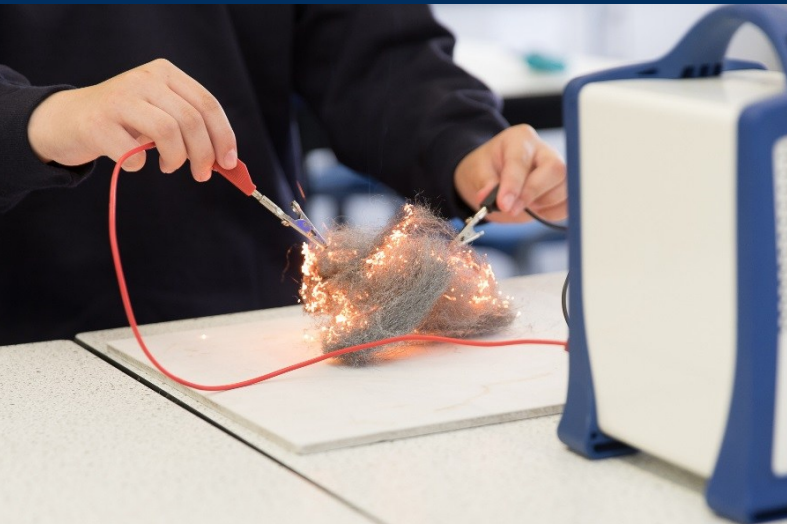




The
Blue Coat School
Basingstoke

Member of the South Farnham Educational Trust

Key Stage 4 Options Booklet



2026

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Dates for your diary:

Thursday 05 March 2026	Year 9 Options Evening with staff: 5.00pm - 7.00pm
Thursday 12 March 2026	Deadline for Option Choice Form to be filled in online

Dear Parents/Carers and Students

I hope you find this Key Stage 4 Options Booklet a useful part of the process in choosing your options for Year 10. Inside you will find details of all the courses we are hoping to offer from June.

We recommend that you read the details of many courses before settling on your final choices. We try to offer a wide range of courses however, they will only run if we reach a reasonable number of students for each option. Therefore students should have a range of ideas in case their initial preferences cannot be accommodated. It is critical that students and parents really explore the details of the courses they want; how they are assessed and what the course covers, rather than just seeing the title and thinking 'I like that subject'. This is particularly important with new subjects where students often choose the title but do not sufficiently understand what is required and what the course involves. Students should base their choices on the courses, not on the decisions of their friends or their relationship with a particular teacher as these can all change over time. The role of parents is to guide your son/daughter with an eye to the future, as teenagers can often be swayed by short-term friendship groups rather than their long-term plans.

The online options form will be available from Friday 06 March 2026 and is to be completed online by Thursday 12 March 2026. The online form must be completed on or before this date and any late applications will receive lower priority should there be over-subscribed subjects. Whilst we endeavour to ensure that students are able to do their choice of subjects there are times when subjects are either oversubscribed or insufficient numbers mean they cannot run. In situations such as this we will then make contact to discuss alternative options. Please contact us if you have any questions. We are keen to provide our students with all the information they need to make the best choices for their future.

Year 9 Options Process

Thursday 05 March 2026

We are offering 2 sessions which are available to book online:

5:00pm

5:40pm

1. Welcome and the options process

Mrs C Poulton - Deputy Headteacher

Mr J Maltman - Head of Year 9

2. Options Fair

Subjects will be available for information and discussion regarding the curriculum offer in the Sports Hall.

Friday 06 March 2026

The online options form will be made available using MCAS to be completed online by **Thursday 12 March 2026**.

If you have not already registered with My Child At School (MCAS), a guide on how to register is available on page 31 of this booklet.

This guide will enable you to register with MCAS which the school is using for communications.

Thursday 12 March 2026

Option choices need to be submitted online using MCAS.

Decisions

The time has come to make decisions regarding the subjects you will study in your final two years at The Blue Coat School. This is the most important school decision you have been asked to make. Your final decision may, in the long term, affect what employment opportunities will be open to you, and, in the short term, determine how well you succeed during your final two years at Blue Coat School.

Think carefully. There are lots of people to help you; seek advice from your parents, teachers, careers advisor and employers. Keep as many different employment opportunities open as possible. We have set up an options team group and placed all of Year 9 into the group. If you have any questions, please ask them there. Parents should email the school with any questions via enquiries@tbcs.sfet.org.uk

You have received a grounding in a wide range of subjects during your first three years designed to give you a balanced education. Try to keep that balance as you make your choices, but it is also important that you choose subjects which you enjoy, and which suit your ability and interests.

As you enter Key Stage 4, courses you choose to follow will be linked to external examinations and assessments. In some subjects, this will involve a greater commitment to doing assessments as an integral part of the course. Your attitude and approach to each subject choice needs to be positive for you to achieve your maximum potential.

After your choices have been made, Mrs Poulton, Deputy Headteacher will be timetabling interviews to confirm these choices. Any problems at this stage will be discussed, taking into consideration skills, strengths, and ambitions, as well as any timetabling constraints. A full consultation will be offered to you and your parents if necessary.

EBacc Subjects : The government encourage students to take a range of traditional academic subjects known as the EBacc. Their ultimate goal is that 90% of students attain this suite of qualifications. In order to have the EBacc students need to study a foreign language and history or geography alongside the compulsory English, Maths and Science. The EBacc does not come with a certificate, however the school is judged in the league tables and by Ofsted by what proportion of students take the EBacc subjects. Students must take one from the selection of EBacc subjects and can choose a language, History and Geography, however no student is forced to choose all to fulfil the requirements of the EBacc measure. We believe all our subjects have value and we think that parents and children are best placed to choose the subjects most relevant to them.

There are 3 different pathways available that offer slightly different subject options based on the best suitability for the Key Stage 4 journey. Two of the pathways are bespoke for particular subjects, these pathways will be offered to particular pupils only by the Heads of the particular subjects. The main open pathway provides the best overall Key Stage journey for the vast majority of pupils.

Option Subjects - How do I choose?

All students select four subjects one from each option block.

The options form will be made available on Friday 06 March 2026. Parents will be emailed a link for students to select their choices.

Tips for choosing the right options

Choose:-

- Subjects you enjoy
- Subjects which you are good at
- Subjects which you need to help you with your career/job
- Subjects where you will achieve the best grades

For advice talk to:-

- Your present subject teachers
- Your parents
- Your tutor
- A Careers Advisor

Avoid choosing options for the following reasons:-

- Your friends are doing it
- You like a particular teacher (they may not teach your allocated class)

Now you should:-

- Read about the courses that are on offer in this booklet
- Start talking with teachers, parents, tutor, other adults and your friends

Open Pathway

This pathway is the standard pathway to gain the full allocation of GCSE's at The Blue Coat School. All subjects are open as an option to study at GCSE.

4 Option Choices
 3 Reserve Choices
 9 GCSE Grades

1 Choice
EBacc
Geography
History
French
German
Spanish
Computer Science
EBacc Option Preference
1
EBacc Option Reserve
1

3 Choices		
Open		
Art and Design	French	Media Studies
Business Studies	Geography	Music
Computer Science	German	Religious Studies
Design and Technology	Health and Social Care	Spanish
Digital Information Tech	History	Sports Studies
Drama	Hospitality	
3 Open Option Preferences		
1	2	3
2 Open Option Reserves		
1	2	

Science Specialism Pathway

This pathway is bespoke for pupils wanting to study all 3 sciences separately. The pupils will be guided into this pathway by the Head of Science individually.

Science Specialism
Biology
Chemistry
Physics

3 Option Choices
 3 Reserve Choices
 9 GCSE Grades

1 Choice
EBacc
Geography
History
French
German
Spanish
Computer Science
EBacc Option Preference
1
EBacc Option Reserve
1

2 Choices		
Open		
Art and Design	French	Media Studies
Business Studies	Geography	Music
Computer Science	German	Religious Studies
Design and Technology	Health and Social Care	Spanish
Digital Information Tech	History	Sports Studies
Drama	Hospitality	
3 Open Option Preferences		
1	2	
2 Open Option Reserves		
1	2	

Functional Skills Pathway

This pathway is bespoke for pupils identified by the Heads of English and Maths. The pupils will be guided into this pathway by the Head of Subjects individually.

Functional Skills
Functional Skills English
Functional Skills Maths

3 Option Choices
 3 Reserve Choices
 9 GCSE Grades

1 Choice
EBacc
Geography
History
French
German
Spanish
Computer Science
EBacc Option Preference
1
EBacc Option Reserve
1

2 Choices		
Open		
Art and Design	French	Media Studies
Business Studies	Geography	Music
Computer Science	German	Religious Studies
Design and Technology	Health and Social Care	Spanish
Digital Information Tech	History	Sports Studies
Drama	Hospitality	
3 Open Option Preferences		
1	2	
2 Open Option Reserves		
1	2	

English Language and English Literature

All students have to study a GCSE in English Language and a GCSE in English Literature. The course will be assessed by examination only, which will be completed at the end of Year 11, there is only one tier level of entry (everyone sits the same paper).

During their study of English, students will develop creativity, fluency and accuracy in their writing and their ability to read critically, analytically and empathetically. They will study both modern and 19th century texts.

As all formal examinations will be completed at the end of Year 11, students will be expected to undertake regular, independent revision. They will also need to read regularly and widely in order to boost their vocabulary and to help them generate ideas for their own creative writing.



English Language

All texts in the examination will be unseen and will be 600-700 words in length.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives	Non-examination Assessment: Spoken Language
<p>What's assessed:</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one unseen fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> descriptive or narrative writing 	<p>What's assessed:</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> two linked non-fiction texts from different time periods (19th and 20th centuries) <p>Section B: Writing</p> <ul style="list-style-type: none"> writing to present a viewpoint 	<p>What's assessed:</p> <ul style="list-style-type: none"> presenting a 3-4 minute speech responding to questions and feedback for 3-4 minutes use of standard English
<p>How it's assessed:</p> <ul style="list-style-type: none"> Written exam: 1 hour 45 minutes 50% of GCSE 	<p>How it's assessed:</p> <ul style="list-style-type: none"> Written exam: 1 hour 45 minutes 50% of GCSE 	<p>How it's assessed:</p> <ul style="list-style-type: none"> Speaking and listening oral examination (in Year 10) (0% weighting of GCSE)

English Literature

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
<p>What's assessed:</p> <ul style="list-style-type: none"> Macbeth - Shakespeare A Christmas Carol - Dickens 	<p>What's assessed</p> <ul style="list-style-type: none"> An Inspector Calls - JB Priestley Power & conflict poetry - AQA anthology Unseen poetry
<p>Questions</p> <p>Section A - Shakespeare:</p> <p>Students will answer one question on <i>Macbeth</i>. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B - The 19th-century novel:</p> <p>Students will answer one question on <i>A Christmas Carol</i>. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	<p>Questions</p> <p>Section A - Modern texts:</p> <p>Students will answer one essay question from a choice of two on <i>An Inspector Calls</i>.</p> <p>Section B - Poetry:</p> <p>Students will answer one comparative question on one named poem printed on the paper and one other poem from their anthology.</p> <p>Section C - Unseen poetry:</p> <p>Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
<p>How it's assessed:</p> <ul style="list-style-type: none"> Written exam: 1 hour 45 minutes 40% of GCSE 	<p>How it's assessed:</p> <ul style="list-style-type: none"> Written exam: 2 hour 15 minutes 60% of GCSE

Course Title

GCSE English Language and GCSE English Literature

Exam Board

AQA

Mark Allocation

100% Examination

English Language:

Paper 1 - 50%

Paper 2 - 50%

English Literature:

Paper 1 - 40%

Paper 2 - 60%

Grading

9 - 1

Curriculum Leader

Ms H Threlkeld

Mathematics

COURSE INFORMATION

Mathematics is an important subject which is studied by all students. Over the past few years the mathematics syllabus has become more demanding for every student and the volume of subject content has also increased. All students follow a scheme of work appropriate for them and it is essential for all students to become familiar with basic mathematics but also to be able to apply it; it is used in many other subjects and in everyday life.

The GCSE course follows the National Curriculum, which is divided into five main sections: Number, Proportion, Algebra, Statistics & Probability, and Geometry & Measures.

There will be two entry levels at GCSE:

<u>Level</u>	<u>Grade Range</u>
Higher	9 - 3
Foundation	5 - 1

The department will enter each student at the appropriate level for them to achieve their highest grade.

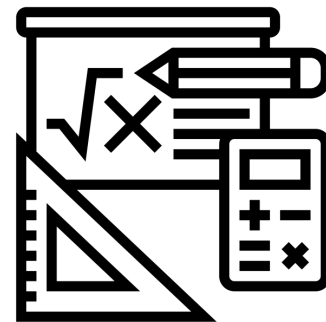
Assessment

After a learning objective is taught, we assess this either in class or using the Complete Maths quizzes. Retention tests are also used to see how this information is being stored over a longer period.

Written Papers

This qualification consists of three papers (one non-calculator and two calculator). Exams are held in May/June and are be taken at the end of Year 11. There is no coursework required for GCSE Mathematics.

Higher and Foundation students will all be sitting the Edexcel exam board.



Course Title

GCSE Mathematics

Exam Board

Edexcel

Mark Allocation

100% Examination

1 Non-calculator Paper

2 Calculator Papers

Grading

Higher 9 - 3

Foundation 5 - 1

Curriculum Leader

Mr N Pouney

Science

COURSE INFORMATION

All students have been studying GCSE Science since October Half Term in Year 9.

Students currently in X1 or Y1 will study either separate Sciences, leaving with GCSE Biology, Chemistry and Physics, or combined Science (Trilogy), leaving with two combined grades. This decision will be made between students, teachers and parents towards the end of this academic year.

All other students will sit the combined Science (Trilogy), leaving with two combined grades.

There is no controlled assessment and the course will be assessed by examination at the end of Year 11.

As part of their course, students will be expected to complete a set of practical activities set by the examination board. These will be assessed in the examinations in Year 11.

The courses consist of the following sections:

Combined Science

Biology, Chemistry and Physics modules:

6 examinations (2 x Biology, 2 x Chemistry and 2 x Physics)

Each examination is 1 hour and 15 minutes and available at Higher and Foundation Tiers.

Biology, Chemistry and Physics (Separate Science)

2 examinations for each Science.

Each examination is 1 hour and 45 minutes and available at Higher and Foundation Tiers.



Course Title

GCSE Combined Science: Trilogy

Triple Science: GCSE Biology, GCSE Chemistry, GCSE Physics

Exam Board

AQA

Mark Allocation

100% Examination

Grading

Combined Science (combined grade)

Higher: 9-9 to 4-4

Foundation: 5-5 to 1-1

Triple Science

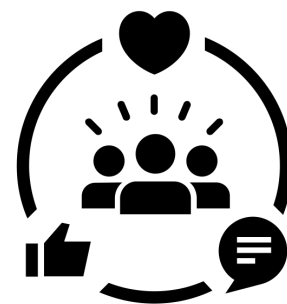
Higher 9 - 4

Foundation 5 - 1

Curriculum Leader

Mr J Dance

Personal, Social and Health Education (PSHE)



PSHE in Years 10 and 11 is designed to give you knowledge and skills to help you lead a happy and successful life and keep you safe by being able to manage risk.

This course builds on work carried out at Key Stage 3. All aspects of personal, social and careers education are explored by all students in Years 10 and 11. Topics studied include developing emotional health and listening skills, awareness of human rights, extremism, sex and relationships, family life, parenting and loss, awareness of risk, such as drugs and alcohol consumption, and health issues, such as self-checking for Cancer.

To support you with your education and careers pathways, PSHE will help you investigate college courses and careers ideas, understand the rights you have as an employee, and even how to apply for a job!

In Year 11 a great deal of time is given to making sure you have all the latest information concerning colleges and the courses, training and employment opportunities available to you. BCoT, QMC and Apprenticeship providers will visit the school and a range of college open day visits are staged for your benefit. Much help is given in the timely completion of applications where needed.

Emphasis is given to personal responsibility, self-respect and respect of others. You will be encouraged to develop interpersonal skills e.g. communication, co-operation and positive attitudes that will help you to fulfil your role in society.

Course Title

N/A

Exam Board

N/A

Mark Allocation

N/A

Grading

N/A

PSHE Co-ordinator

Mrs S Coultriss

YEAR 10 CURRICULUM OVERVIEW

Term	Subject	Theme
Term 1.1	Citizenship	Rights, Responsibilities and British Values
Term 1.2	Careers and Enterprise	Life Beyond School
Term 2.1	PSHE	Relationships and Sex Education
Term 2.2	PSHE	Staying Safe Online and Offline
Term 3.1	Citizenship	Celebrating Diversity and Equality
Term 3.2	PSHE	Health and Wellbeing

YEAR 11 CURRICULUM OVERVIEW

Term 1.1	Careers and Enterprise	Life Beyond School
Term 1.2	PSHE	Relationships and Sex Education
Term 2.1	PSHE	Online and Offline Safety
Term 2.2	PSHE	Health and Wellbeing

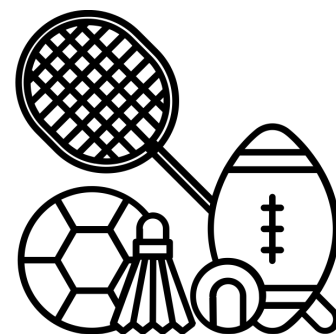
Physical Education

Physical Education is compulsory in Years 10 and 11. The course is designed to implement the skills learned and developed in Key Stage 3 as well as develop game sense, tactics and strategies for improving performance in Key Stage 4. Students will be assessed in Year 10 and 11 with our new **Head-Heart-Hands** assessment criteria that measures the progress in three key areas: **thinking**, **feeling** and **doing**. This assessment criteria has been developed to ensure success in PE is far more than just being practically able. Students need to think deeply and demonstrate leadership skills to be successful in the subject area.

The classes in PE are set by student attainment in the subject area (how well they score against the KS3 **Head-Heart-Hands** concepts) as well as classes being mixed-sex to demonstrate and role model that PE and sport can be a flagship for equality and to ensure all students have access to a broad curriculum.

Year 10 Core PE will study Sport Education which is a pedagogy that requires students to have roles/responsibilities in teams (e.g. coach, fitness trainer, statistician, newspaper reporter and officials). Students will be in these teams for 13 different sports/activities and they will receive scores each week which get totalled to a final score. Teams are scored on winning, the professionalism of their warm up, organisation of the team, how they perform as the duty team and fair play.

Year 11 Core PE comprises of three route ways which the students choose at the end of Year 10: **Competitive**, **Health and Leisure** and **Alternative**. This is to encourage continual participation and to promote a healthy lifestyle when they leave school. The focus is on participation and appreciation of the benefits of an active lifestyle whilst they undergo the pressures of preparing for their GCSE exams. Each route way consists of a list of sports/activities which are specifically chosen for each route way in order to meet the needs of all students.



Course Title

N/A

Exam Board

N/A

Mark Allocation

N/A

Grading

N/A

Curriculum Leader

Mr J Voce

Competitive

Health and Leisure

Alternative

- Football
- Basketball
- Rugby
- Netball
- Badminton
- Handball
- Tennis
- Fitness
- Cricket

- Dance
- CrossFit
- Yoga
- Pilates
- Zumba
- Boxercise
- Resistance Training
- Cardiovascular Training
- Badminton

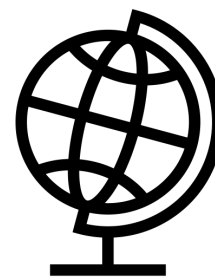
- Boccia
- Unihock
- Tchoukball
- Boxercise
- Trampolining
- OAA
- Ultimate Frisbee
- Table Tennis
- Badminton

Geography

COURSE INFORMATION

Geography is not just about where places are, it helps us answer questions about the modern world: Why do so many people want to move to the UK? How old might you be before you can afford to buy a house or retire? How might changing weather patterns impact our lives in the future? Are humans destroying or conserving ecosystems? What are the consequences of national and international inequality? Geography is about earthquakes and volcanoes, desertification and flooding. It's about rivers and coasts, poverty and wealth. It's about housing shortages and pollution, rising sea levels and tourism. In a nutshell, it's about our world as it changes around us.

The course comprises of 3 components over two years.



Paper 1: Changing Physical and Human Landscapes	Paper 2: Environmental and Development Issues	Paper 3: Applied Fieldwork Enquiry
How is it assessed? <ul style="list-style-type: none"> • Written exam :1 hour 30 minutes • 88 marks (including 4 marks for spelling, punctuation, grammar and use of specialist terms) • 35% of qualification 	How is it assessed? <ul style="list-style-type: none"> • Written exam :1 hour 30 minutes • 88 marks (including 4 marks for spelling, punctuation, grammar and use of specialist terms) • 35% of qualification 	How is it assessed? <ul style="list-style-type: none"> • Written exam :1 hour 30 minutes • 76 marks (including 4 marks for spelling, punctuation, grammar and use of specialist terms) • 30% of qualification
What is assessed? <ul style="list-style-type: none"> • Theme 1: Landscapes and Physical Processes • Theme 2: Rural-Urban Links • Theme 3: Tectonic Landscapes and Hazards 	What is assessed? <ul style="list-style-type: none"> • Theme 5: Weather, Climate and Ecosystems • Theme 6: Development and Resource Issues • Theme 7: Social Development Issues 	What is assessed? <ul style="list-style-type: none"> • Part A and Part B assesses approaches to fieldwork . • Part C will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

Course Title

GCSE Geography 8035

Exam Board

Eduqas

Mark Allocation

100% Examination

Paper 1 - 35%

Paper 2 - 35%

Paper 3 - 30%

Grading

9 - 1

Curriculum Leader

Mrs A Jarman

Eduqas Geography A Course Aims

The overarching aims of this qualification are that learners should develop the ability to think 'like a geographer'. That is to say, learners will develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues. WJEC Eduqas GCSE Geography A develops an enquiry approach to the study of geographical information, issues and concepts. It is based on the principle that geographical education should enable learners to become critical and reflective thinkers.

The Benefits of Geography

Not only is it interesting, Geography gives you skills that will be useful when you leave school. The skills that you learn and practice in Geography give you a lot to offer future employers.

- Independent enquiry skills.
- Reflective, analytical and communication skills.
- To collect, present, analyze and evaluate data
- To help understand the significance of different values and attitudes towards the development and resolution of social issues.
- How to solve problems and justify decisions made - essential for most jobs and careers.

As well as this Geography encourages you to develop responsibilities as global citizens and recognize how to contribute to a sustainable future for our world. It also helps to develop broadminded and capable independent learners who are better equipped to cope with life's challenges! To do well in Geography you need to enjoy the subject, be committed to working hard and be an active participant in lessons.

History

COURSE INFORMATION

Understanding the past is essential to understanding the world in which we live today. History is fundamentally about people—societies, communities, and individuals—and enables students to make sense of their own lives while considering how a better future might be shaped.

The aim of the GCSE History course is to develop intellectually curious, open-minded students who can engage confidently with the complexity of the modern world through the study of the past. Students learn that both historical and contemporary judgements must be grounded in evidence and are trained to analyse sources critically and thoughtfully, strengthening their use of language while developing key personal and social skills such as independent thinking, informed debate, and reasoned decision-making.

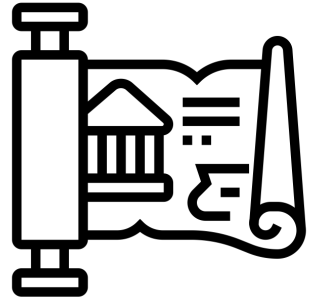
Why Study History?

Beyond its intrinsic fascination, History is a subject of exceptional value for both future careers and life beyond the classroom, developing a wide range of highly sought-after skills that employers consistently value. Through historical enquiry, students learn to analyse evidence critically, evaluate differing interpretations, and appreciate multiple perspectives, fostering a deeper understanding of human behaviour and motivation. History students become confident researchers and communicators, able to synthesise information and express ideas clearly and persuasively—skills essential for success in further education and the workplace. In today’s digital, information-rich world, History equips students with the critical thinking and analytical skills needed to assess reliability, identify what truly matters, and thrive across a wide range of professional pathways.

Assessment

There will be regular opportunities throughout the course for assessment of knowledge and exam skills needed for the final examination.

Students are supported in their revision through dedicated revision time in class, after-school revision and ‘breakfast revision’.



Course Title

GCSE History 8145TA

Exam Board

AQA

Mark Allocation

100% Examination

2 Written exams of 2 hours

Grading

9 - 1

Curriculum Leader

Mr L Pople

<u>Paper One - 50% - Understanding the Modern World</u>	<u>Paper Two - 50%- Shaping the Nation</u>
<p>Taught/learned throughout Year 10 and Year 11, examined at the end of Year 11</p> <p>Part 1 – Russia: Tsardom to Communism 1894-1945</p> <ul style="list-style-type: none"> • The End of Tsardom • Lenin’s New Society • Stalin’s USSR <p>This includes topics such as the ‘Roaring Twenties’, ‘Prohibition’ and ‘Civil Rights’.</p>	<p>Taught/learned in the Autumn and Spring terms of Year 11, examined at the end of Year 11</p> <p>Section A - Thematic Study</p> <ul style="list-style-type: none"> • Britain: Health and the People: c1000 to the present day
<p>Part 2 – Conflict and tension in Asia 1950-1975</p> <ul style="list-style-type: none"> • Conflict in Korea • Escalation of conflict in Vietnam • The ending of conflict in Vietnam 	<p>Section B - British depth studies including the Historic Environment</p> <ul style="list-style-type: none"> • Norman England: c1066-c1100 • The Study of a specified site in depth (10%)

French / Spanish / German

COURSE INFORMATION

The course is made up of six thematic contexts, linked to themes already covered in Key Stage 3 as preparation for GCSE, to be studied during Years 10 and 11. There are external examinations at the end of the course in the Listening (25%), Reading (25%), Writing (25%) and Speaking (25%) elements. Dictionaries are not allowed to be used in any of the external examinations.

Below is an outline of the pattern of study for French, Spanish and German:

	Theme 1	Theme 2	Theme 3
Theme Title	My Personal World	Lifestyle and Wellbeing	My Neighbourhood
	Theme 4	Theme 5	Theme 6
Theme Title	Media and Technology	Studying and My Future	Travel and Tourism

What will you do in language lessons?

- Improve your communication skills in a foreign language in real life scenarios
- Learn to speak spontaneously and communicate more naturally with others when using a foreign language
- Investigate how different languages work and compare them with English
- Develop your comprehension skills to give you a better understanding of authentic reading and listening resources
- Learn a range of revision and independent learning strategies that could help your work in other subject areas and make you a better independent learner

Why choose a language?

- Learning a foreign language also boosts your English literacy skills
- It will provide you with an insight into other cultures and traditions
- It can help you stand out from the crowd when applying to universities and for jobs
- Knowledge of a foreign language can boost employability
- Being bilingual can boost what you earn when you start working
- Some research has shown that being bilingual can help to develop your brain and can help prevent it decaying as quickly in later life
- Working in translation tasks helps you to develop resilience and can develop your problem-solving skills.
- Boost your confidence when presenting or speaking in public —a key skill for many future careers.



Course Title

GCSE Specification 'A'

French / Spanish / German

Exam Board

Edexcel

Mark Allocation

100% Examination

Grading

All four exam elements contribute to an overall grade from 9 - 1

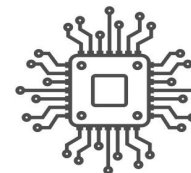
Curriculum Leader

Mrs R Richardson

Computer Science

Course Information

OCR’s GCSE (9–1) Computer Science helps students build a strong foundation in the core principles of computing, including abstraction, algorithms, logic, data representation and problem-solving. Through practical programming tasks, learners develop the ability to design, write and debug code while thinking creatively, logically and analytically. The course also explores how digital systems work, how they communicate, and the impact of technology on individuals and society. Assessment is split evenly across two straightforward papers—one on computer systems and one on programming and computational thinking—providing a clear and student friendly structure. The qualification also supports progression to A Level Computer Science and equips students with valuable computational thinking and programming skills that are highly sought after in modern workplaces.



Key Stage 4 Assessment

The GCSE (J277) assessment is split evenly across two written exams. Paper 1: Computer Systems assesses students’ understanding of key theory topics including systems architecture, memory and storage, networks and protocols, network security, systems software, and the ethical, legal, cultural and environmental impacts of digital technology. It is a 1 hour 30 minute non-calculator exam worth 80 marks and accounts for 50% of the GCSE, featuring multiple-choice, short answer and extended response questions. Paper 2: Computational Thinking, Algorithms and Programming is also a 1 hour 30 minute non-calculator exam worth 80 marks and 50% of the GCSE. It covers algorithms, programming fundamentals, producing robust programs, Boolean logic, and programming languages/ IDEs. This paper includes two mandatory sections, with Section B requiring students to write or refine algorithms using either OCR’s Exam Reference Language or a high level language.

How I can support my child’s learning?

Parents can support their child’s GCSE Computer Science learning using trusted online revision tools such as TeachComputerScience.com for knowledge and quizzes, and the Computer Science Revision Hub for OCR aligned interactive resources. Students also benefit from free topic guides and quizzes on ComputerScienceGCSE.Guru. As part of the course, students will additionally receive past papers and practice questions from OCR’s ExamBuilder, all organised for them in their OneNote to support regular, targeted

Course Title

GCSE Computer Science - J277

Exam Board

OCR

Mark Allocation

100% Examination

Grading

9—1

Teacher

Mr J Clarke

J277/01: Computer systems	J277/02: Computational thinking, algorithms and programming
Written paper: 1 hour and 30 minutes, 50% of total GCSE, 80 marks This component will assess: Systems architecture, Memory and storage, Computer networks, connections and protocols, Network security, Systems software, Ethical, legal, cultural and environmental impacts of digital technology	Written paper: 1 hour and 30 minutes, 50% of total GCSE, 80 marks This component will assess: Algorithms, Programming fundamentals, Producing robust programs, Boolean logic, Programming languages and Integrated Development Environments.

Art and Design

COURSE INFORMATION

The GCSE Art and Design course is a two-year programme that encourages students to develop creativity, confidence and independent thinking through practical and critical work. Based on the Edexcel GCSE (9–1) specification, students build skills in drawing, painting, mixed media and, where appropriate, digital processes, while exploring the work of artists, craftspeople and designers to inform their own ideas. There is no written exam; assessment is entirely coursework-based and marked against four assessment objectives covering research, experimentation, recording ideas, and producing a final outcome.

This course offers students a chance to delve deeper into the areas of art that are of interest to them, while learning more about different approaches to art and gaining the skills that go with them. It starts as a teacher-led course, introducing new media and encouraging experimentation, then broadens out into more independent self-discovery.

Areas of Study

Students use the work of artists and craftworkers to inspire them and help them develop their own ideas. They record these ideas through drawing, photography and annotation. They explore and experiment with media, materials, techniques and processes as they refine their ideas. They produce personalised outcomes as a result of this journey.

Assessment

The Portfolio - 60% - all the work that students produce between the start of Year 10 and Christmas of Year 11. This must be a coherent body of work that follows the Areas of Study mentioned above.

The Externally Set Assignment - 40% - set by Edexcel, the Examining Body, in January of Year 11 and comprises a choice of five themes, one of which must be completed in full by Easter of the same year.

Employment Opportunities

Wherever you look, art impacts our lives - and it's far more than being just a painting to put on the wall. The work of artists is involved in the clothes we wear (textiles, fashion), the cars we drive and the objects we own (product design), the things we choose for our homes (interior design), the look of our towns and cities (architecture, town planning) and our gardens and parks (landscape gardening, floristry), what we visit online (web design), what we visit in person (theme park design, theatre design, sports stadia design), the programmes and films we choose to watch (CGI, animation, cinematography, graphic design, costume design, hair design, etc.). The list of jobs in the art world is seemingly endless.



Course Title

GCSE Art and Design

Exam Board

Edexcel

Mark Allocation

40% Final Exam

60% Controlled Assessment

Grading

9 - 1

Curriculum Leader

Mr P Colburn Jackson

Business Studies

COURSE INFORMATION

This course will help students gain a detailed understanding of the commercial world, learning how an enterprise is formed, how it operates and how it makes and manages its money. Students consider relevant ethical, environmental and economical factors during their studies. This course will allow students to gain a GCSE (9-1) and offers direct progression onto A-Level courses at college. Students will gain an insight into the world of business and entrepreneurship including practical transferable skills such as problem solving, communication, creativity, critical thinking and reflection and they will learn life skills in finance and organisation.

Units of study - How it is assessed:

Theme 1: Investigating a small business

This theme is broken into 5 separate topic areas that will be taught over the first part of the course.

Written Examination 1: 1 hour and 30 minutes 50% of the qualification 90 marks. The paper is divided into three sections: Section A: 35 marks; Section B: 30 marks; Section C: 25 marks.

Theme 2: Building a business

A further five topic areas will be covered in the second part of the course.

Written Examination 2: 1 hour and 30 minutes 50% of the qualification 90 marks. The paper is divided into three sections: Section A: 35 marks; Section B: 30 marks; Section C: 25 marks.

Key Stage 4 Assessment

The qualification has two externally-examined papers. Throughout the two-year course you will complete end of unit assessments to help gauge understanding and monitor the GCSE level you are working towards. The external-examinations will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.

How I can support my child's learning?

There are a number of websites that students can access at home to help improve their knowledge and understanding of Business. These include: SAM Learning, BBC Bitesize and reading recent business/economy articles from the BBC News website.



Course Title

GCSE (9-1) in Business Studies

Exam Board

Edexcel

Mark Allocation

100% Examination

Grading

9 - 1

Curriculum Leader

Mr E Boateng

Design and Technology

COURSE INFORMATION

If you enjoy creative problem solving, modelling ideas, risk taking and innovation, then this is the course for you. The course has a practical approach that encourages you to design and make products with creativity and originality in a variety of practical activities, using a range of materials and techniques. Packaging, labelling and instructions are also encouraged as part of the complete design proposal, while marketing tools, such as advertising and points of sale, can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

We already started with the design process from an early stage in year 7 where they had to look at how we can make different projects for people and how to cater for their needs. We had a look at circuits, 2D drawing, orthographic and isometric drawing, mechanical systems and also different materials and machines.

Our main focus is Investigating, designing, making and evaluating. We want the children to learn different skills not just theory based but also practical skills.

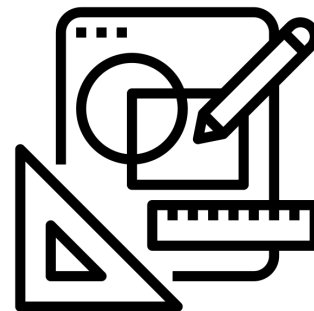
Assessment

The coursework is a design and make task and is worth 50% of the final grade.

The written examination lasts for 120 minutes and contains short answer, product analysis, extended writing and design questions.

Employment Opportunities

The skills that you develop can lead you into; design, product development, teaching, retail, environmental health, research, advertising and media, manufacturing, ICT and many other careers.



Course Title

GCSE Design and Technology

Exam Board

AQA

Mark Allocation

50% Examination

50% Coursework

Grading

9 - 1

Curriculum Leader

Mrs J Voce-Newell

Digital Information Technology - BTEC Tech Award

COURSE INFORMATION

This practical, GCSE equivalent course introduces students to the fast growing digital sector and helps develop key skills needed in almost all modern careers. It covers UI/UX design, IT project management, and cloud computing, giving learners hands-on experience of how digital systems are planned, developed and used in real organisations.

Students gain a strong foundation for further study in IT, with progression to Level 2 Technical Certificates, Level 3 courses such as A Levels, T Levels or BTEC Nationals, or digital apprenticeships. The course pairs well with subjects like Computer Science, Maths, Engineering and Creative Media.



Course Title

BTEC Tech Award in Digital Information Technologies

Exam Board

Edexcel

Mark Allocation

40% Examination

60% Controlled Assessment

Grading

Students are expected to achieve this BTEC at Level 2 and are awarded grades equivalent in value to GCSE grades 9 - 4.

Students who achieve a BTEC Level 1 will be awarded the equivalent to GCSE grade 3 - 2.

Curriculum Leader

Mr J Clarke

<u>Components of study</u>	<u>How it is assessed</u>
Component 1: Exploring User Interface Design Principles and Project Planning Techniques	Internally assessed assignments
Component 2: Collecting, Presenting and Interpreting Data	Internally assessed assignments
Component 3: Effective Digital Working Practices	Externally assessed: scenario-based external 1hr 30 min written exam

Key Stage 4 Assessment

The qualification has three components. In Components 1 and 2 you will carry out controlled assessment tasks. The internal grading and quality assurance of these two components will give you a clear idea of how well you are progressing in your qualification. Component 3 is externally assessed exam by Edexcel and assesses the knowledge and skills you have developed across all three components. The external assessment will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.

How I can support my child's learning?

Students can access a range of high quality online resources to support their learning in the BTEC Tech Award in Digital Information Technology. The official Pearson qualification page provides the specification, guidance and sample materials needed to understand the course requirements. For interactive learning, KnowItAll Ninja offers e-learning lessons, quizzes and worksheets mapped directly to all three components of the qualification, making it ideal for revision and independent study.

Additional support is available through Pearson's own revision guides, which include practice questions and clear explanations for Component 3 assessments, as well as the Pearson Student Book that provides structured lessons, case studies and assessment practice across the full course. Students may also find shared notes and revision materials on platforms such as Studocu useful for reinforcing key topics and practising exam style questions

Drama

COURSE INFORMATION

Component 1: Devising (40% of the qualification - 60 marks)

Performance: Students will create and develop a group devised performance from a stimulus. **(15 marks)**

Written Portfolio: Students will complete a written portfolio which requires you to analyse and evaluate your devising process and success in meeting artistic aims and intentions. **(45 marks)**

Component 2: Performance from Text (20% of the qualification - 48 marks)

Students will perform two key extracts from a performance text. This component is externally assessed by a visiting examiner.

Component 3: Theatre Makers in Practice (40% of the qualification - 60 marks)

Assessment will consist of a 1 hour 45 minutes written examination

Section A Bringing Text to Life (study of a set text) – Five questions based on an unseen extract from the chosen performance text. (45 marks)

Section B Live Theatre Evaluation – Two questions requiring students to analyse and evaluate a live theatre performance they have seen. (15 marks)

What will I learn?

You will learn a range of techniques and strategies to create your own performances. You will explore a range of characterisation skills, performance styles and genres. You will explore both devised and scripted work as well as planned public performances throughout the course which all students are expected to attend. You will also be given the opportunity to attend theatre visits and study the work of professional playwrights.

Is this the right subject for me?

Drama is suitable for students who enjoy working creatively and performing to an audience. It is essential to work effectively as a team, have good organisational skills and be prepared to complete independent research of the topics you are exploring. You will also be expected to attend extra-curricular rehearsals.

You will complete self-evaluations and peer assessments, as giving and receiving feedback is essential to the course. This will be conducted in a supportive and constructive environment.

Performing in front of different audiences is essential to completing the course and therefore students perform regularly within class and to audiences outside of the classroom environment.

The weighting of the exam is: 40% Written Exam and 60% is based on Performing with the support of a Written Portfolio.



Course Title

GCSE Drama

Exam Board

Edexcel

Mark Allocation

40% Written Examination

60% Performance/Written Coursework

Grading

9 - 1

Curriculum Leader

Mrs K Seaward-Ding

Health and Social Care - BTEC Tech Award

COURSE INFORMATION

The course delves deeply into the development of all stages of life, focusing particularly on the physical, intellectual, emotional and social developments of an individual; factors that have an effect on a person’s overall health and wellbeing; care values applied in care homes and medical settings.

The course involves independently producing four extensive pieces of controlled assessment and an exam in the final year. Learners must complete all 3 compulsory components in order to pass the course, equating to 120 guided learning hours (GLH).

Future Prospects:

Approximately three million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants. Whilst social care roles include care assistants, occupational therapists, counsellors and social workers. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. This qualification will provide you with a solid understanding of health and social care that will help you to make choices about your future study options and career choices.

What the course consists of:

Component 1 (36 GLH) – Human Lifespan Development

Component 2 (36 GLH) – Health and Social Care Services and Values

Component 3 (48 GLH) – Health and Wellbeing

Grading

Distinction* = 8.5 (A*)

Distinction = 7 (A)

Merit = 5.5 (B)

Pass = 4 (C)



Course Title

BTEC Tech Award Health and Social Care - Level 2

Exam Board

Edexcel

Mark Allocation

60% Coursework (Controlled Assessment)

40% Examination

Grading

Distinction* = 8.5 (A*)

Distinction = 7 (A)

Merit = 5.5 (B)

Pass = 4 (C)

Teacher

Mrs S Bailey

Hospitality and Catering

COURSE INFORMATION

This exciting and practical course introduces you to the vibrant and fast-paced hospitality and catering industry. It is designed to develop your knowledge and essential skills through a combination of theoretical learning and hands-on practical work. The qualification will provide a strong foundation for further study or apprenticeships, and opens doors to a wide range of careers, from professional chef and restaurant management to events coordination and food product development.

The course focuses on two key areas:

- 1. The Hospitality and Catering Industry:** You will learn about the structure of the industry, types of provision (e.g., restaurants, hotels, fast-food) and the important factors that affect its success, including customer needs, health and safety, and sustainability.
- 2. Hospitality and Catering in Action:** This is where you apply your knowledge by planning, preparing, cooking, and presenting dishes. You will learn about nutrition, menu planning, food safety, and the skills required to produce quality food to meet specific requirements.

Assessment

The course is assessed through a mix of non-exam assessment (coursework) and a final written exam, allowing you to demonstrate both your practical skills and your technical knowledge.

Unit 1: The Hospitality and Catering Industry (Written Examination)

- **Weighting:** 40% of the final grade.
- **Format:** A 90-minute external written exam, set and marked by WJEC.
- **Content:** Tests your understanding of the industry from Unit 1.

Unit 2: Hospitality and Catering in Action (Non-Exam Assessment - NEA)

- **Weighting:** 60% of the final grade.
- **Format:** An internal assessment conducted under controlled conditions.
- **Content:** A practical based project where you will:
 - Research and plan a nutritious menu for a specific scenario or client.
 - Safely prepare, cook, and present selected dishes from your menu.
 - Review your final outcomes, evaluating their suitability and your own performance.

This structure ensures you gain both the essential knowledge for the industry and the invaluable practical experience that employers seek.



Course Title

GCSE Level 1/2 Hospitality and Catering

Exam Board

WJEC

Mark Allocation

40% Examination
60% Controlled Assessment

Grading

Level 1 Pass —
Level 2 Distinction *

Head of Department

Mrs J Voce-Newell

Media Studies

COURSE INFORMATION

GCSE Media Studies explores how media products are created, how they influence audiences and how media reflects society and culture.

Students study a range of media forms including:

- Television
- Film marketing
- Advertising and marketing
- Magazines
- Newspapers
- Radio
- Music videos
- Video games
- Online and social media

Students learn to:

- Analyse how media products use language and techniques
- Understand how media represents different groups and ideas
- Explore how audiences respond to media
- Understand who owns and controls media industries
- Create their own media product

Coursework (Non-Exam Assessment – NEA)

Worth: 30% of final grade

Students create their own media product based on a brief set by AQA each year.

Possible coursework tasks include:

- Designing a magazine
- Creating film marketing
- Producing online media
- Designing advertising campaigns

Written Papers

There are 2 Media GCSE papers worth 35% each. Each paper is 1 hour and 30 minutes and examines:

- Comparing media products
- Understanding context (social, historical, cultural)
- Analysing how media appeals to audiences
- Understanding media production and distribution



Course Title

GCSE Media Studies

Exam Board

AQA

Mark Allocation

70% Examination

30% Controlled Assessment

Grading

9 - 1

Curriculum Leader

Ms H Threlkeld

Music

Music is a subject which has proved, over the years to be fun, challenging, exciting and rewarding. This course will allow you to work in an area where you can explore your musical interests and develop the use of ICT in Music.

It would be beneficial if students already play an instrument or sing, or are willing to begin learning one at the start of Year 10. This can include voice, and any style of music or instrument is accepted. While prior experience is not essential, students are expected to perform regularly and compose.

Assessment

Component 1: Performing (30%) Practical Assessment - This is fun as well as being for an exam as you are able to learn songs you enjoy on your chosen instrument. If you do not currently play an instrument or take lessons, you will be expected to play a piano or guitar. You are required to perform a solo and an ensemble for a combined total of four minutes. These can be in any style and will be assessed by your teacher.

Component 2: Composing (30%) Coursework - You get to compose on the iMac computers using Garageband. One composition would be something set by the exam board, and another would be something of your choice. Some compositions include a dance track, music to film or for a musical, a classical piece or some jazz.

Component 3: Listening and Appraising (40%) - You prepare for a written examination lasting 1 hour and 45 minutes. You will respond to a range of short and long answer questions on the study pieces/wider listening learnt within the four areas of study. You do not just play music, you study music. You will learn about music that you have not experienced before. You will also begin to understand the music that you are familiar with. You will learn how to justify and explain why you might like or dislike particular styles of music. The two Set works for this exam is Bach Badinerie and Toto Africa. All other songs in the exam will vary and be unknown. The exams will ask you to discuss a range of musical elements such a melody in a song and write about it.

Additional Information

Music GCSE allows you to produce some excellent compositional and performance work. The course will widen your horizons, be a talking point when you go for interviews in the future, develop your creativity and self-confidence, which are all important aspects of personal development. It is now being looked for at top universities if students are wanting to study medicine or law, as a gauge for commitment and dedication.



Course Title

GCSE Music

Exam Board

Eduqas

Mark Allocation

30% Performing

30% Composing Coursework

40% Listening Exam

Grading

9 - 1

Curriculum Leader

Mrs S Wright

Religious Studies

Religions exist all around the world and many countries are governed according to the beliefs and values of a faith. To learn about Religious Studies is to investigate the people and the world we live in. Religion can be controversial and does often appear in the news, which means that lessons will be current and up to date. I do not expect us all to agree on the issues discussed, but welcome debates based on findings and justifiable explanations.

COURSE INFORMATION

Pupils looking to take this course, need to have an interest in challenging and questioning beliefs and values to search for meaning and truths. Whilst pupils will have the opportunity to discuss the 'Big Questions' they must also understand that this is 100% examination, which requires an academic style of writing to evidence and support their points.

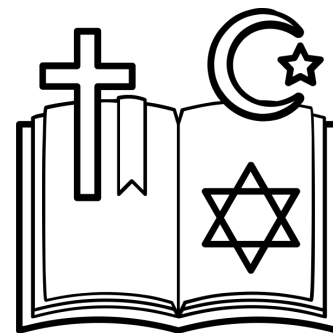
The GCSE course comprises of two papers. The first paper, taught in Year 10, is entitled 'The study of religions: beliefs, teachings and practices'. This focuses on both Islam and Christianity. The second paper entitled 'Thematic Studies' focuses on religious views on ethical issues including same sex relationships and the death penalty.

Throughout the course pupils will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All of these will help prepare them for further education.

Paper 1: Religions Paper	Paper 2: Thematic Studies Paper
Christianity Beliefs and Teachings. Islamic Beliefs and Teachings.	Human rights and Social Justice Crime and Punishment Religion and Life Religion and War and Peace
1hr 45 mins 96 Marks and 6 SPAG	1 hr 45 mins 96 marks and 3 SPAG

FUTURE PROSPECTS

Many colleges, universities and employers regard candidates who have studied Religious Studies as desirable due to the empathetic nature of the course and the many transferable skills learnt. This includes professions in Teaching, Civil Service, Journalism, Law and Public Sector.



Course Title

GCSE Religious Studies A

Exam Board

AQA

Mark Allocation

100% Examination

Grading

9 - 1

Curriculum Leader

Mr J Swan

Sports Studies - Cambridge National

COURSE INFORMATION

Cambridge National in Sport Studies encourages students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. Students will study topics affecting sport through the contemporary issues unit. They will both play and lead sporting activities, as well as having the chance to explore how the Media promotes and impacts sport.



Theory Lessons

Unit Title	Guided Learning Hours	How will students be assessed?
Contemporary Issues in Sport	48	Exam
Performance And Leadership in Sports Activities	48	Non-Exam Assessed
Sport and the Media	24	Non-Exam Assessed

These are based in the PE classroom and will be used to prepare students for their exam. Students will also use this time to complete their coursework.

Contemporary Issues in Sport (Exam)

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies play in the development of their sport
- The use of technology in sport.

Performance and Leadership in Sports (Practical & Coursework)

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity

Sport and the Media (Coursework)

- Sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport

Future prospects

A-Level PE, Sport Specific University courses, Diploma in Exercise, Sports Psychologist, Physiotherapist, Elite Sports Performance Analyst, Exercise Physiologist, PE teacher, Sports Coach, Personal Trainer, Sports Nutritionist and many more.

Course Title

Cambridge National Sports Studies

Exam Board

OCR

Mark Allocation

40% Examination (1hr 15 minutes)

60% Non Exam Assessed work via two units

Performance & Leadership in Sports Activities

Sport and the Media

Grading

Level 1 Pass - Level 2 Distinction

Curriculum Leader

Mr J Voce

Functional Skills—English Level 2

COURSE INFORMATION

Functional Skills English Level 2 focuses on developing practical, real-world English skills that students need for work, further education, and everyday life.

Assessment

Functional Skills English Level 2 is assessed through three separate assessments:

1. Reading Exam

1 hour

- Students answer questions based on multiple texts
- Includes short and longer written responses

2. Writing Exam

1 hour

- Students complete two writing tasks
- Tasks are based on real-life scenarios (e.g. emails, letters, articles, reports)

3. Speaking, Listening and Communicating Assessment

- Completed in class
- Includes:
 - A short presentation or discussion
 - Group discussion activity

This component is internally assessed by the teacher and externally verified.



Course Title

Functional Skills Level 2

Exam Board

Pearson Edexcel

Mark Allocation

Pass/ Fail across the three papers.

Grading

Pass/ Fail

Curriculum Leader

Mrs H Threlkeld

Functional Skills—Maths Levels 1/2

COURSE INFORMATION

Functional Skills Maths Level 1 helps students develop essential maths skills needed for everyday life, employment, and further study.

Level 1 is equivalent to GCSE Grades 2–3 and provides an excellent foundation for progressing to Functional Skills Level 2 (equivalent to GCSE Grade 4).

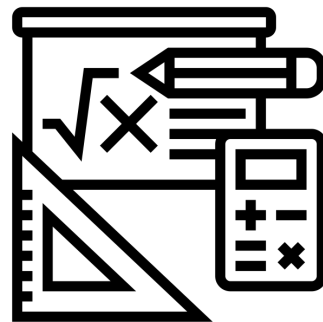
- **Working with Numbers**
- **Money Skills**
- **Measures**
- **Time**
- **Shape and Space**
- **Handling Data**
- **Problem Solving**

Assessment

The qualification consists of **two externally assessed components**:

Non-Calculator Assessment (25 minutes) - 25%

Calculator Assessment (1 hour 30 minutes) - 75%



Course Title

Functional Skills Level 1/2

Exam Board

Pearson Edexcel

Mark Allocation

Pass/ Fail across the three papers.

Grading

Pass/ Fail

Curriculum Leader

Mr N Pouney



MCAS provides a secure and convenient way to stay informed about your child's school life, including keeping your child's contact details, medical up to date as well as seeing their timetable.

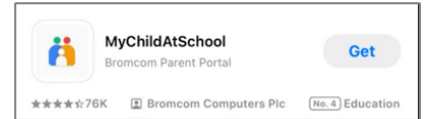
How to Access MCAS

It is available via a web browser and in the form of an app on both Android and Apple devices.

<https://www.mychildatschool.com>

Or

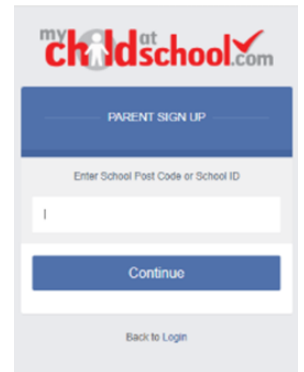
Download the **MyChildAtSchool** app from the App Store or Google Play



To Sign up for your MCAS account

- Open the app and click **Activate**; or if using the web browser click **Sign Up**
- Enter the school's Post Code: **RG22 6HA**
- Click **Continue**
- Enter the email address that the school uses to contact you
- Click **Sign up**

*Please Note: The email address you use here **MUST** be the same email address the school have recorded for you, otherwise the process will not work*



You should receive the following message: **To complete your registration, we have sent an email to the email address you provided. Please access your email and follow the steps to create your password**



Copy the One Time Passcode, go back to the My Child At School screen, enter the passcode and click Verify. Create a password by entering and confirming it, then click Create Password



If any of the following errors are displayed, please contact the school for assistance:

- *Email address not recognised. Please check and try again.* – this means that the **Email Address** used to sign up is not the same as the email address the school have on record, contact the school to check which email address to use/update the record.
- *Email address invalid. Please contact the school to gain access to your child's account.* – this means that **Parental Responsibility** has not been assigned and the School may need to update the **Contact Record**.
- *Account already registered for this email please use login screen to sign into your account - please return to the login screen and use the **Reset Password** option*



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