



**Key Stage 4  
Curriculum Booklet  
2026**



## Contents

Introduction	Page 2
Curriculum Pathways	Page 3
External Assessment Windows	Page 4
Key Stage 4 Curriculum Preferences	Page 5
<b>Fine Art</b>	<b>Page 6</b>
<b>Childcare and Development</b>	<b>Page 7</b>
<b>Computer Science</b>	<b>Page 8</b>
<b>Computing</b>	<b>Page 9</b>
<b>Drama</b>	<b>Page 10</b>
<b>Engineering</b>	<b>Page 11</b>
<b>English Language</b>	<b>Page 12</b>
<b>English Literature</b>	<b>Page 13</b>
<b>Enterprise and Marketing</b>	<b>Page 14</b>
<b>Geography</b>	<b>Page 15</b>
<b>Health and Social Care</b>	<b>Page 16</b>
<b>History</b>	<b>Page 17</b>
<b>Hospitality and Catering</b>	<b>Page 18</b>
<b>ICT</b>	<b>Page 19</b>
<b>Mathematics</b>	<b>Page 20</b>
<b>Music</b>	<b>Page 21</b>
<b>Religious Education Philosophy &amp; Debate</b>	<b>Page 22</b>
<b>RSHE and Careers Education</b>	<b>Page 23</b>
<b>Science (Separate)</b>	<b>Page 24</b>
<b>Science (Trilogy-Combined)</b>	<b>Page 25</b>
<b>Spanish</b>	<b>Page 26</b>
<b>Sports</b>	<b>Page 27</b>
<b>Statistics</b>	<b>page 28</b>
Key Dates	Page 29
Planning your future	Page 30
The Careers Programme	Page 31
GCSE Grading	Page 32
Frequently Asked Questions	Page 33

## Introduction

Dear Students, Parents and Carers,

Welcome to the options process. This booklet is your guide to the Key Stage 4 curriculum at The King's Church of England Academy. In this booklet, you will find a description of the courses that may be offered for study in September 2026.

Firstly, you should be aware that students do not have a completely free choice. All students have to study **Mathematics, Statistics, English, Science and Core PE**. In addition, as a Church of England Academy, all students will continue to study **Religious Education Philosophy & Debate (RPED)**. Students must also take part in Citizenship and Relationships, Social and Health Education lessons and computing is present throughout the curriculum. Beyond these compulsory aspects, students then have a choice of three other subjects they would like to study.

It is important that students make the right choices from the offset, which is why our options process includes opportunities for both students and parents/carers to meet with subject teachers in the Academy, and take on board careers advice from a qualified and independent advisor. Please take note of all the key dates. **Students are not permitted to change courses after the end of September 2026.**

We feel it is vitally important that as an Academy, we provide a 'broad and balanced' curriculum. We want to open as many doors as possible for students which is why we construct our curriculum so that Key Stage 4 have the opportunity to study all components of the **English Baccalaureate (English, Mathematics, Science, a Modern Foreign Language and a Humanities subject – either History or Geography)**, alongside a creative subject.

Please do read the Sixth Form page in this booklet as it gives some useful advice on how option choices now can impact upon A level / T levels, and ultimately degree level, choices in the future.

For those students for whom it is appropriate, we may recommend an alternative and more flexible pathway. This will enable a small group of students to reduce the number of GCSE subjects they choose and to access more personalised study skills support. This is not a pathway that students can self-select. Staff in the Academy will discuss this pathway individually with students and parents/carers during the options process.

Our overriding aim is to ensure that as many students as possible are able to study their chosen subjects. However, this is not always possible to achieve due to the availability of staff, the combination of subjects and of course, group sizes.

We encourage all students and parents/carers to make maximum use of the information available, and the opportunities on offer, to engage with subject staff and other professionals in the Academy throughout the options process. Please do ask for further assistance or advice should you require it.

Yours sincerely,

Mrs L. Boon

Vice Principal: Head of Sixth Form, Curriculum & Christian Distinctiveness

## Curriculum Pathways

<b>Pathway 1</b>	
Maths	9 hours
English Language	9 hours
English Literature	9 hours
RPED	3 hours
<b>Separate Science</b>	<b>13 hours</b>
History or Geography (Humanities Option)	7 hours
Statistics	1 hour
Option 1	4 hours
PE	3 hours
RSHE/ Citizenship	1 hour

<b>Pathway 2</b>	
Maths	9 hours
English Language	9 hours
English Literature	9 hours
RPED	3 hours
<b>Trilogy Science</b>	<b>9 hours</b>
History or Geography (Humanities Option)	7 hours
Statistics	1 hour
Option 1	4 hours
Option 2	4 hours
PE	3 hours
RSHE/ Citizenship	1 hour

**If you choose History in Option 1, please note this course must not be selected in the Humanities option.**

## External Assessment Window

It is important to consider, when selecting subject choices, the assessment opportunities that are available for each course. Selecting courses where there is a mixture of both coursework and examined components, enables workload to be distributed throughout the course.

GCSE's do not offer a resit opportunity but technical awards allow for one resit within the timeframe of the course.

<b>Assessment Requirements</b>	
<b>Core Subjects</b>	
	<b>Coursework / Examined Element</b>
English Language/Literature	Both coursework and examination
Geography	Examination only
History	Examination only
Mathematics	Examination only
Religious Education Philosophy & Debate	Examination only
Separate Science	Examination only
Trilogy Science	Examination only
Statistics	Examination only

<b>Assessment Requirements</b>	
<b>Option Subjects</b>	
	<b>Coursework / Examined Element</b>
Fine Art	Both coursework and examination
Childcare and Development	Both coursework and examination
Computer Science	Examination only
Drama	Both coursework and examination
Engineering	Both coursework and examination
Enterprise and Marketing	Both coursework and examination
Spanish	Examination only
Health and Social Care	Both coursework and examination
Hospitality and Catering	Both coursework and examination
ICT	Both coursework and examination
Music	Both coursework and examination
Sports	Both coursework and examination

## Key Stage 4 Curriculum Preferences

Student Name: \_\_\_\_\_

All students will study:

GCSE English Language/Literature  
 GCSE Mathematics  
 GCSE Statistics  
 RPED  
 PE  
 RSHE & Citizenship  
 Computing

Students should express their preference for the following blocks of subjects:  
*Please note: options are subject to change dependent on choices*

<b>Science</b>	
(Please tick <b>one</b> – if different from your recommended pathway please see Mrs Boon)	
Separate Science Pathway 1	
Trilogy Science Pathway 2	

<b>Humanities</b>	
(Please tick <b>one</b> )	
GCSE Geography	
GCSE History	

<b>Option Block 1</b>	
(All students to choose from this option block)	
Please indicate a <b>first</b> and <b>second</b> preference	
GCSE Fine Art	
GCSE Computer Science	
GCSE Drama	
Engineering Level 1/2	
Health and Social Care Level 1/2	
Hospitality and Catering Level 1/2	
GCSE Music	
GCSE History	
GCSE Spanish	
BTEC Sports	

<b>Option Block 2</b>	
(All students, with the exception of Separate Science students to choose from this option block)	
Please indicate a <b>first</b> and <b>second</b> preference	
GCSE Fine Art	
Childcare and Development Level 1/2	
Engineering Level 1/2	
Enterprise and Marketing Level 1/2	
Hospitality and Catering Level 1/2	
Health and Social Care Level 1/2	
ICT Level 1/2	
BTEC Sports	

## What is Fine Art about?

Students are encouraged to respond to and evaluate art & design and craft from different periods, cultures and traditions, making connections between the methods and approaches of other artists and their own work They-Students will experience working on both a large and small scale with a range of two- and three-dimensional materials. They will be encouraged to solve problems in a visual and tactile form, modifying their work as it progresses and explaining reasons for change.

## Why study Fine Art?

Fine Art allows you to experience working with a variety of materials, processes and techniques to establish your own personal style as an artist.

As the course progresses you will be encouraged to develop your knowledge, skills and understanding by focusing on ideas and themes of your own choosing.

There is a strong focus on progression skills such as creativity; imagination; research; investigation and experimentation; ideas generation and independent thinking skills.

## Expectations in lessons:

Pupils must arrive to lessons on time and fully equipped for their learning. Pupils are expected to complete tasks on time, be creative, resilient and attempt each task with an open mind

## Expectations of me at home:

Homework is set weekly. Tasks will vary in length for Year 9/10 and will last up to 60 minutes. Year 11 will be expected to spend between 2-3 hours at home each week completing their coursework.

The course requires dedication, discipline, excellent time management skills and significant effort to achieve a high standard at all times.

## Expectations

## Controlled Assessment information:

### Unit 1: Portfolio of Work

Controlled Assessment – A selection of work undertaken during Year 10 will be assessed including at least one project from Year 11.

Worth 96 marks – 60% of overall grade.

### Unit 2: Externally Set Task

Question papers issued by AQA from early January.

Worth 96 marks – 40% of overall grade.

There will be a 10 hour exam to complete a final response to this project.

## Assessment

## How can Fine Art help me in the future?

### Progression opportunities in Key Stage 5 include ...

BTEC and A Level courses available in Fine Art & Design, 3D Sculpture, Photography, Graphics, Textiles, Ceramics, Print making and many more.

### Career opportunities available include ...

Teacher, Photographer, Fine artist, Museum curator, Graphic designer, Ceramicist, Interior designer, Soft furnishings designer/maker, Printer, Architect, Painter and Decorator, Video games designer, Illustrator, Fashion designer, Cake designer/maker, 3D Animation, Cartooning, Computer animator, Comic book artist, Landscape designer and many more.

**What is Child Development and Care about?**

BTEC child development offers students that opportunity to develop applied knowledge and understanding of child development and growth up to the age of five. Studies will also focus on how children learn through play and how meeting the needs of individual children will support their development, play and learning. The course is equivalent to ONE GCSE.

**Why study Child Development and Care?**

The BTEC child development course supports students in understanding characteristics of children's development from birth to five years. Students will also acquire knowledge on how play promotes children's learning and development as well as factors that affect growth and development.

This course allows students to have the opportunity to develop knowledge and technical skills.

**Expectations**

**Expectations in lessons:**

It is expected that students are equipped for all lessons and prepared to take an active role in their learning whereby they complete independent tasks as well as group-based research.

**Expectations of me at home:**

It is expected that homework is completed in accordance with the BTEC course and will consist of research, case studies, examination style questions and challenging tasks to consolidate learning.

**Assessment**

**The course is made up of three components:**

**Internally assessed assignments:**

- Component 1: Children's Growth and Development (weighting: 30%)  
Aim: understanding characteristics of children's development from birth to five years old
- Component 2: Learning through Play (weighting: 30%)  
Aim: demonstrating how learning and development is supported through play

**External assessed assignment:**

- Component 3: Supporting Children to Play, Learn and Develop (weighting: 40%)  
Aim: provision to support all types of learners  
Assessment: externally assessed task, in which students answer a range of questions on child development, play and learning.  
**\*\* External exam is available in February/June**

**How can child development help me in the future?**

BTEC Level 1/Level 2 Tech Award in Child Development provides a good foundation for learners for progression onto further education. Achievement at Level 2 provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3 as well as academic course and apprenticeships.

**Progression opportunities in Key Stage 5 include ...** post 16 courses in Children's Care, Learning and Development or a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care.

**Career opportunities available include ...** nursing: child, adult and mental health, teaching: early years and primary education, social work and youth work.

## What is Computer Science about?

Learners develop their knowledge and understanding of how computer programs are used to solve real-world problems. A highly creative subject calls on learners to be inventive. The GCSE has been designed using advice from both professionals in education and organisation such as Computing at Schools (CAS) as well as companies like Microsoft, Google and Cisco.

## Why study Computer Science?

GCSE Computer Science will equip students with valuable thinking and programming skills that are extremely attractive in the modern workplace.

Furthermore, students will gain a deep understanding of problem solving and experience in creating logical and efficient solutions.

They will also learn how to write down solutions to problems for other people to understand and will establish an excellent grounding in mainstream computing theory and understanding.

## Expectations in lessons:

## Expectations

It is expected that students are equipped for all lessons and prepared to take an active role in their learning whereby they complete independent tasks as well as group-based research and note taking.

## Expectations of me at home:

It is expected that preparation work for the examinations is completed in a timely manner in order to ensure that the necessary revision of lesson material takes place.

## Assessment

### Component One (Examination): 50% of GCSE Computer Systems:

This is the study of how processors work such as investigating computer memory and storage, exploring modern network layouts and how they function. Skills will be built in the ever-important realm of cyber security. There will be the investigation of how types of software are used within computer systems. Finally, it will stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues.

### Component Two (Examination): 50% of GCSE Computational Thinking, Algorithms and Programming:

Students will study fundamental algorithms in computer science. This will build a firm foundation in programming techniques, which will allow student to produce programs through diagrams, thoroughly test programs and make them resistant to misuse. Students will explore Boolean algebra (AND, OR, NOT) and understand how we store data within computers in binary form.

**Component Three:** Programming Project students will use newfound programming skills in an independent coding project by solving a real-world problem. Students will be given 20 hrs of classroom time in order to complete this project.

## How can Computer Science help me in the future?

The study of GCSE Computer Science is an excellent qualification and will lead into a range of different career opportunities within the digital economy. These can range from games developer to manager of IT and communication service. In fact, 67% of new STEM jobs are in computer science with employers listing computing skills as one of their key skills when looking for potential employees.

**Progression opportunities in Key Stage 5 include ...** As level Computer Science, A level Computer Science, Cambridge technical – IT level 3 or Digital Media Level 3.

**Career opportunities available include ...** 3D printing technician, App developer, Business analyst, computer games developer, data entry clerk, cyber intelligence officer, computer games tester, digital marketer, robotics engineer, social media manager, software developer.

## What is Computing at KS4 about?

All pupils will have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

All pupils will be taught to:

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

## Why study Computing?

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### Expectations

#### Expectations in lessons:

It is expected that students are equipped for all lessons and prepared to take an active role in their learning whereby they complete independent as well as group-based tasks.

### Assessment

Computing at KS4, is taught within several areas of the National Curriculum and bespoke opportunities to acquire the skills and knowledge required.

**It is not assessed through formal examinations.** Teacher assessment will ensure that students are able to meet the requirements of the National curriculum and where necessary students will be provided with support and resources to ensure that they are able to succeed.

## How can computing help me in the future?

Computing plays an essential part in the modern world. Computing gives you a valuable insight into the inner workings of computer systems, from the internet to your smartphone and home computers.

**Understanding aspects of computing will be useful to those who intend to study mathematics, science and engineering at university. Of course, A level computing provides an excellent introduction for computing science and IT degrees.**

**Progression opportunities in Key Stage 5 include ...** post 16 courses in Theatre Studies.

**Career opportunities available include ...** Programmer; games developer; systems admin; systems analyst; software developer; app developer; hardware designer

## What is GCSE Drama about?

GCSE Drama offers students the opportunity to develop their skills and knowledge surrounding the Performing Arts industry, including Acting, Music, Dance or all three. It provides a vocational perspective on how different sectors of industry work, such as Theatre, film and the media. The course is equivalent to ONE GCSE.

## Why study Drama?

The Performing Arts industry is one of the fastest growing across the world. It is also one of the most popular courses to continue studying at University. The BTEC Performing Arts course supports students in understanding and developing the following:

- Learn performance skills.
- Use of a variety of techniques.
- Understand the roles and responsibilities within the performing arts industry.
- Experiment with ideas practical skills.
- Plan effectively.
- Demonstrate technical performance skills.

Throughout the course students will develop an understanding of health-related ideas and theories that support humans to reach their full potential in life!

## Expectations

### Expectations in lessons:

It is expected that students are equipped for all lessons and prepared to take an active role in their learning whereby they complete independent tasks as well as group-based research.

### Expectations of me at home:

It is expected that homework is completed in accordance with the BTEC course and will consist of research, reviews, performance questions and challenging tasks to consolidate learning

## Assessment

The course is made up of three components:

### Internally assessed assignments:

- Component 1: Exploring the Performing Arts (weighting 30%)

Aim: To gain insight into the practitioners and working industry of the Performing Arts.

- Component 2: Developing Skills and Techniques in the Performing Arts (weighting 30%)

Aim: To develop performance and devising skills.

### External assessed assignment:

- Component 3: Responding to a Brief (weighting 40%)
- Aim: To create a performance and written response to a brief provided by the exam board. Assessment: externally assessed task.

## How can Drama help me in the future?

BTEC Level 1/Level 2 Tech Award in Performing Arts provides a good foundation for learners for progression onto further education. Achievement at Level 2 provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3 as well as academic courses including university and apprenticeships within the industry.

**Progression opportunities in Key Stage 5 include ...** post 16 courses in Theatre Studies.

**Career opportunities available include ...** acting, dancing, various work within theatre and film, teaching, drama therapy (such as in prison or young offenders institutes etc.), play worker, youth worker and many more...

## What is Engineering about?

The OCR Technical award in Engineering is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying mechanical, electrical/electronic and engineering design. The course is equivalent to ONE GCSE.

## Why study Engineering?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main areas of focus are:

- Development of key engineering practical and technical skills.
- Knowledge of key engineering sectors.
- Knowledge of the stages involved in planning and implementing an engineering project.
- Knowledge and skills involved in planning and implementing an engineering project.

## Expectations in lessons: Expectations

It is expected that students are equipped for all lessons and prepared to take an active role in their learning whereby they complete independent tasks as well as group-based research.

## Expectations of me at home:

It is expected that homework is completed in accordance with the BTEC course and will consist of research, case studies, examination style questions and challenging tasks to consolidate learning.

Students must complete three units:

One externally assessed unit (exam).

### Principles of Engineering design,

This is assessed by an exam. In this unit, you will learn about the design process, and all of the stages that are involved. Topics include: Designing processes, Designing requirements, communicating design outcomes & Evaluating design ideas

Two centre-assessed units (NEA)

### Design, evaluation and modelling

This is assessed by a set assignment. In this unit, you will learn how to create and test models of your design. Topics include: Product evaluation & Modelling design ideas.

### Communicating designs

This is assessed by a set assignment. In this unit, you will learn how to use sketching and engineering drawings to communicate your ideas. Topics include: Manual production of freehand sketches, Manual production of engineering drawings & Use of computer aided design (CAD)

## Assessment

The OCT Technical award in Engineering provides a good foundation for learners for progression onto further education. Achievement at Level 2 provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3 as well as academic course and apprenticeships.

**Progression opportunities in Key Stage 5 include ...** post 16 courses in Engineering as well as apprenticeships and traineeships.

**Career opportunities available include ...** an engineer in a range of different sectors, such as automotive, aerospace, chemical and electrical and electronic.

## What is English Language about?

English Language is based on skills in reading unseen texts and writing in various styles, with an increased emphasis on demonstrating grammatical accuracy, spelling and utilising a range of punctuation to achieve the intended effect. Students will be tested by means of two examinations: one focusing on fiction and the other on discursive writing

## Expectations

### Why study English Language?

GCSE English Language is designed to develop and enhance personal skills of reading, writing, speaking and listening, and to encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It will prepare learners to make informed decisions about further learning opportunities and career choices and to use language to participate.

### Expectations in lessons:

It is expected that students are equipped for all lessons and prepared to take an active role in their learning whereby they complete independent tasks as well as group-based research.

### Expectations of me at home:

It is expected that homework is completed in accordance with the course plan and will consist of research, analysis of language, examination style questions and extended written responses in the form of essays.

## Assessment

This qualification is 100% final examination. There will be two papers, carrying 50% weighting each. As learners leave Year 9, they will begin a GCSE foundation course, which will equip them with the key skills required to achieve highly at the end of Year 11. Through the study of some challenging GCSE texts, learners will develop their core reading, writing and communication skills, consistently using the GCSE framework for assessment. In Year 10, learners will begin their study of the core GCSE texts for English Language and English Literature, concluding in Year 11 with mastery of content and knowledge, before sitting their final examinations.

## How can English Language help me in the future?

The study of GCSE English Language is an entry qualification required by all Sixth Form Colleges, business and universities. The study of Language and Linguistics at A-Level builds upon and develops prior learning. It prepares students for all occupations and opens doors to a range of career opportunities, both in the private and public sectors.

Progression opportunities in Key Stage 5 include ... English Language/ English Literature.

Career opportunities include... Many English graduates go into careers in law, journalism, graduate management, teaching and managing content online (social media management and marketing), and speech and language therapy.

### What is English Literature?

Students will study for the new strengthened GCSE which will be assessed entirely through examinations at the end of Year 11. English Literature is a closed book exam based on developing comprehension skills, critical reading, historical context, analytical skills and comparison skills. Students will be tested by means of two examinations. Students will study: A Christmas Carol by Charles Dickens, Macbeth by William Shakespeare, An Inspector Calls by J.B. Priestley, a range of poems based on 'Power and Conflict' and a range of other poetry to broaden their understanding of form.

### Why study English Literature?

GCSE English Literature allows students to be exposed to a range of different key figures from history and read a wide range of classic literature. Students will be able to learn about the nature of humanity, social and historical contexts of work, and the power of the written word whilst studying some engaging novels, plays and poems.

### Expectations in lessons:

It is expected that students are equipped for all lessons and prepared to take an active role in their learning whereby they complete independent tasks as well as group-based research.

### Expectations of me at home:

It is expected that homework is completed in accordance with the course plan and will consist of research, analysis of language, examination style questions and extended written responses in the form of essays.

### Assessment

This qualification is 100% final examination. There will be two papers, carrying 50% weighting each. As learners leave Year 9, they will begin a GCSE foundation course, which will equip them with the key skills required to achieve highly at the end of Year 11. Through the study of some challenging GCSE texts, learners will develop their core reading, writing and communication skills, consistently using the GCSE framework for assessment. In Year 10, learners will begin their study of the core GCSE texts for English Language and English Literature, concluding in Year 11 with mastery of content and knowledge, before sitting their final examinations.

### How can English Literature help me in the future?

The study of GCSE English Literature allows students to confidently read a range of texts and gain analytical and communication skills, which are useful in a wide range of careers. All students must continue with the study of English if they fail to attain a grade 4 at the end of Year 11.

**Progression opportunities in Key Stage 5 include ...** English Language/ English Literature.

**Career opportunities available include ...** Many English graduates go into careers in law, journalism, graduate management, teaching and managing content online (social media management and marketing).

## What is Enterprise and Marketing (Business Studies) about?

The Cambridge National in Enterprise and Marketing aims to develop knowledge and practical skills in Enterprise and Marketing. It will equip students with sound specialist knowledge and skills for everyday use. It encourages independence and creativity whilst exploring your own interests and business ideas. Learning is completed using a variety of real-life situations, such as: carrying out market research, planning a new product and pitching it to a panel of experts. It also builds on mathematical skill when reviewing whether a business proposal is financially viable.

## Why study Enterprise and Marketing?

The Enterprise and Marketing OCR Cambridge National course is a very practical course with a close focus on what it is like to be an entrepreneur. It uses applied skills and scenarios from the real world, to allow student to live the experience. Students will develop and build upon practical business skills through the design of an original product, which meets a specific business challenge. This includes market research, designing, scoping and costing products as they might in a real business. The key message is that this subject aims to give a real-world experience of what it is like to be in the ever-changing business world.

## Expectations in lessons:

It is expected that students are equipped for all lessons and prepared to take an active role in their learning whereby they complete independent tasks as well as group-based research.

## Expectations of me at home:

It is expected that homework is completed in accordance with the BTEC course and will consist of research, case studies, examination style questions and challenging tasks to consolidate learning.

## Controlled Assessment Information:

There are two coursework elements worth 60% of the marks.

Unit R068:30% (60 marks) Design a business proposal- market research. Review whether a business proposal is financially viable (10-14 hrs)

Unit R069: 30% (60 marks) Market and pitch a business proposal – create a promotional campaign for a brand and product. Plan and pitch a proposal (10-14 hrs)

## Examination:

The exam is 40% of the qualification and lasts for 1 hour 15 minutes and it is out of 70 marks. The exam is broken up into three sections:

**Section A-** will have 10 multiple choice questions.

**Section B-** This will have context-based questions. Student will be presented with a short scenario and will apply their knowledge of enterprise and marketing concepts. It will include short/medium answer questions, extended response analysis and evaluation questions

## How can Enterprise and Marketing help me in the future?

### Progression opportunities in Key Stage 5 include ....

Cambridge Technical Award in Business, BTEC Level 3, A Level Business.

### Career opportunities available include ...

Students may progress in to role as self-employed professions, marketing officers, business administrative assistant. However, there are many more opportunities.

## Assessment

## What is Geography about?

Geography explores the way in which particular places and regions have evolved to be distinctive. You will learn how to observe, describe, analyse, represent, interpret and report information about the world. In particular, you will develop and understand changes and stability in human and physical worlds, including the causes, rates and patterns of change and the prediction of change to the near future.

## Why study Geography?

With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study.

Whatever your passion for the world - fascination with landscapes or concerns about inequality - geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.

## Expectations in lessons:

You are expected to take responsibility for your own learning and to develop a positive and proactive approach to your GCSE studies. We expect you to:

- Be motivated, enthusiastic and engaged with your learning
- Be an independent learner
- Have an enquiring mind and ask many questions
- Arrive on time prepared to learn with correct equipment

## Expectations of me at home:

Complete and hand in all homework and assessment work on time and completed to the best of your ability.

## Expectations

## Controlled Assessment information:

There is no controlled assessment for this course. Instead, you will attend two field trips (topic 7: Geographical investigations), one to a river environment and a second to study change in an inner-city environment. The academy will request a voluntary contribution towards the cost of the field trip.

## Examination: You will sit three exams for this course.

1. **The Physical Environment** - 37.5 % of overall GCSE - 1 hour 30-minute exam – 94 marks
2. **The Human Environment** - 37.5 % of overall GCSE - 1 hour 30-minute exam – 94 marks
3. **Geographical Investigations** - 25% of overall GCSE - 1 hour 30-minute exam – 64 marks

## Assessment

**How can Geography help me in the future?** The study of Geography will help you to develop;

- Intellectual skills, such as critically evaluating and judging evidence in order to make informed decisions and to develop reasoned arguments
- Research skills, such as using a range of technical methods for the collection and analysis of spatial and environmental data, and undertaking fieldwork
- Transferable skills, such as teamwork, problem solving, IT skills, communication skills (presentation, writing, debating)
- Personal attributes, such as time-management, development of responsibility, coping with uncertainty, self-reflection, motivation, flexibility, and creativity

**Progression opportunities in Key Stage 5 include:** Advanced study through A Level Geography. **Career opportunities available include:** The skills that you acquire through your Geography studies will make you desirable in a range of career areas including; town planning, sustainable development, disaster management and surveying to name but a few.

## What is Health and Social Care about?

Health and Social Care provides learners with the opportunity to develop applied knowledge in a range of areas including; the life stages and how an individual develops physically, intellectually, emotionally and socially whilst understanding the different factors that can affect their development. They will increase their knowledge of health and social care conditions, how they can be managed and the different health and social care services that are available. Additionally, students will understand the skills, attributes and values required to give care and how these can benefit the individual whilst recognising the importance of a person-centred approach.

## Why study Health and Social care?

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. By 2035, it is estimated that approximately 2.17 million health and social care job vacancies will need to be filled. This course will provide learners with sector specific applied knowledge through vocational contexts studying human lifespan development, health and social care services and values and health and wellbeing; enabling students to begin their journey towards a career within the health and social care sector

## Expectations in lessons:

It is expected that students are equipped for all lessons and prepared to take an active role in their learning whereby they complete independent tasks as well as group-based research.

## Expectations of me at home:

It is expected that homework is completed in accordance with the BTEC course and will consist of research, case studies, examination style questions and challenging tasks to consolidate learning

## The course is comprised of three components:

### Internally assessed assignments:

- Component 1: Human Lifespan Development  
Non-exam internal coursework assessment
- Component 2: Health and Social Care Services and Values  
Non-exam internal coursework assessment

### External assessment:

- Component 3: Health and Wellbeing  
External exam (2 hours)

## Assessment

## How can Health and Social Care help me in the future?

BTEC Level 1/Level 2 Tech Award in Health and Social Care provides a good foundation for learners for progression onto further education. Achievement at Level 2 provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3 as well as academic course and apprenticeships.

**Progression opportunities in Key Stage 5 include ...** post 16 courses in Health and Social Care and Childcare.

**Career opportunities available include ...** nursing: child, adult and mental health, teaching: early years, primary and secondary, social work, youth work and criminal justice.

## What is History about?

Students will study three modules: British History, World History and History around us. The British History module consists of: A Thematic Study – Crime and Punishment c.1250 to the present day; and a Depth Study – The Elizabethans 1580-1603. The World History module consists of: A Period Study – The Making of America 1789-1900; and a Depth Study – Living under Nazi rule 1933-45. In the “History around Us” module students will visit a site and study a number of sources surrounding it at different time periods, to gain an understanding of life at that site.

## Why study History?

If you enjoy History, it can lead you to a great future. Look at Dermott Murnaghan, journalist; Sacha Baron Cohen; and Al Murray to name but a few famous history graduates! Through History students are able to develop their knowledge of key events; engage in historical enquiry; develop the ability to ask questions; develop an awareness of why events have been accorded historical significance; and organise and communicate their understanding in different ways and reach substantiated conclusions. A visit to Quarry Bank Mill will be part of the course and the academy will request a voluntary contribution towards the cost of the trip.

## Expectations in lessons:

- Complete all classwork.
- Complete all exam questions.
- Give 100% effort.
- Concentrate and listen.
- Ask if help is needed.

## Expectations of me at home:

- Complete all homework set.
- Revise for assessment and mock exams.
- Complete additional reading around topics.

## Assessment

### Examination information:

Students will sit three exams:

- Paper 1 – British (1hr 45mins) Crime and Punishment and the Elizabethans (40%)
- Paper 2 – Site Visit (1hr) History Around Us (20%).
- Paper 3 – World (1hr 45mins) Making of America and Living under Nazi Rule (40%).

## How can History help me in the future?

**Progression opportunities in Key Stage 5 include:** A-Level History.

**Career opportunities available include:** Specific History careers include: History teacher; Working in a museum; Working in a library; Journalism; and Research to name a few.

However, Historians are trained to look for bias and prejudice in all the evidence they study. There is no other subject that deals so well with sorting out what is useful and reliable evidence and what must be sifted out. You can use the skills that studying History has given you for progression into careers such as law, medicine, business, finance, accountancy, tourism, town planning and politics.

## What is Hospitality and Catering about?

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. This course enables learners to gain knowledge, understanding and skills relating to a specific vocational sector and specific knowledge and understanding of each sector.

## Why study hospitality and catering?

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Learners develop their food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. Learners will gain an overview of the hospitality and catering industry.

## Expectations in lessons:

Health and Safety is paramount. Students must be able to work to a deadline and be organised. They must be self-starters and not need constant reminders to make progress. Students need to be able to work independently and apply their problem-solving skills to their work.

## Expectations of me at home:

Students need to allocate as many hours at home as they do in school in order to achieve their potential – this will mean approximately 2.5 hours per week, every week.

## Assessment

Students are to produce a portfolio and take a written assessment as well as making a two-course meal for the brief selected. Extended writing skills are required throughout the course.

Students will sit the exam in June of Year10 as well as Year11 and have the opportunity to take the best result from each exam.

## How can Hospitality and Catering help me in the future?

### Progression opportunities in Key Stage 5 include ...

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level or Level 2 NVQ Diploma in Professional Cookery
- Advanced A Level in Home Economics (Food, Nutrition and Health)
- Advanced A Level in Design and Technology: Food Technology
- Certificate in Hospitality and Catering Principles
- Professional Cookery Studies.

## What is ICT about?

This subject covers ICT in Society; allowing learners to explore the wide range of uses of hardware, application and specialist software, and ICT in context; introducing learners to a broad working knowledge of databases, spreadsheets, automated documents and images.

## Why study ICT?

Unit 1 - explore the wide range of uses of hardware, application and specialist software in society. Investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology.

Unit 2 - broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in real life scenarios.

## Expectations in lessons:

Students must arrive to lessons on time and fully equipped for their learning. Students are expected to conform to Academy rules and regulations.

## Expectations of me at home:

Students are required to complete outstanding tasks they have begun in school if they do not meet deadlines set in lessons. As well as homework set fortnightly

## Expectations

## Assessment

### Assessment information:

Unit 1 – ICT in Society (Exam 40% of qualification)  
Unit 2 – ICT in Context (Coursework 60% of qualification)

**There is a substantial amount of coursework** required for this subject. Students must also achieve a minimum of a 'Pass' in the external assessment.

## How can ICT help me in the future?

Students who achieve the Level 2 Vocational award in ICT could progress to level 3 qualifications and A Levels such as:

- NCFE Level 3 Technical Award in Interactive Media
- BTEC IT Nationals Level 3
- BTEC Computing Nationals Level 3
- Other level 3 qualifications (including Advanced GCSE) in ICT or computing related subjects.

## What is Mathematics about?

Maths is an activity that we do every day in our lives multiple times. The GCSE course covers Number, Algebra, Ratio, Proportion and rates of change, Geometry and Measures, Statistics and Probability.

## Why study Mathematics?

GCSE Maths is an exciting course that enables students to broaden their knowledge and prepare them for further studies and life. Students following this course will:

- Develop fluent knowledge, skills understanding
- Acquire, select and apply techniques to solve problems
- Reason mathematically
- Interpret and communicate information

## Expectations in lessons:

Students will need to and be are expected to work to the best of their ability. To problem solve and have a deeper understanding of the topics covered.

## Expectations of me at home:

Students will need to complete weekly homework's, and spend independent time going through topics in preparation for assessments and the final exam

## Expectations

## Assessment

## Examination information

Foundation and Higher Tiers available (exams taken in the summer)

Paper 1, non-calculator	1 hour 30 minutes, 80 marks
Paper 2, calculator	1 hour 30 minutes, 80 marks
Paper 3, calculator	1 hour 30 minutes, 80 marks

## How can Mathematics help me in the future?

Students will learn to be problem solvers that can apply their knowledge to a variety of different situations. This will help in further studies and everyday life.

**Progression opportunities in Key Stage 5 include:** A' level and 'AS' Mathematics Degree in Mathematics

**Career opportunities available include:** Accountancy, Banking, Engineering, Management, Research, teaching, Army, Navy, RAF, and Retail.

## What is Music about?

GCSE Music explores a range of musical genres, including; Film Music, Music from the Western Civilization, Ensemble Music and Popular Music. Students must perform and record solo and ensemble pieces on their chosen instrument/voice and are required to produce two compositions, one in response to a brief from the examination board and one free composition. There are also two set works – “Africa” (by Toto) and Badinerie from Orchestral Suite No. 2 (by Bach) that will be studied in detail.

## Why study Music?

Studying music shows creativity, commitment and drive for success. Successful musicians are tenacious and determined individuals who work well both on their own and in groups. Those who enjoy performance will want to study GCSE Music in order to improve their own technique; however, history and literacy are also key transferable skills in this subject.

## Expectations in lessons:

Students will be expected to respond to musical stimuli in lessons and to contribute to group discussion and to other people’s ideas. There will be a requirement to perform in front of others in the group – please be aware that all GCSE Music students are expected to perform and record a solo and ensemble piece in Year 11. Composition, Listening and Performance lessons will take place on rotation. Students will be expected to make financial contributions to any additional 1 to 1 music lessons they undertake outside the curriculum time.

## Expectations of me at home:

Students must be committed to practising their instrument/voice at home as well as the completion of homework.

## Expectations

## Assessment

30% - Music performance – 4-6 minutes of performance (to include at least 1 minute of ensemble music)

30% - Composition – 2 compositions, one in response to a brief set in September of Year 11 by the examination board and one other free composition in Year 10.

40% - Listening examination – taken in May or June of Year 11 – this examination will cover all the genres studied and also the two-set works.

## How can Music help me in the future?

**Progression opportunities in Key Stage Five include:** Any performing arts qualifications; history; media; English and Sociology are all subjects which music leads to

**Career opportunities available include ...**People who study music do not necessarily want a career in music – many doctors and dentists studied music at GCSE and A Level. People who have studied music typically progress into careers, which require tenacity and commitment, creativity, determination and a drive for success. People who study music as a vocation often end up working in marketing and office management roles for orchestras or as journalists if they do not pursue a career in performance, composition or teaching

## What is Religious Education about?

In Religious Education, students have the opportunity to explore religion in the context of their own lives as well as the religion of those around them. Throughout GCSE, students consider the beliefs, teachings and practices of both Christianity and Islam. Students will build on their understanding of Christianity through in the study of ethical issues faced in the world today.

## Why study Religious Education?

Religious Education equips students with cultural, social, moral and spiritual knowledge that aids in mental and physical development within society. The lessons learned in religious education prepare students for responsibilities, experiences and opportunities later in life.

## Expectations

### Expectations in lessons:

1. To think critically about key issues within different religious traditions.
2. To make detailed and complete written notes for future revision.

### Expectations of me at home:

1. To complete exam question practice.
2. To prepare carefully for tests and assessments.

## Assessment

Students will take two exam papers at the end of the course with each paper being worth 50%.

### Paper 1 - Beliefs, teachings and Practices – 1 hour 45 minutes

Students are required to study two religions in depth. We will study Christianity and Islam.

### Paper 2 - Ethical Studies – 1 hour 45 minutes

Students are required to focus on one religion for this unit. We will focus upon Christianity.

- Religion and Life
- Religion, Peace and Conflict
- Religion, Crime and Punishment
- Religions, Relationships and Families

## How can Religious Education help me in the future?

### Progression opportunities in Key Stage 5 include ...

The study of Religion, Philosophy and Ethics helps students to think logically and clearly about issues that affect the whole of life. Religious Education courses are excellent preparation for many degree courses including Politics, History, English, Computer Science, Law and Philosophy.

**Career opportunities available include ...** Religious Education paves the way for a future working with people. With a GCSE in Religious Education students, gain knowledge and understanding that can help them move into careers in the police force and social work as well as further qualifications in law and medicine.

## What is RSHE and Careers Education at KS4 about?

We live in an increasingly complex world and students need to know how to be safe and healthy. RSHE helps them embrace the challenges of creating a happy and successful adult life through understanding healthy relationships, and how to keep themselves and others safe, both on and offline.

High quality careers education and guidance is critical to young people's futures in preparation for the workplace, by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports self-development and career management skills needed to achieve positive employment destinations.

Students are supported to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

## Expectations

### Why study RSHE and Careers education?

In KS4 school relationships and sex education covers content on a wider range of key topics including consent, sexual exploitation, online abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. There is an equal opportunity to explore the features of stable and healthy same-sex relationships.

Health education focuses on enabling pupils to make well-informed, positive choices for themselves, and includes teaching about the impact of puberty. The curriculum covers mental health and will support young people to recognise and manage any wellbeing issues as well as how they can seek support as early as possible.

The academy provides opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities.

### Expectations in lessons ...

RSHE and Careers lessons are inclusive, safe and respectful in the school environment where bullying, sexual violence or sexual harassment is not tolerated.

## Assessment

RSHE and Career education is taught within several areas of the National Curriculum in addition to having a dedicated timetabled lesson to explore opportunities to acquire the skills and knowledge required.

**It is not assessed through formal examinations.** Teacher assessment will ensure that students are able to meet the requirements of the National curriculum and where necessary students will be provided with support and resources to access the lessons.

## How can RSHE and Careers education help me in the future?

RSHE and Careers education will provide students with the knowledge that will enable them to make informed decisions about their wellbeing and prepare them for the workplace.

## What is Science about?

GCSE Separate Science: biology; chemistry, physics. Is a triple GCSE made up of 6 examined units (two biology, two chemistry, two physics), each paper lasts 1hr 45mins. Questions will consist of a series of multiple choice, structured closed and short answers, and open responses. Practical skills and mathematical skills will all be assessed in the exam.

## Expectations

### Why study Science?

Science is for people who ask questions about the world around us. How did we get here? What are things made from? When did it all begin? These are some of the questions that course will consider.

### Expectations in lessons:

A dedicated and thoughtful approach to learning. A mature attitude to practical work to ensure safety.

### Expectations of me at home:

Homework will consist of written work, data analysis, exam questions and independent research. A genuine interest in the subject will result in you reading articles and watching programmes on the topics involved.

## Assessment

### Examination information:

Each exam is 16.7% of the total GCSE with each paper totalling 100 marks and lasting 1hr 45mins each. There is a two tiered entry: higher and foundation

### How can Science help me in the future?

#### Progression opportunities in Key Stage 5 include ...

A-Levels in the following subjects: Biology, Chemistry or Physics or T Level in Science

#### Career opportunities available include ...

Science covers a wide range of careers including medicine, engineering, astrophysics, biomedical engineering, conservation.

## What is Science about?

GCSE Combined Science:Trilogy is a dual award made up of 6 examined units (two biology, two chemistry, two physics), each paper lasts 1hr 15mins. Questions will consist of a series of multiple choice, structured closed and short answers, and open responses.

## Expectations

### Why study Science?

Science is for people who ask questions about the world around us. How did we get here? What are things made from? When did it all begin? These are some of the questions that course will consider.

### Expectations in lessons:

A dedicated and thoughtful approach to learning. A mature attitude to practical work to ensure safety.

### Expectations of me at home:

Homework will consist of written work and data analysis. A genuine interest in the subject will result in you reading articles and watching programmes on the topics involved.

## Assessment

### Examination information:

Each exam is 16.7% of the total GCSE with each paper totalling 70 marks and lasting 1hr 15mins each. There is a two tiered entry: higher and foundation

## How can Science help me in the future?

### Progression opportunities in Key Stage 5 include ...

A-Levels in the following subjects: Biology, Chemistry or Physics or T Level in Science

### Career opportunities available include ...

Science covers a wide range of careers including medicine, engineering, astrophysics, biomedical engineering, conservation.

## What is Spanish about?

In Spanish students will study the language of Spanish through the following topics:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Students will develop their grammar, skills and vocabulary in the context of lots of interesting topics so that they can talk about things that really matter to them.

## Why study Spanish?

Languages are all around us; they are used in so many situations whether at work, on holiday or just casually in day-to-day life - we live in a multilingual global society. In addition, studying Spanish will give our students an insight into Hispanic culture, including traditions and festivals.

## Expectations in lessons:

1. Develop translation skills from Spanish to English and English to Spanish
2. Practise speaking Spanish in pairs and groups
3. Complete reading comprehensions
4. Improve knowledge of grammar and tenses

## Expectations of me at home:

1. To revise vocabulary and grammar structures covered in class
2. To prepare for tests and assessments

## Expectations

## Assessment

Spanish GCSEs have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9).

Students must take all four question papers at the same tier.

Each paper is worth 25%. There are papers in each of the four skills: Listening, Speaking, Reading and Writing.

All papers are sat at the end of the course. Reading, Writing and Listening are taken in the hall and Speaking with your class teacher in exam conditions.

## How can Spanish help me in the future?

### Progression opportunities in Key Stage 5 include ...

Some universities now require a language GCSE for degree courses in English, History and Law.

A GCSE in a language will help you get into university and onto college courses especially in Travel and Tourism.

### Career opportunities available include ...

The obvious choices for using languages are translating, interpreting or teaching but most job roles will value language skills and possessing them will potentially open up more career opportunities. Studying a modern language can be beneficial in the world of business, leisure, tourism and education.

## What is BTEC Sport about?

This qualification provides students with the opportunity to develop sector – specific knowledge and skills through realistic vocational contexts. Students will be able to investigate provisions for sport including equipment and facilities to enhance sport. They will be able to plan and deliver sport drills and sessions and will have a developed understanding of fitness for sport including fitness testing and methodology. They will also develop skills in sports analysis, sports leadership and personal skills such as communication, planning, time management and teamwork through a practical and skills-based approach.

## Why study BTEC Sport?

Year on year, the sport industry shows continued growth in employment and forecasts suggest this trend will continue. This comes from increased knowledge and understanding of the benefits of regular participation in sport and physical activity. This course will provide students with the required knowledge and skills to embark upon a career within this sector developing their understanding of the benefits of sport on both physical and mental wellbeing, economic development, individual development and social and community development.

## Expectations

### Expectations in lessons:

Students undertake both theoretical and practical learning during this course. This includes an exam-based assessment, coursework and practical delivery. Students must be equipped to learn in terms of having their PE kit for practical lessons.

### Expectations of me at home:

Students are required to complete outstanding tasks if they do not meet deadlines set in lessons. Students will be required to revise independently for upcoming assessments.

## The course comprises of three components:

### Internally assessed assignments:

- Component 1: Preparing participants to take part in sport and physical activity  
Non – exam internal coursework assessment
- Component 2: Taking part and improving other participants sporting performance  
Non – exam internal coursework / practical assessment

### External assessment:

- Component 3: Developing fitness to improve other participants performance in sport and physical activity (1.5 hour exam)

### External assessment:

- Component 3: Developing fitness to improve other participants performance in sport and physical activity (1.5 hour exam)

## Assessment

## How can GCSE in Sport help me in the future?

### Progression opportunities in Key Stage 5 include ...

BTEC and A Level courses available in Sports Science, Sports Exercise and Fitness, Sports Coaching, Physiotherapy and Personal Training.

### Career opportunities available include ...

Gym instructor, Leisure Management, Personal Trainer, Multi-sport coach, PE Teacher, Armed forces, Social Worker, Swimming Coach, Sports Analyst, Sports Journalism, Researcher and many more.

## What is Statistics

Statistics enables students to develop statistical fluency and understanding through the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, populations, climate, sales etc. You will learn how to collect, process and present data in a useful way. Most importantly, you will learn how to interpret the results in context.

### Why study Statistics?

Statistics is a huge part of everyday life, careers, and further study. This qualification will enable you to acquire transferable skills to support you in progressing beyond GCSE in a range of subjects. An understanding of data in the real world and how it can be used (or misused) can empower you and is relevant to everyone. Being confident in the use of statistics is a crucial skill in many subjects and careers.

### Expectations in lessons ...

It is expected that students are equipped for all lessons and prepared to take an active role in their learning whereby they complete independent tasks and/or research projects.

### Expectations of me at home ...

It is expected that homework is completed in accordance with the course plan and will consist of research, analysis of language, examination style questions and extended written responses in the form of essays.

## Expectations

## Assessment

This qualification is 100% final examination. There will be two papers, carrying 50% weighting each.

### Paper 1 – 1hr 30 mins – 80 marks

Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle

### Paper 2 – 1hr 30 mins – 80 marks

Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle

### How can Statistics help me in the future?

The study of GCSE statistics is a qualification that supports the GCSE mathematics qualification. The higher tier will give an excellent grounding for the Statistics element of A-level Mathematics. This course will support any A-level subject requiring analysis of information, namely the sciences. |

**Progression opportunities in Key Stage 5 include ...** if you are interested in journalism, politics or psychology, it will help you to interpret or prepare charts to relay information to others.

**Career opportunities available include ...** Many math's related courses enable graduates go into accounting, finance, business, law, teaching, journalism, and graduate management posts.

## Key Dates

<b>Wednesday 4<sup>th</sup> February 2026</b>	<p>The Options Assembly will provide students with the necessary information regarding their option choices. Parents will then be able to discuss with their child their choices in preparation for Option Evening.</p> <p>Subject teachers and Form Tutors start to talk about options in their subject area with their classes, through RSHE lessons and assemblies.</p>
<b>Thursday 12<sup>th</sup> February 2026</b>	Parents and students will have the opportunity to speak to teachers from every subject at Option Evening to help support their child's option choices and gather information.
<b>Monday 2nd March 2026</b>	Deadline for students to return option choices
<b>March 2026</b>	Interviews with students who need support with their option choices.

## Planning your Future

At The King's Church of England Academy, all students take a set of core subjects for GCSEs. In addition, every student can choose from a range of options for study. It is important to consider both the core subjects and the option subjects in the long term to make sure that the whole package can work for choices at KS5 as well as future courses at university or employment.

### The impact of making choices.

Students do need to think carefully and think ahead when choosing their options. Remember, with most subjects, if you want to study them at A level / BTEC you will need to take them at GCSE.

Very few subjects are compulsory when it comes to choosing a degree. Notable exceptions are Medicine (Chemistry and Biology are a requirement) and Engineering (Maths is required and sometimes Physics).

Certain subjects carry more weight on an application form or for an employer. These subjects are sometimes known as facilitating subjects. The Russell Group of universities has produced a document called **Informed Choices**, outlining these.

**Informed Choices** emphasises the importance of 'facilitating' subjects, which are particularly effective in equipping students with the skills they need for a large number of competitive courses and in increasing a student's chances of getting on to those courses.

The facilitating subjects currently include:

**Maths, Further Maths, English Literature, Physics, Chemistry, Biology, Modern Languages, History and Geography.**

Please also remember that some subjects, although not included in the above list are beneficial for certain careers, e.g. Art & Design or Economics

If you would like to find out more about **Informed Choices** and facilitating subjects, please see <http://www.russellgroup.ac.uk/informed-choices.aspx>, which is available via a link on the careers site on our website or contact either Mrs Wright or Mrs. Boon at the Academy.

It is important to note that students are not expected to take all A-level choices in facilitating subjects; it is recommended that they choose at least two to give them the best chance of attaining places on competitive courses and at the UK's top universities.

In addition to giving some thought to what you might want to study in the future you should also ask yourself:

- **Do I enjoy the subject?**
- **Am I going to enjoy reading around the subject and carrying out independent work?**
- **Do I have a good chance of succeeding at this subject?**

The construction of our pathways allows all of our students to gain at least two GCSE grades in facilitating subjects.

## The Careers Programme

The careers programme is focused on learning more about the world of work, providing students with a number of opportunities to explore a range of pathways that lead to further and higher education and careers. Careers activities are delivered through RSHE sessions, from Year 7 through to Year 13.

We also have a programme of career-related extra-curricular opportunities and events, which can broaden the students' experience. Some events are for a year cohort and some for small specialist interest groups. The events vary from year to year but may include visits to Sixth Form colleges, taster sessions at universities, opportunities to shadow students, career events for sports and the arts, enterprise activities, science and engineering competitions. The aim of these activities is to help inform students' decisions so that they can set achievable targets whilst learning more about their options for the future (for example, progression to A levels, BTECs or other training and education routes, such as apprenticeships).

In Year 10, each student will have a careers interview with an impartial careers adviser. This will take place in small groups or one to one. The aim is to start the students thinking about their Post 16 future and what they will choose to do after GCSE. They will be introduced to a number of websites to aid them in their research and will have an action plan written up as a basis for future enquiry.

As part of the option process, we recommend that you access the careers section of the Academy website to explore the resources to help with preparing for your future career.

## GCSE Grading

All subjects are assessed using the grades of 9-1 where 9 is the highest grade that can be achieved

### Why has the system changed?

The new GCSEs, which began in September 2015, are intended to be more challenging. The changes to the grading system will help to provide more differentiation between the highest and lowest performing students, and the standard for a 'good pass' is slightly higher than before. Under the old system, we had eight grades. Under the numerical grading we have nine, with grade 9 being the best available grade. How will the new system correlate to the old one?

- The system allows for greater differentiation, having nine numerical grades in place of eight letter grades
- The numbered grades will not translate directly from the old grades A\* - G, but we do know that approximately the same proportion of students who currently achieve:
- Grade A or higher will receive a grade 7 or higher
- Grade C or higher will receive a grade 4 or higher
- Grade 9 is the grade for very high performing students, to be set as the top fifth of the current A grades
- Grade 5 will be the benchmark for a 'good pass'
- Grade 4 will be the benchmark for a 'standard pass'
- The bottom of grade 1 will be the same as the bottom of grade G

## Frequently Asked Questions

### **Do students have a free choice of subjects?**

The simple answer to this is **no** as students have to study the following 'core' subjects: - English, Mathematics, Science, Religious Education, PE, RSHE/Citizenship, Computing

This is in addition to **three** other subjects selected from those offered by the Academy. Students should consider what their strongest subjects are and what career or education future lies ahead of them. It is a good idea to try to maintain a balance of subjects.

### **What about students who are still uncertain about career plans?**

There is usually no need to worry at this stage about having a particular career in mind. Simply remember that it is most important to achieve a good balance in the subjects chosen. In this way, students will be eligible for a variety of careers later on. Future employers will look for a person who is flexible and adaptable to changing situations. It is quite possible that in later life, young people may wish to, or have to, change jobs and so a broad and not too rigid spread of subjects at this stage has real advantages. Careers guidance is available to all students during Years 10 and 11 and individual students and parents can request additional careers support at any time where this is felt to be necessary.

### **Will students automatically be given their first choice of subjects?**

Again, the simple answer is no. It is possible that not all courses listed in this booklet will run. It is also possible that a certain combination may prove impossible. A minimum number of students are required to make a teaching group viable and some groups are limited to a maximum number, which is determined by the availability of equipment or by safety considerations.

**We will do our best to accommodate your combination of subjects but we must emphasise that we cannot guarantee to do so.**

### **How do students find out about the courses offered?**

Before choices are made, students will want to know more about the content of courses and the type of work involved. In many cases, current subject teachers will be the best people to answer questions. In addition, this booklet contains a brief description, provided by each Subject Leader, of the courses. Please also refer to the information at the back of the booklet, which outlines GCSE/A Level routes for University and Further Education.

### **What is the EBACC?**

The English Baccalaureate (known as the EBACC) is a performance measure, which recognises the attainment of GCSEs in selected academic subjects. It is not a qualification.

The performance measure, announced by the government in November 2010, recognises the achievement of GCSEs in five subject areas: Maths, English, Science, Languages, History or Geography

Our option blocks are normally created to allow students to choose the EBACC combination of subjects but they are not compulsory.

### **What do students need to be successful in their GCSEs?**

- Make sure they have good attendance
- Meet all deadlines
- Work independently
- Have a positive approach to group work
- Ask teachers for help and advice



# Notes





