



GCSE Options Choices

2026-2028

The Option Subjects

Year 9 Options are the first opportunity students have had to influence the curriculum they will follow.

This booklet provides information about the three option subjects that can apply to study at GCSE level. A separate guide covering the 'core' curriculum covered by all students is available separately on the School website.

We look forward to seeing you at our GCSE Options Evening on Thursday 26 February, between 18:00 to 20:00 (doors open at 17:30).

The evening also offers the opportunity to hear how the GCSE curriculum is structured and to learn how to choose and submit option preferences using the online system. You will also be able to visit departments, to attend presentations given by our Subject Leaders and to have any questions you may have answered by subject teachers.

I hope you find the evening useful. Please email me *via* gcseoptions@bourne-grammar.lincs.sch.uk if you have any questions regarding the process following GCSE Options Evening.



Stephen Brown
Deputy Headteacher

Years 10 and 11: The Key Stage 4 Curriculum

Students will follow...

A 'core' curriculum studied by all, comprising English Language, English Literature, Mathematics, **Science and Spanish.

One Humanities subject: Ethics & Philosophy (EPR), Geography or History

Two Options subjects: Art, Computer Science, Design Engineering, Drama, Ethics & Philosophy, *French, Geography, History, Music, Physical Education, Statistics and 'Statistics & Further Mathematics'.

Students will also follow programmes in Careers Education Information Advice & Guidance (CEIAG), Physical Education, RE and Personal Development which do not lead to GCSE qualifications.

* Students may also include French in their optional subjects if they are studying it in Year 9. Should students wish to study languages at university, they should normally aim to take more than one language at both GCSE and A-Level. Whilst many universities do not require two MFLs at A-Level, some do, and many do look favourably upon more than one MFL.

** All students will embark on the Combined Science (Trilogy) course (equivalent to 2 GCSE awards), studying each of the three science subjects in dedicated lessons, but may be selected to transfer to the Triple Award (3 GCSE awards) if they can demonstrate a sufficient aptitude for science during the course of their KS4 studies. The selection is made in Term 3 of Year 10 following mock examinations in the three separate sciences. **All A-Level Science subjects can be accessed by students who study either Combined or Triple Science.**

Advice: Guidance to Students

Your choice of subjects may affect the options available to you when you choose your Sixth Form subjects in the years ahead. Aim to choose the curriculum that will enable you to keep your options open later on but choose subjects that you will enjoy studying. It is important that you study a good range of contrasting subjects.

Although details on all these courses are given in this booklet you should also talk to your teachers about your options. They know your potential and ability in their subject and so can give you excellent guidance. All teachers, including the Leadership Team and Headteacher, are always pleased to be consulted by students or parents about options. Please take full advantage of their wide experience.

How do I indicate my preferences?

You will be sent an email from noreply@sims.co.uk to your School email account inviting you to register for and then log into the options site the day after the Options Evening. Detailed guidance will be sent to you outlining how to make your options choices.

The deadline for submitting your option preferences is **9:00am on Friday 13 March 2026.**

What's on Tonight?

Subject	Room	Time of talks
Art	Art 2	Open House
Computer Science	Computer Science 2 (CS2)	Open House
Drama	Drama Studio	Open House
EPR	EPR 3 (talks) / EPR 2 (open house)	18:15 / 18:45 / 19:15
French	MFL 3	Open House
Geography	G1 /G2 /G3 (talks)	18:00 / 18:30 / 19:00 / 19:30
History	History 1 (talks) / History 2 (open house)	18:00 / 18:30 / 19:00 / 19:30
Music	Music Room 1 / Music Room 2	Open House
GCSE PE	PE1 (talks) / Open door in MFL9	18:00 / 18:30 / 19:00
Statistics	M1(Stats & Further Maths) & M2 (Stats)	Open House
Design Engineering	DE1	Open House
Careers and UCAS	The Chill	Open House

Options timeline

Thursday 26 February 2026: Year 9 GCSE Options Evening

Friday 27 February 2026: Sign-up email sent to students *via* school email accounts.

Friday 13 March 2026: Deadline for GCSE Options form to be submitted by 9:00am.

Constraints within the Options Process

We aim to make our curriculum as flexible and as personalised as possible within the constraints of the School environment. Every effort will be made to accommodate the preferred options choices of each student; to assist in this process students are required to select two reserve option choices in addition to their two 'free' preferences. Nevertheless, there will be a small number of students for whom one or more preferences cannot be accommodated. In such circumstances it may be necessary to use your reserve options.

The number of students in option sets will vary, depending upon the pattern of demand across the curriculum. The order of preference with which the students select their options will be used to determine allocations. The School will make decisions that might be needed as part of the options, setting and timetabling processes using professional judgement. Late applications may not be treated with equal consideration to those received by the deadline.

Final confirmation of the options allocated will follow only once the timetable for next academic year has been completed, in Term 6.

GCSE Art (Pearson Edexcel 1FA01/1FA02)

The GCSE Art course enables students to develop their practical skills and to actively engage with a range of media, materials and processes, so that they can create personal and meaningful outcomes. Students are required to investigate the work of artists and designers to develop their analytical skills; written critiques and annotations form a crucial part of the GCSE specification. Visits to galleries are organised so that the students can see works of art first-hand and gather resources to develop their coursework. In addition, the course allows for independent work, problem-solving, analysis, experimentation and risk-taking.

Mrs C Welling, Faculty Leader for Creative Arts

Unit 1 (Personal Portfolio in Fine Art, 60% of the final grade)

One project which enables students to develop a personal theme. Students experience a variety of teaching and learning activities, all aimed at building the necessary skills for them to:

- Undertake visual research and record observations.
- Develop, refine, record and present ideas.
- Understand and experiment with a range of materials, techniques and processes.
- Demonstrate an understanding of contemporary and historical art by making connections with their own work.
- Present a final outcome during a controlled assessment

Work produced in response to set themes in Years 10 and 11 will be internally examined and externally moderated. Students are encouraged to progressively build on their own strengths and interests, developing the ability to work confidently and independently.

Unit 2 (10hr externally set assignment, 40% of the final grade)

Preparatory work for an exam where the theme is set externally by Edexcel. Students are taught and supported throughout the preparatory period leading to a final 10-hour period of assessment, conducted under examination conditions.

Click [here](#) to learn more about the different careers or post-16 options that choosing Art may lead to.

The theme for the examination unit is externally set and given to the students in Term 3 of Year 11. This is also internally examined and externally moderated. Previous exam titles have included Gathering, Lock, Events and Found.

For careers in Architecture, A-Level Fine Art is strongly recommended to develop the portfolio skills for university entry. A GCSE in Art is an important pre-requisite for Art A-Level study.

“I think that GCSE Art differs a lot from previous years, you can have so much more freedom with presenting and you have the chance to really get creative.”

“In year 10 you get to experiment with new and different mediums.”

“GCSE Art is good because we are given more freedom to create our own work and express ourselves in the presentation.”

“It’s a subject that you look forward to going to”

GCSE Computer Science (Edexcel 1CP2)

Computer Science teaches students how to think more logically and how to solve problems more effectively. As such, its lessons are applicable well beyond the boundaries of Computer Science itself. Computer Science is also, more generally, the study of information. How can it be represented? With what algorithms can it be processed? Perhaps the simplest answer is that Computer Science is defined by the problems to which it is applied. Computer Science empowers students with tools and ideas that can be applied to practically any area of interest to them, both in school and beyond.

Contrary to popular belief, Computer Science is not just about programming, even though students do learn how to program. Programming languages are tools that Computer Scientists use or create to solve problems of interest to them.

Mr P Osborne, Subject Leader for Computer Science

Paper 1 (1h30m, 50% of the final grade)

Principles of Computer Science

- Computational thinking
- Data representation
- Computer hardware and software
- Networks and network security.
- Issues and impact, including ethical, legal and ownership issues.

Onscreen exam (2h, 50% of the final grade)

Application of Computational Thinking

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs in Python.

Expertise in Computer Science enables students to solve complex and challenging problems in a creative and innovative way and is a discipline that offers rewarding and challenging possibilities for a wide range of people regardless of their interests.

Using *Microsoft Teams* (allowing access to all resources from home as well as in school), students are provided with lesson-by-lesson resources, worksheets, python code etc. as well as having access to printed material in form of course textbooks, revision workbooks and revision guides

Click [here](#) to learn more about the different careers that choosing Computing may lead to.

“Computer Science is by far the best subject I have chosen for GCSE. All in all, it is a challenge but this does not mean that it isn’t enjoyable.”

“Computing is a truly exquisite subject. It is a useful and challenging subject but is most certainly rewarding once you get to grips with it.”

“Computer Science GCSE is both challenging and fun. Computer Science is suitable to both academic and creative students as there are plenty of chances to express those skills throughout the course.”

“The best GCSE choice I made.”

GCSE Design Engineering (Edexcel – Design Technology: Systems 1DT0/1D)

We offer a uniquely challenging and enjoyable programme of study, which develops creativity, a logical mind, resilience and problem-solving abilities through the creation of new and original products in our high-spec Design Engineering labs. As far as we know, no other school in the area offers such an advanced and forward-looking Technology curriculum.

Design Engineering is, as we like to say, ‘Intelligence made visible’.

Mr C Delport, Faculty Leader for Technology

Exam (1hr45m, 50% of the final grade)

The exam explores students’ understanding of:

- electronics
- materials
- modelling/prototyping,
- control systems (input, process and output), and
- mechanisms

Design and Making Practice (Approximately 45 hours, 50% of the final grade)

Students will investigate, design, make and evaluate a specific project, based on the theory and practical skills they will learn throughout the course. This will be completed in the classroom during Year 11 and under controlled conditions. This task will be marked by their teacher and the marks verified by the exam board.

Click [here](#) to learn more about the different careers that choosing Design Engineering may lead to.

In Year 10, students’ electronic design, programming and making and design skills will be bolstered, as they make their first complete projects from idea to finished product. They will develop skills in 2D and 3D modelling, as well as PCB design and construction as they learn to use all the machinery in the Design Engineering labs to produce high-precision products.

In Year 11, students will work to complete their own original project from concept sketches to a working prototype as part of a controlled assessment and hone their theory knowledge to help them succeed in the Summer exam.

Students are taught in the well-equipped Design Engineering labs and have access to all the machines and components that the department has to offer. Whether tuning a circuit on the oscilloscope, etching PCBs, designing and 3D printing parts or precisely laser-cutting their designs, we have the facilities to realise students’ ideas, and an experienced staff to support them. Student projects this year incorporate stepper motor control technology, Quantum Tunnelling Composite (QTC), PIC, Raspberry Pi and Arduino powered control systems.

“By the end of Year 10, I knew I wanted to be a professional engineer”

“I really enjoy having the freedom to design and create my own ideas”

“I love the pace; I’ve learnt a huge amount in a short time”

GCSE Drama (AQA 8261)

The aim of the GCSE Drama course is to foster creativity and communication. Students will work collaboratively for much of the course (including most of the coursework) and will need to be able to maintain a consistent level of work over a longer duration than they experienced at KS3. The interpersonal and communication skills that the students develop will be crucially important to them in the future, whichever course or employment they take. Work focuses on three key areas: scripted performance, devised performance and written exam. Written work underpins all of this, particularly in the written exam.

Mr N Moxley, Subject Leader for Drama

Exam (1h45m, 40% of the final grade)

Taken at the end of Year 11, the questions focus predominantly on a set text and also on a review of live theatre.

Section A tests general knowledge about Drama and Theatre.

Section B tests knowledge of the set text, *Blood Brothers*, in terms of your ideas for performance of roles and design of set and/or costumes.

Section C tests your knowledge of Live Theatre, based on productions you've seen live during the course and also seen on Digital Theatre.

Script performance work (20% of the final grade)

Rehearsal and performance (or design work) of a chosen play script, two extracts performed / designed in school and marked by a visiting assessor from AQA. Students can choose from the following skills: acting, set design, costume design, lighting design, sound design or puppet design. This is usually performed/shown in February of Year 11. The script choice is the student's choice, guided by the teacher. Each extract would, typically, be 5-10 minutes in duration.

Devised performance-based exam (40% of the final grade)

Devised work in response to a stimulus – performed in a chosen style or mixture of styles (or design work such as set or costume design). A Devising Log is also written. The unit is marked evenly on performance and Devising Log, and is marked by teachers in school and then moderated by AQA. Students can choose from the following skills: acting, set design, costume design, lighting design, sound design or puppet design. This is usually performed/shown in the summer of Year 10. Performances are typically 10-15 minutes in duration.

Click [here](#) to learn more about the different careers or post-16 options that choosing Drama may lead to.

Students who have a strong interest in Design work should also be interested in performance work, as they can design for main assessment but will also write as performers in the exam and will participate in workshops of the set text in lessons. You can perform, or design, or do both in separate practical units, but please be aware that you must be comfortable with performance work.

Successful drama students are creative, can communicate ideas and can collaborate with other students.

GCSE Ethics, Philosophy and Religion (AQA Religious Studies A 8062)

Being successful in a multi-cultural society and ever-smaller globalised economy requires an awareness of diversity. This course is designed to equip students with this valuable cultural capital and an insight into religion and human experience in the modern world. In an increasingly service-based and human-interface-focused economy learning to interact with others of all backgrounds and cultures will become an ever-increasingly valued skill.

We refer to the qualification as Ethics, Philosophy, and Religion. This is to help the students better understand what the course involves. The subject is accessible to all, whether you are religious, an agnostic, or an atheist. Every opinion and worldview is welcome.

Mr S P Tighe, Subject Leader for EPR

Thematic Studies (1hr45m, 50% of the final grade)

Ethics deals with the moral rightness or wrongness of certain human actions and behaviour. This is the side of the course where we get into some very interesting and high-spirited arguments. Students will examine each debate from Christian and non-religious points of view, but we do cover a broader range than this. The topics our students will study in this aspect of the course include the following issues:

Life: abortion; animal rights; euthanasia; the origins of life; science versus religion.

Crime and Punishment: criminology; capital punishment; corporal punishment.

Human Rights and Social Justice: homophobia; sectarianism; poverty; racism; sexism.

Peace and Conflict: Just War Theory; pacifism; terrorism; weapons of mass destruction.

The Study of Religion (1hr45m, 50% of the final grade)

Students explore the beliefs, teachings, and practices of two religious traditions: Christianity and Islam. The United Kingdom is – speaking culturally and historically – a Christian country. A good grounding in Christianity is often under-rated in our society these days but imagine trying to understand Britain without it. So much of who we are as a nation has been shaped by this, the world’s most popular religion. So much of our past, our language, our names, our literature, our art, our music, our architecture, our morality, our ceremonies, our festivals, our holidays, our laws, our system of government, even our flag and so much more is – for good and ill – the product of Christianity. There are so many subjects where a grounding in Christianity will come in useful.

Islam is the 2nd largest religion locally, in the United Kingdom, and in the world. The United Kingdom has many cultural, historical, and economic ties with many Muslim lands. For example, the United Arab Emirates imports approximately \$11 billion worth of British goods each year. One cannot deny the topicality of this aspect of the course and will help our students better understand current events and the world in which they live.

Click [here](#) to learn more about the different careers that choosing EPR may lead to.

“I like the teacher as they make the subject fun due to their enthusiasm and sense of humour. The skills we develop whilst studying this course are useful and can be adapted and used in later life”

“You are able to express your opinion without being judged or being told off.”

“I think I will actually use what I learn in the lessons later in life.”

“It dispels prejudices people may have and helps us to understand different points of view.”

GCSE French (Edexcel 1Fr1)

The aim of the [GCSE French](#) course is for students to develop the ability to communicate effectively and become aware of cultural variations in countries where the French language is spoken. Students will also be encouraged to develop an understanding and knowledge of the language in a variety of contexts. In addition, their linguistic knowledge, understanding and skills will help students to take their place in a multilingual global society and provide a suitable basis for further study, so that informed decisions about career choices can be made later.

Mrs S M Cowell, Faculty Leader for MFL

ADVICE: GCSE French is only available to students presently studying it in Year 9.

Students are entered to either take the Foundation or the Higher Tier papers

Paper 1 Listening (1hr, 25% of the final grade)

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

Paper 2 Speaking (≈30m, 25% of the final grade)

The exam is conducted and recorded by the teacher and then marked by an external examiner. Students are assessed on their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests.

Paper 3 Reading (1hr, 25% of the final grade)

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Translating from French into English

Paper 4 Writing (1hr20m, 25% of the final grade)

- Communicating effectively in writing for a variety of purposes.
- Translating from English into French.

The course content comprises of situations that a 16-year-old could encounter when visiting or living in a French-speaking country, covering:

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

Click [here](#) to learn more about the different careers that choosing languages may lead to.

“It’s practical, fun and enjoyable”.

“It makes you think, and I like to see the links with Spanish”.

“It’s a fun and easy to learn language which is handy for the future.”

“It’s hard work but you learn about French culture.”

“I like the fact that our class is small as I feel more confident to ask questions”.

GCSE Geography (OCR J386 Geography B - Geography for Enquiring Minds)

The Geography GCSE specification aims to encourage students to think like geographers through an enquiry approach to contemporary topics of study. Much like our Key Stage 3 lessons, each topic is centred around a geographical question. Answering questions (an enquiry approach to geography) ensures students are discovering something about the nature of geographical knowledge and how the scope of the subject is changed by the questions that are asked. Study, contextualised through exciting topics, will allow our students to easily engage with the subject matter.

The qualification integrates fieldwork and geographical skills into both the content and assessments, giving a holistic approach. Geographical skills and fieldwork are therefore embedded within teaching and learning. We aim to inspire in our students a passion for Geography which encourages a wonder about the world and a need to know.

Mrs R Greenfield, Faculty Leader for Humanities

Paper 1 Our Natural World (1hr30m, 35% of the final grade)

- Global Hazards & Changing Climate
- Distinctive Landscapes
- Fieldwork & Geographical skills

Paper 2 People and Society (1h30m, 35% of the final grade)

- Urban Futures
- Dynamic Development
- UK in the 21st century
- Resource Reliance
- Fieldwork & Geographical skills

Paper 3 Geographical Exploration (1h30m, 30% of the final grade)

- Geographical Skills & Decision-making exercise

Click [here](#) to learn more about the different careers that choosing Geography may lead to.

The course enables students to build on their Key Stage 3 knowledge and skills to:

- Know geographical material: Develop and extend knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.
- Think like a geographer: Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.
- Study like a geographer: Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses.
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.

“Geography leaves you with multiple skills and experiences not found in any other subject.”

“Geography lessons are interesting and things like field trips mean that it’s not all focused on the exam, unlike other subjects.”

“The support from the Geography teachers is great. If you need any extra help or support, they’re more than happy to help.”

GCSE History (AQA 8145)

History is a popular, academically rigorous subject, with the potential to shock, inspire and engage. Because of this, history is a subject that is very well-regarded by Oxbridge and Russell Group Universities.

As well as the academic rigour of the subject, history teaches skills that are incredibly valuable in the world of work: presenting evidence objectively, investigating and researching information, putting together reasoned arguments, and engaging with different points of view.

As such, choosing a GCSE in history is great preparation for a degree, and for developing skills for life. History is a facilitating subject, which means that it provides students with many options and choices regarding their next steps. Studying history commonly leads to careers in law, journalism and the media, politics and the civil service, finance and banking, and various graduate schemes for companies specialising in financial services and business consultancy, to list just a few.

Dr H Barmby, Subject Leader for History

Paper 1 Understanding the Modern World (2hrs, 50% of the final grade)

Conflict and Tension, the First World War, 1894 – 1918

America: Opportunity and inequality, 1920 – 1973

Paper 2 Shaping the Nation (2hrs, 50% of the final grade)

Britain: Power and the people, c1170 to the present day

Medieval England: The reign of Edward I, 1272 – 1307

There are no tiered exams in History - all students take the same paper.

Click [here](#) to learn more about the different careers or post-16 options that choosing History may lead to.

Students will have the opportunity to take a 3-day tour of the castles built by Edward I in northern Wales. This trip helps students to understand how Edward I was able to take control of Wales and how he dealt with rebellions against English rule. You will also have the chance to explore the battlefields of Ypres and the Somme on a 3-day tour of Belgium and France. This trip helps students to understand the conditions soldiers dealt with during the First World War and deepens their understanding of key battles fought on the Western Front.

History lessons are engaging and aspirational, focussing on exam techniques as well as historical content. You will be given bespoke resources to support your learning. A History Handbook for each topic will provide you with sentence starters for all types of questions and the core knowledge you will need to learn to succeed in this GCSE. Moreover, you will receive a Revision Guide for each topic which provides useful summaries of every aspect of the specification and a plethora of exemplar answers to compare to practice questions you might complete.

“History is my favourite subject because the lessons are so interactive.”

“History is the subject I look forward to each week; it is fun and interesting as well as beneficial.”

“I felt so supported by the department through my GCSE. They were really well organised with revision resources.”

GCSE Music (Edexcel 1MU0)

GCSE [Music](#) aims to enable students to engage actively in the process of music study, developing performing skills individually and in groups to communicate musically and with fluency. The diverse styles and genres of music studied are designed to broaden students' musical experience and interests, develop imagination and foster creativity.

With the musical requirements outlined below, it is important that any student wishing to take GCSE Music discusses this with Mr Tomlinson or Mr Jones prior to submitting their options form.

Mr M M Tomlinson, Subject Leader for Music

Unit 1 Performance (1 solo and 1 ensemble performance, 30% of the final grade)

Students perform on their chosen instrument, both as a soloist and as part of a group. Throughout the course they will perform in class and be assessed by music staff on technical control, expression, interpretation, fluency and difficulty. There are three difficulty bands; 'Less Difficult', 'Standard' and 'More Difficult', and additional marks are awarded for solo pieces performed from the top two bands. A piece above grade 4 standard is considered 'More Difficult'.

Unit 2 Composition (2 compositions no shorter than 3 minutes, 30% of the final grade)

This component assesses students' skills in composing music and enables them to appreciate the process of creating music. Both compositions are composed on a computer under controlled conditions. Please note it is not essential for students to be fluent at reading musical notation, as this skill is developed through the course.

Unit 3 Appraising (1hr45m, 40% of the final grade)

Students learn the content of musical elements, musical contexts and musical language through four compulsory areas of study. The areas of study and set works are available on the Music page of the School website. Students to respond to extracts of music on the CD, of which:

Six questions will be based on extracts of the set works.

One question will be based on musical dictation.

One question will be on musical diction.

One question will be on an unfamiliar piece (closely related to a set work) with an accompanying skeleton score.

Click [here](#) to learn more about the different careers or post-16 options that choosing Music may lead to.

GCSE Music aims to enable students to engage actively in the process of music study, developing performing skills individually and in groups to communicate musically and with fluency. The diverse styles and genres of music studied are designed to broaden students' musical experience and interests, develop imagination and foster creativity.

Students will study music from the Western Classical tradition, both old and new, as well as music from around the world and pop culture. Music students learn to recognise different instruments, comment on the way they are used and analyse structures and techniques that are used to compose the music they play.

"Music in Year 10 is great fun, not only do you learn but you get to create music in groups which is different and more exciting than other subjects!"

"Doing Year 10 music is really fun, although I find it difficult it still gives me a break from the normal school day. It lets me be creative."

"Year 10 music is great fun, it's practical and you learn loads."

GCSE Physical Education (AQA 8582)

The course provides opportunities for candidates to improve their overall knowledge and performance in a range of practical activities and to appreciate the necessity for sound understanding of the principles, practices and training which underpin improved performance, better health and well-being.

The course therefore is both practical and theory based. Students who choose it also attend the compulsory core PE lessons. In essence, GCSE PE consists of three units, two of which are theoretically based and the third being practical. It is also very well suited, although not essential, in preparing students for the A-level course in the future.

Mr C J Ray, Director of Physical Education & Sport

ADVICE: It is a pre-requisite that students wishing to undertake the GCSE in Physical Education are already participating regularly in at least one of the recognised activities (link below) either as part of a school club or on an extra-curricular basis.

Paper 1 (1h15m, 30% of the final grade)

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2 (1h15m, 30% of the final grade)

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Non-exam assessment: Practical performance (40% of the final grade)

- For each of 3 activities, students will be assessed in skills in progressive drills and the full context.
- Students will be assessed on their analysis and evaluation of performance to bring about improvement in one activity.

Click [here](#) to learn more about the different careers or post-16 options that choosing PE may lead to.

The range of activities that can be assessed is broad, with many activities being taught during school time. There is the opportunity for students to be assessed externally in activities such as Swimming, Dance, Golf, Skiing and Equestrian, where a student may already be a skilled performer. It is important that students check which sports are offered for assessment (listed [here](#) on pages 46-49) before finalising their option preferences. If students are in any doubt, they should seek advice from the Physical Education Department staff who will be happy to assist.

An optional addition to the course is a 3-day residential in North Yorkshire to enable students to be assessed in both road cycling and rock climbing. Whilst little prior ability is required in either activity, students have found this hugely beneficial in attaining good marks for two of their three scores to be submitted. It should be noted that there are costs associated with this residential and it is entirely optional to participate. More details will be provided should you select GCSE PE.

“Very helpful and linked well with Biology”

“Beneficial if looking to pursue a career in sport”

“Gaining recognition for my sporting ability is really good”

“Very enjoyable, and helps you understand PE in further detail”

GCSE Statistics (Edexcel 1ST0)

An understanding of statistics is a valuable tool in life, in further studies, and in many jobs. Higher Education institutions and employers recognise [GCSE Statistics](#) as a worthy qualification in its own right. In the current job market, medical researchers with a statistical background are particularly valued. The subject supports the study of many other related disciplines, such as Mathematics, Sciences and Humanities, at both GCSE and A-Level.

Students will develop an understanding of how Statistics is used in the real world. Students will also develop a deeper written understanding than that of GCSE Mathematics, including the ability to explain why a particular method is the best method to use and why certain methods may be misleading.

Dr S Pritchard-Murphy, Subject Leader for KS4 Statistics & Level 2 Further Mathematics

Paper 1 (1hr30m, 50% of the final grade)

Paper 2 (1hr30m, 50% of the final grade)

Both papers include a mix of short, medium, and extended response questions covering:

- Collecting Data
- Processing, Representing and Analysing data
- Probability

All students will study the higher-tier specification which targets grades 4-9.

Click [here](#) to learn more about the different careers or post-16 options related to Maths.

“Statistics is enjoyable because it is interesting to see the extent to which it is incorporated in day-to-day life; we get to learn about real-life situations.”

“I like how it is similar to Maths, but it includes more interpretations and analysis questions.”

“The lessons don’t feel rushed, so we have the time to understand and improve.”

“I appreciate the amount of support I receive, both in and out of lessons.”

“It’s an excellent course; the teachers are knowledgeable and it’s an interesting subject. I’d recommend it without any hesitation.”

“Statistics is a new doorway into a different perspective. It complements Maths well, and it prepares you for real world opportunities.”

“It’s the Maths that you never thought you needed.”

“It’s a great subject which goes into great detail about things that are related to how Statistics is used in the real world.”

“Facts are stubborn things, but statistics are pliable.”

- Mark Twain

GCSE Statistics & Further Mathematics (Edexcel 1ST0, AQA 8365)

If you are considering taking A-Level Mathematics this course serves to ensure you are thoroughly prepared. Although this course is not a requirement for A-level Mathematics the content covered in this course is instrumental at A-Level.

An understanding of Statistics and Mathematics is a widely recognised asset in many careers. Comprehension of both Statistics and Mathematics is strongly valued by many related disciplines such as Science, Economics, Computing and more.

Students will be taught a deeper understanding of techniques compared to GCSE Mathematics, while gaining knowledge and understanding of key words in Statistics. Students will also develop an awareness of how Statistics is used in the real world and develop rigorous problem-solving skills.

Dr S Pritchard-Murphy, Subject Leader for KS4 Statistics & Level 2 Further Mathematics

ADVICE: Students must rank in the top 100 students in the year in the Year 9 mid-year exam to apply to study Statistic & Further Mathematics. Students will study the Statistics content in Year 10, followed by the Further Maths content in Year 11.

Paper 1 & 2 as per GCSE Statistics **and**

Level 2 Further Mathematics

Paper 1 Non-Calculator (1hr45m, 50% of the final grade)

Paper 2 Calculator (1hr45m, 50% of the final grade)

Both papers cover a mix of questions covering:

- Functions and Coordinate Geometry
- Calculus
- Matrix Transformations

For Further Mathematics, students follow an un-tiered specification, which targets grades 5-9.

Click [here](#) to learn more about the different careers or post-16 options related to Maths.

“If you are looking to take A-Level Maths in the future, then Further Maths is definitely a great option.”

“Further Maths is a great choice if you want to challenge yourself about the level of GCSE Maths.”

“Further Maths is a valuable subject for those pursuing careers in STEM subjects and offers an enjoyable challenge.”

“It’s a ‘sin’ not to like Further Maths ‘cos’ it’s fan-‘tan’-stic.”