

**YEAR 9
OPTIONS
INFORMATION BOOKLET
2022**



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WHAT “OPTIONS” ARE ALL ABOUT

KEY STAGE THREE

In your first three years at Platanos College, you have studied many different subjects - English, Mathematics, Science, Arts subjects, Music, Computing, a Modern Foreign Language, Humanities subjects, Physical Education and Portfolio for Life/ Religious Education. These have provided you with a wide range of skills, experiences and knowledge and have built a sound foundation for the future.

You now have the skills to move forward to Key Stage Four.

KEY STAGE FOUR

You are moving up to a higher level of learning - Key Stage 4, where you will complete GCSE (General Certificate of Secondary Education) examinations. In this key stage, you continue to study some subjects (compulsory ones) but will have a choice about the others (options). Options subjects include ones you may not have studied before.

COMPULSORY SUBJECTS

There is no choice about these - you have to study them. This is because they are seen as very important by the government, colleges, universities and most employers. They include GCSE subjects and non-examination subjects.

- English Language
- English Literature
- Science (Combined/Triple Science)
- Mathematics
- Religious Studies
- History (A and B bands)
- Spanish (A and B bands)
- Physical Education (Core)

OPTION SUBJECTS

- Art and Design
- Art Graphics
- Photography
- Animation
- Physical Education
- Business Studies (A band only – End of Key Stage 3 projected grade 4 in Mathematics required)
- Computer Science (A band only – End of Key Stage 3 projected grade 4 in Mathematics required)
- Further Maths (A band only – offered to selected pupils)
- Health and Social Care

PLATANOS PATHWAYS

There are three different pathways to follow for pupils in different bands.

What you will study?

A Band Pathway

- English Language
- English Literature
- Mathematics
- Triple or Combined Science*
- Religious Studies
- History
- Spanish
- Any other subject (your option)
- Compulsory Physical Education

B Band Pathway

- English Language
- English Literature
- Mathematics
- Combined Science
- Religious Studies
- History
- Spanish
- Any other subject (excluding Business Studies and Computer Science)
- Compulsory Physical Education

C Band Pathway

- English Language
- English Literature
- Mathematics
- Combined Science
- Religious Studies
- Any other subject (excluding Business Studies and Computer Science)
- Alternative curriculum pathways option will be offered on an individual basis
- Compulsory Physical Education

Parents/ carers and pupils should read this booklet carefully. This will provide you with information that will help guide the pupil's decision.

Pupils should ask themselves and have an honest discussion with their parents/ carers if the option subject is something that they would enjoy, is accessible (i.e. they will not find the subject too hard) and will help with prospective career choices.

QUESTIONS AND ANSWERS

Here are some questions you might ask, with the answers.

Q: How do I decide which subject to choose? I don't know where to start!

A. Start by asking yourself these questions: Which subject am I most interested in? Which one am I best at? Is there a new subject I'd like to take up?

Q. I know what kind of career I want. Which will be the best subject to study for it?

A. Research online and look for advice from adults – including your teachers. Discuss your options with your parents/ carers and most importantly look at the subject descriptors.

Q. But what if I change my mind in a year or so about what career to do?

A. Well ... you might! You can't be sure how you will change as a person over the next few years. You may find new things that interest you or you may develop new skills. Additionally, you can't be sure how technology and the working world will change. There may be jobs available in five years' time that don't exist right now. That's why it is a good idea not to specialise too early. A balanced choice of subjects is the best bet as it is likely to leave doors to lots of different careers open.

Q. My problem is that I've got no idea of what I want to do when I leave school. Does this matter?

A. No. It's a good idea to start thinking about what you may be interested in now, but you don't have to make any definite plans. Go for subjects you are interested in and are good at.

Q. I think I want to do an apprenticeship and start a job at the end of Year 11. What options should I choose now?

A. Even if you think you know what you want to do when you leave school it is important that you follow your interests. Think about what subjects you have enjoyed so far in KS3.

COMPULSORY SUBJECTS

ENGLISH

Why you study English

English is an essential element of education and society. English will help improve pupils' literacy allowing them to read and write fluently so that they can communicate their ideas and emotions to others. Reading, in particular reading literature, provides pupils with opportunities to explore ideas and through these ideas develop emotionally, intellectually and socially. It can also be a pleasure and an opportunity to explore. Reading enables pupils to acquire knowledge in all other subjects.

With the ability to read effectively and critically, pupils can successfully access all other areas of the curriculum. Additionally, as pupils improve their literacy, speaking, listening and analytical skills, this empowers them to scrutinise everyday literature, such as magazines and newspapers, so they are prepared to formulate their own opinions and responses. English also provides pupils with the skills they need to write effectively, a skill which can be applied creatively (with writing poetry, narrative or even plays to express emotions and ideas) or formally (with application letters, reports and academic essays). All of these skills are an advantage in all pupils' future aspirations.

ENGLISH LANGUAGE

Topics

- Fiction
- Creative Writing
- Non-Fiction
- Transactional Writing

Skills

- Comprehension
- Inference
- Summary
- Comparison
- Language analysis
- Structural analysis
- Evaluation
- Writing for form, purpose and audience
- Using accurate spelling, punctuation and grammar
- Using a range of sentence structures and vocabulary
- Presentation skills

- Using standard spoken English
- Listening and responding appropriately

Exam board

AQA

How you will be assessed

GCSE English Language is assessed through two examinations. Pupils will also be assessed in class by their class teacher for the spoken language endorsement. The spoken language assessment will be reported on as part of the qualification, but it will not form part of the final mark and grade.

Paper 1: Explorations in Creative Reading and Writing

Examination - 1 hour 45 minutes - 50% of grade

The aim of this paper is to engage pupils in a creative text and inspire them to write creatively.

- In section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- In section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

Content

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

As a stimulus for pupils' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a topic for writing with a designated audience, purpose and form.

Paper 2: Writers' viewpoints and perspectives

Examination - 1 hour 45 minutes - 50% of grade

The aim of this paper is to develop pupils' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.

- Section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.
- Section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

Content

The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century. The combination selected will always provide pupils with an opportunity to consider viewpoints and perspectives over time. The choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

In section B, there will be a single transactional writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

Spoken Language Endorsement

The aim of the assessment is to allow pupils to demonstrate their speaking and listening skills by: giving a presentation in a formal context; responding appropriately to questions and to feedback, asking questions themselves to elicit clarification and using spoken Standard English.

The assessment will be separately endorsed and does not contribute to the English Language GCSE grade. Pupils will be assessed in class by their class teacher.

When you will be assessed

Pupils will be examined in the Summer Term of year 11

ENGLISH LITERATURE

Topics

- William Shakespeare 'Macbeth'
- J.B. Priestley 'An Inspector Calls'
- Conflict poetry
- Unseen poetry
- Robert Louis Stevenson 'The Strange Case of Dr Jekyll and Mr Hyde'

Skills

- Comprehension
- Inference
- Identification of techniques
- Analysis of language, form and structure
- Selecting appropriate quotations as evidence to support an effective argument
- Linking texts to the contexts in which they were written
- Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
- Using a critical style to develop an informed and personal response
- Comparing the use of language, form and structure across studied and unseen poetry
- Using accurate spelling, punctuation and grammar
- Using a range of sentence structures and vocabulary

Exam board

AQA

How you will be assessed

GCSE English Literature is assessed through two examinations.

- Paper 1: Examination - 1 hour 45 minutes (64 marks in total)
- Paper 2: Examination - 2 hours 15 minutes (96 marks in total)

Content

- A Shakespeare play: pupils will be given an extract from their chosen Shakespeare play (Macbeth) and will respond by analysing the extract from the play and the play as a whole. This is a 34 mark question (4 marks for SPAG).

- The 19th-century novel: pupils will answer one question on their novel of choice (Jekyll and Hyde). They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. This is a 30 mark question.
- Modern texts: pupils will answer one essay question from a choice of two on the modern prose or drama text they have studied (An Inspector Calls). This is a 34 mark question (4 marks for SPAG).
- Poetry Anthology: pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster (conflict Poetry). This is a 30 mark question.
- Unseen Poetry: pupils will be given two unseen poems to analyse and compare. There will be two essays for students to write which make up 32 marks in total.

When you will be assessed

Pupils will be examined in the summer term of year 11

What can you expect from studying GCSE English?

You will study a range of literature texts, including plays, poetry, novels, short stories, newspaper articles, letters, diary entries, journals and more. You will begin to analyse these texts in a more critical style, evaluating how successful authors have been, identifying their views and opinions and analysing how these are conveyed as well as considering more challenging features (such as structural devices) and how these have been selected by writers in order to impact their readers or audiences.

You will also begin to apply critical theory in your responses to texts. Gaining knowledge about critical theorists such as Freud, Simone de Beauvoir and Jacques Derrida will increase your own critical analysis and encourage you to view the texts you study through different viewpoints, be it Feminist, Marxist or Semiotic. With a greater understanding of how writers formulate their work, you will apply this knowledge to your own written work, increasing the number of language and structural features in your written repertoire to create narratives, descriptions, letters, speeches, newspaper articles and academic essays that are convincing and compelling to readers.

What careers does the subject link to?

English provides a range of transferrable skills, which means that this subject is useful in a range of careers. English Language in particular is a requirement for an array of professions, including teaching! The communication skills gained through both English Language and Literature are beneficial for all jobs, including medicine, engineering, veterinary science and even accountancy.

More specifically, English Language and Literature link directly to the following careers: journalism, publishing, editing, marketing communications, public relations, advertising, law, digital media, business, film and television and web content management.

What A levels/ further education opportunities will this subject allow?

Pupils who do well in their English GCSEs may choose to pursue any academic subject in further education. The subjects which most closely link to English include: English Language and Literature, Sociology, Media Studies, Psychology, History, Classical Studies, Business, Digital Media and Design, Drama and Theatre, Philosophy and many more. All subjects and courses that require the submission of extended essays or reports would greatly benefit from a strong foundation with a successful English GCSE.

Links to further information

AQA Language specification: <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

AQA Literature specification: <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>

AQA English Language revision on BBC Bitesize:
<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

AQA English Literature revision on BBC Bitesize:
<https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>

MATHEMATICS

Why you study Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary in most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

Topics

The course covers a wide variety of topics from each of the key areas.

1. Number
2. Algebra
3. Ratio, Proportion and Rates of Change
4. Geometry and Measures
5. Probability
6. Statistics

Skills

Each key area will require the development of a variety skills, an example of skills developed in each topic is shown below:

Number

- calculation and accuracy: calculate exactly with fractions and surds, including simplification and rationalising of denominators, and with multiples of π
- number theory: understand and use algebraic arguments, relying on the multiplicative structure of number.

Algebra

- expressing relations: interpret and express linear, quadratic and trigonometric relationships algebraically and geometrically
- using equations and functions (includes pre-calculus): model simple contextual and subject-based problems algebraically

Ratio, Proportion and Rates of Change

- use and understand ratio, proportion and rates of change, including contextual and subject-based problems

Geometry and Measures

- interpret and express linear, quadratic and trigonometric relationships algebraically and geometrically

Probability

- calculate the probability of independent and dependent combined events, including tree diagrams and other representations, understanding underlying assumptions

Statistics

- describe and compare grouped, continuous data using graphical representations, and measures of central tendency and spread, and cumulative frequency

Exam Board

The course follows the **Edexcel** GCSE Mathematics (9-1) content which matches the national curriculum. It covers a wide variety of topics from each of the key areas.

How will you be assessed

The Pearson Edexcel Level 2 GCSE (9 to 1) in Mathematics is a tiered qualification. There are two tiers:

- Foundation tier - grades 1 to 5 available
- Higher tier grades – 4 to 9 available (grade 3 allowed).

The assessment for each tier of entry consists of three externally-examined papers, all three must be from the same tier of entry.

An examination comprising three equally weighted papers will determine the grade pupils receive:

Paper 1 (Non- calculator)
Paper 2 (Calculator)
Paper 3 (Calculator)

This course DOES NOT require coursework.

When you will be assessed

Pupils must complete all three papers in the same assessment series in year 11 at the end of the academic year.

What can you expect from studying GCSE Maths?

In the assessment there's a greater emphasis on **problem solving** and **mathematical reasoning**, with more marks now being allocated to these higher order skills. Pupils will be required to memorise formulae as fewer will be provided in the examinations.

Pupils are taught the knowledge, skills and understanding through practical activities which:

- ensure they become familiar with and confident using standard procedures for a range of calculations
- develop their problem-solving skills in a range of contexts
- show how algebra, as an extension of number using symbols, gives precise form to mathematical relationships and calculations
- develop their geometrical skills
- require pupils to analyse and draw inferences from data consider the uses of statistics in society
- require pupils to use appropriate ICT tools to present data and also to use these to solve numerical and graphical problems
- develop their application of learning to real life situations.

What A levels/ further education opportunities will this subject allow?

In recent years, higher education institutions and employers have consistently flagged the need for pupils to develop a secure foundation in GCSE Mathematics to enable them to respond with confidence to the demands of undergraduate study and the world of work.

Many educational institutes therefore require a minimum of a good pass in a core subject of GCSE Mathematics to pursue a range of A levels and higher-level qualifications.

What careers does the subject link to?

Almost all jobs and careers require you to have a GCSE in mathematics, but the following careers are some that would enable you to make a lot of use of your Mathematics: Economics, Medicine, Architecture, Engineering, Accountancy, Teaching, Psychology, Environmental Studies, Computing, ICT, Banking, Insurance, Marketing, Business Management, Pharmacy, Science, Aviation, Construction, Cookery and many more...

Links to further information

- Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics (1MA1):
- <https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>
- National curriculum in England: mathematics programmes of study:
- <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study#key-stage-4>

SCIENCE

Why you study Science

Platanos College has high expectations of all pupils and in line with this, pupils will be given the opportunity to gain the required knowledge, skills and attitudes outlined in the programme of study. Science encourages you to practice problem solving and critical thinking which is useful in any career chosen.

Science is at the forefront of our understanding of the world around us. All that we know about the universe, from how living things feed to what matter is made up of, is the result of scientific research and investigation.

Science is one of the timeless and most vital academic disciplines, which covers a wide variety of subjects. It is also one of the fundamental parts of the term **STEM**, used to refer to science, technology, engineering and mathematics.

All of these advances in human life can be linked to individuals learning about science as children. As a result, it is in the interests of governments, companies and wider society to encourage pupils to study science in order to enrich their general knowledge. Science enhances the **next wave of progress** in all of the fields that affect our daily lives.

Topics

BIOLOGY

Autumn Term	Spring Term	Summer Term
Ecosystem 1	Interdependence	Ecosystem 2

CHEMISTRY

Autumn Term	Spring Term	Summer Term
Earth	Atomic structure	Chemical reactions

PHYSICS

Autumn Term	Spring Term	Summer Term
Forces	Moments and pressure	Energy

Skills

- Planning and designing investigations
- Collecting and presenting data
- Using scientific evidence to draw valid conclusions
- Use of mathematical skills effectively to solve scientific problems

Exam

AQA

How you will be assessed

You will be assessed based on the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

When you will be assessed

- Pupils will be tested at the end of each unit of work.
- Pupils will also write a formal examination at the end of each term.
- Practical and mathematical skills will be taught during the course and will be assessed in all tests done by pupils.

What can you expect from studying GCSE Science

Studying science at GCSE level will enable you to:

- Develop an understanding of the nature of science and its applications and the interrelationships between science and the society.
- Develop and apply your knowledge and understanding of the scientific processes through hypotheses, theories and concepts.
- Develop your understanding of the relationships between hypotheses, evidence, theories and explanations.

- Develop your awareness of risk and the ability to assess potential risk in the context of potential benefits.
- Develop and apply your observational, practical, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments.
- Develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions.
- Develop your skills in communication, mathematics and the use of technology in scientific contexts.

Further education opportunities:

- A-Levels
- B-Tech
- Applied science
- Degree courses in science
- Apprenticeship

If you want a chemistry-based degree, other options include:

- applied chemistry
- biochemistry
- pharmacology
- environmental science
- forensic science.

If you want a biology-based degree, other options include:

- zoology
- marine biology
- genetics
- microbiology
- biomedical science.

If you want a physics-based degree, other options include:

- astrophysics
- geophysics
- chemical physics
- mathematical physics
- theoretical physics.

Careers

Here are some careers where further studies in Science (Biology, Chemistry and Physics) will be an advantage, if not a requirement: dentist, doctor, electrical engineer, food scientist, managers in industries, quality controller, marketing,

pathologist, primary/secondary school teacher, soil scientist, nurse and numerous other careers.

Links to further information

- <https://nationalcareersservice.direct.gov.uk>
- www.careerpilot.org.uk

HISTORY (A AND B BANDS ONLY)

Why you study History

History is a highly academic subject which is sought after by universities. It will help you to develop a number of key skills necessary both for work and future study. These include the ability to debate, analyse, evaluate and create judgements based on evidence. You will learn about key events, and people who have shaped the world around you. Our discussion work will link to current events. Your ability to form opinions and make strong judgements will be of benefit during this course.

By attaining a good GCSE grade in History, pupils will contribute to their English Baccalaureate (Ebacc), alongside good GCSE grades in English, Mathematics, Science and a Modern Foreign Language.

Topics

UNIT 1: A study in depth (25%)

The Elizabethan Age, 1558-1603

This unit focuses on reign of Queen Elizabeth I. Key themes include her personality, accession to the throne, government, people's lives (e.g. – rich & poor, entertainment and the theatre), Elizabeth's religious problems, and relations with foreign powers (e.g. – the Spanish Armada).

There will be one examination paper of 1 hour

UNIT 2: A further study in depth (25%)

Germany in transition, 1919-1947

This unit focuses on the factors which led to the rise of the Nazi regime, the impact of change on groups within German society including women and children. Also, the significance of World War II for Germany and the decisions which led to the Holocaust.

There will be one examination paper of 1 hour

UNIT 3: A thematic based study (30%)

Thematic study of Crime and Punishment c. 500 the present.

This unit will study the development of crime, policing and punishment over time. The

focus is to analyse changes and trends. A key case study will be the Jack the Ripper murders of 1888, as well as understanding medieval outlaws and modern forensics.

There will be one examination paper of 1 hour and 15 minutes.

UNIT 4: An outline study (20%)

The Development of the USA, 1929 – 2000

This unit focuses on key trends or turning-points in three main areas: political and social life (e.g. – popular and youth culture, women's roles), racial inequality and the struggle for equality by Martin Luther King and others, foreign policy - the Cold War (e.g. – President Kennedy & the Cuban missile crisis, Vietnam) and the search for world peace.

There will be one examination paper of 45 minutes.

Skills

- Pupils develop their historical knowledge and understanding & their ability to explain, analyse and evaluate key events, people and changes in each unit of study.
- Pupils develop skills in researching, writing about, discussing and debating different views and interpretations of the main events and people involved in each unit.
- Pupils learn to investigate issues critically using a wide range of historical sources.

Exam board

Eduqas

How you will be assessed

Pupils will undergo regular testing to ensure they are developing skills as they gain a more sophisticated understanding of History from Year 10 until Year 11. Assessment will follow the whole school policy of pupils undertaking three formal examinations during each academic year. They will have their final assessment at the end of Year 11 which will lead to a formal GCSE qualification.

Pupils sit four exams in the summer of Year 11. These will be sat in two sessions in which pupils will sit two papers back to back. In the first session pupils will sit papers 1 and 2 and in the second session pupils will sit papers 3 and 4.

What can you expect from studying GCSE History?

Through studying GCSE History pupils will gain a deeper understanding of several key events from the C20th, giving them an understanding of the world today. Additionally, from studying key monarchs and laws from Britain's history pupils will begin to understand the development of British democracy, legal system and value system. The skills that pupils acquire will help them to engage critically with the world today. By studying source analysis pupils will learn how to analyse different opinions and interpret how reliable different sources are. Also, by forming their own justified conclusions pupils will begin to form skills that will help them to navigate professional conversations as they grow into young adults.

What A Levels and further study opportunities will this subject allow?

Pupils wishing to develop their knowledge can go on to study History at A level. Some pupils go on to study a History degree at university or Law as the step after this. In doing so, pupils will help to develop their understanding of important events from the past whose impacts are still felt today. They will be able to construct debates which are meaningful to today's society, along with improving their critical thinking skills.

What careers does History link to?

Studying History does not have a firm link to any area of work, however it does help to develop skills of analytical writing and decision making which are necessary for a number of managerial roles. In addition, it is seen as a highly desirable subject by many graduate programmes from the legal profession to banking. It also helps develop skills such as communication, analysis, attention to detail, and problem solving. There are a wide variety of careers that History can be used for from journalism to the Civil Service.

Links to further information:

- https://www.wjec.co.uk/en/qualifications/history-gcse#tab_overview
- <https://www.ucas.com/job-subjects/history>

MODERN FOREIGN LANGUAGES

Why you study a Modern Foreign Language

Bilingualism brings many benefits: it enhances the thinking process and fosters contact with other people and cultures. Speaking more than one language also increases brain capacity and enhances memory function. In addition, it has been shown that those who speak multiple languages have better empathy and social understanding than those who don't. Furthermore, those who speak two or more languages have wider work and education options and opportunities available to them.

By attaining a good GCSE grade in a Modern Foreign Language, pupils will contribute to their English Baccalaureate (Ebacc), alongside good GCSE grades in English, Mathematics, Science and History.

Themes

1. Identity and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and work
5. International and global dimension

Skills

- Listening - concentration, brain processing, recognising linking words
- Speaking - listening actively, organising ideas, expressing ideas clearly in Spanish
- Reading - understanding lengthier texts in Spanish
- Writing – being able to write in Spanish using a range of past, present and future tenses

Each skill above makes up 25% of the final GCSE grade.

How you will be assessed

There will be an assessment each term in three of the four skills: reading, writing and listening. At the end of the school year, pupils also complete a speaking assessment.

Exam board

The board for the Spanish GCSE is Edexcel.

What can you expect from studying GCSE Modern Foreign Languages?

The Spanish GCSE opens doors to better educational opportunities. Currently, having a language GCSE or A level is an essential entry requirement for the top universities in the UK.

At Platanos College there are annual trips to Spain to enhance learning, offering pupils the ideal opportunity to practise the Spanish they have learned and experience Spanish culture. There are also day trips in London to enhance learning, such as to King's College Language Centre or trips to the cinema to see Spanish language films.

What A Levels and further study opportunities will this subject allow?

Spanish is the world's third most spoken language, after English and Mandarin. The Spanish speaking population is also increasing at a fast rate. Therefore, companies interact with Spanish speaking clients all the time and require staff with language skills. In recognition of that fact, bilingual employees are paid up to twenty percent more than other employees with no additional languages.

What careers does Modern Foreign Languages link to?

Language skills can be used in almost any career, and particularly in businesses that trade internationally.

Some jobs directly related to a language degree include interpreter, political risk analyst, translator, teacher, academic researcher, broadcast journalist, diplomatic service officer or marketing executive.

COMMUNITY LANGUAGES

If you speak another language, and it is decided that you are fluent enough across all four disciplines: Reading, Writing, Speaking and Listening, then you will be assessed in this language and sit the GCSE in your home language at the end of year 11.

Links to further information

- Studying in Spain <http://www.educacionyfp.gob.es/india/en/estudiar/espana.html>
- Learning second language 'slows brain ageing' <https://www.bbc.co.uk/news/health-27634990>
- Being bilingual 'boosts brain power' <https://www.bbc.co.uk/news/health-17892521>
- Learn at home <https://www.bbc.co.uk/bitesize/topics/z83897h>

RELIGIOUS STUDIES

Why you study Religious Studies

Religious Studies is an academic subject which is sought after by universities. It will help you to develop a number of key skills necessary both for work and future study. These include the ability to debate, analyse, evaluate and create judgements based on evidence. As well as this, it will help refine your ability to create sophisticated arguments at length. You will learn key ideas about morality and ethics and be able to see how they shape the modern world around us. The studies will help you to understand key controversies in today's society regarding medical ethics, the environment, and the way in which people choose to live. Your ability to form opinions and make strong judgements will be of benefit during this course.

Topics

Component 1: The study of religions: beliefs, teachings and practices.

Christianity

Key beliefs and practices:

- Key beliefs of Christianity e.g. the nature of God, different Christian beliefs about creation and different Christian beliefs about sin, its' link to the afterlife and the importance of this to Christians.
- Jesus Christ and salvation e.g. beliefs and teachings about the incarnation, the crucifixion, ascension, and Jesus' teachings.
- Worship and festivals e.g. different forms of worship, prayer, sacraments, pilgrimages, etc.
- The role of the church in the local and worldwide community e.g. missions, Christian Aid, why charity and kindness is important, etc.

Islam

Key beliefs and practices:

- Key beliefs of Islam e.g. articles of faith and roots of Islam, the oneness of God, the nature of God etc.
- Authority e.g. Prophethood, the Holy Books including the Qur'an, ideas in Shi'a Islam, etc.
- Worship e.g. Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam, Shahadah, Salah and its significance:
- Duties and festivals e.g. Sawm, Zakah, Hajj, Jihad, festivals e.g. Id-ul-Adha etc.

Component 2: Thematic studies

Theme A: Relationships and family

- Sex, marriage and divorce e.g. human sexuality, sexual relationships before and outside of marriage, the nature and purpose of marriage, divorce, including reasons for divorce, and remarrying.
- Families and gender equality e.g. the nature of families, the purpose of families, contemporary family issues, gender equality

Theme B: Religion and Life

- Religious view on the creation of the world, as well as how these might meet or conflict with scientific theories like the Big Bang and evolution
- The way in which human beings relate to the world around them, including stewardship and animal rights
- Ethical arguments surrounding the creation of life and the ending of it, largely through looking at arguments relating to euthanasia and abortion

Theme D: Religion, peace and conflict

- Religion, violence, terrorism and war, e.g. the meaning of peace, justice etc., violence, terrorism, Holy war, the Just war theory etc.
- Religion and belief in C20th conflict, e.g. religion and belief as a cause of war, nuclear weapons, religion and peace-making, religious responses to victims of war

Theme F: Religion, human rights and social justice

- Human rights, e.g. prejudice and discrimination in religion, issues of equality and freedom, of religion, human rights and responsibilities, social justice, racial prejudice, and discrimination and ethical arguments relating to this
- Wealth and poverty, e.g. wealth, the responsibilities of wealth, exploitation of the poor, charity etc.

Skills

- Pupils will learn key words relating to theological and ethical arguments.
- Pupils will be able to recall information about the beliefs, practices and worship of Christianity and Islam, including detail about how Christian churches and the two branches of Islam (Sunni and Shi'a) differ.
- Pupils will be able to expand on their arguments to explain their ideas. They will be able to link these ideas to religious teachings as evidence of their knowledge.

- Pupils will be able to construct two-sided arguments based on an opinionated statement. They will be able to show a detailed knowledge and understanding of the way in which religious ideas relate to the world around them today.

Exam board

AQA, Specification A

How you will be assessed

Pupils will undergo regular testing to ensure they are developing skills as they gain a more sophisticated understanding of Religious Studies from Year 9 until Year 11. Assessment will follow the whole school policy of pupils undertaking three formal exams during each academic year. They will have their final assessment at the end of Year 11 which will lead to a formal GCSE qualification.

- Pupils sit two exams in the summer of year 11
- Paper 1 focuses on the religions of Christianity and Islam
- Paper 2 focuses on the four themes outlined above
- Each exam paper will consist of 20 questions. These questions will be divided over four sections. The exams will take 1 hour and 45 minutes.

When you will be assessed

Pupils begin their studies of GCSE Religious Studies in Year 9. Pupils are examined using the school's formal examination points three times a year. Written exams will become more demanding and lengthier as pupils move through each stage of the academic year so as to fully prepare them for the requirements of the GCSE exam papers. Pupils will sit their final exam in the Summer term of year 11 and will be awarded a GCSE grade based on their performance.

What can you expect from studying GCSE Religious Studies?

Through their studies, pupils will gain a better understanding of the world around them today. They will be able to understand key ideas underpinning two key religions (Islam and Christianity) and have a better understanding of the moral code by which many religious believers live by today. Pupils will be able to use this understanding in their interactions with others in the wider world. They will also be able to develop their writing style and make assertive judgments supported by evidence. Religious Studies will aid pupils in their communication of complex ideas which will also boost their

communication in other subjects. It will also hone their communication skills in their life after GCSE.

What A Levels and further study opportunities will this subject allow?

Pupils wishing to develop their knowledge can go on to study Religious Studies at A level. Some pupils go on to study a Theology Degree at University or PPE (Philosophy, Politics and Economics) as the step after this. In doing so, pupils will help to develop their understanding of morality, ethics and philosophy. They will be able to construct debates which are meaningful to today's society.

What careers does Religious Studies link to?

Studying Religious Studies does not have a firm link to any area of work, however it does help to develop skills of analytical writing and decision making which are necessary for a number of managerial roles. It also helps develop skills such as communication, analysis, attention to detail, and problem solving. There are a wide variety of careers that Religious Studies can be used for from Arts and Media, to Leisure and Tourism.

Links to further information:

- <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>
- <https://www.ucas.com/job-subjects/religious-studies>

COMPULSORY PHYSICAL EDUCATION (non-examination)

Physical Education (Core PE) remains a compulsory subject in years 10 and 11 and all pupils have one hour of curriculum time dedicated to Physical Education. The emphasis in KS4 is on participation and enjoyment to promote a prolonged interest in sport and physical activity.

Core PE provides an enjoyable, satisfying and balanced curriculum which will allow all of our pupils to develop physically, socially, emotionally and cognitively. All pupils are encouraged, regardless of any natural sporting ability, to get involved in the wide range of experiences we offer.

PE develops pupils' competence and confidence to take part in a range of physical activities that hopefully become a central part of their lives, both in and out of school. Our high-quality PE curriculum enables all pupils to enjoy, achieve and succeed in many kinds of physical activity. Pupils will tackle complex and demanding activities and get involved in physical activity that is mainly focused on performing, promoting healthy and active lives, or developing personal fitness.

Pupils are taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Compare their performance with previous ones to achieve their personal best.
- Continue to take part in competitive sports and activities outside school through community links or sports clubs.

Pupils will be taught a range of activities including:

Basketball	Football	Trampolining	Team Games
Netball	Rounders	Volleyball	Badminton
Athletics	Table Tennis	Handball	Health & Fitness

Talented pupils in lessons are invited to represent the school at the Lambeth Borough events throughout the year.

Core PE explicitly teaches the necessary knowledge and skills for working with and relating to others and provides the learning opportunities to develop these skills. It enables the development of leadership and teamwork skills and encourages pupils to transfer knowledge to other subject areas. Pupils will be presented with opportunities

to further enhance their life skills within the curriculum in preparation for further education, apprenticeships and their future career aspirations.

OPTION SUBJECTS

ART (CRAFT AND DESIGN)

Why should you study this subject?

Art and Design equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. GCSE Art provides the opportunity for pupils to explore both contemporary and historical sources of art, craft and design first hand by:

- Visiting museums, galleries, art shows and fairs.
- Experiencing audio-visual productions, including still and moving imagery.
- Analysing their surroundings and environments.
- Taking an individual approach to their art, craft and design making.
- Selecting their best and most appropriate work for presentation.

GCSE Art is all about developing visual ideas and is perfect for those pupils who enjoy making practical pieces of artwork. An enquiring mind and a willingness to learn new techniques are essential. You will learn about significant artists and designers from the past and about contemporary artists too. The skills you learn will be varied: among them will be a working knowledge of the materials, practices of art and design, analysis skills, experimentation and idea development.

Thinking skills will be developed alongside the practical activities to encourage creative thinking. Pupils become aware of art theory and wider cultural influences. Pupils keep a sketchbook, to explore themes and develop personal response for projects.

Topics

The course is split into Component 1 (Coursework 60%) and Component 2 (Exam 40%)

The projects that are taught are as follows:

- Component 1: Coursework
Two independent projects (Micro Macro- Natural Forms and Reflection)
- Component 2: Exam
Unseen theme

Skills

Art and Design pupils will be required to demonstrate the ability to:

- Develop their ideas through investigations informed by selecting and critically analysing sources.
- Apply an understanding of relevant practices in the creative and cultural industries to their work.
- Refine their ideas as work progresses through experimenting with media, materials, techniques and processes.
- Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.
- Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies, use drawing skills for different needs and purposes, appropriate to the context.
- Realise personal intentions through the sustained application of the creative process.

Specifically, Art pupils will develop skills within the following areas:

- Drawing
- Photography
- Mixed media
- Printing
- Painting
- Sculpture
- Ceramics

Exam board

Edexcel

How you will be assessed

Pupils will be assessed against 4 assessment objectives which are equally weighted and all worth 25% of their overall mark.

- AO1: Pupils need to demonstrate critical understanding of sources, and one of the best ways of demonstrating critical understanding of sources is to show that they have informed ideas and investigations.
- AO2: Pupils refine work by exploring ideas, rather than refining ideas, but they are still expected to do this through selecting and experimenting with appropriate media, materials, techniques and processes.

- AO3: As work progresses gives a new emphasis on recording as a continual process, which should take place throughout the creative journey. Although forms of recording aren't explicitly mentioned in the Assessment Objective, the subject content states that pupils should record 'visually and through written annotation'.
- AO4 has been updated: There is a requirement for pupils to demonstrate their understanding of visual language. By visual language, we mean use of the formal elements and imagery to communicate visually.

When you will be assessed

Teacher assessment will take place every lesson through tracking to ensure pupils coursework is of the very highest standard.

Every 3 weeks pupils will receive teacher feedback against the assessment objectives given to us by the exam board.

Termly pupils work will be moderated and the teacher will give pupils a grade for either one piece of work or the whole sketchbook.

Pupils will complete Component 1 by Christmas in year 11 and then pupils will start the preparation for component 2. The 10 hour exam will take place shortly after Easter in year 11.

What can you expect from studying GCSE Art?

The GCSE in Art, Craft and Design is a broad and flexible course that requires pupils to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Pupils should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Pupils should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.

What A levels/ further education opportunities will this subject allow?

A Level

- Art and Design
- Design and Technology
- Textiles
- Fashion and Textiles
- Film studies
- Graphic communication

- History of Art
- Media Studies
- Moving image Arts
- Product Design
- Photography

Btec

- Art, Design and Media
- Beauty Therapy and Hairdressing
- Design and Technology
- Media
- Textiles and Apparel Manufacturing

What careers does the subject link to?

Possible careers after studying Art and Design are as follows: Architecture, Art Therapist, Games Designer, Audio - Visual Designer, Book Designer, Corporate Identity Designer, Display Designer, Electronic Image Designer, Exhibition Designer, Exhibition Officer, Fashion Buyer, Fashion Forecaster, Fashion Grader, Fashion Illustrator, Fashion Journalist, Fashion Merchandiser, Advertising Designer, Animator, Ceramicist, Editorial Illustrator, Electronic Image Designer, Film Director/Producer, Maker, Fine art Conservator, Furniture Designer, Gallery Administrator, Illustrator, Image animator, Industrial Designer, Interior designer, Landscape designer, Lettering Artist, Magazine Designer, Model Maker, Photographer, Printmaker, Publicity Designer, Sculptor, Silversmith/Jeweler, Teacher, Technical illustrator, Theatre designer, Typographer... to name just a few!

Links to further information

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

GRAPHICS

Why should you study this subject?

Graphics equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. GCSE Graphics provides the opportunity for pupils to explore both contemporary and historical sources of art, craft and design first hand by:

- Visiting museums, galleries, art shows and fairs.
- Experiencing audio-visual productions, including still and moving imagery.
- Analysing their surroundings and environments.
- Taking an individual approach to their art, craft and design making.
- Selecting their best and most appropriate work for presentation.

GCSE Graphics is all about developing visual ideas and is perfect for those pupils who enjoy making practical pieces of artwork. An enquiring mind and a willingness to learn new techniques are essential. You will learn about significant artists and designers from the past and about contemporary artists too. The skills you learn will be varied: among them will be a working knowledge of the materials, practices of graphics, analysis skills, experimentation and idea development.

Thinking skills will be developed alongside the practical activities to encourage creative thinking. Pupils become aware of art theory and wider cultural influences. Pupils keep a sketchbook, to explore themes and develop personal response for projects.

Topics

The course is split into Component 1 (Coursework 60%) and Component 2 (Exam 40%)

The projects that are taught are as follows:

- Component 1: Coursework
Two independent projects (Micro Macro- Natural Forms and Reflection)
- Component 2: Exam
Unseen theme

Skills

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Graphic Communication. In addition to any specialist

requirements listed under the chosen area(s) of study, pupils should develop a practical knowledge and understanding of:

- The use of formal elements and visual communication through a variety of approaches.
- The use of observational skill to record from sources and communicate ideas.
- Graphic materials and techniques such as traditional and digital graphics, printing and web-based technologies.
- Properties of colour and light such as hue, tint, saturation and tone.
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media.
- The use of digital and/or non-digital applications.

Specifically, Art pupils will develop work within one or more of the following areas:

- Advertising
- Communication graphics
- Design for print
- Illustration
- Multi media
- Package design
- Signage
- Typography

Exam board

Edexcel

How you will be assessed

Pupils will be assessed against 4 assessment objectives which are equally weighted and all worth 25% of their overall mark.

- AO1: Pupils need to demonstrate critical understanding of sources, and one of the best ways of demonstrating critical understanding of sources is to show that they have informed ideas and investigations.
- AO2: Pupils refine work by exploring ideas, rather than refining ideas, but they are still expected to do this through selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: As work progresses gives a new emphasis on recording as a continual process, which should take place throughout the creative journey. Although forms of recording aren't explicitly mentioned in the Assessment Objective, the subject content states that pupils should record 'visually and through written annotation'.

- AO4 has been updated: There is a requirement for pupils to demonstrate their understanding of visual language. By visual language, we mean use of the formal elements and imagery to communicate visually.

When you will be assessed

Teacher assessment will take place every lesson through tracking to ensure pupils coursework is of the very highest standard.

Every 3 weeks pupils will receive teacher feedback against the assessment objectives given to us by the exam board.

Termly pupils work will be moderated, and the teacher will give pupils a grade for either one piece of work or the whole sketchbook.

Pupils will complete Component 1 by Christmas in year 11 and then pupils will start the preparation for component 2. The 10 hour exam will take place shortly after Easter in year 11.

What can you expect from studying GCSE Graphics?

Graphic Communication introduces pupils to a visual way of conveying information, ideas and emotions, using a range of graphic media, processes, techniques and elements such as colour, icons, images, typography and photographs. Pupils should conduct primary and secondary investigations during their design development and explore traditional and/or new technologies. They should also consider the use of signs and symbols, and the balance between aesthetic and commercial considerations. Pupils will also understand that Graphic Design practitioners may work within a small team environment or work as freelance practitioners. They may be responsible for a particular aspect of the Design or Production process or for the entire design cycle. They will need good communication skills in order to liaise with clients and to promote themselves as graphic designers.

What A levels/ further education opportunities will this subject allow?

A Level

- Art and Design
- Design and Technology
- Textiles
- Fashion and Textiles
- Film studies
- Graphic communication

- History of Art
- Media Studies
- Moving image Arts
- Product Design
- Photography

Btec

- Art, Design and Media
- Beauty Therapy and Hairdressing
- Design and Technology
- Media
- Textiles and Apparel Manufacturing

What careers does the subject link to?

Possible careers after studying Art and Design are as follows: Architecture, Art Therapist, Games Designer, Audio - Visual Designer, Book Designer, Corporate Identity Designer, Display Designer, Electronic Image Designer, Exhibition Designer, Exhibition Officer, Fashion Buyer, Fashion Forecaster, Fashion Grader, Fashion Illustrator, Fashion Journalist, Fashion Merchandiser, Advertising Designer, Animator, Ceramicist, Editorial Illustrator, Electronic Image Designer, Film Director/Producer, Maker, Fine art Conservator, Furniture Designer, Gallery Administrator, Illustrator, Image animator, Industrial Designer, Interior designer, Landscape designer, Lettering Artist, Magazine Designer, Model Maker, Photographer, Printmaker, Publicity Designer, Sculptor, Silversmith/Jeweler, Teacher, Technical illustrator, Theatre designer, Typographer... to name just a few!

Links to further information

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

PHOTOGRAPHY

Why should you study this subject?

Photography equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. GCSE Photography provides the opportunity for pupils to explore both contemporary and historical sources of photography, art, craft and design first hand by:

- Visiting museums, galleries, art shows and fairs.
- Experiencing audio-visual productions, including still and moving imagery.
- Analysing their surroundings and environments.
- Taking an individual approach to their art, craft and design making.
- Selecting their best and most appropriate work for presentation.

GCSE Photography is all about developing visual ideas and is perfect for those pupils who enjoy making practical pieces of artwork. An enquiring mind and a willingness to learn new techniques are essential. You will learn about significant photographers/artists and designers from the past and about contemporary photographers/artists too. The skills you learn will be varied: among them will be a working knowledge of the materials, practices of photography, analysis skills, experimentation both digitally and manually and idea development.

Thinking skills will be developed alongside the practical activities to encourage creative thinking. Pupils become aware of art theory and wider cultural influences. Pupils keep a sketchbook, to explore themes and develop personal response for projects.

Topics

The course is split into Component 1 (Coursework 60%) and Component 2 (Exam 40%)

The projects that are taught are as follows:

- Component 1: Coursework
Two independent projects (Micro Macro- Natural Forms and Reflection)
- Component 2: Exam
Unseen theme

Skills

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Photography. In addition to any specialist requirements listed under the chosen area(s) of study, pupils should develop a practical knowledge and understanding of:

- The use of formal elements and visual communication through a variety of approaches.
- The use of observational skill to record from sources and communicate ideas.
- Graphic materials and techniques such as traditional and digital graphics, printing and web-based technologies.
- Properties of colour and light such as hue, tint, saturation and tone.
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media.
- The use of digital and/or non-digital applications.

Specifically, Photography pupils will develop work within one or more of the following areas:

- Documentary photography
- Photo-journalism
- Studio photography
- Editorial/Fashion Photography
- Location photography
- Experimental imagery
- Moving image: film, video and animation

Exam board

Edexcel

How you will be assessed

Pupils will be assessed against 4 assessment objectives which are equally weighted and all worth 25% of their overall mark.

- AO1: Pupils need to demonstrate critical understanding of sources, and one of the best ways of demonstrating critical understanding of sources is to show that they have informed ideas and investigations.
- AO2: Pupils refine work by exploring ideas, rather than refining ideas, but they are still expected to do this through selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: As work progresses gives a new emphasis on recording as a continual process, which should take place throughout the creative journey. Although forms

of recording aren't explicitly mentioned in the Assessment Objective, the subject content states that pupils should record 'visually and through written annotation'.

- AO4 has been updated: There is a requirement for pupils to demonstrate their understanding of visual language. By visual language, we mean use of the formal elements and imagery to communicate visually.

When you will be assessed

Teacher assessment will take place every lesson through tracking to ensure pupils coursework is of the very highest standard.

Every 3 weeks pupils will receive teacher feedback against the assessment objectives given to us by the exam board.

Termly pupils work will be moderated, and the teacher will give pupils a grade for either one piece of work or the whole sketchbook.

Pupils will complete Component 1 by Christmas in year 11 and then pupils will start the preparation for component 2. The 10 hour exam will take place shortly after Easter in year 11.

What can you expect from studying GCSE Photography?

Photography may be defined as the creative journey through the process of lens- and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, pupils should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. Pupils will also understand that Photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as photographers.

What A levels/ further education opportunities will this subject allow?

A Level

- Art and Design
- Photography
- Design and Technology
- Textiles
- Fashion and Textiles

- Film studies
- Graphic communication
- History of Art
- Media Studies
- Moving image Arts
- Product Design

Btec

- Art, Design and Media
- Beauty Therapy and Hairdressing
- Design and Technology
- Media
- Textiles and Apparel Manufacturing

What careers does the subject link to?

Possible careers after studying Art and Design are as follows: Architecture, Art Therapist, Games Designer, Audio - Visual Designer, Book Designer, Corporate Identity Designer, Display Designer, Electronic Image Designer, Exhibition Designer, Exhibition Officer, Fashion Buyer, Fashion Forecaster, Fashion Grader, Fashion Illustrator, Fashion Journalist, Fashion Merchandiser, Advertising Designer, Animator, Ceramicist, Editorial Illustrator, Electronic Image Designer, Film Director/Producer, Maker, Fine art Conservator, Furniture Designer, Gallery Administrator, Illustrator, Image animator, Industrial Designer, Interior designer, Landscape designer, Lettering Artist, Magazine Designer, Model Maker, Photographer, Printmaker, Publicity Designer, Sculptor, Silversmith/Jeweler, Teacher, Technical illustrator, Theatre designer, Typographer... to name just a few!

Links to further information

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

ANIMATION

Why should you study this subject?

Animation equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. GCSE Animation provides the opportunity for pupils to explore both contemporary and historical sources of art, craft and design first hand by:

- Visiting museums, galleries, art shows and fairs.
- Experiencing audio-visual productions, including still and moving imagery.
- Analysing their surroundings and environments.
- Taking an individual approach to their art, craft and design making.
- Selecting their best and most appropriate work for presentation.

GCSE Animation is all about developing visual ideas and is perfect for those pupils who enjoy making practical pieces of artwork. An enquiring mind and a willingness to learn new techniques are essential. Pupils will learn about significant artists and designers from the past and about contemporary artists too. The skills pupils learn will be varied: among them will be a working knowledge of the materials, practices of animation, analysis skills, experimentation and idea development.

Thinking skills will be developed alongside the practical activities to encourage creative thinking. Pupils become aware of art theory and wider cultural influences. Pupils keep a sketchbook, to explore themes and develop personal response for projects.

Topics

The course is split into Component 1 (Coursework 60%) and Component 2 (Exam 40%)

The projects that are taught are as follows:

- Component 1: Coursework
Two independent projects (Micro Macro- Natural Forms and Reflection)
- Component 2: Exam
Unseen theme

Skills

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Animation. In addition to any specialist requirements

listed under the chosen area(s) of study, pupils should develop a practical knowledge and understanding of:

- The use of formal elements and visual communication through a variety of approaches.
- The use of observational skill to record from sources and communicate ideas.
- Animation techniques such as traditional and digital animation and web-based technologies.
- Properties of colour and light such as hue, tint, saturation and tone.
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media.
- The use of digital and/or non-digital applications.

Specifically, Animation pupils will develop work within one or more of the following areas:

- Illustration
- Drawing
- Photography
- Mixed media
- Sculpture
- Experimental imagery
- Moving image: film, video and animation

Exam board

Edexcel

How you will be assessed

Pupils will be assessed against 4 assessment objectives which are equally weighted and all worth 25% of their overall mark.

- AO1: Pupils need to demonstrate critical understanding of sources, and one of the best ways of demonstrating critical understanding of sources is to show that they have informed ideas and investigations.
- AO2: Pupils refine work by exploring ideas, rather than refining ideas, but they are still expected to do this through selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: As work progresses gives a new emphasis on recording as a continual process, which should take place throughout the creative journey. Although forms of recording aren't explicitly mentioned in the Assessment Objective, the subject content states that pupils should record 'visually and through written annotation'.

- AO4 has been updated: There is a requirement for pupils to demonstrate their understanding of visual language. By visual language, we mean use of the formal elements and imagery to communicate visually.

When you will be assessed

Teacher assessment will take place every lesson through tracking to ensure pupils coursework is of the very highest standard.

Every 3 weeks pupils will receive teacher feedback against the assessment objectives given to us by the exam board.

Termly pupils work will be moderated, and the teacher will give pupils a grade for either one piece of work or the whole sketchbook.

Pupils will complete Component 1 by Christmas in year 11 and then pupils will start the preparation for component 2. The 10 hour exam will take place shortly after Easter in year 11.

What can you expect from studying GCSE Animation?

Animation is a method in which pictures are manipulated to appear as moving images. This could include work created using film, video, digital imaging or illustration. With the developments of new affordable lens-based technologies, pupils should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. Pupils will also understand that Animation practitioners may work to client commissions within a commercial animation studio, or work as freelance animators. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as animators.

What A levels/ further education opportunities will this subject allow?

A Level

- Art and Design
- Design and Technology
- Textiles
- Fashion and Textiles
- Film studies
- Graphic communication
- History of Art
- Media Studies

- Moving image Arts
- Product Design
- Photography

Btec

- Art, Design and Media
- Beauty Therapy and Hairdressing
- Design and Technology
- Media
- Textiles and Apparel Manufacturing

What careers does the subject link to?

Possible careers after studying Art and Design are as follows: Architecture, Art Therapist, Games Designer, Audio - Visual Designer, Book Designer, Corporate Identity Designer, Display Designer, Electronic Image Designer, Exhibition Designer, Exhibition Officer, Fashion Buyer, Fashion Forecaster, Fashion Grader, Fashion Illustrator, Fashion Journalist, Fashion Merchandiser, Advertising Designer, Animator, Ceramicist, Editorial Illustrator, Electronic Image Designer, Film Director/Producer, Maker, Fine art Conservator, Furniture Designer, Gallery Administrator, Illustrator, Image animator, Industrial Designer, Interior designer, Landscape designer, Lettering Artist, Magazine Designer, Model Maker, Photographer, Printmaker, Publicity Designer, Sculptor, Silversmith/Jeweler, Teacher, Technical illustrator, Theatre designer, Typographer... to name just a few!

Links to further information

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

PHYSICAL EDUCATION

The GCSE PE course enables pupils to further develop their knowledge, understanding and skills to develop their own performance in sport. It also develops pupils' understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being. GCSE PE at Platanos College **will predominately be classroom based** theoretical lessons. This is to ensure that the scientific theoretical elements are fully covered and to prepare pupils for the **two** papers which will make up **60%** of their final grade.

Course Content & Assessments		
Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
What's assessed <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 	What's assessed <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 	What's assessed <ul style="list-style-type: none"> • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity. (Written NEA Coursework)
How it's assessed Written exam: 1 hour 15 minutes 78 marks 30% of GCSE	How it's assessed Written exam: 1 hour 15 minutes 78 marks 30% of GCSE	How it's assessed Assessed by teachers Moderated by AQA 100 marks 40% of GCSE

<p>Questions Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</p>	<p>Questions Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</p>	<p>Questions Pupils need to be competent in 3 activities. In each activity, pupils' skills are assessed in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Pupils will be also assessed on their analysis (15 marks) and evaluation (10 marks) to improve their level of performance in one activity.</p>
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As well as being the ideal preparation for the A Level Physical Education course, GCSE Physical Education allows for progression to related vocational courses, such as BTEC Level 3.

The course will provide the relevant skills and subject content for pupils to choose a variety of careers or degree options including, sports science; sports coaching; sports management; PE teacher; Physical Therapist; sports nutrition; commentator, sports journalist; sports psychology or performance analysis to name a few. The transferable skills pupils learn on this course, such as decision making, and independent thinking are also useful in any career path pupils choose to take.

BTEC HEALTH AND SOCIAL CARE

Why should you study this subject?

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in one of the fastest growing sectors in the UK: Health & Social Care.

The course covers some of the fundamental aspects of health and social care, including growth and development, health and social care services and values, and health and wellbeing, giving learners a broad introduction to a sector that transects a wide range of careers from social care and social work to many different branches of healthcare.

The breadth of this course allows learners to identify their strengths and interests to help inform next steps in education and training. Using realistic vocational contexts, learners will acquire sector-specific knowledge and technical skills, exploring a range of healthcare conditions and social care needs and considering how the different healthcare and social services available can help meet individuals' needs as well as the common barriers to access and obstacles to care.

They will learn about physical, lifestyle, social, cultural, economic and environmental factors affecting health and wellbeing and how to make recommendations for improvement using person-centred approach. The Tech Award combines theory with plenty of practical application, giving learners the opportunity to develop key skills relevant to the health and social care sector such as research techniques and measuring physical health, as well as developing their written communication skills as they create health and wellbeing plans.

Through the internally assessed components, learners' complete realistic tasks and activities that allow them to fully connect knowledge to practice and evidence core knowledge, understanding and skills. Achievement of the qualification opens up a wide range of progression opportunities, including A Levels or a BTEC National in Health and Social Care.

With the pandemic taking over the world, Healthcare in every country has become paramount and we have come to truly appreciate our key Healthcare workers and thank them for all that they have done and continue to do. In England, we are lucky to be taken care of by the NHS and they have done everything to try and protect the country and its citizens to the highest of standards.

Although the pandemic has had a huge impact on everyone's lives, it has also had its benefits in the world of Healthcare. Many individuals have felt inspired by the recent events and decided that they too would like a path in Healthcare. Healthcare is the backbone of each country, which is why it is important to understand why Health & Social is important.

A Rewarding Career

Becoming a Healthcare Professional has been known to be one of the most rewarding careers. You are helping and aiding some of the most vulnerable people in society. You receive a great amount of job satisfaction as you're able to make a huge impact in people's lives on a daily basis. Caring for others and seeing your patients go from strength to strength because of the work and commitment you give is very rewarding and fulfilling.

Great Development Opportunities

Not only is working in Healthcare very rewarding, it also is a career which allows for career progression. Within Healthcare, there is a variety of positions that you can thrive in, you don't have to stick to one career path within the Healthcare industry.

Global Opportunities

The healthcare education provided in the UK is highly advanced so that if you were to seek opportunities and experience overseas you would be competent and able to pursue it. Many students often take up opportunities to complete work experience in

A Growing Sector

We know there are great career progression opportunities, but it's also a growing sector. A career in Health & Social Care offers long-term employment prospects, with opportunity for promotion and progression as well as job security. There are around 25,000 vacancies advertised every month and in July 2020, 1.3 million people were employed by the NHS.

It is an industry that's always in demand. If you are the right person, with the right attitude and higher education, there are countless opportunities to get.

Topics

Component 1:

Human Lifespan Development Learners will explore different aspects of growth and development and the factors that can affect this across the life stages.

They will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.

Component 2:

Health and Social Care Services and Values Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Component 3:

Health and Wellbeing Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

Skills

You will develop the following skills:

- Written and verbal communications
- ICT Skills
- Problem solving and working with others
- How to work independently
- Confidence and self-awareness
- Improving own learning
- Understanding of the Health and Social Care Industry

Exam board

Edexcel Pearsons

How you will be assessed

Assessment

The three components in the qualification give learners the opportunity to develop applied knowledge and understanding of the health and social care sector, at Levels 1 and 2.

Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of applied knowledge and understanding of human growth and development across life stages and the factors that affect this, and how individuals deal with life events.
- The development of applied knowledge and understanding of different types of health and social care services and barriers to accessing them, and the skills, attributes and values required to give care.

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in the following assessment series using the new Pearson-set Assignment released for that assessment series.

When you will be assessed

Teacher assessment will take place every lesson through tracking to ensure pupils coursework is of the very highest standard.

Every 3 weeks pupils will receive teacher feedback against the assessment objectives given to us by the exam board.

What further education opportunities will this subject allow

Nursing
Social
Criminology
Sociology
Psychology
Occupational therapy
Counselling services
Youth and community work
Early years and education studies.

What careers does the subject link to?

Possible careers after studying Health and Social are as follows:
Nurse, Midwife, Care Worker, Community Development Worker, Counsellor, Health Promotion Specialist, Occupational Therapist, Social Worker, Youth Worker, Psychologist, Occupational Therapist, Physiotherapist, Speech and Language Therapist

Links to further information

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

<https://qualifications.pearson.com/content/dam/pdf/Subject%20Pages/HSC/BTEC-Health-Social-Care-roles.pdf>

COMPUTER SCIENCE

(A band only – projected grade 4 in Mathematics required)

Why should you study this subject?

The vast majority of us use computers in our day-to-day lives for everything from gaming and communicating by email or on social media to finding information, paying our bills and shopping.

Computer Science GCSE was introduced to give pupils more advanced skills so you can make computers work for you. Computer Science also teaches you about the ever-changing risks of using the internet, so you can keep your personal information safe and avoid important security risks.

Topics

Paper 1: Principles of Computer Science

- Topic 1: Computational thinking
- Topic 2: Data
- Topic 3: Computers
- Topic 4: Networks
- Topic 5: Issues and impact

Paper 2: Application of Computational Thinking

- Topic 6: Problem solving with programming

Skills

Pupils will learn to be competent at designing, reading, writing and debugging programs. In addition, pupils will be taught to apply their skills to solve real problems and produce readable, robust programs.

Exam board

Edexcel

How you will be assessed

Paper 1: Principles of Computer Science

- Written examination: 1 hour 30 minutes
- Total of 75 marks
- This paper consists of five compulsory questions, each one focused on one of the topic areas.
- The questions consist of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items.

Paper 2: Application of Computational Thinking

- Practical onscreen examination: 2 hours
- Total of 75 marks
- This paper is practical in nature and requires pupils to design, write, test and refine programs in order to solve problems.

When you will be assessed

May/ June 2023

What can you expect from studying GCSE Computer Science?

Learning to program is a core component of a computer science course. Pupils will become competent at designing, reading, writing and debugging programs. Pupils will learn to apply their skills to solve real problems and produce readable, robust programs.

What A levels/ further education opportunities will this subject allow?

A Levels, a BTEC in Computer Science.

What careers does the subject link to?

There is a wide variety of career paths to choose from, here are some examples;

- Software developer
- IT consultant
- Cyber security consultant

- Systems analyst
- Games developer
- Computer network architect

Links to further information

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html>

- <https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb>

BUSINESS STUDIES

(A band only – End of Key Stage 3 projected grade 4 in Mathematics required)

Why should you study Business Studies?

Everything in life involves Business. Think about your latest purchase and then think of what businesses made it possible for you to be using it right now?

Business is a major part of everyone's life and anybody who has a good idea about how businesses work are at an immediate advantage in the future.

Topics

Theme 1: Investigating small business

- 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 the external influences of business

Theme 2: Building a business

- 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

Skills

Theme 1: concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for pupils to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2: examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Exam board

Edexcel

Course Title

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Business (1BS0)

How you will be assessed

Overview of assessment

- Two externally examined papers, one for each theme.
- Each examination: 1 hour 30 minutes.
- Total of 90 marks for each exam.

- The exam questions will be a mixture of multiple-choice, data response, short-answer, extended-writing and scenario-based questions.

When you will be assessed?

May/June 2024

What can you expect from studying GCSE Business?

By choosing GCSE Business, you will learn more about how small businesses are developed and discover how businesses promote themselves and keep their customers happy. You will also learn how businesses manage both their finances and the people who work for them.

What A levels/ further education opportunities will this subject allow?

This business course can help you prepare for further and higher education such as A Levels, BTEC Level 3 and apprenticeships.

What careers does the subject link to?

You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team. A GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.

Links to further information

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>
- <https://www.bbc.co.uk/bitesize/examspecs/z98snbk>

FURTHER MATHS

- Pupils will be selected to take Further Maths if they perform above a Grade 6 in year 9.
- The content will be taught in after school lessons and the expectation is for pupils to be independent and complete additional work at home.
- Other opportunities to take Further Maths may be available if pupils make exceptional progress in GCSE Mathematics in KS4.

Why should you study this subject?

This qualification fills the gap for high achieving pupils by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3.

Topics

The course covers a wide variety of topics from each of the key areas.

- 1) Number
- 2) Algebra
- 3) Coordinate Geometry (2 dimensions only)
- 4) Calculus
- 5) Matrix Transformations
- 6) Geometry

Skills

This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

It also provides an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

Exam board

The course follows the **AQA** *Level 2 Certificate in Further Maths (8365)* content.

How will you be assessed?

Assessment is comprised of 2 papers:

- *Paper 1*: written paper (non-calculator) carries 40 per cent of marks

- *Paper 2*: written paper (calculator) carries 60 per cent of marks.

The AQA Level 2 Certificate in Further Mathematics qualification will be graded on a five-grade scale: A* with Distinction (A[^]), A*, A, B and C. Candidates who fail to reach the minimum standard for the grade C will be recorded as 'U' (unclassified) and will not receive a qualification certificate.

This course DOES NOT require coursework.

When will you be assessed?

Pupils will complete both papers in the same assessment series in year 11 at the end of the academic year.

What can you expect from studying GCSE Further Maths?

Further Maths offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement.

The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

What A levels/ further education opportunities will this subject allow?

AQA Level 2 Certificate in Further Maths could lead on to further study in mathematics, Further Maths, Pure Maths or Statistics at A-level, and/or other related subjects such as Physics, Chemistry, Biology, Electronics, Psychology, Environmental Studies or Applied Science.

What are the career implications?

Studying mathematics helps you develop skills in logical thinking, problem-solving and decision-making, which are valued by employers across many job sectors. Careers directly related to mathematics include:

Actuarial analyst, Actuary Chartered accountant, Chartered certified accountant, Data analyst Investment analyst, Research scientist (mathematics), Secondary school teacher, Statistician, Systems developer, Civil Service fast streamer, Financial manager, Financial trader, Insurance underwriter, Meteorologist, Operational researcher, Quantity surveyor, Software tester.

Links to further information

- AQA Certificate Level 2 Further Mathematics:
- <https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365>

ADDITIONAL MATHS

- Pupils will be selected to take Additional Maths if they display exceptional performance in GCSE Mathematics and GCSE Further Maths.
- Other opportunities to take Additional Maths may be available if pupils make exceptional progress in mathematics in KS4.

Why should you study this subject?

Additional Maths targets learners who will take GCSE (9–1) higher tier Mathematics as well as the Further Mathematics GCSE. Many learners will go on to study AS and A Level Mathematics and, for these learners, this qualification provides an introduction to the subject at that level, with the possibility of subsequent, accelerated progress into AS and A Level Further Mathematics.

Topics

The course covers a wide variety of topics from each of the key areas:

- 1) Number
- 2) Algebra
- 3) Coordinate Geometry (2 dimensions only)
- 4) Calculus
- 5) Matrix Transformations
- 6) Geometry

Skills

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context
- develop confidence in using mathematical techniques in a variety of ways.

Exam board

The course follows the **OCR** - *Level 3 Certificate - Free Standing Mathematics Qualification in Additional Maths* content.

How will you be assessed

Assessment is comprised of 1 paper.

Paper 1: 100 marks, 2 hours, Calculators permitted

The Additional Mathematics qualification will be graded on a five-grade scale: A to E. Candidates who fail to reach the minimum standard will be recorded as 'U' (unclassified) and will not receive a qualification certificate.

This course DOES NOT require coursework.

When will you be assessed?

Pupils will complete the examination in year 11 at the end of the academic year.

What can you expect from studying Additional Maths?

Additional Maths consolidates and develops GCSE level mathematical skill and encourages learners to recognise the importance of mathematics in their own lives and to society. It also provides a strong mathematical foundation for learners who go on to study mathematics at a higher level, those learners who go on to study other subjects which make use of mathematics or those learners progressing to vocational qualifications or directly into employment.

What A levels/ further education opportunities will this subject allow?

Additional Maths provides excellent preparation and a strong foundation if choosing further study in Mathematics, Further Maths, Pure Maths or Statistics at A-level, and/or other related subjects such as Physics, Chemistry, Biology, Electronics, Psychology, Environmental Studies or Applied Science.

What are the career implications?

Studying mathematics helps you develop skills in logical thinking, problem-solving and decision-making, which are valued by employers across many job sectors. Careers directly related to mathematics include:

Actuarial analyst, Actuary Chartered accountant, Chartered certified accountant, Data analyst Investment analyst, Research scientist (mathematics), Secondary school teacher, Statistician, Systems developer, Civil Service fast streamer, Financial manager, Financial trader, Insurance underwriter, Meteorologist, Operational researcher, Quantity surveyor, Software tester.

Links to further information

- Free Standing Maths Qualification (FSMQ) Additional Mathematics 6993:
- <https://www.ocr.org.uk/qualifications/fsmq/additional-mathematics/>