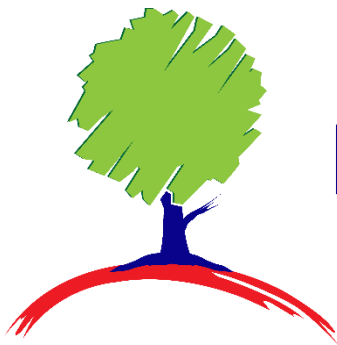


# Key Stage 4 Options Guide September 2023 - July 2025



**Bramcote College**

A member of The White Hills Park Trust

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## Key dates and events

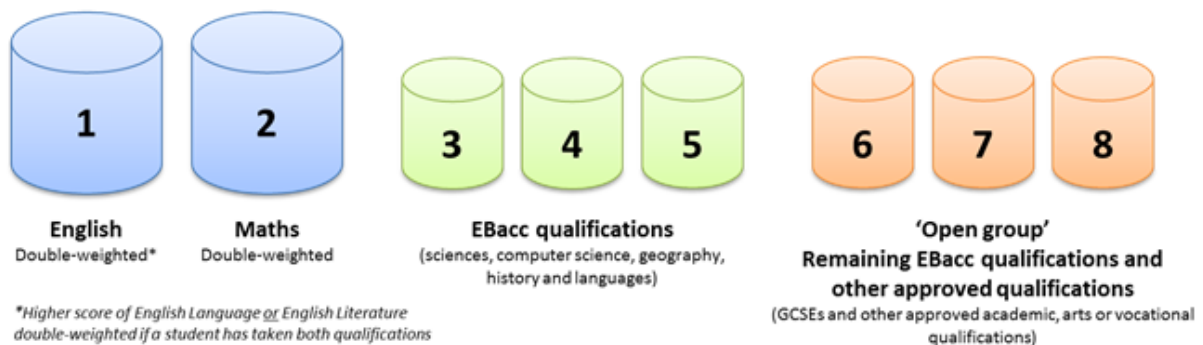
Date	Event
Thursday 12 <sup>th</sup> January	Key Stage 4 Options presentation for Year 9 Students
Thursday 26 <sup>th</sup> January	GCSE Options Evening – held in the school hall – for students and parents
Friday 27 <sup>th</sup> January (p.1 & 2)	Year 9 Careers morning – “Meet the Professionals”
Friday 3 <sup>rd</sup> February (p.4)	GCSE Options Taster afternoon – “Meet the Teachers”
Monday 20 <sup>th</sup> February	Deadline for options choices – please complete the online form sent to students via email / MCAS app.
Easter 2022	Confirmation of subject choices for students

## Welcome to the Year 9 guide to KS4 Options

At Bramcote College, we provide a curriculum that is relevant, inspiring and challenging. Our objective is to foster a love of education, a commitment to lifelong learning and thorough preparation for external exams. Through our KS4 curriculum we develop students' knowledge, skills and understanding to prepare them for their lives beyond school.

We have developed a curriculum to meet the needs of the full range of students and provide a range of appropriate accreditation, including vocational programmes to complement GCSE courses. Details of all courses offered by the school are contained in this booklet.

The government encourages students to study a broad curriculum, covering a range of subjects including English, Maths, Humanities, Science, Languages and other GCSE courses that suit each individual student. At the end of their GCSE courses, students will gain an Attainment 8 score which is the GCSE score achieved in a student's 'best 8' GCSEs with English (Language and Literature) and Maths counting as double weightings as below:



Attainment 8 sits alongside the 'English Baccalaureate' (EBacc). Students who gain a 'good pass' (a Grade 5 or above) in English, Mathematics, at least 2 Sciences (including Computer Science), a Humanities subject and a Modern Foreign Language are awarded the EBacc. We encourage all students who aspire to go on to Higher Education to follow the EBacc route and welcome further discussion with parents about the pathways available to students. The curriculum we offer allows students to follow this route as well as choosing from

a range of other subjects. We will provide you and your child with advice on which pathway we think is most suitable for them to follow; please feel free to contact us should you wish to further discuss the individual needs of your child.

## Changes to the GCSE grading system

Nationally the GCSE grading system has changed; the old system of grades, A\*-G, has been phased out and all GCSE subjects are now marked according to the 9-1 grading system (with 9 being the highest).

New 1-9 grade system	Old A*- G grade system
9	A*
8	A*/A
7	A
6	B
5	B/C
4	C
3	D/E
2	E/F
1	F/G

## Options Table

You must pick **one subject** from each block.

We recommend that students **study Spanish as well as History or Geography (E.Bacc. Route)** as this is a broad academic pathway which allows students to progress into any future career route which may interest them

Everyone must choose **at least one subject** from the grey section (History, Geography, Spanish or Computer Science); it is up to you which block you take this subject in.

Block A	Block B	Block C
History Geography Spanish	History Geography Computer Science	History Geography Spanish
Sociology Performing Arts Photography Sport Food and Nutrition	Business Photography Psychology Health & Social Care Textile Design	Business 3D Design Media Studies Psychology Sport Art

### Example Pathways:

Future career interests:	Possible options choices (suggestions – not compulsory)
<i>Law / Police / Medicine</i>	History/Geography, Psychology, Sociology, Spanish
<i>Theatre / set design / Music industry</i>	Performing Arts, Art, Media, 3D Design, Photography, Textiles
<i>Primary school teacher</i>	History/Geography, art/design, Health & Social Care, Spanish
<i>Architect, interior designer</i>	History, Art, Media, 3D Design, Photography, Textiles
<i>Sports Coach / player</i>	Geography, Sport, Psychology
<i>IT / Programming /Game design</i>	Computer Science, Business, Photography & Media, Art
<i>Business / sales / marketing</i>	Computer Science, Geography, Media, Business, Psychology, Photography, Spanish, Art
<i>Journalism / TV / author</i>	History/Geography, Media, Photography, Sociology, Spanish, Art



## Core Subjects

### All students will be studying the following subjects:

- English Language and English Literature
- Maths (with some students selected to take Further Maths)
- Science: Combined Science (Trilogy) OR Separate Sciences (Biology, Chemistry and Physics)
- Core PE
- Citizenship, RSE and Religious Studies.

## Options

### Students can select their Options from the following subjects:

- Art
- Business Studies
- **Computer Science\***
- 3D Design
- Food Preparation and Nutrition
- **Geography\***
- Health and Social Care
- **History\***
- Media Studies
- **MFL – Spanish\***
- Performing Arts
- Photography
- Psychology
- Sociology
- Sport
- Textile Design

**\*Attainment 8 subjects – everyone must choose at least one of these subjects.**



## **Information on Compulsory Core Subjects :**

**English:** Head of Department – Mrs Lee [emma.lee@whptrust.org](mailto:emma.lee@whptrust.org)

**Maths:** Head of Department – Mr Devlin [dominic.devlin@whptrust.org](mailto:dominic.devlin@whptrust.org)

**Science:** Head of Department – Mrs Pascual [alison.pascual@whptrust.org](mailto:alison.pascual@whptrust.org)

**PE:** Head of Department – Mr Warner [kieran.warner@whptrust.org](mailto:kieran.warner@whptrust.org)

**Citizenship, RS and RSE:** Head of Department – Mrs Anderson  
[sophie.anderson@whptrust.org](mailto:sophie.anderson@whptrust.org)

Subject	GCSE English Language
Exam Board:	AQA
Assessment structure:	100% final exam at the end of two years
Topics covered in this course include:	<p><b>English Language Paper 1: Fiction.</b></p> <p>Students read and respond to an unseen extract from a novel. They show understanding by answering questions on information and ideas, language and structure, and critically evaluating the writer's methods. Students also have to choose one task which may be descriptive or narrative writing.</p> <p><b>English Language Paper 2: Non-fiction.</b></p> <p>Students read and respond to two unseen extracts, one of which is a 19<sup>th</sup> century text. They show understanding by answering questions on information and ideas, language and structure, and critically evaluating the writer's methods.</p> <p>Students also have to undertake a task where they could be asked to Argue / Persuade / Advise / Explain or Instruct.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>English Language is an entry requirement for all subjects at post-16.</p> <p>English Language GCSE leads into A-Level English Language, English Literature, Media &amp; Humanities.</p> <p>Future careers include any area of business, public or private sector work, where good communication skills are required. Specialist careers include working in the media, PR and communication, publishing, journalism, and teaching.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Lee</li> </ul>

Subject	GCSE English Literature
Exam Board:	AQA
Assessment structure:	100% final exam at the end of two years. Closed book (this means that students do not have a copy of the text that they have studied with them in the examination).
Topics covered in this course include:	<p><b>English Literature Paper 1: Shakespeare and the 19<sup>th</sup> century novel. (Currently <i>Romeo and Juliet</i> and <i>The Strange Case of Dr Jekyll and Mr Hyde</i>)</b>  Students read and respond to an extract from a Shakespeare play and a 19<sup>th</sup> century novel that they have studied. They show understanding by answering questions on information and ideas, language and structure, and critically evaluating the writers' methods.</p> <p><b>English Literature Paper 2: Exploring Modern Texts.</b>  Students answer one question on a 20<sup>th</sup>/21<sup>st</sup> century text, currently 'An Inspector Calls'. Students also answer one question that asks them to compare two poems from an anthology that they have studied, one of which is printed on the exam paper. A third question asks students to analyse two unseen poems. The fourth question requires students to compare the effects of language and structure in two unseen poems.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>English Literature GCSE leads into A-Level English Literature, History, Politics and Social Sciences.</p> <p>Future careers include any area of business, public or private sector work, where good communication skills are required. Specialist careers include working in the media, PR and communication, publishing, journalism, and teaching.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Lee</li> </ul>

Subject	GCSE Maths
Exam Board:	AQA
Assessment structure:	100% exam 3 Papers: <ul style="list-style-type: none"> <li>✓ One is a non-calculator paper</li> <li>✓ Two are calculator papers</li> </ul> All exams are 1hr 30 mins.
Topics covered in this course include:	All of the KS3 content covered, and many more new topics, taken from: <ul style="list-style-type: none"> <li>✓ Number</li> <li>✓ Algebra</li> <li>✓ Ratio and Proportion</li> <li>✓ Geometry</li> <li>✓ Statistics</li> </ul>
This course is ideal for:	All students of all abilities. There are two tiers – Higher and Foundation.
Progress from this course: (KEY STAGE 5 or possible careers)	<ul style="list-style-type: none"> <li>✓ A-Level Maths and Further Maths.</li> <li>✓ Links well to Sciences, especially Physics.</li> <li>✓ Also supports Psychology, Geography, Product Design, Engineering, Science.</li> <li>✓ In terms of careers, Maths gives you access to anything STEM related (Science, Engineering, Maths, Technology), as well as careers in business, economics, psychology etc.</li> </ul> <p style="text-align: center;">Maths opens every door!</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mr Devlin</li> </ul>
Further Maths	During Year 10 and 11 some students will also study AQA Level 2 Certificate in further Maths. Your Maths Teacher will discuss this with you if it is a suitable programme of study for you

<b>Subject</b>	<b>Triple Science – Specialist in the Sciences. GCSE Sciences in Biology, Chemistry and Physics</b>
Exam Board:	AQA
Assessment structure:	<p>Students are selected to study all three disciplines of science; Biology, Chemistry and Physics.</p> <p><b>Students will be selected</b> based on their ability to cope with the pace of learning THREE GCSEs in the allocated time that the majority of students will study TWO GCSE qualifications. Attitude to learning will also play a key role. They will be taught some content in Year 9, with the majority taught in Years 10 and 11.</p> <p>Students will receive THREE GCSE qualifications (grade 9-1) in Biology, Chemistry and Physics.</p> <p>Each GCSE will be assessed separately at the end of the course (summer 2025) in two written examinations: totalling six examinations.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Progress onto A-Level studies.</p> <p>A-Level in Biology, Chemistry or Physics if they attain a <b>GCSE Grade 6</b> or above by taking the <b>Higher Tier</b> assessment route.</p> <p>Science GCSEs are often part of entry requirements or essential qualifications for careers including Medicine, Veterinary Science and Engineering.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Pascual (Head of Science)</li> </ul>

Subject	GCSE Combined Science (Trilogy) (Biology, Chemistry and Physics)
Exam Board:	AQA; Combined Science – Trilogy route
Assessment structure:	<p>Students will study Science through the delivery of topics that are separated into the traditional Science disciplines of Biology, Chemistry and Physics.</p> <p>The course will result in a qualification that carries the weight of two GCSEs. Students will receive a pair of (equal or consecutive) grades in the form of 9-9, 9-8, 8-8, 8-7, 7-7, 7-6 etc. in Combined Science.</p> <p>They will be taught the majority of content and skills over years 10 and 11, with some content delivered in Year 9.</p> <p>Each unit will be assessed separately at the end of the course (summer 2025) in a total of six written examinations (two biology, two chemistry and two physics):</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Progress onto A-Level studies.</p> <p>A-Level in Biology, Chemistry and Physics if they attain at least a <b>GCSE Grade 6-6</b> or above by taking the <b>Higher Tier</b> assessment route.</p> <p>Science GCSEs are often part of entry requirements or essential qualifications for careers including Medicine, Veterinary Science and Engineering.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mrs Pascual (Head of Science)</li> </ul>

Subject	Core PE
Activities included in Core PE:	Students are asked to make a choice of one of the following <i>pathways</i> : Performance, Creative, Participation and Leadership. Within the chosen pathway, students select the activities to compete and participate in. We feel giving students a choice is essential, as this is an integral part of sustaining interest and a positive attitude towards being physically active. We hope this will represent the way they may approach physical activity outside of school and so encourage lifelong learning and participation.
Skills developed in core PE:	Within Core PE, students will continue to develop their physical skills and the ability to perform within a range of sports and activities alongside developing their overall understanding of what it is to be fit and healthy for life. We also place a strong emphasis on a range of skills which include the ability to demonstrate leadership, resilience, working within a team and communication skills.
The benefits of Core PE:	The list is numerous, none more so than the ability to understand and maintain a healthy lifestyle, which has a range of physical, social and mental benefits. Within a sporting environment and during physical activity students engage with a number of concepts and challenges that develop the whole person.
Progress from this course:	Progress from Core PE develops into lifelong participation in physical activity. Overall the aim is to develop a person who can understand why it is important to lead a healthy lifestyle and how they can achieve this.

Subject	Citizenship/Religious Studies
Activities included:	Students cover all the key aspects of their statutory entitlement in these subjects including: <ul style="list-style-type: none"> <li>✓ Relationships and Sex Education (RSE)</li> <li>✓ Online safety</li> <li>✓ Drug and alcohol awareness</li> <li>✓ Careers advice and post-16 planning</li> <li>✓ Religious views on controversial topics</li> <li>✓ Migration, identity &amp; religious beliefs</li> <li>✓ Core British Values</li> </ul>
Skills developed:	RSE, RS and Citizenship enable students to acquire the necessary skills and knowledge to become informed, active citizens.
The benefits of this course:	These subjects enable students to discuss issues within society and develop analytical skills.
Progress from this course:	This course is particularly appropriate to studying Government & Politics and / or Philosophy & Ethics. It is also essential for all students in order to prepare them for the next stage of their education and life outside of school.

**Options Subjects: Art & Technology**

**Head of Art: Mrs Hewitt**

[margaret.hewitt@whptrust.org](mailto:margaret.hewitt@whptrust.org)

GCSE Art

**Head of Technology: Miss Crumpton**

[penny.crumpton@whptrust.org](mailto:penny.crumpton@whptrust.org)

GCSE Food Preparation and Nutrition

GCSE 3D Design

GCSE Textile Design



Subject	GCSE Art & Design – Fine Art
Exam Board:	AQA
Assessment structure:	<p>The AQA GCSE Art &amp; Design (Fine Art) carries a 60% weighting for controlled assessment over two years. Students will carry out two broad units of work during this time. This is then followed by a 10 hour practical exam/controlled test after a given preparation time. This makes up 40% of the final GCSE grade.</p>
Topics covered in this course include:	<p>Students carry out a range of practical projects in two and three dimensions; learn about the creative process, and how to make decisions about the development and direction of their work. They will also need to be able to demonstrate an awareness and understanding of the work of other artists and craftspeople. This can be done in writing and annotating their own personal response to others' work and their own work also by a personal response through their own artwork.</p>
This course is ideal for:	<p>This course will appeal to students who enjoy Art, or who would like to consider a creative or design-orientated career.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Students who are considering further study at A-Level in Art and Design or are thinking of a career in any of the design areas below will need to take the GCSE Art &amp; Design course as they will be required to submit a portfolio of work at interview.</p> <p>There are numerous career opportunities in Art related fields such as architecture, product designer, window dresser, teacher, film or theatre set designer, web designer, game design, animation, graphics, textile design, fashion or costume design.</p>
For more information please contact:	<p>✓ Mrs Hewitt</p>

Subject	GCSE Food Preparation & Nutrition
Exam Board	AQA
Assessment structure:	Written examination: 1 hour 45 minutes. 50% of the final mark Internal Assessment: 50% of the final mark
Topics covered in this course include:	<p><u>This is a food science-based course.</u></p> <p><b>Task 1:</b> Food investigation (30 marks) 15%</p> <ul style="list-style-type: none"> <li>✓ Students' understanding of the working characteristics, functional and chemical properties of ingredients.</li> <li>✓ Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</li> </ul> <p><b>Task 2:</b> Food preparation assessment (70 marks) 35%</p> <ul style="list-style-type: none"> <li>✓ Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task</li> <li>✓ Students will prepare, cook and present a final menu of three dishes.</li> <li>✓ Written or electronic portfolio including photographic evidence.</li> </ul>
This course is ideal for:	<ul style="list-style-type: none"> <li>✓ Students learn through practical experimentation and skills development</li> <li>✓ Increase knowledge, skills and confidence in working with a wide range of foods and preparation and cooking methods.</li> <li>✓ Developing an understanding of food and health so that pupils can look after their own needs and those of others.</li> <li>✓ Developing an understanding of factors that influence the foods that we eat e.g. environmental, ethical, economic, social</li> <li>✓ Exploring and understanding a range of ingredients and processes from different culinary traditions</li> <li>✓ Being creative with food and enjoying working with and developing new recipes</li> </ul>
Progress from this course: (KEY STAGE 5 or possible careers)	A-Level courses in Food Science and Nutrition Level 2 and 3 courses in Catering and Hospitality <u>Future prospects</u> - Food scientist, product development, hospitality and catering, dietician, sports nutrition, teaching, health promotion
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Miss Crumpton</li> </ul>

Subject	GCSE Textile Design
Exam Board	AQA
Assessment structure:	<p>The course is structured into two parts:</p> <p>Coursework 60%. Presentation of a portfolio of work undertaken over 2 years.</p> <p>Examination 40%. This will be externally set starting in January of Year 11. Students will produce preparatory studies over the spring term working with the support of their teacher. At the end of this period there will be a 10-hour exam realising a finished piece of work based on preparation work. All units of work involve preparatory studies and a realized outcome.</p> <p>Regular assessment will occur throughout the course. Much emphasis is placed on independent study with set home works of between 1½ hours and 2 hours each week.</p>
Topics covered in this course include:	<p>Textile Design is a versatile practice that involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products.</p> <p>Areas of study could include: constructed textiles, digital textiles, dyed fabrics and printed fabrics, fashion design, installed textiles, soft furnishings and stitched and/or embellished textiles. The new GCSE Specification has highlighted the importance of sustained observational drawing and written analysis; students must be prepared to explore ideas rigorously through drawing and annotation throughout the GCSE course.</p>
This course is ideal for:	The course offers you an opportunity to develop: creative thinking, independent work, knowledge/skills using a range of media, and presenting information/ideas in a lively and stimulating way. These skills are not confined to Art and Design but are relevant to most areas of working life.
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A level Textile Design.</p> <p>Careers in Art and Design include the following: graphics, fashion, furniture, industrial, interior and theatre design. Students from an Art and Design background are increasingly successful in the media industry.</p>
For more information please contact:	✓ Miss Crumpton

Subject	GCSE 3D Design
Exam Board	AQA
Assessment structure:	<p>Component 1 Portfolio Non-exam Assessment (NEA) Coursework 96 marks 60% of GCSE Grade</p> <p>Component 2 Externally set assignment Preparatory period followed by a 10 hour practical exam 96 marks 40% of GCSE Grade</p>
Topics covered in this course include:	<p>During the first term students will learn a range of different skills to prepare them for the NEA. This will range from creating bespoke boxes, pewter casting, drawing and card modelling techniques.</p> <p><b>Portfolio Project.</b> Students will be designing and making a product themed around IKEA, we begin the project by visiting IKEA in Giltbrook to research suitable products that could be made in school. From here you go onto research IKEA designers and produce / develop Ideas and models before making your final product. In the past students have made objects such as lamps, desk tidies, mirrors, clocks to name a few. Students do not need to have done 3D design as an option in year 9 to be able to study this.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	A Level 3D Design / Product Design / BTEC Engineering / Furniture Design / Architecture / Product Design / Construction / Set Design
For more information please contact:	✓ Miss Crumpton

**Options Subjects: Media and Photography Department**

**Head of Department: Mrs Deacon**

[lisa.deacon@whptrust.org](mailto:lisa.deacon@whptrust.org)

GCSE Photography

GCSE Media Studies

Subject	GCSE Art & Design - Photography
Exam Board:	Eduqas
Assessment Structure:	<p>Students following the GCSE Photography course will complete two main assessment portfolios. <b>Component 1 (Portfolio)</b> This is worth 60% of the final mark and is a Personal Investigation exploring one major theme.</p> <p><b>Component 2 (exam topic)</b> This is worth 40% of the final mark. Students must respond to a title set by Eduqas during a 10 hour practical exam/controlled test after a set preparation time.</p>
Topics Covered in this course include:	<p>We begin the course by introducing students to different photographic styles and techniques, including macro photography, sequencing and portrait digital editing. Students will produce a sketchbook of work in which they explore different photographers, experiment with editing techniques and refine their own photographic skills.</p>
This course is ideal for:	<p>GCSE Photography is ideal for students who enjoy developing a creative, personal response to different themes, and who can work independently to develop their passion for taking photographs and creating digital artwork.</p>
Progress from this course: (Key Stage 5 or possible careers)	<p>A Level Photography, A Level Art, creative and digital media courses, apprenticeships or vocational courses. Employment in advertising, marketing, press photography, graphic design, film editing, fashion, commercial photography and much more!</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Mrs Deacon</li> <li>✓ Ms Cooper</li> </ul>

Subject	GCSE Media Studies
Exam Board:	Eduqas
Assessment structure:	<p><b>Component 1: Exploring the Media</b> <i>Written examination, 1 hour 30 mins. 40% of the qualification</i></p> <p><b>Component 2: Understanding Media Forms and Products</b> <i>Written examination, 1 hour 30 mins. 30% of the qualification</i></p> <p><b>Component 3: Creating Media Products</b> <i>Non-exam assessment. 30% of the qualification</i></p>
Topics covered in this course include:	<p>This course enables students to gain an in depth understanding of a wide range of media forms (such as advertising, video games, the film industry and music videos). Students will learn about how representation is used to reflect and influence opinions and be able to explain why and how this is achieved. Students will also learn about Media Industries through an in-depth study of TV Sitcom and Media Marketing through analysing a music industry case study.</p> <p>The creative element is retained through an individual media production made in response to a choice of set briefs provided by the exam board, focussing on the key areas of media language and representation.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A Level Media Studies. Also, A Level English Language, A Level ICT, A Level Photography and A Level Business Studies all share similar skill sets.</p> <p>A university degree in Media can lead to jobs in journalism (TV and print), film making and editing, advertising, marketing and teaching.</p> <p>Analytical and evaluative skills learnt on a Media course are also highly transferrable in business, ICT, marketing and sales.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Mrs Deacon</li> <li>✓ Ms Stevenson</li> </ul>

**Options Subjects: Business & IT Department**

**Head of Department: Mrs Banger**

[jacqui.banger@whptrust.org](mailto:jacqui.banger@whptrust.org)

GCSE Business

GCSE Computer Science



Subject	GCSE Business Studies
Exam Board:	Edexcel
Assessment structure:	100% Exam (this is split in to two exams sat in year 11. They are worth 50% each)
Topics covered in this course include:	<p>Business is taught in two units:</p> <p>Investigating small businesses, which includes sections on:</p> <ul style="list-style-type: none"> <li>✓ Enterprise and entrepreneurship</li> <li>✓ Spotting a business opportunity</li> <li>✓ Putting a business idea into practice</li> <li>✓ Making the business effective</li> <li>✓ Understanding external influences on business</li> </ul> <p>Building a business, which includes sections on:</p> <ul style="list-style-type: none"> <li>✓ Growing the business</li> <li>✓ Making marketing decisions</li> <li>✓ Making operational decisions</li> <li>✓ Making financial decisions</li> <li>✓ Making human resource decisions</li> </ul>
This course is ideal for:	Students interested in the world of business and understanding the key aspects of business. Excellent written communication is essential.
Progress from this course: (KEY STAGE 5 or possible careers)	Overall, the course offers a varied and interesting introduction to the subject of Business. Whilst the content will be new to all students (and therefore quite demanding) it will be of use to students later in life and help them understand business in practical terms. The course introduces Business, Economics and Enterprise and will therefore be of use to students who wish to study these subjects at A-Level. The course gives a broad introduction to many important and useful areas of Business in today's competitive world.
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Mrs Banger</li> <li>✓ Mr McHugh</li> </ul>

Subject	GCSE Computer Science
Exam Board:	OCR
Assessment structure:	There are two written exams which are taken in Year 11 and make up 100% of your final grade (50% per exam).
Topics covered in this course include:	Students will study the following: <ul style="list-style-type: none"> <li>✓ Computer systems and programming (written exam paper)</li> <li>✓ Computational Thinking, Algorithms and Programming</li> <li>✓ Programming project</li> </ul>
This course is ideal for:	This course is ideal for students who are logical and enjoy problem solving. Computer Science is also aimed at students who want to learn more about coding to produce programmes, to meet a range of briefs.
Progress from this course: (KEY STAGE 5 or possible careers)	A-Level in Computer Science through to a degree and career in a whole host of computing options, including programming, project management and network management. Combines well with Business, Science and Media Studies.
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Mrs Banger</li> </ul>

**Options Subjects: Humanities Department**

**Head of Department: Mr Staszkiwicz**

[tom.stazkiwicz@whptrust.org](mailto:tom.stazkiwicz@whptrust.org)

GCSE Geography

GCSE History

Subject	GCSE Geography
Exam Board:	AQA
Assessment structure:	<p>Living with the physical environment – 1 hour 30 minute exam worth 35% of overall grade</p> <p>Challenges in the human environment – 1 hour 30 minute exam worth 35% of overall grade</p> <p>Geographical applications– 1 hour exam worth 30% of overall grade</p>
Topics covered in this course include:	<ul style="list-style-type: none"> <li>✓ Natural Hazards</li> <li>✓ Climate Change</li> <li>✓ Rivers</li> <li>✓ Coasts</li> <li>✓ Ecosystems</li> <li>✓ Urbanisation</li> <li>✓ Economics</li> <li>✓ Development</li> <li>✓ Resource management</li> <li>✓ Fieldwork (linked to a residential trip to the Welsh coast)</li> </ul>
This course is ideal for:	Students who have an interest in the natural world and our place in it.
Progress from this course: (KEY STAGE 5 or possible careers)	Due to Geography's wide range of topics and close links with other academic disciplines, this GCSE is a great complement to a number of A-Level courses, not just A-Level Geography. As well as there being many careers where Geography is essential (environmental management, town planning etc.), there are countless professions where it would be useful (e.g. teaching, finance, tourism etc.). As such, GCSE Geography is very highly regarded by all colleges and employers.
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Mr Staszkiwicz</li> </ul>

Subject	GCSE History
Exam Board:	Edexcel
Assessment structure:	Exam 1 Thematic Study and historic environment 30% Exam 2 British Depth Study and Period Study 40% Exam 3 Modern Depth Study 30%
Topics covered in this course include:	<p><b>Thematic study: <i>Medicine in Britain 1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches</i></b> This unit will look at medical developments in Britain and how these have changed over time.</p> <p><b>British Depth Study: <i>Early Elizabethan England 1558-1588</i></b> This topic will examine how Elizabeth ruled England and dealt with challenges including religious divisions and the Spanish Armada.</p> <p><b>Period Study: <i>The American West, c1835-c1895</i></b>: This topic will focus on the expansion of America into the west and how settlement of the Plains caused conflict.</p> <p><b>World Depth Study: <i>Weimar and Nazi Germany, 1918-39</i></b> This topic will examine how the Nazis rose to power in Germany and what it was like for different groups of people to live under Nazi rule.</p>
This course is ideal for:	Students who are inquisitive and like to ask questions about the past. Students who want to find out about the world around them and have an interest in other people and societies.
Progress from this course:  (KEY STAGE 5 or possible careers)	A-Level History, A level Government and Politics, A Levels in Social Sciences.  Career opportunities: Archaeologist, archivist, lawyer, politician, journalist, writer, teacher and many jobs are relevant to the study of History
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Mr McKay</li> <li>✓ Mrs Stoker</li> </ul>

## **Options Subjects : Social Sciences Department**

**Head of Department: Miss Heydon**

[emma.heydon@whptrust.org](mailto:emma.heydon@whptrust.org)

OCR National in Health & Social Care

GCSE Psychology

GCSE Sociology

Subject	Level 1 and 2 Cambridge National Certificate in Health and Social Care
Exam Board:	OCR
Assessment structure:	<p>There are three units. Two units are coursework based and cover the topics of supporting individuals through life events &amp; creative and therapeutic activities. There is a written exam- which is one- hour long.</p> <p>You can retake the exam and improve your coursework. and the highest score will be the one counts!</p>
Topics covered in this course include:	<p>Supporting Individuals Through Life Events – You will cover how people develop from birth to old age and how to support people with various needs</p> <p>Creative &amp; Therapeutic Activities – You will learn how these alternative methods assist people with a range of physical and mental disorders</p> <p>Principles of Care - This unit focuses on the skills required to work in Health and Social Care, along with the procedures that we must follow.</p>
This course is ideal for:	Students who have a desire to provide care for vulnerable people in society and want to understand key principles that underpin why and how this should be done.
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Level 3 Health/Social Care related courses/Sociology/Psychology/A-Level Science/Biology. NVQ and Apprenticeship route</p> <p>Careers: Paramedic, nurse/midwife, mental health worker, childcare worker, occupational therapist, counsellor, radiographer plus many, many more.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Miss Heydon</li> <li>✓ Mrs Smith</li> </ul>

Subject	GCSE Psychology
Exam Board:	Edexcel/Pearson
Assessment Structure:	100% Exam
Topics Covered in this course include:	<p>Developmental Psychology: the way we develop including intelligence.</p> <p>Memory: the structure and role of memory including short term and long term.</p> <p>Psychological Problems: different mental health problems including depression, schizophrenia, addiction and autism.</p> <p>Social Influence: conformity, obedience and collective behaviour.</p> <p>Neuropsychology: the structure and function of the brain and how it impacts on behaviour</p>
This course is ideal for:	<p>Students who are interested in understanding how we function as human beings and why we display different types of behaviours (e.g. why people commit murder).</p> <p><b>PLEASE REMEMBER THAT SOCIOLOGY &amp; PSYCHOLOGY ARE NOT THE SAME SUBJECT AND COVER DIFFERENT AREAS OF LEARNING.</b></p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A-Level Psychology, Criminology, Sociology and Health &amp; Social Care.</p> <p>Careers in all of the above areas and in psychology, psychiatry, counselling and mental health work and medicine.</p>
For more information please contact:	<p>✓ Miss Heydon</p>



Subject	GCSE Sociology
Exam Board:	WJEC/Eduqas
Assessment structure:	100% exam Two 1 hour 45 minute exams
Topics covered in this course include:	<ul style="list-style-type: none"> <li>✓ Cultural transmission</li> <li>✓ Families</li> <li>✓ Education</li> <li>✓ Social stratification</li> <li>✓ Crime and Deviance</li> <li>✓ Research Methods</li> </ul>
This course is ideal for:	<p>Students who have an interest in the way society works and is prepared to question structures and behaviours within it.</p> <p><b>PLEASE REMEMBER THAT SOCIOLOGY &amp; PSYCHOLOGY ARE NOT THE SAME SUBJECT AND COVER DIFFERENT AREAS OF LEARNING.</b></p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A-Level Sociology, Criminology, Psychology, Law, Health &amp; Social Care, Philosophy, Government &amp; Politics, History.</p> <p>Careers in all of the above areas and many more including education, public services &amp; law.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Miss Marriott</li> </ul>

## **Options Subjects: Other Departments**

**Performing Arts – Head of Department: Mrs Franklin**

[claire.franklin@whptrust.org](mailto:claire.franklin@whptrust.org)

**PE – Head of Department: Mr Warner** [kieran.warner@whptrust.org](mailto:kieran.warner@whptrust.org)

**Modern Foreign Languages – Head of Department: Mrs Garcia &  
Mrs Perczynski**

[cristina.garcia@whptrust.org](mailto:cristina.garcia@whptrust.org)

[emma.perczynski@whptrust.org](mailto:emma.perczynski@whptrust.org)

Subject	BTEC Performing Arts
Exam Board:	Pearson
Assessment Structure:	<p>Component 1 &amp; 2 are internally assessed coursework units.</p> <p>Component 3 is an externally assessed performance unit.</p>
Topics Covered in this course include:	<ul style="list-style-type: none"> <li>✓ Examine live and recorded performances</li> <li>✓ Learn about professional roles in performing arts</li> <li>✓ Look at different performing styles</li> <li>✓ Consider techniques and skills used in performances</li> <li>✓ Create your own performances and develop your skills as a performer in your preferred area (dance, drama, musical theatre).</li> <li>✓ Develop skills in theatre design.</li> </ul>
This course is ideal for:	<ul style="list-style-type: none"> <li>✓ Students who enjoy performing and are interested in a career in Performing Arts</li> <li>✓ Those who want to build confidence and teamwork skills within an Arts context</li> <li>✓ Students keen to have a creative outlet</li> </ul>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>Level 3 Dance, Drama or Performance Studies courses.</p> <p>Former students now have careers in performance, teaching, sales, marketing and design.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Mrs Kirby</li> <li>✓ Mrs Franklin</li> </ul>

Subject	GCSE Spanish
Exam Board:	Edexcel
Assessment structure:	Four externally examined papers based on the following skills: listening, speaking, reading and writing (25% each)
Topics covered in this course include:	<p>There are 5 themes:</p> <ul style="list-style-type: none"> <li>✓ Identity and culture</li> <li>✓ Local area, holiday, travel</li> <li>✓ School</li> <li>✓ Future aspirations, study and work</li> <li>✓ International and global dimension</li> </ul>
This course is ideal for:	<ul style="list-style-type: none"> <li>✓ Students who have enjoyed MFL at KS3 and are keen to develop their communication skills and fluency in a foreign language</li> <li>✓ Students who want to travel and broaden their horizons</li> <li>✓ Students who want to impress others by using a skill which is in short supply</li> </ul>
Progress from this course: (KEY STAGE 5 or possible careers)	<ul style="list-style-type: none"> <li>✓ A-Level Spanish</li> </ul> <p><i>Languages can offer an exciting future:</i> The opportunity to study abroad as part of a university course or a career in:</p> <ul style="list-style-type: none"> <li>✓ International finance, sales and marketing</li> <li>✓ Internationally-based scientific research Medicine and engineering</li> <li>✓ Translating and interpreting</li> <li>✓ Travel and tourism</li> <li>✓ Teaching</li> </ul>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> </ul>

Subject	BTEC Sport
Exam Board:	Pearson Edexcel
Assessment structure:	40% external exam 60% internal controlled assessment
Topics covered in this course include:	<ul style="list-style-type: none"> <li>• Preparing participants to take part in sports and physical activity.</li> <li>• Taking part and improving other participants sporting performance</li> <li>• Developing fitness to improve other participants performance in sport and physical activity.</li> </ul>
This course is ideal for:	<p>Learners who want to acquire sector-specific applied knowledge and skills by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification also enables learners to develop their sector-specific skills, such as sport analysis and sports leadership.</p>
Progress from this course: (KEY STAGE 5 or possible careers)	<p>A BTEC Tech award in Sport will aid progression to further study and prepare students to enter the workplace in due course. Typical employment opportunities may include working as a coach or as a fitness instructor. A BTEC will allow students to gain an introductory understanding of a vocational area. It is a good stepping stone into higher level courses, as there is a clear progression route to the Sport A-Level course, which can be studied at Bramcote College, or an apprenticeship.</p>
For more information please contact:	<ul style="list-style-type: none"> <li>✓ Your class teacher</li> <li>✓ Mr Warner</li> </ul>

