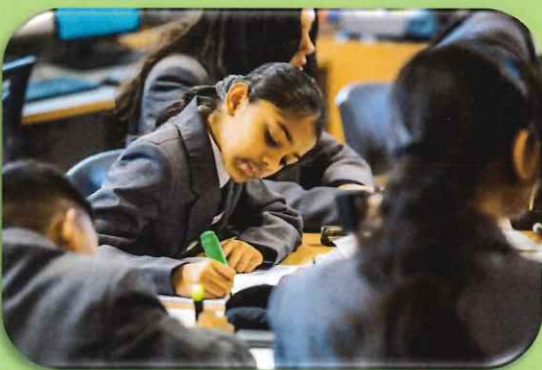




# RUSHEY MEAD ACADEMY

## Options Booklet 2026



## The Headteacher's Introduction

You are entering an important time in your education. In Years 10 and 11 you have the opportunity to prepare for your future and gain the qualifications that will help you to do this.

You will find that most subjects are compulsory which means that you have to study them to make sure that you have a broad education that prepares you for whatever you may choose to do in the future. We want to ensure that you have the right experience and qualifications that will lead on successfully to further study at college, employment or training.

For most of you, the CORE curriculum will include all the subjects that make up the English Baccalaureate. This means you will choose between either Geography or History GCSE, along with GCSEs in English, Mathematics, two or three Sciences and a language. This set of subjects has been shown year after year to provide the best preparation for academic routes.

You have important choices to make. As part of the options process, you will have a discussion with a member of senior staff who will help you with your decisions. After the meeting, you should discuss your ideas with people who you know will give you sensible advice – your family, teachers, the careers team and your Form Tutor. Use this booklet to find out more about the courses on offer to you at Key Stage 4.

Whatever subjects you choose, the learning that takes place at Key Stage 4 will enable you to grow as an individual, achieve fantastic results, and make a positive difference to the school and the wider community.

It is an exciting time but also a time you need to take seriously. Think carefully about what you are doing, make sensible decisions and then work really hard for the rest of Year 9 so that you are ready for the challenge of Years 10 and 11.



## A student view of choosing options

When my teachers first talked about options, I was worried, I didn't know what I was going to do as a career and I didn't know what options to take. Whatever options you pick will impact your life, and they are the biggest decision of your life so far.

However, all the support we got in school helped me pick my options. The options I chose were PE and Geography. I picked PE because it is my favourite subject and I enjoy the practical side, but I am also interested in the theory side. I chose Geography as I find the subject interesting and knew it was really important.

My teachers advised me to choose subjects I do well at and enjoyed. Don't forget if you ever need any help or any guidance you always have teachers, parents, careers advisors and your tutor.

Finally, a bit of advice, these options will set you up for your future so pick ones that you really want and not because your friends are doing them. If you do not have a career in mind then choose a wide range of different subjects that you enjoy.

**Year 10 Student**



*"Life is a sum of all your choices."*

**Albert Einstein**

*"It is our choices that show what we truly are, far more than our abilities."*

**J K Rowling**



## The KS4 Curriculum

All students will follow GCSE level courses in:

- Mathematics
- English Language
- English Literature
- Science
- Modern Foreign Language
- Religious Education

All students study Science and this will lead to two or more GCSEs.

Students either study French or Gujarati as their main foreign language.

Students will also do core PE, which is a non-examination subject.

## Options Subjects

For the remaining time, students will be guided in choosing additional subjects from the following full course GCSEs or equivalent qualifications. Anyone planning to study an academic route of A levels will be guided either History or Geography. The following **GCSE, BTEC or Cambridge National courses** are available for students to choose from:

History	Business	Computer Science
Geography	Drama	Design
Food & Nutrition	Art	Health & Social Care
Dance	Physical Education	Media
Music	Economics	Photography

Each of these courses has a page dedicated to them in this booklet explaining what they involve in more detail.

Students will be asked to make a first, second and third choice in each block. **Courses will only run if they are a viable option, and there are many issues that may affect this, so all students should be prepared to study any of their choices.**



***"I attempt to provide the conditions in which all my students can learn"***  
**Albert Einstein**



## **The Subjects**

Each option subject has a page devoted to it in this booklet. These pages tell you more about the course and what you can expect from it.

On this page we have included a brief description of PSHE and Core PE. These are both valuable parts of the KS4 curriculum, but they do not lead to a qualification.

## **Personal, Social and Health Education**

During KS4, students develop their understanding of the rights and responsibilities they have as active British citizens and members of society. There are opportunities to discuss significant topical issues and develop an understanding of how society works and the skills and abilities needed to navigate this. They are able to develop skills such as debating, research techniques, negotiation and participation.

The careers programme at KS4 helps students to explore the range of opportunities available post 16. Students research their own career aspirations alongside advice and guidance from careers advisers. They have the opportunity to develop employability skills through work experience and have many interactions with employers from a variety of work areas. In year 11 students complete applications for post 16 education and training. The application process is an opportunity for students to show case their academic ability and their wider school and external contributions.

Coping strategies and mental health awareness are also addressed.

## **Core Physical Education**

Physical Education remains a compulsory subject in Years 10 and 11 and all students have 2 hours of curriculum time dedicated to the subject. The emphasis in KS4 is on developing Sports Leadership skills; to plan, deliver and critically evaluate their own performance and that of others.



We also place a high importance on participation and enjoyment to inspire and instill a lifelong love and interest in sport and physical activity in our students. All students have the opportunity to undertake the Rushey Mead Sports Leader Level 1 Award in Year 10.

Year 11, students are taught in their teaching groups and there is an element of choice in provision to allow students to partake in physical activity in an enjoyable environment.



**Successful learning is a partnership**



## Frequently Asked Questions

### Will there be an examination in my chosen subject?

Every GCSE will include a written or online examination at the end, in most cases this is at the end of Year 11. With the changes laid out by the Government this will more than likely be the main method of assessment.

### Will I be in different groups?

In all of your subjects you are likely to be in groups with different students. Some subjects are in sets and others are in mixed ability groupings.

### Where can I get extra help and guidance in making my decision?

The options choices should be made after careful consideration and discussion. These are the subjects you will study for the next two years and so it's important that you make the best choice possible.

Help is available from the following people:

- Subject teachers
- Curriculum Leaders
- Form tutors and Year team
- Mrs Butler- Careers
- Senior Leadership Team

Tel: 01162663730

Email: [careers@rushey-tmet.uk](mailto:careers@rushey-tmet.uk)

Website: [www.rushey-tmet.uk/curriculum](http://www.rushey-tmet.uk/curriculum)

## What now?

- Read this Course Information Booklet in full;
- Watch the videos about each of the courses;
- Research online and read specifications;
- Discuss your interests and ambitions with your family;
- Talk to your form tutor and teachers;
- Look at your termly tracking report to see which subjects you are doing well on;
- Attend parents evening so that you can ask your teachers questions about the courses;
- Submit the choices form on Microsoft Teams before **Thursday 13<sup>th</sup> February.**

It is possible that some students will not be able to follow the exact combination of subjects they prefer.

We will do our best to meet as many requests as possible, but the **order of preference** and the selection of **reserve** choices is really important. Keep an open mind and try to consider alternatives.

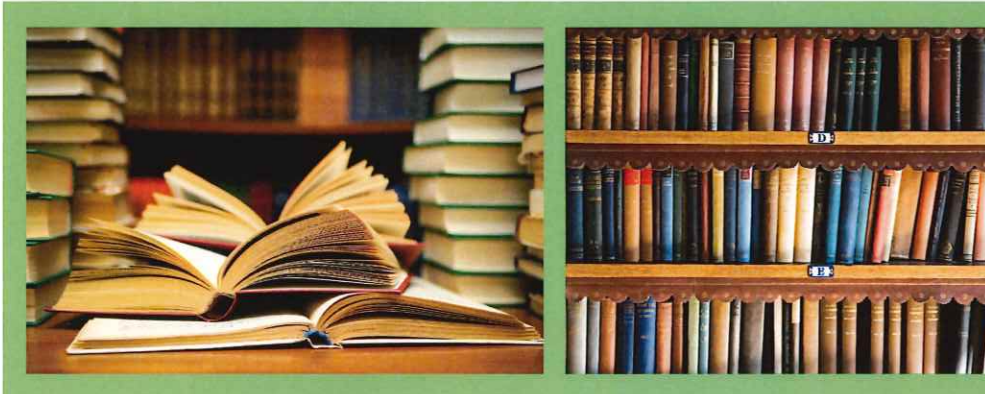
You will receive confirmation of your options, when the process has been completed, and choices have been allocated.



***"Success is simple. Do what's right, the right way, at the right time."***

**Arnold H. Glasow**

# Core: GCSE English Language



## Qualification Details

- Qualification: GCSE
- Exam Board: AQA
- Specification Code: 8700

## Possible Careers

- Journalism
- Human Resources
- Law
- Marketing
- Publishing
- Teaching

## Communication, opinion, analysis and enjoyment

English is invaluable for your future no matter what you are aiming for. A good command of the spoken and written word will help you every day – and benefit all your other GCSEs too. Whatever you end up doing, English is a must have subject for college, university, work and life.

English will help you work independently, creatively, think critically and communicate your ideas with confidence. English at RMA is structured with a high degree of academic rigour but the content is engaging and fun.

## Key Topics Studied

- English Language and Literature
- Written Language
- A range of texts including fiction and nonfiction
- Novels, plays and poetry
- Creative writing



**"Words are the only things that last forever."**

**William Hazlitt  
(1778-1830)  
English critic and  
essayist**

## Pathways through the subject

English has changed. All the new GCSEs in English are **fully linear** with un-tiered assessment at the end of the course and content not divided into modules.

An individual speaking assessment will be completed at the end of Year 10 and reported separately; this will not form part of the GCSE grade.

## English Language

There are no set texts, but texts will include a range of literature and nonfiction. For the exam, texts will be 'unseen', high-quality and challenging. Over the two exams there will be extracts from the last three centuries. The exams will focus on reading (critical reading and comprehension; summary and synthesis; evaluation of vocabulary, form and structure) and writing (producing clear texts; writing for impact).

In total, 20% of the marks are allocated to spelling, punctuation and grammar.

The two exams make up 100% of the qualification. The first exam has a passage with some reading questions followed by a writing question (describe or narrate). The second exam has two texts, with students having to compare, followed by a writing section (argue or explain). Both exams focus on texts from the last three centuries and are nonfiction or literary nonfiction (essays, journals, travel writing, diaries - for example).



# Core: GCSE English Literature



## Qualification Details

- Qualification: GCSE
- Exam Board: AQA
- Specification Code: 8702

## Possible Careers

- Journalism
- Accounting
- Publishing
- Law
- Marketing

## Critical reading, analysis and enjoyment

English Literature is the perfect accompaniment to English Language. The skills overlap and interweave studying one benefits the other.

English Literature will allow you to read a range of established texts spanning three centuries and will force you to be more critical in your analysis. By the end of the course, you will have a grasp of some of the most important texts from the English language and you will confidently comment on their significance and their importance.

## Key Topics Studied

- One play by Shakespeare
- One 19<sup>th</sup> century novel
- An anthology of British poetry from 1789 to present day
- One contemporary British novel or drama from 1914 to present day



## Pathways through the subject

English Literature has changed. All the new GCSEs in English Language and English Literature are **fully linear** with un-tiered assessment at the end of the course. This means that the content is not divided into modules and that all students will sit the same exams with grades 1 to 9 available to everyone.

The exams focus on 'classical' literature. There will be a mixture of texts students seen in advance and there will be some 'unseen' texts that students will have to apply their skills of interpretation to without prior knowledge of their content.

5% of the marks are awarded for spelling, punctuation, and grammar.

## Why study English Literature?

A student's overall exam success will be measured on their best eight subjects; this best eight will include double points for English but only if the student has taken English Language and English Literature. This, combined with the important skills and understanding it develops, is why all students will take a GCSE in English Literature at Rushey Mead Academy.

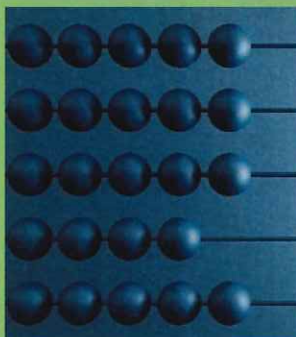
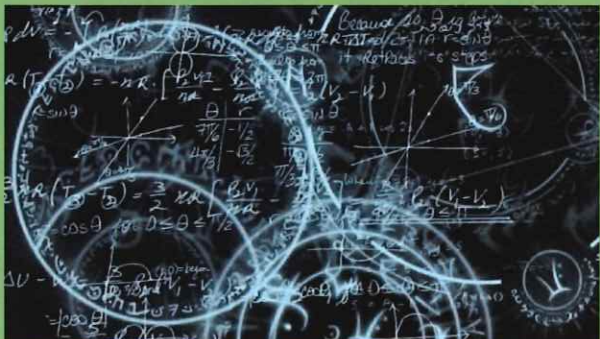
There are two exams with only 18% of the marks testing pupils on unseen material, meaning that this is a subject that pupils can revise and prepare for.

**"Literature adds to reality, it does not describe it. It enriches the necessity that daily life requires and provides."**

**C.S. Lewis  
(Author)**



# Core: GCSE Mathematics



## Qualification Details

- Qualification: GCSE
- Exam Board: AQA
- Exam code: 8300

## Possible Careers

- Architect
- Actuarist
- Accountant
- Engineer
- Computer Game Designer

## Communication, opinion, analysis and enjoyment

Mathematics is not just as a collection of skills; but a way of thinking. We aim to inspire our pupils to appreciate the beauty of Mathematics and use its logic skillfully across all areas of the school curriculum and life. GCSE Mathematics is a subject that every student has to study, with the importance for never being more prominent. Almost every profession uses mathematics in some form on a daily basis.

## Key Topics Studied

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics



*"Mathematics may not teach us how to add love or how to minus hate. But it gives us every reason to hope that every problem has a solution."*

## Pathways through the subject

### Mathematics

Mathematics is for everyone. The high-quality mathematics curriculum at Rushey Mead Academy provides a foundation for students to understand the world, reason mathematically, appreciate the beauty and power of mathematics, and develop a sense of enjoyment and curiosity about the subject.

Students are grouped accordingly to ensure that the specifics of what is covered is matched to their learning need and so the content covered forms the necessary progression from their KS3 studies.

### Assessment

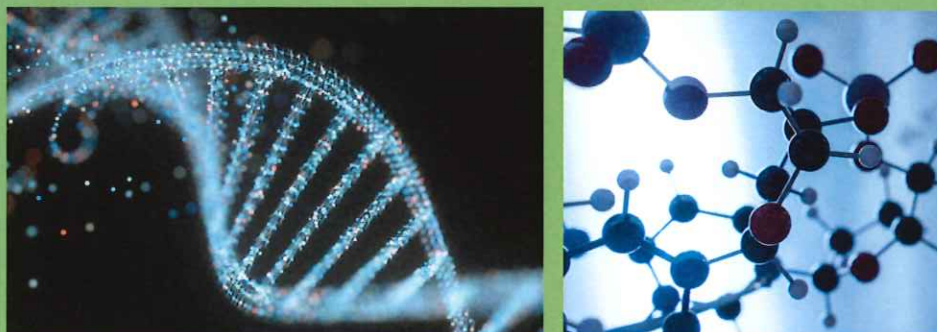
GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9).

Students must take three question papers at the same tier. All question papers must be taken in the same series.

Each paper is worth 80 marks, regardless of tier, and last for 90 minutes. There is no coursework component to the course.



# Core: GCSE Science – Combined Award



## Understand the world around you!

Students study the content of GCSE Science, which helps them to make sense of the Science they come across in everyday life. They come to appreciate what Science can tell them about themselves, the environment and the Universe.

Students achieve two GCSE grades, with marks from each Science (Biology, Chemistry and Physics) combined to define an overall double grade. Their overall grades are determined through linear assessment at the end of their Year 11 studies.

Practical skills are assessed through written assessment in the final Year 11 examinations. The content of the course includes 21 core practicals studied in class, but examined in the final exams.

## Key Topics Studied

- Cells, Organisation, Infection and Disease, Bioenergetics, Homeostasis, Ecology and Inheritance and Selection
- Atoms and the Periodic table, Bonding, Quantitative Chemistry, Energy Changes in Reactions, Chemical Change, Rates of reaction, Organic Chemistry, Chemical Analysis, Atmosphere and Using Resources
- Energy, Electricity, Particle Theory, Radioactivity, Forces, Waves and Magnetism

## Pathways through the subject

### Combined Science (Double Award)

AQA Trilogy GCSE (9–1) in Combined Science consists of six externally examined papers. These are available at foundation tier (grades 1 to 5) and higher tier (grades 5 to 9).

Each paper is 1 hour and 15 minutes in duration and consists of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. They examine fact recall, application of understanding, evaluation, practical apparatus and techniques and working scientifically skills.

GCSEs in Combined Science allow progression to a number of A-Level and college courses. The course provides a solid foundation of knowledge and understanding in the subject, whilst also developing practical skills.

## Qualification Details

- Qualification: GCSE
- Exam Board: AQA
- Specification: 8464 (Trilogy)

## Possible Careers

- Engineer
- Sports Science
- Zoologist
- Doctor
- Veterinary Surgeon
- Teacher
- Pharmacist
- Meteorologist
- Paramedic
- Astronomer
- Forensic Scientist

***“Science is a way of  
thinking much more  
than it is a body of  
knowledge”***

**Carl Sagan  
(1934-1996) –  
American  
astronomer**



# Core: GCSE Separate Sciences



## Qualification Details

- Qualification: GCSE
- Exam Board: AQA
- Specification: 8461, 8462, 8463

## Possible Careers

- Engineer
- Sports Science
- Zoologist
- Doctor
- Veterinary Surgeon
- Teacher
- Pharmacist
- Meteorologist
- Paramedic
- Astronomer
- Forensic Scientist

## Science is the gateway to the future!

Students study the content of GCSE Science, which helps them to make sense of the Science they come across in everyday life. They come to appreciate what Science can tell them about themselves, the environment, and the Universe.

Students who study Separate Science achieve a separate GCSE in each of the three Sciences, one in Biology, another in Chemistry and a third in Physics. Their overall grade for each Science GCSE is calculated through linear examinations.

Practical skills are assessed through written assessment, incorporated into each of their individual Year 11 examinations. The content of the course includes 28 core practicals studied in class, but examined in the final exams

## Key Topics Studied

- Cells, Organisation, Infection and Disease, Bioenergetics, Homeostasis, Ecology and Inheritance and Selection
- Atoms and the Periodic table, Bonding, Quantitative Chemistry, Energy Changes in Reactions, Chemical Change, Rates of reaction, Organic Chemistry, Chemical Analysis, Atmosphere and Using Resources

## Pathways through the subject

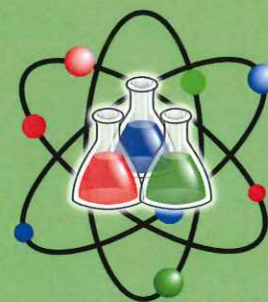
The AQA GCSE (9–1) in Biology, Chemistry and Physics consists of two externally-examined papers for each GCSE. Each paper is one hour forty-five minutes long and consists of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. These are available at foundation tier and higher tier.

They examine fact recall, application of understanding, evaluation, practical apparatus and techniques and working scientifically skills.

GCSEs in Science allow progression to a number of A-Level and college courses. The course provides a solid foundation of knowledge and understanding in the subject, whilst also developing practical skills.

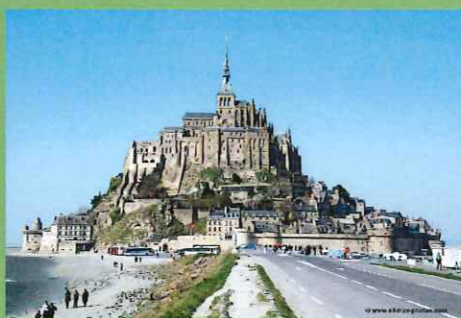
**“We must have perseverance and above all confidence in ourselves. We must believe that we are gifted for something and that this thing must be attained”**

**Marie Curie**





# Core: GCSE French



## Qualification Details

- Qualification: GCSE
- Exam Board: AQA
- Specification code: 8652
- Exams at the end of Year 11

## Possible Careers

- Travel & tourism industry
- Interpreting/translation
- International business and marketing
- International law
- Medicine, Science

Learning a foreign language can enhance any career choice!

**"We live in a multilingual world... English is simply not enough!"**

Studying a language opens up many opportunities for future careers as it helps you to develop a range of important skills that are essential in the workplace. When learning a foreign language, you develop communication skills, confidence, social skills, resilience, problem solving skills and open mindedness – these are all skills which top employers are looking for so learning a language will make you stand out from the crowd!

French is an important language within the European community and in many other parts of the world. Therefore, learning French will enable you to travel to other countries and feel part of the culture. You will be able to respect the people living there by making an effort to communicate and not feel like a tourist. Languages can also provide opportunities here in the UK, even if you don't want to go and work abroad, because of the multicultural society we live in.

## Key Themes Studied

- People and lifestyle
- Popular culture
- Communication and the world around us



## Pathways through the subject

### Higher /Foundation GCSE

This course is divided into four skills which are examined separately. There is no controlled assessment and you will sit a final exam in each of the four skills.

- Writing exam 25%  
Higher tier 1 hour 15 minutes  
Foundation tier 1 hour 10 minutes
- Speaking exam 25%  
Higher tier 10-12 minutes  
Foundation tier 7-9 minutes
- Reading exam 25%  
Higher tier 1 hour  
Foundation tier 45 minutes
- Listening exam 25%  
Higher tier 45 minutes  
Foundation tier 35 minutes

Students follow the AQA GCSE course over three lessons per week in Year 10 and 11. Throughout the course, students will learn high frequency, transferable language and they will study a range of interesting topics. Pupils are provided with a range of useful resources and guidance to support their revision.

Languages are an integral part of the prestigious EBacc measure and French will offer a structured and fun GCSE. Bonne chance!



# Core: GCSE Gujarati



## Qualification Details

- Qualification: GCSE
- Exam Board: Pearson Edexcel
- Specification code: IGU0
- Exams at the end of Year 11

## Possible Careers

- Travel & tourism industry
- Interpreting/translation
- International business and marketing
- International law
- Medicine, Science

**Learning a foreign language can enhance any career choice!**

***"A different language is a different vision of life – Federico Fellini"***

***"One language sets you in a corridor for life. Two languages open every door along the way – Frank Smith"***

Studying a language opens up many opportunities for future careers as it helps you to develop a range of important skills that are essential in the workplace. When learning a foreign language, you develop communication skills, confidence, social skills, resilience, problem solving skills and open mindedness – these are all skills which top employers are looking for so learning a language will make you stand out from the crowd!

Gujarati is an important community language and learning the language will help you to learn about its roots, origins and culture. Therefore, language study allows you to view the world from a different perspective and learn new ways of thinking as well as developing key skills for life. Also, learning a language is a fun and rewarding experience.

## Key Themes Studied

- Identity and culture
- Local area, holidays and travel
- School
- Future aspirations, study and work
- International + global dimension



## Pathways through the subject

### Higher /Foundation GCSE

This course is divided into four skills which are examined separately. There is no controlled assessment and you will sit a final exam in each of the four skills.

- Writing exam 25%  
Higher tier 1 hour 25 minutes  
Foundation tier 1 hour 20 minutes
- Speaking exam 25%  
Higher tier 10-12 minutes  
Foundation tier 7-9 minutes
- Reading exam 25%  
Higher tier 1 hour 5 minutes  
Foundation tier 50 minutes
- Listening exam 25%  
Higher tier 45 minutes  
Foundation tier 35 minutes

Students follow the Edexcel GCSE course in Year 10 and 11. Throughout the course, students will learn high frequency, transferable language, and they will study a range of interesting topics. Pupils are provided with a range of useful resources and guidance to support their revision.

Languages are an integral part of the prestigious EBacc measure and Gujarati will offer a structured and fun GCSE!

# Option: GCSE Geography



## Qualification Details

- Qualification: GCSE
- Exam Board: AQA
- Exam code: 9035

## Possible Careers

- **Discover new places!**  
Travel Agent, Tourism Officer, Media Researcher
- **Enjoy being in the outdoors?**  
Coastal Manager, Geologist  
Civil Engineer, Surveyor
- **Interested in people?**  
Planner, Social Worker,  
Market Researcher,  
Diplomat
- **Interested in world events?**  
Aid Worker, Refugee Advisor  
Charity Coordinator Disaster  
Management

## Without Geography – You are nowhere!

The world in which we live in is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. Geography tackles, investigates and searches for answers, developing knowledge and understanding for big issues and challenges like global warming and water scarcity and the development gap. The transferable skills which geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking and provides a firm basis for life-long learning. You will be able to see the World that you live in, question and answer why it is like this and what the future holds.

Geography is also one of the subjects included in the *English Baccalaureate* award.

## Key Topics Studied

The Challenge of Natural Hazards develops an understanding of tectonic and climatic hazards.

The Living World discovers ecosystems with a focus on rainforests and deserts. Physical Landscapes in the UK focusses on rivers and coasts and their management.

Urban Issues and Challenges studies the growth of towns and cities using examples of Leicester and Mexico City. The Changing Economic World develops an understanding of industrialization and associated changes in countries, using Mexico and the UK as examples.

The Challenge of Resource Management investigates our use of water, food and energy.

Geographical Skills Fieldwork Technique and data analysis.

Students will study aspects of geography by undertaking 2 compulsory fieldtrips to differing locations. These will both be carried out during Year 10 and may incur a charge to pay for the cost of the coach.



## Pathways through the subject

Geography is a linear course. You will be assessed at the end of Year 11. There are 3 exams.

Paper 1 – Living with the Physical Environment - 1.5 hours – 35%  
Paper 2 – Challenges in the Human Environment - 1.5 hours - 35%  
Geographical Applications - 1.5 hours – 30%



**“Geography is the subject which holds the key to our future”**

**Michael Palin**

**Geography graduates are among the most employable. They possess the skills that employers look for. In part this is because the subject combines a knowledge of science and an understanding of the arts as well as supporting and developing literacy and numerous skills.**

# Option: GCSE History



## Who are you? Where did you come from? What happened and how did it come about?

History is an opportunity to understand and explain our modern society. In a fast-developing world, History examines the causes, events and results of changes in a variety of times and places. It teaches students to think critically and challenge what they are being told to help them make their own independent, rational decisions. Through the different units of study, students will develop valuable historical skills, explain significant events and use evidence to support their reasoned judgements.

GCSE History is a very flexible qualification. It provides a strong starting point for the further study of History, Politics, Law, Sociology, and other social sciences.

### Key Topics Studied

- Early Elizabethan England
- Weimar and Nazi Germany 1918-1939
- Migrants in Britain, c800 – present and Notting Hill
- Superpower relations and the Cold War 1941-1991

### Pathways through the subject

#### Programme of Study

##### Year 10 GCSE

- Early Elizabethan England 1558-1588
- Weimar and Nazi Germany 1918-1939

##### Year 11 GCSE

- Migrants in Britain, c800 – present and Notting Hill
- Superpower relations and the Cold War 1941-1991

#### Examination Papers

##### Paper 1 Thematic study & historic environment (Migrants in Britain)

- 1 hour 20 minutes
- 30% of final mark

##### Paper 2 Period study and British depth study (Early Elizabethan England and the Cold War)

- 1 hour 50 minutes
- 40% of final mark

##### Paper 3 Modern World depth study (Weimar and Nazi Germany)

- 1 hour 30 minutes
- 30% of final mark

### Qualification Details

- Qualification: **GCSE**
- Exam Board: **Edexcel**
- Exam code: **1H10**

### Possible Careers

- Journalist
- Lawyer
- Archaeologist
- Media presenter/researcher
- Teacher
- Conservation work
- Civil Service
- Town planning
- Tourism/heritage
- Police
- Any career where a good communicator with an enquiring mind is needed!

***“Those who cannot remember the past are condemned to repeat it.”***

**George Santayana**





**“Students build resilience and independence along their artistic journey”.**

## Course Aims

The primary aim of our GCSE Art curriculum is to develop students as creative thinkers. It develops their practical skills, and draws on Art and Design history to inform an understanding of how imagery might be employed effectively. This includes coherent communication of visual information, ideas and emotions, and reveals how the surrounding culture might be subsequently influenced.

All students are given a foundation in traditional methods and techniques to enable production of high-quality final pieces. The curriculum provokes deep thought through individual expression – helping students to realise their potential as knowledgeable, confident and opinionated citizens. They are provided with a 'safe risk-taking' environment that celebrates slow gains, through exposure to a wide range of materials, processes and contemporary practise. They build independence and resilience on their artistic journey - working alongside practising artists with autonomy and purpose.

## Pathways through the subject

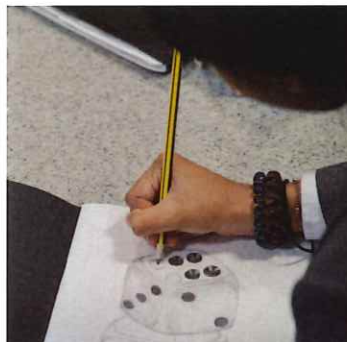
Our students focus primarily on 2D media, in particular: drawing, painting, mixed-media, and print-making. Maintaining our existing high expectations, we push our students beyond their comfort zones and encourage more intensive engagement with a wider range of media, techniques and artists.

### GCSE Qualification content:

This course is structured into two separate components

**Component 1** is a coursework unit of work and makes up 60% of the total grade.

**Component 2** is an exam unit and makes up the remaining 40% of the grade. The theme of this assignment is externally set by OCR



## Qualification Details

- Qualification: GCSE Art & Design – Fine Art
- Exam Board: OCR
- Exam code: J171
- Personal Portfolio and Externally Set Assignment

## Possible Careers

- Fine Artist
- Architect
- Designer
- Art Administrator

## Key Topics Studied

- Observational studies
- Artist research/development/influence
- Media exploration
- Encouragement of personal, creative and imaginative themes and approaches to art

**Art components are assessed using four Assessment Objectives:**

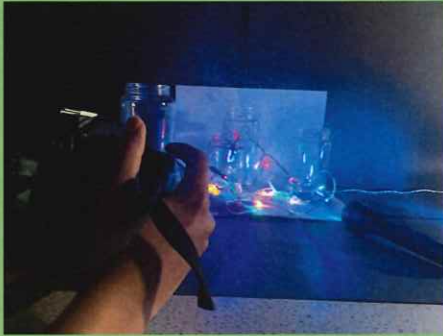
**AO1: Contextual Understanding**

**AO2: Creative Making**

**AO3: Reflective Recording**

**AO4: Personal Presentation**

The Art & Photography faculty will provide all tools and equipment to complete the course, (this includes cameras).



**“Students build resilience and independence along their artistic journey”**

## Course Aims

Photography GCSE is a new and inspiring course, during which students will take a creative journey through the processes of lens and light-based media. The course aims to give students opportunities to develop practical skills - enabling more advanced creativity and expression; to acquire knowledge of the camera and its functions (including focussing, aperture, shutter speed & ISO); to pursue independent investigation – improving analytical and communication skills; and to build self-confidence, perseverance, self-discipline and commitment.

The course lends itself to a variety of different outcomes, that include fine art photography, graphic design, 3D installations, animation and website design.

Students will create a coursework portfolio reflecting a clear understanding of creative photography and related design issues. They will investigate the work of practitioners, make connections with their own work, and pursue targeted research. Through creative development of photographs, via digital media, they will gain confidence in visual communication. Their final exam unit will capitalise on all of this, to demonstrate creativity and independent learning.

## Pathways through the subject

### GCSE Qualification Content:

This course is structured into two separate components .

**Component 1** is a coursework unit of work and makes up 60% of the total grade.

**Component 2** in an exam unit and makes up the remaining 40% of the grade. The theme of this assignment is externally set by OCR .



## Qualification Details

- Qualification: OCR GCSE Photography
- Exam Board: OCR
- Exam code: J173
- Personal Portfolio and Externally Set Assignment

## Possible Careers

- Photo Journalist
- Advertising Art Director
- Web Editor
- Magazine features editor

## Key Topics Studied

- Introduction to using a DSLR camera
- Artist research/development/influence
- Adobe Photoshop/Media experimentation
- Encouragement of personal, creative and imaginative themes and approaches to photography.

**Photography components are assessed using four Assessment Objectives:**

**AO1: Contextual Understanding**

**AO2: Creative Making**

**AO3: Reflective Recording**

**AO4: Personal Presentation**

**The Art & Photography faculty will provide all tools and equipment to complete the course, (this includes cameras).**



# Option: GCSE Computer Science



## Computers are everywhere so understanding them puts you in charge of your world

Computer Science enables you to grasp essential computing principles and address problems using programs. The course will give learners a real, in-depth understanding of the components that make up digital systems and how they communicate with one another. You will gain vital transferable skills such as critical and logical thinking, mathematical skills, problem solving skills as well as programming.

This course will provide a real advantage to those students wishing to go on and study Computer Science after GCSE.

The number of opportunities to study Computer Science are rising with several apprenticeships, both advanced and degree level, being offered in all aspects of Computer Science, from Data to Cyber Security to Artificial Intelligence (AI).

**A strong understanding of Maths is required to achieve well in this subject. We recommend it to students who are tracking consistently at Grade 5 and above in Mathematics.**

## Key Topics Studied

- Internal computer components
- Cyber Security
- Data representation
- Effect of digital technology on society
- Programming
- Networking
- Computational Thinking



## Pathway through the subject

**Unit code: J277/01 - 50% of grade**

**Paper-based assessment: Computer Systems**

this unit will introduce you to the central processing unit, computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also considers the ethical, legal, cultural, and environmental issues associated with computer science.

**Unit code: J277/02 – 50% of grade**

**Paper-based assessment: Computational Thinking, Algorithms and Programming**

this unit requires you to develop skills and understanding in computational thinking, algorithms, programming techniques, producing robust programs, computational logic and using translators. This paper has two sections. Part B of this paper will be assessing the student's ability to write or refine algorithms.

## Qualification Details

- Qualification: GCSE
- Exam Board: OCR
- Exam code: J277
- Exam based with an element of programming

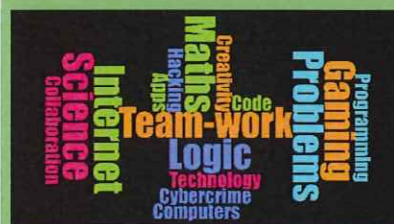
*"From phones to cars to medicine, technology touches every part of our lives. If you can create technology, you can change the world."*

Susan Wojcicki, CEO, YouTube

## Career Sectors



## Key Terms





# Option: GCSE Design & Technology



## Qualification Details

- Qualification: GCSE
- Exam Board: AQA

## Possible Careers

- Aerospace Engineer
- Automotive Engineer
- Architect
- Civil Engineer
- Software Engineer
- Computer Games Developer
- Fashion Designer
- Footwear Designer
- Product Designer
- Graphic Designer
- CAD Technician

***“Design is not just what it looks like and feels like. Design is how it works.”***

**Steve Jobs**

### By studying Design & Technology, learners will:

- Focus on the generation and communication of ideas based on the research conducted as well as considering the commercial viability of the outcome
- Enhance students thinking and creative skills while applying Maths, English and Science understand
- Allow students to express their skills and thoughts as they work with fun and challenging tasks
- Become problem solvers as the subject is all about trying to find solutions to problems: learning how to look at an issue, research into the finer detail and come up with a solution, a skill transferable in any profession and is essential in life
- Develop their communication skills and this is achieved through the generation of ideas and the presentations of research which is a valuable skill for their future
- Explore a range of materials and develop key understanding and use of paper and boards, timber, metal, polymers and textile fabrics to support any development of initial ideas.
- Learn about the wider implication of design on the users and the environment we are surrounded by and come up with solutions to make the world a well looked after place.

### How the subject will be assessed:

The course content is divided into two units:

#### Task 1: Non-Examination Assessment – 50%

Contextual challenges for the controlled assessments are launched in June of Year 10. Students will be given three open and real world contexts for learners to explore then design and make an outcome based on a range of iterations.

#### Task 2: Written exam – 50%

This is a 2 hour written exam which covers all the theory principles students have learnt over the two years.



# Option: GCSE Economics



Economics is the study of how societies decide to allocate their resources and the consequences of these decisions. For example, should the government use some of its tax income to build more hospitals or more nuclear weapons? Both options have benefits and costs and Economics looks at these and attempts to provide answers about which is the better course of action for society. In order to do this, we have to learn economic theories and how to apply them to a variety of situations

Students will discuss issues and questions that we currently face as a society. These include how much money the government should spend on schools, hospitals and the military, how high taxes should be, whether leaving the EU has a positive impact on the UK, the effects of the COVID lockdown on living standards of people. All the above topics require a degree of knowledge about current affairs so the GCSE in economics is great for those students interested in what is going on in the news and the wider world around them.

Economics:

- 1) Informs decisions
- 2) Influences society
- 3) Impacts industries
- 4) Inspires business success
- 5) International perspective

Students will gain analytical, problem solving, communication and numerical skills

Pathway through the subject, students will sit two exams.

How Markets Work:

- Economic foundations
- Resource allocation
- How prices are determined
- Production, costs, revenue, and profit
- Competitive and concentrated markets
- Market failure

Exam 1 hour and 45 minutes

How the Economy Works:

- Introduction to the national economy
- Government objectives
- How the government manages the economy
- International trade and the global economy
- The role of money and financial markets

Exam 1 hour and 45 minutes

## Qualification Details

- Qualification: GCSE
- Exam Board: AQA
- Exam Code 8136

## Possible Careers

- Actuarial Analyst
- Chartered Accountant
- Data Analyst
- Economist
- Auditor
- Financial Risk Analyst
- Political Risk Analyst
- Statistician
- Investment Banker



**'Understanding economic and social laws can make an enormous contribution to the welfare of people.'**  
**Gary Becker Nobel Prize Banquet Speech**

# Option: GCSE Food Preparation and Nutrition



## By studying Food Preparation and Nutrition, learners will:

- Be able to make informed decisions about a wide range of food, and develop vital life skills so that they can feed themselves and others affordably and nutritiously
- Be equipped with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating
- Help students learn how to work independently and manage their time efficiently, skills valued by both higher education institutions and employers alike
- Have the ability to communicate effectively through both written and practical investigations. This is an incredibly valuable skill that is essential in all aspects of life and transferable to any profession
- Explore culinary skills of different countries and choices of ingredients to inform new recipe ideas
- Show crucial understanding of both functional properties and chemical characteristics of food that we consume and make
- Understand all aspects of social, moral, ethical and environmental impacts food choices at different life stages

## How the subject will be assessed: Task 2: Food preparation assessment – 35%

The course content is divided into three units:

### Task 1: Food Investigation – 15%

Students scientifically investigate the functional, chemical and working characteristics of ingredients in the diet. The independent written report is assessed alongside their practical cookery skills and experiments.

Students independently research, investigate, prepare and plan towards cooking and presenting a final menu of three dishes in a three-hour 'Masterchef' style cooking session. Students are assessed on knowledge of nutrition, ingredients, practical cooking skills and the process of planning preparing, cooking and presenting food to a high standard.

### Exam: 1 Hour 45 minutes – 50%

A written theory exam of food preparation and nutrition

## Qualification Details

- Qualification: GCSE
- Exam Board: AQA

## Possible Careers

- Food Scientist/Technologist
- Sports Science
- Science & Microbiology
- Dietician
- Hospitality Industry/Chef
- Nutritionist
- Home Economist
- Development Chef
- Food Stylist
- Molecule Gastronomist

*"There is no sincerer love than the love of food."*

**George Bernard Shaw**



# Option: GCSE Media Studies



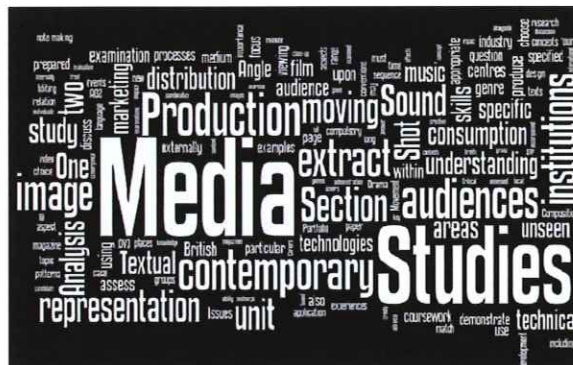
## What is Media Studies?

The Media Studies curriculum at Rushey Mead aims to inspire students to have a keen and critical eye when it comes to reading media texts. This is of particular importance in modern society where media is more freely available across a variety of mediums.

The curriculum provides opportunities for students to identify how media texts are created, how the context in which they are created has an influence on them and how representations can change over time.

## Key Topics Studied

- Advertising
- Newspapers
- Magazines
- Videogames
- Television
- Film
- Music Videos
- Websites
- Social Media

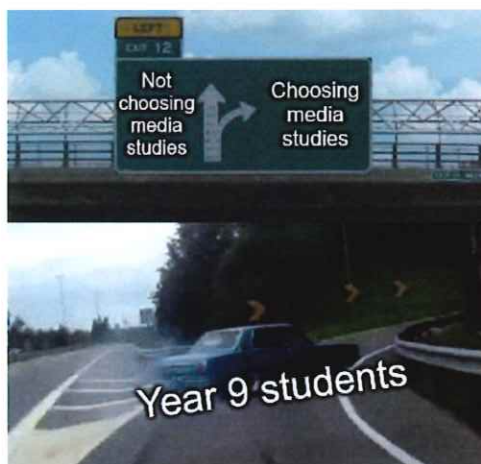


## Pathways through the subject

Full Course GCSE

All students who opt for Media will take the full GCSE course.

Students will study Media Studies throughout Year 10 and 11.



## Qualification Details

- Qualification: GCSE
- Exam Board: AQA
- NEA coursework and two 1 hour and 30-minute exams.

## Possible Careers

- Film maker
- Journalist
- Web designer
- Content creator
- Public relations
- Video editor

*"How we are seen determines in part how we are treated; how we treat others is based on how we see them; such seeing comes from representation."*

Richard Dyer from *The Matter of Images: Essays on Representation*



# Option: GCSE Music



**“Music gives soul to the universe, wings to the mind, flight to the imagination, and life to everything”..... Plato**

Music is designed for those who enjoy both playing and writing songs and wish to broaden their understanding of musical concepts. Students who have instrumental experience will do well in this subject as it designed so that students focus on an instrument that they enjoy playing. Music offers you the chance to study a wide range of musical genres and styles, learn about historical and social aspects related to musical styles, and develop your evaluation and interpretation skills when listening to music. This course is highly practical, and you will have many opportunities to develop your solo and ensemble instrumental playing and performing, including taking part in school concerts and shows. GCSE Music will bring music theory, listening, performing and composition to life in new, engaging and exciting ways.

## Areas of Study

- Musical Forms and Devices, including the Baroque, Classical and Romantic periods
- Ensemble Music including Musical Theatre, Chamber Music and Jazz & Blues
- Film Music
- Popular Music

## Pathways through the subject

Both practical and theory skills and knowledge learned throughout Year 7 8 and 9 will be essential as a good grounding for studying GCSE Music, especially the composition and band skills units covered in Year 9.

There are 2 set pieces that are studied throughout the two years where the context of the piece is investigated and the different elements of music – melody, harmony, tonality, dynamics, rhythm, tempo and metre, texture, structure - are studied in depth and applied in a listening and appraising capacity. All other musical works will be

studied within the context of the different areas of study and chosen by your teacher.

Commitment to practicing your instrument is essential for you to develop as a musician and both performer & composer. As part of the course, you will perform in numerous concerts over the two years.

It is a prerequisite of this course that you can play a musical instrument before undertaking study (approx. Grade 3 standard). All instrumental lessons for GCSE will be paid for by the school. Please discuss this with Ms. Bradley before opting.

## Qualification Details

- **Qualification:** GCSE
- **Exam Board:** EDUQAS
- **Exam code:** C660
- 30% Performance  
30% Composition  
40% Listening Exam

## Possible Careers

- Performer
- Session Musician
- Teacher
- Administrator
- Songwriter
- Conductor
- Composer
- Recording Engineer
- Music Producer
- Managing musical projects

**“Where words fail,  
Music speaks”**

**Hans Christian  
Anderson**



# Option: Technical Award

## Performing Arts – Music Discipline



**“The true beauty of music is that it connects people. It carries a message, and we the musicians, are the messengers” ....Roy Ayers**

The Eduqas Level 1/2 Technical Award in Performing Arts (Music Discipline) is a vocational, practical-based qualification designed for students who enjoy **learning by doing**. It is ideal for those who want to develop their **musical skills in real-world contexts**, alongside their GCSE subjects.

Students will specialise in **Music**, developing skills in **performance, composition and musical appraisal** through a series of **project-based units**. Instead of traditional exams, you will respond to **creative briefs**, similar to those used in the music and performing arts industries.

This course allows you to explore music in an **active and creative way**, building confidence, independence and practical musicianship.

### What You Will Study

Music Discipline Focus Areas:

- Solo and ensemble performance (instrumental or vocal)
- Composing original music to a brief
- Appraising and evaluating musical works
- Developing technical control, expression and interpretation
- Understanding musical styles, genres and contexts

### Course Structure

#### Unit 1 & Unit 2 – Exploring and Developing Skills (60%)

- Practical projects based on real-life scenarios.
- Research, rehearsal, composition and reflection.
- Evidence gathered through performance recordings, compositions and written logs.

#### Unit 3 – Responding to a Brief (40%)

- A larger practical project in Music with a focus on performance or composition.
- Plan, create, rehearse and present work for assessment with a focus on written evidence.

### Skills You Will Develop

- Musical performance and composition skills
- Technical control and expressive confidence
- Creativity and problem-solving
- Independent working and time management
- Critical listening and appraisal
- Communication and teamwork

Some basic musical ability (instrumental or vocal) is recommended. You will be expected to take an instrumental lesson which will be paid for by the school. Please speak to your music teacher if you have any further questions.

### Qualification Details

- **Qualification:** Level 1/2 Technical Award in Performing Arts (Music)
- **Exam Board:** Eduqas
- **Assessment:**
- 100% coursework - no written exam
- Internally assessed, externally moderated
- Unit 3 is an extended writing project.
- **Focus:** Practical performance, composition and appraisal through projects.

### Possible Careers

- Performer
- Composer
- Songwriter
- Session Musician
- Music Producer
- Sound Designer
- Music Technician
- Music Teacher / Workshop Leader
- Arts Administrator
- Events & Production Assistant
- Recording Engineer
- Music for Media & Theatre



# Option: GCSE Physical Education



## Qualification Details

- Qualification: GCSE.
- Exam Board: AQA
- Exam code:
- Controlled Assessment (10%)
- Practical Assessment (30%)
- Examination 1 (30%)
- Examination 2 (30%)

## Possible Careers

- Sports management
- Sports coaching
- Personal trainer
- Teaching
- Physiotherapy
- Sports psychologist
- Sports analyst
- Media and Events
- Sports Reporter

**“Physical Education has a commitment to creating learning experiences that will enable our students to achieve and develop an understanding of physical wellbeing and a passion for lifelong participation.”**

## GCSE Physical Education

This is a dynamic and stimulating course which will demonstrate the importance and nature of Sport and exercise.

GCSE PE is a subject which incorporates elements of Science, Anatomy and Physiology, Psychology, English, Mathematics, PE theory with limited PE practical, which will contribute to students to develop a well-rounded understanding for lifelong learning.

The course focuses on two aspects: the **theoretical** and the **practical** elements of sport.

The theoretical element, which contributes 70% of the total marks, focuses on a range of topics in which students will be required to apply theory knowledge to a variety of sporting activities. Accordingly, a large percentage of the GCSE lessons will be theory based, allowing students to study the relevant topics and develop exam techniques. The theoretical elements include **two external exams**, and **coursework** which includes developing a personalised exercise programme and analysing their own performance.

The course is physically demanding and requires students to be physically competent, in three different sporting activities, from the specification list. From these three activities, one must be examined from **team** sports, one from an **individual** sport & an open choice for the third sport. Overall, pupil's practical performances equate to 30% of the total grade awarded. The course requires **commitment** to improving performance and **physical fitness** as well as **dedication** to **extracurricular** activities over the duration of the course. Students must compete regularly in at least 2 sports.

## Key Topics Studied

- Health, fitness and well-being
- Anatomy and Physiology
- Movement analysis
- Sports psychology
- Practical Performance
- Use of Data



## Examination

This course comprises of 2 written exams, practical exam. The practical element is worth 30% of the overall grade. Therefore, students are required to have a **strong practical ability**, playing a minimum of **two sports** at clubs away from school.

Throughout the courses, students will be offered revision sessions, mock examination days, coursework days, past papers and intervention to maximise success.



# Option: WJEC Dance



## Qualification Details

- **Qualification:** Level 1 / 2 Vocational Award in Performing Arts (Technical Award)
- **Exam Board:** Eduqas WJEC
- **Exam code:** 603/7020/8

***"WJEC Dance is a new and interesting specification which prepares the learners for the Arts industry and gives them valuable transferable skills for life."***

## Course Details

The course is a Level 1 / 2 Tech Award, delivered by specialist dance teachers over 120 Guided Learning Hours. Students will learn a range of skills and techniques, personal qualities and attitudes essential for a successful working life in the Dance industry and many other avenues.

You will be assessed through project work. For Units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each Unit will take 10 hours and be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake a number of tasks. In Unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. The course requires students to complete written elements as well as practical performances.

## Is this course right for you?

- Are you prepared to perform in front of an audience as a group or on your own?
- Do you enjoy dance and want to study it as an academic subject?
- Are you willing to rehearse in your own time and work well with others?
- Do you want to develop your knowledge and skills in different dance styles?
- Did you achieve a track point 6 or higher in KS3 Dance?
- Do you attend extra-curricular Dance clubs?

### Unit 1 – PERFORMING 30%

This is an internal unit. You will learn the skills and techniques needed to produce a successful performance of an existing work, you will learn a set routine from a professional performance and follow a process of research, planning, reflection, performing and Evaluation.

### UNIT 2 – CREATING 30%

This is an internal unit. You will learn how to create and refine your own original work. This is where you get to create your own choreography based upon a set stimuli/ brief. You will plan, choreograph, develop, perform and evaluate, following the creative process throughout.

### UNIT 3 – PERFORMING ARTS IN PRACTICE 40%

This is an external unit. You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own idea. This unit is highly vocational, you will be following a process used in the industry for applying for bids/ funding.

Throughout the courses, students will be offered revision sessions, mock examination days, SAMs and intervention to maximise success.

## Progression Opportunities

- Progression to BTEC Level 3 Performing Arts Dance
- Entrance into dance colleges and Universities
- Studying AS and A-Level Dance
- Careers in dance



# BTEC Health and Social Care



## About the course

- You will have 2/3 lessons per week
- You will work towards a BTEC Level 1/2 qualification.
- You will complete 3 components which gives you an award equivalent to 1 GCSE grade 1-9.
- At 16 you will be able to progress onto a level 3 BTEC course, A Levels or an apprenticeship scheme if you wish to follow a career in Health and Social Care.

## Topics covered are:

- **Human Lifespan development**  
(Internally) assessed assignments 30% of the total course
- **Health and Social Care services and Values**  
(Internally) assessed assignments 30% of the total course
- **Health and Wellbeing**  
(Externally) assessed Task 40% of total course



## Is it suitable for me?

- You need good communication skills, ability to work hard, follow instructions and organise yourself in order to meet tight deadlines.
- You need to meet specific selection criteria, minimum Grade 5+ English
- You must have support from parents/guardians due to independent work required at home. This could entail reading and research.
- You might be thinking about progressing to work-based learning at aged 16 or other vocational programmes, such as; Btec level 3

Begin your journey in H&SC and be the change you want to see!

Curriculum Leader: Miss. Z Umarji

## Qualification Details

- Qualification: Level 1/2 Award
- Exam Board: Pearson
- Coursework and Examination

## Possible Careers

- Teacher
- Nurse/midwife
- Counsellor
- Social worker
- Youth worker
- Childcare
- Medical
- Care worker
- Care management
- Paramedics
- and many more!

## How is it assessed?

BTEC Award is assessed by you completing set assignments relating to each component covered within the course. Assignments are graded in terms of PASS, MERIT, DISTINCTION or DISTINCTION\* at Level 1 or Level 2.

There is also a 2 hour exam that you will complete in year 11.



# Option: Cambridge Nationals: Sport Studies



## Qualification Details

- Qualification: Cambridge National in Sport Studies. Level 1/ Level 2
- Exam Board: OCR
- Exam code: J829

60% Controlled Assessment  
40% Written theory exam

## Possible Careers

- Sports management
- Sports coaching
- Personal trainer
- Teaching
- Physiotherapy

***“Physical Education has a commitment to creating learning experiences that will enable our students to achieve and develop an understanding of physical wellbeing and a passion for lifelong participation.”***

## CNAT Sport Studies

The Sport Studies Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The knowledge and skills required to progress into a career in the sports industry as well as providing them with a valuable social-science based background if they choose to progress at Level 3 into a more Media or Leadership-focused course.

- Understand topical and contemporary issues in sport, including; why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and high profile events have in sport, as well as how technology is used within sport
- Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions
- Explore the relationship that media has with sport and understand how linked they are. The relationship to real world examples and the different ways in which sport and the media represent each other will be applied

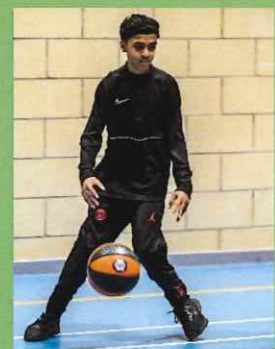
**Structure: CNAT Sport Studies is a demanding course and 70% of the course will be theory (written work) based. There will be some practical, but most of the assessment is theory.**

Learners are required to complete and achieve three units in the qualification:

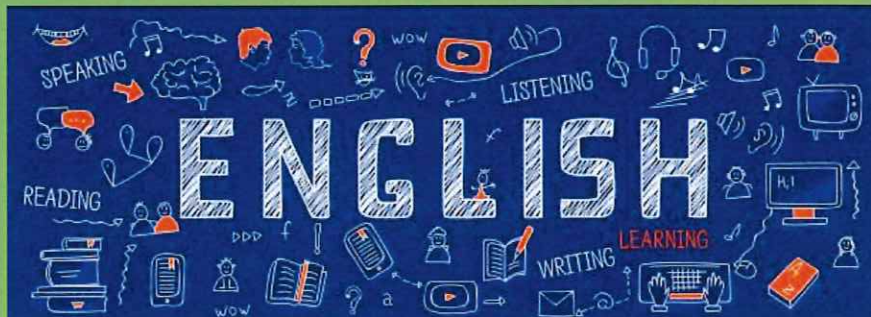
1. Contemporary Issues in Sport
2. Performance and Leadership in Sports Activities
3. Increasing awareness of Outdoor and Adventurous Activities

Units 2 and 3 are internally assessed where the students complete assignments based on knowledge learnt in lessons. Unit 1 is assessed externally and students have to sit a 1 hour 15 minute written exam.

Throughout the courses, students will be offered revision sessions, mock examination days, coursework days, past papers and intervention to maximise success.



# Option: English Functional Skills



## Qualifications Purpose

Functional Skills qualifications in English at Entry Levels 1, 2 and 3 and Level 1 are designed for students to develop understanding and skills in English.

The qualifications give learners the opportunity to:

Demonstrate their ability to read, write, speak, listen, and communicate in English.

Apply this knowledge in familiar situations.

Achieve a foundation for further study within Functional Skills English.

## Aims and outcomes of the course

Listen, understand and respond to verbal communication in a range of contexts.

Acquire an understanding of vocabulary, uses and effects and apply this to different contexts.

Read with accuracy texts such as those encountered in everyday life and within the world of work and develop the confidence and skills to read more widely.

Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation, and grammar.

Students will be assessed on their entry into Functional Skills and dependent on their level of competency will have the opportunity to sit up to three entry level and one Level 1 exam across the two years of study. Students will be required to sit a reading and writing exam and be assessed in their ability to speak, listen and communicate orally. If a student does not pass an exam in the first instance, they will have the opportunity to further practice and re-sit at a later date.

## Qualification Details

- Qualification: Functional Skills English Entry Levels 1-3 and Functional Skills Level 1
- Exam Board: Pearson Edexcel
- Specification Code: CJPH9, CJPJ1, CJPJ2

## Possible Careers

Any career involving the ability to read and communicate effectively, verbally and in the written form.

***"Literacy is, finally, the road to human progress and the means through which every man, woman and child can realise his or her potential."***  
***Kofi Annan***

