



**The Kings of Wessex Academy**

— Getting the best out of everyone —

# Key Stage 4 Options Booklet

## September 2017

*Making the Right Choices*

*An Outstanding Church of England Academy*

Station Road, Cheddar, Somerset BS27 3AQ Telephone: 01934 742608 Fax: 01934 742757

Email: [office@kowessex.co.uk](mailto:office@kowessex.co.uk) [www.kowessex.co.uk](http://www.kowessex.co.uk)

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# The Kings of Wessex Academy

Getting the best out of everyone

January 2017

Dear Parents/Guardians,

## **Re: Making the Right Choices: Key Stage 4 Options Booklet for entry in September 2017**

I am delighted to provide you with some important information about Key Stage 4 courses for your child when they join The Kings of Wessex Academy in September.

Here at Kings we follow a three-year Key Stage 4 curriculum, which we know from experience gives our young people the very best opportunity of success. What this means is that your son/daughter will need to make some important choices about the subjects they would like to take for the coming three years. Details of all the courses and options, together with what you will need to do, are set out in this booklet.

To help students and parents in making these important choices we will be holding an Information Evening on **Wednesday 25 January 2017 in the Main Hall here at The Academy**. There will be a short welcome by myself at 7.00pm or 7.30pm, followed by opportunity for you to visit the Subject Departments.

**I would encourage you to attend this information evening when staff will be available to guide you through the process and provide more detail about subject choices.**

I know that you will also take some time to read this booklet together with your child and I hope that you will find it useful; and our team of staff here at Kings will also be pleased to help you with any questions you might have.

We are very much looking forward to welcoming your child to The Kings of Wessex Academy and to working with you over the coming years.

Yours sincerely,

**CHRIS RICHARDSON**  
**Executive Headteacher**

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# INTRODUCTION

At Kings we have a three year Key Stage 4 Curriculum commencing on entry in Years 9, 10 and 11 and the curriculum is divided into two parts: the Core and Enrichment.

## Core Curriculum

All students follow the Core Curriculum and will study the following subjects:

- **English**
- **Mathematics**
- **Science**
- **Religious Education**

In addition to the above courses, students will also follow non-examined courses in:

- **Physical Education**
- **Citizenship/Personal, Social and Health Education (PSHE)**
- **Careers Education**

## Enrichment Curriculum

The Enrichment Curriculum is the area where students are able to choose which additional subjects they wish to study; whether they are of particular interest to them or to best suit their ability.

The Enrichment Curriculum allows students to make five choices.

Students must choose to study:

**History or Geography (students may choose to study both) and French or German\* (students may choose to study both)**

*\*Students identified as needing extra support in English and Maths will receive additional time in these subjects in place of their French or German choice.*

In addition students must also choose a further **three** of the following subjects:

- **Art, Craft and Design (GCSE)**
- **Business Studies (GCSE)**
- **Business (BTEC First Award)**
- **Computer Science (GCSE)**
- **Design and Technology (GCSE)**
- **Food Preparation and Nutrition (GCSE)**
- **French (GCSE)**
- **Geography (GCSE)**
- **German (GCSE)**
- **History (GCSE)**
- **Information and Creative Technology (CiDA)**
- **Music (GCSE)**
- **Performing Arts (BTEC First Award)**
- **Physical Education (GCSE)**
- **Textiles (GCSE)**

### **Please note:**

*Students may choose **Computer Science GCSE** or **Information and Creative Technology (BTEC)** - not both.*

*In opting for **Business**, teachers will identify whether the **GCSE** or **BTEC** is the most suitable course.*

### **GCSEs**

GCSEs are traditional academic subjects that are examined at the end of the three year course. In some GCSE subjects coursework or Controlled Assessments (coursework undertaken in school under exam conditions) forms part of the assessment.

With the exception of GCSE Business Studies and GCSE Textiles all other GCSEs are being reformed. The new reformed GCSEs\* opposite will be graded from 9 to 1 with 9 being the highest grade.

GCSEs provide a stepping stone to A Levels for anyone achieving a Grade 4 or higher. The existing GCSEs in Business Studies and Textiles will still have the A\* - G system with a Grade C being the benchmark of a good GCSE result.

There is no advantage or benefit in choosing a reformed GCSE over an existing GCSE and it is expected that students will study a mix of both.

### **BTECs**

BTECs are more practical vocational qualifications that involve a significant amount of continuous assessment undertaken through project work. Students will also have to undertake an exam.

BTECs are taken at Level 2 and graded as a Pass, Merit or Distinction and are a helpful stepping stone to Post-16 vocational courses.

### **CiDAs**

CiDA, which stands for Certificate in Digital Applications is a vocational course that is equivalent to one GCSE.

CiDA is taken at Level 2 Grades A\* - C or Level 1 Grades D – G.

### **English Baccalaureate**

Please note that for the vast majority of students this course programme provides access to all the subjects that form the English Baccalaureate. This recognises students gaining qualifications at GCSE Grades 9 - 4 in English, Maths, two Sciences, a Modern Language and History or Geography.

### **Important points to bear in mind when choosing your options**

#### **☆What is your passion?**

If you enjoy a subject, you are more likely to do better at it. Choose a subject that you love doing.

#### **☆Your future.**

If you have any idea of a possible career, choose subjects that will help you achieve your aim.

#### **☆Which do you do best: exams or coursework?**

Look at how the courses are assessed; if you are brilliant at coursework, but poor at exams try not to choose a subject that is only assessed by exams.

**☆Try a new subject.**

There are some new subjects available that you will not have studied before. Make sure you find out all about these subjects before you make your final decision.

**☆Ask for advice.**

Speak with your teachers, discuss the subjects with your parents, check out websites and come and find out for yourself by attending the options evening at The Kings of Wessex Academy.

**☆Do not choose a subject just because your friends want to do it, as you may well end up in different groups.**

## **COMPLETING AND RETURNING YOUR OPTIONS FORM**

Please complete the options form at the back of this information booklet and return it to the Academy by **Friday 10 February 2017** at the latest.

You can send your completed form by post, email or deliver to our Main Reception in person.

All option choices will be considered after the deadline.

Please note that whilst every effort will be made to accommodate your choices, there may be some limitations in certain cases. For example, there may not be sufficient places on a particular course or viable numbers for a course to run. Therefore, we ask all students to choose two reserve options.

## **OPTIONS EVENING**

**A reminder of the Options Evening on Wednesday 25 January 2017 in the Main Hall here at The Academy commencing with a short welcome by the Headteacher at either 7.00pm or 7.30pm.**

This will be followed by opportunity for you to visit Subject Departments and meet with teachers to find out more about the options subjects.

We would encourage you to make every effort to attend the evening and look forward to welcoming Year 8 students and parents.

You can now find out more information about the Key Stage 4 subject choices on offer.

# **ENGLISH LANGUAGE AND LITERATURE (GCSE)**

## **☆What are the aims of the courses?**

All students follow a course which leads to two GCSEs: one for English Language and one for English Literature. This builds on the English work students have previously studied, but develops their studies further with a wider range of English literary heritage texts, as well as non-fiction.

Through their studies in English, students will develop their reading, writing and speaking and listening skills:

- Students will learn to read, understand and respond to a wide range of texts, both literary and non-literary; and will develop their analytical skills and appreciate ways in which writers achieve their effects.
- Students will develop their written accuracy and expression. This important skill is assessed in all English Language and Literature GCSE exams. Students will also learn to write in a variety of styles and for a range of purposes.
- Students will develop skills of personal expression and group discussions with a focus on gaining confidence in speaking in formal situations.

## **☆What is the content of the course?**

Across both courses students will study a range of texts from traditional novels to print media articles; so it is important that students read a range of texts outside school.

This course is active, busy and varied. Students will be encouraged to become independent readers and writers and will, where possible, be given the opportunity to see plays, enter competitions and attend courses.

**English Language** students will study a wide range of challenging texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Centuries consisting of both fiction and non-fiction; such as extracts from literature, reviews and journalism. Students will analyse and compare texts and use them as models for their own writing and will work on developing their literacy skills, written accuracy and on expanding their vocabulary.

Throughout the course students will improve their speaking and listening skills through group discussion and formal presentations.

In short, the course will cover three areas:

- **Critical Reading and Comprehension**
- **Writing**
- **Speaking and Listening**

**English Literature** students will read a wide range of literary texts, such as novels, poems and plays, from across genres and a range of time periods. The diverse range of texts studied will help students to gain confidence in reading widely and encourage them to read often. They will also analyse and compare literature, as well as consider the influence of context on the texts they study.

## **☆What will be assessed during the course?**

This is an un-tiered linear course and students are assessed for two separate qualifications (English Language and English Literature) at the end of Year 11.

Speaking and listening will be assessed by class teachers throughout the course and this award will appear separately on the English Language GCSE certificate.

Students will be expected to achieve the following skills in their Year 11 exams:

- Understand texts (both the meaning of texts and the contexts they are written in)
- Analyse language, structure and form
- Compare texts
- Write accurately
- Write convincingly in different styles and for different purposes



# MATHEMATICS (GCSE)

## ☆What are the aims of the course?

- To provide numerical, analytical, logical and problem solving skills.
- To provide levels of numeracy and a qualification that will enable students to pursue careers in their chosen subjects.

## ☆What is the content of the course?

- To develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- To acquire, select and apply mathematical techniques to solve problems.
- To reason mathematically, make deductions and inferences and draw conclusions.
- To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The course is arranged in the following two tiers, each with a maximum and a minimum grade:

- **Foundation** – this tier will give access to grades 1-5.
- **Higher** – this tier will give access to grade 4-9.

The course content is split between:

- **Number** (Foundation 25% of exam and Higher 15% of exam).
- **Ratio Proportion and Rates of Change** (Foundation 25% of exam and Higher 20% of exam).
- **Geometry and Measures** (Foundation 15% of exam and Higher 20% of exam).
- **Statistics and Probability** (Foundation 15% of exam and Higher 15% of exam).
- **Algebra** (Foundation 20% of exam and Higher 30% of exam).

## ☆What will be assessed during the course?

This is a linear course with exams at the end of the course.

In the exam there will be an emphasis on problem-solving and mathematical reasoning, with more marks now being allocated to these higher-order skills and students will now also be required to memorise formulae.

All students will take three separate exam papers and the marks from each paper will then be added together to determine the grade. One of the papers will be non-calculator and the other two will be calculator.

## ☆What equipment will be required?

Given in two of the three exams students will be allowed to use a scientific calculator it increases the importance of students having their own calculator in class so that they can benefit from being taught how to use it.

# SCIENCES (GCSE)

## ☆What are the aims of the course?

- To extend students' knowledge and understanding of Biology, Chemistry and Physics.
- To encourage students to ask questions about the world around them and to develop the skills of systematic, scientific enquiry.
- To encourage students to relate their scientific knowledge to familiar phenomena and to everyday technology so that they develop an understanding of the world around them.
- To give students the opportunity to carry out practical experiments so as to extend their scientific understanding and to develop their practical skills.

## ☆What is the content of the course?

All students will study aspects of Biology, Chemistry and Physics and at the end of Year 9 the most able students will continue on a Triple Science course, taking separate GCSEs in Biology, Chemistry and Physics whilst the remainder will aim to study two GCSEs via the Combined Science route.

The course content for both routes will be the same for Years 9 and 10, so there will be some flexibility and possible movement between groups until the end of Year 10. Final decisions about the appropriate route for each student will be made at the beginning of Year 11.

Both the Combined Science and Separate Science GCSE routes are suitable preparation for studying the Science subjects at A Level and beyond.

Students will usually have a different teacher for each Science and be taught in a specialist laboratory. During Year 9, it is expected that students will study:

**Biology:** Students will study Cell Biology, Digestion and Enzymes, the Circulatory System, Plant Transport Systems and Infection and Response.

**Chemistry:** Students will look at the extraction of important materials from the Earth and at some important industrial processes. They will also learn about the origin of the atmosphere.

**Physics:** Students will follow a spiral curriculum that will look at particles, forces, energy, motion, magnetism, electricity and waves.

## ☆What will be assessed during the course?

**Knowledge and Understanding:** Students will be assessed on their ability to recall scientific knowledge and will be expected to use their scientific knowledge to explain everyday events.

**Practical Skills:** Students will be assessed on their practical skills ability at various points throughout the course. The Exam Board has specified a number of practical activities which will allow students to develop the skills required.

**Research and Communication:** Students will be assessed on how well they can use sources of information, such as books, videos or information technology, to research a topic. They will be asked to present their findings in a number of ways, through written reports, short presentations or by producing a poster. Assessment will be on-going throughout the course.

**Exams:** This is a linear course with exams at the end of Year 11 in each of the subjects, which will count for 100% of each qualification. The exams will be tiered so students will enter at either Foundation level or Higher level.

There will be no separate mark for practical skills; but questions in the written papers will draw on knowledge obtained from carrying out the required practical activities in the specification, and these questions will count for at least 15% of the overall marks for the qualification.

# **RELIGIOUS EDUCATION (GCSE)**

## **☆What are the aims of the course?**

- To develop a knowledge and understanding of the key beliefs, values and traditions of two major religions.
- To give an opportunity to consider religious and other responses to moral issues and to fundamental questions of life.
- To allow students to adopt an enquiring, critical and reflective approach to the study of religion.
- To explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally.
- To enhance spiritual and moral development.
- To enhance personal, social and cultural development, and understanding of different cultures locally, nationally and in the wider world, and to contribute to social and community cohesion
- To develop students' interest in and enthusiasm for the study of religion, and relate it to the wider world.
- To reflect on and develop values, opinions and attitudes in light of their learning.

## **☆What is the content of the course?**

The course is divided into the following three units of work:

### **Systematic Study of Christianity:**

Beliefs and teachings:

- Beliefs about God
- Creation
- Beliefs about Jesus and the life of Jesus
- Salvation and forgiveness

Practices:

- Forms of worship
- Sacraments
- Pilgrimage
- The church locally and around the world

### **Systematic Study of Judaism:**

Beliefs and teachings:

- The nature of God
- The Messiah
- Covenant
- The afterlife

Practices:

- Worship
- The synagogue
- Rituals
- Festivals

### **Religious, Philosophical and Ethical Studies in the Modern World**

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

## **☆What will be assessed during the course?**

This is an un-tiered linear course and students are assessed in three separate exams at the end of Year 11.

# ART, CRAFT AND DESIGN (GCSE)

## ☆What are the aims of the course?

- To engage actively in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical thinkers with enquiring minds.
- To develop skills through a series of stimulating practical workshops, personalised projects and themes to maximise student's ability to problem-solve.

## ☆What is the content of the course?

Students will study:

- **Drawing and painting**
- **Printmaking – lino, silk screen and etching**
- **Photography manipulation**
- **3D construction**
- **Mixed media**
- **At least one visit per year to a major art gallery and a residential trip**

This is a broad course exploring practical and contextual work through a range of 2D and/or 3D processes using media associated with two or more of the following titles: Fine Art, Graphic communication, Photography, Textiles and Three-Dimensional Design.

In Year 9, students will be introduced to Illustration, Print, Painting and Typography. In the Summer Term they will undertake a self-guided project. The aim is to gain confidence and to learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.

In Year 10, students work on sustained observations to produce personal outcomes demonstrating meaningful links to artists. The introductory workshops include fine art painting, mixed media, printmaking, typography, graphics and portraiture.

The final portfolio project is created in Year 11; and is designed to suit students' preferred title(s) and showcase their skills. Additional workshops include screen printing, etching and photomontage. Students will be encouraged to take on challenges that present highly imaginative and personal responses.

## ☆What will be assessed during the course?

Component One consists of a portfolio worth 60%, which comprises of a sustained project and a selection of further work created throughout the course. This will be continually assessed by the teacher to help improve the grade.

Component Two, the externally set assignment is worth 40% of the GCSE. Students have a 8-10 weeks preparation period to respond to their chosen starting point followed by 10 hours of supervised time.

## ☆What equipment will be required?

A one off payment of £45 (£15 for each of the three years) studio fee is required to be paid in the first term by every student choosing this subject. The studio fee covers the provision of classroom materials, folders, and start of year sketchbooks.

Students will also need art equipment for the work completed at home, such as paint brushes, water colours, acrylics, oil pastels and collage materials.

# **BUSINESS STUDIES (GCSE)**

## **☆What are the aims of the course?**

- To help students understand the factors this might realise a business from an idea into a commercial success.
- To learn how to use information and understand about all types of business to help analyse and justify the actions needed to become more successful.
- To understand the importance of external and legal issues which are applied to today's globally competitive market.

## **☆What is the content of the course?**

In Year 9 students will be introduced to a wide range of business topics as a foundation to the three assessed units in Years 10 and 11. The work will combine knowledge and understanding of business concepts and terms with a practical application using project work, research assignment and a significant use of ICT. All external assessments will take place in Year 11. Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

### **Business in the Real World**

In this introductory unit students will understand business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. The focus will be on business ownership, aims and objectives, stakeholders, location and how a business expands.

### **Influences on Business**

The importance of external influences on business and how the businesses change in response to these influences. Students will consider how influences such as technology, ethics, the economic climate and the law will impact on decision making in a global market.

### **Business Operations**

Students will need to understand the interdependent nature of business operations, human resources, marketing and finance. Using real examples of how business objectives would be split into the functional plans will enable students to see clear links throughout. The more practical elements of production processes, procurement, quality control and providing good customer service are all covered in this unit.

### **Human Resources**

The purpose and nature of human resources, its role within the business and how it influences business activity. Topics include recruitment and the selection of employees; motivating employees and training.

### **Marketing**

The purpose of marketing, its role within the business and how it influences business activity including segmentation, market research, the 4 Ps of the marketing mix and e-commerce.

### **Finance**

In this final unit students will test their numerical skills by learning how to interpret financial data in order to make appropriate decisions. Sources of finance available to firms will include internal and external sources. Practical activities such as cash flow forecasting, break-even analysis and ratio analysis will enable students to manipulate raw data to help make accurate judgments based on reasoned analysis.

## ☆What will be assessed during the course?

Students need to learn to justify their views about the actions a business should take. This requires knowledge, application and analysis before making reasoned judgements. Problem-solving underpins activities in class with case study exam technique developed throughout the course. Students can expect to argue their ideas in both small groups and in whole class situations.

There will be two external exams at the end of Year 11:

### **Paper 1 – Influences of operations and HRM on business activity**

Written exam: 1 hour 45 minutes worth 50% of the GCSE testing knowledge and application of operations and human resources and how they influence businesses in the real world.

### **Paper 2 – Influences of marketing and finance on business activity**

Written exam: 1 hour 45 minutes worth 50% of the GCSE testing knowledge and application of marketing and finance and how they influence business in the real world.

Both exams have a combination of multiple choice, data response and case study questions.

# **BUSINESS (BTEC FIRST AWARD)**

## **☆What are the aims of the course?**

- This course has been developed to provide students with a stimulating and engaging introduction to the business world. The qualification will help students to develop their knowledge of business theory, and allow them to use their creativity and entrepreneurship.
- The BTEC philosophy of 'learning through doing' remains at the heart of the course. Students are given the opportunity to gain a broad understanding of the business sector as well as the knowledge and skills that underpin it. The course is made up of two core units (one of which is externally assessed) and two optional units.

## **☆What is the content of the course?**

The course is divided into four large units of work and each unit is broken down into smaller assignments, which are mostly internally assessed and can be graded at Pass, Merit or Distinction Level.

Assessment techniques will comprise of written/typed evidence, but will also feature elements of observation, role play, witness testimonies and presentations.

### **Two Core Units**

#### **Unit 1 – Enterprise in the Business World**

- Knowing how trends and the current business environment may impact on a business.
- Planning an idea for a new business.
- Presenting a business model for a business start-up.

#### **Unit 2 – Finance for Business**

- Understanding the costs involved in business and how businesses make a profit.
- Understanding how businesses plan for success.
- Understanding how businesses measure success and identify areas for improvement.

## **☆What will be assessed during the course?**

### **Two Core Units**

**Unit 1 – Enterprise in the Business World:** 100% assignment based, internally assessed.

**Unit 2 – Finance for Business:** This unit will be externally assessed and students will complete an on-line exam in Year 11.

### **Two Optional Units**

**Unit 3 – Customer Service:** 100% assignment based, internally assessed.

**Unit 4 – Branding:** 100% assignment based, internally assessed.

Each of the four units has equal weighting at 25%.



# **COMPUTER SCIENCE (GCSE)**

## **☆What are the aims of the course?**

- To develop knowledge and understanding of the fundamental principles and concepts of Computer Science.
- To use computational thinking skills to analyse and solve problems.
- To gain practical experience of designing, writing, and testing computer programs.
- To explore current and emerging trends in computing technologies.
- To understand the impact of Computer Science on the world we live in.

## **☆What is the content of the course?**

- The course is divided into three assessment objectives that focus on principles of Computer Science, Problem-Solving and a practical programming investigation.
- Principles of Computer Science explore concepts such as algorithms and data in computer systems. You will learn how computer systems work including hardware, software and networking. Finally students will gain an in depth knowledge of programming using the Python programming language to develop programs.
- A key aspect of this course is being able to use computational thinking skills to problem-solve, using the computer as a tool to help. You will be expected to practically and theoretically problem solve a range of tasks and scenarios.
- In the practical programming investigation, students will undertake an individual investigation based around a set problem, for example, encryption or mobile applications. They are then expected to plan and create and test a solution to the problem.
- Students will also have opportunities to use the Raspberry Pi lab to develop computer programs and networks.

## **☆What will be assessed during the course?**

**Unit 1 – Principles of Computer Science:** Written Exam (40%), completed at the end of Year 11. This is a non-tiered exam. Focuses on theoretical Computer Science.

**Unit 2 – Application of Computational Thinking:** Written Exam (40%), completed at the end of Year 11. This is a non-tiered exam and focuses on theoretical problem-solving ability.

**Unit 2 – Practical Programming Investigation:** Controlled Assessment (20%), completed at the beginning of Year 11 and focuses on practical programming skills.

# DESIGN AND TECHNOLOGY (GCSE)

## ☆What are the aims of the course?

- To analyse and evaluate products and processes.
- To use imagination and experimentation to combine ideas when designing.
- To consider the costs, commercial viability and learn about the marketing of products.
- To consider about past and present design and technology.
- To recognise the moral, cultural and environmental issues inherent in design and technology that affect society.
- To have an opportunity to manufacture with Computer Aided Design /Computer Aided Manufacture (CAD/CAM).
- To develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.
- To show an understanding of mathematical and scientific principles and apply these to design situations.
- To investigate and analyse the work of past and present professionals and companies in the area of design and technology.

## ☆What is the content of the course?

The two main areas of content are designing and making principles and technical principles

**Designing and Making:** Students will develop a better understanding of the design process and use computers and graphic techniques to present design concepts. They will learn about the skills, processes and knowledge of a wide range of materials, and have the opportunity to manufacture outcomes to a high standard.

**Technical Principles:** In order to make effective design choices in relation to materials, components and systems to utilise, students will gain a technical knowledge and understanding that includes the impact of new and emerging technologies, industry, enterprise, sustainability, people, culture, society and the environment, production techniques and systems.

## ☆What will be assessed during the course?

Throughout the first two years of the course students will produce and model a variety of products using wood, metals and plastics. This knowledge of materials will then be utilised in project work as part of the Controlled Assignment in Years 10 and 11.

The Controlled Assignment is a major design and make project worth 50% of the final mark. The written exam taken at the end of the course is worth 50% of the final mark and will assess the knowledge of designing and making learnt throughout the course.

# FOOD PREPARATION AND NUTRITION

## (GCSE)

### ☆What are the aims of the course?

- To provide students with an opportunity to demonstrate an understanding of food preparation techniques, nutrition, recipes and make food products.
- To demonstrate knowledge and understanding of food, cooking and nutrition.
- To apply knowledge and understanding of food, cooking and nutrition, including developing and modifying recipes to meet particular requirements.
- To demonstrate technical skills in planning, preparing, cooking and presenting a selection of recipes.
- To analyse and evaluate different aspects of food, cooking and nutrition, including food made by themselves and others.

### ☆What is the content of the course?

There will be a practical focus on students' ability to prepare and cook food and test their theoretical knowledge in relationship to food and nutrition.

### ☆What will be assessed during the course?

Throughout Years 9, 10 and 11, students will develop a range of practical skills and knowledge about food, cooking and nutrition and will use this knowledge to create food dishes for the Controlled Assignment task set by the Exam Board. This task is worth 50% of the final GCSE qualification and at the end of Year 11 students will sit a written exam worth 50% of the final mark.

There will be one exam for this qualification, which will assess students' knowledge of the theory behind food preparation and nutrition. The exam will be 1 hour 45 minutes long. This will be worth 50% of the final GCSE qualification.

The second part of the assessment will be non-examination assessment set by the Exam Board and will consist of two tasks, involving practical work.

**Task 1:** Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food (Worth 15% of final GCSE qualification).

**Task 2:** Students will plan, prepare, cook and present a three course menu (Worth 35% of final GCSE qualification).

# FRENCH AND GERMAN (GCSE)

## ☆What are the aims of the courses?

- To develop students' ability and ambition to use French/German effectively for purposes of practical communication and as a skill for life.
- To develop an awareness of the nature of language learning.
- To offer an insight into the culture and identity of French/German speaking countries.
- To encourage positive attitudes towards learning a foreign language.

## ☆What is the content of the course?

The courses build on the language learning skills introduced in the Middle Schools.

The four language skills of Listening, Speaking, Reading and Writing will be taught through three broad themes outlined in the specifications, relating to:

- **Identity and Culture**
- **Local, National, International and Global Areas of Interest**
- **Current and Future Study and Employment**

The courses also require students to:

- To understand and apply key grammatical concepts.
- To translate sentences and short texts from English into French/German and French/German into English.
- To understand and respond to different types of written language, including adapted or abridged literary texts from poems, letters, short stories, essays, novels or plays as a stimulus text.

Students are encouraged to communicate in French/German and therefore basic communication skills are of paramount importance. All lessons are delivered in French/German allowing students to be immersed in an authentic language learning environment with the use of television, video, computer-assisted learning, audio and reading materials. In particular, the Languages Department reiterates the importance of using Information Technology in language learning and students are scheduled for a fortnightly lesson in the Language ICT suite.

## ☆What will be assessed during the course?

This is a linear course and students are assessed in the Summer Term of Year 11. Students will be assessed in four skill areas, where listening, speaking, reading and writing will be equally weighted at 25%.

The specifications in French and German will be tiered at Foundation and Higher level, but with the requirement to enter all skills at the same tier. Listening, Reading and Writing will be assessed by an exam at the end of Year 11, and Speaking will take the form of a teacher-conducted exam by a time specified by the Exam Board.

Grades will not be reported at individual component level, but students will be awarded an overall grade based on their performance across all four papers.

# GEOGRAPHY (GCSE)

## ☆What are the aims of the course?

- To explore the relationship between people and the natural environment.
- To gain knowledge and understanding of current issues affecting Planet Earth, including climate change and sustainability.
- To investigate case studies to find out causes, effects and consequences of physical processes or human activity.
- To understand our role in society, by considering different viewpoints, values and attitudes.

## ☆What is the content of the course?

Students in Year 9, 10 and 11 will study:

- **Our World** – to develop map skills and identify places.
- **The Living World** – to investigate the two major world biomes: Tropical Rainforests and Deserts and consider their climate, soils and plant adaptations, as well as looking at how they are used; threats to them; and sustainable management of them.
- **The Challenge of Natural Hazards** – to investigate how natural hazards pose major risks to people and property and look at volcanoes, supervolcanoes, earthquakes, tropical storms, extreme weather events in the UK and climate change and to examine the impacts and responses to these events.
- **The Challenge of Resource Management** – to investigate how the global distribution of food, water and energy resources is uneven and how demand for each of these resources is increasing. To consider how pressure on these resources can cause conflict and also how each resource can be managed sustainably.
- **Physical Landscapes of the UK** – to investigate how the UK's relief covers a range of diverse landscapes and to explore both coastal and river systems, looking at their processes and related landforms. To consider the risks and impacts of flooding in these environments and also examine the sustainable management of these environments.
- **The Changing Economic World** – to investigate why there are global variations in economic development and quality of life and what strategies exist to reduce these inequalities. To consider how economic changes affect social and cultural change, as well as employment patterns and regional growth.
- **Urban Issues and Challenges** – to investigate how, as world population grows, a growing percentage of people live in urban areas. To consider the variety of social, economic and environmental opportunities and challenges from urban change and look at how we can manage urban growth sustainably.
- **Two fieldwork investigations** – the topics of investigation will be confirmed nearer the time but it is anticipated that the fieldwork will be a study of a river and a study of a city.
- **Revision** – to revisit all of the topics ready for the three linear exams.

In Year 9, theory and key ideas will be introduced for each topic. Then, in Year 10, case studies will be investigated relating to the theory studied in Year 9 and students will complete two pieces of fieldwork. Finally, in Year 11, students will revise all six GCSE topics they have previously studied in Years 9 and 10.

Compulsory fieldwork and optional trips are also an important and exciting part of the course; there will be a small cost for the compulsory fieldwork in Year 10.

☆ **What will be assessed during the course?**

This is an un-tiered linear course that is assessed by three separate exams in the Summer Term of Year 11. Although fieldwork is undertaken, this will not be assessed through coursework; instead it is assessed via a 'Geographical Applications' exam.

Some questions will assess the topics students have studied in class, whilst other questions will assess the knowledge and skills students learn from the fieldwork they complete. Approximately 5% of the marks in the exam will be allocated to spelling, punctuation and grammar.

# HISTORY (GCSE)

## ☆What are the aims of the course?

- To develop a broad understanding of the past from Medieval to Modern times from a British, European and wider world perspective.
- To develop and examine source analysis and extend writing skills.

## ☆What is the content of the course?

Students will study the three eras of History:

- **Medieval**
- **Early Modern**
- **Modern**

Over three different time periods:

- **Short** - a study of a shorter period of time in depth e.g. The Causes of World War One.
- **Medium** - a study of a period of history e.g. Victorian.
- **Long** - a thematic study over a longer period of time e.g. Crime & Punishment through the ages.

In three Geographical contexts:

- Local area
- British
- European/Wider world

### **Structure:**

It is expected students will study:

**Year 9:** Foundation GCSE skills covering introductory topics focused on the 20<sup>th</sup> Century.

Crime and Punishment c.1000-present day including a study of the historic environment of Whitechapel and its impact on crime and policing in the late 19<sup>th</sup> Century.

**Year 10:** Elizabeth depth study 1558-1588 and Weimar and Nazi Germany 1918-1939.

**Year 11:** Superpower Relations and the Cold War 1945-1991.

## ☆What will be assessed during the course?

This is an un-tiered linear course and is assessed by 100% exam at the end of Year 11. Approximately 5% of the marks in the exam will be allocated to spelling, punctuation and grammar.

# **INFORMATION AND CREATIVE TECHNOLOGY** **(CiDA)**

## ☆What are the aims of the course?

- To inspire and enthuse learners to become technology-savvy producers of products and empower them to play an active role in the digital sector, rather than being simply consumers of digital content.
- This is a tailor-made course to meet the needs of today's creative industries, the qualification covers graphics design, computer game production, web development, and multimedia design such as audio and video. It gives learners the opportunity to gain a broad understanding of the Information Technology sector and the creative industries.
- To explore the fundamentals of technology and gain the practical skills, knowledge and understanding to design, make and review digital products.

The course is ideal for students who want the opportunity to be creative with technology and enjoy creating high quality IT products.

## ☆What is the content of the course?

- The course looks at the impact ICT is having on the world today and explores the main skill used within the creative ICT sector. Areas including graphics, audio, web, video, multimedia and games design.
- Students will study how to create appealing websites to showcase work and ideas and will learn how to make use of multimedia assets, such as images, sound, animation and video to make engaging products.
- Students will also discover the impacts of digital products and develop skills in planning, creating and testing products for a range of purposes.
- The course also explores the world of the designer, in which students will develop original digital products using a range of industry software and techniques.

## ☆What will be assessed during the course?

**Unit 1 – Developing Web Products:** One hour onscreen exam (25% of qualification).

**Unit 4 – Multimedia:** Coursework Project (75% of qualification).

### **Ongoing Internal Assessment:**

Graphics Design, Audio Editing, Games Design and Video Editing



# MUSIC (GCSE)

## ☆What are the aims of the course?

- To encourage students to develop as independent learners and reflective thinkers who are appreciative of different styles and cultures.
- To develop musical interests and skills through performing, composing, listening to and analysing music both individually and in groups.

## ☆What is the content of the course?

The course is divided into the following three units of work:

**Unit 1 – Performing Music:** Students will perform both individually and as part of a group and need to be able to play an instrument or sing. Extra marks are available for performing at a more difficult level and recordings need to be completed under teacher supervision during allocated lessons. Students can improve their performance skills by attending the Music Department enrichment activities related to their chosen instrument/s. Performances will need to last at least four minutes combined duration.

**Unit 2 – Composing Music:** Students will compose two pieces based on briefs given by the Exam Board. The final score and recordings are undertaken in lesson time with preparation work completed at home before and during the composition task. Compositions will need to last at least three minutes combined duration.

**Unit 3 – Appraising:** There is a one hour 45 minute exam at the end of Year 11 when students are required to answer questions based on set works that have been studied during the course. There are eight set works from four Areas of Study: Instrumental Music 1700-1820, Vocal Music, Music for Stage & Screen and Fusions. There are eight set works from four Areas of Study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions.

All students wishing to take the GCSE must be able to play an instrument already **or** be willing to commence learning and practise at the beginning of Year 9 as performance coursework forms 30% of the overall mark. Voice is a valid instrument and all singers are welcome. While it is not compulsory for students to have private instrumental lessons, those who do so benefit greatly.

Students must be prepared to perform individually and in ensembles in class at regular intervals. It is not essential to take grade exams in the chosen instrument, but students must be able to play a piece fluently and confidently with attention to detail.

## ☆What will be assessed during the course?

The Listening paper (40%) will be examined in May 2019 and will require students to be aware of the musical terminology and to be able to hear specific features in the types of music from Unit 3. Students will be required to answer questions in the exam based on reading a skeleton score and this skill will be taught in lessons, but a good knowledge of reading and writing staff notation will give students an advantage when commencing the course.

All performing (30%) and composing (30%) coursework will be completed over both Years 10 and 11 and will be submitted to the Exam Board in the Summer Term of 2019.

# PERFORMING ARTS (BTEC FIRST AWARD)

## ☆What are the aims of the course?

This course is for students who love all aspects of performing and it is important they are prepared to perform every lesson and contribute to ideas. It is a creative and practical subject that requires high levels of involvement and focus at all times with opportunities to sing, act and dance on this course.

- To develop employability skills, vocational understanding, contribution and ability.
- To develop the following skills:

Communication	Discipline
Judgement	Co-ordination
Team Work	Confidence
Problem Solving	Comprehension
Logic	Appreciation

## ☆What is the content of the course?

Students will complete a variety of units based on all three disciplines to include the following Core Units:

- **Individual Showcase**
- **Preparation, Performance and Production**
- **Musical Theatre Skills**

## ☆What will be assessed during the course?

All units are assessed continuously, through teacher observation each lesson, meaning that attendance is vital to success on the course. The students undertake an individual showcase exam, which is a videoed piece of work sent to the Exam Board for external assessment.

# **PHYSICAL EDUCATION (GCSE)**

## **☆What are the aims of the course?**

- To enable students to improve their ability to plan, perform and evaluate physical activities.
- To develop knowledge, to apply and analyse in a range of physical activities and related theoretical concepts.

## **☆What is the content of the course?**

The course involves both theoretical and practical lessons in all three years of study.

### **Theoretical Content**

The theory component will cover the scientific, socio-cultural and practical aspects of physical activity and sport; including concepts and theories, in theoretical and practical contexts. Students will be expected to demonstrate, apply and analyse using the knowledge they have developed in all aspects of the course.

Specific theoretical areas covered will be:

- Applied Anatomy and Physiology
- Physical Training
- Social Cultural influences
- Sports Psychology
- Health Fitness and Well Being

### **Practical Content**

The practical coursework component of the course will develop the practical performance of students in a range of sports. In each sport, performance is assessed on the student's application of skills, technique and tactics in a game situation. A student's knowledge of rules and regulations will also contribute to their practical performance scores.

If they choose to do so, students can also be assessed as a coach or official in one sport, instead of all practical performances and every practical lesson will involve performances that will count towards their final coursework mark. At the end of Year 11 their best sports will be submitted towards the GCSE qualification.

## **☆What will be assessed during the course?**

Students will sit a written exam paper for the theoretical component, which accounts for a total of 70% of their final GCSE grade in the summer of Year 11; whilst the practical coursework component will contribute the remaining 30%.

This course is recommended to students who are considering studying Physical Education at BTEC level 3.

# **TEXTILES (GCSE)**

## **☆What are the aims of the course?**

- To engage actively in the creative process of Textiles. To be able to explore personal responses through independently testing and experimenting with materials.
- To develop skills through a series of stimulating practical workshops, personalised projects and themes to maximise the student's ability to problem-solve.

## **☆What is the content of the course?**

Students will study:

- **Felting**
- **Hand and machine embroidery**
- **Printing – heat transfer, lino and mono printing**
- **3D construction**
- **Mixed media**
- **At least one visit per year to a major art gallery**

This is a broad course exploring practical and contextual work through a range of 2D and/or 3D processes using media associated with Textiles.

In Year 9, students will be introduced to a wide range of techniques which they will present in a sketch book that they can reference in Years 10 and 11 when working on their Controlled Assessments. In the Summer Term they will undertake a self-guided project on garment construction. The aim is to gain confidence and to learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. The end result will be to produce a garment that can be part of the end of year catwalk show.

In Year 10, students work on sustained observations to produce personal outcomes demonstrating meaningful links to artists. The workshops will be linked to two different units and themes refined by the student.

The final portfolio project is created in Year 11; it is designed to suit students' interests and to showcase their skills. Additional workshops will include screen printing, etching and pattern cutting. Students will be encouraged to take on challenges that present highly imaginative and personal responses.

## **☆What will be assessed during the course?**

Component One consists of a portfolio worth 60%, which comprises of a sustained project and a selection of further work created throughout the course. This will be continually assessed by the teacher to help improve the grade.

Component Two, the externally set assignment is worth 40% of the GCSE. Students have an 8-10 weeks preparation period to respond to their chosen starting point followed by 10 hours of supervised time.

## **☆What equipment will be required?**

A one off payment of £45 (£15 for each of the three years) studio fee is required to be paid in the first term by every student choosing this subject. The studio fee covers the provision of classroom materials, folders, and start of year sketchbooks.

Students will also need art equipment for the work completed at home, such as paint brushes, water colours, acrylics, oil pastels and collage materials.

# **PHYSICAL EDUCATION (Core)**

## **☆What are the aims of the course?**

- To enable every student to experience and enjoy Physical Education.
- To realise the importance of a healthy lifestyle.
- To develop individual physical skills and appreciation of tactics.
- To develop knowledge and understanding of rules and regulations.
- To provide opportunities for students to play sport.
- To appreciate qualities of teamwork, fair play, discipline and social responsibility.

## **☆What is the content of the course?**

Students will study the following areas activities in Years 9, 10 and 11:

Hockey  
Health Related Fitness  
Basketball  
Athletics  
Badminton  
Soft Ball  
Rounders  
Spinning  
Boxercise  
Fitness Suite

## **☆What will be assessed during the course?**

This is a non-examined course.

However, in order to provide a rounded judgement that relates to National Curriculum expectation, students will be assessed on their ability to demonstrate across a range of activities:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

There is a wide range of P.E. enrichment activities on offer for students and also the academy teams play regular fixtures against local schools, including Rugby, Football, Netball, Hockey, Athletics and Rounders.

# **CITIZENSHIP/ PERSONAL, SOCIAL AND HEALTH EDUCATION**

- In Year 9, Citizenship and PSHE students study the three main topics of Healthy Lifestyles, Sex and Relationships and Education and Skills for Life.
- Year 9 will also take part in a Citizenship & PSHE day in the Summer Term that supports the teaching in lessons and is delivered by experts in the field.
- Students will continue their studies of Citizenship and PSHE in Year 10.
- In Year 10 students will study the main topics of Rights and Responsibilities, Sex and Relationships Education and will spend time looking ahead for work experience and careers.
- In Year 11 students attend a series of assembly-based workshops with a focus on keeping safe in today's modern technological world, including Revision Techniques and strategies to manage examination nerves, Child Sexual Exploitation, Discrimination, British Values and Anti-Radicalisation, Next Steps in e-Safety and Protecting Yourself Online and Drugs Awareness.

# **CAREERS AND WORK RELATED LEARNING**

- Careers Education and Guidance is part of the curriculum for all our students.
- Careers Education is taught within PSHE/Citizenship and through events in school. The programme helps students to consider what is important to them, how to research careers and opportunities and how to make decisions relating to their futures. Students will be given opportunities to find out about post-16 pathways, apprenticeships and Further and Higher Education.
- Individual careers guidance and support is available through the year, as well as on exam results days. Students can request an appointment with our in-school Careers Adviser, or attend a drop-in session on Tuesday lunchtimes in the LRC (delete). Students also have an individual meeting with a member of the Academy Leadership Group (ALG) in Years 11 and 12 to discuss their future plans.
- In Year 10 students undertake a week of Work Experience during the Summer Term to provide an insight into the world of work, to help with career decisions and to develop confidence and skills. There is a second week of Work Experience in Year 12, aimed at supporting applications to university or employment after Sixth Form.
- To support our careers and work experience programmes we have an extensive careers library in the LRC with additional information on the website and Kings Learning Platform.

For more information on our current provision and events please see:

“Careers Information, Advice and Guidance 2016-17” available at

<http://www.kowessex.co.uk/flipbook/careers2017/index.html>

# **LEARNING SUPPORT**

## **☆What are the aims of Learning Support?**

- To provide an educational programme for students with Special Educational Needs.
- To provide staff with a comprehensive profile of each student with special needs.
- To monitor students' progress and work with Departments to support students appropriately.

## **☆What support is provided?**

Assistance provided in Year 9 includes:

### **In-Class Support**

Differentiated high quality teaching guided by the Learning Support Department

In-class support from Learning Support Assistants is given for some students and may be across any subject, depending on the needs of the student.

### **Withdrawal**

Some students may be withdrawn from lessons for work on areas of specific difficulty and the withdrawal timetable is carefully planned so that no subject is placed at a disadvantage. Students might take part in the Success Maker spelling intervention, handwriting or social skills groups, literacy and numeracy withdrawals or our reading programme.

Withdrawal lessons are carefully structured and monitored, and students are returned to full timetables as soon as possible.

### **Extra Support in Mathematics and/or English**

Students who are identified as requiring additional support in English and/or Maths are given extra time for these subjects within the timetable, instead of learning a Modern Foreign Language. They follow a reading partner programme to ensure their literacy continues to develop and are taught in smaller groups.

### **Lunchtime Study Support**

**All** students are welcome to come to Learning Support at lunchtimes between 12.45pm and 1.40pm where staff will be available for extra support or students can take advantage of the ICT facilities and use these as a quiet place to study.

## **☆How will each student's progress be monitored?**

Students' progress will be monitored via:

- Programme report sheets and target setting
- Learning Support staff reports
- Diagnostic testing to quantify progress
- Liaison with external agencies, parents, Learning Support Assistants and the student themselves
- School academic reports and Data Collections



# OPTION FORMS

# KEY STAGE 4 OPTIONS FORM

STUDENT'S NAME \_\_\_\_\_ CURRENT SCHOOL \_\_\_\_\_

HUMANITIES OPTION	☆Please tick <b>one</b> option
<i>History (GCSE)</i>	
<i>Geography (GCSE)</i>	

LANGUAGES OPTION	☆Please tick <b>one</b> option
<i>French (GCSE)</i>	
<i>German (GCSE)</i>	

☆Please indicate your choice of three additional options **in order of preference**,  
plus two reserve options on the table below:

ADDITIONAL OPTIONS	☆Please indicate <b>three</b> options 1-3 and <b>two</b> reserve options 4-5
<i>Art, Craft and Design (GCSE)</i>	
<i>Business Studies<sup>4</sup> (GCSE/BTEC First Award)</i>	
<i>Computer Science<sup>3</sup> (GCSE)</i>	
<i>Design and Technology (GCSE)</i>	
<i>Food Preparation and Nutrition (GCSE)</i>	
<i>French<sup>2</sup> (GCSE)</i>	
<i>Geography<sup>1</sup> (GCSE)</i>	
<i>German<sup>2</sup> (GCSE)</i>	
<i>History<sup>1</sup> (GCSE)</i>	
<i>Information and Creative Technology<sup>3</sup> (CiDA)</i>	
<i>Music (GCSE)</i>	
<i>Performing Arts (BTEC First Award)</i>	
<i>Physical Education (GCSE)</i>	
<i>Textiles (GCSE)</i>	

**Important notes:**

- 1 Students may study **both** Geography and History.
- 2 Students may study **both** French and German.
- 3 Students may choose **either** Computer Science (GCSE) or Information and Creative Technology (CiDA).
- 4 In opting for Business, teachers will identify whether the GCSE or BTEC is the most suitable course.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for returning your completed form to the Academy Main Office  
by no later than **FRIDAY 10 FEBRUARY 2017**.

STUDENT COPY

# KEY STAGE 4 OPTIONS FORM

*This form is for you to **copy** your option choices to keep for **your** records at home.*

STUDENT'S NAME \_\_\_\_\_ CURRENT SCHOOL \_\_\_\_\_

HUMANITIES OPTION	☆Please tick <b>one</b> option
<i>History (GCSE)</i>	
<i>Geography (GCSE)</i>	

LANGUAGES OPTION	☆Please tick <b>one</b> option
<i>French (GCSE)</i>	
<i>German (GCSE)</i>	

☆Please indicate your choice of three additional options ***in order of preference***, plus two reserve options on the table below:

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Computer Science <sup>3</sup> (GCSE)	
Design and Technology (GCSE)	
Food Preparation and Nutrition (GCSE)	
French <sup>2</sup> (GCSE)	
Geography <sup>1</sup> (GCSE)	
German <sup>2</sup> (GCSE)	
History <sup>1</sup> (GCSE)	
Information and Creative Technology <sup>3</sup> (CiDA)	
Music (GCSE)	
Performing Arts (BTEC First Award)	
Physical Education (GCSE)	
Textiles (GCSE)	

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