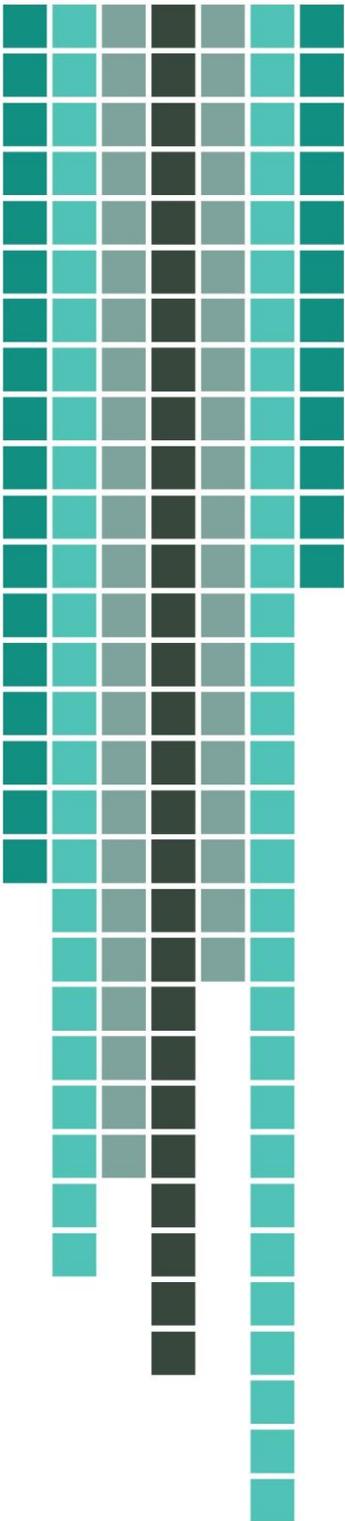


Eggar's School

Examination Courses 2020 - 2023



GCSE Examination Courses 2020 - 2023

Planning for Years 9, 10 and 11

During the coming weeks we will offer opportunities for Year 8 students to gather all the information and guidance needed to make good decisions about their Key Stage 4 (KS4) courses.

We expect all our students to leave with the best possible qualifications. As such, we aim to offer a broad and balanced programme which will allow for further specialisation at Post-16 or later.

The curriculum is divided into the compulsory core subjects and a choice of option subjects.

Core compulsory curriculum subjects are:

- English Literature
- English Language
- Mathematics
- Science*
- PE (Core)
- Philosophy & Personal Development

*There are two options for Science, either the completion of three Sciences (Physics, Chemistry and Biology) or Combined Science (worth two GCSE's).

Option curriculum subjects are:

- Art & Design
- Computer Science
- CoPE
- Design and Technology (Resistant Materials/Graphics)
- Drama
- Food Preparation & Nutrition
- French
- Geography
- History
- Media
- Music
- Photography
- PE & Sports Studies
- Spanish
- Statistics

This booklet sets out the process through which Year 8 students will make their GCSE course choices for September. Each option subject is described in detail with coursework requirements and advice on possible future career paths. We hope you will understand that, if a course in the option choices is under-subscribed, we may not be able to timetable the subject, and the same applies if the course is over-subscribed.

Therefore, you must make one reserve choice you would be happy to study.

It may be necessary for parents to make a small financial contribution to some courses. Design and Technology is a course where students will need to provide ingredients and materials or meet the cost of the school providing them. Teachers will also be arranging visits to exhibitions, museums, and theatres to complement work in school. It is hoped that all students will benefit from a residential experience before completing their schooling. However, financial needs should not preclude any student from full participation on any course. If there are any difficulties, please contact us.

Special Educational Needs

Some students may continue to need specialist teaching at KS4 to address their learning difficulties. Arrangements will be made on an individual basis to ensure that every student has the best possible learning support in order to gain the greatest success. If you have any questions please discuss them with Miss C Vickers, SENCo.

The Options Process Step-by-Step

To make the best choice of subjects to study in Years 9, 10 and 11, we suggest you follow the 4 steps listed below:

STEP 1: Take time to read through this booklet and consider which subjects you would like to study next year.

STEP 2: Options 1:1 interviews are on **Monday 30 March – Thursday 02 April 2020**. We will let you know, in the near future, when the window for online booking is available to make an advisor meeting.

STEP 3: Attend Year 8 Parents' Consultation Evening on Thursday **30 April 2020 (14:00 – 19:00)** to discuss current progress and attainment with subject teachers. Further details to follow.

STEP 4: Complete the Options Application Form and return it to your tutor by **14:30 on Tuesday 05 May 2020**.

ART & DESIGN

Curriculum Leader: Mr P Colburn Jackson
Curriculum Team: Mrs A Roy
Miss S Ross

Course Information:

Students taking this option have five lessons of Art & Design per fortnight. Students are expected to complete a range of different assignments demonstrating skills and understanding. It follows the Edexcel GCSE Art and Design programme of study focusing on the Art, Craft and Design area of the specification.

The course comprises 60% coursework; this will be undertaken over the three-year period culminating in an extended “study” based examination over 7 weeks. This will lead to a 10-hour examination called the ESA.

All students can expect to use a wide range of materials and techniques throughout the course. Students should develop their knowledge of artists, art movements, key processes and techniques, whilst developing individually as artists and creative thinkers.

Students are expected to work independently towards completion of their coursework. They will also be required to purchase a range of art materials including sketchbooks.

Possible further education/career progression:

Careers in Art and Design include web design, graphics and product design, fashion design, theatre design, film and video production, photography, digital imaging, computer game design, publishing, advertising, traditional artist roles, i.e. painter, potter, sculptor etc. The list is continually growing.

Career progression at post 16 is through courses offered at Alton College, Farnham College, and Basingstoke College of Technology amongst other institutions. Further studies can take place at university, through apprenticeships, or employment within any of the growing number of creative and media industries.

COMPUTER SCIENCE

Curriculum Leader: Mr C Legg
Curriculum Team: Mrs H Atkin

Course Information:

Are you good at solving puzzles? Do you enjoy completing a Sudoku, playing strategy games or beating your friends and family at Cluedo? Are you able to simplify and solve problems in a logical way? If so, then Computer Science might be the course for you. In Computer Science, students develop their ability to break down and simplify complex problems, producing solutions to these problems in a clear and accurate manner. Students learn about how computers work, how they process information and how to program them to solve problems.

Computer Science follows the OCR GCSE Computer Science syllabus. Students complete the below units:

- Unit 1: Computer Systems (Currently 50%): Examined unit covering systems architecture, networking, system security and software;
- Unit 2: Computational thinking, algorithms and programming (Currently 50%): Examined unit covering Data representation, logic, building robust programs, algorithm design and programming fundamentals.

All students will be given the opportunity to undertake a range of programming tasks during the course, learning how to use a high-level programming language.

Course Structure:

Year 9 students will focus on developing their theoretical understanding of computer systems and how to program using python. Example programming concepts include; input/output, file handling, iteration, selection and data handling (arrays/lists etc). Year 9 students also cover elements of the Unit 1 examination, learning about computer architecture, system security and networking. In Year 10 students further develop their programming skills, in addition to covering aspects of the Unit 2 examination on computational thinking, algorithms and data representation. In Year 11 students prepare for Unit 1 and 2 examinations.

Possible further education/career progression:

Computer Science can lead to careers in Software Development, IT Management, Computer Security, Game development and many more computing related fields. Many industries value the transferable skills developed through the study of Computer science, such as problem solving. Post 18 students with 'A' level qualifications in Computer Science could go onto study Computer Science at University or move into a variety of industry positions. Programming and a good understanding of Computer Science is a very employable skill.

CoPE (Certificate of Personal Effectiveness)

Curriculum Teacher: Mr S Laycock

Course Information:

The ASDAN Certificate of Personal Effectiveness, Level 1 and 2, is a nationally recognised qualification. The aim of the qualification is to help learners develop and demonstrate a range of life skills to prepare them for future life and employment. Skills that are addressed in the programme are working with others in a team, problem solving, carrying out research, taking part in group discussions, taking responsibility for planning, giving oral and visual presentations, building confidence, self-esteem and preparing learners for independent living.

Course Structure:

Students are required to Complete 12 modules and challenges (shown below) and compile a substantial portfolio of evidence as they complete various challenges:

Communication / Citizenship and Community / Sport and Leisure / Independent Living / The Environment / Vocational Preparation / Health and Fitness / Work Related Learning and Enterprise / Science and Technology / International Links / Expressive Arts / Beliefs and Values.

Possible further education/career progression:

Vocational Level 1 and Level 2 courses at colleges offering for example, Agriculture, Sport, Horticulture, Animal Studies, Arboriculture and Equine Studies.

DESIGN & TECHNOLOGY

Curriculum Leader: Mr N Waite

Curriculum Team: Mr R Bowen

Course information:

In Design & Technology we offer 2 key areas of focus; Graphics or Resistant Materials.

Graphics/Resistant Materials

The knowledge, understanding and skills that all students must develop have been separated into:

- Technical principles 50% of GCSE
- Designing and making principles 50% of GCSE

During Year 9 students explore these materials by designing and making high quality products. They will also be taught a wide range of skills which will enable them to make a seamless transition into their GCSE work at the end of Year 9.

As well as designing and making products students look at the marketing, advertising and industrial processes used in the outside world. All students will use ICT in their work. Students learn how to work independently as well as in teams. They develop high levels of problem-solving skills which is something that our students will find invaluable at college and in the workplace.

Technical Principles:

At the end of Year 11 students will be examined on the technical principles gained through designing and making, and other activities undertaken during the course. This will represent 50% of the GCSE.

Designing & Making Principles:

At the start of Year 11 students will be set a context for their non-examined assessment (NEA). Students will then be required to complete an iterative design and make project within their chosen material area (i.e. Graphics or Resistant Materials). This will represent 50% of the GCSE.

All Design & Technology courses are exciting with a high level of rigour. They offer the students a range of specific and generic skills which are highly valued by colleges, universities and employers.

Possible further education/career progression:

Students may go on to study a range of Design and Technology related subjects at college such as resistant materials, product design, graphics and electronics. Career paths include engineering and science, interior design, graphic design, architecture and carpentry.

DRAMA

Curriculum Leader: Mrs J Clarke
Curriculum Team: Ms V Payne
Mrs A Tidman (Maternity Leave)

Course Information:

The focus of the Year 9 course is to allow each student to develop their confidence and knowledge of creating and evaluating different performances. They will be able to explore a range of skills, techniques, styles and genres to inform the many different performances they will create this year. They will be introduced to elements of the written examination tasks too.

This will help to form a foundation of knowledge for their controlled assessments undertaken in Years 10 and 11. During the 3 years we will study areas such as:

- **Devising** - creating your own performances based on a stimulus and reflecting on this process through written logs
- **Script work** – understanding how to interpret a script, how different theatre practitioners approach a text and developing performance skills to portray this interpretation
- **Studying of a set text** – practical and written exploration from an actor's perspective
- **Studying of the roles in the theatre** – understanding the backstage side of theatre and how theatre makers collaborate on a performance
- **Watching and reviewing theatrical performances** – students need to watch a range of theatrical performances and they will learn the skills to evaluate and appreciate the work of theatre makers

There will be both practical lessons and theory lessons to develop the necessary skills to pass the course. Students will be expected to complete various homework tasks to develop their knowledge and understanding for the written element of the course, learn lines and also to rehearse practical performances in time for exam performances.

Assessment information:

The AQA GCSE course is split into 3 components that are shown below:

Component 1: Understanding Drama

Written examination: 1 hour 45 minutes (Open book)

40% of qualification

- Section A: multiple choice (4 marks);
- Section B: four questions on a given extract from the set play chosen (46 marks);
- Section C: one two-part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks).

Component 2: Devising Drama

Non-exam assessment: internally assessed, externally moderated coursework

40% of qualification

- Devising log (3 pieces worth 20 marks each);
- Devised performance (20 marks);

Component 3: Texts in Practice.

Externally assessed by a visiting examiner

20% of qualification

- Performance of two extracts from one play (students may contribute as performer or designer).
- Free choice of play but it must contrast with the set play chosen for Component 1

Possible further education/career progression:

Careers in Drama include actor/actress, director, stage manager, technical design, arts administrator, Drama teacher, Youth theatre worker, TV/ Radio work, law, public relations, journalism, diplomacy, politics, social work, hospitality, leisure and tourism, and many more.

The AQA GCSE course is a good starting block towards AS and A level studies, such as Theatre studies and Performing Arts. Further studies can take place at university, through apprenticeships or employment. Studying Drama does not only develop a student's knowledge of the vast areas of theatre history and the art of theatre makers, you will also learn extremely valuable transferrable skills; collaboration, working to a deadline, empathy, analysis, evaluation, confidence, communication skills, evaluative skills, teamwork and creative thinking skills.

FOOD PREPARATION & NUTRITION

Curriculum Leader: Mr N Waite
Curriculum Team: Mrs A Roy
Mrs A Quinn

Food Preparation & Nutrition:

The new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on nutrition and applying this via practical cooking skills. This ensures students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on a solid understanding of food and nutrition which also nurtures students' practical cookery skills.

The assessment is split into 2 areas:

Examination: 1 hour 45 minutes

Students are examined on the theoretical knowledge of food preparation and nutrition from the following areas: Food, nutrition and health; Food science; Food safety; Food choice and Food provenance. This will represent 50% of the GCSE.

Non-Examined Assessment (NEA):

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients. This will be in the form of a written or electronic report (1500 – 2000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours; advanced planning is how this will be achieved.

The NEA will represent 50% of the GCSE.

Possible further education/career progression:

Food and Nutrition is a subject which can be used throughout your adult life. Following the successful completion of GCSE Food and Nutrition, students could continue their training by opting for Level 2 or level 3 BTEC in Hospitality and Catering at College or Sixth Form. This helps to build on what they have learnt and is a stepping-stone to a catering apprenticeship or work-based training which can help you specialise in a particular area or in general hospitality and catering.

FRENCH

Curriculum Leader: Mrs M Rushmere
Curriculum Team: Miss S Pratt
Miss O Vale
Mrs C Ross

Course Information:

The main objective of the course is to develop each student's ability to use the French language effectively for purposes of practical communication through both the spoken and written word. Students are also taught about the customs and culture of France, and French speaking countries, and encouraged to take an interest in French and European current affairs.

There are three main themes and topics on which the course is based:

- Identity and culture;
- Local, national, international and global areas of interest;
- Current and future study and employment.

Assessment information:

Final assessment of the GCSE course comprises of four elements, all based on terminal examinations:

- Speaking examination 25% of the marks
- Writing examination 25% of the marks
- Reading examination 25% of the marks
- Listening examination 25% of the marks

Homework:

Students will be set homework on a weekly basis which could be of a learning nature.

Possible further education/career progression:

Students will be able to go on and study at A level. Possible careers include translation, interpreting, teaching, media and journalism, tourism, catering, business, administration, politics and many more as employers seek linguists not only for their language skills but also their problem-solving skills, their ability to communicate clearly, their open-mindedness and their understanding of other cultures.

GEOGRAPHY

Curriculum Team: Mr C Rowe
Curriculum Team: Mrs D Davey
Mr M Reah

Course information:

The Geography course is both topical and varied in its content and should appeal to those with an enquiring mind and an ability to communicate their ideas. It deals with both physical and human Geography but has a focus on events and processes that are in the news and therefore relevant to the students and to future careers.

A large component of the course also examines the skills that go into conducting fieldwork, analysing patterns in data and developing students' opinions based on their findings.

The course is designed to challenge ideas and beliefs about the world around them, reflecting on previous events and situations to better understand why things are happening now. We aim to look at different places with different levels of development, to see if patterns emerge, and seek to make sense of events that shape our lives.

Assessment information:

We follow the AQA GCSE (2016) Specification.

There are three main elements of the course; Living with the physical environment, challenges in the human environment and geographical applications (fieldwork). The course is assessed by three terminal examinations. Fieldwork is a compulsory and assessed part of the course. We will always keep costs to a minimum for any compulsory offsite fieldwork.

Possible further education/career progression:

Geography students are highly sought after in the modern workplace, where there is great desire for students to communicate their understanding of the world around them through written, graphical, numerical and ICT forms. Geography graduates are the most employable!

A Geography student is multi-skilled and able to explain, analyse and justify their ideas and reasoning. The syllabus lends itself well towards future study post-16 and can ultimately lead to careers as diverse as town planning, disaster management, conservation, the travel industry, or even diplomacy.

HISTORY

Curriculum Leader: Mrs C Daish
Curriculum Team: Mrs L Smith
 Miss S Hopkins
 Miss C Drakard

Course information:

The students will follow the Edexcel specification for their GCSE. This new GCSE course, in line with government changes, will focus on the following key historical skills:

- Being able to demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- Being able to explain and analyse historical events and periods studied using second order historical concepts. (Causation, consequence, significance, change, continuity, similarity and difference).
- Being able to analyse, evaluate and use sources (contemporary to the period) to make detailed judgements, in the context of the historical events studied.
- Being able to analyse, evaluate and make detailed judgements about interpretations (including how and why interpretations differ) in context of historical events studied.

The exams will be linear and are all sat at the end of Year 11; there is no controlled assessment module. 100% of the final grade is awarded based on the performance in the exams.

Specification overview:

Paper One: Thematic and historic environment. (1 hour 15 minutes)	30%	Thematic study (20%) with Historic environment (10%)	Crime and Punishment in Britain, c1000 - present. Whitechapel, c1870 - c1900: Crime, policing and the inner city
Paper Two: Period study and British depth study. (1 hour and 45 minutes)	40%	British Depth Study (20%) Period study (20%)	Early Elizabethan England, 1558-1588 Superpower relations, 1945-1991
Paper Three: Modern depth study (1 hour 20 minutes)	30%	Modern depth study (30%)	Weimar and Nazi Germany, 1918-39

Possible further education/career progression:

History is a highly regarded subject and looked upon favourably by employers. It provides students with an ability to articulate their arguments and provide evidence to support those points of view. It will also provide students with the ability to write analytical essays and prove they can use a variety of different resources. Many students who study History go onto careers in publishing, journalism, law, social work or politics.

MEDIA STUDIES

Curriculum Leader: Mrs K Shawyer
Curriculum Team: Mrs A Russell-Webb

Course information:

We live in a media-saturated world; from video clips on your phone, to posters at the bus stop. You are surrounded by media messages. How do you make sense of them all? Media Studies will enable you to develop an important set of skills to increase your knowledge and understanding of communication, culture and context across the media industry.

Component 1: Exploring the Media
 Section A: Exploring Media Language and Representation.

For this unit you will study print media forms: magazines, film posters, newspapers and advertisements.
Section B: Exploring Media Industries and Audiences. For this unit you will study media industries and audiences through film, radio, video games and newspapers.
Externally assessed exam: 1hr 30 mins - 40% of qualification

Component 2: Understanding Media Forms and Products

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

Section B: Music (music videos and online media)

Externally assessed exam: 1 hour 30 minutes - 30% of qualification.

Component 3: Creating Media Products Non-exam assessment 30% of qualification.

An individual media production for an intended audience in response to a choice of briefs set applying knowledge and understanding of media language and representation.

Possible further education/career progression:

Students will be able to go on to complete Level 3 qualifications in Media or Film Studies. Moreover, there is a huge array of career opportunities in the media, and it's an industry that is growing very quickly. If you are interested in the idea of a career in TV and film production, advertising, journalism, interactive media, and digital marketing, technical production, special effects, web design and post-production, then studying Media at GCSE level is a great place to start.

MUSIC

Curriculum Leader: Mr M Farris
Curriculum Team: Miss S Nicolaou

Course Information:

During Year 9 students will continue to develop their musical skills in relation to studying the Edexcel GCSE Music course in Years 10 and 11.

The ability to play an instrument or sing to a competent standard is necessary and students must have lessons on their chosen instrument or voice. Students should be achieving Grade 4 standard or above on their instrument or voice by Year 11. To support ensemble performance and reading from notation, all students taking music in Year 9 will be required to join a suitable extra-curricular music group on the appropriate day.

Units of work will further explore and develop composition techniques, solo performance techniques (this can be on an instrument or voice), Music Technology and Music Theory. Students will need to be able to read basic musical notation and where students do not have these skills, they will be taught during Year 9. However, it is expected that additional self-study will be required to meet the standards required for GCSE. Where appropriate, skills will always be delivered with a strong emphasis on practical music making. Students will also be introduced to the content of the GCSE course and examine some of the set works contained in the GCSE Anthology.

Assessment Information

The Edexcel GCSE course is made up of three assessment areas. These will be completed throughout Year 10 and Year 11:

- Performance: 30% (comprised of one solo and one ensemble);
- Composition: 30% (comprised of two pieces composed by the student where one is in response to a brief set by the exam board);
- Listening: 40% (1 hour 45minute written paper testing understanding of set works studied throughout the course, musical notation and extended writing).

Possible further education/career progression:

Successful completion of a GCSE Music course could lead to a possible career in Music performance, Music Production or Music Teaching.

Further opportunities to study music may include BTEC Level 3 Music/Music Technology, A Level Music/Music Technology or a more specialised performance course at an institute such as the Academy of Contemporary Music in Guildford.

PHOTOGRAPHY

Curriculum Leader: Mr P Colburn Jackson
Curriculum Team: Miss S Moss
Mrs A Roy

Course Information:

In Year 9 students will have five lessons of Photography per fortnight. The course is structured to expand a student's range of skills, techniques and critical understanding. It follows the Edexcel GCSE Art and Design programme of study focusing on the Photography area of the specification.

The course comprises 60% coursework; this will be undertaken over the three-year period culminating in an extended "study" based examination over 7 weeks. This will lead to a 10 hour examination and is externally assessed.

Assessment Information:

Assessment will take place regularly throughout the year. This will mainly take the form of discussions between the learner and teacher that will result in an agreed action plan for improvement. Final outcomes are internally assessed and externally moderated.

All work produced from the offset will be moderated and contribute towards their GCSE final grade.

Students should have access to a camera with the capacity to zoom and produce images at least 7 Megapixels in size. Access to a digital SLR type camera would be beneficial as these cameras allow the widest scope in terms of shooting options and image control, a version of Photoshop (or similar) for home use is also recommended.

PE & BTEC SPORTS AWARD

Curriculum Leader: Mr C Michael
Curriculum Team: Mrs C McCready-Williams
Mrs N Jones
Mr R Mann

GCSE PE Course Information:

The course is split into four parts to include practical and theory elements. The practical element will consist of an assessment in three separate activities in the role of performer/participant. Students would be expected to be at either school or club level in one particular sport and take part in extra-curricular activities to include primary school events. The theory element of the course consists of two terminal exams and the completion of a Personal Exercise Programme under controlled assessment conditions.

GCSE PE Full Course:

- Component 1: A terminal exam lasting 1 hour and 45 minutes (36%)
- Component 2: A terminal exam lasting 1 hour and 15 minutes (24%)
- Component 3: Assessment in three practical sports (Performer/Participant) (30%)
- Component 4: Controlled assessment of designing a Personal Exercise Programme (10%)

BTEC PE Course Information:

The course is split into four units; three are assessed on coursework and one is assessed via an online exam.

For the practical units the assessment is based on whether skills and tactics can be demonstrated rather than a scale of how well they can be demonstrated (as in the GCSE specification), therefore there is no requirement for students to be playing extra-curricular sport. We would however still encourage this as an area for students to develop their skills and understanding.

The 'practical sport' and 'training for personal fitness' units both have large elements of practical alongside the theory, therefore students need to have the motivation and desire to join in practical sport in order to be successful with the course.

BTEC PE Units of work:

- Fitness for sport and exercise (online exam)
- Practical Sports performance (coursework assessed)
- The Sports performer in action (coursework based)
- Training for Personal Fitness (coursework assessed)

Possible further education/career progression:

'A' Level PE at College; BTEC Level 3 qualification at College. Entry in the Sport and Leisure Industry, Sports Coaching, Sports Leadership, Initial Teacher Training and the Armed Forces.

SPANISH

Curriculum Leader: Mrs M Rushmere

Curriculum Team: Miss S Pratt
Miss O Vale
Mrs C Ross

Course Information:

The main objective of the course is to develop each student's ability to use the Spanish language effectively for purposes of practical communication through both the spoken and written word. Students are also taught about the customs and culture of Spain and Spanish speaking countries and encouraged to take an interest in Spanish and European current affairs. There are three main themes and topics on which the course is based:

- Identity and culture.
- Local, national, international and global areas of interest.
- Current and future study and employment.

Assessment information:

Final assessment of the GCSE course comprises four elements, all based on terminal examinations:

- | | |
|-------------------------|------------------|
| ➤ Speaking examination | 25% of the marks |
| ➤ Writing examination | 25% of the marks |
| ➤ Reading examination | 25% of the marks |
| ➤ Listening examination | 25% of the marks |

Possible further education/career progression:

Students will be able to go on and study at A level. Possible careers include translation, interpreting, teaching, media and journalism, tourism, catering, business, administration, politics and many more as employers seek linguists not only for their language skills but also their problem-solving skills, their ability to communicate clearly, their open-mindedness and their understanding of other cultures.

STATISTICS

Curriculum Leader: Mrs J Betteridge

Curriculum Team: TBA

Course Information:

You will need very little previous statistical knowledge to be able to take this course. In Key Stage 3 you will have done some data-handling work which will be repeated at the beginning of this course.

Foundation students need to have a basic understanding of accuracy, fractions, decimals and percentages. Higher level students need, in addition, to be familiar with the equation of a straight line and have a basic understanding of the shapes of exponential curves.

In the course you will learn:

- how to collect, summarise and represent unbiased data;

- the skills necessary to read, analyse and interpret data and various diagrams and statistical statements accurately;
- to develop your ability to reason and discuss results;
- how to predict what will happen in the future by making forecasts based on statistical results and considering the probability of something happening.

Assessment information:

Task (teacher assessed) Approximately 8 to 10 hours	Written paper: Foundation tier 1 hour 30 minutes High tier 2 hours
~This will involve you choosing, with the help of your teacher, a task to investigate. You will make a plan, collect data, analyse it and then write up a report on your work. Some of this will be done during lesson time.	Each paper will have some short and some long questions. Many of them will involve the use of real-world data. You could be asked, for example, to design questionnaires, draw box plots and scatter diagrams, interpret diagrams, carry out calculations and interpret statements.

Possible further education/career progression:

You can use the skills you have acquired when studying further subjects at all levels. Biology, psychology, economics, geography, engineering and archaeology are among the many subjects that rely at times on an understanding of statistical data.

You might also use these skills to make decisions about things in your own life such as investing savings, choosing electrical equipment and buying cars.

Studying statistics at AS level and university can lead onto a variety of jobs including areas such as manufacturing, insurance and civil service. Statisticians are needed in most walks of life.