



The Key Stage 4 Curriculum
For academic year September 2019

**KS4 Option Choice Booklet
for Year 8 Students**

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Introduction

When your child begins Year 9 in September 2019, they will be embarking on a very important phase of their education, namely the three years to GCSE (Key Stage 4).

This booklet will give you an overview of the Key Stage 4 curriculum and details about the individual subjects that students are able to study.

The majority of a Key Stage 4 student's time is spent on the Core Curriculum. It includes English, Mathematics, Science, Religious Studies, Core Physical Education and Personal, Social and Health Education (including Citizenship, Careers and Work Experience).

The options curriculum takes up most of the rest of the time and here students will choose Geography, History, Spanish or Computer Science in order to meet the Government's requirements for the Progress 8 measure, as well as choosing 2 additional options from an extensive range of subjects. Many of the subjects continue from Key Stage 3, but some new subjects such as Business Studies, Health & Social Care and Sociology also become available.

We ask that you and your son/daughter consider the choices very carefully and select a range of subjects which is as broad and balanced as possible.

Whilst we endeavour to ensure that we meet the choices of each individual student, this cannot be guaranteed and will be dependent upon the combination of choices made and, if only small numbers of students opt for particular subjects, the viability of the course. Potentially not all the options subjects described in this booklet will be able to run – this will depend on the numbers of students that are interested in them.

Please make good use of the Year 8 Options Evening, where staff from the different option subjects will be able to offer advice.

I wish your son/daughter every success in Key Stage 4.

P Cooper



Principal

The Key Stage 4 Curriculum

The curriculum at Key Stage 4 (Years 9 to 11) is made up of Core Subjects, Option Subjects and Enrichment. All students study Core Subjects and Enrichment, while some freedom of choice is offered in the range of Option Subjects that are available.

The Core Subjects

All students must study these courses in Years 9, 10 and 11:

English Language and English Literature	Full course (2 GCSEs)
Mathematics	Full GCSE course
Science. Students will either study the Combined Science or the Triple Science (3 Separate Sciences) - entry for Triple Science will be decided in Year 10.	Combined Science (2 GCSEs) or Separate Sciences (3 GCSEs)
Religious Studies	Full GCSE course
Core Physical Education	Non-examination
PSHCE and Enrichment	Non-examination

The Option Subjects

Students are required to choose the equivalent of THREE subjects, **at least one of which must be Geography, History, Computer Science or Spanish.**

Single Award GCSE/Vocational subjects:

Art	Art: Textiles	Business
Business and Enterprise (VCERT Level 2)	Computer Science	Design and Technology
BTEC Performing Arts Acting	Geography	Hospitality and Catering (Vocational Award)
History	Health and Social Care (Technical Award)	Music (Level 2 Certificate)
Physical Education	Spanish	

Options Advice

The choice of subjects to be followed in Key Stage 4 is an important and occasionally difficult decision. There are several ways in which we seek to help to support students and parents/carers in this process:

- Students should choose a broad range of subjects (depending on where they appear within the option blocks), hopefully ones they are interested in and ones they are good at or have had some success in.
- New subject areas that are available in the KS4 curriculum. Information from these should be studied to see if they are possible choices.
- The use of assessment information when making choices as certain methods suit some students more than others, i.e. check what % of the final mark is for coursework and how much is assessed by examination.
- Finally, students should **NOT** be influenced by the choices of their friends. They might not end up in the same group anyway!

The main sources of information for students and parents/carers are:

- This "KS4 Option Choice Booklet" gives written information on all the available subjects. It is a very important document and parents/carers and students are encouraged to study it in detail.
- The Year 8 Options Evening is on **Thursday 10th January 2019 at 6pm**. Subject staff will be available to discuss the content of their GCSE course and offer advice with regard to a student's suitability for that course in Key Stage 4.

A summary of the key dates is therefore:

THURSDAY 10th JANUARY 2019 : **Year 8 Options Evening (6pm – 7.30pm)**

14th – 18th JANUARY 2019 : **Individual student interviews**

TUESDAY 29th JANUARY 2019 : **Year 8 Parents' Evening (4.30pm -6.30pm)**

FRIDAY 1st FEBRUARY 2019 : **DEADLINE for Choices Forms to be completed online.**

The academy will do its very best to ensure that students get their first choice of subjects, **but not all combinations can be guaranteed (these are dictated by the option blocks), and sometimes courses may have to be withdrawn if insufficient numbers of students choose them.**

There are many difficulties involved in making these important option choices, and if you would like any further help in this process, please do not hesitate to contact Miss Cole.

A Summary of the Academy Policy on the Entry of Students for External Examinations

The general policy of the academy is to enter all students for as many external examinations as possible, always bearing in mind the ability of the individual to cope with wide ranging studies in a large number of subjects. At Bishop Young Academy, this usually means 10 to 12 GCSE or Vocational subjects.

Decisions regarding individual subject entries are normally made in the January of the examination year.

The guidelines used are:

- That students should have appropriately high levels of attendance throughout the course (95% is used as a benchmark).
- That where appropriate, students have successfully completed their “mock” examinations and controlled assessments.

The final decision not to enter a student for a particular examination or subject will be taken by the Principal and communicated to the student’s parents/carers. Where the academy indicates its intention not to enter a student for an examination, parents/carers may request entry if they are prepared to meet the costs involved.

We understand that there may be a small number of our students within the cohort who will need to have an altered curriculum timetable in order to best cope with their learning needs. As a senior leadership team, we will look at each student on an individual basis. Should you feel your child may need this alternative curriculum, please feel free to contact us to discuss the choices further.

The Core Curriculum

English Language and English Literature

Subject Leader: Mr M Gordon-Jarrett

Exam Board: AQA

Course title and type of qualification: English Language and English Literature GCSE

What will I learn?

In English Language and Literature you will build on the skills you've already learned in Key Stage 3 by reading a wide range of prose and poetry and improving your ability to understand and compare the ways that different writers use language. You will use knowledge gained from wide reading to inform and improve your own writing and learn how to adapt language to suit different purposes and audiences, with a focus on using Standard English appropriately. You will acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology. You will greatly benefit from the transferable skills learnt across the two subjects.

How will I be assessed?

English Language

This will be assessed by two exams at the end of the course. Students' speaking skills will be assessed but, as with current GCSEs, will not contribute to the overall grade. The assessment will be marked by teachers and reported separately, alongside the qualification grade on the certificate. Twenty per cent of the marks for the written exams will be allocated to accurate spelling, punctuation and grammar. The GCSE will continue to explore fiction and non-fiction texts and you will show your ability to write for different purposes.

English Literature

This will be assessed by two exams at the end of the course. Five per cent of the marks will be allocated to accurate spelling, punctuation and grammar. You will study a Shakespearean play, a 19th Century British Novel, a modern play and an anthology of poems centred on the theme of love or power.

What could I move onto?

The English Language GCSE is a core GCSE and is essential when applying for a whole range of Post-16 options, from A Levels to apprenticeships and further education courses and employment. Regardless of what the specialist area may be, English is regarded as a vital qualification. English Literature is increasingly important, with it now being counted as a 'headline subject' across all schools in England.

English Literature is still held in high esteem by those in both further and higher education and the GCSE opens the door to further study of classic and contemporary literature. There is a prestige to an English Literature degree that is recognised worldwide and the GCSE can be the start of the journey towards this qualification.

Mathematics

Subject Leader: Mr H Gowland
Exam Board: Pearson Edexcel
Course title and type of qualification: Mathematics GCSE

What will I learn?

Mathematics is a compulsory subject at Key Stage 4, and is compulsory for all students at KS5 who do not achieve at least a grade 4 in Key Stage 4.

All students will take the exam in GCSE Mathematics or will take the Entry Level Certificate in Mathematics. The syllabus covers the areas of Number and Ratio, Algebra, Geometry and Measure, and Statistics and Probability.

It is the aim of the Mathematics department to prepare students for life, to improve their problem solving skills, and to extend their Mathematical knowledge. The way in which Mathematics is examined has changed, and all students will take the new syllabus and exam.

For many years, GCSE Mathematics has been assessed with grades A*-G. The grades now used are 9 (highest) to 1 (lowest).

The course is taught and examined in two tiers, Foundation and Higher. There will be significant proportion of non-structured and problem solving questions in the exam which, for most students, represents an increase in difficulty from Key Stage 3.

How will I be assessed?

The Mathematics GCSE will be assessed by three written papers at the end of Year 11. Each paper is one and a half hours and one of them is non-calculator. There is no coursework in GCSE Mathematics.

The Entry Level Certificate qualification is assessed by an exam and timed tasks in Year 11.

What could I move onto?

Most courses after GCSE require a grade 5 in Maths or above at GCSE.

The new GCSE exam will provide a good platform to study AS or A Level Mathematics. The very brightest students can study Further Mathematics A/AS Level. We are also investigating the possibility of a new Level 3 qualification for those students who want to take their Maths further but do not want to do a full A Level, and more details about this will appear soon.

Presently, students who don't achieve grade 4 in Year 11 must continue with Maths at college. We expect that this policy will continue, with an increase in this threshold to grade 5 in the new system being the grade required for students to drop Maths after Key Stage 4.

A good grade in GCSE Mathematics is widely valued by all employers as it tells them you are good at problem solving.

Science

Subject Leader: Dr A Cunningham

Exam Boards: AQA

Course title and type of qualification: Combined Science covering Biology, Chemistry and Physics
GCSE

What will I learn?

The Science curriculum offers a range of pathways which enable **all** students to excel.

The pathway covers the prescribed programme of study for Science at KS4, as set out by the National Curriculum.

From Year 9, pupils will be prepared to sit an AQA Trilogy Combined Science qualification at the end of Year 11. This is a three-year course, which allows them time to fully embed, develop and apply the skills and knowledge that are required to be successful in their final Science examinations. This will lead to 2 GCSE Science qualifications.

Lessons will focus on delivering the content of Biology, Chemistry and Physics through theory based lessons. Other aspects of the skills, knowledge and understanding of How Science Works will be developed through investigative work using a 'practical enquiry' approach to the teaching. This course provides a good foundation for progression to traditional academic A Levels.

How will I be assessed?

Students are assessed against the specification as set out by AQA. The assessment consists of personalised assessments set by classroom teachers, end of unit tests and formal mock examinations that are sat by the entire cohort. Students will also be required to demonstrate understanding of 'How Science Works' through practical experiments.

What could I move onto?

Studying science will broaden your understanding of the world around you, may allow you to influence and develop accepted scientific knowledge, and will give you the skills needed to approach most matters in a reasoned and analytical manner. As such, it is a highly valued subject, helping students develop sought after, transferrable skills applicable to a huge range of areas. Key Stage 4 Science will provide students with the opportunities required for them to access A Level Science subjects or alternative Post-16 courses.

Religious Studies

Subject Leader: Mrs S Carmichael

Exam Board: AQA

Course title and type of qualification: Religious Studies GCSE

What will I learn?

Religious Studies is an ever-popular and relevant GCSE course, which covers a range of contemporary moral issues as well as addressing the fundamental questions of life. It is a subject that enables you to think for yourself about religious and moral issues in a critical and enquiring way. Students will be challenged with questions about belief, values, meaning, purpose and truth; enabling them to develop their own attitudes towards religious issues, reflect on their own faith and support the Christian ethos of the academy. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

All students follow a compulsory GCSE course in Religious Studies, elements of which start in Year 9. The course is taught in 4 lessons per fortnight and involves the study of 2 units:

Paper 1: The study of religions: beliefs, teachings and practices is taught from Year 9. Students will explore the beliefs, teachings and practices from a Christian and an Islamic perspective. Students will learn about the nature of God, the problem of evil and suffering, beliefs about the afterlife and their importance to religious believers today, as well as exploring different forms of worship, religious festivals and the role of the Church/Mosque in the local and worldwide community.

Paper 2: Religious, Philosophical and Ethical Issues is taught in Years 10 and 11. Students will study Christian and Muslim religious teachings to matters such as the nature and purpose of marriage, the origins of the universe, animal experimentation, medical issues (abortion and euthanasia), and war and violence in the contemporary world.

How will I be assessed? There is no coursework in GCSE Religious Studies. You will sit two exams at the end of Year 11. Each exam will last for 1 hour 45 minutes.

What could I move onto?

Religious Studies is an acceptable academic subject at all the major universities. At A Level Religious Studies is of interest to both Arts and Science students. It compliments other humanities subjects whilst providing a useful contrast to others, by introducing the ethical and philosophical issues and helping develop an enquiring, critical and reflective approach to the student's studies.

Students find the skills and knowledge gained in Religious Studies useful in careers such as law, journalism, social care, the army, child care, the police, probation work, counselling, teaching, nursing and leisure and tourism.

Additional Core Subjects

Core Physical Education

All students follow a compulsory core programme of Physical Education in Years 9, 10 and 11, covering a wide range of games and sporting activities. Students will have three lessons a fortnight and will be able to choose from a variety of options which include more traditional sports such as football and netball, as well as alternative sports such as trampolining, handball and Rock-it Ball. There will also be the opportunity for students to gain the Sports Leaders Level 1 Award and the Dance Leaders Level 1 Award.

Personal, Social, Health & Citizenship Education

Students will continue with PSHCE in Years 9, 10 and 11, through Drop Down Days when the usual academy timetable is suspended. Students cover areas such as careers education, personal finance, discrimination, emergency life support (Heartstart), knowing your rights and voting. The academy also provides a diverse range of aspects within the PSHCE curriculum to develop student confidence and educate them about all aspects and issues which they may encounter and face in daily their lives.

The Option Subjects

Art

Subject Leader: Mrs Penny-Whitworth
Exam Board: AQA
Course title and type of qualification: Art and Design GCSE

What will I learn?

At Bishop Young Academy we follow the AQA GCSE Art and Design specification which allows students to develop their ideas in drawing, painting, sculpture, printmaking, photography and collage/assemblage as their primary mediums. Students are very much encouraged to tailor their project ideas to their individual strengths and interests, resulting in work of a highly personal nature. In Years 9 and 10, students will be given the opportunity to extend their art skills by undertaking a series of practical workshops and assignments under several project themes. Students will be expected to support their classwork with regular homework assignments. Later in Year 10 and moving into Year 11, students will be developing their own projects based on broad starting points giving students the opportunity to develop their ideas into areas of strength and interest. Examples of previous projects have included:

The Everyday, Portraiture, Music, Natural forms, Emotions, Dance, Conflict, Urban Landscapes etc.

How will I be assessed?

Students are assessed against four equally weighted (25%) assessment objectives.

Assessment Objective 1 = DEVELOP – Develop your ideas relating your work to the work of other artists, designers or crafts people.

Assessment Objective 2 = REFINE – Refine your ideas through the experimentation and selection of appropriate materials and resources.

Assessment Objective 3 = RECORD – Record your ideas in the form that is appropriate to your artistic intentions including drawing, painting, photography, printmaking, sculpture.

Assessment Objective 4 = PRESENT – Present your ideas in the form of a final piece(s). This can be in any art material or combination of art materials.

Course Structure

The GCSE AQA Art and Design specification is split into two parts. Part 1 (Coursework) and Part 2 (Externally Set Task).

Coursework (60% of final grade) – Students must complete more than one project of work covering all four assessment objectives and present a selection of this work for internal and external moderation (AQA). The coursework unit is on-going from September in Year 10.

Externally Set Task (40% of final grade) – Students are presented with a range of starting points to use as inspiration for their own art project. Students must ensure that they cover all four assessment objectives in the development of their project ideas. Students complete their final piece over a two day period where they are off timetable working in the Art department.

What could I move onto?

Whether you chose to pursue a career in Art or not, the subject offers much in terms of skills that you acquire and develop which are highly sought after by colleges and employers alike. In a world where even the most complex factual information is merely a click away, the ability to conceive and develop an idea with originality is highly prized.

The traditional pathway for students wishing to pursue their interest in Art and Design is to enrol on an A Level course and then onto an Art Foundation course post-18 before starting an undergraduate degree.

The skills that students gain from studying Art lead naturally to career paths including: Artist, Art Teacher, Fashion Designers, Web Designers, Illustrators, Photographers, Jewellery designers, Arts therapist, Arts worker, Animators, working in the film industry, careers in Marketing and Advertising and many more.

Business

Subject Leader: Mrs Major
Exam Board: AQA
Course title and type of qualification: Business GCSE

What will I learn?

GCSE Business is a popular GCSE subject at Bishop Young Academy. It is also a new subject to choose if you want a change from some of the subjects that you are used to.

Business Studies is an examination of the business world. If you choose to study this you will look at real businesses and see how they operate. You will learn what it takes to be an entrepreneur, how to set up a business and make it a success. Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

During this course you will study the following topics:

- How to be an entrepreneur.
- How to put a business idea into practice.
- How businesses meet customer needs.
- How to manage business finance
- How to manage people in business.
- How to manage marketing in business
- How to manage operations and production in business

How will I be assessed?

Examination: You will sit two written papers at the end of Year 11.

What could I move onto?

If you are contemplating a career in Accountancy; Banking; Local or Central government; Law; Journalism or something similar, then you will find the economics element of this course useful. Or if you can see yourself setting up your own business one day, then having knowledge of how businesses work coupled with a basic knowledge of how the economy works is invaluable.

You could choose to continue your study of Business at A Level and Applied A Level or you could choose to pair this subjects such as Economics at A Level. You could use your knowledge of how businesses work to support your studies in other subjects at GCSE and Post-16.

Also, because any organisation you will work in can be classed as a business, any knowledge you have of how businesses are run, how the different departments in a business are organised, the people who work in a business and what they do are all valued by employers. So you could use your business skills to get straight into work; onto an apprenticeship scheme or simply to get a part time job when you are old enough.

Business And Enterprise

Subject Leader: Mrs Major

Exam Board: NCFE

Course title and type of qualification: VCERT LEVEL 2 TECHNICAL AWARD IN BUSINESS AND ENTERPRISE

What will I learn?

The NCFE Level 2 Technical Award in Business and Enterprise is designed to provide pupils with the skills, knowledge and understanding of the applied study of good business and enterprise practices and an understanding of working in the sector.

Pupils will gain a broad understanding of Business and Enterprise including the following:

- Entrepreneurial characteristics and business aims and objectives
- Legal structures, organisational structures and stakeholder engagement
- The marketing mix, market research, market types and orientation types
- Internal and external influences on business
- Research, resource planning and growth for business
- Human resource requirements for a business start-up
- Sources of enterprise funding and business finance
- Business and enterprise planning.

How will I be assessed?

40% Weighting Externally Assessed: Written Examination (externally marked) – Taught in Year 9 and 10. Examination will take place in November of Year 11 with a resit opportunity on March

60% Weighting Internally Assessed: Synoptic Project (externally quality assured) – Taught in Year 11

What could I move onto?

If you would like a career in advertising, banking, retail, management, ICT, Law or even setting up your own business one day then this is a good choice for you now.

You could choose to continue your study of Business at A Level and Applied A Level in the sixth form. You could use your knowledge of how businesses work to support your studies in other subjects at GCSE and Post-16.

Also, because any organisation you will work in can be classed as a business, any knowledge you have of how businesses are run, how the different departments in a business are organised, the people who work in a business and what they do are all valued by employers. So you could use your business skills to get straight into work; onto an apprenticeship scheme or simply to get a part time job when you are old enough.

Computer Science

Subject Leader: Mrs Murphy

Exam Board: OCR

Course title and type of qualification: Computer Science GCSE

What will I learn?

The UK is experiencing a lack of well qualified computing professionals; businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

You will gain a comprehensive understanding of how modern computing technology works and learn how to create applications that operate in today's web enabled environment and run on Mobile devices.

Building on what you have covered in Years 7 & 8 you will learn how to design and write computer applications using the fundamental concepts around writing object orientated programs.

You will also learn:

To use constants, variables, data types and structures, program flow control including algorithms, procedures, functions and the scope of variables. Data representation, error handling and the use of external data.

The essential elements of computer structure, systems and hardware. The use of CPU (Central Processing Unit), memory and secondary storage. Network structure including client server models and web application concepts.

All about database concepts including query methods (SQL) and connecting to databases from web based applications with the use of PHP. The software development life cycle including prototyping and application testing.

How will I be assessed?

Students will be assessed over 3 units.

Unit 1 - Computer systems, 1 hour and 30 minutes. Written paper 40% of total GCSE.

Unit 2 - Computational thinking, algorithms and programming 1 hour and 30 minutes. Written paper 40% of total GCSE.

Unit 3 - Programming project Totalling 20 hours. Non-Exam Assessment (NEA) 20% of total GCSE.

What could I move onto?

This course will provide excellent progression to A Level Computer Science and into Vocational ICT courses. These provide progression to degree level courses in the areas of computing, engineering and science. Whilst this specification is not specifically mapped to any particular industry standard IT qualifications it will provide a sound preparatory basis of study for them. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

Design and Technology

Subject Leader: Mrs H Penny-Whitworth

Exam Board: Edexcel

Course title and type of qualification: Design and Technology GCSE

What will I learn?

GCSE Design and Technology provides students with an exciting opportunity to build upon KS3. The main focus of this course is to equip students with the knowledge, understanding, and skills required to design and manufacture products using resistant materials (woods, metals and plastics).

Students will be able to:

- Develop their design skills with a focus on technical drawing and computer aided design
- Use resistant materials, and tools and equipment in a safe and competent manner
- Develop analytical and research skills
- Evaluate their own work, develop ideas and learning through the design process
- Develop an understanding of health and safety considerations in a workshop environment
- Develop communication skills through a range of media.

How will I be assessed?

Unit 1: Written exam (1 hour 45 minutes) worth 50% of GCSE- Core technical principles and **one** material category (Metals, Papers and boards, Polymers, Systems, Textiles and Timbers).

Unit 2: Design and make task (30–35 hours approx.) worth 50% of GCSE

Students will complete an internally assessed controlled assessment in the form of a design and make project. Students will be set an open brief and be expected to investigate, design, manufacture a Prototype and evaluate the final product.

What could I move onto?

Design and technology can set you up for a career in a wide variety of industries such as product design, engineering, architecture, information technology and can also act as a complimentary subject to Art, Fashion and Textiles and Hospitality and Catering.

This qualification will support students to move on to any qualification in the areas of Resistant Materials at KS5. Often students that study the Design Technology GCSE go on to further their education by studying for A/AS Level Product Design at College or seek apprenticeships within the subject field.

Art Textiles

Subject Leader: Miss J Wright

Exam Board: AQA

Course title and type of qualification: Art Textiles GCSE

What will I learn?

The course will allow you to develop your drawing, painting, designing and sewing skills. This course is extremely creative and students are able to focus on their strengths and develop these skills throughout the course.

Students will learn how to:

- Use textiles and fabrics, and tools and equipment in a safe and competent manner
- Develop analytical and research skills
- Evaluate their own work, develop ideas and learning through the design process
- Develop an understanding of health and safety considerations in the textiles environment
- Develop communication skills through a range of media.

How will I be assessed?

Students are assessed against four equally weighted (25%) assessment objectives.

Assessment Objective 1 = DEVELOP – Develop your ideas relating your work to the work of other artists, designers or crafts people.

Assessment Objective 2 = REFINE – Refine your ideas through the experimentation and selection of appropriate materials and resources.

Assessment Objective 3 = RECORD – Record your ideas in the form that is appropriate to your artistic intentions including drawing, painting, photography, printmaking, sewing.

Assessment Objective 4 = PRESENT – Present your ideas in the form of a final piece(s). This can be in a mixture of fabrics along with art materials.

Course Structure

The GCSE AQA Art and Design specification is split into two parts. Part 1 (Coursework) and Part 2 (Externally Set Task).

Coursework (60% of final grade) – Students must complete more than one project of work covering all four assessment objectives and present a selection of this work for internal and external moderation (AQA). The coursework unit is on-going from September in Year 10.

Externally Set Task (40% of final grade) – Students are presented with a range of starting points to use as inspiration for their own art project. Students must ensure that they cover all four assessment objectives in the development of their project ideas. Students complete their final piece over a two day period where they are off timetable working in the Art department.

What could I move onto?

This qualification will support students to move on to any qualification in the areas of textiles, fashion or art at KS5.

Performing Arts

Subject Leader: Mr Appleby

Exam Board: Edexcel

Course title and type of qualification: BTEC Tech Award in Performing Arts

What will I learn?

The course is made up of three components: two that are internally assessed and one that's externally assessed.

The 3 units of the BTEC are:

Exploring the Performing Arts

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer.

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 1, students will:

- explore performance styles, creative intentions and purpose
- investigate how practitioners create and influence what's performed
- discover performance roles, skills, techniques and processes.

Developing Skills and Techniques in the Performing Arts

Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 2, your students will:

- take part in workshops, classes and rehearsals
- gain physical, interpretative, vocal and rehearsal skills
- apply these skills in performance
- reflect on their progress, their performance and how they could improve

Performing to a Brief

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of total course

To achieve this aim, students will:

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report

How will I be assessed?

NB although practical assessments are carried out in groups, all grades are given individually to students for their achievements NOT to the group as a whole.

Students are assessed either as a:

- Pass
- Merit
- Distinction
- Distinction*

Most of the assessment is marked internally by your teacher, evidenced through process, performance, written evidence and evaluation. This will take place over the course of Year 10 and Year 11. Students beginning study in Year 9 will use this year as preparation for assessment and mock assessments.

What could I move onto?

The BTEC Tech Award is a practical introduction to life and work in Performing Arts, so students can develop their understanding of the sector and see whether it's an industry they'd like to be in. As they're designed to be taken alongside GCSEs, with a BTEC Tech Award, students have the opportunity to apply academic knowledge to everyday and work contexts, giving them a great starting point for academic or vocational study post-16, as well as preparing them for future employment.

Drama has many transferable skills to aid progression with various education/career choices as it also develops skills for work requiring a high level of confidence, these skills include: self-management, team working, business awareness and customer awareness, problem solving, communication and presentation. Previous students have found careers in Advertising, Design, Law, Health Promotion, Medicine, the Police Force, Radio, TV, Teaching and, of course, Theatre.

Hospitality and Catering

Subject Leader: Miss J Wright

Exam Board: WJEC

Course title and type of qualification: WJEC Level 1/2 Vocational Award in Hospitality and Catering

What will I learn?

Working in food or cookery requires a passion for food, an understanding of how it impacts on the body and a wide range of culinary skills.

Students who study in this field will develop transferable skills such as planning, communication, problem solving and health and safety practices. Studying this qualification in Hospitality and Cookery will help pupils understand the sector and work on their own skills in a practical, hands-on way.

Students will learn to:

- Prepare and cook dishes using a variety of skills.
- Ensure a safe and hygienic working environment.
- Understand food and its functions in the body and in recipes.
- Understand the hospitality and catering industry and the roles available in these sectors.
- Plan and produce dishes suitable to be sold in a restaurant.

How will I be assessed?

The qualification will consist of internally assessed work which is 60% (unit 2) of the final grade and an externally assessed exam which is 40% (unit 1)

Unit 1

This exam relates to:

The hospitality industry

Health and safety

Nutrition

Unit 2

During this unit students will be required to analyse a brief, they must then research, plan and develop their own menu and create the final dishes in a practical exam.

What could I move onto?

Pupils who achieve the Hospitality and Catering qualification could progress to:

Diplomas in Professional Cookery or Travel and Tourism. Careers could include a chef, nutritionist, catering, food marketing, air hostess or hotel management.

Geography

Subject Leader: Mrs H Clarke
Exam Board: AQA
Course title and type of qualification: Geography GCSE

What will I learn?

The course will allow you to develop your knowledge of both Physical and Human Geography. You will also be given an opportunity to develop your Geographical skills.

You will study the challenges of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Alongside the subject content listed below, you'll also learn:

- How to recognise the different sides in debates and make decisions based on sound argument.
- How to undertake a fieldwork enquiry developing transferable skills in research, data collection, analysis and evaluation.
- How to communicate both verbally and in the written form so that you can including write reports and present data.
- How to work independently and within a team, considering different ideas and coming to an agreed consensus.

How will I be assessed?

Paper One: Living with the physical environment (Written exam: 1 hour 30 minutes)

Section A: The challenge of natural hazards

Section B: The living world

Section C: Physical landscapes in the UK

Paper Two: Challenges in the human environment (Written exam: 1 hour 30 minutes)

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

Paper Three: Geographical applications (Written exam: 1 hour 15 minutes)

Section A: Issue evaluation

Section B: Fieldwork

What could I move onto?

Geography can be used as a stepping stone to a variety of courses in Higher Education and many different careers; including environment management, planning, law, surveying, education, accountancy, business, social services, meteorology and engineering.

Health & Social Care

Subject Leader: Mr Coleman

Exam Board: AQA

Course title and type of qualification: Technical Award Health & Social Care

What will I learn?

This course is designed for students who have an interest in health and social care and wish to develop skills and learn the theory that can prepare them for further study and employment within this sector. It will particularly appeal to students who are looking for a course that is practical in nature.

Unit 1: Improving the well-being of an individual

Students will choose a client and carry out a range of testing techniques to measure and evaluate their health and then produce, implement and review a plan that will aim to make lifestyle changes that could improve their health. They will then review and evaluate the impact this plan has had on their chosen client.

Unit 2: Promoting healthy living

Students will research and evaluate existing health promotion campaigns and then plan and deliver their own health promotion campaign. This involves an element of creativity that learners will enjoy, particularly as they will have the freedom to choose the type of materials they produce, from posters or wall displays in schools to promotional videos or radio scripts. At the end, students will review and evaluate the success of their campaign.

Unit 3: Development through the life stages

Students will study the fundamentals of health and social care and acquire the knowledge required to carry out the two practical units. This knowledge will be relevant when considering future career choices and further study options. This unit covers:

- The stages and patterns of human growth and development
- Expected development at each life stage
- Life events
- Sources of support/services for life events
- Roles of professionals from the sectors who are involved in supporting life events
- Definitions of health and well-being
- Factors influencing health and well-being

How will I be assessed?

Unit 1 & Unit 2 are coursework based and are internally assessed; the coursework is worth 60% of the final mark.

Unit 3 is a written exam and is worth 40% of the final mark.

What could I move onto?

Health and Social Care is a subject that enables students to gain the knowledge and understanding that will open up a range of career opportunities including childcare, teaching, midwifery, nursing, occupational health, dietician, paramedic, social work, mental health services, and counselling.

History

Subject Leader: Mrs Murphy
Exam Board: Edexcel
Course title and type of qualification: History GCSE

What will I learn?

This is a new course that will allow students to learn about events from three different eras – Medieval, Early Modern and Modern. We will study the following periods:

Paper 1: Thematic study and historic environment:

Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.

Paper 2: Period study and British depth study:

Superpower relations and the Cold War, 1941–91
Henry VIII and his ministers, 1509–40

Paper 3: Modern depth study:

Weimar and Nazi Germany, 1918–39

How will I be assessed?

Paper 1: Thematic study and historic environment

Written examination: 1 hour and 15 minutes.

30% of the qualification. 52 marks (16 for the historic environment, 36 for the thematic study).

Paper 2: Period study and British depth study

Written examination: 1 hour and 45 minutes

40% of the qualification

64 marks (32 for the period study and 32 for the British depth study)

Paper 3: Modern depth study

Written examination: 1 hour and 20 minutes

30% of the qualification

52 marks

What could I move onto?

You could choose to continue with the study of History by taking AS in a Sixth form or at college. The skills learnt at GCSE History will also complement the study of subjects such as English Literature, Politics and Sociology. A GCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges and employers.

Music

Subject Leader: Mr Steels

Exam Board: RockSchool (RSL)

Course title and type of qualification: Level 2 Certificate in Performance/Technology and Composition for Music Practitioners

What will I learn?

The aim of these qualifications is to provide learners with the knowledge and range of skills needed to progress them towards being able to operate successfully as performing musicians and producers/composers.

Learners will:

- Demonstrate knowledge of theoretical and contextual issues relating to music style, audience and the music industry;
- Perform effectively on their instrument/voice;
- Rehearse and display musicianship skills in a number of professional scenarios;
- Initiate and develop repertoire;
- Understand relevant aspects of music technology.

Through developing the skills, knowledge and understanding outlined above, learners are provided with the basis for further development with the ultimate aim being the creation of a musician with the knowledge and skills-set to be able to perform and record music in a professional capacity (i.e. be a recording and performing artist). The core units together with the optional units selected have been carefully chosen to reflect these aims.

The broad objectives are:

- To focus delivery and assessment on knowledge and understanding together with practical music making and music production through learner centred activity;
- To make the qualifications relevant to a wide variety of applications from FE provision through to schools and Youth and Creative Apprenticeships and e-learning;
- To use the principles and skills needed in the creation and performance of popular music to equip learners with transferable skills;
- To embed transferable skills and key skills into the qualifications.

How will I be assessed?

The qualifications are 40% externally assessed and 60% internally assessed. The externally assessed core unit takes the form of a timed assessment under controlled conditions based on an assignment set and marked by RSL. The remaining units are optional units and are internally assessed (i.e. staff in centres provide assessment opportunities for, and assess the work produced by learners).

What could I move onto?

Learners completing Level 2 to RSL's suite of Level 3 qualifications for Music Practitioners.

Those who choose to progress to a RSL Level 3 qualification for Music Practitioners will develop the skills to progress straight into the music industry. Typical employment progression is to areas such as performing /recording artist, music producer, composer, music entrepreneur or industry professional.

These qualifications offer specialised learning opportunities that can be accurately matched to the specific career sector in the music industry, and further/higher education courses. Employment opportunity in the music industry is centred on self-employment or small-team operations rather than contracted employment with large companies and organisations. Alternatively, learners can progress to higher education courses such as degrees in popular music, music technology, music composition and music business.

Physical Education

Subject Leader: Mr O'Loughlin

Exam Board: Edexcel

Course title and type of qualification: Physical Education GCSE

What will I learn?

GCSE Physical Education(PE) is an ideal course for students who enjoy physical education and have a strong interest in the world of sport and exercise.

We use Edexcel syllabus for GCSE PE. It is made up of two main areas: practical and theory. Students submit 3 different practical activities that count towards their final grade. Their practical grades must be taken from two different types of activities: At least two activities must be a team or individual sport with the third a chose between a team or individual sport.

Students work on improving their practical grades in practical lessons throughout the course. Candidates can be assessed in sports that they do not do in school.

The theoretical element is comprised of a variety of different sections including topics.

Some examples of the topics we cover are:

- Training
- Diet
- School influences
- Emotional health and wellbeing
- Cultural and social factors
- The media
- Competitions
- Sport psychology
- Anatomy and physiology

Due to the nature of the course, students are expected to have a sound level of understanding and knowledge of rules and tactics of games / activities. Students should also have some level of involvement in extra-curricular sport within, or outside of school.

How will I be assessed?

Candidates will sit two exams at the end of the course that is 1 hour 45 minutes and 1 hour 15 minutes long and is worth 60% of their total mark. The exam is made up of multiple-choice questions, short answer questions and a scenario-based question. The result of this exam is worth 60% of their total mark.

The practical assessment is made up of 30% as stated above by performing in three sports. The final 10% is coursework based with students required to complete a personal exercise programme on student's physical fitness. Students will also be required to complete a six-week training programme focussing on specific components of fitness to improve.

What could I move onto?

The course has a clear transition route from GCSE PE to A Level PE or Level 3 BTEC (Sport) at Sixth Form. This is a fantastic course for students who are thinking about a career in sport or other sports-related careers such as physiotherapy, dieticians and nutritionists, psychologists etc.

Medical degrees value A Level Physical Education due to the high content of anatomy and physiology. Therefore, if students are thinking of a career in the medical professions, the GCSE in PE is a good stepping stone.

Spanish

Subject Leader: Mrs C Davison-Culmer
Exam Board: AQA
Course title and type of qualification: Spanish GCSE

What will I learn?

The topics covered in GCSE Spanish are as follows:

Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in Spanish speaking countries/ communities

Theme 2: Local, national, international and global areas of interests.

- Home town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future studies and employment

- My studies
- Life at school
- Education Post-16
- Jobs, career choices and ambitions

You will gain a wide range of vocabulary and structures. You will be able to understand and discuss issues and opinions, and give full descriptions and accounts. Students will develop skills such as translation, responding to spoken and written language, role play, spontaneous speaking and essay writing.

How will I be assessed?

There are four final exams at the end of the course and the grades used will be 9 (highest) to 1 (lowest).

Unit 1: Listening 25% of the marks.

Unit 2: Reading 25% of the marks.

Unit 3: Speaking 25% of the marks.

Unit 4: Writing 25% of the marks.

Students can be entered either for either Foundation level (Grades 1-5) or Higher level (Grades 4-9.)

What could I move onto?

With over 330 million native speakers (and 500 million speakers in total,) Spanish is the third most spoken language in the world today. Studying a language at GCSE is not just an academic subject, it is a skill for life. Languages are an incredible asset in the world of Business, Law and Tourism. They will give you excellent career options in today's international market. Knowledge of another language makes you more employable and stands out in a job application. The best universities require applicants to have a good grade in a language GCSE. Britain is currently desperately short of linguists so a GCSE language will make you stand out from the crowd. With languages, the world is your oyster!

PSHCE / Careers Education and Guidance

PSHCE Co-ordinator: Mr Berry

Careers Programme

Careers modules are included in the PSHCE programme for all year groups. The purpose of careers lessons is to help students consider their own personal and social development, to enhance their decision-making skills and to promote a realistic awareness of the adult world and the changing pattern of work. By the end of Year 11, it is expected that students will have a good grasp of the range of educational, occupational and vocational opportunities available to them.

Careers lessons include the following:-

Year 9

Students will look at personal skills and qualities, subjects available and what the GCSE includes, ways of finding out information about subjects and careers including the careers choices software called Kudos which uses information about individual's skills, qualities, areas of interest etc. and selects 20 suitable occupations taking these areas into account.

Year 10

Students will have the opportunity to attend a careers interview with Mel Craven. In July, the academy organises a Careers Fair where a number of local employers will come into school to talk to students about the range of occupations in their companies. This will enable students to start to think about their future and life after Year 11.

Year 11

The Autumn term of Year 11 includes a module on the exploration of progression routes at 16+. Through careful guidance from teachers, careers advisors and parents, students should be able to make informed decisions about their future after compulsory education. Students will be given information about how to apply for our sixth form including how to write a personal statement and will be shown how to apply for further education at other establishments.

Careers Advice

Our Careers Adviser Mel Craven, is in school five days a week and is available at break and lunchtimes to all year groups who may wish to discuss careers ideas. In Years 10 and/or 11 students have an interview with the Careers Adviser who guides them towards realistic careers ideas. She provides up-to-date information and practical help and parents/carers are invited to attend these interviews. In addition, students will be provided with all the information required about choices at Post-16.

KS4 Life Enrichment and Empowerment Programme

Enrichment Co-ordinator: Mrs Appleby

During all 3 years of Key Stage 4, students will have some curriculum time every week to undertake the Life Enrichment and Empowerment Programme (LEEP). The programme is designed to give students the opportunity to develop skills, knowledge and experiences that will better equip them for their future Post-16. These will include:

The Archbishop's Young Leaders Award (Years 9 and 10)

This is an exciting scheme that focuses on the development of leadership skills linked to various practical challenges. Developed by the Archbishop of York Youth Trust, the Key Stage 4 version of The Young Leaders Award is an excellent way of adding great value to a student's 'leaving school' CV! Spread over two years and covering ten modules about leadership, students build up a portfolio of evidence to achieve an accredited award.

Each module begins with 3-4 skills based teaching sessions before launching into an 'apprentice style' challenge relating to the relevant leadership topic. After the challenge is completed the group review the task and also have one-to-one mentoring sessions with staff in order to help them become reflective practitioners and develop their leadership skills further. Each leadership challenge that the group undertakes will vary in each module and the students should be encouraged to take the lead in this area.

There are no formal papers to take and essays to write but completion of classroom work is essential. Students are expected to be fully involved in the classroom sessions and out of school activities, but what is most important is seeing what it is that they have done in their leadership challenges.

Each student will be provided with a leadership journal for them to use to plan their work in and they will be expected to build up a portfolio of evidence around each leadership challenge and especially the ones which focus on making a positive difference in their local community. This might include photos, diary entries, letters, planning sheets, video footage etc. The academy will send the Trust a selection of portfolios as evidence of the students' work before they are awarded with the Young Leaders Award badge and certificate.

As an academy we feel it is crucial to help empower our students to become confident members of a team, develop their leadership skills and confidence with working with others; in order to make them stand out from the crowd during interviews and university applications.

Enrichment/Extra-curricular Opportunities

There will be time for students to choose from a variety of enrichment activities to complement their academic studies. The Extra Curricular Booklet is available within the academy and we recommend our students to attend the clubs they feel will benefit their interests and enhance and support their learning.

Additional English/Maths

Students who are not making expected progress in these vital subject areas will have the opportunity for additional support in English or Maths as they approach their exams in Year 11.

For your notes:

A brief summary:

Compulsory Subjects:	Must choose one Ebacc GCSE:	Choose another 2:
English Language & English Lit Mathematics Science Religious Studies Core PE (non - qualification) PSHCE & Enrichment (non - qualification)	Computer Science Geography History Spanish	BTEC Performing Arts Acting GCSE Art GCSE Art: Textiles GCSE Business GCSE Computer Science GCSE Design Technology GCSE Geography GCSE History GCSE PE GCSE Spanish VCERT Level 2 Tech Award Business And Enterprise Level 2 Certificate Music Tech Award Health and Social Care Vocational Award Hospitality and Catering