



Northampton Academy
The best in everyone™
Part of United Learning

GCSE Options Booklet 2021

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School of
CHARACTER

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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 that was sent home along with this document.

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, we will be holding a **Virtual Options Evening on Wednesday February 10th**, this is the same date as the parents evening, so you will be able to discuss your options with your class teachers. The evening will open with a **live Town-Hall broadcast on our website at 4pm** from Mr Smith, Assistant Principal for Curriculum. There will also be 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. Students will also have the opportunity to request a call from a member of the Senior Leadership Team, or the Careers Advisor to assist in their decision making. **In order to collect your responses as to the subjects that you would like to study, we will be sending you an online 'Form' to complete.** This will be available on the academy website from February 10th and will need to be returned before Monday February 22nd 2021.

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

Mr S Walton – Director of Timetable & EVC

s.walton@northampton-academy.org

KEY DATES TO REMEMBER

**Wednesday
10th February 2021**

- **KS4 Options Evening**
Essential 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.

**Monday 22nd February
2021** - All options forms to be completed online by.

The process of allocating students to subjects will begin on Monday 1st March 2021. We will contact any students that may need to consider amending their subject choices.

**Week Beginning
12th April 2021**

- Confirmation of courses and subjects for next year will be sent home. Any requests for changes need to be with us by Monday 4th July.

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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"> • Drama 	<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"> • French 	<ul style="list-style-type: none"> • Statistics

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 8th March 2021 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 request a call back from a member of the Senior Leadership Team as part of the parents evening process on February 10th.

It is very important that prior to any call 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 Mr Stuart Walton (s.walton@northampton-academy.org). Our collective aim is to ensure that all students have the best possible opportunity to achieve their potential.

Yours sincerely



**Mr Stuart Walton
Director of Timetable & EVC**

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 OPTIONS EVENING Wednesday 10th FEBRUARY 2021.**
 - **Watch the *Options Guidance* Town Hall at 4PM.**
 - **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 Monday 22nd February 2021**
- 4) **Online Meeting/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 8th March 2021 to discuss further.**

NOTE: If you have missed assessments due to the current pandemic 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.

In the event that student 'Agreed Choice' cannot be met, then a 'Reserve Subject' will be offered.

Should it then transpire that your option choice is not possible further discussions will be had with you to confirm this and amend your options.

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

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:

- 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

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:

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

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

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

- 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)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

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.

How will I learn?

- | | |
|---|--|
| <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 |
|---|--|

Departmental Expectations:

To support a climate of learning where each individual is given the opportunity to excel in their reading and writing.

Career Potential:

English is a valuable subject for any career potential – Journalism, Law, Teaching, Writing Novels, Publishing.

Future Progression routes possible:

A Level English Literature

Contact Person:

Miss L Phillips

English Literature

Duration of course: 2 Years

Course type: GCSE

Examination Board: AQA

Overview:

The course encourage 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 encourage students to:

- 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.

Assessment Method and Component Percentages:

Paper 1: Shakespeare and the 19th-century novel

How it's assessed:

- written exam: 1 hour 45 minutes
- 64 marks forming 40% of the GCSE

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

How it's assessed:

- Modern texts
- Seen and unseen poetry
- written exam: 2 hour 15 minutes
- 96 marks forming 60% of the GCSE

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.

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:

- *literal and inferential comprehension:* 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
- *critical reading:* 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
- *evaluation of a writer's choice of vocabulary, grammatical and structural features:* analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- *comparing texts:* 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

Writing:

- *producing clear and coherent text: writing effectively about literature for a range of purposes such as:* 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
- *accurate Standard English:* accurate spelling, punctuation and grammar

How will I learn?

- You will learn by reading and analysing a wide variety of fiction and non-fiction texts
- Role play
- Video and DVD
- Revision Workbooks

Departmental Expectations:

To support a climate of learning where each individual is given the opportunity to excel in their reading and writing.

Career Potential:

English is a valuable subject for any career potential – Journalism, Law, Teaching, Writing Novels, Publishing.

Future Progression routes possible:

A Level English Literature

Contact Person:

Miss L Phillips

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 based on ability. It is expected that around 35% of students will sit the Higher Tier exam – these students will be placed in sets 1 or 2. Movement between different tiers is possible, and decisions on tier of entry will be made based upon the mathematical strengths and weaknesses of each individual pupil.

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.

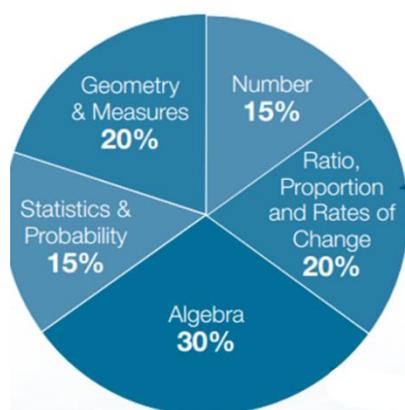
Students will be assessed each half term against GCSE questions on the topics that they have learnt to date. At Higher Tier, grades 4 – 9 are available. At Foundation Tier, grades 1 - 5 are available. Students not achieving the lowest grade on their paper will achieve a grade U (ungraded).

A 'Good Pass' is now classified as a Grade 5 (This is of a higher standard than the previous good pass, grade C). **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.**

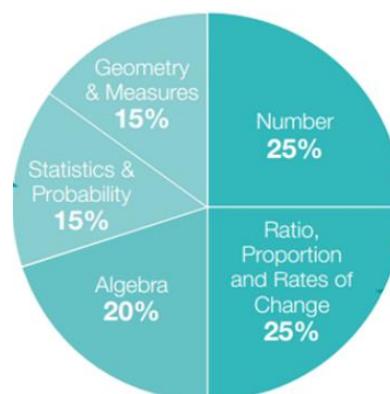
What will I learn?

The Mathematics GCSE is split into 5 strands:

Higher



Foundation



- 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 Core Mathematics (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

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.

Assessment Method and Component Percentages:

- 100% examination
- 6 x 1hr 15min written papers (2 for each specialism- Biology, Chemistry & Physics)

What will I learn?

You will cover:

Biology – Paper 1: cells, organisation of plants and animals, infection and response, photosynthesis, respiration.

Paper 2: homeostasis, inheritance, evolution, ecology.

Chemistry – Paper 1: atomic structure, periodic table, bonding, moles, chemical changes, energy changes.

Paper 2: rates, hydrocarbons, chemical analysis, atmosphere.

Physics – Paper 1: energy, electricity, particle model of matter, atomic structure.

Paper 2: forces, waves, magnetism.

How will I learn?

You will learn using a variety of methods including:

- 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.

Contact Person:

Dr L Fishwick

Core PE

Duration of course: 2 years

Overview:

Every student experiences PE during timetabled lessons over the course of each week. During these lessons students are guided through a range of content and taught using a variety of processes that allow challenge, enjoyment and personal development through sport and exercise.

At Northampton Academy we have created a well balanced curriculum that will enable our students to:

- Be successful learners, confident individuals and responsible citizens
- Achieve high standards and make improved progress within the subject
- Have and be able to use high-quality personal, learning and thinking skills (PLTS) and functional skills in a variety of contexts
- Be more engaged, motivated and committed to their learning
- Engage within physical activity to the age of 19 and beyond
- Give opportunities to participate outside of the classroom through many extra-curricular clubs.

What will I learn?

You will cover a range of sports/activities such as:

- Football
- Rugby
- Badminton
- Table Tennis
- Fitness
- Netball
- Alternative sports such as Gaelic Football, Lacrosse and Dodgeball for example
- Rounders
- Softball
- Cricket
- Athletics
- Dance
- Trampolining
- Leadership

How will I learn?

You will learn using a variety of methods including:

- Practical performance in a range of Sports
- Personal analysis of fitness through different methods of testing
- Peer analysis and assessment
- Officiating in different sports
- Leading others and components of lessons, for example, a warm up or a practice/drill

Departmental Expectations:

- Actively involved in lessons.
- Strive to perform and be more physically active during their time at the Academy.
- Have a thirst to learn in lessons about all aspects of sports, health and physical performance
- Attend PE extra-curricular clubs

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.

Contact person:

Mr N Champelovier

NON-COMPULSORY ELEMENT

This is the non-compulsory element of the curriculum in Key Stage 4. **REMEMBER: All students will study English, Mathematics, 2 Sciences (either combined or 2 of the separate sciences), PE and PSHE 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 and a Humanities subject (History or Geography).
- STEM students must pick Computer Science and most should pick a language.
- All students must pick at least one of Geography or History.
- All students must pick three further subjects.
- All students must pick a reserve choice in each block that will only be used if it is not possible to allocate the first choices.

Non-Compulsory Elements:

• Art & Design	• Geography
• BTEC Business Studies	• History
• Computer Science	• Music
• BTEC Dance	• BTEC Sport
• Drama	• Religious Studies
• DT Food	• Separate Sciences
• DT Resistant Materials	• Spanish
• French	• Statistics

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:

- 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;
- 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:

- 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

Business

Duration of course: 2 years

Course type: BTEC Level 1/2 Tech Award in Enterprise

Examination Board: Pearson

Overview:

Component 1 – Exploring Enterprises

Component 2 – Planning for an Pitching an Enterprise Activity

Component 3 – Promotion and Finance for Enterprise

Assessment Method and Component Percentages:

- Component 1 is coursework based and the outcome is decided upon the successful completion of a written report. 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. 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.

What will I learn?

You will cover:

- 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. Students will investigate 2 real businesses in the local area during the first year of study.

How will I learn?

You will learn:

- 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:

- All homework deadlines must be met
- 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 and ICT, A level Economics or A level Accounting

Entry requirements:

One of the top 200 students in the Maths rank order.

One of the 200 students in the English rank order.

Contact person:

Mr Burton

Maximum number of classes we can offer: 5

Maximum cohort: 150

Computer Science

Duration of course: 2 years

Course type: GCSE

Examination Board: Edexcel

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.

Have you ever thought...?

- How does your phone, console, or computer actually work?
- What would your life be like, without the internet?
- How do you communicate with people?

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.

Computer Science is a very demanding subject, and as a programmer, you will need to be confident in your use of maths and your ability to cope with mistakes.

Assessment Method and Component Percentages:

- 2 exams, each worth 50% of overall GCSE grade
 - Paper 1: Principles of computer science – written examination
- Paper 2: Application of computational thinking – computer based exam

What will I learn?

The subject offers you the chance to learn:

- 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

How will I learn?

You will learn using a variety of methods including:

- **Practical use of the computers**

How will I learn?

You will learn using a variety of methods including:

- **Practical use of the computers**

Departmental Expectations:

- 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.

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.

Future Progression routes possible:

A Level Computer Science

Entry requirements:

One of the top 80 in Computer Science Rank Order . Students in the top 80 rank order position in Maths will also be taken into consideration if top 80 is not reached in Computer Science.

Contact person:

Mrs Staff

Maximum number of classes we can offer: 1 + STEM

Maximum cohort: 30 (excluding STEM)

Dance

Duration of course: 2 years

Course type: BTEC

Examination Board: Edexcel

Overview:

BTEC dance is designed to give:

- 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%

What will I learn?

Component 1: Exploring the Performing Arts

- Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.

Component 2: Developing Skills and Techniques in the Performing Arts

- Learners will develop their performing arts skills and techniques through the reproduction of a dance repertoire.

Component 3: Performing to a Brief

- 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.

How will I learn?

You will learn using a variety of methods including:

- Classroom based group activities

- Video analysis
- Practical performance
- Workshops

Departmental Expectations:

- 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 and practical lessons alongside a genuine interest for the subject.
- Talented with basic skills and techniques for dance.
- Have adequate literacy skills.

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:

- Study of BTEC National in Performing Arts at level 3
- A levels as preparation for entry into higher education.

Entry requirements:

Top 180 in both the PE and English rank order, previous Dance or performance experience.

Contact Person: Miss N Barry (Teacher of Dance and PE)

Maximum number of classes we can offer: 1

Maximum cohort: 25

Drama

Duration of course: 2 years

Course type: GCSE

Examination Board: AQA

Overview: This specification is designed to engage and encourage you to become confident performers and designers with the skills needed for a bright and successful future. You will learn to collaborate with others, think analytically and evaluate effectively, gaining confidence to pursue your own ideas, reflect and refine your efforts.

Assessment Method and Component Percentages:

Component 1: Understanding Drama

What's assessed

- Knowledge and understanding of drama and theatre
- Study of one set play
- Analysis and evaluation of the work of live theatre makers.

How it's assessed

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks in total
- 40% of GCSE

Questions

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

Component 2: Devising Drama (practical)

What's assessed

- Process of creating devised drama

- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

How it's assessed

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

This component is marked by teachers and moderated by AQA

Component 3: Texts in practice (practical)

What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer)
- Free choice of play but it must contrast with the set play chosen for Component 1

How it's assessed

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

This component is marked by AQA.

What will I learn? GCSE Drama offers you the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. You will create, perform and respond to drama informed by your theoretical knowledge of drama and theatre.

The subject content for GCSE Drama is divided into three components:

1. Understanding drama
2. Devising drama
3. Texts in practice

How will I learn? The course is delivered through a mixture of formally taught lessons and practical workshops. You are expected to keep up with regular homework and attend additional rehearsals/performances/theatre visits often scheduled outside of the teaching day. You will be encouraged to take personal responsibility for arranging your own rehearsals and independent learning opportunities.

Departmental Expectations:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Develop ideas cooperatively • Respect each other and the learning environment | <ul style="list-style-type: none"> • Always try your very best • Maintain concentration • Always show audience etiquette (watch, listen and learn). |
|--|--|

Career Potential: If you choose to study Drama you will develop skills that are not just essential for drama but applicable to a wide range of higher education subjects and in the workplace. This specification will refine your collaborative skills, analytical thinking and approach to research. You will grow in confidence and maturity as you successfully realise your own ideas. You will learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts can have on decision making.

Future Progression routes possible: GCSE Drama ensures continuity for you to progress from GCSE Drama to A-level Drama and Theatre. You will already be familiar with studying a whole set text for the written paper and you will have built solid foundations in reviewing a live theatre production and in interpreting key extracts.

Entry requirements:

In top 120 in the Drama rank order or one of the best 4 subjects.

Contact person:

Mr S Lyon

Maximum number of classes we can offer: 2

Maximum cohort: 60

Design Technology: Resistant Materials

Duration of course: 2 Years

Examination Board: AQA

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

Assessment Method and Component Percentages:

Paper 1

- Written exam: 2 hours
- 50% of final mark

Questions

Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

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.

Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.

Non-exam assessment (NEA): 30–35 hours approx.

- 100 marks
- 50% of final mark

Task(s)

- Substantial design and make task;

Assessing: Investigation; Designing; Making; Analysing and Evaluating.

What will I learn?

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

How will I learn?

- 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.

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:

Product Design, Fashion, Architecture, Engineering, Textile design.

Future Progression routes possible:

A Level Product Design and A Level Fashion and Textiles

Entry requirements:

One of the top 60 students in the DT rank order.

And one of top 150 students in the Maths rank order.

Contact Person:

Mrs J. Ribbins

Maximum number of classes we can offer: 1

Maximum cohort: 20

Design Technology: Food Preparation and Nutrition

Duration of course: 2 Years

Examination Board: AQA

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.

Assessment Method and Component Percentages:

Written exam: 1 hour 45 minutes

- 100 marks
- 50% of final mark

Non-examined assessment - 50% of final mark

- 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

What will I learn?

Food preparation skills are integrated into five core topics:

- 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.

How will I learn?

You will learn using a variety of methods including:

- Primary and Secondary sources
- Practical experimentation
- Research methods
- Analysis of existing products and the work of others

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:

Catering, hospitality, Dietitian, nutritionist

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.

Entry requirements:

One of the top 60 students in the DT rank order.

Contact person:

Mrs J. Ribbins

Maximum number of classes we can offer: 1

Maximum cohort: 20

French

Duration of course: 2 years

Course type: GCSE

Examination Board: AQA

Overview:

The MFL GCSE consists of 4 units 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 topic areas:

- Holidays and Travel
- School, higher education, work and future plans
- Socialising, family and relationships
- Leisure Activities
- Where you live, advantages and disadvantages
- Daily routine, eating out, eating in, customs and festivals
- Environment, problems / initiatives
- Global issues, poverty, disease, natural disasters
- You will also learn to write and speak from memory in the target language and adapt sentences you already know.

How will I learn?

You will learn using a variety of methods including:

- Listening to native speakers
- Pair work
- Translation
- Small group work
- Reading and listening to authentic texts
- Writing practice
- Grammar

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 10-20 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 which will impress anyone who reads 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

Entry requirements:

One of top 100 students on the French Rank Order, or one of best 4 subjects

Contact person:

Beth Devonshire-Conway

Maximum number of classes we can offer: 2

Maximum cohort: 60

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 50 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:

Overview:

GCSE History is a writing based subject, requiring skills of analysis, evaluation, and interpretation.

Assessment Method and Component Percentages:

- GCSE History is with the Edexcel exam board and consists of three papers:
 - **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:
 - **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%).

What will I learn? You will cover:

- Early Elizabethan England, 1558–88
- The American West, c1835–c1895
- 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

How will I learn?

- 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 and revision guide booklets to revise for assessments in your own time.

Departmental Expectations:

- 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.

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 one of the most well regarded academic subjects and will equip students with the written communication skills required for a variety of careers. A GCSE and A Level in History proves that you can write analytically, argue clearly, and provide a nuanced evaluation of evidence.

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, 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.

Entry requirements:

One of best 4 subjects based on the History Rank Order

To do both History and Geography you need to be in the top 50 for rank order in **both** subjects.

Contact person:

Mr McNally

Maximum number of classes we can offer: 5

Maximum cohort: 150

Music

Duration of course: 2 years

Course type: GCSE

Examination Board: OCR

Overview:

This is a creative course which will enable learners to explore performance and composition with a focus on their own instrument and genre choices and offer opportunity to explore new instrumental skills.

Assessment Method and Component Percentages:

Content Overview	Assessment Overview	
Performance on the learner's chosen instrument. Composition to a brief set by the learner.	Integrated portfolio (01 or 02) 60 Marks Non-exam assessment	30% of total GCSE
Ensemble performance. Composition to an OCR set brief.	Practical component (03 or 04) 60 Marks Non-exam assessment	30% of total GCSE
Listening and appraising. A written paper, with CD. Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.	Listening and appraising (05) 80 Marks 1 hour and 30 minutes written paper	40% of total GCSE

What will I learn?

You will learn how to practically apply knowledge and understanding in the areas of performing, composing and appraising. You will study five Areas of Study 1: My Music, 2: The Concerto Through Time, 3: Rhythms of the World, 4: Film Music and 5: Conventions of Pop. Through this 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, including staff notation, the contextual influences that affect the way music is created, performed and heard including the effect of different intentions, uses, venues, occasions, available resources and the cultural environment. In performance and composition students will explore their own instrument, styles and genres of their own choosing. Within a composing context, students learn to demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

How will I learn?

You will learn through performing, composing and listening to music. You will experience the various styles and genres of music where possible first by playing arrangements, composing in the various styles and then applying newly gained knowledge in exam practice questions. There will be knowledge recall at the start of every lesson and revision resources to guide you through the two year course.

Departmental Expectations: You will rehearse and perform with one of the Music department's extra-curricular activity such as Choir, Orchestra, guitar group etc.... You will undertake private practice on your instrument and be prepared to perform in front of the other students in the class

Career Potential: Teacher, A&R manager, Concert promoter. Music journalist, Music producer, backing singer, blogger, booking agent, composer, DJ, event manager, instrument technician, live sound technician, music PR, music teacher, music therapist, musical director, musician, radio producer, recording engineer, singer, songwriter, tour manager, songwriter, sound engineer and stage management

Future Progression routes possible:

- A Level/L3 qualification in Music or Music Technology
- University to study a Music or Music Technology degree
- Music Conservatoire
- Apprenticeship within the Music Industry

Entry requirements:

All students that have demonstratable skill for music either through the means of an instrument or in singing can apply. For example, students may perform at or above a grade 3 standard with an instrument or singing.

Contact person:

Miss Tustin

Maximum number of classes we can offer: 1

Maximum cohort: 25

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:

- 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:

25% examination – 1 written paper – 1 hour long.

75% coursework – 3 different units will be completed.

What will I learn?

You will cover a range of topics within BTEC Sport, topics such as:

- Fitness for Sport and Exercise
- Practical Sports Performance
- The Sports Performer in Action
- Training for Personal Fitness
- Leading Sports Activities

How will I learn?

You will learn using a variety of methods including:

- Classroom based group activities
- Video analysis
- Practical performance in a range of Sports
- Personal analysis of fitness through different methods of testing

Departmental Expectations:

- 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: 4

Maximum cohort: 120

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 Usul 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

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 practicals.

The qualifications provide great preparation for AS and A-level, without overlapping content.

Assessment Method and Component Percentages:

- 100% examination
- 6 x 1 hour 45min written papers (2 for each specialism- Biology, Chemistry & Physics)

What will I learn?

You will cover:

Biology

Paper 1: cells, organisation of plants and animals, infection and response, photosynthesis, respiration.

Paper 2: homeostasis, inheritance, evolution, ecology.

Chemistry

Paper 1: atomic structure, periodic table, bonding, moles, chemical changes, and energy changes.

Paper 2: rates, hydrocarbons, chemical analysis, and atmosphere.

Physics

Paper 1: energy, electricity, particle model of matter, atomic structure.

Paper 2: forces, waves, magnetism

How will I learn?

You will learn using a variety of methods including:

- 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 90 students in the Science rank order.

Contact Person:

Dr L Fishwick

Maximum number of classes we can offer: 1

Maximum cohort: 30 (excluding STEM)

Spanish

Duration of course: 2 years

Course type: GCSE

Examination Board: AQA

Overview:

The MFL GCSE consists of 4 units 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 topic areas:

- Holidays and Travel
- School, higher education, work and future plans
- Socialising, family and relationships
- Leisure Activities
- Where you live, advantages and disadvantages
- Daily routine, eating out, eating in, customs and festivals
- Environment, problems / initiatives
- Global issues, poverty, disease, natural disasters

You will also learn to write and speak from memory in the target language and adapt sentences you already know.

How will I learn?

You will learn using a variety of methods including:

- Listening to native speakers
- Pair work
- Translation
- Small group work
- Reading and listening to authentic texts
- Writing practice
- Grammar

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 10-20 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 which will impress anyone who reads 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

Entry requirements:

One of top 100 students in the Spanish Rank Order, or one of best 4 subjects

Contact person:

Beth Devonshire-Conway

Maximum number of classes we can offer: 2

Maximum cohort: 60

GCSE Statistics

Duration of course: 2 years

Course type: GCSE

Examination Board: Edexcel

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:

All students are able to chose to study statistics. Your tier will be assigned based on your Maths rank order.

Contact person:

Mrs A Cooper

Maximum number of classes we can offer: 2 (1 per tier)

Maximum cohort: 60 (30 per tier)

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 Wednesday February 10th 2021. 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?

NOTE: If you have missed assessments due to the current pandemic 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.

ACTION: Please indicate your preferences on the online Student Response Form. This will be available from Wednesday 10th February. Please complete the form no later than Monday 22nd February 2021.

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 one subject in each option block and identify a reserve choice using the second question for the block on the form.

Option Block A	Option Block B	Option Block C	Option Block D
Triple Science	Geography*	Geography*	French*
French*	History*	History*	Spanish*
Art	Spanish*	Computer Science	BTEC Business Studies
BTEC Business Studies	BTEC Business	Art	Design Technology - RM
Drama	Drama	BTEC Business Studies	Music
Computer Science	Food Technology	BTEC Dance	BTEC Sport
Religious Studies	Religious Studies	BTEC Sport	Religious Studies
BTEC Sport			Statistics

*In order to take the English Baccalaureate (EBACC) pathway students must select **one of** French or Spanish **and one of** History or Geography. Students may choose to study both History and Geography (see entry criteria). We strongly advise that students consider taking this academic pathway.

**The online Student Response Form must be completed by
Monday 22nd February 2021**

Changing subjects once allocated is very difficult as classes fill up quickly. It is our hope that our comprehensive procedures will avoid disappointment and disengagement of students who start on the wrong pathway. In the event that you or your parent/carer feel that you need to change your allocation you will need to do so within one week of receiving them. **Changes once the course have started is not recommended and will only be allowed if there is a space in the new subject choice and only within the first 2 weeks of September.**

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,
- Mr S Walton – Director of Timetable and EVC,
- Mr R Smith – Assistant Principal – Curriculum,

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



Mr S Walton

Director of Timetable

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