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# GCSE & Vocational Qualifications

## Subject Information 2026

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## **Introduction to Options 2026**

Dear parents, carers and students of John Cabot Academy,

Welcome to the 2026 options process for year 9. This is always an exciting and important time for students as they make decisions about the subjects they wish to study for the next two years, and often beyond. At John Cabot Academy, we seek to provide the breadth and choice that students desire, while providing educational balance, to enable our students to achieve the best possible range of qualifications. Students should follow the route that is best for them, and all will be given appropriate careers advice to help them make the right choice.

All students in years 10 and 11 follow a core curriculum which consists of English language, English literature, maths, combined science (two GCSEs but all three sciences studied), physical education (core PE) and personal education (PSHE).

Students then choose four additional subjects to study, as outlined in this booklet. This means that students study nine subjects in total, plus core PE and PSHE. They should choose carefully, considering aptitude, enjoyment and future job or course requirements.

### **University pathway:**

For students whose aim it is to apply to university, especially for competitive courses, our advice is to study both Spanish and at least history, geography or computer science. Having a modern foreign language shows universities that students have an aptitude for communication. Language skills can give a significant advantage to students as well as giving them links to another culture.

### **Science – triple or combined?**

Students who are keen to pursue the study of science in more depth can also choose to study triple science. This would be one of their four option choices. The key difference from combined science (two GCSEs) is that they gain three GCSEs – one in each science and so this takes more lesson time across the week. If your child is in doubt about whether this would be the right route for them, they should speak to their science teacher.

### **Advice and guidance:**

Helping students make the best choice for their future plans is an important aspect of the process. Throughout term 3, all year 9 students will have access to a range of opportunities to guide their decisions including tutor discussions, assemblies, some taster sessions and individual or small group meetings.

### **Parents and carers evening:**

On Wednesday the 14<sup>th</sup> of January, the parent/carer evening will also provide a useful overview of the process and will give you a chance to ask questions both of myself and of your child's teachers. There will be a talk at 16:00, repeated at 17:00, to go through the process in more detail.

### **Getting subject choices:**

We anticipate being able to meet the majority of our students' first or second choices. However, we do reserve the right to make the final decision on choice, depending on timetable and staffing constraints or should low numbers mean we can't run a particular course. We will keep you informed of any changes.

Finally, please remember that it is the quality of outcomes and enjoyment of the subject that really matter. The aim of education remains to provide the necessary knowledge and skills that young people need for the future, whilst encouraging them to be lifelong learners.

If you have any questions or concerns about the options process, please do not hesitate to contact [JCAInfo@clf.uk](mailto:JCAInfo@clf.uk) with *year 9 options* in the subject line.

Many thanks  
 Kate Searle  
 Assistant Principal for Curriculum, Teaching and Learning

The subjects are arranged in blocks. This means we can timetable lessons. Students will study one subject in each block. When choosing their subjects, they will indicate a first and second choice for each block.

The options form will be completed online and a link for this will be sent home via email and a text message will be sent to let you know **during the week beginning 23<sup>rd</sup> February. The deadline for option choices is Thursday 5<sup>th</sup> March** which allows just over two weeks to complete the online form.

A	B	C	D
Computer Science	Business	Health and Social Care	Business
Geography	History	Statistics	Sports Science
History	Photography	Geography	Art & Design
History	Religion and Philosophy	Separate Science	Computer Science
Spanish H	Separate Science	Photography	Statistics
Spanish F	Drama	Sports Science	Hospitality and Catering
			Music

# Subject Information

## Option Subjects

Information on the following optional subjects can be found in alphabetical order. All courses are GCSE or GCSE equivalent vocational qualifications.

Art, craft and design

Business (vocational and GCSE)

Computer science

Drama

Geography

Health and social care

History

Hospitality and catering

Music

Photography

Religion and philosophy

Spanish

Sports science

Statistics

Triple science: biology, physics and chemistry

# Subject Information

## Qualification Title

GCSE Art, Craft and Design

## Awarding Body

AQA

## Main Teacher Contact

Ms Shipp

## Course Content

The course develops students' ability to visualise your ideas and organise your own working schedule. You will also become used to working with a wide range of materials and techniques. You will learn where to look for original ideas and how to become more independently creative. Art and Design develops your own potential in the creative field. You will be taught how to present your ideas and research and how to prepare a portfolio. Most of all, you will learn to think for yourself and to be an individual. An ability to draw is essential and a wider interest in art and design and culture is encouraged. Students may also have an interest in printmaking, painting, photography, digital art and other mediums of self-expression.

## Typical skills/aptitude/interests a student should have to do this qualification

Students must have an interest in the development of skills using appropriate media, processes, techniques and technologies. They must also be interested in how sources inspire the development of ideas. For example, drawing on the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, contemporary situations or issues. The students must develop ideas and intentions by communicating through visual and tactile language, using formal elements, including, colour, line, form, shape, tone or texture.

## Assessment

Art and Design is a coursework-based subject, students will submit a portfolio of coursework and an externally set assignment portfolio at the end of the course. This makes up 60% of your final grade. You will take a controlled test at the end of the course. This means you select a single theme from 7 set by the examining board and research, investigate, plan, organise and then make a piece of work of your own design under examination conditions. This controlled test counts as 40% of the total marks.

# Subject Information

## Qualification Title

GCSE Business

## Awarding Body

Edexcel

## Main Teacher Contact

Mrs. Allen

## Course Content

This course provides an academic insight into entrepreneurship, external influences, operational decisions and financial analysis/calculation. These are taught across two themes combining theory, application, analysis and evaluation. Assessment is 100% examination on this course and each theme is assessed by a 1 hour 30 minute exam.

### Topics Covered and Assessment

The specification is divided into two themes of content:

#### Theme 1:

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

#### Theme 2:

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making operational decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

## Typical skills/aptitude/interests a student should have to do this qualification

Business Studies students have an interest in the business world, product innovations, business entrepreneurs and perhaps have a desire to run their own business one day! Business Studies requires good knowledge of the wider world and current affairs. It requires students to be able to research independently, work well in groups and present work through a variety of means such as presentations and reports.

## Assessment

### 100% written examination

Each exam paper is divided into three sections:

**Section A: 35 mark    Section B: 30 marks    Section C: 25 Marks**

Each paper is made up of multiple choice, short response and extended answer questions linking to case studies.

Paper 1 and Paper 2 both consist of calculations, multiple-choice, short-answer and extended writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

# Subject Information

## Qualification Title

OCR National in Business, Enterprise and Marketing

## Awarding Body

OCR

## Main Teacher Contact

Mrs. Allen

## Course Content

There are three mandatory units:

### **Unit R064: Enterprise and marketing concepts**

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

### **Unit R065: Design a business proposal**

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit, they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

### **Unit R066: Market and pitch a business proposal**

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

## **Typical skills/aptitude/interests a student should have to do this qualification**

Business Studies students have an interest in the business world, product innovations, business entrepreneurs and perhaps have a desire to run their own business one day! Business Studies requires good knowledge of the wider world and current affairs. It requires students to be able to research independently, work well in groups and present work through a variety of means such as presentations and reports.

## **Assessment**

The students will complete two units of coursework which covers 50% of the qualification and one exam which covers the other 50%. The first unit of coursework is Unit 065 'Design a Business Proposal' and once this is complete the students will start the second unit of coursework which is Unit 066 'Market and Pitch a Business Proposal'. The exam unit is 064 'Enterprise and Marketing Concepts' which will be sat in Year 11.

All results are awarded on the following scale:

Level 2: Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2) Level 1: Distinction (D1), Merit (M1), Pass (P1) and Unclassified

# Subject Information

## Qualification Title

GCSE Computer Science

## Awarding Body

OCR

## Main Teacher Contact

Mr Foster

## Course Content

Over the course you will cover the following:

- **Computational thinking:** this is the process of thinking through a complex problem, taking the time to understand what the problem is and then develop potential solutions for implementation. These are then presented in a way that a computer, a human, or both, can understand.
- **Theoretical content:** here you will understand the fundamentals of how a computing device works physically, how 1s and 0s are turned into images, text and all the things we care about. How these 1s and 0s are sent wirelessly across the air and continents. You will delve into the world cyber security and ethical legal and environmental impacts of digital technology.
- **Aspects of software development:** Learn to code increasingly more complex programs, learning how to implement and test a design to make sure it works effectively. Learn how to complete an overall evaluation to help refine the end product.

## Typical skills/aptitude/interests a student should have to do this qualification

Computer Science evolved from Mathematics, as such, a student who has strengths in mathematical and logical thinking will typically do well in this subject. In addition, the journey to become a programmer is difficult, being able to stay determined and appreciate that overcoming frustrations is crucial to achieving the end goal of learning to program.

## Assessment

You will have two written exams which are 1 hour 30 minutes each. Together they contribute 100% of your overall grade. Your programming project assesses your ability to use the knowledge and skills gained through the course to solve a practical programming problem. You will follow a systematic approach to problem-solving and will be assessed over 20 hours of work. The programming project does not count towards your final grade.

# Subject Information

## Qualification Title

GCSE Drama

## Awarding Body

AQA

## Main Teacher Contact

Ms Grainger

## Course Content

You will study a wide range of drama techniques in detail, including characteristics of performance texts and dramatic performances, the history of different styles and how drama is interpreted by an audience.

The course will develop your skills in **3 areas: Understanding Drama, Devising Drama and Texts in Practice.**

### Understanding Drama 40%

Develop knowledge and understanding of different roles within the theatre, styles and genres of Drama and explore ideas for how a set text may be interpreted – assessed in a written exam at the end of Year 11.

### Devising Drama 40%

You will be a performer in this unit and will learn how to create and develop ideas in a theatrical performance. You will carry out research, develop practical ideas and then perform with others. You will then analyse and evaluate the success of this process in a logbook.

### Texts in Practice 20%

You will give a scripted performance of two scenes from the same script. This can either be as part of a duologue, small group or as a monologue. Your teacher will guide you to a variety of suitable scripts to choose from – assessed by an external examiner in Year 11.

## Typical skills/aptitude/interests a student should have to do this qualification

Am I suited to drama?

- You will need to be willing to perform in front of others
- You will need to be open minded to listen to and learn about drama of different styles
- You will need to learn different terminology and keywords and apply this to each unit
- You will need to be able to analyse your own performing work

## Why should I take GCSE Drama?

- You enjoy watching and performing drama
- You like creating your own drama performances
- You want to improve your drama performing or creating skills
- You want to learn about the history and meaning behind certain styles of theatre
- You would like to study drama beyond school

## Skills you will develop doing GCSE Drama

- Teamwork and leadership skills
- Become a good communicator
- Perseverance and resilience
- Learn about different styles, cultures and history
- Expression and self esteem
- Enhanced coordination
- Improved reading and comprehension
- Responsibility and purpose

# Subject Information

## Qualification Title

Geography

## Awarding Body and Website

AQA

## Main Teacher Contact

Ms Roberts

## Course Content

The Geography GCSE course examines aspects of both the human and physical environment.

### **Living with the Physical Environment:**

Natural Hazards, The Living World and Physical Landscapes in the UK.

### **Challenges in the Human Environment:**

Urban Issues and Challenges, The Changing Economic World and The Challenge of Resource Management.

### **Geographical Applications:**

Students will have to interpret and respond to a seen resource in the exam. This is a synoptic element and draws from knowledge across the human and physical modules. There is also a fieldwork element, excursions within Bristol will extend students geographical skills and understanding which they will have to answer questions on in an exam.

### **Typical skills/aptitude/interests a student should have to do this qualification**

Geography is well respected as a practical and creative problem-solving subject. An interest in global issues, travel and current affairs will be useful and will help students to create informed opinions. If you wonder why there are rich and poor countries, how cities grow, how we can prevent flooding and how we can give our world a sustainable and safe future for all people and species, then Geography is for you. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their own role in society, by considering different viewpoints, values and attitudes. Students who have good spatial awareness and proficient literacy and numeracy will do well in the subject.

### **Assessment**

There are three written examinations at the end of the course. Two of the examinations assess the student's knowledge of the physical and human environment as well as geographical skills. The third paper assesses the student's ability to apply geographical skills through issue evaluation and fieldwork.

# Subject Information

## **Qualification Title**

BTEC Tech Award in Health and Social Care

## **Awarding Body**

Pearson

## **Main Teacher Contact**

Ms Church

## **Course Content**

There are 3 components to the qualification:

### **1. Human Lifespan Development**

Learners will investigate the stages of human development and how it can be affected by various factors. They will also look at how people deal differently with life events that are both expected and unexpected.

### **2. Health and Social Care Services and Values**

Learners will study and explore a range of health and social care services. They will look at how they meet people's needs. They consider the care values, key attributes and skills that are required to work successfully in the industry.

### **3. Health and Wellbeing**

Learners will study the factors that affect a person's health and wellbeing. They will learn how aspects of health are measured and monitored. They learn how to make recommendations to improve someone's physical health.

## **Typical skills/aptitude/interests a student should have to do this qualification**

Students should have an interest in the Health and Social Care industry and often choose this option when they are interested in future careers in childcare, nursing and social work.

The majority of the course is coursework based and students will be required to work at a computer for many lessons completing this work in a set timeframe. Students should be prepared to complete extended assessment tasks.

## **Assessment**

Components 1&2 are internally assessed through coursework.

Component 3 is an external exam on Health and Wellbeing.

# Subject Information

## **Qualification Title**

GCSE History

## **Awarding Body**

Edexcel

## **Main Teacher Contact**

Ms Bettsworth

## **Course Content**

Crime and Punishment through Time, c.1000-present day

Early Elizabethan England, 1558-1588

Superpower relations and the Cold War, 1941-91

USA, 1954-75: conflict at home and abroad

## **Typical skills/aptitude/interests a student should have to do this qualification**

Pupils must have a keen interest in reading and writing in order to study this subject. This is very important as the subject demands these in heavy quantities and has 3 exams. The largest essay question is worth 20 marks so pupils must be adept at producing detailed and lengthy answers in a certain amount of time.

They also need to have a keen interest in studying the past and linking it to how it has shaped the world we live in today.

## **Assessment**

### **3 exams:**

Paper 1: Crime and Punishment (1hr 15)

Paper 2: Early Elizabethan England and Superpower Relations and the Cold War (1hr 45 mins)

Paper 3: USA, 1954-75: conflict at home and abroad (1 hr 20 mins)

## **Qualification Title**

Hospitality and Catering

## **Awarding Body**

WJEC

## **Main Teacher Contact**

Ms Shipp

## **Course Content**

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering are not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group.

### **What does this qualification cover**

This qualification is made up of 2 units:

#### **Unit 1: The Hospitality and Catering industry (40%)**

You will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

#### **Unit 2: Hospitality and Catering in action (60%)**

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

### **Summary of Assessment**

Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

You will be assessed through an exam, which is worth 40% of your qualification.

The exam will:

- consist of a 1 hour, 20-minute paper
- assess content from each topic in the unit
- include 80 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- only use the command verbs listed in the student guide.
- be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction\*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*.

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

For Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. The assignment brief will be changed each year and will be provided to you as part of your Candidate Assessment Pack. This will be worth 60% of your qualification and will take 12 hours.

# Subject Information

## Qualification Title

Music

## Awarding Body

AQA

## Main Teacher Contact

Ms Grierson

## Course Content

You will study a wide range of music in detail, including western classical music, pop, rock, Musical theatre and film pieces. The course will develop your skills in 3 areas Understanding music, Composing Music and Performing Music.

### Understanding Music 40%

Listen to and learn about music of different styles and study 2 pieces of music in detail.

### Composing Music 30%

Free composition – create a piece of your own choice (eg. song, instrumental piece).  
Composition to a Brief – create a piece using a ‘starting point’ such as a film clip or a story.

### Performing Music 30%

- 1 Solo performance on instrument or voice
- 1 Group performance on instrument or voice.

## Typical skills/aptitude/interests a student should have to do this qualification

### Am I suited to Music?

- **You will need to be able to play an instrument or sing** and be willing to develop your skills and perform with others
- You will need to be open minded to listen to and learn about music of different styles
- You do not need to be able to read music, but it will help if you can

### Why should I take GCSE Music?

- You enjoy listening to and performing music
- You like creating your own music
- You want to improve your musical skills
- You want to learn about the history of music
- You would like to study music beyond school

### Skills you will develop doing GCSE Music:

- Teamwork and leadership skills
- Become a good communicator
- Perseverance and resilience
- Learn about different styles, cultures and history
- Expression and self esteem
- Enhanced coordination
- Improved reading and comprehension
- Responsibility and purpose
- Increased memory capacity and relieve stress!

# Subject Information

## Qualification Title

GCSE Photography

## Awarding Body

AQA

## Main Teacher Contact

Ms Nash

## Course Content

Students will explore areas of Photography such as shutter speed, portraiture, landscape, still life, photomontage and experimental imagery.

Students will learn studio lighting techniques, how to use digital SLR cameras and use manual settings to produce images.

They will learn how to experiment with manipulating their images in Adobe Photoshop. Students will learn how to analyse Photographers' and Artists' work using specialist vocabulary and will create independent work taking influence from them.

## Typical skills/aptitude/interests a student should have to do this qualification

- You should have an interest in the creative arts or the visual world.
- A curiosity or interest in exploring your own creative ideas visually.
- To have good observational skills, patience and a willingness to make mistakes and experiment

## Assessment

You will produce **Component 1**, a portfolio of work. This portfolio will be made up from different projects. One of these projects must be a sustained project evidencing the journey from initial engagement to the realisation of intentions.

The portfolio is worth 60% of the marks. Every lesson, from the very start of the course counts, as every piece of work you do forms your portfolio.

**Component 2** is an Externally set assignment which is an exam piece of coursework. You will select a single theme from a range set by the examining board. You will research, plan, explore and experiment with your chosen theme and produce a body of work of your own design. You will complete 10 hours under examination conditions. This controlled test counts as 40% of the total marks. Both components are marked out of 96 across 4 assessment objectives, each carrying a maximum of 24.

**Qualification Title**

GCSE Religion and Philosophy

**Awarding Body**

EDUQAS

**Main Teacher Contact**

Mr Sillitoe

**Course Content****Component 1 – Religious, Philosophical and Ethical Studies in the Modern World**

There are four themes in component 1 (issues of relationships, issues of life and death, issues of good and evil, issues of human rights)

**Component 2 – Study of Christianity**

Component content foci is on belief, teachings and practices

**Component 3 - Study of Islam**

Component content foci is on belief, teachings and practices

**Assessment**

Students will sit **three** written examinations in total.

All examination questions will be compulsory and will focus on **knowledge, understanding and evaluation**.

**Paper 1: Topics that can be discussed**

- When does a human life begin?
- Is abortion ever right?
- Are there positives to war?
- If God is all loving, why is there so much suffering in the world?
- Why are some people prejudiced?
- Does prison really help offenders?
- Is the death penalty a good thing? Should the death penalty be reintroduced in the UK?

**Paper 2 & 3: The study of religions: beliefs, teachings and practices****Christianity**

- Beliefs held by Christians and the different ways these beliefs can reflect in Christian practices

**Islam**

- Beliefs held by Muslims and the different ways these beliefs can reflect in Islamic practices

# Subject Information

## Qualification Title

GCSE Spanish

## Awarding Body

AQA

## Main Teacher Contact

Ms Corrigan

## Course Content

GCSE Spanish develops practical language skills for real-life communication as well as an understanding of Spanish speaking cultures. Students build confidence in listening, speaking reading and writing while learning essential grammar and a range of vocab.

### The themes covered include:

- People and lifestyle – family and relationships, friendships, marriage and partnerships, social issues, healthy living and life at school and work.
- Popular culture – free time activities, social media and technology, music, film, television, festivals and traditions.
- Communication and the world around us – travel and tourism, the environment, international issues, future study and career plans.

## Assessment

There are 4 separate assessments across the 4 skills which are all worth 25% of the overall grade

- Writing: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- Reading: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- Listening: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- Speaking: 7–9 minutes (Foundation Tier) + preparation time or 10–12 minutes (Higher Tier) + preparation time

The speaking exam is conducted 1-1 by the class teacher.

Students will either be entered for a Foundation or Higher exam – at Foundation pupils can achieve up to a level 5.

## Beyond GCSE

Studying a GCSE language improves communication and literacy skills, boosts memory and problem solving and is highly valued by colleges, universities and employers. For some university courses, a language GCSE is an essential requirement (even if you are not studying a language).

Spanish is one of the most widely spoken languages in the world, opening life-long doors to travel, careers and a better understanding of different cultures.

# Subject Information

## Qualification Title

BTEC Tech Award in Sport

## Awarding Body

Pearson

## Main Teacher Contact

Ms Price

## Course Content

There are 3 components to the qualification:

### 1. Preparing participants to take part in sport and physical activity

Learners will explore sport provision as well as looking at the use of sporting equipment and technology. They will learn how to lead others when preparing for physical activity.

### 2. Taking part and improving other participants sporting performance

Learners will learn how different components of fitness are used in different activities. They will develop an understanding of the roles and responsibilities of officials in sport. Learners will also need to demonstrate ways of improving sporting technique.

### 3. Developing fitness to improve other participants' performance in sport and physical activity

Learners will develop an understanding of the components of fitness, fitness testing and training to improve fitness.

## Typical skills/aptitude/interests a student should have to do this qualification

Students should have an interest in the Sport industry and enjoy participating in and learning about physical activity.

The majority of the course is coursework based and students will be required to work at a computer for many lessons completing this work in a set timeframe. Students should be prepared to complete extended assessment tasks.

## Assessment

Components 1&2 are internally assessed through coursework. Component 3 is an external exam.

# Subject Information

## Qualification Title

GCSE Statistics

## Awarding Body

Edexcel

## Main Teacher Contact

Ms Walton

## Course Content

- The course covers the methods required to complete statistics enquiry cycles, i.e. looking carefully into a problem and using statistics to see if you can draw hypotheses from the data.
- Students will be taught how to collect and interpret data in a variety of ways and how to evaluate these methods.
- Students will be taught how to analyse the data using a variety of mathematical methods from diagrams to calculations. They will then use these to draw conclusions from the data.
- The data students will look at will come from every area of life from weather, football statistics to political and social data.

## Typical skills/aptitude/interests a student should have to do this qualification

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives the students the skills to collect analyse, interpret and present data. It complements subjects such as GCSE Biology, Psychology, Geography, Business and Economics.

## Assessment

The course requires a mock exam in Year 10, followed by 2 mocks in Year 11.

The final exams are taken in May/June of Year 11 and encompass two exam papers.

Both papers are 1 hour and 30 minutes in length and they are both calculator papers.

# Subject Information

## Qualification Title

Triple Science - Three GCSEs: Biology, Chemistry, Physics

## Awarding Body

Edexcel

## Main Teacher Contacts

Mr Park and Dr McCready

## Course Content

Each subject is studied for 3 lessons per week, totalling 9 lessons of Triple science per week. An overview of the course content for each subject is detailed below:

### Biology

The Edexcel GCSE Separate Science Biology course is a study of living organisms, their structure, function, and interactions with the environment. The course is structured around nine core topics that include: Genetics, Health & Disease and Ecosystems. Students studying Biology GCSE will have the opportunity to take part in additional practicals that may include testing antibiotics, testing foods and dissections of organs.

### Chemistry

The Edexcel GCSE Separate Science Chemistry course is a comprehensive study of fundamental chemical principles, covered across ten core topics. These include: chemical changes, states of matter, separating techniques and organic chemistry. Students studying Biology GCSE will have the opportunity to take part in additional practicals including acid alkali titrations, flame tests and the combustion of alcohols.

### Physics

The Edexcel GCSE Separate Science Physics course emphasizes using models to explain phenomena, understanding cause and effect, recognising action at a distance through fields, and seeing how differences (such as pressure, temperature, or potential) drive change. It is assessed over 15 topics, which include: Forces and motion, Conservation of energy, Waves, Radioactivity, Astronomy and Electricity. Students studying Physics GCSE will have the opportunity to take part in additional practicals including investigating thermal radiation.

## Typical skills/aptitude/interests a student should have to do this qualification

Students who tend to be successful in GCSE Triple Science usually have a background of being on-track or deepening in their KS3 science. They will have an interest in the sciences, an analytical mind, an inquisitive nature, strong mathematical skills, strong literacy skills and a desire to understand how the world around them works. Students may have an interest in pursuing science A-levels and careers in medicine, dentistry, pharmacy, veterinary sciences, engineering, forensics, earth science, research science and data analysis to name only a few.

## Assessment

The final assessment is composed of six written GCSE exams, taken in May/June of Year 11 and encompass two exam papers of 1hr 45min in length for each of the three subjects. There is no coursework element.

*If you choose triple science, this may affect which side of the year you are taught English and PE in.*