



GCSE & Vocational Qualifications

Subject Information 2025

Introduction to Options 2025

Dear parents, carers and students of John Cabot Academy,

Welcome to the 2025 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. 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 terms 3 and 4, all year 9 students will have access to a range of opportunities to guide their decisions including tutor discussions, assemblies, taster sessions and individual or small group meetings. Throughout year 9, they will also have the opportunity to meet with our careers advisor to discuss their future aspirations.

Parents and carers evening:

On Wednesday the 22nd 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 preclude us from running 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 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 24th February. The deadline for option choices is Wednesday 6th March** which allows just over two weeks to complete the online form.

A	B	C	D
Computer science	Statistics	Art, craft & design	Photography
Geography - set 1	Sports science	Business	Spanish (higher tier)
Geography - set 2	Business	History	Health and social care
History	Religion and philosophy	Triple science	History
Spanish (higher tier)	Triple science	Photography	Statistics
Spanish (foundation tier)	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

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

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-Trott

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 30%

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 Dutton

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.

Subject Information

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

Triple Science - 3 GCSEs Biology, Physics, Chemistry

Awarding Body and Website

Edexcel

Main Teacher Contact

Mr Park

Course Content

Biology

Topic 1 – Key concepts in biology

Topic 2 – Cells and control

Topic 3 – Genetics

Topic 4 – Natural selection and genetic modification

Topic 5 – Health, disease and the development of medicines

Topic 6 – Plant structures and their functions

Topic 7 – Animal coordination, control and homeostasis

Topic 8 – Exchange and transport in animals

Topic 9 – Ecosystems and material cycles

Chemistry

Topic 1 – Key concepts in chemistry

Topic 2 – States of matter and mixtures

Topic 3 – Chemical changes

Topic 4 – Extracting metals and equilibria

Topic 5 – Separate chemistry 1

Topic 6 – Groups in the periodic table

Topic 7 – Rates of reaction and energy changes

Topic 8 – Fuels and Earth science

Topic 9 – Separate chemistry 2

Physics

Topic 1 – Key concepts of physics

Topic 2 – Motion and forces

Topic 3 – Conservation of energy

Topic 4 – Waves

Topic 5 – Light and the electromagnetic spectrum

Topic 6 – Radioactivity

Topic 7 – Astronomy

Topic 8 – Energy - Forces doing work

Topic 9 – Forces and their effects

Topic 10 – Electricity and circuits

Topic 11 – Static electricity

Topic 12 – Magnetism and the motor effect

Topic 13 – Electromagnetic induction

Topic 14 – Particle model

Topic 15 – Forces and matter

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

Students who are successful in this suite of qualifications have: an interest in the sciences, an analytical mind, an inquisitive nature, good mathematical skills, good literacy skills and a desire to understand how the world around them works.

Assessment

Each separate science subject will have two exams of 1hr 45mins with up to 100 marks awarded per paper.

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

Subject Information

Qualification Title

GCSE Spanish

Awarding Body

AQA

Main Teacher Contact

Ms Corrigan

Course Content

The course develops the four skill areas of speaking, reading, listening and writing using a wide variety of materials and teaching techniques to interest the students.

The themes covered include:

Identity and Culture - Family and Friends, new technology, free time activities, customs and festivals.

Local, national, international and global areas of interest - home, town neighbourhood and region, charity and voluntary work, environment, poverty and homelessness, holidays and travel.

Current and future study and employment - school life, work, university.

There is also an element of translating from SPANISH into English and vice versa.

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

If you are interested in foreign languages and like the chance to communicate with people from different countries and with different cultural backgrounds, then a GCSE can be the chance to achieve an extraordinary life skill.

Assessment

All four skill areas (reading/writing/listening/speaking) are examined. This is a linear two-year GCSE course.

All examinations will take place at the end of the 2 years of study and there is no coursework element. The oral examination is conducted by the class teacher. There is a tiering system and students will either be entered for the Foundation or Higher tier in all 4 skill areas. It is not possible to mix the tiers.

Looking beyond GCSE study, it is important to note that many UK universities are now starting to ask for a modern foreign language at GCSE or above as part of their entrance requirements, even if the student is not planning to study a language. They feel that proof of studying a language shows great aptitude and flexibility. Also, many employers look favourably upon a candidate offering a foreign language, particularly in the light of globalization.

Studying Spanish could open doors in the following fields: travel and tourism, international business, law or journalism.

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.