

Curriculum Guidance Booklet

for study in Years 10-11

2024-2026

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Introduction

This document gives information on our two-year curriculum for our current Year 9 students.

This Curriculum Guidance document marks the start of a crucial process for you and your child. Making the most informed decisions on subjects to take through to Year 11 is imperative to ensuring smooth and rapid progress towards gaining high quality and appropriate qualifications.

The Compulsory Core

For all students there is a compulsory part of their curriculum. These are the core subject areas of Mathematics, English Language, English Literature, and Science, studied at GCSE level. Students will further study core PHRSE and Physical Education.

The EBacc Section

The EBacc (English Baccalaureate) is an award which supports students to study specific GCSEs. These are recognised by Russell Group Universities as qualifications which hold a higher academic status. These subjects also contribute toward a student's best 8 progress and attainment measures. In order to achieve this award, students will need to gain grades 9 to 5 in

- **Core Subjects:** Mathematics, English Language, 2 Sciences,
- **A language** (French)
- **A Humanities subject** (History or Geography).

Final Choices

Students have a wide range of subjects to choose from here. Students will be able to choose vocational /GCSE subjects from the broad list of subjects. This decision has been made to ensure that all learners have a broad, balanced and manageable curriculum throughout years 10 and 11. The curriculum offered is a blend of academic GCSEs and vocational courses which ensures that all students are comfortable with their journey to academic success.

Some important dates in the Curriculum Guidance process

This year choices will be selected using a google form.

Choices evening -Thursday 8th February 2024 4.30pm

Choices open - Friday 9th February 2024 8am Choices close - Friday 1st March 8am

The rest of this booklet focuses on detail regarding the subjects on offer. More details can be taken from subject leaders during the Curriculum Guidance Evening, and you are welcome to contact the Academy at any time to discuss subjects at greater length.

Advice to students choosing subjects to study

This is one of the most important moments in your academic career. Take the time to find out as much as possible about all the courses on offer. Seek the advice of others, including students older than you; their experiences can be extremely useful.

Read through the following information on courses and, where you need to make a choice, consider the following:

- Your academic strengths, attainments and interests.
- Your career, employment or further education ambitions.
- Your friends will still be your friends even if they are not in your class; choosing courses just to be with them is not very wise!
- Your parents, your Head of Houses and your subject teachers can all contribute. Tell them about your ideas and listen to theirs.

We hope that, through partnership with your parents and your teachers, you will arrive at a meaningful programme of study – an important step towards realising your future ambitions.

Choices blockings

This year, students will be able to select one subject from each of the following blocks. Geography may only be studied if it has not been selected in block 1

	Block 1	Block 2	Block 3	Block 4
<input type="checkbox"/> Maths <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Core sport <input type="checkbox"/> PSHE	<input type="checkbox"/> Geography <input type="checkbox"/> History	<input type="checkbox"/> French <input type="checkbox"/> Geography <input type="checkbox"/> Travel and Tourism <input type="checkbox"/> Learning for life and work (by invitation only)	<input type="checkbox"/> Philosophy and Ethics <input type="checkbox"/> Drama <input type="checkbox"/> Engineering <input type="checkbox"/> Hospitality	<input type="checkbox"/> Sport and Coaching <input type="checkbox"/> Business Studies <input type="checkbox"/> Music <input type="checkbox"/> Health and Social Care <input type="checkbox"/> Art

IMPORTANT

Please note that we will endeavour to offer students their preferred choices and we build the timetable around their choices of subjects but in some cases this may not be possible. In these cases, we will attempt to match students with their other choices. It is therefore very important to consider carefully all option preferences and their rank order.

Alternatives will have to be considered if:

- Too many students opt for a particular course.
- Too few students opt for a particular course.
- We wish to advise a better range of courses to meet a student's needs.

Careers Advice - Decision Making

1. Consider the issues and goals

- How many choices do I have to make?
- Are there career implications?
- What kind of balance do I want to achieve?

2. Get the facts

- What do the courses contain?
- What strengths and skills do I have?

3. Ask advice, consult

- Subject teachers and Heads of Subject
- Parents
- Students already doing the subject

4. Look at the alternative

- Would another choice suit my career plans better?
- Am I going to be able to change my mind?
- Could my programme be better balanced?

5. Decide

- Are these choices my own personal decisions?
- Do I have any worries left?

I hope that you find this information useful, and that this process is one which gives all students an excitement about their future learning opportunities.

Mrs Bishop : Principal Secondary Phase

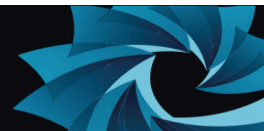
Core Subjects

Subject	GCSE English Language and GCSE English Literature
Subject Leader	Mr Wadley
What will I study?	
English Language – This course will allow you to read a variety of texts from different time periods and genres in order to consider the language used and how each presents a perspective or viewpoint to influence the reader. It will also cover a variety of writing techniques for a specified audience, purpose and form in which you will give your own perspective on a number of themes.	
English Literature – This course involves the study of a Shakespearean play, a 19 th century novel, modern prose and drama, and a selection of poetry. You will be taught how to create a critical analysis of these texts in order to complete a final exam.	
What will I learn?	
Reading – You will learn to read and understand a variety of texts. You will be taught how to create a critical analysis of the texts studied for GCSE English Literature and unseen fiction and non-fiction texts included in the English Language GCSE examination.	
Writing – You will be taught how to write accurately and effectively for a variety of genres, creating both fiction and non-fiction texts. You will be taught how to demonstrate a confident control of Standard English and write with grammatical accuracy.	
Speaking and Listening – You will be taught how to listen and respond appropriately, including to questions and feedback to presentations. You will learn how to use spoken Standard English and presentation skills effectively in speeches and presentations.	
How am I assessed?	
English Language GCSE AQA Paper 1: Explorations in Creative Reading and Writing Section A: Reading <ul style="list-style-type: none">• one literature fiction text for analysis Section B: Writing <ul style="list-style-type: none">• descriptive or narrative writing Paper 2: Writers' Viewpoints and Perspectives Section A: Reading <ul style="list-style-type: none">• one non-fiction text and one literary non-fiction text for analysis Section B: Writing <ul style="list-style-type: none">• writing to present a viewpoint Non-examination: Spoken Language <ul style="list-style-type: none">• presenting• responding to questions and feedback• use of Standard English	English Literature GCSE AQA Paper 1: Shakespeare and 19th century novel <ul style="list-style-type: none">• Shakespeare - <i>Macbeth</i>• The 19th-century novel- <i>The Strange Case of Dr Jekyll and Mr Hyde</i> You will answer one question on each text. You will be required to write in detail about an extract from the play and the novel, and then to write about the play and the novel as a whole. Paper 2: Modern texts and poetry <ul style="list-style-type: none">• Modern texts - you will answer one essay question from a choice of two on your studied modern prose or drama text - <i>An Inspector Calls</i>• Poetry - you will answer one comparative question on one named poem printed on the paper and one other poem from your anthology cluster.• Unseen poetry - you will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

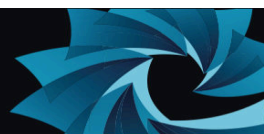


Subject	GCSE Mathematics
Subject Leader	Mrs Wheatland
What will I study?	
<p>The aim of GCSE mathematics is to improve students' numerical skills to enable them to progress to further studies in mathematics or related subjects. It also prepares students who go directly into employment so that they have a functional level of mathematical skills.</p> <p>The syllabus adheres to the requirements of the National Curriculum at Key Stage 4.</p>	
What will I learn?	
<p>The course has been designed to encourage students to:</p> <ul style="list-style-type: none">• Develop a positive and confident attitude towards mathematics• Consolidate basic mathematical skills• Apply knowledge and understanding to solve problems <p>Topic areas studied are: Number; Algebra; Ratio, Proportion & Rates of Change; Geometry & Measures; and Handling Data.</p>	
How am I assessed?	
<p>The Scheme of Assessment is linear with three question papers at each tier to be taken in the same examination series as detailed below:</p> <p>PAPER 1: Written paper (Non-Calculator) <i>33.3% of the GCSE mathematics assessment</i></p> <ul style="list-style-type: none">• Foundation tier: 1 hour 30 minutes – 80 marks• Higher tier: 1 hour 30 minutes – 80 marks <p>PAPERS 2&3: Written paper (Calculator) <i>33.3% of the GCSE mathematics assessment for each paper</i></p> <ul style="list-style-type: none">• Foundation tier: 1 hour 30 minutes – 80 marks per paper• Higher tier: 1 hour 30 minutes – 80 marks per paper <p>Foundation Tier grades 5-1 available Higher Tier grades 9-4 available</p> <p>This specification is designed to reflect the change of emphasis in mathematics teaching set out in the revised programme of study for Key Stage 4. This means an increased focus on:</p> <ul style="list-style-type: none">• Applying mathematics in context• Multiplicative reasoning (ratio and proportion) is about 33% of all the papers• Problem solving• Reasoning• The functional elements of mathematics	

Subject	GCSE Science Trilogy	
Subject Leader	Mr Wiles	
What will I study?		
<p>You will learn scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. Within these disciplines you will:</p> <ul style="list-style-type: none">• Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.• Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, in the laboratory, in the field and in other learning environments.• Develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.		
What will I learn?		
Biology Topics 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance 7. Variation & evolution 8. Ecology	Chemistry Topics 8. Atomic structure and the periodic table 9. Bonding, structure & properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources	Physics Topics 18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure 22. Forces 23. Waves 24. Magnetism 25. Electromagnetism
How am I assessed?		
<p>There are six papers in total : 2 for Biology, 2 for Chemistry and 2 for Physics. You will gain 2 GCSEs for this combined Science. All exams will be taken at the end of Year 11.</p> <p>Each paper is 1hr 15mins – 70 marks</p>		
Biology Topics <i>Paper 1 – topics 1-4</i>	<i>Paper 2 – topics 5-7</i>	
Chemistry Topics <i>Paper 1 – topics 8-12</i>	<i>Paper 2- topics 13-17</i>	
Physics Topics <i>Paper 1 – topics 18-21</i>	<i>Paper 2 – topics 22-24</i>	



Subject	CORE PE
Subject Leader	Mr Randell
What will I study?	
<p>Physical Education develops students competence and confidence to take part in a range of physical activities that become a central part of their lives both inside and outside of the Academy.</p> <p>A high-quality physical education curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions based on this analysis.</p> <p>They also reflect on their own and others' performances and find ways to improve. In Key Stage 4 Core PE the emphasis is on participation, health and enjoyment. There is a greater emphasis placed on playing games recreationally and competitively depending on the students' requirements. Girls groups and selected boys groups are given an option programme which enables us to include the students in the decision making process and give the students greater ownership of their health and learning which hopefully they will continue post 16.</p>	
What will I learn?	
<p>Core Units:</p> <ul style="list-style-type: none">- Invasion games (football, hockey, netball, basketball, ultimate frisbee)- Net and wall sports (badminton, volleyball)- Fitness (components of fitness, methods of training, fitness tests)- Striking and fielding (cricket, softball, rounders)- Athletics (throwing, running, jumping)	
How am I assessed?	
<p>Students will be assessed on technical, tactical, social and emotional ability within a variety of sports that fall into striking and fielding, invasion games, net and wall sports, fitness and athletics. Assessment will continue to follow on from years 7-9 and will focus on personal development within key areas of PE and sport.</p>	



Subject	CORE PSHRE
Subject Leader	Miss Board
What will I study?	
<p>PSHRE stands for Personal, Social, Health and Relationship Education. This subject is where pupils develop their knowledge, skills and characteristics that they need to manage their lives now, and in the future. These skills and characteristics will help pupils to stay healthy and safe, whilst also preparing them for life and work in modern Britain. PSHRE will aim to help students understand how they develop both personally and socially, whilst addressing many Spiritual, Moral, Social and Cultural (SMSC) issues that are part of growing up.</p> <p>It is through PSHRE that your child will learn about bullying, Citizenship, drugs education, careers, mental and emotional health, well - being and relationships and sex education (RSE).</p> <p>Our PSHRE programme of study will also aim to develop your child's skills and attributes such as resilience, self - esteem, risk management, working as part of a team and critical thinking.</p>	
What will I learn?	
<p>Topics covered within the PSHRE include: -</p> <ul style="list-style-type: none">• Drugs Education• Bullying• Self-esteem• Radicalisation and Extremism• Money/Financial safety• Self-harm• Child Sex Exploitation• Body Image• Careers• Relationships and Sex Education• County Lines• Identity and Values• Gangs/Crime• Internet Safety• Social media/music• Domestic Violence• Opinions e.g. Racism• Mental Health	
How am I assessed?	
<p>Students will be assessed continuously and through an end of Unit assignment.</p>	
Who is this course suitable for?	
<p>All students. This is a core subject.</p>	

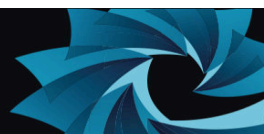
EBacc Subjects

Subject	GCSE Geography	
Subject Leader	Mr David	
What will I study?		
Students will study a mixture of human and physical Geography. Students will undertake two pieces of fieldwork, one human and one physical which will be assessed at the end of the course. Students will need to learn and use high level mathematical, scientific and cartographic skills as well as the ability to debate opinions when answering exam essay questions.		
What will I learn?		
<ul style="list-style-type: none">• Natural Hazards - This unit focuses on tectonic and weather hazards. We will study recent earthquakes and tropical storms as well as looking at the major threat to our future which is climate change.• Physical Landscapes of the UK - This unit focuses on the coasts and rivers of the UK. We will study the Dorset coastline in depth.• Field Work - Physical Geography - This will take place on a stretch of Dorset coastline. Students will complete a field study as preparation for an exam.• Urban Issues and Challenges - This unit focuses on the changes that have occurred in urban areas around the world such as the growth of megacities and the challenges that they have created. We will also study UK cities and explore how they have changed over time.• The Changing Economic World - This unit focuses on the development gap between rich and poor countries.• Fieldwork - Human Geography - This will take place in a local urban area. Students will complete a field study as preparation for an exam.• The Living World - This unit focuses on tropical rainforests and cold environments. We will study how they have evolved and why they are under threat.• The Challenge of Resource Management - This unit focuses on population growth and the increasing demand for important resources such as food and water.		
How am I assessed?		
There are 3 exams in Geography		
Paper 1 - 1.5 hours	Paper 2 - 1.5 hours	Paper 3 - 1.5 hours
1) Natural Hazards 2) The Living World 3) Physical Landscapes of the UK	1) Urban Issues and Challenges 2) The Changing Economic World 3) The Challenge of Resource Management	1) Issue Evaluation Fieldwork. 2) Geographical Skills 3) Unseen booklet Issue Evaluation
Who is this course suitable for?		
Dedicated hard workers. This is a tough academic course that requires focus and drive. There will be lots of written work, reading, use of data, diagrams and map skills. You will need good English, 15% of the exam is Mathematical skills and Scientific knowledge is needed in this course. It is expected that you will have good general knowledge and that you have an interest in current affairs; you will need to watch the news every day! If you have an interest in your place on the planet and 'how it all works' then choose Geography.		

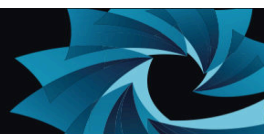
Subject	GCSE History
Subject Leader	Mr Parkes
What will I study?	
Students will study different aspects of the past so that they can engage with key issues such as conflict to understand what drives change and how the past influences the present.	
What will I learn?	
<p>The GCSE History content comprises the following elements:</p> <p>Paper 1:</p> <p>Section A - Period study - 1B Germany, 1890-1945: Democracy and dictatorship</p> <p>This allows students to focus on a substantial and coherent medium time span. The students will need to understand an unfolding narrative of substantial developments and issues. The study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship - the development and collapse of democracy and the rise and fall of Nazism.</p> <p>Section B - Wider world depth study - Conflict and tension in Asia, 1950-1975</p> <p>The first depth study allows students to focus on a shorter time span to gain an understanding of the complexities of a historical situation and the interplay of different aspects within it. This study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the roles of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose.</p> <p>Paper 2</p> <p>Section A - Thematic study - 2A Britain: Health and the people: c1000 to the present day</p> <p>This enables students to understand change and continuity across a long sweep of history. Students will gain an understanding of how medicine and public health developed in Britain over a long period of time.</p> <p>Section B - British depth study including the historic environment - Elizabethan England, c1568-1603</p> <p>The second in depth study enables students to focus on the same skills as the first but looking at British history specifically and also includes a study of the historical environment. This will involve focusing on a particular site in its historical context and enable students to study the relationship between a place and historical events and developments. Students will study the reign of Queen Elizabeth I.</p>	
How am I assessed?	
<p>Each section is worth 25% of the exam. There are 4 assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: Analyse, evaluate and make substantial judgments about interpretations (including how and why interpretations may differ) in the context of historical events studied. Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>	
Who is this course suitable for?	
<p>Dedicated hard workers.</p> <p>This is a tough academic course that requires focus and drive. There will be plenty of written work, reading, analysis of sources and interpretations and learning how to make substantiated judgements. If you have an interest in developing an understanding of the world through learning about different peoples' experiences and becoming a critical and reflective thinker, History is for you.</p>	

Subject	GCSE French
Subject Leader	Mrs Bullin
What will I study?	
<p>The GCSE French course covers the skills of Speaking, Listening, Reading and Writing. Students will learn to understand, provide information on and give opinions about a variety of contexts relating to the students' own life and that of other people, including people in countries/communities where French is spoken.</p>	
What will I learn?	
<p>Students will study all of the following themes on which the assessments are based:</p> <ul style="list-style-type: none"> • Theme 1: People and lifestyle • Theme 2: Popular culture • Theme 3: Communication and the world around us 	
How am I assessed?	
<ul style="list-style-type: none"> • Listening: Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier. Dictation of short, spoken extracts - • 25% of GCSE - 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • Speaking: Speaking using clear and comprehensible language to undertake a role-play. Carry out a reading aloud task. Talk about visual stimuli • 25% of GCSE - 7–9 minutes (Foundation tier) 10–12 minutes (Higher tier) • Reading: Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier. Inferring plausible meanings of single words when they're embedded in written sentences. Translating from French into English • 25% of GCSE - 45 minutes (Foundation tier) 1 hour (Higher tier) • Writing: Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. Translating from English into French. • 25% of GCSE - 1 hour 10 minutes (Foundation tier) 1 hour 15 minutes (Higher tier) 	
Who is this course suitable for?	
<p>A GCSE in French is for students who are driven by precision, creativity and curiosity for the language and culture of Francophone countries. If your strengths lie in problem solving, empathy and analysis, a GCSE in French is the right choice for you.</p>	

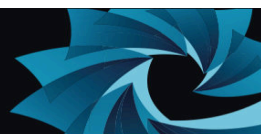
Choices Section



Subject	GCSE Art
Subject Leader	Ms Dunstall
What will I study?	
<p>The GCSE for Art is designed to encourage an adventurous and enquiring approach. Successful students should be able to produce artwork that embraces a range of themes.</p>	
What will I learn?	
<p>The GCSE Art course will introduce students to a variety of experiences using a range of general art and design processes and techniques. It aims to develop creativity, using the students' own imagination and ideas when responding to the themes, in a teacher-led but independent way. Experimenting with media whilst engaging with new skills will help students to communicate and express their original ideas. A cultural understanding of how Art is used in different times, contexts and societies is developed to help understanding for developing ideas and techniques. Personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment are also reinforced.</p>	
How am I assessed?	
<p>Component 1 (60% of overall grade) Personal portfolio of art, marked internally and moderated by external examiners, covering four different assessment objectives.</p> <p>Component 2 (40% of overall grade) 10 hour examination finalising one unit of work which is externally set by the exam board but issued 20 hours before exam to generate ideas, artists etc.,. Marked internally; moderated by external examiners.</p>	
Who is this course suitable for?	
<p>Art is a discipline which develops creative problem solving skills and independence. As such, it is respected by universities and prospective employers. Key stage 4 Art takes discipline and hard work. It will be expected that you work on portfolios in your own time at home also. This course is suitable for self motivated, creative thinkers who are willing to engage in the study and exploration of different artists and media, including photography, print and 3D responses. Please note there could be a cost involved in order to purchase materials to use at home.</p>	



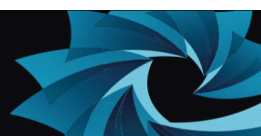
Subject	GCSE Business Studies
Subject Leader	Miss Board
What will I study?	
<p>Business and commerce forms such a large part of our lives that we sometimes take it for granted. This course looks at business in a consumer society, how they are developed and how they work. It focuses on how businesses promote themselves and keep their customers happy, aiming to help students to develop as enterprising individuals with the ability to think commercially and creatively, and to draw on evidence to be able to solve problems and make informed business decisions.</p> <p>The Business Studies course aims to introduce you to the world of small businesses and to give you an insight into what makes someone a successful business person. You will find out how to develop an idea, spot an opportunity and turn that into a successful business. Students will be expected to evaluate business decisions in order to solve real business problems.</p>	
What will I learn?	
<ul style="list-style-type: none">● Theme 1: Investigating small business This concentrates on the key issues and skills involved in starting and running a small business. It explores key issues from the point of view of an entrepreneur setting up a business, such as spotting a business opportunity, understanding external influences on business and how to make a business effective.● Theme 2: Building a business This theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, such as marketing, finance and human resources. Students are introduced to issues affecting national and global business and how they impact on business decision-making.	
How am I assessed?	
<p>Assessment is through two written exams at the end of the course, focusing on each of the themes, each making up 50% of the qualification.</p>	
Who is this course suitable for?	
<p>This is a useful and enjoyable course if you enjoy communicating and explaining your ideas, thinking creatively and making decisions. If you are interested in the world of business, you will gain a great deal of insight into how businesses work and how to make effective commercial decisions. A lot of the course involves looking at case studies of existing business. If you are interested in going into the commercial world at any level, this course will provide you with a great deal of background knowledge and skills.</p>	



Subject	GCSE Equivalent Drama
Subject Leader	Mrs Lown
What will I study?	
<p>This qualification consists of a combination of practical and written assessments. Students will explore key practitioners and gain an understanding of how theatre has developed over time. Students will work in groups to respond to texts and will analyse how the language and style used can impact the characters and the meaning portrayed.</p> <p>In their final unit, students will employ all of the skills learnt throughout the course to respond to a brief, giving them the opportunity to use their creative and exploratory skills to devise an original performance. The three main areas of focus for this unit are:</p> <ul style="list-style-type: none">• Interpreting, creating and developing a devised piece• Performing to an audience• Analysing and evaluating the creative process and the performance <p>Alongside these skills students will learn communication skills, leadership skills through working as part of an effective team; build self confidence and gain an understanding of the world through practical exploration.</p>	
What will I learn?	
<p>Component 1: Exploring the Performing Arts</p> <ul style="list-style-type: none">• Develop their understanding of the performing arts by examining the work of performing arts professionals and the process used to create performance.• Develop a broad understanding of performance works and influences and the requirements of being a performer. <p>Component 2 : Developing Skills & Techniques in the Performing Arts</p> <ul style="list-style-type: none">• Develop their performing arts skills and techniques through acting.• Work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. <p>Unit 03 Responding to a Brief</p> <ul style="list-style-type: none">• Learners will be given the opportunity to work as a performer in response to a brief and a stimulus.	
How am I assessed?	
<p>Component 1: Exploring the Performance Arts - Internal Non examined assessment (30% of course)</p> <p>Component 2: Developing Skills and Techniques in the Performance Arts Internal Non examined assessment (30% of course)</p> <p>Component 3: Responding to a brief Externally marked assessment (40% of course)</p>	
Who is this course suitable for?	
<p>This qualification is designed for learners who may be interested in the performance industry. The focus of the qualification is on the learner's ability and desire to perform.</p>	

Subject	GCSE Equivalent Engineering
Subject Leader	Mr Dalby
What will I study?	
<p>This course introduces you to design engineering. It highlights the various roles available, and how in each of these roles engineers design, test and communicate their ideas to build the world around us.</p> <p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> • Understand and gain proficiency in the primary processes of design engineering; research, development, prototyping and evaluation. • Discover how engineers create products using the manufacturing available in our modern world. • Learn the necessary skills needed to communicate their design ideas through sketches, engineering drawings, computer-aided design (CAD) and physical prototyping. • Evaluate the design of everyday objects through the disassembly of existing products and computer aided modelling. 	
What will I learn?	
<p>Component 1: principles of engineering design</p> <p>This unit explores the processes and strategies that engineers use to create new products. You will learn how to draw up a brief and narrow down a specification, how to research a market, how to target your ideas and finally how to optimise their design. Engineering standards form a global language; this unit helps you to start speaking it.</p> <p>Component 2: communicating design ideas</p> <p>You are surrounded by products that have been created to solve specific problems. These engineered designs do not magically appear; they are typically developed by following a design strategy or process. This unit focuses on the practical skills needed to develop your own ideas through sketching, technical drawing and production of Computer Aided Design models.</p> <p>Component 3: Design, evaluation and modelling</p> <p>Designers need an understanding of how products are manufactured to ensure that their ideas can be produced effectively. In this unit you will learn how designers can quickly create and test models to develop a prototype of a design. You will produce a high-quality CAD model that will be able to simulate your design prototype. You will also develop your workshop modelling skills to produce a physical product.</p>	
How am I assessed?	
<p>Component 1: Principles of engineering design- Externally marked assessment (70 marks)</p> <p>Component 2: Investigating Engineered Products- Internal Non examined assessment (60 marks)</p> <p>Component 3: Responding to an engineering brief- Internal Non examined assessment (60 marks)</p>	
Who is this course suitable for?	
<p>The UK is regarded as a world leader in engineering and is rapidly developing in areas such as renewable energy, space, low carbon, aerospace, automotive, agri-food and bioscience. People with engineering skills are always in demand and this course aims to introduce the sector and provide an essential understanding of both the foundational knowledge and the skills required to be successful. This course would suit the curious and those keen to understand how the world around them is put together. The qualification lends itself to further study through local progression paths. This would typically involve either level 3 vocational courses or academic paths including A-level and beyond.</p>	

Subject	GCSE Equivalent Health and Social Care
Subject Leader	Mrs Lown
What will I study?	
<p>Health and Social Care explores the positive and negative impact of factors that occur in each life stage of human development. Students studying Health and Social Care will explore (both academically and practically) the factors that influence our development. They will also critically analyse the impact they have on individuals.</p> <p>The style of assessment promotes deep learning through ensuring the connection between knowledge and practice.</p>	
What will I learn?	
<p>Component 1: Human Lifespan Development</p> <ul style="list-style-type: none"> • Explore aspects of growth and development and the factors that can affect this across life stages • Understand how events can impact on an individuals' physical, intellectual, emotional and social development • Understand services and strategies to cope through life events. <p>Component 2: Health and Social Care Services and Values</p> <ul style="list-style-type: none"> • Explore how health and social care services meet the needs of service users • Identify and study the skills, attributes and values required when giving care. <p>Component 3: Health and Wellbeing</p> <ul style="list-style-type: none"> • Explore factors that affect health and wellbeing • Understand physiological and lifestyle indicators • How to improve an individuals health and wellbeing 	
How am I assessed?	
<p>Component 1: Human Lifespan Development - Internal Non examined assessment (30% of course)</p> <p>Component 2: Health and Social Care Services and Values Internal Non examined assessment (30% of course)</p> <p>Component 3: Health and Wellbeing Externally marked assessment (40% of course)</p>	
Who is this course suitable for?	
<p>Students who have an interest in Health and Social Care or who would like to learn more about the subject.</p> <p>About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.</p>	

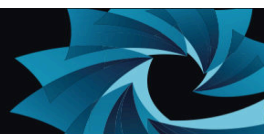


Subject	GCSE Equivalent Hospitality and Catering
Subject Leader	Miss Board
What will I study?	
<p>Learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. It will also equip learners with the knowledge, understanding and skills required to cook and prepare food. Additionally, it will also allow them to apply the principles of nutrition, sustainability and healthy eating.</p> <p>Following this qualification will encourage learners to cook and enable them to make informed decisions about food, nutrition and budgeting to allow them to be able to feed themselves and others, affordably and nutritiously, now and in later life. It will also allow students to explore sustainability issues related to food topics, including seasonality, food miles and availability, fairtrade and freedom foods.</p>	
What will I learn?	
<p>Unit 1: The Hospitality and Catering Industry</p> <ul style="list-style-type: none">• Understand how food can cause ill health• Understand the importance of nutrition when planning meals• Understand menu planning• Understand the environment in which hospitality and catering providers operate• Understand how hospitality and catering provision meets health and safety requirements <p>Unit 2: Hospitality and Catering in action</p> <ul style="list-style-type: none">• Cook dishes and develop and improve skills learnt at KS3 Use of commodities• Produce dishes to be served on a range of different menus• Learn about the importance of nutrition and how cooking methods can impact nutritional value.• Learn how to plan menus and the factors that affect menu planning	
How am I assessed?	
<p>Unit 1: Theory of Food, Nutrition and Hospitality and Catering Industry. The theoretical assessment is weighed as 40 % of the qualification. The exam duration is 1 hour 30 minutes.</p> <p>Unit 2: Hospitality and Catering in action. The NEA is assessed and worth 60% of the qualification. Assignment and Practical examination (research, planning, preparation and presentation): duration is 9 hours in total. Students will spend 5 hours producing the Coursework and 4 hours for the Practical session.</p>	
Who is this course suitable for?	
<p>The course is suitable for anyone who has an interest in cooking, or would like to learn to cook to a high standard. The course is focused heavily on practical outcomes. Due to the nature of the course, there will be cost involved due to buying of ingredients, this is a termly cost.</p>	

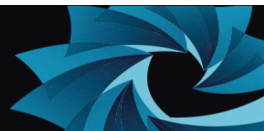
Subject	GCSE Equivalent Music
Subject Leader	Ms Winsborough
What will I study?	
<p>This is a new course which is designed to develop you as a musician and a performer – there is a wide variety of units to choose from and will be selected based around the interests of the course members. The choice of units includes: how to look after your instrument, how to improve and refine your performing skills, evaluating and improving upon your technique, listening to different types of music and planning and putting on your own performances. This course is not about how good a musician you are at the start of the course; it is about how much you improve during it.</p>	
What will I learn?	
<p>Component 1: Exploring Music Products and Styles</p> <ul style="list-style-type: none"> • explore the techniques used in the creation of different musical products • investigate the key features of different musical styles. <p>Component 2: Music Skills Development</p> <ul style="list-style-type: none"> • opportunity to develop two musical disciplines through engagement in practical tasks, • documenting progress and planning for further improvement. <p>Component 3: Responding to a Music Brief</p> <ul style="list-style-type: none"> • develop and present music in response to a given music brief. 	
How am I assessed?	
<p>Component 1: Exploring Music Products and Styles - Internal Non examined assessment (30% of course)</p> <p>Component 2: Music Skills Development Internal Non examined assessment (30% of course)</p> <p>Component 3: Responding to a Music Brief Externally marked assessment (40% of course)</p>	
Who is this course suitable for?	
<p>This course is suitable for anyone who enjoys practical music making, performing music and wants to improve. There is no minimum standard for the performance standard, so the course is open to students who currently do not play an instrument as long as they are prepared to practise! You will be performing in front of other people, informally in lessons on a regular basis (just like in Years 7-9 Music lessons) and also have time to practise in lessons and at home for your performances. You will also be helped to choose pieces of music to suit your instrument/standard.</p> <p>Performing in front of others is not easy to start off with - if this is all that is holding you back from choosing this course, remember that the more you do it, the easier it becomes!</p>	

Subject	GCSE Philosophy and Ethics
Subject Co-ordinator	Miss Smith
What will I study?	
<p>Philosophy and Ethics is all about thinking. Not just thinking about basic concepts- but how we think- and why. This subject helps you develop critical thinking skills, reasoning, and allows you to debate complex social topics such as abortion, euthanasia and the death penalty. Philosophy and Ethics is widely recognised as a subject that is not only fun and challenging, but also prepares young people with the knowledge and thinking skills they need for study at sixth form and university.</p> <p>The course is divided into two halves. On the one hand, students learn about the teachings and beliefs of Christianity and Islam. This involves looking at questions to do with why people do or don't believe in God, and how these beliefs fit together with modern ideas like the Big Bang theory and Darwin's theory of Evolution.</p> <p>Additionally, students will also think philosophically about what is 'real' and what is the right way to live. They will examine issues linked to sexual and gender discrimination, violence and conflict, and consider how religious and non -religious people can coexist. Some of the questions we will explore are:</p> <ul style="list-style-type: none"> - If God loves us, why does suffering exist in the world? - What really happens when you die? - Is the death penalty morally right? - Do miracles really happen? - Do souls really exist? 	
What will I learn?	
<p>Everyone wonders about whether there's a meaning to life or why some people are luckier than others. In Philosophy and Ethics, you will learn about some of the big questions that people have puzzled over for centuries and be able to develop your own answers to them.</p> <p>Students will study the beliefs, practices and teachings of Christianity and Islam. This will involve them learning Christian and Muslim ideas about the nature of God, Creation, the Problem of Evil, issues linked to Suffering in the context of a Benevolent Divine Power, Beliefs about Life after Death, the Role of the Church and Pilgrimage. As well as this, students will explore social issues like abortion, families, war, crime and the existence of a soul.</p>	
How am I assessed?	
<p>In Year 11 students will do two exams :</p> <p>Paper 1 (2 hours)- Christian beliefs and practices; Muslim beliefs and practices</p> <p>Paper 2 (1 hour 45 mins)- Thematic studies around social issues and beliefs</p>	

Subject	GCSE Equivalent Sports Studies
Subject Leader	Mr Randell
What will I study?	
<p>This course provides an engaging and relevant introduction to the world of sport. The qualification will encourage you to think for yourself about the study and application of real life practical sport, develop leadership and evaluation skills and build ability to work as part of a team.</p> <p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> • Understand the impact of technology in sport • Develop as a team player, and a leader • Plan, deliver, perform and evaluate sporting activity • Make connections between sport, the media and how sport is represented 	
What will I learn?	
<p>Component 1 -Contemporary issues in Sport</p> <p>This component will give you an awareness of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of ethical behaviour, the role of high profile sporting events, and national governing bodies.</p> <p>Component 2 - Performance and leadership in sports activities</p> <p>This component will give an opportunity to develop skills as both a performer in multiple sporting activities, and as a leader, developing a range of transferable skills. You will work independently, and as part of a team, demonstrating ability to an audience (for example in a game/ match). You will also develop skill in deadlines with rapidly changing conditions and situations.</p> <p>Component 3 -Sports and the media</p> <p>In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will learn about rapid technology development and how it is changing how sport is viewed.</p>	
How am I assessed?	
<p>Component 1: Contemporary issues in Sport -External exam 1hr 15 mins in length, worth 70 marks</p> <p>Component 2: Performance and leadership in sports activities-Non examined assessment (NEA) worth 80 marks</p> <p>Component 3: Sports and the media -Non examined assessment (NEA) approx 8-10 hours (in a controlled window) , worth 40 marks</p>	
Who is this course suitable for?	
<p>Do you love everything about sports? Competing? Keeping fit? Reading about it? Watching it? Do you want to study with like-minded students and be taught by teachers who love sports too? Do you want to go to college to study sport and to university to study for a degree or become a coach? If so, then this course is the perfect choice for you. The course is appropriate for learners who are looking to develop a significant core of knowledge and understanding in exercise, fitness, and sportsmanship ; and for learners who want to apply that knowledge in preparing, planning and developing in a practical setting. It will also provide learners with experience of using different training techniques and methods to enable them to use these within further education or apprenticeships.</p>	



Subject	GCSE Equivalent Travel and Tourism
Subject Leader	Miss Board
What will I study?	
<p>This is a course designed to give you a comprehensive background of the travel and tourism industry. You will learn about tourism trends, what makes the travel and tourism industry one of the biggest in the world and factors that influence the industry. You will learn and practise customer service skills and how to plan holidays and trips.</p>	
What will I learn?	
<p>Component 1: Travel and Tourism organisations and destinations In this component you will learn about travel and tourism organisations, and the products and services they offer. You will consider the aims of organisations and explore reasons why travel and tourism organisations work together and take advantage of consumer technology to stay ahead of the market.</p> <p>Component 2: Customer Needs in Travel and Tourism On embarking upon a career in the travel and tourism industry, you may find yourself working for an organisation that contributes to the success of a UK travel and tourism destination, for example in transport, visitor attractions or hospitality. This component will increase the awareness of destinations of anyone aspiring to work in the travel and tourism industry in the UK.</p> <p>Component 3: Influences on Global Travel and Tourism This component explores the different factors that may influence global travel and tourism, and how organisations and destinations respond to these factors.</p>	
How am I assessed?	
<p>Component 1: Travel and Tourism organisations and destinations - Non examined assessment (30% of the course)</p> <p>Component 2: Customer Needs in Travel and Tourism - Non examined assessment (30% of the course)</p> <p>Component 3: Influences on Global Travel and Tourism - external exam assessment (40% of the course)</p>	
Who is this course suitable for?	
<p>This course is suitable for those who are interested in a career in the travel and tourism industry or are interested in travelling in the UK and around the world. Students who enjoy meeting deadlines, working on their own and thinking for themselves will enjoy this course. There is a lot of written work that will be assessed, so a good English ability is essential.</p>	



Subject	Learning for Life and work
Subject Leader	Mr Randell
What will I study?	
<p>This course is by invitation only. The course is designed to target and develop skills, attributes and values and support a more streamlined GCSE route.</p> <p>Whilst the demand for graduates to demonstrate traditionally labelled 'soft' skills (collaboration, communication, creativity, resilience etc.) has always been there, the ever-increasing pace of technological developments means these 'human' or 'power' skills will only continue to bear greater importance. As computers' capacity to acquire, retain and recall information continues to accelerate far beyond that of the human brain, it is these human attributes that must be developed.</p> <p>Given the importance of such skills to the future of the workforce, it is vital that skill development of the future generation is prioritised. We have used extensive research as our starting point for determining what robust learning progressions for skill development looks like. The skill areas are:</p> <ul style="list-style-type: none">• Communication• Collaboration• Critical thinking & Complex Problem Solving• Character (Learning how to Learn)	
What will I learn?	
<p>During this subject you will explore the world of work and develop life skills, beyond the realms of studying for qualifications. You will develop skills to support your studies, team work, problem solving and personal development skills.</p>	
How am I assessed?	
<p>Assessment will be via various methods such as group work, presentations, quizzes and practical outcomes</p>	
Who is this course suitable for?	
<p>This course is by invitation only, and is designed for students who perhaps struggle with the studying of academic qualifications</p>	