a healthy lifestyle, including the benefits of sleep, is explored in relation to the positive impact on school life.</p>

Queen Elizabeth High School



# OPTION SUBJECTS

<b>COMPUTER SCIENCE</b>	
<b>Exam Board</b>	OCR
<b>Course Outline</b>	<p>Computer Science will encourage pupils to:</p> <ul style="list-style-type: none"> <li>• Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation</li> <li>• Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> <li>• Think creatively, innovatively, analytically, logically and critically</li> <li>• Understand the components that make up digital systems, and how they communicate with one another and with other systems</li> <li>• Understand the impacts of digital technology to the individual and to wider society</li> <li>• Apply mathematical skills relevant to Computer Science.</li> </ul>
<b>Method(s) of Assessment</b>	<p>100% Final Exam            Paper 1: 1 Hour 30 Mins 50%            Paper 2: 1 Hour 30 Mins 50%</p>
<b>Choose this subject if</b>	<p>You are up for a challenge and have a willingness to extend your learning outside of the lesson. There is no game design and is heavy on programming and computational thinking</p>
<b>Possible careers / future pathways</b>	<ul style="list-style-type: none"> <li>• Software Developer</li> <li>• Web Developer</li> <li>• UX Designer Mobile App Developer</li> <li>• IT Project Manager</li> <li>• Information Security Analyst Systems Architect</li> <li>• AI Engineer</li> </ul>
<b>Subject Requirements</b>	<p>Independent learning, a willingness for extensive external reading, good level of mathematical confidence</p>

<b>GEOGRAPHY</b>	
<b>Exam Board</b>	AQA
<b>Course Outline</b>	<p>Paper 1: Living with the Physical Environment</p> <ul style="list-style-type: none"> <li>• The challenge of natural hazards</li> <li>• The living world</li> <li>• Physical landscapes in the UK</li> </ul> <p>The Living World Paper 2: Challenges in the Human Environment</p> <ul style="list-style-type: none"> <li>• Urban issues and challenges</li> <li>• The changing economic world</li> <li>• The challenge of resource management</li> </ul> <p>Paper 3: Geographical Applications and Skills</p> <ul style="list-style-type: none"> <li>• Issue evaluation (Pre-release resources made available 12 weeks before the exam)</li> <li>• Fieldwork (questions based on pupils' fieldwork and 'unfamiliar' fieldwork)</li> </ul> <p>NB Geographical skills are assessed throughout all three papers</p>
<b>Method(s) of Assessment</b>	<p>100% Final Exam</p> <p>Paper 1 &amp; 2: Both written exams, 1 hour 30 minutes, 88 marks (3 marks for SPaG), 35% each</p> <p>Paper 3: Written exam 1 hour 15 minutes, 76 marks (6 marks for SPaG), 30%</p>
<b>Choose this subject if</b>	You are interested in the world around you, want to learn about issues which will affect your life in the future and have the ability to develop and employ different skills.
<b>Possible careers / future pathways</b>	<p>Geography pupils are highly employable due to their adaptable skills. Therefore, you will find Geographers in all walks of life from lawyers and politicians to public service workers and film-makers. This is a subject that will allow you to follow any A Level, degree course or career path.</p> <p>GSCE Geography could lead to future careers in:</p> <ul style="list-style-type: none"> <li>• Travel consultancy</li> <li>• Cartography</li> <li>• Energy engineering</li> <li>• Town planning</li> <li>• Geology</li> <li>• Architecture</li> <li>• Landscape architecture</li> <li>• Meteorology</li> <li>• Environmental science</li> <li>• Tourism</li> <li>• Nature conservation</li> <li>• Seismology</li> <li>• Forestry</li> <li>• Housing management</li> <li>• Merchant Navy</li> </ul>
<b>Subject Requirements</b>	Pupils are required to participate in two single day fieldwork trips at a cost of £50. Please note this is a voluntary contribution.

<b>HISTORY</b>	
<b>Exam Board</b>	Edexcel
<b>Course Outline</b>	<p>Paper 1 content overview:</p> <ul style="list-style-type: none"> <li>• Crime and Punishment in Britain, c1000–present <i>and</i> Whitechapel, c1870–c1900: crime, policing and the inner city.</li> <li>• Assessment overview: Section A: Historic Environment. Pupils answer a question that assesses knowledge plus a two-part question based on two provided sources. Section B: Thematic Study. Pupils answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, pupils answer one from a choice of two.</li> </ul> <p>Paper 2 content overview:</p> <ul style="list-style-type: none"> <li>• British depth study option - Early Elizabethan England, 1558–88. Period study option - Superpower relations and the Cold War, 1941–91</li> <li>• Assessment overview: Period study - Pupils answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, pupils select two out of three parts. British depth study - Pupils answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, pupils select one from a choice of two.</li> </ul> <p>Paper 3 content overview:</p> <ul style="list-style-type: none"> <li>• Modern depth study - Weimar and Nazi Germany, 1918–39</li> <li>• Assessment overview Section A - Pupils answer a question based on a provided source and a question that assesses their knowledge and understanding. Section B - Pupils answer a single four-part question, based on two provided sources and two provided interpretations.</li> </ul>
<b>Method(s) of Assessment</b>	<p>Paper 1: Thematic study and historic environment Written examination: 1 hour and 20 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)</p> <p>Paper 2: Period study and British depth study Written examination: 1 hour and 50 minutes 40%* of the qualification 64 marks (32 for the period study and 32 for the British depth study)</p> <p>Paper 3: Modern depth study Written examination: 1 hour and 30 minutes 30%* of the qualification 52 marks</p>

<p><b>Choose this subject if</b></p>	<p>To study history is to study change: historians are experts in examining and interpreting human identities and transformations of societies and civilisations over time. Studying history helps us understand and grapple with complex questions and dilemmas by examining how the past has shaped (and continues to shape) global, national, and local relationships between societies and people.</p> <p>History teaches you skills like critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively. The topics studied at GCSE level are interesting, informative, shocking and exciting.</p>
<p><b>Possible careers / future pathways</b></p>	<p>History, associated with critical thinking, is one of the most well-respected subjects and works well with English and other humanities subjects. Due to its adaptability, careers associated with History include</p> <ul style="list-style-type: none"> <li>• Law</li> <li>• International development organisations</li> <li>• Insurance and accountancy</li> <li>• National and local government</li> <li>• The public services including the civil service</li> <li>• NHS management</li> <li>• The police and armed services</li> </ul>

<b>RE</b>	
<b>Exam Board</b>	Edexcel Specification B
<b>Course Outline</b>	
<p style="text-align: center;"><b><u>Religion and Ethics through Christianity</u></b></p> <p>This unit requires students to study the relationship between religion and life in the UK. There are four sections covering:</p> <ul style="list-style-type: none"> <li>➤ Christian Beliefs</li> <li>➤ Marriage and the family</li> <li>➤ Living a Christian life</li> <li>➤ Matters of life and death (abortion, euthanasia and views on life after death from a Christian and non-religious viewpoint)</li> </ul> <p>Students base their study on Christianity</p> <p style="text-align: center;"><b><u>Assessment</u></b></p> <p>1 3/4-hour exam</p> <p>Students have to answer all four questions in each section.</p>	<p style="text-align: center;"><b><u>Religion, Peace and Conflict through Judaism</u></b></p> <p>This unit requires students to study the relationship between religion and life in the UK. There are four sections covering:</p> <ul style="list-style-type: none"> <li>➤ Jewish beliefs</li> <li>➤ Crime and punishment</li> <li>➤ Living a Jewish life</li> <li>➤ Peace and conflict</li> </ul> <p>Students base their study on Judaism.</p> <p style="text-align: center;"><b><u>Assessment</u></b></p> <p>1 3/4-hour exam</p> <p>Students have to answer all four questions in each section.</p>
<b>Method(s) of Assessment</b>	Two exams, both 1 hour 45 mins long. One exam based on Christianity looking at Religion and Ethics the other based on Judaism looking at Religion, Peace and Conflict
<b>Choose this subject if</b>	<ul style="list-style-type: none"> <li>• You have an enquiring, critical and reflective approach to the study of religion</li> <li>• You enjoy exploring religions and beliefs, reflecting on fundamental questions, and engage with them</li> <li>• intellectually and respond personally</li> <li>• You wish to enhance your personal, social and cultural development, and your understanding of different cultures locally, nationally and in the wider world.</li> <li>• You wish to develop your interest in, and enthusiasm for, the study of religion, and relate it to the wider world</li> <li>• You wish to reflect on and develop your own values, opinions and attitudes in light of the learning completed through the GCSE RE course.</li> </ul>
<b>Possible careers / future pathways</b>	<p>The GCSE course gives pupils the opportunity to develop skills in evaluation and consideration of issues from a range of perspectives. These skills are highly valued by a range of employers, and Religious Studies graduates can move into a variety of careers:</p> <ul style="list-style-type: none"> <li>• Law</li> <li>• Travel</li> <li>• Advertising</li> <li>• Human resources</li> <li>• Diplomacy</li> <li>• Publishing</li> <li>• Journalism</li> </ul>

	<ul style="list-style-type: none"> <li>• Media</li> <li>• Teaching</li> </ul>
<b>ANIMAL CARE</b>	
<b>Exam Board</b>	Edexcel - Pearson
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>• The qualification consists of 3 components in total. Two of which are coursework based and one which is a final exam.</li> <li>• Coursework is worth 60% in total – 30% per piece and the end of year 11 exam is worth 40% of the total grade.</li> </ul>
<b>Method(s) of Assessment</b>	<ul style="list-style-type: none"> <li>• 2-hour exam based on component 3 Animal Health and Welfare. The coursework makes up of component 1 (animal handling) and component 2 (animal housing and accommodation).</li> </ul>
<b>Choose this subject if</b>	You would like to work with animals in the future and you prefer course work and independent work to exams.
<b>Possible careers / future pathways</b>	<ul style="list-style-type: none"> <li>• Animal Management Level 3 – 2-year course</li> <li>• Equine management – level 3-5 depending on qualification desired</li> <li>• Future careers include – animal keeper, animal nutritionist, lab researcher, animal health nurse</li> <li>• BTEC National Animal management level 3</li> <li>• BTEC National Higher award – choose from over 40 subjects to gain level 4 and 5 qualifications – equivalent to a university degree – options include higher animal management, applied sciences, science in industry, equine management</li> </ul>
<b>Subject Requirements</b>	<ul style="list-style-type: none"> <li>• It is vital that you are aware of the independence and hard work that is require to study any BTEC course.</li> <li>• Pupils are responsible for all coursework research, completion and submission.</li> <li>• They will be taught the content and then it is up to them to produce a detailed and suitable piece of coursework over a 4-week period. Some pupils may feel a BTEC is an easy option but there is a lot of dedication and time needed to produce good quality work that will achieve a pass grade or higher.</li> </ul>

<b>STATISTICS</b>	
<b>Exam Board</b>	AQA (8382)
<b>Course Outline</b>	<p>The aims and objectives of GCSE Statistics are to enable pupils to:</p> <ul style="list-style-type: none"> <li>• Have confidence and competence with mathematical content and apply it flexibly to solve problems</li> <li>• Apply the knowledge and techniques within the framework of the Statistical Enquiry Cycle. The cycle covers five stages:               <ol style="list-style-type: none"> <li>i. Initial planning</li> <li>ii. Data collection</li> <li>iii. Data processing and presentation</li> <li>iv. Interpretation of results</li> <li>v. Evaluation and review.</li> </ol> </li> </ul>
<b>Method(s) of Assessment</b>	<p>Two tiers of Entry: Higher Grades 9-4 Foundation Grades 5-1</p> <p>100% Final Exam Paper 1: 1 Hour 45 Mins non-calculator 50% Paper 2: 1 Hour 45 Mins calculator 50%</p>
<b>Choose this subject if</b>	<b>If studying the higher maths curriculum, you automatically qualify to study this subject.</b>
<b>Possible careers / future pathways</b>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Aerospace</li> <li>• Criminology</li> <li>• Data analysis</li> <li>• Engineering</li> <li>• Finance</li> <li>• Insurance</li> <li>• Meteorology</li> <li>• Science</li> <li>• Software development</li> </ul>
<b>Subject Requirements</b>	A scientific calculator is required

<b>SPANISH</b>	
<b>Exam Board</b>	AQA
<b>Course Outline</b>	Theme 1: People and lifestyle Theme 2: Popular culture Theme 3: Communication and the world around us
<b>Method(s) of Assessment</b>	Paper 1: Listening exam, 25% of grade Paper 2: Speaking exam, 25% of grade Paper 3: Reading exam, 25% of grade Paper 4: Writing exam, 25% of grade
<b>Choose this subject if</b>	You want to become an effective communicator with good cultural awareness and the ability to combine travel and work. Many universities favour pupils with a language GCSE when they receive applications.
<b>Possible careers / future pathways</b>	<ul style="list-style-type: none"> <li>• Interpreter</li> <li>• Translator</li> <li>• Modern language jobs in education</li> <li>• International development worker</li> <li>• Diplomacy</li> <li>• Broadcast journalist</li> <li>• Business, logistics and finance careers</li> <li>• Marketing, advertising and public relations (PR) careers</li> </ul>
<b>Subject Requirements</b>	Pupils will be required to have a conversation in Spanish as part of their speaking assessment. To develop this skill pupils must keep up with regular vocabulary learning as homework.

<b>ART, CRAFT AND DESIGN</b>	
<b>Exam Board</b>	Edexcel
<b>Course Outline</b>	The GCSE covers a range of activities and in-depth assignments. You will have the opportunity to experiment with different media in order to explore your strengths and preferences. You will develop skills in drawing and painting as well as printmaking, sculpture and mixed media. Whatever you choose, the main aim of the course is to develop your visual language skills and for you to build a comprehensive portfolio of work to progress to further courses or employment.
<b>Method(s) of Assessment</b>	<p><b>Unit 1 - Personal Portfolio in Art and Design</b> Internally set and marked; assessed through controlled assessment. This is usually the project work and themes you develop during Year 10 and the first part of Year 11. Approximately 45 Guided Learning Hours Worth 60% of GCSE</p> <p><b>Unit 2 - Externally Set Assignment in Art and Design</b> Externally set theme and internally marked. This is an additional project within a set time period culminating in 10 hrs of focused study. 20 Guided Learning Hours preparation time 10 hrs sustained focus (exam conditions) Worth 40% of GCSE</p> <p>Each unit is assessed separately out of 72 marks. You will be assessed using 4 assessment objectives of develop, review/experiment, record and present.</p>
<b>Choose this subject if</b>	Art, Craft and Design is the subject for you if you enjoy: <ul style="list-style-type: none"> <li>• Developing your visual skills</li> <li>• Being creative, enthusiastic and imaginative</li> <li>• Experimenting and taking risks with your work.</li> </ul>
<b>Possible careers / future pathways</b>	On completion of your GCSE Art and Design course, you could progress to further education. Courses at Level 3 include: <ul style="list-style-type: none"> <li>• BTEC Nationals in Art and Design</li> <li>• The Diploma in Creative and Media</li> <li>• GCE AS Art and Design.</li> </ul> <p>If you choose to look for a job, you will have a portfolio of work that will evidence your ability to pursue a two-year GCSE course in art and design, covering different assignments and producing a range of work. There may be opportunities to work, for example, in local design offices, graphic companies and retail, or you may choose to be self-employed.</p>
<b>Subject Requirements</b>	You will, ideally have some experience of using art materials and processes, together with some knowledge of contemporary and historical art and design. More importantly, you should have a commitment to, and love of the subject and feel motivated to develop your visual skills and express your ideas in working through projects and assignments. Note – This course cannot be combined with Art and Design Photography – Lens and Light-Based Media  Maximum places on course – 22

<b>ART AND DESIGN PHOTOGRAPHY</b>	
<b>Exam Board</b>	Edexcel
<b>Course Outline</b>	Photography is an opportunity to explore a range of techniques creating visual imagery, this includes works in digital imaging and light-sensitive materials. Sometimes, techniques and processes are used to convey messages and create works related to other disciplines, photographic images in printed journals, light projections within theatrical or architectural spaces
<b>Method(s) of Assessment</b>	<p>Unit 1 - Personal Portfolio</p> <ul style="list-style-type: none"> <li>• Internally set and marked; assessed through controlled assessment.</li> <li>• This is usually the project work and themes you develop during Yr10 and the first part of Yr11</li> <li>• Approximately 45 Guided Learning Hours</li> <li>• Worth 60% of GCSE</li> </ul> <p>Unit 2 - Externally Set Assignment</p> <ul style="list-style-type: none"> <li>• Externally set theme and internally marked. This is an additional project within a set time period culminating in 10 hrs of focused study. 20 Guided Learning Hours preparation time</li> <li>• 10hrs sustained focus (exam conditions)</li> <li>• Worth 40% of GCSE</li> </ul> <p>Each unit is assessed separately out of 72 marks. You will be assessed using 4 assessment objectives of develop, review/experiment, record, present.</p>
<b>Choose this subject if</b>	<p>Art and Design Photography is the subject for you if you enjoy:</p> <ul style="list-style-type: none"> <li>• Developing your visual skills</li> <li>• Being creative, enthusiastic and imaginative</li> <li>• Experimenting and taking risks with your work</li> </ul>
<b>Possible careers / future pathways</b>	<p>On completion of GCSE Art and Design Photography you could progress to further education.</p> <p>Courses at Level 3 include:</p> <ul style="list-style-type: none"> <li>• BTEC Nationals in Art and Design</li> <li>• The Diploma in Creative and Media</li> <li>• GCE AS Photography</li> </ul> <p>If you choose to look for a job, you will have a portfolio of work that will evidence your ability to pursue a two-year GCSE course in art and design, covering different assignments and producing a range of work. There may be opportunities to work, for example, in local design offices, graphic companies and retail, or you may choose to be self-employed.</p>
<b>Subject Requirements</b>	<p>You will, ideally have some experience of using art materials and processes, together with some knowledge of contemporary and historical art and design.</p> <p>More importantly, you should have a commitment to, and love of the subject and feel motivated to develop your visual skills</p>

	<p>and express your ideas in working through projects and assignments.</p> <p>Note – This course cannot be combined with Art, Craft and Design</p> <p>It would be useful if you own a camera.</p> <p>Maximum places on course – 22</p>
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<b>AUTOMOTIVE STUDIES</b>	
<b>Exam Board</b>	ABC
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>• Theory knowledge covering everything from vehicle electrical systems to legal aspects of automotive waste disposal.</li> <li>• Practical skills in automotive work including braking systems, engine components and suspension/steering components removal, inspection and refitting.</li> <li>• Tool making – workshop skills in, mainly, metalwork.</li> </ul>
<b>Method(s) of Assessment</b>	Portfolio of evidence – 60% <ul style="list-style-type: none"> <li>• Unit 1 – Working in an Industry Environment</li> <li>• Unit 2 – Engineering Materials and Skills</li> <li>• Unit 3 – Remove &amp; Refit Mechanical Components</li> <li>• Unit 4 – Basic Automotive Electrical Principles</li> </ul> Final Examination – 40% <ul style="list-style-type: none"> <li>• NB – although shown as a 60/40 split, it is not possible to attain a grade in this course without passing the final exam</li> </ul>
<b>Choose this subject if</b>	<ul style="list-style-type: none"> <li>• You have a genuine interest in motor vehicles and enjoy working in a demanding practical environment</li> <li>• You want to develop further workshop skills using metal and metal-working machines</li> <li>• You want to develop hand skills including bench-fitting and basic machining</li> </ul>
<b>Possible careers / future pathways</b>	<ul style="list-style-type: none"> <li>• Vehicle technician</li> <li>• Sales, detailing</li> <li>• Vehicle body repair</li> <li>• Tyre fitting</li> <li>• Agricultural engineer</li> <li>• Vehicle electrical diagnostics</li> </ul>
<b>Subject Requirements</b>	<ul style="list-style-type: none"> <li>• Independence and maturity to work in placements outside of school – potentially from the beginning of year 10</li> <li>• All pupils will need to provide their own PPE including safety boots, eyewear and overalls for practical sessions and work placement</li> </ul>

<b>FOOD PREPARATION AND NUTRITION</b>	
<b>Exam Board</b>	WJEC Eduqas GCSE Pupil Guide
<b>Course Outline</b>	<p>By studying the GCSE Food Preparation and Nutrition you will:</p> <ul style="list-style-type: none"> <li>• Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment;</li> <li>• Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks;</li> <li>• Understand the relationship between diet, nutrition, and health, including the physiological and psychological effects of poor diet and health;</li> <li>• Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, diet, and health choices;</li> <li>• Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking, and serving food;</li> <li>• Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.</li> </ul>
<b>Method(s) of Assessment</b>	<p>Component 1 Exam- 50% of final grade (taken in the summer term)</p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour 45 minutes</li> <li>• Section A: questions based on specified topics.</li> <li>• Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.</li> </ul> <p>Component 2 Non-Exam assessment</p> <ul style="list-style-type: none"> <li>• NEA 1 (Non-Exam Assessment) 15% of final grade. (1,500-2,000 words). The food investigation assessment. A scientific investigation will take place. Pupils are to research, plan investigate, analyse, and evaluate.</li> <li>• NEA 2 (Non-Exam Assessment) 35% of final grade. (15 pages) Investigate, trial and test, select a final menu, produce a plan of action, prepare, cook, and present a menu of 3 dishes and evaluate. This includes a 3-hour practical exam.</li> </ul> <p>This GCSE is awarded on the grade scale of 9 (highest) to 1 (lowest).</p>
<b>Choose this subject if</b>	<ul style="list-style-type: none"> <li>• You enjoy the practical nature of food and enjoy learning new skills. We aim to cook once a fortnight.</li> <li>• You are willing to eat and try new foods.</li> <li>• You want to learn a life skill. Preparation and Cookery skills are something you will use throughout the whole of your life!</li> </ul> <p>You can apply knowledge to other subjects. Knowledge and skills overlap into other subjects e.g. Food Science – Chemistry, Food Safety – Biology, Food Choice – RE, Food Provenance – Geography and History, Nutrition – PE.</p>

**Possible careers / future pathways**

**WHERE CAN FOOD AND NUTRITION TAKE ME?**



**Subject Requirements**

Pupils are required to supply their own ingredients for practical work.

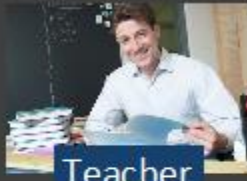
Maximum number of pupils – 20.

<b>CHILD DEVELOPMENT AND CARE IN THE EARLY YEARS</b>	
Exam Board	NCFE CACHE Level 1/2 Technical Award
Course Outline	<p>This qualification aims to focus on the study of child development and care in the early years, incorporating core knowledge and providing opportunities to acquire several practical and technical skills.</p> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• provide an understanding of holistic child development;</li> <li>• identify factors that influence child development;</li> <li>• understand legislation in the early years;</li> <li>• promote care routines and activities to support the child;</li> <li>• provide an understanding of the expectations of an early year's practitioner and their roles and responsibilities in a childcare setting;</li> <li>• provide an understanding of the importance of observations in early years childcare;</li> <li>• understand the purpose of planning in early years childcare.</li> </ul>
Method(s) of Assessment	<p>The qualification has <b>2</b> assessments externally set by NCFE:</p> <ul style="list-style-type: none"> <li>• <b>one</b> non-exam assessment - 50% of the final grade</li> <li>• <b>one</b> written examined assessment – 50% of the final grade.</li> </ul> <p>Overall qualification grades:  <b>Level 1</b> Pass or Merit or Distinction. <b>Level 2</b> Pass or Merit or Distinction or Distinction* (equivalent to GCSE grades 8.5 to 1).</p>
Choose this subject if	<ul style="list-style-type: none"> <li>• you want an introduction to child development and care</li> <li>• you are looking for a course that includes a vocational and project- based element.</li> </ul> <p>The qualification will appeal to learners who wish to pursue a career in the early years sector or progress onto further study either in childcare or health care sector.</p>
Possible careers / future pathways	<p>Learners will be able to progress to the Level 2/3 program of study including those in within the Early Years Educator suite. Learners may also progress to an apprenticeship route in early years or childcare at either Level 2 or Level 3</p>

Careers where a qualification in Child Development and Care would be useful



Nurse



Teacher



Midwife



Health Visitor



Nanny



Paediatrician



Social worker



Nursery schoolteacher

Subject Requirements

None

<b>SPORT SCIENCE</b>	
<b>Exam Board</b>	OCR Cambridge National
<b>Course Outline</b>	<p>This qualification has been designed with practical and engaging ways of teaching in mind and enables pupils to:</p> <ul style="list-style-type: none"> <li>• Develop a range of skills through involvement in sport and physical activity in different contexts and roles.</li> <li>• Develop their ability to apply theoretical knowledge to practical situations.</li> <li>• Gain a better understanding of the complexity of different areas of sport and the sports industry.</li> <li>• Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.</li> </ul> <p>What is the content of the course? Elite sport has fully embraced sport science and considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. This Sport Science qualification offers pupils 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 psychology in sport and sports performance.</p> <p>The specific unit titles are:</p> <ul style="list-style-type: none"> <li>• Reducing the Risk of Sports Injuries</li> <li>• Applying Principles of Training</li> <li>• The Body's Response to Physical Activity</li> </ul>
<b>Method(s) of Assessment</b>	There is one written exam for the mandatory unit: Reducing the risk of sports injuries. This is 1 hour and 15 minutes and worth 70 marks. All other units are written or practical assignments that are internally assessed by staff then moderated by OCR. These could be written reports, essays, a practical performance, or presentation.
<b>Choose this subject if</b>	<p>A genuine interest in the theoretical concepts involved in sport such as:</p> <ul style="list-style-type: none"> <li>• A good level of performance in sport will enhance their chances of a good grade.</li> <li>• Commitment to developing sports skills through PE and by attending extra-curricular clubs.</li> <li>• To be confident delivering sports leadership sessions to their peers.</li> <li>• Organisational skills to bring the correct equipment to lessons.</li> <li>• The ability to work cooperatively with others and contribute to group work.</li> <li>• The ability to act upon advice and feedback to amend completed work.</li> </ul>
<b>Possible careers / future pathways</b>	Sports Therapy, Physio Therapist, Sports Coach, Personal training, Sports Scientist, Strength and Conditioning Coach, Teaching, Lecturing
<b>Subject Requirements</b>	A clear interest in sport, desirably take part in a sport outside of school or take part in physical activity outside of school (Go to the gym)

<b>BUSINESS STUDIES</b>	
<b>Exam Board</b>	AQA GCSE Business (8132)
<b>Course Outline</b>	<p>This course will give you a solid foundation in Business Studies. The specification develops pupils' knowledge and understanding to:</p> <ul style="list-style-type: none"> <li>• use business terminology to identify and explain business activity</li> <li>• apply business concepts to familiar and unfamiliar contexts</li> <li>• develop problem solving and decision-making skills relevant to business</li> <li>• investigate, analyse and evaluate business opportunities and issues</li> <li>• make justified decisions using both qualitative and quantitative data</li> </ul> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> <li>• Marketing</li> <li>• Finance</li> </ul>
<b>Method of Assessment</b>	Two written exams at the end of the course, both 1h 45mins. The full range of GCSE grades are available from grade 9 to 1
<b>Choose this subject if</b>	You have an interest in either working within business or owning your own business one day. You can also use this course to access post-16 qualifications in Business Studies, Economics, Public Service, Politics, Travel & Tourism, or similar.
<b>Possible careers or future pathways</b>	<ul style="list-style-type: none"> <li>• Accountancy</li> <li>• Retail Management</li> <li>• Logistics</li> <li>• Operations</li> <li>• Project Management</li> <li>• Leadership</li> <li>• Human Resources</li> <li>• Administration</li> <li>• Marketing and Advertising</li> <li>• Finance and Banking</li> </ul>

<b>PERFORMING ARTS - DRAMA</b>	
<b>Exam Board</b>	Edexcel - Pearson
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>• <u>Component 1: Exploring the Performing Arts</u>  Students will develop their understanding of the Performing Arts industry by examining the work of performing artists and the processes used to create performance</li> <li>• <u>Component 2: Developing Skills and Techniques in the Performing Arts</u>  Students will develop their performing arts skills and techniques through a production process including a workshop performance.</li> <li>• <u>Component 3: Responding to a Brief</u>  Pupils will work as part of a group to contribute to a workshop performance as a performer in response to a brief and stimulus.</li> </ul>
<b>Method(s) of Assessment</b>	<p>You are assessed on your practical work, research and evaluation for each component. There is no 'final exam' for this qualification.</p> <p>30% Component 1 30% Component 2 40% Component 3 (External assessment)</p>
<b>Choose this subject if</b>	<ul style="list-style-type: none"> <li>• You are interested in taking a hands-on course to offer you an insight into what it is like to work in the performing arts sector.</li> <li>• You are energetic, enthusiastic and enjoy working as a team</li> <li>• You are creative and willing to experiment with different styles of performance.</li> <li>• You are happy to perform in front of an audience and develop your communication skills.</li> </ul>
<b>Possible careers / future pathways</b>	Drama will support your entry into any career by developing your confidence and resilience. You may choose to continue to study drama and performance to a higher level at sixth form.
<b>Subject Requirements</b>	You will be required to attend several theatre performances as part of your course. These are likely to cost between £10 - £40 (depending on the venue) Occasional evening/ afterschool rehearsals will be necessary!

Pupils will have the opportunity to develop their own technical, practical and interpretative skills through practical workshops and classroom lessons.

Through this course, students will acquire sector- specific applied knowledge and skills by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance.

<b>ASDAN</b>	
<p>ASDAN (Award Scheme Development and Accreditation Network) is a UK-based education charity and awarding organization that develops curriculum programs and accredited qualifications to engage, elevate, and empower young people through skill development. It focuses on personal, social, and employability skills for learners with diverse needs, offering portfolio-based learning to build confidence and independence.</p>	
<b>Course Outline</b>	<p>ASDAN courses at Key Stage 4 are designed to develop pupils' personal, social, and employability skills through practical, activity-based learning.</p> <p>In Year 10, pupils typically complete the Personal Development Programme (PDP), which helps them build confidence and independence through modules such as Communication, Sport &amp; Leisure, Home Management, The Environment, Health and Survival, and the World of Work.</p> <p>In Year 11, many pupils progress to the Certificate of Personal Effectiveness (CoPE), a nationally recognised qualification focused on longer projects that strengthen key skills such as working with others, problem-solving, research, and communication.</p> <p>ASDAN courses are adaptable, inclusive, and suitable for a wide range of learners, offering both classroom-based and hands-on activities.</p>
<b>Method(s) of Assessment</b>	<p>ASDAN courses are assessed entirely through portfolio-based evidence, not exams. Pupils collect evidence of completed challenges and activities across each module. Credits are awarded for each section, with 10 hours of activity equalling one credit. Awards such as Bronze, Silver, and Gold require a set number of credits and evidence of planning, doing, and reviewing.</p> <p>CoPE and PDP portfolios are externally moderated by ASDAN to ensure quality and consistency. There are no written exams, making the assessment highly accessible for learners who benefit from continuous assessment rather than high-stakes testing.</p>
<b>Possible careers / future pathways</b>	<p>ASDAN develops core employability skills, such as communication, teamwork, problem-solving, independent learning, and organisation, which pupils can transfer to a wide range of future routes. The course supports access to:</p> <ul style="list-style-type: none"> <li>Post-16 vocational pathways, such as college courses or foundation learning programmes.</li> <li>Apprenticeships, by helping pupils build work-related competencies and confidence.</li> <li>Higher-level ASDAN qualifications or continued skills development at Level 1 or Level 2.</li> </ul> <p>A broad range of employment sectors, as modules like World of Work, Home Management, and Communication relate directly to real-life skills valued by employers.</p> <p>ASDAN is particularly helpful for preparing pupils for adulthood, independence, and employability across many different future destinations.</p>

## **How Do You Make a Decision?**

- The Options Evening and Marketplace
- Read the Options Booklet you will be given
- Talk to your Tutor, Teachers, or a member of the Senior Leadership Team
- Talk to your parents/guardians and older pupils
- Think about what careers you might be interested in
- Mrs Lydia Stevens, our Independent Careers Adviser
- Options and career research on the internet

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)

## **Common Questions and Answers**

- Do I have to pick a subject in every option block even if there are none that I am interested in? **Yes, you must be timetabled at every point of the school day**
- Do I have to study Spanish? **We will advise you if we think you should be studying Spanish and have not selected it, as a rule you should consider taking Spanish if most of your subjects have Minimum Expected Grade Targets in Band 3, but you are also free to choose to study Spanish if you wish.**
- Are the vocational courses the same standard as GCSE? **All of the vocational courses attract the same level as a GCSE, but they are sometimes graded differently. For example, a GCSE in a subject will return a grade of 1-9 (Grade 1 is the lowest Grade 9 is the highest), whereas on many of the vocational courses they are graded as Pass, Merit, Distinction and Distinction\* at either Level 1 or Level 2.**
- What is the difference between Level 1 and Level 2? **A Level 1 course means the equivalent of a GCSE at grades 1-3, a Level 2 course means the equivalent of a GCSE at grades 4-9. All vocational courses are Level 1 and 2 depending on ability except Automotive Studies which is only at Level 1**
- Can I change my options after I have accepted them? **Yes, but we really do not like to do it as our staffing is set up based on the offers, even then we would only consider it for a very short time so please choose wisely and do your research beforehand**
- I have heard that choosing options just based on what my friends choose is a bad idea, is that correct? **It could be, remember that your friends may go into different colleges, courses or professions to you. You should choose what works best for you and you alone, if some of your friends do likewise and you are on the same courses then that is fine, but don't choose a course just to be with your friends. The same applies when choosing or not choosing a subject because of who teaches it. These options are for 2 years, and they allow you to progress to the next stage of your life so do not close any doors just because of likes or dislikes**
- Are the dates outlined firm deadline dates? **Yes, we need to stick to these deadlines so that we can do all of the things we need to behind the scenes**
- Are there any combinations of subjects I am not allowed to take? **Just the 1, as Art and Art Photography are the same course but with different mediums, you are only ever allowed to take one of them**