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Welcome to Year 9

The second half of Year 9 is an absolutely crucial time for all students at The Wellington Academy. It is the time when they leave Key Stage 3 behind and enter into a new stage of their school careers in Key Stage 4. This will culminate in the GCSE and BTEC exams in the summer of 2021.

It is so important that students make the right decisions as to which courses they will pursue in Key Stage 4 for the best chance of success and we are here to support you all the way. The whole process of options is essentially a team effort, and to make the best choices you need accurate information.

This can come from:
- Parents
- Tutors
- Teachers
- Our Careers Advisor

This booklet also contains masses of useful information for making an informed decision. Some subjects are compulsory (core) but others you can pick and choose between (options). So please read all the information carefully and ask if you are unsure of anything.

Mr Wood
Senior Deputy Head

Mrs Bennett
Phase Leader, Year 9
The Process

The curriculum diagram on the next page shows which subjects students will study in Year 10 and 11.

There are core subjects which everyone will take: Maths, English, and Science.

There are then some choices for students to make:

● Firstly, you must choose between the double award and the triple award in science.

● Secondly, you are asked to select from the physical subjects: BTEC Sport or Core Physical Education.

● Finally, you should select one subject from each of the remaining option blocks.

Our curriculum has been carefully designed to ensure that the choices on offer meet with the new national requirements and provides the breadth and depth that will ensure a balanced diet of subjects.

You must also select a reserve option should it not be possible to offer you one of your first choices.

Your choices must be written on the official options form, signed by a parent, and returned to your tutor by Friday 29th March 2019.

If we are not going to be able to offer you your choice of options or we feel that the courses you have picked might be unsuitable for you, we will arrange a meeting with you to discuss.
Curriculum Diagram

- **Maths**
- **English**
  - Language & Literature
- **CORE PE** or **BTEC Sport**
- **Triple Science** or **Double Science**
- **French** or **Spanish**
- **History** or **Geography** or **Computer Science**
- **FREE OPTION**
  - Choose one of the following:
    - An additional language option (including German)
    - An additional EBACC option
    - Business Studies
    - Ethics & Philosophy
    - Media
- **CREATIVE OPTION**
  - Choose one of the following:
    - Art & Design
    - Design Technology
    - Hospitality
    - Music
    - Performing Arts: Dance
    - Performing Arts: Drama
    - Photography
    - Textiles
Questions & Answers

Q: Why has the timetable been put together the way it has?
A: We want students to have as much chance of success as possible. We want to give students a broad education which will put them in a great place beyond their GCSEs at the Wellington Academy. The balance of subjects we feel is right to equip students with the skills they need to be successful in life.

Q: What should I base my choices on?
A: What is in the course. What you think you might be successful at. What you are thinking you may do as a future career. What you enjoy.

Q: What should I NOT base my choices on?
A: What your friends are doing. Which teachers you like - the teacher you think is teaching that subject may well be different from the one who actually does.

Q: Am I guaranteed my chosen options?
A: We will, where possible, try to accommodate everyone. However we may need to discuss your options with you after the deadline. This is why your reserve option is really important.
Year 9 Options Form - 2019/20

Student Name: ____________________________
Community Group: _________________________

Core Subjects
All students will study the following subjects:
- English - Language & Literature
- Maths - Foundation or Higher Tier
- Science - Double or Triple

Physical Education option
Choose one of either
- Core PE (no qualification)
- BTEC Sport

Language option
Choose one of either
- French
- Spanish

EBACC option
Choose one of the following
- Computer Science
- Geography
- History

Creative option
Choose one of the following
- Art & Design
- Design Technology
- Hospitality
- Music
- Performing Arts: Dance
- Performing Arts: Drama
- Performing Arts: Photography
- Photography
- Textiles

Free option
Choose one of the following
- An additional language option (including German)
- An additional EBACC option
- Business Studies
- Ethics & Philosophy
- Media

Please complete the form below to indicate your preferred choices. Please be aware that where there is insufficient demand for a certain course, it may not be possible to run it.

Please indicate your preferred option for each of the following subjects and one reserve option, should your first choice not be available:

<table>
<thead>
<tr>
<th>Science</th>
<th>Triple</th>
<th>Double</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>Core PE</td>
<td>BTEC Sport</td>
</tr>
<tr>
<td>Language option</td>
<td>French</td>
<td>Spanish</td>
</tr>
<tr>
<td>EBACC option</td>
<td>History</td>
<td>Geography</td>
</tr>
<tr>
<td>Creative option</td>
<td>Please write name of subject choice</td>
<td></td>
</tr>
<tr>
<td>Free option</td>
<td>Please write name of subject choice</td>
<td></td>
</tr>
<tr>
<td>Reserve option</td>
<td>Please write name of subject choice</td>
<td></td>
</tr>
</tbody>
</table>

Signed (student) _____________________________________________

I understand the subject choices made by my son/daughter and support their decisions.

Signed (parent carer) _________________________________________
CORE SUBJECTS
ENGLISH LANGUAGE

GCSE
Examination Board: AQA

What will I study?
Over the course of the two years, you will study a range of fiction and non-fiction texts. You will develop your skills in analysing these texts with a focus on language, structure and form. We will help you become critical evaluators of the English Language. The skills you develop here will help you in the crafting of your own texts as you manipulate language, structure and form for a variety of different purposes and audiences.

How is the course assessed?
This course is assessed through two components and a Spoken Language test.

Component 1: Explorations in Creative Reading and Writing - 1 hour 45 minutes
50% of overall GCSE grade
Section A (25%) - Reading - You will be given an extract from a fiction text to read and answer questions on. The questions will test your understanding of the extract, your analysis of language and structure, and your evaluation of key ideas expressed in the text.
Section B (25%) - Writing - You will complete one extended writing task. The task focuses upon descriptive or narrative writing linked to the theme of the extract in Section A.

Component 2: Writers’ Viewpoints and Perspectives - 1 hour 45 minutes
50% of overall GCSE grade
Section A (25%) - Reading - You will be given two extracts, one non-fiction and one literary non-fiction text, which are linked by theme. These texts may come from the 19th, 20th or 21st century depending upon the text used in Component 1. Questions will focus upon your understanding of the two texts alongside your analysis of language and structure. You are also asked to compare, summarise and evaluate the key ideas presented in the two texts.
Section B (25%) - Writing - You will complete one extended writing question, which asks you to present a viewpoint.

Component 3: Spoken Language - You will complete one presentation/speech to an audience, which will be recorded. Further questions will be asked about the topic of your presentation allowing you to develop your ideas and discuss the issues further.

How will the course help me in the future?
Employers require their employees to have a good command of the English Language with many companies now asking for a Grade 5 in English Language or above. They want to know that you can comprehend reading material and that you can write well. Developing these skills will, therefore, be essential in helping you secure great jobs and career paths in the future.

Which member of staff should I contact for more information?
Ms Nicholson
ENGLISH LITERATURE

GCSE

Examination Board: AQA

What will I study?
Over the course of the two years, you will study an exciting and inspiring range of literature texts - ranging from a Modern play to more classic texts taken from the 19th century, a poetry cluster and a Shakespearean play.

How is the course assessed?
This course is assessed through two examined components.

Component 1: Shakespeare and the 19th century novel - 1 hour 45 minutes
40% of your overall GCSE grade
Section A (20%) - Shakespeare - You will be given an extract from the play that you have studied and asked to write in detail about that extract focusing upon a character, theme or issue and then explore how this is shown in the whole of the play.
Section B (20%) - The 19th century novel - You will be given an extract from the novel that you have studied and asked to write in detail about that extract focusing upon a character, theme or issue and then explore how this is shown in the whole of the novel.

Component 2: Modern texts and poetry - 2 hours 15 minutes
60% of your overall GCSE grade
Section A (20%) - Modern text - You will be given a choice of two essay questions that ask you to consider the presentation of key themes and issues in the play or novel. It is important that you are able to situate the text in the social and historical context in which it was created.
Section B (20%) - Poetry - In this section, you will be presented with a copy of one of the poems that you will have studied in class. You are asked to compare the themes and ideas explored in the poem with another poem from the cluster.
Section C (20%) - Unseen Poetry - You will be presented with a poem that you have not seen. The first question in this section, asks you to discuss the way in which it presents ideas and themes through language, form and structure. In the final question on this paper, you will be asked to compare this poem to a second 'unseen' poem, considering the linked ideas.

How will the course help me in the future?
Firstly, reading high quality texts enables you to become better communicators. It has a proven ability to enhance the vocabulary you use. In addition, reading a wide variety of literature helps you to develop your ability to empathise with other people, places and time periods. You learn a lot about the world around you when you read great literature texts!

Which member of staff should I contact for more information?
Ms Nicholson
**MATHEMATICS**

**GCSE**

Examination Board: Edexcel

*What will I study?*

GCSE Mathematics is studied by all students in Years 9, 10 and 11. We will cover topics of number, proportion, algebra, geometry, statistics and probability. Higher achieving Maths students will also be given the opportunity to study for a Further Maths qualification which helps students prepare for the rigours of studying the subject at A Level.

*How is the course assessed?*

Assessment is 100% by examination at the end of Year 11 consisting of 3 x 1 hour 30 mins exams (1 being a non-calculator exam). The course consists of 2 levels, foundation and higher, with all students being given the opportunity to maximise their potential. A lot of exam preparation is set for homework in Year 11, and students need to approach this with a serious commitment to their own learning in order to achieve the best grade they can.

*How will the course help me in the future?*

Mathematics is regarded as an important qualification for entry onto many post-16 courses, and the highest grades indicate a good starting point for further mathematical study, either through the new Core Maths qualification or the traditional AS/A Level. Whether it be the technical mathematical skills learned, the problem solving skills that are developed, or just the concept of how numbers are used in real life, the study of mathematics is important and useful for everyone, throughout their life.

*Which member of staff should I contact for more information?*

Mr Burns and Mr Biggs
PHYSICAL EDUCATION

What will I study?
If you select core PE you will have two lessons of practical PE each week. You will be given a choice of what sport you complete. These may include using the fitness suite, netball, table tennis, dodgeball, badminton and football. In Core PE there are no theory lessons, no course work to produce and no formal qualification to work towards.

How is the course assessed?
In Year 10 and 11, only your approach to learning is assessed.

How will the course help me in the future?
Regular exercise is an important part of a healthy lifestyle. People who lead an active life are more likely to live longer and less likely to develop serious diseases such as heart disease and diabetes. Participation in regular exercise also helps to reduce anxiety and lowers your risk of other mental health conditions such as depression. By partaking in your weekly PE lesson you will gain endless benefits and we hope that during your 2 years we will help instil in you a love for sport that you will take with you into your 6th Form studies and beyond.

Are there any pre-requisites for taking the course?
No, you should just approach lessons with enthusiasm. The more you put into it, the more you will get out.

Which member of staff should I contact for more information?
Mr Woodley
SCIENCE

GCSE
Examination Board: AQA

What will I study?
You will either follow a Combined Science course that results in you obtaining two GCSE grades spread across an even study of all three sciences from Biology, Chemistry and Physics; or you will be able to follow the three separate science courses that results in you obtaining three GCSEs of Biology, Chemistry and Physics. As you can see below, the same topics are taught for both sets of qualifications. There is a greater depth of coverage for the subjects when taken separately and longer assessments at the end of the course.

How is the course assessed?
With the combined course there are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 15 minutes in duration.

With the separate science courses there are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 45 minutes in duration.

How will the course help me in the future?
Science is compulsory at GCSE and as such is generally highly regarded by colleges and employers regardless of your chosen career/further education pathway. For those completing the Year 9 courses at a high level, you should be taking the triple science route as this will prepare you more thoroughly for post-16 study of the sciences.

In science you discover how the world around you works. It teaches you to not only question why, but also how to decide which answers to trust and believe.

Are there any pre-requisites for taking the course?
The combined Trilogy Award is open to all students. Students wishing to take separate Science will need to be recommended by their teacher.

Which member of staff should I contact for more information?
Mrs Burton
ART & DESIGN

BTEC LEVEL 1 & 2 Tech Award in Art & Design Practice

What will I study?
The qualification is the same size as a GCSE and is ideal if you are interested in developing your skills and finding out about future career opportunities. You will explore some of the key areas within the creative industries, learning how to address the needs of clients by ensuring that your art and design work meets the requirements of a creative project brief.

In the first year you will start by working on Component 1 [Generating Ideas in Art and Design]. This is a chance to explore a wide range of artists/photographers/designers and use their work as inspiration for your own. You will explore the ideas generation process informed by investigation and exploration. The project is a really fun way to start exploring ideas, learning key skills and preparing you for the final task in Year 11. You will be responding to a brief requiring a specific final outcome.

Component 2 [Develop Practical Skills in Art and Design] is completed across Year 10 and Year 11. You will follow a technical brief to produce a specific outcome. This will be broad enough to allow for a range of different skillsets. You won’t be forced to create a sculpture for example (unless this was a strength of yours!) You will then apply the development process using specialist materials, skills and techniques. They will review and improve skills providing evidence as you go.

Component 3 takes place in Year 11. You will be provided with a client brief to which you respond with art and design work and a portfolio. There is a supervised assessment element to this which is completed over a 12 week period timetabled by Pearson.

How is the course assessed?
You will carry out tasks and projects throughout the course and your teacher will mark these, giving regular feedback. Towards the end of the course your knowledge will be assessed through a task that is set and marked by Pearson. Components 1 and 2 will be completed in Year 10 and Year 11. Component 3 will be completed in Year 11. The final outcome for the externally set task is completed in exam conditions within the classroom. Marks will range from a Level 1 Pass up to a Level 2 Distinction and you will be marked on all of the 3 components.

How will the course help me in the future?
The skills developed through an education in art and design are integral to many roles within (but not exclusive to) the creative sector. Advertising and marketing, arts and film, TV and radio, fashion and design, and museums/galleries are all part of this thriving economic sector, which is now worth over £92bn. The creative industries’ contribution to the UK is growing at twice the rate of the economy. The sector now makes up more than five per cent of the UK economy’s GVA. A creative option choice could open up so many doors in the future!

Which member of staff should I contact for more information?
Mrs Furnell, Mrs Rose, Mr Reavill or Miss Wyatt
BTEC FIRST AWARD IN SPORTS

BTEC
Examination Board: Edexcel

What will I study?
If you select BTEC Sport you will have two lessons of PE each week. In these lessons you are required to produce course work in addition to performing practically. If you are looking to study sport or PE in 6th Form this is the option you should choose. Throughout the course the amount of course work and practical work students complete will vary.

Students complete four units throughout the two year course:

Unit 1 – Fitness for sport and exercise
Unit 2 – Practical sports performance
Unit 3 – Training for personal fitness
Unit 4 – Leading sports activities

How is the course assessed?
Unit 1 is assessed externally through an online examination worth 50 marks. This counts for 25% of the overall grade. The other three units are assessed internally by coursework and are each worth 25%. At the end of the course students should achieve either a pass, merit or distinction at Level 2.

How will the course help me in the future?
Achieving a good grade in this subject will allow for progression onto Level 3 BTEC courses in Year 12. Jobs, roles and opportunities within the sport and leisure industry, including working in sports coaching, sports medicine, sporting technologies, the fitness industry and as a sporting official, are all more achievable with a good grade in this subject.

Are there any pre-requisites for taking the course?
Yes, you must have an interest in PE. You need to enjoy the practical side of the subject as well as realising that there is coursework to produce. If you want to take part in PE every week this is not the course you should be choosing.

Which member of staff should I contact for more information?
Mr Woodley
BUSINESS STUDIES

BTEC - LEVEL 2
Examination Board: Edexcel

What will I study?
In Business Studies you will look at all aspects of how a business is run, from setting up your own small business through to investigating how businesses can grow effectively.

Exploring Enterprises - Students will have the opportunity to examine the characteristics of enterprises, exploring how enterprises meets customers’ needs and investigating the factors that contribute to the success of an enterprise.

Planning for and Pitching an Enterprise Activity – This includes exploring ideas to plan for a micro-enterprise activity, pitching a micro-enterprise activity and reviewing their own pitch for a micro-enterprise activity.

Promotion and Finance for Enterprise - The emphasis for this unit is on promotion, financial records, financial planning and forecasting.

How is the course assessed?
The course is made up of three components. Two of these are internally assessed and one externally assessed. The three-block structure [Exploring, Developing and Application] allows students to build on and embed their knowledge, grow in confidence and then put into practice what they have learnt.

How will the course help me in the future?
Every student in the future will either, set up their own business, be self-employed or work for a business. This is a great course for understanding how businesses operate. Business is a ‘live’ subject and any theory you learn is used daily in business. It is a great grounding for many future careers; particularly, finance, marketing, production or HR.

Which member of staff should I contact for more information?
Mr Carr
COMPUTER SCIENCE

GCSE
Examination Board: OCR

What will I study?
Technology is ubiquitous in our modern society. Everything from mobile phones, televisions, traffic lights, theme parks, agriculture to sport depend on technology. You need to be prepared for the digital world. The computing syllabus will give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. As part of this, a large amount of the course will be spent learning computer programming. Through this study of computer programming, the course will help you develop critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects, especially mathematics and other sciences, and even applied in day-to-day life. It is a fact that information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If you want to go on to higher study and employment in the field of computer science, you will find that this course provides superb stepping stone. Students who have taken Computing GCSE and who then progress to study the subject at A Level or university will have a sound underpinning knowledge of this area.

Computer science is a tough and challenging subject. Within the first few lessons you will dive straight in to computer programming, which you may find challenging but fascinating. The computing science qualification enables you to:

- Develop your understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts;
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming;
- Use your knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about its use, and aware of the implications of different technologies;
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts; and develop computer programs to solve problems.

How is the course assessed?
The course is made up of a written exam and controlled assessment. Programming skills underpins the control assessment element of the course while a thorough understanding of the main parts of a computer is required for the written exam paper. In order to deal with the complexities of the course, in particular the logic skills, you need to be in the top 2 sets of mathematics. Exceptions can be made for those with good programming experience, in consultation with the Head of ICT & Computing.

How will the course help me in the future?
The course is great for anyone who sees themselves with a future in computing, programming, game development, web development or as a mobile phone app developer.

Which member of staff should I contact for more information?
Mr Ricketts
DESIGN TECHNOLOGY

GCSE
Examination Board: eduqas

What will I study?
The purpose of the course is to provide pupils with both technical and practical in order to use their imagination to experiment with different design ideas to create solutions to real world problems, using advanced manufacture, such as CNC and 3D machines.

We cover the following core areas:
- Electronic systems, programmable components & mechanical devices
- Papers & boards
- Natural & manufactured timber
- Ferrous & non-ferrous metals
- Thermoforming & thermosetting polymers
- Fibres & textiles

How is the course assessed?
Component 1: Design and Technology in the 21st Century written examination.
A mix of short answer, structured and extended writing questions assessing candidates’ knowledge and understanding of:
- Technical principles
- Designing and making principles along with their ability to
- Analyse and evaluate design decisions and wider issues in design and technology

Component 2: Design and make task Non-exam assessment (50% of qualification)
A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates’ ability to:
- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in design and technology

How will the course help me in the future?
The course ultimately prepares students for university courses in Design, Engineering and manufacturing or work through apprentice as; Industrial designers, production developers, advanced manufacturing engineers, architects, automotive designers, construction and civil engineers, fashion designers, rapid prototyping engineers.

Which member of staff should I contact for more information?
Mr Ricketts
GCSE - Religious Studies A
Examination Board: AQA

What will I study?
Students must take assessments in the following two components in the same series:
Component 1: The study of religions: beliefs, teachings and practices in Christianity and Islam
Component 2: Thematic studies. The following 4 themes are studied:
- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.

How is the course assessed?
Component 1 (50%): 1 hour 45 minutes exam - 96 marks plus 6 for spelling, punctuation and grammar
Component 2 (50%): 1 hour 45 minutes exam - 96 marks plus 3 for spelling, punctuation and grammar

How will the course help me in the future?
Employers regard GCSE Religious Studies as a good qualification. It shows you are aware of other people's beliefs and the nature of the society we live in.
- Police Officers need to have a good understanding of multi-faith and multi-cultural issues in order to do an effective job. They must show tolerance and understanding and be against prejudice and discrimination. Many UK laws are based on Christian laws and teachings!
- Lawyers and Judges must study Religion and Law as part of their training. Religion has influenced most of the laws in the UK, and also in other countries. They must have a good knowledge of religious beliefs and teachings as this may affect how a person lives and acts; they should also have a good knowledge of moral issues and ethics. It is vital that a lawyer is free from prejudice as they must treat everyone equally.
- Teachers should have a good understanding of religious beliefs and teachings as they should be able to encourage and empathise with students and their lives.
- Social Workers must have a good understanding of religious and cultural issues in order to understand and empathise with the people they are entrusted to help. Religion and culture affect all aspects of life, from birth to death, in the home and at work. All social workers must be free from prejudice and must treat everyone with respect and equally!

The study of Ethics and Philosophy is a gateway to many future career choices or for study at higher levels.

Which member of staff should I contact for more information?
Mrs Martin
FRENCH

GCSE
Examination Board: AQA

What will I study?
Compulsory topics will be linked to identity and culture; local, national international and global areas of interest; and current and future study and employment.

How is the course assessed?
Papers will be tiered, with 25% assessment weightings per skill.

Speaking - is assessed by a single final spoken examination at the end of the course.
Writing - is assessed by a single final written examination at the end of the course.
Listening - students will either sit a final foundation or higher tier listening paper.
Reading - students will either sit a final foundation or higher tier reading paper.

The writing examination will now also include short translation passages and some authentic literary texts. There will no longer be any controlled assessment. All papers will be set and marked by the awarding organisation.

How will the course help me in the future?
Knowledge of a foreign language is fast becoming an essential requirement for many employers today who are competing in a global market. Learning a second language will greatly improve your job prospects and give you the edge over other candidates. Learning French opens up a wealth of opportunities for future work and travel. English is simply not enough anymore.

Which member of staff should I contact for more information?
Mrs Bennett
GEOGRAPHY

GCSE
Examination Board: AQA

What will I study?
The course follows the AQA GCSE Geography specification. A summary of the content is as follows:
Unit 1: Living with the physical environment - This covers natural hazards, environments and physical landscapes in the UK.
Unit 2: Challenges in the human environment - This covers urban issues and challenges, the changing economic world and the challenge of resource management.
Unit 3: Geographical applications - This unit will cover the evaluation of a range of geographical issues, fieldwork in both human and physical environments and geographical skills.

How is the course assessed?
Unit 1 is assessed through a 1 hour 30 minutes exam at the end of Year 11 and is out of 88 marks. It is worth 35% of the GCSE. 3 marks are available for the use of Spelling, Punctuation and Grammar (SPaG). Questions range from multiple choice to short answers and extended prose.
Unit 2 is assessed through a 1 hour 30 minutes exam at the end of Year 11 and is out of 88 marks. It is worth 35% of the GCSE. 3 marks are available for the use of Spelling, Punctuation and Grammar (SPaG). Questions range from multiple choice to short answers and extended prose.
Unit 3 is assessed through a 1 hour 15 minutes exam at the end of Year 11 and is out of 76 marks. It is worth 30% of the GCSE. 6 marks are available for the use of Spelling, Punctuation and Grammar (SPaG). Questions range from multiple choice to short answers and extended prose.

How will the course help me in the future?
The course will help you develop and extend knowledge of locations, places, environments and processes at a range of scales; Promote understanding of the interactions between people and environments, change in places and processes over space and time; Develop and extend competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; Develop competence in applying sound enquiry and investigative approaches to questions and hypotheses; Enable students to apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts; Develop the ability to construct well-evidenced arguments drawing on geographical knowledge and understanding.

Geography is a subject that is well regarded by further education colleges, universities and employers. It equips students with a wide range of knowledge and transferable skills that will compliment and support the study of other subjects at GCSE and A Level. Careers in the following areas benefit from geographical understanding: the police, armed forces, teaching, engineering, geology, natural resource exploration, renewable energy development, government, tourism, environmental conservation, aviation, cartography, digital mapping, travel writing, charity and aid work, flood management, town planning and defence.

Which member of staff should I contact for more information?
Mr Baker
GERMAN

GCSE
Examination Board: AQA

What will I study?
Compulsory topics will be linked to identity and culture; local, national international and global areas of interest; and current and future study and employment.

How is the course assessed?
Papers will be tiered, with 25% assessment weightings per skill.

Speaking - is assessed by a single final spoken examination at the end of the course.
Writing - is assessed by a single final written examination at the end of the course.
Listening - students will either sit a final foundation or higher tier listening paper.
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How will the course help me in the future?
Knowledge of a foreign language is fast becoming an essential requirement for many employers today who are competing in a global market. Learning a second language will greatly improve your job prospects and give you the edge over other candidates. Learning German opens up a wealth of opportunities for future work and travel. English is simply not enough anymore.

Are there any pre-requisites for taking the course?
German is available to students with a background in the Language, for example: having spent time living in Germany and/or a good knowledge of the German Language.

Which member of staff should I contact for more information?
Mrs Bennett
HISTORY

GCSE
Examination Board: AQA

What will I study?

Part 1 Wider World Depth Studies:
Unit 1: Germany, 1890 – 1945: Democracy and Dictatorship [the focus is the rise of the Nazis]
Unit 2: Conflict and Tension: 1990 – 2009 [the focus is on the Gulf and Afghanistan]

Part 2 Shaping the Nation:
Unit 3: Britain: Health and the People: c1000ad – Present. [This focuses on the main factors affecting British people’s health and how this changed over time.]
Unit 4: Elizabethan England: c1568 – 1603

How is the course assessed?
The course is assessed by two examinations.

There will be 2 written exams each lasting 1 hour 45 minutes: Paper 1 is 50% of the GCSE and will cover the Wider World Depth Studies [Section A: Germany & Section B Conflict & Tension 1990-2009.] This paper is worth 84 marks in total, including 4 marks for spelling, punctuation and grammar.

Paper 2 is 50% of the GCSE and will cover the Shaping the Nation [Section A, Britain and Health & Section B Elizabethan England. This paper is worth 84 marks in total, including 4 marks for spelling, punctuation and grammar.

How will the course help me in the future?
History is a subject well regarded by further education colleges, universities and employers. You will develop important, transferable skills such as research skills, excellent communication and writing skills, the ability to handle and analyse data, how to organise information, problem solve, ways to construct an argument and the ability to question the reliability of a range of information and evidence.

It may surprise you to learn that historians do, in fact, provide more directors of Britain’s leading companies in proportion to the number of graduates than any other subject; outperforming law, science and engineering. Careers in the following areas benefit from historical understanding: Law, Politics, Business, Marketing, Journalism, Economics, Teaching, Insurance, Social Research, Archaeology and Curation [Museums, Galleries, Archives and Libraries.]

Which member of staff should I contact for more information?
Miss Fiske
HOSPITALITY

BTEC - LEVEL 2
Examination Board: WYEC

What will I study?
Catering and Hospitality offers a unique opportunity in the curriculum for students to develop their knowledge and extend their range of skills in Hospitality within a practical context.

Students are given the opportunity to work both individually and with their peers and apply knowledge from other subjects (Maths, English, Science, PE and the Arts).

Areas of study include;

Unit 1
- The Industry
- Hospitality operations
- Health and Safety
- Food safety
- Menu proposals

Unit 2
- Nutrition
- Special diets
- Poor nutrition
- Cooking methods
- Dish proposal factors
- Environmental issues
- Customer needs
- Production plan

How is the course assessed?
Students will complete both controlled assessment and an externally set exam.
Unit 1 The Hospitality and Catering Industry 40%
Unit 2 Hospitality and Catering in action 60%

How will the course help me in the future?
Hospitality and Catering is a starting point for many career options and is a good foundation for further education courses with nutrition and diet, food safety, quality control, product development, food science and catering. It gives students a good grounding for the professional catering courses offered in Years 12 and 13 here at the Academy.

Which member of staff should I contact for more information?
Mrs Tuliva and Mrs Morrow
MEDIA

GCSE
Examination Board: AQA

What will I study?
The course studies a complete range of media forms and platforms including social and participatory media and video games, film, television, music videos, advertising and more, looking at how these products are created, the choices made in their construction, the context in which they are produced and how all these elements combine to create meaning for their audiences. A key part of the course is the creation of your own media products.

How is the course assessed?
There are three elements to the assessment of this qualification:

Non-exam assessment: creating a media product (30%) - This element of the course allows you to apply your knowledge and understanding of media products, theories and ideas. There are five briefs to choose from which change every year, which might include: creating a radio show; filming and editing the opening sequence for a new television programme; constructing a web page for a blogger or shaping an advertising campaign for a specific product.

Written examinations - There are two examinations that are based upon a series of Close Study Products and unseen texts from the same categories:

Media one (35%) - 1 hour 30 minutes - A series of short and medium questions focusing upon media language, representations (Section A), institutions and audiences (Section B) based upon the Close Study Products and an unseen text. There is also an extended response question.

Media Two (35%) - 1 hour 30 minutes (including viewing time) - The screening on a clip from one of the television Close Study Products will be the focus of the questions in Section A whilst Section B will be based upon Close Study Products for online, social and participatory media, video games or newspapers. This paper will be a mix of short, medium and extended response questions which may consider any element of the framework; media language; media representation; media institutions; media audiences.

How will the course help me in the future?
The media is a constantly shifting and growing industry, particularly with the growth of social and participatory media forms, which continue to expand in unexpected ways. Media related careers range from traditional journalism, film and radio to digital media, computer games and marketing. Media studies encourages the development of critical and analytical thinking, research and communication skills, whilst allowing you the chance to be creative.

Which member of staff should I contact for more information?
Ms Nicholson
MUSIC

GCSE
Examination Board: Edexcel

What will I study?
The Award gives students the opportunity to develop Music specific knowledge and skills in a practical learning environment. The main focus is on four areas; which cover development of key skills that prove students’ aptitude in music such as responding to a musical brief using musical skills and techniques. Processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief. Attitudes that are considered most important in the music industry, including personal management and communication as well as knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles.

How is the course assessed?
● Component 1: Exploring Music Products and Styles
● Component 2: Music Skills Development
● Component 3: Responding to a Commercial Music Brief

How will the course help me in the future?
Study of the Music practice qualification will help students to make more informed choices for further learning either generally or in this sector. The choices that a student can make post-16 will depend on their overall level of attainment and their performance in the qualification.
Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:
● A Levels as preparation for entry into higher education in a range of subjects
● Study of a vocational qualification at Level 3, such as a BTEC National in Music or a BTEC National in Music Technology,

Which member of staff should I contact for more information?
Miss Lingard or Mrs Kelly- Subject leads for Performing Arts
PERFORMING ARTS: DANCE

BTEC - Technical Award, Level 2
Examination Board: Edexcel

What will I study?
This demanding and expressive subject will encourage you to develop your creativity, focusing on practical work reflecting theatre practice. It will develop skills that supports progression to further study within this sector. The course engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. The course builds in as much opportunity as possible for students to do what they like best – participate in performance. Students can choose to develop as a performer or as a designer or as both performer and designer. Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. Transferable skills students learn are to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts.

How is the course assessed?
Component 1: Exploring the performing arts
Component 2: Developing skills and techniques
Component 3: Responding to a brief (externally assessed)

How will the course help me in the future?
● Get a taste for what it's like to be a professional dancer
● Develop skills and techniques
● Consider how practitioners adapt their skills for different contexts and put this into practice in a performance
● Gain physical, interpretive, vocal and rehearsal skills
● Investigate how practitioners create and influence what is performed
● Discover performance roles, skills, techniques and processes.

Which member of staff should I contact for more information?
Miss Lingard
PERFORMING ARTS: DRAMA

BTEC - Technical Award, Level 2
Examination Board: Edexcel

What will I study?
This demanding and expressive subject will encourage you to develop your creativity, focusing on practical work reflecting theatre practice. It will develop skills that supports progression to further study within this sector. The course engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. The course builds in as much opportunity as possible for students to do what they like best – participate in performance. Students can choose to develop as a performer or as a designer or as both performer and designer. Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. Transferable skills students learn are to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts.

How is the course assessed?
Unit 1: Exploring the performing arts: Studying three play texts
Unit 2: Developing skills and techniques: Performance
Unit 3: Responding to a brief: Devising own performance

How will the course help me in the future?
Careers in drama range from drama teaching (both within and outside education), drama therapy, outreach work within the community and occupations within the performing arts industry such as:
- Performer
- Director
- Designer
- Make up design
- Costume design
- Producer

Which member of staff should I contact for more information?
Mrs Kelly
PHOTOGRAPHY

BTEC LEVEL 1 & 2 Tech Award in Art & Design Practice

What will I study?
The qualification is the same size as a GCSE and is ideal if you are interested in developing your skills and finding out about future career opportunities. You will explore some of the key areas within the creative industries, learning how to address the needs of clients by ensuring that your art and design work meets the requirements of a creative project brief.

In the first year you will start by working on Component 1 [Generating Ideas in Art and Design]. This is a chance to explore a wide range of artists/photographers/designers and use their work as inspiration for your own. You will explore the ideas generation process informed by investigation and exploration. The project is a really fun way to start exploring ideas, learning key skills and preparing you for the final task in Year 11. You will be responding to a brief requiring a specific final outcome. In Photography, you will be learning the rudiments of Portraiture through the process of understanding a range of camera skills and digital manipulation techniques. You are able to explore a range of desired outcomes through either traditional print based or something more installation based if you find you are more suited to a Fine Art Photographic style.

Component 2 [Develop Practical Skills in Art and design] is completed across Year 10 and Year 11. You will follow a technical brief to produce a specific outcome. This will be broad enough to allow for a range of different skillsets. Having developed a sound understanding of camera and technical skills in Component 1, you will go on to develop this and your manipulation techniques further by exploring a more abstract light based project. Light drawings and light graffiti is always a popular choice but you will find your conceptual knowledge will have developed significantly from Component 1, allowing you to respond to the theme Light in an area that interests you most and plays to your strengths as a Photographer. You will then apply the development process using specialist materials, skills and techniques. You will continuously review and improve skills providing evidence as you go.

Component 3 takes place in Year 11. You will be provided with a client brief to which you respond with art and design work and a portfolio. There is a supervised assessment element to this which is completed over a 12 week period timetabled by Pearson.

How is the course assessed?
You will carry out tasks and projects throughout the course and your teacher will mark these, giving regular feedback. Towards the end of the course your knowledge will be assessed through a task that is set and marked by Pearson. Components 1 and 2 will be completed in Year 10 and Year 11. Component 3 will be completed in Year 11. The final outcome for the externally set task is completed in exam conditions within the classroom. Marks will range from a Level 1 Pass up to a Level 2 Distinction and you will be marked on all of the 3 components.

Which member of staff should I contact for more information?
Mrs Furnell, Mrs Rose, Mr Reavill or Miss Wyatt
SPANISH

GCSE
Examination Board: AQA

What will I study?
Compulsory topics will be linked to identity and culture; local, national international and global areas of interest; and current and future study and employment.

How is the course assessed?
Papers will be tiered, with 25% assessment weightings per skill.

Speaking - is assessed by a single final spoken examination at the end of the course.
Writing - is assessed by a single final written examination at the end of the course.
Listening - students will either sit a final foundation or higher tier listening paper.
Reading - students will either sit a final foundation or higher tier reading paper.

The writing examination will now also include short translation passages and some authentic literary texts. There will no longer be any controlled assessment. All papers will be set and marked by the awarding organisation.

How will the course help me in the future?
Knowledge of a foreign language is fast becoming an essential requirement for many employers today who are competing in a global market. Learning a second language will greatly improve your job prospects and give you the edge over other candidates. Learning Spanish opens up a wealth of opportunities for future work and travel. English is simply not enough anymore.

Which member of staff should I contact for more information?
Mrs Bennett
TEXTILES

BTEC LEVEL 1 & 2 Tech Award in Art & Design Practice

What will I study?
The qualification is the same size as a GCSE and is ideal if you are interested in developing your skills and finding out about future career opportunities. You will explore some of the key areas within the creative industries, learning how to address the needs of clients by ensuring that your art and design work meets the requirements of a creative project brief.

In the first year you will start by working on Component 1 (Generating Ideas in Art and Design). This is a chance to explore a wide range of artists/photographers/designers and use their work as inspiration for your own. You will explore the ideas generation process informed by investigation and exploration. The project is a really fun way to start exploring ideas, learning key skills and preparing you for the final task in Year 11. You will be responding to a brief requiring a specific final outcome. In Textiles this will normally be something like an item of clothing or a wall hanging with lots of scope for being creative!

Component 2 (Develop Practical Skills in Art and Design) is completed across Year 10 and Year 11. You will follow a technical brief to produce a specific outcome. This will be broad enough to allow for a range of different skillsets. You will have a chance to apply your new skills (applique/fabric manipulation/freehand embroidery/embellishing/fabric painting/garment construction etc) and create something really exciting. You will apply the development process using specialist materials, skills and techniques and review and improve skills providing evidence as you go.

Component 3 takes place in Year 11. You will be provided with a client brief to which you respond with art and design work and a portfolio. There is a supervised assessment element to this which is completed over a 12 week period timetabled by Pearson.

How is the course assessed?
You will carry out tasks and projects throughout the course and your teacher will mark these, giving regular feedback. Towards the end of the course your knowledge will be assessed through a task that is set and marked by Pearson. Components 1 and 2 will be completed in Year 10 and Year 11. Component 3 will be completed in Year 11. The final outcome for the externally set task is completed in exam conditions within the classroom. Marks will range from a Level 1 Pass up to a Level 2 Distinction and you will be marked on all of the 3 components.

How will the course help me in the future?
The skills developed through an education in art and design are integral to many roles within (but not exclusive to) the creative sector. Advertising and marketing, arts and film, TV and radio, fashion and design, and museums/galleries are all part of this thriving economic sector, which is now worth over £92bn. The creative industries’ contribution to the UK is growing at twice the rate of the economy. The sector now makes up more than five per cent of the UK economy’s GVA. A creative option choice could open up so many doors in the future!

Which member of staff should I contact for more information?
Mrs Furnell, Mrs Rose, Mr Reavill or Miss Wyatt