



Northampton Academy
The best in everyone™
Part of United Learning

GCSE Options Booklet 2024



ACE School of
CHARACTER

Respect ■ Determination ■ Ambition ■ Tolerance ■ Integrity

CHOOSING YOUR OPTIONS

INTRODUCTION

This document is designed to provide information and guidance for students and parents/carers to make informed decisions about the subjects that they will study at GCSE. Please read it carefully, use it as a guide and look after it.

You have reached a very important stage in your education where you have to make several decisions about the subjects you will study in Years 10 and 11. This needs to be considered carefully alongside your academic report.

Find out as much as you can about the courses by reading the information contained inside this booklet, and talking to your teachers, parents, or carers about the options that you would like to study. Think carefully about the options available as they will affect your future opportunities. As an academy, we will continue to try our best to meet all your differing individual needs. We encourage all students to choose subjects that will prepare them for their future, subjects that they enjoy and are likely to be successful in. Therefore, please look carefully at the entrance criteria for each subject.

To aid your decisions the following support and guidance is available:

- This **options booklet** contains all of the information for each of the option subjects;
- **A series of videos** from each of the options subjects for you to watch, which should give you an insight into what studying each subject is like. These can be found on the options section of our website;
- **GCSE option talk** – Thursday 9th February (as part of parents evening) 4pm, repeated at 6pm. This will give you an opportunity to hear essential information on the options process followed by an opportunity to have your questions answered.

Additional guidance: if you require any additional guidance members of the senior leadership team will be available in the school canteen to advise, or contact Dr Fishwick (l.fishwick@northampton-academy.org) or Mr Smith (r.smith@northampton-academy.org)

Completing your option choices

After parents evening you will be able to complete your application online. A link to our online form will be sent out when this goes live.

If you have any queries about the content of this booklet, please feel free to contact any of the staff named within;

Dr L Fishwick – Director of curriculum

L.Fishwick@northampton-academy.org

KEY DATES TO REMEMBER

Wednesday 7th February 2024	- KS4 Options Evening <i>Essential</i> for all Year 9 students and parents/carers. There will be an opportunity for parents to meet a member of the Senior Leadership Team to discuss any queries you may have.
Friday 1st March 2024	- All options forms to be completed online by this date.
Throughout March we will contact any students that may need to consider amending their subject choices.	
Week Beginning 22nd April 2024	- Confirmation of courses and subjects for next year will be sent home. Any requests for changes need to be with us by Wednesday 1 st May 2024.

CONTENTS SUMMARY

Letter from the Director of Curriculum	- 'Options Pathways'
Student Guide	- A summary of the process
Qualifications	- What we offer in the school and their meaning / value
Compulsory Element	
The subjects you have to study	
A summary of the compulsory elements:	
<ul style="list-style-type: none"> • English Language and Literature 	<ul style="list-style-type: none"> • Science - Trilogy
<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Physical Education
Non-Compulsory Element	
The subjects where you have a choice	
- Which Pathway? - Questions to ask yourself & guidance procedures for choosing courses	
- Points to consider	
A summary of the non-compulsory elements:	
<ul style="list-style-type: none"> • Art & Design 	<ul style="list-style-type: none"> • Geography
<ul style="list-style-type: none"> • BTEC Business Studies 	<ul style="list-style-type: none"> • History
<ul style="list-style-type: none"> • Computer Science 	<ul style="list-style-type: none"> • Music
<ul style="list-style-type: none"> • BTEC Dance 	<ul style="list-style-type: none"> • Religious Studies
<ul style="list-style-type: none"> • BTEC Performing arts Tech 	<ul style="list-style-type: none"> • Separate Sciences
<ul style="list-style-type: none"> • DT Food 	<ul style="list-style-type: none"> • Spanish
<ul style="list-style-type: none"> • DT Resistant Materials 	<ul style="list-style-type: none"> • BTEC Sport
<ul style="list-style-type: none"> • DT Textiles 	<ul style="list-style-type: none"> • Statistics
<ul style="list-style-type: none"> • French 	<ul style="list-style-type: none"> • Photography
<ul style="list-style-type: none"> • Psychology 	

PATHWAYS

Dear Parents, Carers and Students

The curriculum the Academy will provide in Years 10 and 11 has been designed to:

- be broad and balanced
- allow for the maximum number of students to achieve to their highest potential in nationally recognised qualifications (i.e. study appropriate courses in their 'best' subjects)
- allow students to select a coherent programme of study to enable them to access a meaningful progression through to post 16 routes and beyond
- meet the requirements of the National Curriculum.

It is a requirement that all students study English, Mathematics, Science with Physical Education. We call this our 'compulsory curriculum'.

The English Baccalaureate (EBacc) Pathway

We offer students the opportunity to study the English Baccalaureate (EBacc). This is an academic route which means students study a broad range of core GCSEs in English, Mathematics, at least two Sciences, a Modern Foreign Language (French or Spanish) and a Humanities subject (Geography or History). Studying the full range of EBacc subjects is often beneficial when applying for university as it shows that you have a well-rounded academic background. This can be particularly important if applying to Russell Group universities such as Oxford, Cambridge or Warwick. Studying a Modern Foreign Language (French or Spanish) is particularly sought after by these universities. We would recommend that any students who may be considering university entrance in the future, seriously consider opting for subjects that follow this pathway.

As an Academy we recognise that all students are individuals with differing needs and we try to offer 'Personalised Pathways', tailored to each student. For the majority of students, this means studying a selection of GCSE's and BTEC's in non-compulsory subjects in addition to the compulsory curriculum. For all students, the total number of courses available is limited to balance the need for breadth against the time required for each subject to attain the highest grades for each individual.

Experience has shown that all students need a substantial amount of help and advice to make decisions about their pathway at Key Stage 4. Students that require further guidance will be contacted by a member of the curriculum team to discuss and agree choices. These conversations will begin in the week beginning Monday 11th March 2024 during the school day. The programme of study that you will be advised to pursue will take into account:

- Your strengths, weaknesses and current performance in all subjects;
- Likely future progression beyond the age of 16;
- National practice in providing opportunities for all students, including recent government initiatives.

PLEASE NOTE – If there is an option subject that your child wishes to take but currently does not meet the entry requirements for then please do seek help, either at the *parents' evening drop in* in the canteen, or by contacting Dr Fishwick or Mr Smith via email (please see below). Please remember to follow the advice: Choose subjects that you enjoy, that you are best at and study for a purpose – to reach an end goal.

It is very important that students and parents/carers take time to read the information in this booklet before completing the online Student Response Form.

Studying at Key Stage 4 requires a considerable commitment of both time and effort. It is very important that home and school work together to support the demands of studying. In the event of any difficulties during the options process, parents should not hesitate to contact Dr Liam Fishwick (L.Fishwick@northampton-academy.org). Our collective aim is to ensure that all students have the best possible opportunity to achieve their potential.

Yours sincerely

Dr Liam Fishwick
Director of curriculum

STUDENT GUIDE

- 1) **READ THROUGH THE WHOLE BOOKLET.** (This may seem a daunting task but is essential to make the right decisions for your future!)
 - **COMPULSORY ELEMENT – THE SUBJECTS YOU HAVE TO STUDY**
 - **NON-COMPULSORY ELEMENT – THE SUBJECTS WHERE YOU HAVE SOME CHOICE**
- 2) **ATTEND THE PARENTS EVENING Wednesday 7th FEBRUARY 2024.**
 - **Attend the options talk at 4pm or 6pm (A recording of this will be available on the options section of the academy website).**
 - **There will be an opportunity for parents/carers to request a call from a member of the Senior Leadership Team, or the Careers Advisor to discuss any queries around the options process or to receive advice and guidance.**
 - **Following the Options Evening take time to discuss your choices with your parents and complete your options form.**
- 3) **Complete your options form online by Friday 1st March.**
- 4) **Phone call (if required)**
 - **Whilst every effort will be made to offer students their first choices, this is not always possible. If this is the case for your child's options, you will be contacted by a member of the curriculum team from the week beginning Monday 11th March 2024 to discuss further.**

NOTE: If you have missed assessments and therefore do not have a rank order position in one or more subjects, you may still select these subjects as an option choice. We will assess your suitability by consulting with your subject teachers and reviewing subsequent and historic assessment performance.

Please note it is not possible to guarantee that any specific subject will run.

Each student's final set of options choices will be assigned after careful consideration of all student choices, the number of places available on each course, suitability of the course, viability of the course and the staffing availability of the school.

QUALIFICATIONS

Many parents and carers have told us how confusing qualification names have become. The following tables are designed to help you understand the range and standard of qualifications encountered. Each subject being studied has the level clearly marked at the top of the page in this booklet.

Types of Qualification available in School

Qualification	Explanation
GCSE	General Certificate of Secondary Education Most common qualification for Year 11 Students – Grades 1 - 9
BTEC	Available at Level 2: BTEC Certificate – Pass, Merit or Distinction BTEC Extended Certificate – Pass, Merit or Distinction

Courses may be assessed in different ways. At present the main forms of assessment are:

Examinations All GCSE examinations are now taken at the end of the course at the end of Year 11. These are known as linear assessments. BTEC subjects sit exams throughout the duration of the course and there is now only one opportunity to resit BTEC exam units.

Coursework (Non-Examined Assessment – NEA) Assessed as you go through the course.

Controlled Assessments Externally set and assessed but the date is set within centre. The time can be divided over one or more sessions.

COMPULSORY ELEMENT

SUBJECT	OVERVIEW (see subject guides for detail)	GCSE VALUE
English	All students study English Language and Literature to GCSE level.	2
Mathematics	All students study to GCSE level.	1
Science	Students will achieve two GCSEs either in Combined Science (Trilogy) or students can opt to take separate sciences as an option to achieve 3 separate GCSE grades in Biology, Chemistry and Physics.	Minimum 2 Maximum 3
Physical Education (PE)	As part of the programme in KS4 students will participate in a range of activities including Games, and Fitness.	None

English Language GCSE	
Duration of course: 2 Years	
Course type: GCSE	Examination Board: AQA
<p>Overview: Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. For GCSE English Language students should:</p> <ul style="list-style-type: none"> • read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism • read and evaluate texts critically and make comparisons between texts • summarise and synthesise information or ideas from texts • use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language • listen to and understand spoken language and use spoken Standard English effectively 	
<p>Assessment Method and Component Percentages: Paper 1: Explorations in Creative Reading and Writing Section A: Reading (one literature fiction text) Section B: Writing (descriptive or narrative writing) Assessed:</p> <ul style="list-style-type: none"> • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE 	<p>Questions Reading (40 marks) (25%) – one single text</p> <ul style="list-style-type: none"> • 1 short form question (1 x 4 marks) • 2 longer form questions (2 x 8 marks) • 1 extended question (1 x 20 marks) <p>Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>
<p>Paper 2: Writers' Viewpoints and Perspectives Section A: Reading (one non-fiction text and one literary non-fiction text) Section B: Writing (writing to present a viewpoint) Assessed</p> <ul style="list-style-type: none"> • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE 	<p>Questions Reading (40 marks) (25%) – two linked texts</p> <ul style="list-style-type: none"> • 1 short form question (1 x 4 marks) • 2 longer form questions (1 x 8, 1 x 12 marks) • 1 extended question (1 x 16 marks) <p>Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>
<p>What will I learn? GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models. The texts must include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online). Texts that are essentially transient, such as instant news feeds, must not be included. The number and types of texts, and their length are not prescribed.</p>	
<p>How will I learn?</p> <ul style="list-style-type: none"> • You will learn by reading and analysing a wide variety of fiction and non-fiction texts 	<ul style="list-style-type: none"> • Role play • Video and DVD • Revision Workbooks
<p>Departmental Expectations: To support a climate of learning where each individual is given the opportunity to excel in their reading and writing.</p>	
<p>Career Potential: English is a valuable subject for any career potential – Journalism, Law, Teaching, Writing Novels, Publishing.</p>	
<p>Future Progression routes possible: A Level English Literature</p>	
<p>Contact Person: Mrs S. Robson</p>	

English Literature GCSE	
Duration of course: 2 Years	
Course type: GCSE	Examination Board: AQA
<p>Overview: The course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at A-level. The course also encourages students to:</p> <ul style="list-style-type: none"> • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively, and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including grammatical terminology, other literary and linguistic terms they need to criticise and analyse what they read. 	
<p>Assessment Method and Component Percentages: Paper 1: Shakespeare and the 19th-century novel</p> <p>Questions Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. Paper 2: Modern texts and poetry</p> <ul style="list-style-type: none"> • Modern texts • Seen and unseen poetry <p>Questions: Section A Modern texts: students will answer an essay question from a choice of two on modern prose or drama text. Section B Poetry: students will answer a comparative question on a named poem printed on the paper and another poem from their anthology cluster. Section C Unseen poetry: Students will answer a question on an unseen poem and a question comparing this poem with a second unseen poem.</p>	<p>How it's assessed:</p> <ul style="list-style-type: none"> • written exam: 1 hour 45 minutes • 64 marks forming 40% of the GCSE <p>How it's assessed:</p> <ul style="list-style-type: none"> • written exam: 2 hour 15 minutes • 96 marks forming 60% of the GCSE
<p>What will I learn? Skills: In studying the set texts students should have the opportunity to develop the following skills. Reading comprehension and reading critically:</p> <ul style="list-style-type: none"> • <i>literal and inferential comprehension:</i> understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events • <i>critical reading:</i> identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • <i>evaluation of a writer's choice of vocabulary, grammatical and structural features:</i> analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation • <i>comparing texts:</i> comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above <p>Writing:</p> <ul style="list-style-type: none"> • <i>producing clear and coherent text: writing effectively about literature for a range of purposes such as:</i> to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references • <i>accurate Standard English:</i> accurate spelling, punctuation and grammar 	
<p>How will I learn?</p> <ul style="list-style-type: none"> • You will learn by reading and analysing a wide variety of fiction and non-fiction texts 	<ul style="list-style-type: none"> • Role play • Video and DVD • Revision Workbooks
<p>Departmental Expectations: To support a climate of learning where each individual is given the opportunity to excel in their reading and writing.</p>	
<p>Career Potential: English is a valuable subject for any career potential – Journalism, Law, Teaching, Writing Novels, Publishing.</p>	
<p>Future Progression routes possible: A Level English Literature</p>	<p>Contact Person: Mrs S. Robson</p>

Mathematics GCSE

Duration of course: 2 years

Course type: GCSE

Examination Board: AQA

Overview:

All students will follow the GCSE Mathematics course. Groups will be split into Higher and Foundation Tier groups at the start of year 11 based on attainment in year 10.

Assessment Method and Component Percentages:

- 100% examination
- 3 written papers at GCSE (all 1hr 30 minutes long, 80 marks per paper, 1 non-calculator and 2 calculator papers.)
- Students are required to have their own scientific calculators – preferably Casio Fx85-GT.

Students will be assessed each half term against GCSE questions on the topics that they have learnt to date. At Higher Tier, grades 4 – 9 are available. At Foundation Tier, grades 1 - 5 are available. Students not achieving the lowest grade on their paper will achieve a grade U (ungraded).

A 'Good Pass' is now classified as a **Grade 5**. Although it is possible to gain entry to 6th form or college with a grade 4, many further education courses (including Universities) require a grade 5, therefore all students gaining below a grade 4 will be required to resit, and any gaining a grade 4 are encouraged to resit to achieve a grade 5.

What will I learn?

The Mathematics GCSE is split into 5 strands:



- Students will build upon, and extend, their knowledge from Key Stage 3.

The ability to 'problem solve' is assessed at both Higher and Foundation Tier.

How will I learn?

You will learn mathematics in a similar way to KS3, but with far higher demands placed on the student.

Departmental Expectations:

- All students come to lessons with an open mind and 'can-do' attitude towards mathematics.
- All students bring their own equipment – a pen, pencil, ruler, protractor, compass and calculator.

All students complete a minimum of 1 hour of private study (homework) per week, this increases to 2 hours in year 11.

Career Potential:

There are many potential careers which are rooted in mathematics, these include, but are not limited to – Computer Science, Game Theory, Accountancy, Investments & Finance, Medicine, Engineering and Teaching.

Future Progression routes possible:

A Level Mathematics (Grade 7+ required), Further Mathematics (Grade 8+ required) or Maths Studies (Grade 5+ required). A Level Physics, Biology, Chemistry and Computer Science also require students to achieve at least a Grade 6 in GCSE mathematics.

Contact Person:

Mrs A Cooper

Combined Science - Trilogy
Duration of course: 2 years
Course type: GCSE
Examination Board: AQA
<p>Overview: A specification designed with the help of teachers to inspire and challenge students of all abilities and aspirations. New, improved exams have fewer contexts, fewer words and questions that increase in difficulty. You will achieve two qualifications in the sciences while studying elements of Biology, Chemistry and Physics.</p>
<p>Assessment Method and Component Percentages:</p> <ul style="list-style-type: none"> • 100% examination <p>6 x 1hr 15min written papers (2 for each specialism- Biology, Chemistry & Physics)</p>
<p>What will I learn? You will cover:</p> <p>Biology – Paper 1: cells, organisation of plants and animals, infection and response, photosynthesis, respiration. Paper 2: homeostasis, inheritance, evolution, ecology.</p> <p>Chemistry – Paper 1: atomic structure, periodic table, bonding, moles, chemical changes, energy changes. Paper 2: rates, hydrocarbons, chemical analysis, atmosphere.</p> <p>Physics – Paper 1: energy, electricity, particle model of matter, atomic structure. Paper 2: forces, waves, magnetism.</p>
<p>How will I learn? You will learn using a variety of methods including:</p> <ul style="list-style-type: none"> • Practical work • Maths • Independent learning <p>Interactive teaching</p>
<p>Departmental Expectations: A keen interest in science, excellent behaviour and effort, drive for independent learning.</p>
<p>Career Potential: Anything! Medicine, Law, Teaching, Journalism, Armed Forces, Nursing. In the world of work, practical skills developed within the course are increasingly valued.</p>
<p>Future Progression routes possible: A Level Science, Science Apprenticeships.</p>
<p>Contact Person: Mr P Swallow</p>

NON-COMPULSORY ELEMENT

This is the non-compulsory element of the curriculum in Key Stage 4. **REMEMBER: All students will study English, Mathematics, Sciences (either combined or as 3 separate sciences), PE and Character development alongside whatever they choose from this section.** The information in the following pages is designed to give students an overview of what is expected in terms of course content and modes of study. More detailed information can be obtained from the teaching staff at the options evening.

Please also consider whether your choice of subjects will enable you to achieve the English Baccalaureate (English, Mathematics, two Sciences, a Modern Foreign Language and a Humanities subject). Make sure that you have discussed this with your parents/carers.

IMPORTANT INFORMATION TO CONSIDER WHEN SELECTING COURSES OF STUDY

- In order to achieve the English Baccalaureate students must choose a Modern Foreign Language (*Home Language* qualifications also count here) and a Humanities subject (History or Geography).
- STEM students are advised to pick Computer Science, Separate sciences and most should pick a language.
- All students must pick at least one of Geography or History.
- All students must pick five further subjects.
- Students will be placed into 4 subjects, and the six options will be the first considerations.

Non-Compulsory Elements:

• Art & Design	• Geography
• BTEC Business Studies	• History
• Computer Science	• Music
• BTEC Dance	• Religious Studies
• BTEC Performing arts Tech	• Separate Sciences
• DT Food	• Spanish
• DT Resistant Materials	• BTEC Sport
• DT Textiles	• Statistics
• French	• Photography
• Psychology	

Additionally, we can offer a vast array of modern languages at GCSE. Our students regularly achieve high grades in some of the following languages: Chinese, Greek, Italian, Japanese, Polish, Russian, etc. Whilst French and Spanish are part of the taught curriculum, other languages are taught by various professionals and language schools in the community **and would be in addition to your 4 option choices.**

In order to be considered for a language exam entry (other than French or Spanish), your child would need to be fluent in the four language skills: listening, speaking, reading, and writing. If you would like any further information, please contact our Home Language Exams Coordinator here: p.szczerbinski@northampton-academy.org

Further information on how valuable GCSE languages are can be found on government websites here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/761031/DfE_E_Bacc_Leaflet.pdf and <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

THIS COURSE CANNOT BE TAKEN AS WELL AS DT TEXTILES AS AN OPTION CHOICE	
Art	
Duration of course: 2 years	
Course type: GCSE	
Examination Board: OCR	
Overview: How can I become a skilful artist and develop my creativity and creative thinking? Art develops the ability to look at the world around us and respond to it in our own individual way using visual language through a variety of ways: Making models; taking photographs; creating imaginative ideas; drawing detailed studies of what we see and painting expressively to show our feelings, among others.	
Assessment Method and Component Percentages: <ul style="list-style-type: none"> • 60% Coursework 'Portfolio' Unit. Ongoing assessment / 120 marks • 40% Exam Board 'Set Task' Unit. Ongoing assessment / 80 marks. Includes a 10 hour controlled assessment. 	
What will I learn? You will cover: Investigating and developing a command of skills, knowledge and understanding in the following: <ul style="list-style-type: none"> • The formal qualities of Art – pattern, colour, tone, line, composition, form, texture; • The strengths and limitations of a range of 2D and 3D visual media; • How to develop ideas through a creative process; • How to present strong ideas and responses to what we see and understand about the world around us; • Accurately record what we see through drawing and photography; • How other artists explore the themes, subjects and ideas that we are interested in ourselves; • Research and analysis of how art practitioners work; • Evaluation and analysis of artists' artwork and practice. 	
How will I learn? You will learn: Art and Design is mostly practically based, and focuses on the main skills: <ul style="list-style-type: none"> • Observational drawing • Taking photographs of subjects of interest • Experimenting with different media • Analysing the artwork of other artists • Developing ideas using a creative process • Producing a final outcome / artwork that displays learning • Written analysis and evaluation of my own work and of other artists. 	
Departmental Expectations: To respect and maintain a creative environment in the classroom and support other pupils in their studies. Be willing to take risks with ideas and media used so as to learn new things. Present work with commitment and care. Work outside of lessons to develop, improve and complete classwork.	
Career Potential: Architecture, Graphic Design, Film, Photography, Car Design, Fashion, Media, Game Design, Freelance Artist and other non-art related university based courses and professions.	
Future Progression routes possible: Art will count towards entry requirements for any educational pathway including Sixth Form entry. Art specific courses: A level Art, Textiles, Photography in Sixth Form and Graphic Design, Sculpture/3-D modelling at college.	
Entry requirements: In top 180 in the Art rank order or one of the best 4 subjects.	
Contact person: Mr Hunter	
Maximum number of classes we can offer: 3	Maximum cohort: 81

Computer Science	
Duration of course: 2 years	
Course type: GCSE	
Examination Board: Edexcel	
<p>Overview: We are living in the digital age where computers have infiltrated every aspect of our everyday lives. Computer science enables students to be the creators of computer programs, rather than just an everyday user of modern devices.</p> <p>Have you ever thought...?</p> <ul style="list-style-type: none"> • How does your phone, console, or computer actually work? • What would your life be like, without the internet? • How do you communicate with people? <p>Computers are not going anywhere. Every laptop, phone, application and social media started from someone with the knowledge of how computer systems work and how to develop them. This course allows students to learn different aspects of Computer Science, gaining knowledge of what is driving the technological world forward. When learning to program, you will need to be confident in your use of maths and your ability to cope with mistakes.</p>	
<p>Assessment Method and Component Percentages:</p> <ul style="list-style-type: none"> • 2 exams, each worth 50% of overall GCSE grade <ul style="list-style-type: none"> ○ Paper 1: Principles of computer science – written examination • Paper 2: Application of computational thinking – computer based exam 	
<p>What will I learn? The subject offers you the chance to learn:</p> <ul style="list-style-type: none"> • Problem solving • Text based programming language • Data Representation • Computer Hardware and Software • Network communications and the Internet • Moral, ethical and environmental aspect of computer science 	
<p>How will I learn? You will learn using a variety of methods including:</p> <ul style="list-style-type: none"> • Practical use of the computers 	<ul style="list-style-type: none"> • Textbooks • Revision guides • Research
<p>Departmental Expectations:</p> <ul style="list-style-type: none"> • To use facilities and equipment with respect, as they are provided for you to learn in a safe environment which is supported by our computing staff where e-safety is followed through. 	
<p>Career Potential: Without Computer Scientists how can this technological society evolve? Answer, it cannot. That is why there is a high demand for Computer Scientists in all industries, as they are one of the most sought after university graduates. There is a whole host of jobs that available from studying the subject. Some examples are: Games Developer, Software Engineer, Web Developer, Mobile App Inventor, Systems Analyst, Web Designer, Multimedia programmer, IT technician. Even if you think you will not carry on with Computer Science after GCSE level, there are many jobs, which look for people with IT skills.</p>	
<p>Future Progression routes possible: A Level Computer Science</p>	
<p>Entry requirements: Top 80 in the rank order for Computer Science, or this being one of your best 4 subjects. If these requirements aren't met, we will look at your Maths rank order – if your rank is in the top 80 for Maths then you are also suitable for this course.</p>	
<p>Contact person: Mrs Pipkin</p>	

Performing Arts – Dance	
Duration of course: 2 years	
Course type: BTEC	
Examination Board: Edexcel	
Overview: BTEC dance is designed to give: <ul style="list-style-type: none"> • Students the opportunity to develop subject specific knowledge and practical skills, which provides a stimulating introduction to the world of dance. • Students that are interested in aesthetics, the opportunity to achieve a level 2 qualification. • Students the opportunity to develop a range of skills and techniques and attributes essential for successful performance in working life. • Encourage students to develop their people, communication, planning and team-working skills by having the opportunity to work in a group during in the qualification structure. • Encourages attitudes considered imperative in dance including personal development through practical participation and performance to peers and wider audiences. • Students an insight into the process that underpins effective ways of working in Dance. 	
Assessment Method and Component Percentages:	
Component 1: Coursework 30%	Component 3: Performance and written report 40%
Component 2: Performance and coursework 30%	There is no external written exam.
What will I learn? Component 1: Exploring the Performing Arts <ul style="list-style-type: none"> • Learners will develop their understanding of the performing arts by examining practitioners’ work and the processes used to create performance. • Students will analyse 3 professional dance repertoire and write a written response. 	Component 2: Developing Skills and Techniques in the Performing Arts <ul style="list-style-type: none"> • Learners will develop their performing arts skills and techniques through the reproduction of a dance repertoire. • Students will learn a professional dance routine and perform in front of a small audience. Component 3: Performing to a Brief <ul style="list-style-type: none"> • Learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus. • Students will choreograph a group piece and perform to a small audience as well as write a written response of the choreographic process.
How will I learn? You will learn using a variety of methods including: <ul style="list-style-type: none"> • Classroom based group activities 	<ul style="list-style-type: none"> • Video analysis • Practical workshops and performance Research tasks
Departmental Expectations: <ul style="list-style-type: none"> • Actively involved in dance inside of the Academy. • Actively involved in dance outside of the Academy is not essential not will help the student in the course. 	<ul style="list-style-type: none"> • Some experience of performing in dance. • Willingness to collaborate within a group. • To have some creative skills in order to choreograph dance. • Have a thirst to learn in theory and practical lessons alongside a genuine interest for the subject. • Talented with basic skills and techniques for dance. • Have adequate literacy skills to complete written work.
Career Potential: Professional Dancer, Choreographer, Administration for a Dance Company, Theatre Stage Manager, Dance Teacher and many more in the performing arts industry.	
Future Progression routes possible: <ul style="list-style-type: none"> • Study of BTEC National in Performing Arts at level 3 • A levels as preparation for entry into higher education. 	
Entry requirements: <ul style="list-style-type: none"> • Top 180 in both the PE and English rank order. 	
Contact Person: Miss N Barry (Assistant Head of PE)	
Maximum number of classes we can offer: 1	Maximum cohort: 25

Performing Arts Tech Award (Drama)	
Duration of course: 2 years	
Course type: BTEC	
Examination Board: Pearson	
Overview: BTEC Performing arts is designed to give: <ul style="list-style-type: none"> • Students the opportunity to develop subject specific knowledge and practical skills, which provides a stimulating introduction to the world of performing arts. • Students that are interested in aesthetics, the opportunity to achieve a level 2 qualification. • Students the opportunity to develop a range of skills and techniques and attributes essential for successful performance in working life. • Encourage students to develop their people, communication, planning and team-working skills by having the opportunity to work in a group during in the qualification structure. • Encourages attitudes considered imperative in performing arts including personal development through practical participation and performance to peers and wider audiences. • Students an insight into the process that underpins effective ways of working in the performing arts. 	
Assessment Method and Component Percentages:	
Component 1: Coursework 30%	Component 3: Performance and written report 40%
Component 2: Performance and coursework 30%	
What will I learn?	
Component 1: Exploring the Performing Arts	
<ul style="list-style-type: none"> • Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. • Students will analyse 3 professional performing arts repertoire and write a written response. 	
Component 2: Developing Skills and Techniques in the Performing Arts	
<ul style="list-style-type: none"> • Learners will develop their performing arts skills and techniques through the reproduction of a performing arts piece. • Students will learn a script, or the technical elements and will perform and analyse their success in this. 	
Component 3: Performing to a Brief	
<ul style="list-style-type: none"> • Learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus. • Students will create a piece of theatre in response to the brief. 	
How will I learn?	
You will learn using a variety of methods including:	
<ul style="list-style-type: none"> • Classroom based group activities • Video analysis • Practical workshops and performance Research tasks	
Departmental Expectations:	
<ul style="list-style-type: none"> • Actively involved in drama/music/ dance within the Academy. • Some experience of the performing arts • Willingness to collaborate within a group. • To have some creative skills in order to create pieces of theatre. • Have a thirst to learn in theory and practical lessons alongside a genuine interest for the subject. • Talented with basic skills and techniques for performing arts. • Have adequate literacy skills to complete written work. 	
Career Potential:	
Actor, costume designer, stage manager, director, technician, lighting designer, sound designer, theatre manager, music composer	
Future Progression routes possible:	
<ul style="list-style-type: none"> • Study of BTEC National in Performing Arts at level 3 • A levels as preparation for entry into higher education. 	
Entry requirements:	
<ul style="list-style-type: none"> • Top 100 in both the drama and English rank order. 	
Contact Person: Miss A Osborne	
Maximum number of classes we can offer: 2	Maximum cohort: 50

THIS COURSE **CANNOT** BE TAKEN AS WELL AS ART AS AN OPTION CHOICE

Design Technology: Art Textiles

Duration of course: 2 Years

Examination Board: AQA

Overview:

If you enjoy being creative, want to increase your textiles practical skills and improve your analytical, communication and research abilities, textile art and design is a great GCSE choice.

The course provides you with a range of creative and exciting opportunities to develop and explore your personal interests within textile design. Students have the chance to design products for woven, knitted, stitched, printed or decorative textiles.

Assessment Method and Component Percentages:

Component 1 Portfolio:

- A portfolio that, in total, shows explicit coverage of the four assessment objectives. It will include an ongoing project with a textile design focus. Within your portfolio you will evidence the projects journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the course of study.
- This is worth 60% of your overall marks.

Component 2 Externally set assignment:

- You will respond to one of the externally set assignment titles, evidencing your journey through the design process, covering all four assessment objectives.
- You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

What will I learn?

Students will learn how to improve and develop their practical expertise within art and design textiles. Students will learn how to:

- develop, refine and record their ideas
- present a personal response that realises their intentions
- improve their creative skills through the effective and safe use of media, materials, textile techniques, processes, and technologies
- successfully use visual language and the formal elements e.g. colour, line, form, shape, tone, texture
- use drawing skills for different needs and purposes

How will I learn?

- Within art and design textiles students will have the opportunities to learn how to develop personal responses to observations, ideas, experiences, environments, and cultures in practical, critical and contextual forms within an assessed portfolio.
- Art and design textiles is a very practical GCSE course, students will develop core specialist skills such as drawing, digital design, research, analysis, pattern cutting and construction techniques. Students will be experimenting and exploring with a range of techniques and applications such as printing, weaving, knitting, mixed media, stitching techniques, batik, tie-dying, and many more. Students will explore and demonstrate these skills as they create their own textile designs.

Departmental Expectations:

- To support a climate of learning where all students can express their opinions and creativity without fear of prejudice or bullying and respect the rights of others.

Career Potential:

Textile design, fashion design, costume design, illustration, product design, interior design, fashion and media journalism, jewellery design, textile or garment technology, pattern cutting and teaching.

Future Progression routes possible:

The course gives you a strong foundation for further education at A-level as well as other vocational pathways. Within the course you will gain valuable transferable skills such as problem solving, creative thinking, investigation, research, communication, and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these skills highly.

Entry criteria:

One of the top 60 students in the rank order for DT, or one of your best 4 subjects.

One of top 120 students in the rank order for Art.

Contact Person:

Mrs J. Ribbins

Maximum number of class we can offer: 1

Maximum cohort: 20

Design Technology: Food Preparation and Nutrition	
Duration of course: 2 Years	
Examination Board: AQA	
<p>Overview: The Food Preparation and Nutrition course is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.</p>	
<p>Assessment Method and Component Percentages: Written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none"> • 100 marks • 50% of final mark <p>Non-examined assessment - 50% of final mark</p> <ul style="list-style-type: none"> • Task 1: Food investigation (30 marks – 15%) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. • Task 2: Food preparation assessment (70 marks – 35%) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved 	
<p>What will I learn? Food preparation skills are integrated into five core topics:</p> <ul style="list-style-type: none"> • Food, Nutrition and Health – Macronutrients; Micronutrients; Nutritional Needs and Health. • Food Science – Cooking of food; Heat transfer; The Functional and Chemical Properties of Food. • Food Safety – Food Spoilage; Contamination; The Principles of Food Safety. • Food Choice – Factors affecting Food Choice; British and International Cuisines; Sensory Evaluation; Food Labelling and Marketing. • Food Provenance – Environmental Impact; Sustainability of Food; Food Processing and Production. 	
<p>How will I learn? You will learn using a variety of methods including:</p> <ul style="list-style-type: none"> • Primary and Secondary sources • Practical experimentation • Research methods • Analysis of existing products and the work of others 	
<p>Departmental Expectations:</p> <ul style="list-style-type: none"> • To support a climate of learning where all students can express their opinions and creativity without fear of prejudice or bullying and respect the rights of others. 	
<p>Career Potential: Catering, hospitality, Dietitian, nutritionist</p>	
<p>Future Progression routes possible: Chef, Food product Developer, Buyer, Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Food Scientist, Food Technologist, Food Photographer, Hotel and Restaurant Manager.</p>	
<p>Entry requirements: One of the top 60 students in the DT rank order, or one of your best 4 subjects.</p>	
<p>Contact person: Mrs J. Ribbins</p>	
Maximum number of classes we can offer: 1	Maximum cohort: 20

Design Technology: Resistant Materials	
Duration of course: 2 Years	
Examination Board: AQA	
<p>Overview: Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. All students will study all material levels at a core level of knowledge. Students will focus two material areas in more depth (specialist technical principals). Learning is directly linked to core Mathematics and Science Principals</p>	
<p>Assessment Method and Component Percentages:</p> <p>Paper 1</p> <ul style="list-style-type: none"> • Written exam: 2 hours • 50% of final mark <p>Questions</p> <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.</p> <p>Non-exam assessment (NEA): 30–35 hours approx.</p> <ul style="list-style-type: none"> • 100 marks • 50% of final mark <p>Task(s)</p> <ul style="list-style-type: none"> • Substantial design and make task; <p>Assessing: Investigation; Designing; Making; Analysing and Evaluating.</p>	
<p>What will I learn?</p> <ul style="list-style-type: none"> • The following units will be covered: Core technical principles; New and emerging technologies; Energy generation and storage; Developments in new materials; Systems approach to designing; Mechanical devices; Materials and their working properties; Specialist technical principles; Selection of materials or components; Forces and stresses; Ecological and social footprint; Sources and origins; Using and working with materials; Stock forms, types and sizes; Scales of production; Specialist techniques and processes; Surface treatments and finishes • Through the NEA students will cover: Designing and making principles; Investigation, primary and secondary data; Environmental, social and economic challenge; The work of others; Design strategies; Communication of design ideas; Selection of materials and components; Prototype development; Tolerances; Material management; Specialist tools and equipment; Specialist techniques and processes 	
<p>How will I learn?</p> <ul style="list-style-type: none"> • You will learn using a variety of methods including: Primary and Secondary sources; Practical experimentation; Graphical techniques; Computer Aided Design & Manufacture (CAD/CAM); Research methods; Analysis of existing products and the work of others. 	
<p>Departmental Expectations:</p> <ul style="list-style-type: none"> • To support a climate of learning where all students can express their opinions and creativity without fear of prejudice or bullying and respect the rights of others. 	
<p>Career Potential: Product Design, Fashion, Architecture, Engineering, Textile design.</p>	
<p>Future Progression routes possible: A Level Product Design and A Level Fashion and Textiles</p>	
<p>Entry criteria: One of the top 60 students in the rank order for DT, or one of your best 4 subjects. And one of top 150 students in the rank order for Maths.</p>	
<p>Contact Person: Mrs J. Ribbins</p>	
Maximum number of class we can offer: 1	Maximum cohort: 20

BTEC Enterprise (Business Studies)	
Duration of course: 2 years	
Course type: BTEC Level 1/2 Tech Award in Enterprise (Level 2 is equivalent to a GCSE qualification)	
Examination Board: Pearson	
Overview: Component 1 – Exploring Enterprises Component 2 – Planning for and Pitching an Enterprise Activity Component 3 – Marketing and Finance for Enterprise	
Assessment Method and Component Percentages: <ul style="list-style-type: none"> • Component 1 is coursework based and the outcome is decided upon the successful completion of a written report during a national window. This is internally assessed and worth 30% of the overall grade. • Component 2 is also coursework based and the outcome is decided upon the successful completion of a written report during a national window. This is also internally assessed and worth 30% of the overall grade. • Component 3 is examined through a formal written exam which lasts 2 hours. This component is externally assessed and worth 40% of the overall grade. This can only be sat once in the summer of Y11. 	
What will I learn? You will cover: <ul style="list-style-type: none"> • The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes: • Development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving • Knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise • Attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills. • This Award complements the learning in other GCSE programmes such as GCSE Business. It requires learners to apply their knowledge in practical ways, through activities that will enable them to develop their ideas, for example researching an idea for a small enterprise. 	
How will I learn? You will learn: <ul style="list-style-type: none"> • A range of teaching methods will be used but the emphasis will be on the use of ICT in the workplace to produce professional reports. You will also research case studies of successful businesses and use role play to demonstrate practical skills. Students will develop their presentation skills through the use of PowerPoint presentations. 	
Departmental Expectations: <ul style="list-style-type: none"> • Attendance to all lessons during the national assessment window is essential to ensure the best grade is achieved • Students are expected to take an interest in the news and the world around them • Participate in lessons and show respect when your peers are sharing ideas • Respect the environment you are in and treat the facilities you have with respect 	
Career Potential: Business is a versatile subject, and as such, students have gone on to pursue a variety of different fields - including: recruitment, marketing, human resources, banking, management, journalism, entrepreneurs and economists.	
Future Progression routes possible: Business studies gives students the opportunity to progress on to further studies at A level, BTEC National Level 3 courses in Business, ICT or A level Economics	
Entry requirements: One of the top 200 students in the Maths rank order. One of the 200 students in the English rank order. Strong word processing skills due to the volume of coursework that needs to be typed.	
Contact person: Mr Burton	
Maximum number of classes we can offer: 6	Maximum cohort: 180

French

Duration of course: 2 years

Course type: GCSE

Examination Board: Edexcel

Overview:

The MFL GCSE consists of 3 themes based on the following skills: Listening, Speaking, Reading and Writing. The authentic situations and stimuli enable you to see language in context and learn about the culture of the country of study. You will have the opportunity to apply your knowledge independently, creatively and in authentic situations.

Assessment Method and Component Percentages:

- 100% exam
- 3 exam papers: Listening (25%), Reading (25%), Writing (25%)
- Speaking exam (25%)

What will I learn?

You will cover the following areas:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work
- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture
- Travel and tourism, including places of interest
- Media and technology
- Environment and where people live

How will I learn?

You will learn using a variety of methods including:

- Listening to native speakers and authentic resources
- Phonics and Pronunciation
- Short dictations
- Reading aloud
- Reading authentic texts
- Translation skills – both languages
- Timed writing
- Grammar practise
- Scenarios of daily life situation for speaking purposes
- Using topic questions and answers to broaden your grammar and topic vocabulary knowledge.
- Pair work
- Small group work

Departmental Expectations:

To support a climate for learning within the classroom where independent learning skills can be developed and where pair work and group activities can take place successfully. You will also be expected to learn between 20-30 words per week for homework to enhance your learning.

Career Potential:

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons! Taking a Modern Foreign Language means you will add an extra dimension to your personal skills profile meaning that any employer that has customers or suppliers outside of the UK, who speak the language of study, will be more interested in your CV and you will be in a stronger position to get a job in companies with international links or work abroad.

Future Progression routes possible:

You will be able to go on to study the language at A Level if you achieve a grade 6 or higher

Entry requirements:

One of top 100 students on the French Rank Order, or one of best 4 subjects; Home Learning is good or excellent on average.

Contact person:

Anais Vicente

Maximum number of classes we can offer: 3

Maximum cohort: 90

Geography

Duration of course: 2 years

Course type: GCSE

Examination Board: AQA

Overview:

This exciting course is based on a balance between physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and the natural worlds. In addition to this, you will also be taking an active part in a geographical fieldwork enquiry. You will undertake fieldwork opportunities for both physical and human elements of the course in year 10. Students who complete the course will have the skills and experience to progress onto A-Level and beyond.

Assessment Method and Component Percentages:

Living with the Physical Environment

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

Challenges with the Human Environment

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

Geographical Applications

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

What will I learn?

You will cover the following topics:

Living with the physical environment

- **Section A:** The challenge of natural hazards
- **Section B:** The living world
- **Section C:** Physical landscapes in the UK

Challenges in the human environment

- **Section A:** Urban issues and challenges

- **Section B:** The changing economic world
- **Section C:** The challenge of resource management

Geographical applications

- **Section A:** Issue evaluation
- **Section B:** Fieldwork

Geographical skills

- Geographical skills

How will I learn?

You will learn through:

- Exam practice questions in every lesson.
- Regular feedback from staff and peers.

- Homework based on further research or revision.
- End of topic assessments for each unit.
- Individual and collaborative work both within lessons and for homework.

Departmental Expectations:

It is the expectation that all students will follow the school's behaviour and presentation policies as standard. Additionally, it will be the responsibility of each pupil that they use and regularly check Show My Homework to keep track of deadlines for submissions as well as revision for assessments. All work is to be completed to a high standard, whilst reading around the subject outside of lessons, regardless of any homework set, is expected.

Career Potential:

With a qualification in Geography, you will be able to access a wide range of opportunities. Geography was rated as the "must have A-level" (The Guardian, 2015) and is one of the top facilitating subjects that Russell Group universities look for. If you are not 100% certain on your career choices at this stage, studying Geography enables you to keep your options open. The following career paths are an examples of the wide range of potential jobs open to Geography students: Oceanography; Business Management; Cartography; Nature conservation; Environmental Consultant; Incident Response Manager; Waste Management; Land Surveying; Development and Flood risk Manager; Town Planning; Travel Writer and Broadcaster; Catastrophe Risk Analysis; Meteorology; Geologist; Landscape Architecture; Traffic Planning; Geomorphology; Hydrography; Travel Consultancy; Analyst.

Future Progression routes possible:

A level Geography, A level History, A Level in Science (Biology and Chemistry)

Entry requirements:

One of best 4 subjects based on Geography Rank Order

To do both History and Geography you need to be in the top 80 for rank order in **both** subjects.

Contact person:

Miss Ryrie

Maximum number of classes we can offer: 5

Maximum cohort: 150

History	
Duration of course: 2 years	
Course type: GCSE	
Examination Board: Edexcel	
<p>Overview: GCSE History is an academic, writing-based subject which requires a range of critical thinking skills including analysis, evaluation, and interpretation. This option provides students with an understanding of both British and wider world history as well as a mixture of modern and Renaissance history. Students will learn depth and breadth units which will allow them to understand some of the key features of modern-day society including democracy, health care, politics, and relations between world powers. In addition, the course will provide a chance for students to engage in healthy debates as well as critically analysis source material.</p>	
<p>Assessment Method and Component Percentages:</p> <ul style="list-style-type: none"> • GCSE History is with the Edexcel exam board and consists of three papers: <ul style="list-style-type: none"> ○ Paper 1: Thematic study and historic environment (1 hour, 15 minutes) 30% of the qualification. ○ Paper 2: Period study and British depth study (1 hour, 45 minutes) 40% of the qualification ○ Paper 3: Modern depth study (1 hour, 20 minutes) 30% of the qualification • GCSE History is assessed through four assessment objectives: <ul style="list-style-type: none"> ○ AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied (35%). ○ AO2: Explain and analyse historical events and periods studied using secondorder1 historical concepts (35%). ○ AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied (15%). ○ AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied (15%). 	
<p>What will I learn? You will cover:</p> <ul style="list-style-type: none"> • Early Elizabethan England, 1558–88 • Superpower Relations and the Cold War, 1941-1991 	<ul style="list-style-type: none"> • Weimar and Nazi Germany, 1918–39 • Medicine in Britain, c1250–present and The British Sector of the Western Front, 1914–18: injuries, treatment and the trenches
<p>How will I learn?</p> <ul style="list-style-type: none"> • You will learn through rigorous practising of essay and source analysis skills. • Every lesson at GCSE History features exam question practice using new content learnt in the lesson. • History is knowledge based and lessons require competent skills in reading and writing. • Independent study is particularly important in GCSE History. You will be provided with knowledge organisers, revision guide booklets and access to a revision hub on Teams, with over 100 resources, to revise for assessments in your own time. 	
<p>Departmental Expectations:</p> <ul style="list-style-type: none"> • You are expected to be prepared for every lesson with full writing equipment. • Homework must be completed by the given deadlines and to a high standard. • Independent revision is a requirement for half termly assessments. • You are expected to show the Academy Values of Respect, Determination, and Ambition in every History lesson through your book work and contribution to discussions. Disruption to learning is not tolerated. 	
<p>Career Potential: History is a facilitating subject for many employment pathways. Students who choose History may go on to have careers in diverse areas such as Law, Archaeology, Journalism, Politics, and Economics. History is a well-regarded academic subject and will equip students with the written and oral communication skills required for a variety of careers. A GCSE and/or A Level qualification in History proves that you can write analytically, make reasoned judgements, and provide a nuanced evaluation of evidence.</p>	
<p>Future Progression routes possible: History is a very popular A Level and degree subject. GCSE History will be useful if you are considering A Levels in English Literature, a Modern Foreign Language, Philosophy/Religious Studies, Politics or Geography. If you are considering degrees in any of these subjects as well as Law, Business, Politics, Anthropology or Economics then GCSE History will be useful to you.</p>	
<p>Entry requirements: One of best 4 subjects based on the History Rank Order</p>	<p>To do both History and Geography you need to be in the top 80 for rank order in both subjects.</p>
<p>Contact person: Mr McNally</p>	
<p>Maximum number of classes we can offer: 5</p>	<p>Maximum cohort: 150</p>

Music	
Duration of course: 2 years	
Course type: BTEC	
Examination Board: Pearson BTEC Level 1/Level 2 Tech Award in Music Practice	
<p>Overview: Apply understanding of the use of techniques to create music Demonstrate professional and commercial skills for the music industry Apply development processes for music skills and techniques.</p>	
<p>Assessment Method and Component Percentages:</p> <p>Component 1: Exploring Music Products and Styles (30%) You will learn how to demonstrate an understanding of styles of music and apply understanding of the use of techniques to create music. Assessment: Consists of two tasks. Learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. Learners will create three 30–60-second examples of ideas for music products related to a theme.</p> <p>Component 2: Music Skills Development (30%) You will learn how to demonstrate professional and commercial skills for the music industry and apply development processes for music skills and techniques. Assessment: Learners will plan and create 2 musical outcomes in different musical areas in response to a theme</p> <p>Component 3: Responding to a Music Brief (40%) This external component builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2 and allows learners to apply the musical skills and techniques they have explored. Assessment: Learners will present music in response to a given music brief.</p>	
<p>What will I learn? You will learn how to practically apply knowledge and understanding in practical music. You will develop your knowledge and understanding of the use of musical elements, devices, tonalities and structures, the use of resources, conventions, processes, music technology and relevant notations. In performance and composition students will explore their own instrument, styles, and genres of their own choosing.</p>	
<p>How will I learn? You will learn through performing, composing and listening to music. You will experience the various styles and genres of music through listening, composing and performing.</p>	
<p>Departmental Expectations: You will rehearse and perform to the class on a weekly basis. You will be expected to join at least one of the music department's enrichment clubs, such as musical theatre club, rock school, tech club, orchestra or choir. You will undertake private practice on your instrument and work on your composition techniques at least one lunch time per week.</p>	
<p>Career Potential: Teacher, performer, A&R manager, concert promoter, journalist, music producer, backing singer, blogger, booking agent, composer, DJ, event manager, instrument technician, live sound technician, music PR, peripatetic teacher, music therapist, musical director, recording engineer, singer, songwriter, tour manager, songwriter, sound engineer and stage manager, lawyer, lecturer, sound editor, radio presenter, radio producer</p>	
<p>Future Progression routes possible:</p> <ul style="list-style-type: none"> • A Level/L3 qualification in Music or Music Technology • BTEC performing arts qualification 	<ul style="list-style-type: none"> • University to study a Music or Music Technology degree • Music Conservatoire • Apprenticeship within the Music Industry
<p>Entry requirements: Top 100 in the rank order for Music Audition to Miss Carney before selection onto the course</p>	<p>At least grade 2 level (ABRSM/Rock School/Trinity) in one instrument</p>
<p>Contact person: Miss Carney</p>	
<p>Maximum number of classes we can offer: 1</p>	<p>Maximum cohort: 25</p>

Psychology

Duration of course: 2 years

Course type: GCSE

Examination Board: OCR

Overview:

This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking, and research skills. This course will equip students with a psychological literacy that enables you to apply your knowledge and skills in everyday lives. A passion and enthusiasm for science is essential due to the scientific components of the course.

Assessment Method and Component Percentages:

- 2 exams, each worth 50% of overall GCSE grade
 - Paper 1: Studies and applications in psychology 1
 - Paper 2: Studies and applications in psychology 2

What will I learn?

The subject offers you the chance to learn:

- Criminal Psychology
- Developmental Psychology
- Psychological Problems
- Research Methods
- Social Influence
- Memory
- Sleep and Dreaming
- Research Methods

How will I learn?

You will learn using a variety of methods including:

- Textbooks
- Revision guides
- Research
- In class research

Departmental Expectations:

To have a learning climate which is respectful to others especially when sensitive topics are being taught and discussed. A willingness to participate in lessons actively and prepared to share opinions and ideas without the fear of prejudice or bullying.

Career Potential:

There are a range of different careers in the field of psychology.

For example:

- Clinical psychology, Neuropsychology, Sports psychology, Police officer, Social worker, Play therapist, Mediator and Psychiatrist.

Future Progression routes possible:

A Level Psychology

Entry requirements:

ROA top 150 for Science.

ROA top 200 for Maths.

Maximum number of classes we can offer: 2

Maximum cohort: 32

Contact person: Miss Wintersgill

THIS COURSE **CANNOT** BE TAKEN AS WELL AS DT TEXTILES or ART AS AN OPTION CHOICE

Photography

Duration of course: 2 years

Course type: GCSE

Examination Board: OCR

Overview:

How can I become a skilful photographer and develop my creativity and creative thinking?

Photography develops the ability to look at the world around us and respond to it in our own individual way using visual language through a variety of ways: taking and manipulating photographs; using digital and practical methods, as well as understanding how images are captured and using imagination and skills to edit, manipulate and develop photographic ideas into artwork.

Assessment Method and Component Percentages:

- 60% Coursework 'Portfolio' Unit. Ongoing assessment / 120 marks
- 40% Exam Board 'Set Task' Unit. Ongoing assessment / 80 marks. Includes a 10 hour controlled assessment.

What will I learn?

You will cover:

Investigating and developing a command of skills, knowledge and understanding in the following:

- The formal qualities of Art – pattern, colour, tone, line, composition, form, texture.
- How cameras work and how we can use traditional and modern methods, old and new technology, to explore and develop ideas.
- How to develop film and produce black and white photographs using our darkroom.
- How to manipulate and edit photographs using photoshop.
- How to develop ideas through a creative process.
- How to present strong ideas and responses to what we see and understand about the world around us.
- Accurately record what we see through photography and drawing;
- How other artists/ photographers explore the themes, subjects and ideas that we are interested in ourselves.
- Research and analysis of how photography practitioners work.
- Evaluation and analysis of artists' artwork and practice.

How will I learn?

You will learn:

Art and Design: Photography is mostly practically based, and focuses on the main skills:

- Taking photographs of subjects of interest.
- Experimenting with different photographic processes, materials and techniques.
- Analysing the artwork of other artists
- Developing ideas using a creative process
- Producing a final outcome / artwork that displays learning
- Written analysis and evaluation of my own work and of other artists.

Departmental Expectations:

To respect and maintain a creative environment in the classroom and support other pupils in their studies. Be willing to take risks with ideas and media used so as to learn new things. Present work with commitment and care. Work outside of lessons to develop, improve and complete classwork.

Career Potential:

Photography, Graphic Design, Film and Television, Fashion, Media, Freelance Photography, Animation, Journalism, Advertising and other non-art related university courses and professions.

Future Progression routes possible:

Art will count towards entry requirements for any educational pathway including Sixth Form entry.

Art specific courses: A level Art, Textiles, Photography in Sixth Form and Graphic Design, Sculpture/3-D modelling at college.

Entry requirements:

In top 180 in the Art rank order, or one of the best 4 subjects.

Contact person:

Mr Hunter

Maximum number of classes we can offer: 1

Maximum cohort: 15

Religious Studies	
Duration of course: 2 years	
Course type: GCSE	
Examination Board: AQA	
Overview: AQA GCSE Religious Studies promotes a thorough understanding of religion through an in-depth and rigorous examination of the beliefs, teachings and practices within Christianity and Islam. In Year 10 you will learn how to apply religious thought to themes such as peace and conflict, crime and punishment, abortion, euthanasia, the death penalty, equal rights, animal rights and how important marriage is today. Year 11 is beliefs, teaching and practices, see below for more detail.	
Assessment Method and Component Percentages: Paper 1 Christianity and Islam: Beliefs and Practices Paper 2 Themes: Religion and life, Relationships and Families, Peace and Conflict, Crime and Punishment.	
What will I learn? Paper 1 Christianity: Beliefs, teachings and practices The nature of God as omnipotent, loving and just and the problem of evil and suffering. The oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation and the afterlife. Jesus as the Son of God, the crucifixion, resurrection and ascension. Sin, including Original Sin. Different forms of worship, prayer and the significance of prayer. The role and meaning of the sacraments especially baptism, the eucharist and marriage. The role and importance of pilgrimage and celebrations. The role of the church in the local community, including food banks and street pastors. How Christian churches respond to the persecution, the work of a Christian charity such as Christian Aid. Islam: Beliefs, teachings and practices The six articles of faith in Sunni Islam and five roots of Usual ad-Din in Shi'a Islam including key similarities and differences. Tawhid (the Oneness of God), the nature of God: omnipotence, beneficence, mercy, fairness and justice in Shi'a Islam, including different ideas about God's relationship with the world. Angels, their nature and role. Predestination, human freedom, the Day of Judgement, Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Risalah (Prophethood). The holy books: Qur'an: revelation and the authority of the Torah. Five Pillars of Sunni Islam and the 10 Obligatory Acts of Shi'a Islam. Jihad, lesser and greater. Festivals in Great Britain and the world today. Paper 2 Religion and life: Compatibility between science and religion, origins of the universe, environmental issues and animal rights, value of human life including issues of euthanasia and abortion. Relationships and Families: Marriage and divorce in the UK, equality for women, attitudes to homosexuality, contraception. Peace and Conflict: Causes of war, just war theory, holy war, nuclear weapons. Crime and Punishment: Law and order, why people commit crimes, concept of evil people and actions, aims of punishment, death penalty.	
How will I learn? PowerPoints in lessons, similar to those you have done in year 9. Show My Homework.	
Departmental Expectations: Work to the best of your ability. Push yourself so that you achieve your highest possible grade. Complete HW on time. Accept different students in the class will have different beliefs. Have a positive attitude.	
Career Potential: The study of religion helps you to learn how to think critically, listen empathetically, speak thoughtfully, analyse and evaluate and write clearly—all skills that will be of great use no matter what you go on to do in life. It will also help you to better live and work in our increasingly diverse society and global world.	
Future Progression routes possible: A Level Religious Studies, Other A Levels such as Politics, History, English, Psychology. Religious Studies encourages you to analyse and write considered arguments.	
Entry requirements: Top 150 of the Religious Studies rank order, or one of best 4 subjects	
Contact person: Mr Nicholson	
Maximum number of classes we can offer: 3	Maximum cohort: 90

Separate Sciences (Triple Science)	
Duration of course: 2 years	
Course type: GCSE	
Examination Board: AQA	
Overview: The separate sciences result in students achieving a distinct grade in Biology, Chemistry and Physics. The new exams have fewer words, fewer contexts, and questions that increase in difficulty. A coherent and logical sequence of scientific theory is delivered through each of Biology, Chemistry and Physics, at the heart of these are the required practical's. The qualifications provide great preparation for AS and A-level, without overlapping content.	
Assessment Method and Component Percentages: <ul style="list-style-type: none"> • 100% examination • 6 x 1 hour 45min written papers (2 for each specialism- Biology, Chemistry & Physics) 	
What will I learn? You will cover: <p>Biology Paper 1: cells, organisation of plants and animals, infection and response, photosynthesis, respiration. Paper 2: homeostasis, inheritance, evolution, ecology.</p> <p>Chemistry Paper 1: atomic structure, periodic table, bonding, moles, chemical changes, and energy changes. Paper 2: rates, hydrocarbons, chemical analysis, and atmosphere.</p> <p>Physics Paper 1: energy, electricity, particle model of matter, atomic structure. Paper 2: forces, waves, magnetism</p>	
How will I learn? You will learn using a variety of methods including: <ul style="list-style-type: none"> • Practical work • Maths • Independent learning • Interactive teaching 	
Departmental Expectations: A keen interest in science, excellent behaviour and effort, drive for independent learning.	
Career Potential: Anything! Medicine, Law, Teaching, Journalism, Armed Forces, Nursing. In the world of work, practical skills developed within the course are increasingly valued.	
Future Progression routes possible: A Level Science, Science Apprenticeships,	
Entry requirements: In the top 100 students in the Science rank order.	
Contact Person: Mr P Swallow	
Maximum number of classes we can offer: 3	Maximum cohort: 90

Spanish

Duration of course: 2 years

Course type: GCSE

Examination Board: Edexcel

Overview:

The MFL GCSE consists of 3 themes based on the following skills: Listening, Speaking, Reading and Writing. The authentic situations and stimuli enable you to see language in context and learn about the culture of the country of study. You will have the opportunity to apply your knowledge independently, creatively and in authentic situations.

Assessment Method and Component Percentages:

- 100% exam
- 3 exam papers: Listening (25%), Reading (25%), Writing (25%)
- Speaking exam (25%)

What will I learn?

You will cover the following areas:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work
- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture
- Travel and tourism, including places of interest
- Media and technology
- Environment and where people live

How will I learn?

You will learn using a variety of methods including:

- Listening to native speakers and authentic resources
- Phonics and Pronunciation
- Short dictations
- Reading aloud
- Reading authentic texts
- Translation skills – both languages
- Timed writing
- Grammar practise
- Scenarios of daily life situation for speaking purposes
- Using topic questions and answers to broaden your grammar and topic vocabulary knowledge.
- Pair work
- Small group work

Departmental Expectations:

To support a climate for learning within the classroom where independent learning skills can be developed and where pair work and group activities can take place successfully. You will also be expected to learn between 20-30 words per week for homework to enhance your learning.

Career Potential:

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons! Taking a Modern Foreign Language means you will add an extra dimension to your personal skills profile meaning that any employer that has customers or suppliers outside of the UK, who speak the language of study, will be more interested in your CV and you will be in a stronger position to get a job in companies with international links or work abroad.

Future Progression routes possible:

You will be able to go on to study the language at A Level if you achieve a grade 6 or higher

Entry requirements:

One of top 100 students on the French Rank Order, or one of best 4 subjects; Home Learning is good or excellent on average.

Contact person:

Beth Devonshire

Maximum number of classes we can offer: 3

Maximum cohort: 90

BTEC Sport	
Duration of course: 2 years	
Course type: BTEC	
Examination Board: Pearson Edexcel	
Overview: BTEC Sport has been designed to provide an engaging and stimulating introduction to the world of sport. It has been developed to: <ul style="list-style-type: none"> ● encourage personal development through practical participation and performance in a range of sports and exercise activities ● give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of optional specialist units ● encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select from optional units available in the qualification structure ● provide education and training for sport, leisure and recreation employees ● give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. 	
Assessment Method and Component Percentages: Component 1: 30% Conditioned Coursework assessment Component 2: 30% Conditioned Coursework assessment Component 3: 40% examination – 1 written paper – 1.5hr long.	
What will I learn? You will cover a range of topics within BTEC Sport, topics such as: <ul style="list-style-type: none"> ● Sports Provision ● Sports Equipment and Technology ● Different Components of Physical Fitness ● Roles and Responsibilities of Officials ● Leading Sports Activities ● Fitness for Sports Performance 	
How will I learn? You will learn using a variety of methods including: <ul style="list-style-type: none"> ● Classroom based group activities ● Video analysis ● Practical performance (this will include having your performance video recorded) ● Leading and coaching others (this will include having your leading of others video recorded) 	
Departmental Expectations: <ul style="list-style-type: none"> ● Actively involved in physical activity both inside and outside of the Academy. ● Strive to perform and be more physically active during their time at the Academy. ● Have a thirst to learn in theory lessons about all aspects of sports, health and physical performance ● Talented in a variety of sports settings. ● Have adequate literacy skills. 	
Career Potential: Anything related to the Sporting world! Examples are: PE Teaching, Physiotherapy, Sports Science, Sports Nutritionist, Coaching & Leading, Sports & Leisure industry, Personal Training & many more.	
Future Progression routes possible: Level 3 BTEC in Sport or possibly A-Level PE	
Entry requirements: Top 200 in the rank order for PE, or PE is one of your best 4 subjects.	
Contact person: Mr Champelovier	
Maximum number of classes we can offer: 5	Maximum cohort: 150

GCSE Statistics

Duration of course: 2 years

Course type: GCSE

Examination Board: AQA

Overview:

- GCSE Statistics develops skills that students will use in other subjects such as science and geography, and reinforces techniques needed for GCSE maths as well as supporting progression to A level maths. Real-life scenarios will capture your interest and give you an insight into the importance of statistics in the real world.
- Statistics is a growing part of the online and sporting landscape with companies such as Opta analysing on field performance in a range of sports, and social media sites such as Twitter analysing data constantly.

GCSE Statistics can be studied at both Foundation (Grade 1-5) and Higher (Grade 4-9) tiers.

Assessment Method and Component Percentages:

- The GCSE is split into two 1 hour 30mins papers, each worth 50% of the total mark.

What will I learn?

The course builds on knowledge learnt in GCSE Mathematics. It is essential that you enjoy problem solving, manipulating algebra and have a solid understanding of basic data handling and probability.

The course is split into 3 main parts:

- Data collection;
- Processing, representing and analysing data
- Probability.

How will I learn?

You will learn to use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc. For example:

- Identify trends through carrying out appropriate calculations and data visualisation techniques.
- critically evaluate data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- understand how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data
- understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing
- apply appropriate mathematical and statistical formulae and building on prior knowledge.

Departmental Expectations:

- All students are expected to be fully equipped for learning. You will require a scientific calculator, ruler, protractor and compass.
- All students are expected to supplement their in class learning with additional independent study, as directed by their teacher.
- All students are expected to embrace the challenge and rigour of the course – it is not easy but is highly regarded.

Career Potential:

Careers in statistics include:

- Data Analyst

- Financial Analyst
- Biostatistician
- Investment Banking

Future Progression routes possible:

GCSE Statistics will be an advantage to anyone wishing to study Maths, Further Maths or Mathematical Studies at A Level.

Entry requirements:

Higher Tier Statistics: In the top 140 for rank order in Maths.

Foundation Tier Statistics: Maths is one of your best 4 based on Rank Order

Contact person:

Mrs A Cooper

Maximum number of classes we can offer: 3

Maximum cohort: 90

Submitting Your Option Choices

Once you have reviewed all of the choices for the non-compulsory curriculum you will need to select your options in the student response form, this will be issued online on Thursday 8th February 2024. Once we receive your response form, the Curriculum Team will review the choices made by you and allocate all students a place on the courses that they have qualified for. We may need to advise you on alternatives if the options you have picked are either not your best subjects or if you do not meet the entry requirements. **Students must consider the following questions very carefully.** The answers will help them to make decisions about their future studies.

- In which subjects have I achieved to a high standard? *(These are ones I should consider taking.)*
- In which subjects have I not achieved to a high standard? *(These are ones that I should avoid taking.)*
- Which subjects do I enjoy the most? *(These are ones I should consider taking.)*
- Do I feel that I have a particular talent for any group of subjects? For example, a Science/Maths strand, Humanities (Geography, History, Philosophy) the Arts (Drama, Music, Art) or Languages (French or Spanish).
- Are there subjects that I need to study in order to help me in my proposed career/degree choice/A-level choice?

ACTION: Please indicate your preferences on the online Student Response Form. This will be available from Thursday 8th February. Please complete the form no later than Friday 1st March 2024.

If a subject cannot run or is otherwise full, it may be necessary to offer an alternative choice. For this reason, it is very important that all students select six choices so that four can be allocated.

*In order to take the English Baccalaureate (EBacc) pathway students must select **one of** French or Spanish **and one of** History or Geography. We strongly advise that students consider taking this academic pathway.

Students may choose to study both History and Geography (see entry criteria).

The online Student Response Form will go live on Thursday 8th February, and must be completed by Friday 1st March 2024

Points to consider:

1. Students must recognise that by opting for a specific course they are making a two year commitment that includes full attendance, completion of all coursework, preparation and entry for the final examination.
2. If you do not take certain courses in Key Stage 4 this will reduce your opportunities in the same subjects at Advanced Level in the 6th Form - French and Spanish are notable examples but if you are in any doubt you should discuss the issue with your subject teacher.

If, having read this booklet, you feel there are any details you wish to discuss, please do not hesitate to contact:

- The Head of Faculty/Head of Department/named contact for the subject area of interest,
- Dr L Fishwick – Director of curriculum,
- Mr R Smith – Assistant Principal – Curriculum.

Thank you for reading this booklet and good luck with your future.

Dr L Fishwick

Director of curriculum

l.fishwick@northampton-academy.org