



**Kings**  
Academy

Believe and Succeed



## Year 9 Choices

### September 2026 Entry

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Part of the  
**Wessex** Learning Trust



 **POSITIVITY**

 **RESPECT**

 **INTEGRITY**

 **DEMOCRACY**

 **EQUALITY**

# THE KINGS CURRICULUM



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2026 - 2029

	YEAR 9	YEAR 10	YEAR 11
<b>CORE SUBJECTS</b>	<i>English Language and Literature, Mathematics (Further Maths for some), Science (Combined or Triple), Religion, Philosophy and Ethics (RPE), Physical Education (PE), Personal, Social, Health, Economic Education (PSHEE) Citizenship</i>		
	<i>Project Work</i>	<i>Additional time for options subjects</i>	
<b>OPTION BOX 1 A, B, C</b>	<i>Students Study Two Courses from <u>different categories</u></i>		
	<i>Category A GCSE: Geography, History</i>		
	<i>Category B GCSE: Art and Design, Design and Technology, Drama, Music, Textiles</i>		
	<i>Category C GCSE: French</i>		
<b>OPTION BOX 2</b>	<i>Students Study Two Courses</i>		
	<i>GCSE: Art and Design, Business Studies, Computer Science, Design and Technology, Drama, Food Preparation and Nutrition, French, Geography, History, Music, Physical Education, Textiles</i>		
	<i>Vocational: Business Studies (BTEC), Health and Social Care (BTEC), iMedia ICT (OCR Nationals), Music Technology (NCFE), Sports Science (OCR Nationals)</i>		



13 January 2026

Dear Parent/Carer

## Year 9 Choices

At Kings Academy students choose their options prior to entry in year 9, which we know from experience gives our young people the very best opportunity for success. What this means is your child will need to make some important choices about the subjects they would like to study. Details of all the courses and options, together with what you will need to do, are set out in this booklet.

Students are more likely to succeed when they are following courses they have actively chosen to pursue in subjects they are passionate about. Our aspiration is for students to 'believe and succeed' and we trust our students to make important decisions over their curriculum. Alongside the core curriculum, students continue in their Key Stage 3 foundation subjects with the completion of project work. For their options students choose two subjects from different categories in Option Box 1 and select their remaining two courses from an extensive list, Option Box 2.

Year 9 options gives us scope to tailor the curriculum to the needs of each student. It is important to realise there are different types of courses available. Students can make their choices from a wide range of academic courses or choose vocational courses that offer a different style of learning.

To help students and parents with these important choices we will be holding a face-to-face Choices Evening on Tuesday 3 February. There will be two presentations on the evening at 5.00pm and 6.00pm. Students with surnames A to H are invited to attend the presentation in the main hall at 5.00pm and students with surnames I to Z at 6.00pm. The presentation from the talk will also be available on the website. You are also encouraged to visit the subjects you are interested in studying with subject specific staff and student ambassadors available to answer any questions you may have on this evening. Subject classrooms will be open throughout from 5.00pm until 7.00pm.

Please take some time to read the booklet together with your child. The booklet is available online <https://www.kowessex.co.uk/year-9-options/> or by scanning the QR code below. Students will each receive their own copy during assemblies in their Middle Schools and from Tutors. Our team of staff here at Kings will also be pleased to help you with any questions you have.

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

Yours sincerely

Rachel Hopwood

Deputy Headteacher



Year 9 Choices Booklet



Year 9 Options Form

**A:** Kings Academy, Station Road, Cheddar, Somerset, BS27 3AQ  
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# TIMELINE AND CHECKLIST

Keep track of events/deadlines here to help you complete the choices process.

Event	Date	Complete?
Year 8 student assembly at <b>Fairlands Middle School</b>	<b>Wednesday 14 January 2026</b>	
Year 8 student assembly at <b>Hugh Sexey Middle School</b>	<b>Friday 16 January 2026</b>	
<b>Choices Evening 5.00 - 7.00pm.</b> Talks in the main hall at 5.00pm and 6.00pm.	<b>Tuesday 3 February 2026</b>	
<b>Deadline for options choices to be submitted</b>	<b>Monday 23 February 2026</b>	

Assemblies take place in school to explain the options process to students with an opportunity to ask questions.

The Choices Evening at Kings Academy includes a talk in the main hall and an opportunity to visit option subjects with staff and student ambassadors ready to answer any questions you have.

## INTRODUCTION

At Kings the curriculum is divided into three parts: the Core Subjects, Option Box 1 (Categories A, B and C) and Option Box 2 subjects.

## CORE SUBJECTS

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

- **English Language**
- **English Literature**
- **Maths**
- **Science**
- **Religion, Philosophy and Ethics**

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

- **Physical Education**
- **Citizenship**
- **Personal, Social and Health Education (PSHE)**
- **Extended Curriculum Project (ECP)**
- **Employability**

## OPTION BOX 1

Alongside the core curriculum, students choose two courses from the Option Box 1 subjects across 3 categories (A, B and C) to ensure they follow a broad and balanced curriculum:

Category A	Category B	Category C
<b>Geography (GCSE)</b> <b>History (GCSE)</b>	<b>Art and Design (GCSE)</b> <b>Design and Technology (GCSE)</b> <b>Drama (GCSE)</b> <b>Music (GCSE)</b> <b>Textiles (GCSE)</b>	<b>French (GCSE)</b>

When choosing further options from Option Box 2, it is possible for students to study both Geography and History or any combination of those in Option Box 1.

## OPTION BOX 2

Option Box 2 is the area where students can choose which additional subjects they wish to study; whether they are of particular interest to them or to best suit their ability.

Students can make two additional choices from Option Box 2:

GCSE Courses	Vocational Courses
<ul style="list-style-type: none"> <li>• Art and Design (GCSE)</li> <li>• Business Studies (GCSE)</li> <li>• Computer Science (GCSE)</li> <li>• Design and Technology (GCSE)</li> <li>• Drama (GCSE)</li> <li>• Food Preparation and Nutrition (GCSE)</li> <li>• French (GCSE)</li> <li>• Geography (GCSE)</li> <li>• History (GCSE)</li> <li>• Music (GCSE)</li> <li>• Physical Education (GCSE)</li> <li>• Textiles (GCSE)</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise (BTEC)</li> <li>• Health and Social Care (BTEC)</li> <li>• iMedia ICT (OCR Cambridge Nationals)</li> <li>• Music Technology (NCFE)</li> <li>• Sport Science (OCR Cambridge Nationals)</li> </ul>

**Please note:**

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

In opting for PE, teachers will identify whether GCSE PE or Sport Science is the most suitable course.

**Whilst every effort will be made to accommodate your choices, there may be some limitations in certain cases. For example, there may not be viable numbers for a course to run or a particular combination of subjects may be impossible to timetable. We ask all students, therefore, to choose a reserve option.**

# QUALIFICATIONS AVAILABLE

## GCSEs

GCSEs are traditional academic subjects that are examined at the end of the course. In a few GCSE subjects (such as Art, DT and PE) some practical assessment is used, alongside exams, to assess skills. GCSEs can be passed at Level 1 with lower grades (3-1) or Level 2 if higher grades are achieved (9-4). GCSEs can provide a stepping-stone to Level 3 courses including A Levels for students achieving higher grades.

## VOCATIONAL COURSES

BTECs, NCFE and OCR Cambridge Nationals 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. These courses have a vocational, rather than an academic, focus and involve learning through work related contexts. BTECs and OCR Cambridge Nationals are taken at Level 1/2 (equivalent of GCSE grades 9-1) and graded as a Pass, Merit or Distinction. They are a helpful stepping-stone to a wide range of Post-16 courses.



# MAKING THE RIGHT CHOICES



## WHO WILL HELP ME MAKE MY CHOICE?

Discuss your choices with your parents/carers - they want you to do well.

- Your year 8 teachers will be able to advise you about your general skills and abilities.
- Kings subject teachers can advise you on the work involved for their qualifications.

## WHAT SHOULD I DO?

- Consider which subjects you enjoy most. You will do best in the subjects you are passionate about.
- Consider which subjects you are good at or not so good at.
- Consider what you might want to do after year 11 and how this affects your choice of courses.
- Check that you have accurate information about which qualifications you will need at the end of year 11 to go on to study different types of courses.
- Carefully read the advice in this booklet about GCSEs and university application.
- Be aware of the different types of courses available and which will suit you best. For example, BTECs offer more practical learning and have fewer exams.
- Consider new subjects that you have not studied before. Find out all about these courses in this booklet and on our Choices Evening.
- Do not choose a subject just because a friend is doing it. You may end up in different classes anyway.
- **Please ask** if you need further information.



## RETURNING THE OPTIONS FORM

Please complete the options form online by scanning the QR code or clicking the webpage <https://forms.office.com/e/XNv049rtK3> by **Monday 23 February 2026** at the latest.



If you are unable to access the form online, you can use the form at the back of this book and deliver to our Main Reception (The Kings of Wessex Academy, Station Road, Cheddar, Somerset, BS27 3AQ).

## CHOICES EVENING

**A Choices Evening will be held on Tuesday 3 February 2026 between 5.00pm and 7.00pm.** We would encourage you to make every effort to attend the evening and look forward to talking to year 8 students and parents/carers.

This will follow assemblies in the Middle Schools for students outlining the options process.

## MAKING CHANGES TO OPTION CHOICES

It is best for students to consider their option choices very carefully so that there is no need to ask to change their choices after the deadline. However, sometimes students do change their mind about their choices after completing their forms. If this is the case, parents/carers should contact the school as soon as possible and we will let you know whether it is possible to change option choices or not.

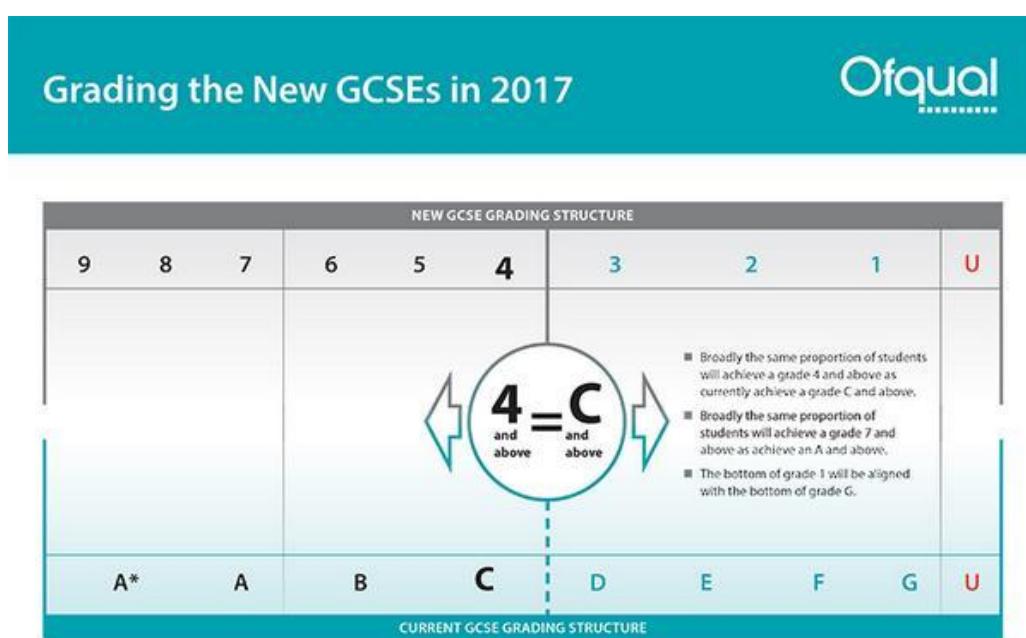
After students start at Kings in September, they are discouraged from changing courses. However, if students would like to consider a change of course, they should speak with their Head of House and explain their reasons. A conversation with parents/carers will take place before any change is agreed and changes are not guaranteed and not always possible. After Half Term in October, students will not be able to swap courses. They would have missed too much work to catch up on in the new course they wish to move to. Students are expected to complete, through to the end of year 11, all of the courses they start in year 9.

## GCSE GRADES

### HOW ARE GCSEs ASSESSED?

GCSEs are graded from 9 - 1 with 9 being the highest grade. This means that progress reports that we send to parents and carers during Key Stage 4 (Year 10 and 11) will include predicted grades as numbers (9 -1). The use of grades 9 -1 began in 2017 and is now well established.

Approximately the same proportion of students gain grade 4s and above as prior to 2017 achieved a C and above. Achieving a standard pass is seen as a passport to further study and employment, and students achieving a grade 4 or higher will not be required to re-sit GCSE English and Maths in year 12.



## KEY STAGE 4 QUALIFICATIONS AND UNIVERSITY ENTRANCE

The most important qualifications for university entrance will be achieved in years 12 and 13. However, some universities are setting additional entrance criteria based on pre-sixth form courses.

The Russell Group represents 24 leading UK universities (including Oxford, Cambridge and Bristol). The following information is taken from a leaflet issued by the Russell Group, which provides guidance to students about how their GCSE subjects and grades can affect their course choices at some universities:

### GENERAL ENTRANCE REQUIREMENTS

Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) grades at the top of the range. GCSE English or another standard level equivalent is very often required at a grade 4 or 5 at least. Maths is also often required at grade 4 or 5 at least. Science GCSEs can also be required for certain subjects, such as Psychology.

Several institutions ask that grades and number of subjects are achieved at one sitting. Some do not accept re-sits at GCSE. If you think this might affect you and a university's published admissions policy is not clear, it is sensible to check with Admissions staff before applying.

The GCSE or other standard level entrance requirements for individual degree courses are quite varied. In some cases, a particular subject or grade is required at standard level if it is not being offered at advanced level.

The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It is important to check university websites for detailed requirements before applying.

- Applicants to study Medicine, Dentistry and Veterinary Science are usually required to have very good GCSE results in Maths, Science and English.
- Applicants to study teacher training are required to have a minimum grade 4 or 5 in GCSE Maths, Science and English. Some universities may ask for a minimum of grade 6.
- For a degree in English, universities often look for applicants to have a GCSE in a modern or classical Language.
- For a Business Degree, sometimes a grade 7 or above, or more often at least a grade 6, in GCSE Maths is required.
- A grade 7 or 6 in Maths is often required for a Degree in Psychology, and a grade 6 in Science may sometimes be required.
- To study a Science subject at university (including Biology, Chemistry or Physics) applicants who are not offering Maths at Advanced Level will often need to have achieved a minimum of a grade 4 or 5 in Maths at GCSE.

You should always check individual university websites for more detail on their grade requirements for GCSEs.

[The UCAS website itself is useful for checking any entry requirements at undergraduate level.](#)  
[www.ucas.com](#)

Source: Adapted from “Informed Choices” (Russell Group).  
<https://www.informedchoices.ac.uk/qualifications>

# CAREERS EDUCATION & LABOUR MARKET INFORMATION

Throughout the Academy there is a focus on Careers Education and the development of the skills needed to be successful in the world of work alongside knowledge and experience of work. Further detail is provided under Core Curriculum.

## WHAT IS LABOUR MARKET INFORMATION (LMI) AND WHY IS IT SO IMPORTANT?

LMI describes any information used to make informed decisions about the labour market. It can help you:

- Determine which jobs are available in our area and further afield
- Ascertain the number of people in particular jobs
- Discover occupations that are growing or declining
- Identify which jobs are in demand and associated salaries
- Work out which subjects to pick for Level 2 (GCSE/BTEC/OCR) and Level 3 (A Level/BTEC/OCR) to help you get into a career.

 Labour Market Information Somerset and North Somerset



### Employment

Most people work in:

				
Health	Manufacturing	Accommodation and food services	Retail	Business admin and support services

Examples of workplaces

Hospitals	Factories	Hotels	Shops	Small businesses
Medical centres	Industrial plants	Restaurants	Supermarkets	Large businesses
Care homes	Research centres	Cafés	Online	Councils

Average annual salary: **£34,871**



National minimum wage:

£12.21 if you are 21 and over (per hour)	£10 if you are 18 to 20 (per hour)	£7.55 if you are under 18 (per hour)
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### Recruitment

Jobs posted online in the last year: **33,390**



Skills in demand:

- 1 Communication
- 2 Customer service
- 3 Management
- 4 Attention to detail
- 5 Teaching

Useful links:

	Find a job <a href="http://www.gov.uk/find-a-job">www.gov.uk/find-a-job</a>
	Skills for careers <a href="http://www.skillsforcareers.education.gov.uk">www.skillsforcareers.education.gov.uk</a>

Employers recruiting the most online in the last year:

Employers that tend to recruit the most are...

 NHS

 Councils and other local governments

 Colleges and universities

Other employers include...

Future growth areas could include:

Clean energy      Aerospace and advanced engineering      Digital and data

### Southwest Priority Sectors

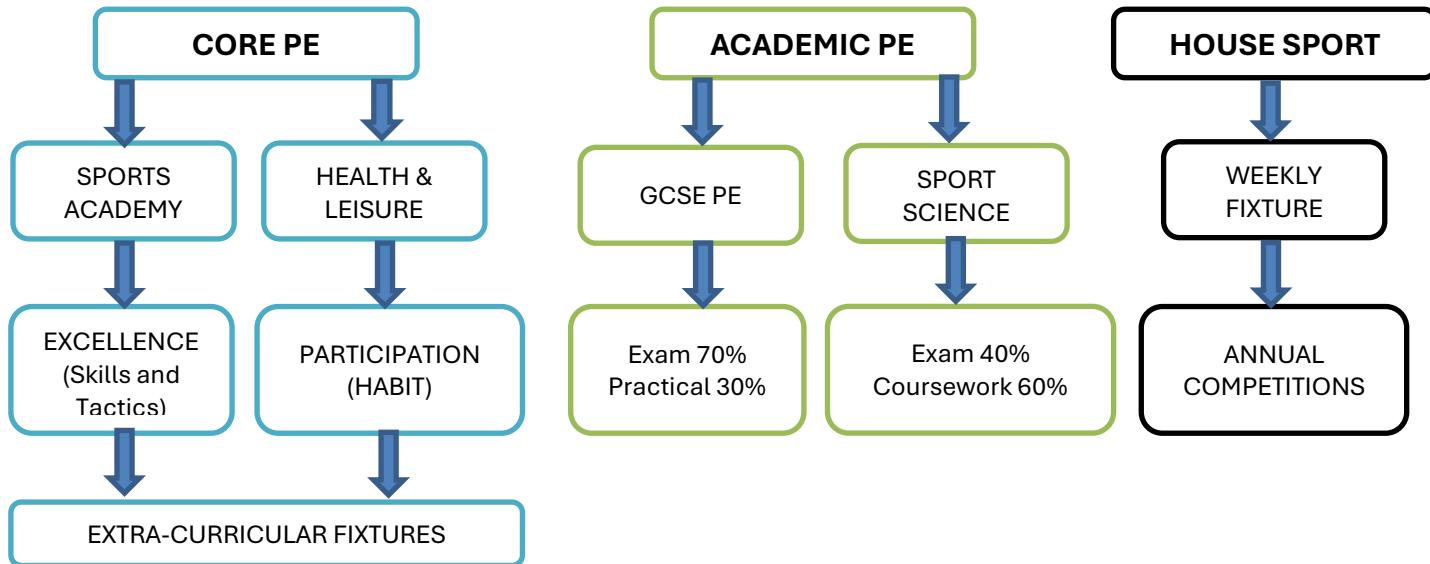
- Health
- Manufacturing
- Accommodation and food services
- Retail
- Business administration and support services

Additional Labour Market Information is available through the platform Unifrog if you have an individual account.

# SPORT IN THE KINGS CURRICULUM (KINGS SPORT ACADEMY)

## WHAT ARE THE AIMS?

The Sports Academy aims to provide students with the opportunity to participate in sport on a regular basis during the fortnightly timetable. It will also allow students to strive for excellence in sport, focusing on improving their individual performance and levels of physical fitness.



## CORE PE

In Core PE, students will follow a program of study that focuses on the skills and tactics that are required to be a high-level performer in a range of team and individual sports. It will also help to provide students with opportunities and the knowledge of how to improve their physical fitness. These lessons will take advantage of the facilities in The Kings Fitness Centre and the fitness professionals who work there, together with the coaching knowledge of Kings' PE Department.

## EXTRA-CURRICULAR SPORT

Students who choose to be part of the Sports Academy will be expected to be fully committed to the extra-curricular training and fixtures programme provided. Each term, in addition to Core PE, coaching sessions for Academy teams will take place after school and regular fixtures against local schools will take place. Teams will also be entered into county and national cup competitions.

## ACADEMIC PE

The Sports Academy provides two courses: GCSE PE and OCR Cambridge National Sport Science. Students who choose GCSE PE as an option will be assessed to decide which course best suits them. Both courses will enable students to study and put into practice the sport theory behind improving practical performances in sport. Choosing PE as an option will allow students to add an additional four lessons of PE to their fortnightly timetable. More details about these courses are provided in this booklet.

## HOUSE SPORT

Sports Academy students will also play an active role in the House Sport Program, providing them with further opportunity during the week to participate in sport. During the academic year, Houses will compete against each other in a range of sports including football, rugby, hockey, netball and handball. There are also annual events such as Sports Day, the Swimming Gala and the House Cross-Country to participate in.

# SPECIAL EDUCATIONAL NEEDS (SEN) SUPPORT

## WHAT ARE THE AIMS OF SEN SUPPORT?

- To identify, and support students identified, with SEN so they can engage fully with their chosen curriculum.
- To provide staff with a comprehensive profile of each student with SEN so that they can plan for and administer relevant quality first teaching strategies.
- To monitor students' progress and work with departments and parents to support students.

## WHAT SUPPORT IS PROVIDED?

Assistance provided includes:

### In-Class Support

Adapted high-quality teaching guided by the Learning Support Department.

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

A classroom toolkit which contains materials and resources to support students to maintain focus and access their learning.

### Withdrawal

Some students may be withdrawn from lessons to work on areas of specific difficulty as individuals or small group interventions. The withdrawal timetable is carefully planned so that no subject is placed at a disadvantage.

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

### Lunchtime Study Support

All students are welcome to visit the Library or the Learning Support Hub at break and lunch times. Staff are available to provide support, and students may take advantage of the ICT facilities and a quiet place to study.

### Homework Club

A homework club runs Mon-Thurs, 3.15-4.00pm in the learning hub.

## HOW WILL EACH STUDENT'S PROGRESS BE MONITORED?

Students' progress will be monitored via:

- Periodic reviews and target setting in line with the school review programme.
- Learning Support staff reports.
- Teacher feedback.
- Diagnostic testing to quantify progress and identification of further needs.
- Liaison with external agencies, parents, Learning Support Assistants and the students themselves.
- School academic reports and data collections.

# ENHANCED LEARNING PROVISION (ELP)

## WHAT IS THE ELP?

Enhanced Learning Provisions (ELPs) are part of the Council's commitment to promoting an effective and inclusive approach to education. They have been established at several schools across the county to provide high quality, consistent local provision for pupils with SEND.

Our ELP was established in September 2025 and provides specialist English and Maths teaching for those who would struggle with the expectations in mainstream classes. Learning takes place in small groups and the curriculum is highly adapted to ensure students can access the content.

Students may access the ELP solely for English or Maths lessons, they do not necessarily have to access it for both.

## WHO CAN ACCESS THE ELP?

The ELP is aimed at those with significant cognition and learning difficulties: most of the students will have an EHCP and be working below key stage expectations.

The ELP teacher liaises with middle school colleagues and conducts testing of all potential ELP students during the summer term of Year 8. Those whose profile is best suited to the ELP will be allocated a space.

There are regular (termly) opportunities for students to transfer between the ELP and mainstream classes – progress is closely tracked to ensure each student is always best placed.

## THE CORE CURRICULUM

The subjects on the following pages are studied by all students.

## ENGLISH LANGUAGE (GCSE)



## WHAT WILL I GET FROM THIS COURSE?

This course builds on the English work students have previously studied and develops their studies further with a wider range of English literary heritage texts, as well as non-fiction. 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 expanding their vocabulary.

Through their studies in English, students will develop their reading, writing, speaking and listening skills and 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.
- develop their written accuracy and expression. Students will also learn to write in a variety of styles and for a range of purposes.
- develop skills of personal expression and group discussion, with a focus on gaining confidence in speaking in formal situations.

## WHAT WILL I BE DOING?

Students will study a range of texts from traditional novels to print media articles. It is, therefore, 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.

During 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

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

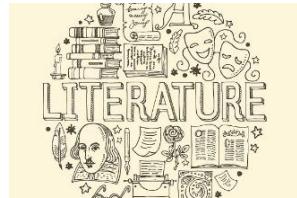
Currently, this is an un-tiered linear course that will be examined across two papers.

Speaking and listening will be assessed by class teachers and this award will appear on the English Language GCSE certificate as a separate endorsement.

## WHAT COULD I DO NEXT?

A GCSE in English is essential for most next steps into further education. A solid foundation in English is valuable for many careers, some include: Digital Copywriter, Speech and Language Therapist, Records Manager, and Teacher.

# ENGLISH LITERATURE (GCSE)



## WHAT WILL I GET FROM THIS COURSE?

This course builds on the English Literature work students have previously studied and develops their studies further with a wider range of challenging literary texts from across genres, cultures and time periods. The diverse range of texts studied will help students gain confidence in reading widely and encourage them to read often.

Through their studies, students will develop their reading skills in the following ways:

- students will learn to read, understand and respond to a wide range of texts and will develop their analytical skills and appreciate ways in which writers achieve their effects.
- students will engage with writers' ideas and the significance of context.
- students will compare literary texts.

## WHAT WILL I BE DOING?

Students will study a range of texts, including Shakespeare, modern texts, poetry, and 19<sup>th</sup> century fiction for the GCSE course. Year 9 will work as a foundation year to develop skills. As with the English Language course, it is important that students read widely at home to support understanding of the wide range of texts studied in lessons.

In short, the GCSE course will cover these units:

- **Study of a Shakespeare play**
- **Study of a 19<sup>th</sup> century novel**
- **Study of a modern text**
- **Study of a set anthology of 15 poems**
- **Response to unseen poetry**

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, this is an un-tiered linear course that will be examined across two papers.

Students will be assessed on their understanding of texts, their engagement with writers' ideas, their analysis of writers' methods, and their understanding of the influence of context.

## WHAT COULD I DO NEXT?

The skill to understand and respond to a wide range of texts is incredibly valuable for life and work.

Some careers could include: Journalist, Lawyer, Marketing Executive, Librarian, Lexicographer and Editor.

# MATHEMATICS (GCSE)



## WHAT WILL I GET FROM THIS COURSE?

Students will gain numerical, analytical, logical and problem-solving skills and work to gain a level of numeracy and a qualification that enables them to pursue a career in their chosen subject.

## WHAT WILL I BE DOING?

Students will:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- acquire, select and apply mathematical techniques to solve problems.
- reason mathematically, make deductions and inferences and draw conclusions.
- 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 5-1.
- **Higher** – this tier will give access to grades 9-4.

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).

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, this is a linear course with exams at the end of year 11. In the exam the emphasis will be on problem-solving and mathematical reasoning, with more marks now being allocated to these higher-order skills.

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 WILL I NEED?

In two of the three exams, students will be allowed to use a scientific calculator. This highlights the importance of students having their own calculator in class, so that they can benefit from being taught how to use them.

## WHAT COULD I DO NEXT?

Apart from being a requirement for many avenues of further education, a solid foundation in maths is extremely valuable in all walks of life. The range of careers using maths is vast but could include: Sport Scientist, Astronaut, Game Designer, Accountant, Architect and Engineer.

# SCIENCE (GCSE)



## WHAT WILL I GET FROM THIS COURSE?

Students will gain:

- extended knowledge and understanding of Biology, Chemistry and Physics.
- confidence to ask questions about the world around them and to develop the skills of systematic, scientific enquiry.
- an ability to relate their scientific knowledge to familiar phenomena and to everyday technology so they develop an understanding of the world around them.
- opportunities to carry out practical experiments to extend their scientific understanding and to develop their practical skills.

## WHAT WILL I BE DOING?

Students will be taught in a specialist laboratory. During year 9, students will study:

**Biology:** Cell biology, digestion and enzymes, the circulatory system, plant transport systems and infection and response and photosynthesis.

**Chemistry:** The extraction of important materials from the Earth and the chemistry behind some important industrial processes, the origin of the atmosphere and how our ideas about atoms have developed.

**Physics:** Particles, forces, energy, motion, magnetism, electricity and waves.

All students will study the Biology, Chemistry and Physics separate science curriculum in mixed ability groups throughout years 9, 10 and 11. The results of assessments throughout years 9 and 10 will be used to select which students are invited to take separate science in preparation for their PPE's in November of year 11. The majority of students will study two GCSEs via the Combined Science route. Both the Combined Science and separate Science GCSE routes are suitable preparation for further study.

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, 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, foundation or higher. There will not be a 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, counting for 15% of overall marks.

## WHAT WILL I NEED?

Scientific calculator, ruler and protractor, red pen and pencil.

## WHAT COULD I DO NEXT?

A GCSE in Science could lead to further specialised study and careers could include: Agricultural Engineer, Epidemiologist, Forensic Scientist, Chemical Engineer, Zoologist, Scene of Crime Investigator, Medical Professional and Geologist.

# RELIGION, PHILOSOPHY AND ETHICS (GCSE)



## WHAT WILL I GET FROM THIS COURSE?

Students will be encouraged to adopt an enquiring, critical and reflective approach and will:

- develop a knowledge and understanding of the key beliefs, values and traditions of two major religions.
- consider religious and other responses to moral issues and to fundamental questions of life.
- explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally.
- enhance their spiritual and moral development.
- enhance their: personal, social and cultural development, understanding of different cultures locally, nationally and in the wider world, and their ability to contribute to social cohesion.
- develop their interest in the study of religion and ability to relate it to the wider world.
- reflect on, and develop values, opinions and attitudes in light of their learning.

## WHAT WILL I BE DOING?

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

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

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

## WHAT WILL I NEED?

Scientific calculator, ruler and protractor, red pen and pencil.

## WHAT COULD I DO NEXT?

Religion and philosophy provides valuable insight for anyone wanting to work with people and understand society. Careers could include: Lawyer, Journalist, Politician and Social Worker.

# PHYSICAL EDUCATION (CORE)



## WHAT WILL I GET FROM THIS COURSE?

Students will:

- be able to experience and enjoy Physical Education.
- realise the importance of a healthy lifestyle.
- develop individual physical skills and appreciation of tactics.
- develop knowledge and understanding of rules and regulations.
- be provided with opportunities to play sport.
- appreciate qualities of teamwork, fair play, discipline and social responsibility.

## WHAT WILL I BE DOING?

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

Athletics	Badminton	Basketball	Cricket
Football	Health Related Fitness	Hockey	Netball
Rounders	Rugby	Soft Ball	Gymnastics

Year 9 students will participate in 3 lessons of Core PE per fortnight. This will include team based sports (games play situation) and individual performance (individual sport).

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

This is a non-examined course.

However, in order to provide a rounded judgement relating 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 PE enrichment activities on offer for students. The Academy teams play regular fixtures against local schools, including rugby, football, netball, hockey, athletics and rounders.

# CITIZENSHIP AND PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION (PSHEE)

## WHAT WILL I GET FROM THIS COURSE?

This course supports the personal development of the whole learner and equips students with the knowledge and skills to make positive and healthy life choices – ‘to believe and succeed’, as rights-respecting, thinking citizens, empowered with life skills for today and the future.

The course helps students navigate various aspects of life and their personal development, relationships, health, and economic literacy, preparing them for the challenges and responsibilities they will encounter in adulthood.

## WHAT WILL I BE DOING?

Citizenship and PSHEE are delivered through all Key Stages. PSHEE is delivered through the three main themes of ***Relationships, Health and wellbeing, and Living in the wider world*** which encompass all aspects of the Statutory RSE (Relationships and Sex Education) Government Secondary Guidance. Citizenship is delivered through the themes of ***Politics and Participation, Rights and Responsibilities and Life in Modern Britain***, encompassing all aspects of the National Curriculum for Citizenship Key stage 3 and 4.

- **Year 9**: Students study PSHEE and Citizenship, having a one-hour timetabled lesson per week.
- **Year 10**: Students study PSHEE and Citizenship, having a one-hour timetabled lesson per fortnight.
- **Year 11**: Students will have Citizenship and PSHEE delivered during Extended Tutor Time.

Citizenship and PSHEE are an integral part of personal development at Kings, delivered through the I Curriculum and focus days.

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

There is no exam for this subject. Students will be assessed throughout the year based on their contributions to class discussions and the work they produce in their topic booklets.

# EXTENDED CURRICULUM PROJECT (ECP)

## WHAT WILL I GET FROM THIS COURSE?

The ECP is a series of projects undertaken in year 9, to develop both knowledge and skills across the foundation subjects with a focus on learning to learn and metacognition. Skills which are developed include: teamwork, presentation, data analysis, design, problem solving, discussion, application of technology and practical techniques.

## WHAT WILL I BE DOING?

Students complete six projects across a plethora of subjects including: art, design technology, drama, food and nutrition, geography, history, information technology, modern foreign languages, music and textiles. The projects focus on songs, pasties, bridges, surrealism, travel, computer power and people and places to name but a few.

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

There is no exam for this subject. Students will be assessed throughout the year being awarded a bronze, silver or gold for each of the six project areas based on their completed product and the effort they have shown. This will be shown on a certificate at the end of the project carousel.

## CAREERS AND WORK-RELATED LEARNING

- Careers education and guidance is part of the curriculum for all our students.
- Careers education is taught through project work in year 9, within Citizenship and PSHEE 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 future. 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 throughout the year, as well as on exam results days. Students can request an appointment with our in-school Employability Coordinator. Students also have individual meetings in years 11 and 12 to discuss their future plans.
- In year 9, students undertake a project focusing on skill development for the world of work including, but not exclusively, communication, teamwork, and leadership.
- In year 10, students complete 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, apprenticeships, or employment after Kings Sixth.
- To support our careers and work experience programmes we have an extensive careers library in the Employability and Learning Hub, together with additional information on the website and students now have access to the platform Unifrog.
- For more information on our current provision please see:  
“Careers and Employability Information, Advice and Guidance” available at  
<https://www.kowessex.co.uk/employability-at-kings/>

## OPTION BOX 1

The subjects on the following pages are those that students will choose from in box 1, (category A, B or C). Students must choose 2 subjects from this section.

The two subjects must not be from the same category. E.g. one from category A and one from category B or one from category A and one from category C or one from category B and one from category C.

Category A	Category B	Category C
<b>Geography (GCSE)</b> <b>History (GCSE)</b>	<b>Art and Design (GCSE)</b> <b>Design and Technology (GCSE)</b> <b>Drama (GCSE)</b> <b>Music (GCSE)</b> <b>Textiles (GCSE)</b>	<b>French (GCSE)</b>

# Category A

## GEOGRAPHY (GCSE)



### WHAT WILL I GET FROM THIS COURSE?

Students will develop an understanding of:

- the relationship between people and the natural environment.
- current issues affecting Planet Earth, including climate change and sustainability.
- causes and consequences of physical processes or human activity.
- our role in society, by considering different viewpoints, values and attitudes.

### WHAT WILL I BE DOING?

Students will study the following topics:

- Our World** – Map skills and other geographical skills.
- The Living World** – Characteristics, uses, impacts and management of tropical rainforests and deserts.
- The Challenge of Natural Hazards** – Causes, impacts and responses to hazards and climate change.
- Physical Landscapes of the UK** – Coasts and Rivers – processes, landforms, flooding and management.
- Urban Issues and Challenges** – Opportunities and challenges of urban growth, change and the management of cities.
- The Changing Economic World** – Development of countries - reasons for differences between countries and ways to reduce inequalities between countries.
- The Challenge of Resource Management** – Distribution of resources globally, impacts of increased use of resources and management of them.

Compulsory fieldwork is also part of the course and is currently a trip to Cheddar Gorge in year 9, Lyme Regis in year 10 and Bristol in year 11. These trips require a small payment and, along with optional trips, such as Wales adventure weekend, are an important and exciting part of the course.

### HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, this is an un-tiered linear course assessed by **three separate exams** at the end of year 11.

**Paper 1: Living with the physical environment (35%)**

**Paper 2: Challenges in the human environment (35%)**

**Paper 3: Geographical applications (30%)**

Geographical skills are assessed across all three exams, including map skills, numerical skills and geographical literacy. Approximately 5% of the marks in the exams will be allocated to spelling, punctuation and grammar.

### WHAT WILL I NEED?

An AQA Geography Revision Guide – students can purchase these from the Academy at a discounted price at the start of year 10. A fully equipped pencil case including a pack of highlighters.

### WHAT COULD I DO NEXT?

Students could go on to further study of Geography and related fields and future careers could include: Conservationist, Ecologist, Human Rights Officer, Environmental Lawyer and Teacher.

# Category A

## HISTORY (GCSE)



### WHAT WILL I GET FROM THIS COURSE?

Students will:

- cultivate a broad understanding of the past from Medieval to Modern times from a British, European and wider world perspective.
- extend analysis and evaluation skills using a variety of source material and interpretations.
- develop effective communication skills to successfully construct and justify arguments.

### WHAT WILL I BE DOING?

Students will study History topics covering the Medieval period to the present day.

**Year 9:** Students will continue their **KS3 curriculum** studies investigating topics covering the history of the local area, events in Tudor England, the Industrial Revolution and critical moments in the 20th century including causes of World War II, the events that led to the end of the war and the development of civil rights in the modern era.

In year 9 students also learn **Crime and Punishment c.1000-present day** exploring attitudes towards crime, the development of law enforcement and the evolution of punishments in Britain. This unit also includes a study of the historic environment and policing of Whitechapel, East London during the case of the murders committed by Jack the Ripper.

**Year 10:** GCSE topics covered in this year include:

**Early Elizabethan England** covering the first 30 years of Elizabeth I's reign. Students explore the challenges she faced as Queen both at home and abroad from 1558 to 1588.

**Weimar and Nazi Germany** covering the history of Germany from 1918 to 1939 exploring the creation of the Weimar Republic and the development of the Nazi Party.

**Year 11:** GCSE topics covered in year 11 include:

**Life in Hitler's Germany** exploring the treatment of women, children and minority communities.

**Superpower Relations and the Cold War** from 1945 to 1991 exploring the causes of the Cold War, key events and the reasons for the end of the Cold War in the 1990s.

### HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, 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.

### WHAT WILL I NEED?

A fully equipped pencil case.

### WHAT COULD I DO NEXT?

Students could go on to further study History and related fields for example Law, and future careers could include: Historian, Film/TV Historical Consultant, Archaeologist, Prop or Costume Designer and Researcher.

# Category B

## ART AND DESIGN (GCSE)



### WHAT WILL I GET FROM THIS COURSE?

Students are encouraged to actively engage in the creative process of art and design in order to develop as effective and independent learners. Students will:

- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.
- develop knowledge and understanding of art and design in historical and contemporary contexts, societies and cultures.
- develop an awareness of the different roles and individual work practices evident in the production of art and design in the creative and cultural industries.

### WHAT WILL I BE DOING?

Students have a variety of experiences in which to use a range of processes, tools, techniques, materials and resources to evidence their working methods and outcomes in both two and/or three-dimensions.

Students can select to work in the following specialisms on a self-directed project:

- Fine art (drawing and painting, mixed media, printmaking and sculpture)
- Graphic communication, typography and digital design
- Textile design (fabric manipulation, garment construction, fashion illustration)
- Three-dimensional design (ceramics, model making)
- Photography, photography manipulation and montage

**In year 9** students develop an understanding of art movements, artistic styles, techniques and ideas that have influenced contemporary art practice and art genres. Students explore the formal elements of art and design through a series of practical workshops leading to a series of project briefs.

**In year 10** students work on self-directed projects where they are given the opportunity to fully engage with a theme and personal responses.

**In year 11** students work on an extended project within their chosen specialism.

### HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, both component 1 and 2 are non-exam assessment (NEA) set, standardised and internally assessed and moderated by AQA.

**Component 1. 60% of GCSE:** In component 1 (portfolio of work) students develop responses to initial starting points, project briefs or specified tasks. Responses will include evidence of drawing for different purposes and written annotation.

**Component 2. 40% of GCSE:** In component 2 (externally set assignment) students respond to their chosen starting point from an externally set assignment paper evidencing coverage of all four assessment objectives. A preparation period is followed by 10 hours of supervised unaided work in which students are required to realise their intentions.

### WHAT WILL I NEED?

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

### WHAT COULD I DO NEXT?

Students could go on to further study Art and Design subjects. Potential careers are wide ranging but include: Artist, Designer (interior/advertising), Film, Graphic design, Animator, Architect, Product and Web Designer.

# Category B

## DESIGN AND TECHNOLOGY (GCSE)



### WHAT WILL I GET FROM THIS COURSE?

Students will:

- develop a range of traditional manufacturing techniques by hand.
- develop simple electronics knowledge of components and the process of completing a printed circuit board (PCB).
- have an opportunity to manufacture with Computer Aided Design/Computer Aided Manufacture (CAD/CAM).
- develop a broad knowledge of materials, components, technologies, and practical skills to develop high quality, imaginative and functional prototypes.
- understand and consider sustainability when designing and making a wide range of products.
- use imagination and experimentation to combine ideas when designing.
- use the iterative design approach to develop and improve ideas and concepts.
- recognise the moral, cultural, and environmental issues inherent in design and technology that affect society.
- develop employability skills through active engagements in Design Challenge projects.

### WHAT WILL I BE DOING?

**Designing and Making:** Students will develop a better understanding of iterative design and use computers and graphic drawing techniques to present design concepts. They will experiment with a wide range of manufacturing skills that allow them to make informed design decisions in their own designing.

**Technical Principles:** In order to make effective design choices, 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.

### HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, during the first two years of the course, students will design and produce a range of practical products and concept models. They will also practice key skills like Computer Aided Design (CAD) and technical drawing. Students will develop knowledge of materials and processes. This knowledge of materials will then be utilised in project work as part of the NEA (non-exam assessment) in years 10 and 11. The NEA is a major design and make project worth 50% of the GCSE. The written exam taken at the end of the course makes up the final 50% of the total mark awarded. This exam will assess knowledge of design and technology including technical drawing, user needs, materials, and processes amongst other topics.

### WHAT EQUIPMENT WILL BE REQUIRED?

Students will need to bring two HB pencils, a ruler, eraser, and a pencil sharpener, protractor, calculator, and pencil case to each lesson.

### WHAT COULD I DO NEXT?

Careers using Design and Technology could include: Prop/Set Designer, Jewellery maker, Furniture maker, Architect and Product Designer.

# Category B

## DRAMA (GCSE)



### WHAT WILL I GET FROM THIS COURSE?

Students will

- be encouraged to nurture a love of theatre by studying a range of performance styles through acting, designing, using script and devising original work.
- value contemporary live productions through analysis and evaluation.
- partake in written work and practical acting or design.

Key skills developed in the course include:

Appreciation	Communication	Comprehension
Confidence	Co-ordination	Discipline
Determination	Evaluation	Logic
Problem Solving	Resilience	Teamwork

### WHAT WILL I BE DOING?

#### Component 1 & 2: Devising Drama

Students will create and develop ideas to communicate meaning in creating their own devised drama. Working in a group, students can decide to take on the role of a performer or designer. They will be presented with various stimuli from which they can research and explore ideas for the stage. Working collaboratively, students will develop and refine their concept and skills ready for a performance to a live audience. Students will use their analytical and evaluative skills to reflect on their work.

#### Component 3: Presenting and performing texts

Students will learn how to contribute to text-based drama in a live performance for an audience. They will develop and apply theatrical skills to communicate their artistic intention to the audience, presenting a showcase of two extracts with their own interpretation from a performance text.

Students can select to work independently and/or in a group, specialising as a performer or designer.

#### Component 4: Performance and response

During this component students will explore practically and analytically a performance text to demonstrate their knowledge and understanding of drama. Students will analyse and evaluate a live theatre performance.

### HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, assessment is as follows:

**Component 1 & 2: Devising Drama** worth 30% of the overall course and presented in the form of a portfolio – which can be in written form and/or a video/audio recording.

**Component 3: Presenting and performing texts** worth 30% of the overall course and assessed on students practical performative or design ability. The performance is assessed by a visiting examiner.

**Component 4: Performance and response** worth 40% of the course and in the form of a written exam.

### WHAT WILL I NEED?

An interest in theatre and a positive attitude.

### WHAT COULD I DO NEXT?

Skills developed through this course are valuable for a vast range of careers and future endeavours. Careers could include: Lighting Technician, Producer, Stage Manager, Script Writer and Performer.

# Category B

## MUSIC (GCSE)



### WHAT WILL I GET FROM THIS COURSE?

Students will develop as independent learners and reflective thinkers who are appreciative of different styles of music and cultures. Musical interests and skills will be developed through performing, composing, listening and analysing music both individually and in groups.

### WHAT WILL I BE DOING?

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, one to a brief given by the exam board and one free choice. 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 forty-five-minute exam at the end of year 11 where students are required to answer questions based on musical genres that have been studied during the course. There are four areas of study – The Concerto Through Time, Film Music, Rhythms of the World and Popular Music.

### HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, the appraising paper (40%) requires 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 are required to answer questions in the exam based on reading a skeleton score. This skill will be taught in lessons, but a good knowledge of reading and writing musical notation will give students an advantage when commencing the course.

Performing (30%) and composing (30%) assessments will be completed over both years 10 and 11.

### WHAT WILL I NEED?

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. 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.

### WHAT COULD I DO NEXT?

Music is a life skill that can be beneficial in all sorts of ways. Careers using music can include: Musician, Song Writer, Production Manager, Artist Manager or Music News Reporter.

# Category B

## TEXTILES (GCSE)



### WHAT WILL I GET FROM THIS COURSE?

Students will:

- engage actively in the creative process of textiles and explore personal responses through independently testing and experimenting with materials.
- develop skills through a series of stimulating practical workshops, personalised projects and themes to maximise their ability to problem-solve.

### WHAT WILL I BE DOING?

Students will study:

- Reverse applique, applique and fabric manipulation.
- Hand and machine embroidery.
- Printmaking – heat transfer, wax batik, lino and mono printing.
- 3D construction and pattern cutting.

In year 9, students will be introduced to a wide range of fabric manipulation techniques to create sketchbook samples. In the Summer Term they will undertake a self-guided project on textile construction. 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 through a series of thematic workshops. Students produce personal outcomes demonstrating meaningful links to artists.

The final portfolio project is created in year 11 and is designed to suit students interests and to showcase their skills. Students will be encouraged to take on challenges that present highly imaginative and personal responses.

### HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, **Component 1** consists of a portfolio worth 60%, which comprises 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 2** - the externally set assignment is worth 40% of the GCSE. Students have a 10 - 15-week preparation period to respond to their chosen starting point followed by 10 hours of supervised time.

### WHAT WILL I NEED?

Students will need art/textile equipment for the work completed at home, such as collage materials, watercolours and sewing box of needles, fabric scissors, embroidery threads and fabrics. It is ideal, but not essential, to have a sewing machine.

### WHAT COULD I DO NEXT?

GCSE Textiles can lead to exciting creative careers such as fashion journalist, stylist, costume designer, fashion or textile designer, and interior designer. Students can also explore roles like trend forecaster, print and pattern designer, sustainable fashion specialist, and even entrepreneurial pathways such as launching their own clothing or accessories brand.

# Category C

## FRENCH (GCSE)



### WHAT WILL I GET FROM THIS COURSE?

Students will:

- develop an ability and ambition to use French effectively for purposes of practical communication and as a skill for life.
- develop an awareness of the nature of language learning.
- gain an insight into the culture and identity of French speaking countries.

### WHAT WILL I BE DOING?

Students will build on the language learning skills developed through Middle Schools. The four language skills of listening, speaking, reading and writing will be taught through three broad themes outlined in the specification:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Students are encouraged to communicate in French and, therefore, basic communication skills are of paramount importance. All lessons will include instructions and conversation in target language allowing students to be immersed in an authentic language learning environment with the use of television, video, computer-assisted learning, audio and reading materials. We emphasise the importance of using Information Technology in Language learning and use the OUP Kerboodle online resources for class activities and for homework, as well as Quizlet for vocabulary consolidation.

### HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, this is a linear course and students are assessed at the end of year 11 in four skill areas, where listening, speaking, reading and writing will be equally weighted at 25%. The specifications in French 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 at a time specified by the exam board. Students will be awarded an overall grade based on their performance across all four assessment areas.

### WHAT WILL I NEED?

While dictionaries are not permitted under exam conditions, access to a bilingual dictionary, electronically or in hard copy will help with the completion of homework tasks. Students will also need access to a computer to complete interactive vocabulary learning, to practise grammatical structures or to extend their learning independently. Students can use the computers in the department ICT suite by arrangement with their language teacher. We also advise that students have a fully equipped pencil case with a writing pen, red pen for self-assessment, pencil, ruler, rubber, sharpener and a pack of highlighter pens.

### WHAT COULD I DO NEXT?

In addition to providing the opportunity to study French at a higher level, an additional language can lead to careers in translation, teaching and tourism and can open doors for a vast range of careers, across all industries from Health Service to UK Intelligence.

## OPTION BOX 2

The subjects on the following pages are those in addition to option box 1 that students will choose from in box 2. Students must choose 2 subjects from this section and 1 reserve choice.

# BUSINESS STUDIES (GCSE)



## WHAT WILL I GET FROM THIS COURSE?

Students will:

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

## WHAT WILL I BE DOING?

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. Topics include:

- Business in the Real World
- Influences on Business
- Business Operations
- Human Resources
- Marketing
- Finance

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. 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.

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently there are two external exams at the end of year 11:

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

Written exam: One hour forty-five 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: One hour forty-five minutes worth 50% of the GCSE testing knowledge and application of marketing and finance and how they influence businesses in the real world.

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

## WHAT WILL I NEED?

A fully equipped pencil case and calculator.

## WHAT COULD I DO NEXT?

Qualifications in Business can lead to a vast array of careers but some examples include: Business founder, Chartered Accountant, Marketing Executive, Recruitment Consultant, Business Analyst, Compliance Officer or Musician Manager.

# COMPUTER SCIENCE (GCSE)



## WHAT WILL I GET FROM THIS COURSE?

Students will:

- develop their understanding of the fundamental principles and concepts of Computer Science.
- use computational thinking skills to analyse and solve problems.
- gain practical experience of designing, writing, and testing computer programs.
- understand how computers can be used to represent, store, collect and search data.
- understand the impact of computer science on the world we live in.

## WHAT WILL I BE DOING?

1. **Fundamentals of algorithms:** Before you can begin to write computer programs, you need to learn how to write algorithms – the steps required to solve a problem. This is an essential skill required to think like a computer scientist.
2. **Programming:** In this part of the course you will learn a modern, powerful programming Language (Python). You will have hands-on, practical experience of writing usable computer software.
3. **Fundamentals of data representation:** Every word, picture, sound and video stored in a computer system needs to be represented using binary data. In this section of the course you will learn how we achieve this.
4. **Computer systems:** As we solve problems using computers, we can draw upon and bring together a diverse range of hardware and software. We call these combinations ‘Computer Systems’.
5. **Fundamentals of computer networks:** One of the most useful aspects of modern computing is the ability to network, either locally or over the internet. You will learn the principles of how we achieve this in this section of the GCSE.
6. **Cyber security:** The internet is a large and potentially scary place. The cyber security unit will equip you with an understanding of how to create and maintain secure networked computer systems.
7. **Relational databases:** The modern world generates vast amounts of information. A common way to structure and search this data is to use relational databases.
8. **Ethical, legal and environmental issues:** Did you know that there are laws around the use of computers that are enforceable through the courts, and can even result in prison sentences? In this unit you will learn about those, and also ethical and environmental implications of computers.

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, this is a linear course with students assessed at the end of Year 11 in 2 written exams:

**Paper 1 – Computational thinking and programming skills:** Assesses sections 1 and 2 from the above. A mix of multiple choice, short and longer answer questions assessing programming, practical problem-solving and computational thinking skills. Two-hour exam at the end of year 11, worth 50% of grade.

**Paper 2 – Computing Concepts:** Assesses sections 3 to 8 from the above. A mix of multiple choice, short and longer answer, extended response questions assessing SQL programming skills and theoretical knowledge. One hour forty-five minutes exam at the end of year 11, worth 50% of grade.

## WHAT WILL I NEED?

Access to a computer at home with web connectivity, Office suite and Python installed.

## WHAT COULD I DO NEXT?

Students could go on to further study in Computer Science and future careers could include: Software Development, Web Developer, Computer Engineer, IT Consultant and Cyber Security.

# CREATIVE iMEDIA (OCR LEVEL 1/2 CAMBRIDGE NATIONAL)



## WHAT WILL I GET FROM THIS COURSE?

Students will be encouraged to:

- understand the principles of digital media including factors that influence design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations.
- think creatively, innovatively, analytically, logically and critically. Seeing an idea through using planning skills such as mood boards, mind maps, sketches and storyboards and making it a reality with the use of Photoshop, Construct 3, Google sites or Capcut.
- develop confidence and independence relevant and ready for the media industry.
- design, plan, create and review ideas which are suitable to present to a client and satisfy target audience requirements.

If a student already has a flair for creativity in art, music, drama, DT, video, gaming or another creative interest, then this subject will offer a natural progression into the world of digital skills.

## WHAT WILL I BE DOING?

- The course looks at the impact digital media is having on the world today and explores the main skills using computers. The focus is on logo and brand identity, graphic design and 2D digital games design.
- The course invites students to think like graphic designers, game designers and video producers, presenting them with real life scenarios in which students will plan and create original digital products using a range of software.

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently assessment is as follows:

- Unit R093 – Creative iMedia in the Media Industry – 40% of grade - externally assessed exam
- Unit R094 – Visual Identity and Digital Graphics – 25% of grade – non-examined assessment (NEA)
- Unit R099 – Digital Games – 35% of grade – non-examined assessment (NEA)
- Unit R098 – Visual Imaging – 35% of grade (this is a limited number alternative to R099)

## WHAT WILL I NEED?

- A computer at home with internet connection to access Office 365 & Teams.

## WHAT COULD I DO NEXT?

Students could go on to study Digital Media in higher education and careers could include: Content creator, Digital Designer, TV/Radio Producer, Camera Operator and Professional Gamer.

# ENTERPRISE (BTEC LEVEL 1/2 TECH AWARD)



## WHAT WILL I GET FROM THIS COURSE?

Students will develop:

- an aptitude in planning an enterprise activity.
- knowledge that underpins the effective use of skills that affect the performance of an enterprise.
- attitudes and ways of working that are important for enterprise.

## WHAT WILL I BE DOING?

Students are given 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, setup, pitch, monitor and review an enterprise which includes:

- Development of key skills that prove students' aptitude in planning and delivering 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 communicating and interacting with customers, monitoring and reflecting on performance of enterprise and own use of skills.

### Component 1

Exploring enterprises - examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

### Component 2

Planning and presenting an enterprise idea - select an enterprise idea to plan and pitch for.

### Component 3

Marketing and finance for enterprise - explore marketing activities, financial records, planning and forecasting.

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently components 1 and 2 are internally assessed using assignments that are set by Pearson. They are worth 30% of the final grade each and are completed during lesson time. Component 3 is an externally assessed task where students will be provided with a case study of a small to medium enterprise and will be asked to complete a series of activities. This component is worth 40% of the final grade and will be carried out under exam conditions at the end of year 11.

## WHAT WILL I NEED?

A fully equipped pencil case.

## WHAT COULD I DO NEXT?

This course develops a range of skills useful for many future careers which could include: Entrepreneur, Business Consultant, Social Media Manager, Salesperson and Office Manager.

# FOOD PREPARATION AND NUTRITION (GCSE)



## WHAT WILL I GET FROM THIS COURSE?

Students will:

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

## WHAT WILL I BE DOING?

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

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, there is one exam for this qualification, which assesses students' knowledge of the theory behind food preparation and nutrition. The exam is one hour forty-five minutes long. This is worth 50% of the final GCSE qualification.

The second part of the assessment is non-examination assessment (NEA) set by the exam board and consisting of two tasks, involving practical work.

**Task 1:** Students 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 plan, prepare, cook and present a three-course menu (worth 35% of final GCSE qualification).

## WHAT WILL I NEED?

Students will be expected to organise and purchase their own ingredients.

## WHAT COULD I DO NEXT?

Careers a Food qualification could lead to include: Restaurant owner, Nutritionist, Chef, Baker, Personal Trainer, Nanny and Caterer.

# HEALTH AND SOCIAL CARE (BTEC LEVEL 1/2 TECH AWARD)



## WHAT WILL I GET FROM THIS COURSE?

BTEC Health and Social Care gives students the opportunity to develop applied knowledge in the following areas:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development.
- different life events and how individuals can adapt or be supported through changes caused by life events.
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available.
- the barriers and obstacles an individual may encounter and how these can be overcome.
- the skills, attributes and values required to give care and how these benefit the individual.
- how factors can affect an individual's current health and wellbeing.
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

## WHAT WILL I BE DOING?

The course provides an engaging, robust, broad-based introduction to the sector. The qualification provides a good introduction to health and social care for students and brings together learning to ensure that every student taking the qualification completes it with a level of understanding and skill. It presents knowledge, skills and understanding in a meaningful work-related context.

All students will have the opportunity to experience the vocational elements of the programme, and develop practical skills, such as demonstrating health and social care values that will help prepare students for the world of work.

**Component 1:** Human Lifespan Development

**Component 2:** Health and Social Care Services and Values

**Component 3:** Health and Wellbeing

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, components 1 and 2 are internally assessed using assignments. Component 3 is an externally assessed exam.

## WHAT WILL I NEED?

A fully stocked pencil case and an enthusiasm for the topic.

## WHAT COULD I DO NEXT?

This course offers valuable skills for all walks of life. If you are interested in working with young people and adults as a Youth Worker, Social Worker, Nurse, Midwife or other Health Care Professional, this is the course for you.

# MUSIC TECHNOLOGY (LEVEL 2 TECHNICAL AWARD)



## WHAT WILL I GET FROM THIS COURSE?

This is a hands-on, practical course for students interested in music production and the music technology industry. You'll learn how music is created, recorded, and produced using professional tools and techniques.

Ideal for those who want to:

- Explore a career in music technology
- Develop key industry-relevant skills
- Progress to further study in music tech or creative media

## WHAT WILL I BE DOING?

You will be gaining an understanding of:

- the place of music technology within the music business.
- hardware components and software functions of a digital audio workstation (DAW).
- the use of DAW software to produce musical projects.
- how music is composed through study and analysis of musical elements.
- analysing the developments in musical style enabled by technology.
- selecting and applying musical elements to create stylistically appropriate musical outcomes.
- using sound creation in different forms of media.
- applying sound creation to achieve an outcome.
- planning and undertaking multitrack recording and mixing.
- using recording equipment to capture and store multitrack audio recordings.

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, 60% of the overall grade will be assessed through a non-exam assessment (NEA) which will focus on 6 areas of study. The remaining 40% will be assessed through a written exam.

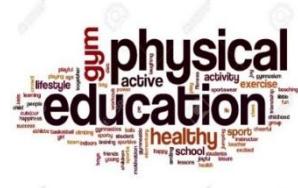
## WHAT WILL I NEED?

A strong interest in music and/or technology and basic computer literacy.

## WHAT COULD I DO NEXT?

Successful completion of this qualification will enable students to progress to A Level Music technology or level 3 qualifications in related subjects. The knowledge and skills gained will provide a secure foundation to progress into career opportunities in the music technology industry and provide a valuable platform for further study.

# PHYSICAL EDUCATION (GCSE)



## WHAT WILL I GET FROM THIS COURSE?

Students will develop, apply and analyse theoretical knowledge in a range of physical activities and related theoretical concepts. Students will be enabled to improve their ability to perform and evaluate the skills, tactics and decision-making requirements in a range of team and individual practical activities.

## WHAT WILL I BE DOING?

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

## Theoretical Content

This component covers the scientific, socio-cultural and practical aspects of physical activity and sport. Students learn to identify, describe, explain and analyse using the knowledge developed in the theoretical areas: Applied Anatomy and Physiology; Physical Training and Fitness Testing; Social and Cultural Influences; Sports Psychology; and Health, Fitness and Wellbeing.

## Practical Content

This component of the course develops the performance of students in a range of sports. Performance is assessed on the students' application of skills, technique and decision-making in a competitive situation. Knowledge of rules and regulations contributes to the practical performance scores. In addition to sports covered in lessons, students can be assessed in practical activities performed outside school (e.g. horse riding). Video evidence must be submitted for marking. A total of three sports must be submitted to count towards the final practical assessment mark.

## HOW WILL I BE ASSESSED AT THE END OF YEAR 11?

Currently, students sit two written exam papers for the theoretical component, which account for a total of 60% of their final GCSE grade at the end of year 11. The non exam assessment (NEA) covers the last 40%. This is the practical assessment of the performance along with internally assessed coursework. This brings together the practical and theoretical content taught on the course, to assess students' strengths and weaknesses in a chosen physical activity.

## WHAT WILL I NEED?

Students will need appropriate sportswear for practical lessons including equipment such as football boots, shin pads and gum shields. In theory lessons, they will be supplied with PE a folder, exercise books and workbooks. A huge amount of the resources are online so access is essential.

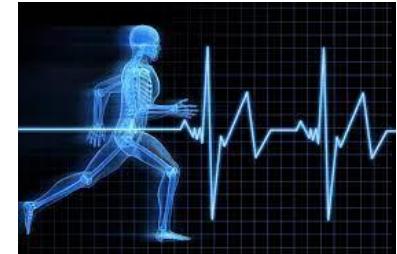
## WHAT COULD I DO NEXT?

The course covers valuable life skills which can be applied in future. Careers could include: Professional Sportsperson, Coach, Personal Trainer or Sports Instructor.

Students interested in this course will select Physical Education as their option and not specifically GCSE PE or Sport Science (OCR Cambridge Nationals). The decision as to which of the two courses a student will ultimately study will be decided by the PE staff taking into consideration: academic and practical ability along with the commitment shown by students to participate in sport during their own leisure time.

# **SPORT SCIENCE**

## **(OCR LEVEL 1/2 CAMBRIDGE NATIONAL)**



### **WHAT WILL I GET FROM THIS COURSE?**

This qualification enables students to:

- develop a range of skills through involvement in sport and physical activity in different contexts and roles.
- develop their ability to apply theoretical knowledge to practical situations.
- gain a better understanding of the complexity of different areas of sport and the sports industry.
- increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

### **WHAT WILL I BE DOING?**

Sport Science offers students the opportunity to study key areas including anatomy and physiology linked to fitness, health, injury and performance: the Science of training and application of training principles, and psychology in sport and sports performance. The specific unit titles are:

R180 – Reducing the risk of sports injuries and dealing with common medical conditions.

R181 – Applying the principles of training: fitness and how it affects performance.

R182 – The body's response to physical activity and how technology informs this.

### **HOW WILL I BE ASSESSED AT THE END OF YEAR 11?**

Currently, this course has one written exam R180, worth 40% of the overall grade, delivered in the January of year 11 prior to the June exam series. There are a further two projects; R181 and R182. R181 is worth 40% of the course and delivered in years 10 and 11. R182 is delivered and submitted in year 10. These units are written or practical assignments that are internally assessed by staff then moderated by OCR. These could be written reports, essays, a practical performance or presentation.

### **WHAT WILL I NEED?**

Students will need appropriate sportswear for practical lessons including equipment such as football boots, shin pads and gum shields. In theory lessons, they will be supplied with PE workbooks. It must be noted there is no practical assessment in this course however the course is delivered in a practical setting therefore participation in all practical lessons is mandatory.

### **WHAT COULD I DO NEXT?**

Students will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations.

**Students interested in this course will select Physical Education as their option and not specifically GCSE PE or Sport Science (OCR Cambridge Nationals). The decision as to which of the two courses a student will ultimately study will be decided by the PE staff. The following will be taken into consideration: academic and practical ability along with the commitment shown by students to participate in sport during their own leisure time.**

# KEY STAGE 4 OPTION FORM

To complete the form online please scan the QR code or visit the webpage

<https://forms.office.com/e/XNv049rtK3> by Monday 23 February 2026 at the latest.

If you are unable to access the form online, you can use the form below, please return it to the Academy by hand.



Legal Name \_\_\_\_\_

(Forename and Surname)

Current School \_\_\_\_\_

## OPTION BOX 1

Students will need to select two subjects from the table below. The two subjects must not be from the same category. E.g. one from category A and one from category B or one from category A and one from category C or one from category B and one from category C.

Category A	✓	Category B	✓	Category C	✓
Geography (GCSE)		Art and Design (GCSE)		French (GCSE)	
History (GCSE)		Design and Technology (GCSE)			
		Drama (GCSE)			
		Music (GCSE)			
		Textiles (GCSE)			

## OPTION BOX 2

You will study two further option courses. We will try our best to allocate you your choices but please think carefully about a reserve choice and **tick 3 different boxes in priority order**, as we cannot guarantee your preferred combination.

Enrichment Options	Choice 1	Choice 2	Reserve
Art and Design (GCSE) <sup>1</sup>			
Business Studies <sup>2</sup> (GCSE Business /BTEC Enterprise)			
Computer Science (GCSE)			
Design and Technology (GCSE)			
Drama (GCSE)			
Food Preparation and Nutrition (GCSE)			
French (GCSE)			
Geography (GCSE)			
Health and Social Care (BTEC)			
History (GCSE)			
iMedia ICT (OCR Cambridge Nationals)			
Music (GCSE) <sup>3</sup>			
Music Technology (NCFE) <sup>3</sup>			
Physical Education <sup>4</sup> (GCSE PE / Sport Science)			
Textiles (GCSE)			

## IMPORTANT NOTES

1 You may choose **both** Art and Textiles.

2 In opting for Business, teachers will identify whether the GCSE **or** BTEC is the most suitable course. Please choose just one above.

3 You may study **both** Music and Music Technology.

4 In opting for Physical Education, teachers will identify whether PE (GCSE) or Sport Science (OCR Cambridge Nationals) is the most suitable course. Please choose just one above.



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Believe and Succeed

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**For further information on the preferences process please contact:**

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**PLEASE KEEP THIS BOOKLET IN A SAFE PLACE  
FOR FUTURE REFERENCE**

Published January 2026.

The information contained in this booklet was correct at the time of publication but may be subject to change at any time.