

# **Course and Option Information Booklet 2022-2025**

## **Key Stage 4 Information for Year 8 Students and their Parents/Carers January 2022**

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January 2022

Dear Students, Parents and Carers

In an ever changing educational landscape, here at Chiltern Hills Academy we continue to strive for excellence in our provision of a broad, balanced and relevant curriculum. We have been especially mindful to ensure that the curriculum provided is not only based on student ability but that it is also carefully crafted to meet the challenges of the 21<sup>st</sup> century and future employers and further education requirements.

We feel confident that, as a consequence of consultation with governors, staff and students, all our students will be in a position to play to their strengths, set themselves up for the next stage of their school journey and be in a good place to tackle the rigours of an increasingly competitive workplace.

We are proud to offer a broad and balanced curriculum. We offer subjects that are not offered elsewhere in the locality. Students are able to build their own subject pathway to enable them to reach their full potential.

Yours sincerely

MR A GRIFFITHS  
Vice Principal

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# Option Choices and General Information

## **The National Curriculum at Key Stage 4**

All students in Key Stage 4 (KS4) (Year 9 - Year 11) at the Academy follow a core programme of Mathematics, Philosophy, Religion & Ethics, Science, English Language and English Literature, Physical Education, Careers and Life Skills. In addition, all students can choose up to four Option subjects from a range of choices.

## **Range of Courses**

We are proud of the broad range of courses available to our students at KS4. This enables each student to access a personalised approach to their course selection. To help you, here is a brief description of the types of courses we offer:

**GCSE courses:** students can select from a wide range of courses. These qualifications are suited for all abilities.

**BTEC /Tech Award courses:** each course comprises coursework and external assessment. The focus is project work, research and completion of assignments. Good presentation skills are important requirements for these subjects. Students selecting a BTEC/Tech Award subject will be studying a course which is equivalent to one GCSE grade.

We will do our best to accommodate the first choice selections from all our students. We will ask students to complete a 'straw poll' early in the Options process; this information is used to place the various courses into Option blocks. We will then circulate this to all Year 8 students and their parents to make their final course selections.

## **Assessment and Attendance**

All students will be formerly assessed during Years 9, 10 and 11 through examinations and coursework. These examinations are designed to assess what individual students know and understand. This makes good attendance a priority for every young person as they work towards their GCSEs or equivalent qualifications in KS4.

## **English Baccalaureate (EBacc)**

Schools are assessed by the Government on their performance at KS4. Prior to 2012, these measures have focused on the percentage of students achieving at least five GCSEs at grades 9 - 5 and the percentage of students achieving at least five GCSEs at grades 9 - 5 including English and Mathematics.

The English Baccalaureate is a new measure of a school's performance at GCSE. It records the percentage of students who achieve at least a grade 5 in a core of academic subjects; English, Mathematics, sciences, a modern foreign language and History or Geography. It is important to note that the English Baccalaureate is not a qualification. However, we do not know what the future will hold, nor indeed whether universities and other institutions will want to take notice of this measure.

# Our Three Educational Pathways

In KS4 we ensure that the curriculum will:

- Provide inclusivity, challenge, quality and choice
- Promote, recognise and differentiate achievement
- Provide breadth of knowledge, skills and experience
- Offer clear structures, choices and flexible progression routes towards A Levels, vocational courses, employment or further education.

Below are the three main pathways of choice; it is important to note that not all students will follow the same pathway. The pathways are designed to consider the individual student's educational capacity and ability levels. Not all students will be able to access the EBacc pathway but would excel on either the Aspire or Vocational pathways, while others will flourish choosing the EBacc pathway. This is why students need to think very carefully about their choices, asking their parents/carers, teachers and the careers staff for advice. They also need to think about their strengths and weaknesses and choose subjects that they will enjoy and in which they will excel. It is important that they do not choose a subject because of a teacher or their friends - they may be in a different group and that, ultimately, may affect their performance.

## **Aspire Pathway**

This is aimed at students who want to explore a more creative/practical pathway - it allows them to study a mix of practical subjects and a balance of academic subjects. On this pathway students will have the full range of four Option subjects available to them.

## **EBacc Pathway (Double or Triple Science)**

This route allows students the opportunity to study for the English Baccalaureate and involves studying a language, humanities and double or triple award science, this will leave students with up to two further Option choices (Double Science) or one further Option choice (Triple Science).

## **EMS+ Pathway (Previously Vocational pathway)**

Students are likely to be emerging or developing in most subjects and will be expecting to achieve GCSE grades at 3 or below. They will be most suited to choosing subjects in the specialist subjects, including practical and vocational courses, (two choices). This pathway will enable students to succeed and progress to further education or vocational training after their GCSEs. This pathway is designed to support students who will benefit from a more vocational programme with additional emphasis and time on numeracy and literacy skills to support core subjects and chosen options. Students in Y9/10 sit the Pearson BTEC Entry Level 1 to Vocational Study Qualification (details of this can be found on page 31). Students will study either Geography or History and will then choose two further Option subjects.

Students will be identified in due course by the Academic Year Leader in consultation with the SENDCo, Curriculum Leaders and parents/carers.

**The Options Information Evening is on Thursday 27 January 2022. More information will follow about this event.**

Should students have any questions at all about the process or pathways, they should speak to their Academic Form Tutor or Subject Teachers. Please note, as in every year, we will do our best to accommodate students' choices; however, we are only able to offer a subject if sufficient numbers opt for it. We do our best to inform parents and students at the earliest opportunity should a course not be economical to run.

*On the next three pages are examples of the initial straw poll form used in previous years for you to become familiar with – please do not use these forms as they are for illustration purposes only.*

## Y8 Initial Options Selection for KS4 Aspire Pathway

Surname	First Name	Form

All students will study the following core subjects in KS4: GCSE English Language and Literature, GCSE Mathematics, GCSE Science (double), GCSE Philosophy, Religion & Ethics, Core PE and Life Skills.

The purpose of this form is to determine the combination of subjects each individual is most likely to choose. We can then find a 'best fit' model for all the students in the year group. **We cannot guarantee that subjects selected on this straw poll sheet will be placed in separate blocks.**

1. From the list below select **one** course (indicate with a tick):

Geography	
History	
French	
Spanish	

2. From the list below now select three courses (indicate with a tick). Place **three** more courses as reserves, indicate with a letter **R**:

GCSE / BTEC Courses at Level 2	Please ✓ <b>three</b> main choices and select <b>three</b> reserve choices 'R'
Art and Design	
Art and Design (Photography)	✓
Child Development	
Construction	
Dance	R
Design and Technology	
Drama	
Enterprise (Business)	✓
Food Preparation & Nutrition	
French	R
Geography	
History	
Computer Science	
Media Studies	
Music	✓
Spanish	
Sport	R

Thank you. We will use this information to set up the four Option blocks. This will lead to your final choices being made. Please return this by **Friday 4 February 2022**.

## Y8 Initial Options Selection for KS4 EBacc (Double or Triple Science) route

Surname	First Name	Form

All students will study the following core subjects in KS4:

GCSE English Language and Literature, GCSE Mathematics, GCSE Science (double or triple), GCSE Philosophy, Religion & Ethics, Core PE and Life Skills.

The purpose of this form is to determine the combination of subjects each individual is most likely to choose. We can then find a 'best fit' model for all the students in the year group. **We cannot guarantee that subjects selected on this straw poll sheet will be placed in separate blocks.**

1. From the list below select **one** humanities course (indicate with a tick):

Geography	✓
History	

2. From the list below select **one** language course (indicate with a tick):

Spanish	
French	✓

3. From the list below now select two more courses (double science)/one course (triple science):

GCSE /BTEC Courses at Level 2	Please tick <b>two</b> and include <b>two</b> reserve choices ( <b>R</b> )
Art and Design	✓
Art and Design (Photography)	
Child Development	
Construction	R
Dance	
Design and Technology	
Drama	✓
Enterprise (Business)	
Food Preparation & Nutrition	
French	
Geography	
History	
Computer science	R
Media Studies	
Music	
Spanish	
Sport	
Triple Science	

Thank you. We will use this information to set up the four Option blocks. This will lead to your final choices being made. Please return this by **Friday 4 February 2022**.

## Y8 Initial Options Selection for KS4 EMS+ Vocational route

Surname	First Name	Form

All students will study the following core subjects in KS4: GCSE English Language and Literature, GCSE Mathematics, GCSE Science (double), GCSE Philosophy, Religion & Ethics, Core PE and Life Skills.

The purpose of this form is to determine the combination of subjects each individual is most likely to choose. We can then find a 'best fit' model for all the students in the year group. **We cannot guarantee that subjects selected on this straw poll sheet will be placed in separate blocks.**

1. Students on the Vocational route will have more time allocated to the following subjects:

English	✓
Mathematics	✓
Science	✓
BTEC Level 1 Pre-Vocational Study Qualification	✓

2. From the list below select **one** humanities course (indicate with a tick):

Geography	
History	✓

3. From the list below now select **two** more courses (indicate with a tick). Please select **two** more courses as reserves, indicate with a letter **R**:

GCSE / BTEC Courses at Level 2	Please ✓ <b>two</b> main choices and select <b>two</b> reserve choices 'R'
Art and Design	R
Art and Design (Photography)	
Child Development	✓
Construction	
Dance	
Drama	✓
Enterprise (Business)	
Food Preparation & Nutrition	R
Media Studies	
Music	
Sport	

Thank you. We will use this information to set up the four Option blocks. This will lead to your final choices being made. Please return this by **Friday 4 February 2022**.

# Timeline for the Year 8 Options

*Due to the current situation, this timeline is subject to change. We will notify you of any changes to this timeline by email.*

## **W/C Monday 10 January 2022**

The Options process is introduced to Year 8 students through a virtual year group assembly and the Year Course & Option Information Booklet with details of all courses will be placed on the Academy's website.

## **Monday 10 to Friday 21 January 2022**

During this time, all subject areas will provide information on the KS4 courses that they offer. Students will have the opportunity to speak with their Academic Form Tutors and Subject Teachers regarding the possible courses they may wish to study.

Mr Griffiths and BTEC leaders will present information on BTEC courses on Thursday 20 January. These subjects are Construction, Media Studies, Business Studies, Computer Science and Sport.

## **Thursday 27 January 2022**

### **Year 8 Options Information Evening**

More information will follow regarding this event. This is an opportunity for parents/carers and students to discover more about the subjects available.

## **W/C Monday 31 January 2022**

A 'straw poll' will be taken where students will be asked to indicate their preferred Option choices for KS4. The data collected will be used to formulate the Option blocks from which students will make their final choices. This will be conducted using a Microsoft form sent to all Year 8 students.

## **Friday 4 February 2022**

This is the final date for all straw poll forms to be returned.

## **W/C Monday 14 February 2022**

Following the straw poll, the final Option blocks will be issued to students.

## **Friday 18 February 2022**

This is the final date for all Option forms to be returned.

## **W/C Monday 7 March 2022**

Mr Falcon will conduct interviews with all students who have not been successful with their allocation of Option choices.

## **Monday 21 March 2022**

Option confirmation to students and parents will be made via a letter.

# **Core Subjects**

## GCSE English Language and English Literature

<b>General Information and Course requirements</b>	<p>There are two GCSE options (two qualifications):</p> <ul style="list-style-type: none"> <li>• GCSE English Language</li> <li>• GCSE English Literature</li> </ul> <p>Examination board: AQA</p>
<b>Aims of the Course</b>	<p>English is an essential subject which, through its use and study, will ensure all students develop the skills that they can apply to their wider studies and real-life situations. We believe that this subject contributes a great deal to the development of responsible citizens who can make wise decisions for themselves and for others. Above all, English offers opportunities for creativity, imagination and pleasure.</p>
<b>Course Content</b>	<p>The GCSE course includes:</p> <ul style="list-style-type: none"> <li>• A range of reading - novels, plays (including Shakespeare), poetry, travel writing, biography, writing from other cultures and traditions, as well as a variety of media texts</li> <li>• A range of writing - essays, reports, letters, response to reading, expression of own thoughts and feelings, persuasive, argumentative and analytical writing.</li> </ul>
<b>Assessment</b>	<p>English Literature:            Paper 1 Shakespeare and the 19<sup>th</sup> Century Novel - written examination lasting 1.45 hours, 40% of marks            Paper 2 Modern Texts and Poetry - written examination lasting 2.15 hours, 60% of marks.</p> <p>English Language:            Paper 1 - written examination lasting 1.45 hours, 50% of marks</p> <ul style="list-style-type: none"> <li>• Section A Reading: one literature fiction text</li> <li>• Section B Writing: descriptive or narrative writing.</li> </ul> <p>Paper 2 - written examination lasting 1.45 hours, 50% of marks</p> <ul style="list-style-type: none"> <li>• Section A Reading: one non-fiction text and one literary non-fiction text</li> <li>• Section B Writing: writing to present a viewpoint.</li> </ul>
<b>For further advice</b>	<p>Please speak to Mrs Putman, Director of English  <a href="http://www.aqa.org.uk/subjects/english/gcse">http://www.aqa.org.uk/subjects/english/gcse</a></p>

# GCSE Mathematics

<b>General Information and Course requirements</b>	This is a compulsory course for every student in Years 9, 10 & 11 because mathematical thinking is important for all members of society. Mathematics equips students with uniquely powerful ways to describe, analyse and change the world and it provides tools for understanding science, engineering, technology and economics.
<b>Aims of the Course</b>	GCSE Mathematics has changed and there is now much more emphasis on thinking for yourself. This means that, as well as learning some new techniques, you will also be taught how to choose and use appropriate mathematical skills to solve a given problem. Some of the ideas will be familiar to students from work in Year 8, but they will need to be able to select and use several of these ideas together to tackle unfamiliar problems.
<b>Course Content</b>	<p>GCSE Mathematics will continue to be tiered. In the new tiered GCSE the Higher tier will include questions that will stretch the most able and the Foundation tier will focus on core mathematical understanding and skills that all students should aim to master.</p> <p>GCSE Mathematics will enable students to:</p> <ul style="list-style-type: none"> <li>• Develop fluent knowledge, skills and understanding of mathematical methods and concepts</li> <li>• Acquire, select and apply mathematical techniques to solve problems</li> <li>• Reason mathematically, make deductions and inferences and draw conclusions</li> <li>• Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li> </ul>
<b>Assessment</b>	<p>There is no coursework, the final grade is determined only by performance in written exams. All of the final assessment for this course will be at the end of Year 11.</p> <p>However, it is important to realise that the GCSE course begins at the beginning of Year 9 and there will be regular tests/exams to check on progress throughout Years 9, 10 and 11.</p>
<b>For further advice</b>	<p>Students will be expected to work hard in every lesson and take an active part in discussions and activities. It is also vital that they complete each homework task to a high standard and that they always ask for help if any of the concepts are challenging and they need assistance.</p> <p>Thorough and well planned revision is the key to success in the exams. Students should make sure they take advantage of any extra revision lessons and resources that the mathematics department will offer during the GCSE course.</p> <p>Please speak to Mr Vaddiraju, Subject Leader</p>

## GCSE Combined Science (Double Award)

<b>General Information and Course requirements</b>	<p>In Year 9 all students will start their GCSE studies with covering a transition unit on Biomimicry. This will allow students a little time to adjust to studying at a GCSE level before starting the course proper. Following this unit, students study AQA GCSE Combined Science – Trilogy (8464). The Combined Science route combines Biology, Chemistry and Physics components. There is no longer a practical assessment component, however there are 21 required practicals that will be covered throughout the course and examined through questions in the terminal examination papers. Students completing Combined Science will be awarded two GCSEs.</p>
<b>Aims of the Course</b>	<p>GCSE Combined Science enables students to:</p> <ul style="list-style-type: none"> <li>• Understand how scientific methods and theories develop over time</li> <li>• Use models to solve problems, make predictions and develop scientific explanations</li> <li>• Make predictions or calculate quantities</li> <li>• Appreciate the power and limitations of science and consider any ethical issues which may arise</li> <li>• Explain every day and technological applications of science</li> <li>• Evaluate risks both in practical science and the wider societal context</li> <li>• Use scientific theories and explanations to develop hypotheses</li> <li>• Plan experiments or devise procedures to make observations</li> <li>• Make and record observations and measurements using a range of apparatus and methods</li> <li>• Evaluate methods and suggest possible improvements and further investigations</li> <li>• Present observations and other data using appropriate methods</li> <li>• Carry out and represent mathematical and statistical analysis</li> <li>• Interpret observations and other data</li> <li>• Present reasoned explanations</li> <li>• Evaluate data in terms of accuracy, precision, repeatability and reproducibility and identify potential sources of random and systematic error</li> <li>• Use scientific vocabulary, terminology and definitions.</li> </ul>
<b>Course Content</b>	<p>Students are required to complete three examination components covering the following topics:</p> <p>Biology: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution and Ecology.</p> <p>Chemistry: Atomic Structure and the Periodic Table, Bonding, Structure and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.</p> <p>Physics: Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter and Atomic Structure.</p>
<b>Assessment</b>	<p>Assessment is by linear examinations taken in the summer exam series of Year 11. Each examination lasts 1 hour 15 minutes (70 marks, 16.7% of GCSE) Foundation and Higher Tier. Questions will take the form of multiple choice, structured, closed short answers and open responses.</p> <p>Biology Paper 1: Cell Biology, Organisation, Infection and Response and Bioenergetics          Biology Paper 2: Homeostasis and Response, Inheritance, Variation and Evolution and Ecology</p> <p>Chemistry Paper 1: Atomic Structure and the Periodic Table; Bonding, Structure and The Properties of Matter, Quantitative Chemistry, Chemical Changes and Energy Changes          Chemistry Paper 2: The rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources</p> <p>Physics Paper 1: Energy, Electricity; Particle Model of Matter, Atomic Structure          Physics Paper 2: Forces, Waves, Magnetism and Electromagnetism.</p>
<b>For further advice</b>	<p>Please speak with your Subject Teacher or Mr Toovey, Director of Science  <a href="http://www.aqa.org.uk/subjects/science/gcse">http://www.aqa.org.uk/subjects/science/gcse</a></p>

## GCSE Separate Sciences: Biology, Chemistry, Physics

<b>General Information and Course requirements</b>	<p>In Year 9 all students will start their GCSE studies with covering a transition unit on Biomimicry. This will allow students a little time to adjust to studying at a GCSE level before starting the course proper.</p> <p>Students that select to take the separate science route study AQA GCSE Separate Sciences. The separate sciences route offers Biology (8461), Chemistry (8462) and Physics (8463) as individual GCSEs. There is no longer a practical assessment component however, there are 28 required practical's (Biology - 10, Chemistry - 8, Physics – 10) that will be covered throughout the course and examined through questions in the terminal examination papers. Students completing separate sciences will be awarded three GCSEs, one each in Biology, Chemistry and Physics.</p>
<b>Aims of the Course</b>	<p>Each of the three separate science GCSEs enables students to:</p> <ul style="list-style-type: none"> <li>• Understand how scientific methods and theories develop over time</li> <li>• Use models to solve problems, make predictions and develop scientific explanations</li> <li>• Make predictions or calculate quantities</li> <li>• Appreciate the power and limitations of science and consider any ethical issues which may arise</li> <li>• Explain every day and technological applications of science</li> <li>• Evaluate risks both in practical science and the wider societal context</li> <li>• Use scientific theories and explanations to develop hypotheses</li> <li>• Plan experiments or devise procedures to make observations</li> <li>• Make and record observations and measurements using a range of apparatus and methods</li> <li>• Evaluate methods and suggest possible improvements and further investigations</li> <li>• Present observations and other data using appropriate methods</li> <li>• Carry out and represent mathematical and statistical analysis</li> <li>• Interpret observations and other data</li> <li>• Present reasoned explanations</li> <li>• Evaluate data in terms of accuracy, precision, repeatability and reproducibility and identify potential sources of random and systematic error</li> <li>• Use scientific vocabulary, terminology and definitions.</li> </ul>
<b>Course Content</b>	<p>Students are required to complete three examination components covering the following topics:</p> <ul style="list-style-type: none"> <li>• Biology: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution and Ecology.</li> <li>• Chemistry: Atomic Structure and the Periodic Table, Bonding, Structure, and The Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.</li> <li>• Physics: Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter, Atomic Structure and Space Physics.</li> </ul>
<b>Assessment</b>	<p>Assessment is by linear examinations taken in the Summer term of Year 11. Each written examination lasts 1 hour 45 minutes (Foundation and Higher Tier) 100 marks, 50% of GCSE.</p> <p>Biology Paper 1: Cell Biology, Organisation, Infection and Response and Bioenergetics          Biology Paper 2: Homeostasis and Response, Inheritance, Variation and Evolution and Ecology</p> <p>Chemistry Paper 1: Atomic Structure and the Periodic Table, Bonding, Structure and The Properties of Matter, Quantitative Chemistry, Chemical Changes and Energy Changes          Chemistry Paper 2: The rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources</p> <p>Physics Paper 1: Energy; Electricity; Particle Model of Matter; Atomic Structure          Physics, Paper 2: Forces, Waves, Magnetism and Electromagnetism, Space Physics.</p>
<b>For further advice</b>	<p>Please speak with your Subject Teacher or to Mr Toovey, Director of Science  <a href="http://www.aqa.org.uk/subjects/science/gcse">http://www.aqa.org.uk/subjects/science/gcse</a></p>

## GCSE Philosophy, Religion & Ethics

<b>General Information and Course requirements</b>	Students study Philosophy, Religion & Ethics from Year 9 and will sit GCSE full course examinations in Year 11. Students are required to have open minds and a willingness to listen to the opinions of others. They will be required to do regular homework and to work hard on their written skills during lessons.
<b>Aims of the Course</b>	<p>This course seeks to inform young people about various ethical and social issues of interest to them and to develop them into reflective, well informed and critical young people. Through studying the beliefs of different cultures, students become more tolerant and understanding of different viewpoints, whilst also developing their own beliefs. They will develop literacy both through use of complex key words and literary ideas which will help in their study of English. Students develop thinking skills when being presented with complex philosophical ideas about how we should live, what happens when we die, how we should treat each other and the planet and how humans celebrate life events in diverse ways. Students develop discussion and listening skills and learn tolerance and respect for difference which are essential skills for modern adults in a multicultural society.</p> <p>Examination board: Eduqas</p>
<b>Course Content</b>	<p>Half of the course involves studying ethical issues through the lens of Christianity and Islam as well as humanist/atheist approaches.</p> <p>The ethical issues are:</p> <ul style="list-style-type: none"> <li>• Relationships - What makes a healthy relationship? What is the purpose of marriage? How do different cultures celebrate marriage? When should divorce be permitted and how easy should it be?</li> <li>• Life and Death - How do different cultures bury their dead and why? What do people believe about the afterlife and the persistence of consciousness?</li> <li>• Good and Evil - Can we ever say anything is wholly good or wholly bad? What moral principles do all humans share, if any?</li> <li>• Human Rights - Why do we have rights? Where do they come from? Do rights lead to responsibilities? What happens when people ignore these responsibilities?</li> </ul> <p>The other half of the course involves studying the beliefs, practices and teachings of major world faiths. The compulsory faith is Christianity; we will also study Islam.</p>
<b>Assessment</b>	<p>The qualification is all examination based.</p> <p>Exam 1 will focus on the beliefs, teachings and practices of Christianity  Exam 2 will focus on beliefs, teaching and practices of a world faith (Islam)  Exam 3 will focus on ethical issues. The third exam (Ethics) is worth half the GCSE marks.</p>
<b>For further advice</b>	<p>For further information please speak to Mrs Rayner, Curriculum Leader</p> <p><b>Please note that the majority of students will take GCSE PRE in Year 10 and some in Year 11.</b></p> <p><a href="http://eduqas.co.uk">GCSE Religious Studies (eduqas.co.uk)</a></p>

# **GCSE and BTEC Subjects**

## GCSE Art and Design

<b>General Information and Course requirements</b>	<p>This course should enable students to make a personal response based on their own experiences to the environment, selected culture or artists' work. It will not only reflect our multicultural society but also embraces an awareness of the past and present.</p> <p>Central to the course is the development of observation and the ability to interpret what is seen.</p> <p>Examination board: AQA</p>
<b>Aims of the Course</b>	<p>Students will undertake projects and design briefs. These briefs are intended to stretch the individual's techniques and skills. Students widen their understanding of the nature of art and design through historical and contextual studies, as well as practical work and may vary from being open-ended to quite specific. Students will look at distortion in portraiture and will analyse the work of various artists including Francis Bacon. They will also look in-depth at natural forms, producing preparatory work concluding in a sculpture of a bird, mixed media piece and large acrylic painting inspired by Georgia O'Keeffe. Students will also complete a mock examination which will be a personal response based on natural forms, portraiture or the London Underground, focusing on the sights of London.</p>
<b>Course Content</b>	<p>All students will have the opportunity to explore and develop their ideas through a wide variety of media which may include:</p> <ul style="list-style-type: none"> <li>• Print making</li> <li>• Collage</li> <li>• Drawing in pencil, pastels, charcoal etc.</li> <li>• Illustration</li> <li>• Graphic design</li> <li>• Textiles - dyed, stitched, printed and constructed</li> <li>• Ceramics</li> <li>• 3D design</li> <li>• Painting</li> <li>• Computer graphics</li> <li>• Photography</li> <li>• Stage design and make-up.</li> </ul>
<b>Assessment</b>	<p>Assessment consists of:</p> <p>Component 1: portfolio (60% of the total marks)</p> <p>Component 2: externally set assignment (40% of the total marks). A project is set by the examination board in the Spring term of Year 11 and has to be produced, without help from staff, under examination conditions.</p>
<b>For further advice</b>	<p>Please speak with Mr Kravec, Curriculum Leader</p> <p><a href="http://www.aqa.org.uk/subjects/art/gcse">http://www.aqa.org.uk/subjects/art/gcse</a></p>

## GCSE Art and Design (Photography)

<b>General Information and Course requirements</b>	<p>Students and parents are advised that photography can be an expensive activity and whilst the basic costs will be covered, students may find they want to expand their creativity at home.</p> <p>We have equipment available but students ought to have access to either a digital or film camera. Access to computer technology will also be an asset.</p> <p>Examination board: AQA</p>
<b>Aims of the Course</b>	<p>The aim of the course is to enable students to express and explore their creative ideas through the use of the lens. Students will be able to experiment with manipulations by hand, as well as by digital means to create interesting and experimental work. The course involves a lot of independent work, where students will be exploring and developing their ideas to a given theme. Maturity and willingness to learn are essential in such a course.</p>
<b>Course Content</b>	<p>Students will have the opportunity to study various aspects of practical photography including portrait, documentary, advertising and creative experimental work. They will be taught to use both traditional and digital cameras, learn how to process black and white film and use digital technology. There is some written work where students will be encouraged to analyse their own work, as well as the work of other photographers and learn to be creative and discriminating. They will have to build up a coursework portfolio comprising various projects, as well as taking a practical test at the end of the course.</p>
<b>Assessment</b>	<p>Assessment will be as follows:            Component 1: portfolio (60% of the total marks)            Component 2: externally set assignment (40% of the total marks). A project is set by the examination board in the Spring term of Year 11 and has to be produced, without help from staff, under examination conditions.</p>
<b>For further advice</b>	<p>Please speak with Mr Kravec, Curriculum Leader  <a href="http://www.aqa.org.uk/subjects/photography/gcse">http://www.aqa.org.uk/subjects/photography/gcse</a></p>

## National Award Level 1/2 Child Development

<b>General Information and Course requirements</b>	This qualification is designed for students who have a keen interest in developing their knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in childcare, health and social care, psychology, sociology and biology.
<b>Aims of the Course</b>	It is increasingly becoming clear that high quality early years education can make a real difference in the lives of children and their families. This course can therefore help students with their own future life or be a gateway to explore related careers in childcare.
<b>Course Content</b>	<p>The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, and conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PSHE, Biology and other child development qualifications.</p> <p>In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which would be of use in further studies in a number of areas.</p> <p>In the third topic, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development outcomes in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.</p> <p>Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas.</p>
<b>Assessment</b>	<p>Health and Wellbeing for Child Development - written assessment, Exam timing and weighting to be confirmed (minimum 50%).</p> <p>Understand the Equipment and Nutritional Needs of Children from Birth to Five Years - centre assessed task 1 - OCR moderated, approximately 7 to 10 hours, 30% of marks</p> <p>Understand the Development of a Child from Birth to Five Years - centre assessed task 2, approximately 7 to 10 hours, 30% of marks.</p>
<b>For further advice</b>	<p>Please speak with Miss Rowan, Curriculum Leader</p> <p><a href="https://www.ocr.org.uk/subjects/child-development">https://www.ocr.org.uk/subjects/child-development</a></p>

<b>General Information and Course requirements</b>	OCR GCSE (9-1) in Computer Science (J276) is a new specification that will enable learners to develop computational thinking skills built on a sound base of conceptual learning and understanding. Examination board: OCR
<b>Aims of the Course</b>	Computer Science will encourage students to: <ul style="list-style-type: none"> <li>• Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation</li> <li>• Analyse problems in computational terms through practical experience of solving such problems including designing, writing and debugging programs</li> <li>• Think creatively, innovatively, analytically, logically and critically</li> <li>• Understand the components that make up digital systems, how they communicate with one another and with other systems</li> <li>• Understand the impacts of digital technology to the individual and to wider society</li> <li>• Apply mathematical skills relevant to computer science.</li> </ul>
<b>Course Content</b>	<p><b>Component 1: Computer Systems</b> Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.</p> <p><b>Component 2: Computational Thinking, Algorithms and Programming</b> Students apply knowledge and understanding gained in component 1. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the programming project.</p> <p><b>Programming Project</b> Students use OCR Programming Project tasks to develop their practical ability in the skills developed in components 1 and 2. They will have the opportunity to define success criteria from a given problem and then create suitable algorithms to achieve the success criteria. Students then code their solutions in a suitable programming language and check its functionality using a suitable and documented test plan. Finally they will evaluate the success of their solution and reflect on potential developments for the future.</p> <p>Students will be offered 20 hours timetabled to complete their programming project. The programming project does not count towards a candidate’s final grade, but is a requirement of the course.</p>
<b>Assessment</b>	Computer Science is a linear qualification with a 100% terminal rule. There are two externally examined (components 1 and 2) 1.5 hrs written papers weighted at 50% each.
<b>For further advice</b>	Please speak with Mrs Chaudhry, Curriculum Leader <a href="https://ocr.org.uk/qualifications/gcse/computer-science">https://ocr.org.uk/qualifications/gcse/computer-science</a>

# BTEC Level 1/2 First Award in Construction and the Built Environment

<b>General Information and Course requirements</b>	<p>This course is aimed at students who have an interest in working in the construction industry. It provides a seamless progression pathway to the full range of BTEC and C&amp;G vocational qualifications in specific trades.</p> <p>Students who are interested in buildings, architecture or interior design may benefit from studying this course; students will learn about buildings and how to sketch their designs, along with risk assessments, PPE and carpentry tools and their uses.</p>
<b>Aims of the Course</b>	<p>The course is very broad, intended to give an introduction to many areas of construction, to help students make informed choices about future courses and careers whilst learning essential skills along the way.</p>
<b>Course Content</b>	<p>Students will be introduced to the following subjects as a way of skills building:</p> <ul style="list-style-type: none"> <li>• Construction Technology - how a building is constructed</li> <li>• Scientific and Mathematical Applications for Construction</li> <li>• Construction and Design - why buildings are very different in their design and function</li> <li>• Exploring Carpentry and Joinery - principles and techniques.</li> </ul>
<b>Assessment</b>	<p>The assessment of this course comprises four equally weighted units. There are three internally assessed units and one externally assessed unit.</p> <p>Construction Technology (externally assessed 1 hr examination)</p> <ul style="list-style-type: none"> <li>• Understanding the structural performance required for low-rise construction</li> <li>• Exploring how substructures are constructed</li> <li>• Exploring how superstructures are constructed.</li> </ul> <p>Construction and Design (assessed by coursework projects)</p> <ul style="list-style-type: none"> <li>• Understanding the work of the construction industry</li> <li>• Understanding a client's needs to develop a design brief for a low-rise building</li> <li>• Producing a range of initial sketch ideas to meet the requirements of a client brief for a low-rise building.</li> </ul> <p>Science and Mathematics for Construction (assessed by coursework projects)</p> <ul style="list-style-type: none"> <li>• Understanding the effects of forces and temperature changes on materials used in construction</li> <li>• Using mathematical techniques to solve construction problems.</li> </ul> <p>Exploring Carpentry and Joinery (assessed through a practical project)</p> <ul style="list-style-type: none"> <li>• Understanding tools, materials and equipment used for carpentry and joinery</li> <li>• Developing practical skills and safe techniques to build a small timber frame.</li> </ul>
<b>For further advice</b>	<p>Please speak with Mr Hanson, Subject Teacher and visit <a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/construction-and-the-built-environment-2013-nqf.html">https://qualifications.pearson.com/en/qualifications/btec-firsts/construction-and-the-built-environment-2013-nqf.html</a></p>

## GCSE Dance

<b>General Information and Course requirements</b>	<p>Students can opt to take GCSE Dance from Year 9 onwards. During this course students develop their physical ability, enhance their creative minds and deepen their analytical understanding. Students are provided with a breadth of dance knowledge in terms of appreciation, choreography and performance.</p> <p>Examination board: AQA</p>
<b>Aims of the Course</b>	<p>Students will develop their skills in various aspects of dance including:</p> <ul style="list-style-type: none"> <li>• Choreography - students will learn how to create dance pieces in response to different stimuli and intentions.</li> <li>• Performance - students will develop an awareness of what makes a successful performance, considering physical, mental, expressive and technical skills required</li> <li>• Dance appreciation - students will analyse the production features of multiple dance works, identifying how choreographers approach choreography, as well as developing their understanding of the professional dance world.</li> <li>• Make creative and choreographic decisions</li> <li>• Develop collaborative and team working skills</li> <li>• Learn a wide range of dance terminology.</li> </ul>
<b>Course Content</b>	<p>Component 1 Performance:</p> <ul style="list-style-type: none"> <li>• Solo performance of two set phrases, approximately 35 seconds each in duration.</li> <li>• Duet/trio performance of 3-5 minutes in duration.</li> </ul> <p>30% of GCSE, 40 marks (16 marks for set phrases, 24 marks for duet/trio performance).</p> <p>Component 1 Choreography:</p> <ul style="list-style-type: none"> <li>• Solo or group choreography - solo lasting 2-2.5 minutes /3-5 minutes or a group dance for two to five dancers lasting 3-3.5 minutes / 3-5 minutes, 30% of GCSE, 40 marks.</li> </ul> <p>Component 2 Dance appreciation:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of dance terminology</li> <li>• Critical appreciation of own work and choreographic ideas</li> <li>• Critical appreciation of the six professional work.</li> </ul> <p>Written examination of 1.5 hours, questions based on students' own practice in performance and choreography as well as analysing dance works, 40% of GCSE, 80 marks.</p>
<b>Assessment</b>	<p>This qualification is linear, students will undertake their examinations and submit their non-examination assessments during October to March of Year 11. The 4 practical non-examination assessments are spread out over a 5 month period with the written examination taking place in June.</p> <p>Component 1 is marked by the centre and moderated by AQA.</p> <ul style="list-style-type: none"> <li>• Component 1: 60% of GCSE, 80 marks in total</li> <li>• Component 2: 40% of GCSE, 80 marks in total.</li> </ul>
<b>For further advice</b>	<p>Please speak with Miss Collins, Curriculum Leader or visit <a href="http://www.aqa.org.uk/subjects/dance/gcse">http://www.aqa.org.uk/subjects/dance/gcse</a></p>

## GCSE Design and Technology

<b>General Information and Course requirements</b>	<p>The specification has been designed to encourage students to design and make a range of products from a number of different materials, including textiles, plastics and wood.</p> <p>Students who have enjoyed Design and Technology at KS3 will enjoy this course. The project work involves research, analysis and explanations throughout an iterative design process. Students must also like designing and making products, have good drawing skills, an analytical mind and enjoy making things Problem solving and working independently are also important. There is a substantial amount of theory and a written exam</p> <p>Examination board: to be confirmed.</p>
<b>Aims of the Course</b>	<p>Design and Technology is all around us, people are continuously looking at how products work and adapting them to make our lives better. The course is a mixture of academic and practical work and could lead to many different careers in the arts, design, engineering and technology.</p> <p>Students will undertake a series of projects in Year 9 and Year 10 using a range of materials.</p> <p>Students will have access to computer designing and manufacturing technologies including laser cutting, as well as traditional handcrafts.</p>
<b>Course Content</b>	<p>In Year 9 students will complete a range of small topics to encourage design creativity as well as 2D design drawing skills and basic making skills with various materials.</p> <p>In Year 10 students will develop their 2D design skills and laser cutting skills. They will also look at the work of designers and use research techniques to inform their designing.</p> <p>During Year 11 students will complete a controlled assessment task set by the examination board. Students will work using at least one of the following materials: textiles, wood or plastics. They will have to create their own design brief within their chosen topic, undertaking primary and secondary research and immersing themselves in a project about which they feel passionate. They will use their design skills to help solve problems and they will constantly re-evaluate and improve their design solutions. Greater emphasis will be made on the journey of the design process rather than the end product, although a finished high quality product will still be expected. The project (controlled assessment) involves a substantial amount of written work. There is also an exam.</p>
<b>Assessment</b>	<p>Assessment is as follows:</p> <ul style="list-style-type: none"> <li>• Controlled assessment – coursework, 50%</li> <li>• Written examination lasting 2 hours, 50%</li> </ul>
<b>For further advice</b>	<p>Please speak with your Subject Teacher or Ms Stow, Curriculum Leader</p>

## GCSE Drama

<b>General Information and Course requirements</b>	This is a highly appealing course due to the diverse range of activities, combining both practical and theoretical approaches to learning. This combination of academic and creative challenge with a practical focus, makes for a dynamic and engaging course. Students are able to learn to explore real life in a safe environment and prepare for the wider world. Course requirements - Level 2.1 in Drama by the end of Year 8.
<b>Aims of the Course</b>	Students will explore the subject from a range of perspectives by devising their own original work; bringing to life the work of a playwright, as theatre reviewers; developing their own thoughts on what makes drama and theatre successful and as creative artists; building and bringing a character to life through exploration and rehearsal.
<b>Course Content</b>	<p>Theory and practical work will be integrated throughout the course and all texts studied will be explored practically.</p> <p>Component 1: Devising Theatre - students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus. Non-exam assessment, internally assessed, externally moderated - 40% of qualification 60 marks</p> <p>Component 2: Performing from a Text - students participate in a performance based on two 10 minute extracts from a performance text of their own choice. Non-exam assessment, externally assessed by a visiting examiner - 20% of qualification 60 marks. Learners will be assessed on either acting or design.</p> <p>Component 3: Set A Set Text: Interpreting Theatre – a series of questions on one set text explored as an actor, designer and director from a choice of five:</p> <ul style="list-style-type: none"> <li>• <i>The Tempest</i>, William Shakespeare</li> <li>• <i>The Caucasian Chalk Circle</i>, Bertolt Brecht</li> <li>• <i>Hard to Swallow</i>, Mark Wheeler</li> <li>• <i>War Horse</i>, Michael Morpurgo, adapted by Nick Stafford</li> <li>• <i>DNA</i>, Dennis Kelly</li> </ul> <p>Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of one live theatre production seen during the course. Written examination: 1 hour 30 minutes 40% of qualification, 60 marks</p>
<b>Assessment</b>	Studying Drama at GCSE level involves a combination of group and solo acting work. A range of styles are explored, encouraging critical and analytical thinking at all times. It is important to appreciate that written work is an element of the course, as is the ability to self-reflect and evaluate a range of work from contrasting periods and contexts. Both scripted and devised theatre will be explored, with a continued emphasis on collaboration and rehearsal methods and students will be visiting live theatrical events throughout the course. Students will gain valuable communication and co-operation skills through this varied and diverse subject.
<b>For further advice</b>	Please speak with Ms Leathers, Curriculum Leader <a href="https://www.wjec.co.uk/qualifications/drama-gcse#tab_overview">https://www.wjec.co.uk/qualifications/drama-gcse#tab_overview</a>

## BTEC Level 2 Tech Award in Enterprise (Business)

<b>General Information and Course requirements</b>	<p>With the new Pearson BTEC Level 2 Tech Award in Enterprise, students can explore what it means to set up and run a business enterprise, as well as develop the key skills to succeed.</p> <p>Examination board: Pearson</p>
<b>Aims of the Course</b>	<p>The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, set-up, run, review and monitor an enterprise.</p>
<b>Course Content</b>	<p>The course comprises three components:</p> <p>Component 1: Exploring Business</p> <ul style="list-style-type: none"> <li>• Students will research different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs; also how market research helps enterprises meet customer needs and understand competitor behaviour.</li> </ul> <p>Component 2: Planning for and Pitching an Enterprise Activity</p> <ul style="list-style-type: none"> <li>• Students will explore, plan and pitch a micro-enterprise activity to an audience and use feedback to review their business plan.</li> </ul> <p>Component 3: Promotion and Finance for Enterprise</p> <ul style="list-style-type: none"> <li>• Students will explore promotional methods, financial records, planning and forecasting. They will be provided with a case study of a small/medium enterprise and will interpret/advise using financial and promotion knowledge.</li> </ul>
<b>Assessment</b>	<p>Component 1 - coursework; three assignments to complete. Internally assessed, 30% weighting.</p> <p>Component 2 - coursework; two assignments to complete, including a sales pitch. Internally assessed, 30% weighting.</p> <p>Component 3 - 2 hour examination, 40% weighting.</p>
<b>For further advice</b>	<p>Please speak with Mrs Hemsworth, Curriculum Leader or visit the Pearson website <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html</a></p>

## GCSE Food Preparation and Nutrition

<b>General Information and Course requirements</b>	Skills and interests which will help students to do well include a love of food, enjoyment of cooking, enthusiasm and an interest in different types of foods and types of cooking.
<b>Aims of the Course</b>	Eduqas GCSE in Food Preparation and Nutrition equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.
<b>Course Content</b>	This specification has been designed to enable innovative delivery of the course whilst creating a balance between practical and theoretical knowledge and understanding. <ul style="list-style-type: none"> <li>• Food commodities</li> <li>• Principles of nutrition</li> <li>• Diet and good health</li> <li>• The science of food</li> <li>• Where food comes from</li> <li>• Cooking and food preparation.</li> </ul>
<b>Assessment</b>	<p>Component 1: written examination, 1 hour 45 minutes, 50% of qualification</p> <ul style="list-style-type: none"> <li>• Section A: questions based on practical applications and skills</li> <li>• Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.</li> </ul> <p>Component 2: non-examination assessment, internally assessed, 50% of qualification</p> <ul style="list-style-type: none"> <li>• Food investigation, 8 hours, 15% of qualification</li> <li>• Food preparation, 12 hours, 35 % of qualification. This will include a 3 hour practical assessment where students will be expected to make three highly skilled practical dishes under examination conditions.</li> </ul>
<b>For further advice</b>	Please speak with Ms Kimani, Curriculum Leader <a href="https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse">https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse</a>

<b>General Information and Course requirements</b>	Students will have the option to study either French or Spanish at GCSE and, depending on uptake, some students may have the option to study both languages.
<b>Aims of the Course</b>	<p>Students will develop the ability to speak and write in French and to understand both spoken and written French through listening and reading.</p> <p>Students will also develop their cultural awareness of French speaking regions.</p> <p>Some students may also have the opportunity to visit a French speaking country during the course.</p>
<b>Course Content</b>	<p>Students study all of the following themes on which the assessments are based:</p> <ul style="list-style-type: none"> <li>• Theme 1: Identity and Culture</li> <li>• Theme 2: Local, National, International and Global Areas of Interest</li> <li>• Theme 3: Current and Future Study and Employment.</li> </ul> <p>The scope of study includes speaking, reading, writing and listening.</p>
<b>Assessment</b>	<p>There are four papers in total and the content/length/allocated marks of these vary depending on whether a student is entered for the Foundation or Higher tier.</p> <p><b>P1 Listening</b></p> <ul style="list-style-type: none"> <li>• Students are required to answer a combination of questions, responding in both French and English to test their ability to understand and respond to different types of spoken language.</li> </ul> <p><b>P2 Speaking</b></p> <ul style="list-style-type: none"> <li>• Students will undertake a role-play, photo card task and conversation which will assess their ability to communicate and interact effectively in French for a variety of purposes.</li> </ul> <p><b>P3 Reading</b></p> <ul style="list-style-type: none"> <li>• Students are required to answer a combination of questions, responding in both French and English, as well as translate a short passage to assess their ability to understand and respond to different types of written language.</li> </ul> <p><b>P4 Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to complete a short translation, a structured writing task and, depending on the tier, two further written tasks which will assess their ability to communicate effectively in writing for a variety of purposes.</li> </ul> <p>Each component has a 25% weighting.</p>
<b>For further advice</b>	Please speak to Mrs Forssling, Curriculum Leader or Mrs Alachbili or go to <a href="http://www.aqa.org.uk/subjects/languages/gcse">http://www.aqa.org.uk/subjects/languages/gcse</a>

<b>General Information and Course requirements</b>	<p>Geography is an exciting and rewarding subject. It considers issues and problems which arise in the real world.</p> <p>Examination board: AQA</p>
<b>Aims of the Course</b>	<p>The main aim of this course is to prepare young people to be flexible and adaptable in order to meet the many demands that society is likely to make on them in the 21<sup>st</sup> century. With this in mind, the emphasis throughout is on problem-solving and enquiry-based learning. This ensures that the work is relevant and stimulating. Issues are considered at a local, regional, national and global scale. We consider topics ranging from tectonic hazard and climate change, energy management and urban change.</p>
<b>Course Content</b>	<p>Students will study current issues which affect people’s lives throughout the World. Recent examples include; the causes and effects of the Pakistan and Queensland floods, the causes and effects of cold weather over recent winters in Europe and life in shanty towns such as Kibera, Nairobi which is Africa’s largest slum and Dharavi, Mumbai, the setting of the film <i>Slumdog Millionaire</i>. There will be the opportunity to visit local urban areas and coastal areas to provide real-life experiences during the course. Students will learn a wide variety of geographical skills, including map work, fieldwork and use of ICT.</p> <p>Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, considering different viewpoints, values and attitudes.</p>
<b>Assessment</b>	<p>The assessment will be all examination based.</p> <p>Living with the Physical Environment (written examination 1.5 hours, 35% of total marks)</p> <ul style="list-style-type: none"> <li>• Section A: The challenge of Natural Hazards</li> <li>• Section B: Physical Landscapes in the UK</li> <li>• Section C: The Living World</li> </ul> <p>88 marks (3 marks for spelling, punctuation, grammar and specialist terminology).</p> <p>Challenges in the Human Environment (written examination 1.5 hours, 35% of total marks)</p> <ul style="list-style-type: none"> <li>• 3.2.1 Section A: Urban Issues and Challenges</li> <li>• 3.2.2 Section B: The Changing Economic World</li> <li>• 3.2.3 Section C: The Challenge of Resource Management</li> </ul> <p>88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology).</p> <p>Geographical applications</p> <ul style="list-style-type: none"> <li>• 3.3.1 Section A: Issue Evaluation</li> <li>• 3.3.2 Section B: Fieldwork.</li> </ul> <p>Geographical skills (written examination 1 hour 15 minutes, 30% of total marks)</p> <ul style="list-style-type: none"> <li>• 3.4: Geographical skills.</li> </ul> <p>76 marks (including 6 marks for spelling, punctuation, grammar and specialist terminology)</p> <p>Pre-release resources made available from March in the year of the examination.</p>
<b>For further advice</b>	<p>Please speak with Mr Sweet, Curriculum Leader or Mr Dobbs / Mr Humphrey, Subject Teachers or visit <a href="http://www.aqa.org.uk/subjects/geography/gcse">http://www.aqa.org.uk/subjects/geography/gcse</a></p>

<b>General Information and Course requirements</b>	GCSE History will be taught from Year 9. It will help prepare students for life, fostering skills which are useful in many different careers and introduce history as a leisure activity to be enjoyed outside the classroom. The syllabus reflects this aim, giving a varied historical background in the content and the methods used for teaching, learning and assessment.
<b>Aims of the Course</b>	<p>GCSE History enables students to:</p> <ul style="list-style-type: none"> <li>• Develop their interest in and enthusiasm for history and to help understand its value and significance</li> <li>• Acquire an understanding of different identities, including their own, within a society and an appreciation of social, cultural, religious and ethnic diversity</li> <li>• Improve as effective independent and resilient learners and as critical and reflective thinkers through a process of historical enquiry</li> <li>• Develop the ability to ask relevant and considered questions about the past and to investigate historical issues critically</li> <li>• Organise and communicate historical knowledge and understanding in different ways, arguing a case and reaching judgements</li> <li>• Create their own structured answers while communicating their own knowledge and understanding.</li> </ul>
<b>Course Content</b>	<p>Component 1: British Study in Depth - The Elizabethan Age 1558-1603 including Elizabethan Government, Lifestyles of the Rich and Poor, Popular Entertainment, The Problems of Religion, The Catholic Threat, The Spanish Armada and The Puritan Threat.</p> <p>Component 1: Non-British Study in Depth - Germany in Transition 1919-1939 including The Impact of WWI, Recovery of Weimar, End of the Weimar Republic, Nazi consolidation of Power, Nazi Economic, Social and Racial Policy, Nazi Use of Terror and Persuasion and Hitler's Foreign Policy.</p> <p>Component 2: The Period Study - The Development of the USA 1929-2000 including Economic Downturn and Recovery, The Economic Impact of WWII and Post-war Developments, The Issue of Civil Rights 1941-1970, Political Change 1960-2000, Social Change 1950-2000, Cold War Rivalry and The Search for World Peace Since 1970.</p> <p>Component 2: Thematic Study - Changes in Health and Medicine in Britain c500 to the present day including Causes of Illness and Disease, Attempts to Prevent Illness and Disease, Attempts to Treat and Cure Illness and Disease, Advances in Medical Knowledge, Developments in Patient Care and Developments in Public Health and Welfare.</p>
<b>Assessment</b>	<p>Assessment is by means of linear examinations taken in the Summer of Year 11:</p> <p>Component 1: Studies in Depth - two written examinations totalling 2 hours, each paper is 1 hour long but follow immediately on from each other, 50% of the qualification.</p> <p>Component 2: Studies in Breadth - two written examinations totalling 2 hours. The Period Study is 45 minutes and the Thematic Study is 1 hour 15 minutes. These papers will follow immediately on from each other, worth 50% of the qualification.</p>
<b>For further advice</b>	<p>For further information or advice please speak to your History teacher or Mrs Anning, Curriculum Leader.</p> <p><a href="https://www.eduqas.co.uk/qualifications/history-gcse/#tab_overview">https://www.eduqas.co.uk/qualifications/history-gcse/#tab_overview</a></p>

## GCSE Media Studies

<b>General Information and Course requirements</b>	<p>This course is designed to enable students to develop a critical understanding of the role of mass media. For this course, mass media is defined as television, film, radio, popular music, newspapers and magazines.</p> <p>Examination board: Eduqas</p>
<b>Aims of the Course</b>	<p>During their study students will:</p> <ul style="list-style-type: none"> <li>• Analyse a range of mass media texts</li> <li>• Consider the social, cultural, historical and political implications of these texts</li> <li>• Gain a broad knowledge of the industrial and commercial nature of media production</li> <li>• Acquire practical production skills</li> <li>• Investigate the developing world of media technologies</li> <li>• Gain a full understanding of media audiences</li> <li>• Learn how people and places are represented in the media and analyse the stereotypes often used.</li> </ul>
<b>Course Content</b>	<p>The course consists of 30% coursework and 70% examinations and is made up of three components:</p> <p>Component 1: Exploring the Media Through Media Language, Representation, Media Industries and Audiences - written paper lasting 1.5 hours, 40% marks.</p> <p>Component 2: Understanding Media Forms and Products by Looking at Television, Music Videos and Online Media - written paper lasting 1.5 hours, 30% marks.</p> <p>Component 3: Coursework - individual practical production for stated target audience in response to a choice of briefs, 30% marks.</p>
<b>Assessment</b>	<p>There are three assessment components:</p> <p>AO1 - to demonstrate knowledge and understanding of the theoretical framework of media contexts and their influence on media products and processes, 30% marks.</p> <p>AO2 - to analyse media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning, 40% marks.</p> <p>AO3 - to create media products for an intended audience by applying knowledge and understanding of the theoretical framework of media to communicate meaning, 30% marks.</p>
<b>For further advice</b>	<p>Please speak to Mrs Mellish, Curriculum Leader  <a href="https://www.eduqas.co.uk/qualifications/media-gcse">https://www.eduqas.co.uk/qualifications/media-gcse</a></p>

## GCSE Music

<b>General Information and Course requirements</b>	<p>GCSE Music is an optional subject from Year 9.</p> <p>Students will be expected to play an instrument and/or sing up to or above Grade 4 standard by the end of Year 11.</p>
<b>Aims of the Course</b>	<p>GCSE Music enables students to:</p> <ul style="list-style-type: none"> <li>• Study a wide range of musical styles through performance, composition and appraisal</li> <li>• Perform confidently as a soloist and as part of an ensemble</li> <li>• Compose considering purpose and audience</li> <li>• Develop critical and creative thinking when analysing music</li> <li>• Apply musical vocabulary appropriately in all three areas of the course.</li> </ul>
<b>Course Content</b>	<p>The course requires students to complete two coursework components and one examination component.</p> <p>Component 1: Performing - students are required to submit each of the following:</p> <ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Ensemble performance</li> </ul> <p>Component 2: Composing - students are required to submit each of the following:</p> <ul style="list-style-type: none"> <li>• Free composition</li> <li>• Composition to a brief set by the examination board</li> </ul> <p>Composition 3: Appraising – examination lasting 1 hour 45 minutes consisting of:</p> <ul style="list-style-type: none"> <li>• Questions related to set works</li> <li>• Melodic or rhythmic completion test (dictation)</li> <li>• Question on unfamiliar piece</li> <li>• Essay question comparing a set work to an unfamiliar piece.</li> </ul> <p>Set works fall into four areas of study; Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions.</p>
<b>Assessment</b>	<p>Assessment is through both internally marked and externally moderated coursework and examination.</p> <p>Theory examination to consolidate reading music knowledge, March 2023 (Year 9)          Final solo and ensemble performances, 30% of marks, March 2025 (Year 11)          Free composition, 15% of marks, July 2024 (Year 10)          Composition to a brief, 15% of marks, March 2025 (Year 11)          Appraising examination, 40% of marks, May/June 2025 (Year 11)</p>
<b>For further advice</b>	<p>Please speak to Mr Upton, Curriculum Leader  <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html</a></p>

## BTEC Level 1 Entry Pre-Vocational Study Qualification

General Information and Course requirements	BTEC Level 1 Introductory Diploma in Vocational Studies is a one year course. Learners study several units from different vocational areas. These units provide learners with an opportunity to develop a knowledge and understanding of vocational areas such as Business Studies, ICT, Health and Social Care and Art and Design before making further course choices or occupational decisions on progressing to Level 2. In addition to this, learners will also study either GCSE or Functional Skills English and Mathematics depending on their grades.
Aims of the Course	The purpose of the BTEC Entry Pre-vocational Study qualifications is to support learners' skill development in preparation for higher-level learning, therefore increasing opportunities for learners to progress. These qualifications are ideal for learners progressing to Pearson BTEC Entry Level 1 to Vocational Study qualifications. 30/60/120 GLH. Nearly all students on the Supported Learning pathways take a BTEC qualification, so this would directly support them in these lessons. An example of units studied are found below. One unit equates to 30 GLH.
Course Content	To study the Level 1 programme students will choose one of the following units (20 in total, examples of units as follows). Each unit equates: <ol style="list-style-type: none"> <li>1. Engaging in new situations</li> <li>2. Following given instructions</li> <li>3. Engaging in personal health and wellbeing</li> <li>4. Helping with an event</li> <li>5. Contributing to a customer service</li> <li>6. Developing digital communication skills</li> <li>7. Communicating with others</li> <li>8. Exploring future options in the local community</li> <li>9. Engaging in a team activity</li> <li>10. Working towards a given target</li> <li>11. Producing a basic document</li> <li>12. Navigating from one place to another.</li> </ol>
Assessment	All units are coursework based. Learners are required to receive a recommendation to progress, together with the appropriate grade in Functional Skills in order to advance to a Level 2 course. English and Mathematics are assessed by examination.
For further advice	Please speak to Mr Griffiths, Course Co-ordinator <a href="http://www.Btec/pearsons/Vocational%20study">www.Btec/pearsons/Vocational study</a>

<b>General Information and Course requirements</b>	<p>Students will have the option to study either Spanish or French at GCSE and, depending on uptake, some students may have the option to study both languages.</p> <p>Examination board: AQA</p>
<b>Aims of the Course</b>	<p>To develop students' ability to speak and write in Spanish and to understand both spoken and written Spanish through listening and reading.</p> <p>Students will also develop their cultural awareness of Spanish speaking regions (namely Spain and South America).</p> <p>Some students may also have the opportunity to visit a Spanish-speaking country during the course.</p>
<b>Course Content</b>	<p>Students study all of the following themes on which the assessments are based:</p> <ul style="list-style-type: none"> <li>• Theme 1 Identity and Culture</li> <li>• Theme 2 Local, National, International and Global Areas of Interest</li> <li>• Theme 3 Current and Future Study and Employment.</li> </ul> <p>The scope of study includes speaking, reading, writing and listening.</p>
<b>Assessment</b>	<p>There are four papers in total and the content/length/allocated marks of these vary depending on whether a student is entered for the Foundation or Higher tier.</p> <p>P1 Listening</p> <ul style="list-style-type: none"> <li>• Students are required to answer a combination of questions, responding in both Spanish and English to test their ability to understand and respond to different types of spoken language.</li> </ul> <p>P2 Speaking</p> <ul style="list-style-type: none"> <li>• Students will undertake a role-play, photo-card task and conversation which will assess their ability to communicate and interact effectively in speech for a variety of purposes.</li> </ul> <p>P3 Reading</p> <ul style="list-style-type: none"> <li>• Students are required to answer a combination of questions, responding in both Spanish and English, as well as translate a short passage to assess their ability to understand and respond to different types of written language.</li> </ul> <p>P4 Writing</p> <ul style="list-style-type: none"> <li>• Students will be asked to complete a short translation, a structured writing task and, depending on the tier, two further written tasks which will assess their ability to communicate effectively in writing for a variety of purposes.</li> </ul> <p>Each component has a 25% weighting.</p>
<b>For further advice</b>	<p>Please speak with Miss Redman, Curriculum Leader or go to:  <a href="http://www.aqa.org.uk/subjects/languages/gcse">http://www.aqa.org.uk/subjects/languages/gcse</a></p>

## BTEC Level 1 / 2 Award in Sport

<b>General Information and Course requirements</b>	<p>This qualification is equivalent to one full GCSE depending upon the student's level of achievement (Distinction* - Pass). This BTEC qualification is good preparation for students to progress on to a Level 3 course in Sport/Physical Education after Year 11 or onto A Level PE.</p> <p>Examination board: Pearson</p>
<b>Aims of the Course</b>	<p>The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.</p> <p>The main focus of the course surrounds around three components:</p> <ul style="list-style-type: none"> <li>• Component 1: Understand the Body and the Supporting Technology for Sport and Activity</li> <li>• Component 2: Principles of Training, Nutrition and Psychology for Sport and Activity</li> <li>• Component 3: Applying the Principles of Sport and Activity.</li> </ul>
<b>Course Content</b>	<p>Course breakdown:            Year 9 - Component 2            Year 10 - Component 2 examination and Component 1            Year 11 - Component 3</p> <p>Component 1: this topic discusses the effects on the body when competing in competitions or exercise, types of injuries that can occur from sport and how these are overcome and the different types of technology that are used in sport and how they can benefit and limit each sport.</p> <p>Component 2: this topic discusses different fitness tests and methods of training which are used by sports athletes and will discuss how these can benefit their overall performance, nutrition - looking at the nutrition details that athletes have to undergo and why their nutrition may differ to an 'average' person and the impact of motivation, self-confidence and anxiety on sports athletes and how these may affect their performance.</p> <p>Component 3: in this section, students are expected to create and deliver a practical session to a younger year group. Students will then need to evaluate their sessions and suggest how they can improve them. Students will also look into what makes a good leader. This section is required to be filmed otherwise a fail mark will be provided.</p> <p>The content of the above units will be delivered through both practical and theory-based lessons.</p>
<b>Assessment</b>	<p>There are two units with internal assessment (Component 1 and 3) and one unit with external assessment (Component 2). The examination will take place at the start of Year 10, usually around February time.</p> <p>The assessment approach for the internally assessed units in the qualification structure enables learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment criteria.</p> <p>Evidence for assessment can be generated through a variety of methods; filming, posters, presentations.</p>
<b>For further advice</b>	<p>Please speak with your Physical Education teacher or Miss Passmore, Curriculum Leader.  <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-activity-and-fitness.htm">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-activity-and-fitness.htm</a></p>

# **Core Elements of the Curriculum (Non-examined)**

## Core Physical Education

<b>General Information and Course requirements</b>	Students who choose Physical Education as an option will continue to take part in core Physical Education along with those who have not opted to study this subject to examination.
<b>Aims of the Course</b>	The National Curriculum 2015 states that <i>“Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.”</i>
<b>Course Content</b>	The course will cover skill development and performance, health and fitness and leadership/officiating/coaching. This will be delivered through a variety of activities from the following list: netball, football, basketball, badminton, tennis, athletics, handball, fitness.
<b>Assessment</b>	There is no formal assessment in core Physical Education.
<b>For further advice</b>	For further information, please speak to your Physical Education teacher or Miss Passmore, Curriculum Leader.

## Careers - Education and Information, Advice and Guidance

<b>General Information and Course requirements</b>	The Careers Programme is an integral part of the Academy’s curriculum.
<b>Aims of the Course</b>	We aim to provide opportunities which will enable students to move towards a realistic career choice at 16+ or towards an appropriate course of further or higher education. Our careers programme seeks to provide an awareness of the world of work and the opportunities for life-long learning through as many channels as possible.
<b>Course Content</b>	<p>The careers education programme at KS4 includes:</p> <p>Year 9</p> <ul style="list-style-type: none"> <li>• Students will identify the desirable skills, attributes and experiences necessary for particular careers</li> <li>• Students will have at least five or more encounters with employers and one or more university visits in the Summer term (Bucks New University and Buckinghamshire University)</li> <li>• Students will be introduced to the Unifrog platform and reflectively acknowledge changes of interest or continue to pursue their future career pathway.</li> </ul> <p>Year 10</p> <ul style="list-style-type: none"> <li>• Students will use their prior careers knowledge acquired in Years 7-9 to further plan possible progression routes after Year 11/Post 16</li> <li>• Students will identify key strengths and weaknesses in their skills and academic studies to create action plans in order to address identified areas of improvement</li> <li>• Students will engage in external workplace visits that are specific to their career interests, or subject specific visits - e.g. Pinewood Studios visit for students in Design Technology and National Film and Television School visit for those in Media Studies</li> <li>• Students will be introduced to the Unifrog platform and create a career profile using Unifrog results (in Life Skills lessons)</li> <li>• Students will have at least five encounters with employers once a fortnight during the Spring and Summer terms</li> <li>• Students in need of career guidance to receive 1:1 meetings with a qualified Careers Adviser</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will develop interview skills (1:1 interviews with Academic Year Leader)</li> <li>• Students will access and understand labour market information.</li> </ul> <p style="text-align: center;"><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Students to receive one-to-one impartial careers guidance from an external agency Learning to Work</li> <li>• Students will receive Sixth Form taster sessions, workshops and assemblies led by current Sixth Form students and alumni</li> <li>• Students to make decisions regarding their Post-16 options (college, sixth form, apprenticeship etc.)</li> <li>• Students will be guided through the application process for their chosen route and revisit their plans to ensure that they are on track to achieve the grades they require in order to move onto the next phase of their education</li> <li>• Students will attend the Bucks Skills Show Careers Fair to establish meaningful encounters with employers and broaden their perspective</li> <li>• Further Education and Higher Education internal and external visits</li> <li>• National Citizen Service Opportunity.</li> </ul> <p><b>Careers advice, information and guidance</b>  A team from Learning to Work works in close liaison with staff at the Academy. Impartial careers advice and guidance is offered to all students. All KS4 and KS5 students have the opportunity to meet with a Careers personal adviser to discuss their future career options in an individual interview and as part of a group.</p>
<b>Assessment</b>	This is not formally assessed. However, all students will be expected to attend the compulsory careers talks and work placement visits. These will be communicated with parents via email.
<b>For further advice</b>	Please speak to Mrs Hemsworth, Careers Leader

# Life Skills

<b>General Information and Course requirements</b>	<p>Students will study a range of topics in line with statutory requirements outlined by the Government. Issues covered include decision-making, study skills, lifestyle choices and health risks, sexual health and relationships, topical and legal issues, social and economic awareness and financial literacy. These are taught in discrete lessons by the Academic Form Tutors and through the delivery of presentations by external speakers.</p>
<b>Aims of the Course</b>	<p>The objective is to provide students with the opportunity to gain knowledge, skills and understanding to:</p> <ul style="list-style-type: none"> <li>• Develop confidence and responsibility and to make the most of their abilities</li> <li>• Develop a healthier, safer lifestyle</li> <li>• Develop good relationships and respect the differences between people</li> <li>• Become informed, active citizens</li> <li>• Develop skills of enquiry and communication</li> <li>• Develop skills of participation and responsible action.</li> </ul> <p>Life Skills provides students with impartial information, advice and guidance on personal well-being and financial capability in order to make informed decisions, now and in the future.</p> <p>Life Skills is an integral part of all lessons, the pastoral system, the Academy's ethos and mission statement. Regular, discrete timetabled lessons ensure all students receive their entitlement to appropriate Life Skills including drugs education, sex and relationships education and careers education, taught by specialists.</p> <p>Citizenship is an integral part of the Life Skills curriculum and students are encouraged to be aware and play an active helpful role in the life of the school community and wider world by promoting their social and moral responsibility, community involvement and political literacy. To achieve this, students are taught about topics such as; their rights and responsibilities, human rights, diversity, the legal system, types of government, the media, conflict resolution, the economy and consumers' and employers' rights.</p> <p>They also have the opportunity to show they can take responsibility for their own learning by setting personal targets and planning to meet them.</p>
<b>Course Content</b>	<p>Life Skills helps students to be healthy, safe, enjoy and achieve; making a positive contribution to their community and attaining economic well-being.</p> <p>This programme actively seeks to promote and improve the emotional health and well-being of the whole school community in the belief that this will enable all students to maximise their potential. This programme will also continue to teach and discuss the fundamental British values. These values are as follows; democracy in Britain, laws that keep our society safe, being patriotic citizens, showing mutual respect within our diverse country and having tolerance for others' faiths and belief.</p> <p>Students follow a programme of careers education throughout KS4 and KS5, helping them to explore all the opportunities available. Students are encouraged to consider their strengths and weaknesses and create an action plan for the future. A team from the Connexions Service works in close liaison with the staff of the Academy to ensure impartial careers advice and guidance is offered to all students. In addition sex and relationships education is integrated across all year groups.</p>
<b>Assessment</b>	<p>Students are encouraged to record and review their own learning. Their progress is monitored throughout the year.</p>
<b>For further advice</b>	<p>Please speak to Mrs Rayner, Life Skills Co-ordinator</p>

## Frequently Asked Questions

**How is my son/daughter guided into choosing the right pathway for them?** We look at progress data and their progress checks to see which pathway they would excel in and would recommend this option.

**What if we do not agree with that particular pathway?** Please send an email/write a note to either Mr Falcon or Mr Griffiths outlining why you do not consider this pathway to be suitable and we will contact you on receipt of the email/note within five working days to discuss this with you.

**If my son/daughter is on the EBacc Triple Science pathway but does not want to take either humanities or a language is this okay?** As Triple Science is equivalent to three full GCSEs, we need to allow more time to teach the content so we have placed some of the science lessons within an Option block, thus reducing the options. If your son/daughter does not wish to study either a humanities or language subject, we will need to meet with you regarding this.

**My son/daughter is on the EMS+ Pathway (previously vocational pathway) but we want to change to a different pathway, can we do this?** We would have looked closely at data especially in the core subjects and your son/daughter would have been identified as having a need for more intervention in Mathematics, English and Science. The EMS+ pathway will allow for greater intervention and focused support so your son/daughter excels in the core subjects.

**If my son/daughter does not enjoy one of their Option choices, can they change?** This may be possible but not until the start of the spring term in Year 9 and on agreement from the Curriculum Leader. If a student did change their course it would be their responsibility, with the support from the Subject Teacher, to catch up on any missed work. Students should take time and discuss with parents their Option choices. We do expect students to fully engage in all of their chosen Option. If a student is not engaging, we will not allow them to move until they can work to the required standard.

**Why does my son/daughter need to select reserve choices?** Very occasionally, due to high interest in a particular subject, we are not able to offer all first choice subjects for a student, it may then become necessary to offer some students one of their reserve choices. We will always try to ensure a minimum of three first choice subjects for each student.

**When will I find out which courses my child is taking?** Please refer to the timeline at the start of this booklet.

**Are GCSEs about planning for a future career?** We feel that GCSEs should be seen as a stepping stone to future study or to apprenticeships. Students should select their KS4 courses based on their interests, those subjects that they enjoy and to make sure that there is a good balance of academic and creative courses.

**What happens if a subject attracts low numbers?** If, during the straw poll process, a subject has low numbers we will remove that subject from the Option choice list. We cannot unfortunately run a course with very few numbers.

# Glossary of Terms

AQA	An approved examination board
BTEC	Business and Technology Education Council
EBacc	English Baccalaureate
Eduqas	An approved examination board
GCSE	General Certificate of Secondary Education
Pearson Edexcel	An approved examination board
Key Stage 3/KS3	Key Stage 3, this includes Years 7 and 8
Key Stage 4/KS4	Years 9, 10 and 11 towards the end of which there is testing and other external examinations.
OCR	An approved examination board
WJEC	An approved examination board

## Further Information

Should you want to know more please contact the following members of staff:

Academic Year Leader, Year 8 / Options Curriculum Co-ordinator	Mr Falcon Mr Griffiths	SFalcon@chacademy.co.uk AGriffiths@chacademy.co.uk
<b>For specific subject enquiries:</b>		
Art and Design	Mr Kravec	VKravec@chacademy.co.uk
Careers	Mrs Hemsworth	AHemsworth@chacademy.co.uk
Child Development	Miss Rowan	ERowan@chacademy.co.uk
Computer Science	Mrs Chaudhry	SChaudhry@chacademy.co.uk
Construction	Mr Hanson	AHanson@chacademy.co.uk
Dance	Miss Collins	JCollins1@chacademy.co.uk
Design and Technology	Ms Stow	SStow@chacademy.co.uk
Drama	Miss Leathers	PLeathers@chacademy.co.uk
English	Mrs Putman	SPutman@chacademy.co.uk
Food Preparation & Nutrition	Ms Kimani	SKimani@chacademy.co.uk
Enterprise (Business)	Mrs Hemsworth	AHemsworth@chacademy.co.uk
French	Mrs Forssling	EForssling@chacademy.co.uk
Geography	Mr Sweet	DSweet@chacademy.co.uk
History	Mrs Anning	CAnning@chacademy.co.uk
Life Skills	Mrs Rayner	HRayner@chacademy.co.uk
Mathematics	Mr Vaddiraju	RVaddiraju@chacademy.co.uk
Media Studies	Mrs Mellish	EMellish@chacademy.co.uk
Music	Mr Upton	GUpton@chacademy.co.uk
Photography	Mr Kravec	VKravec@chacademy.co.uk
Philosophy, Religion & Ethics	Mrs Rayner	HRayner@chacademy.co.uk
Science	Mr Toovey	PToovey@chacademy.co.uk
Spanish	Miss Redman	CRedman@chacademy.co.uk
Sport	Miss Passmore	CPassmore@chacademy.co.uk