



# Year 9

# Pathway A

# 2024

Unlocking Your Potential  
Empowering Through Success

Aspiration

Respect

Excellence

Resilience



Dear Parents, Carers and students

These are exciting times for students as in September 2024 they will move on to the next stage of their secondary education at Pool Hayes Academy. Choosing option subjects in Year 9 is a major decision and an exciting opportunity for students. So much in the future depends on students achieving good GCSE results and the more successful each student is, the more choices that will be available to them when considering a career. At Pool Hayes Academy we offer a wide range of courses to suit many different individual needs, all of which provide an opportunity to succeed and help prepare students for the future.

Students are now faced with a wide range of courses from which to select their examination subjects and it is vital that subjects are chosen only after careful consideration. Until now, every student has followed the same broad range of curriculum subjects and all timetables have looked similar. In September, students will continue with some of these subjects and could be studying new ones. Also, some students will have to study GCSE Spanish and a Humanities subject, giving them the opportunity to achieve the English Baccalaureate. Where students have the opportunity to select other courses it is important to maintain a broad and balanced curriculum. **We are pleased to confirm that our curriculum will continue to be supported by an enhanced enrichment and extracurricular programme.**

Students should think very carefully about which subjects they enjoy and can succeed in, remembering that they will be working for two years on this course. It is important that students consider where their strengths are, the skills they have and which subjects they will perform well in.

This booklet gives details of each course offered. It is intended to help learners to make the right choices about their future learning and work. It has been designed to inform students and complement other sources of information available. The Options process is designed to inform all stakeholders as fully as possible.

We wish you the best of luck in your future here at Pool Hayes Academy.

**Mr Lawrence**  
**Principal**

## OUR CURRICULUM OFFER

**Compulsory Core Subjects** of English, Mathematics, Science, Humanities and PE studied by all students and are all crucial subjects in which to gain GCSEs.

**Most students** will also study Spanish as part of their compulsory core giving them the opportunity to achieve the English Baccalaureate. This is not a new qualification but a new measure that records achievement in English, Mathematics, Sciences, a Language and a Humanities subject.

For most students, success in these subjects will deliver many good GCSE grades. Subjects not part of the core will also be part of the option choices available to choose from. All students will continue to study Physical Education, Work Related Learning and PSHE and will take part in Enrichment activities.

After reading all the information in this booklet, please complete the Option Choice Form. Remember to choose the correct amount of choices for subject options. Some subjects are oversubscribed and some students may not get their first choice. Consider very carefully your reserve choice.

**IMPORTANT REMINDER** - Please remember that we do our very best to accommodate the widest range of subject combinations possible. There is the possibility that any course that attracts only a small number of students may not be viable to run. In such cases we will speak to students, parents and carers as appropriate to discuss this and consider alternatives.

## CAREER ASPIRATIONS

It is always worth bearing in mind that the subjects you study in Years 10 and 11 could affect your career choices in the future. However, it is most important that your subjects are chosen for the right reasons and the best ones must be that you really enjoy a subject and are good at it.

If you have a particular career in mind, then it is always advisable to check which subjects are required for entry. But to choose a subject that has presented difficulties in the past only because it is needed for a particular career is not such a good idea – if you get a low grade then this will not enable you to enter that career anyway, and if the subject plays a large part in the job, then it might not be the right path for you. If you are considering higher education, then it is worth remembering that three or four subjects taken at GCSE might have to be studied to A Level for entry to university, meaning you are making choices for four rather than two years of study.

If you have no career ideas at present, that is perfectly normal at this stage. However, it is then important to consider what career areas you will be knocking out with your choices and be sure you are happy about them. There are equal opportunities in all subject choices so do not be swayed by people telling you there are 'boys' or 'girls' subjects.

**Also, never be tempted to choose a subject because a friend is doing it – what works well for them might be a disaster for you!**

The library is open every day and after school containing a wealth of career related information.

**Mrs Mason-Wait leads on careers at Pool Hayes Academy and would welcome discussions with you about future career aspirations.**

There are also some very useful websites to aid your careers research:- [www.nationalcareerservice](http://www.nationalcareerservice) [www.purepotential.org](http://www.purepotential.org) [www.careersbox.co.uk](http://www.careersbox.co.uk) [www.nextstepup.co.uk](http://www.nextstepup.co.uk) [www.itambassadors.org.uk](http://www.itambassadors.org.uk)

## QUALIFICATIONS

The national external examination system is undergoing radical changes at the moment as are the many and varied further education and training opportunities available to young people after the age of 16. Pool Hayes Academy gives all students the opportunity to gain externally recognised qualifications.

Consideration of what you may wish to study Post 16 and any career aspirations that you may have at this stage are both important factors in making your choices as what is chosen now may have implications for the future.

**GCSEs** are a single system of examinations with a single scale of grades from 1 to 9 being introduced for students commencing all courses since September 2015. The examination will test not only memory and orderly presentation of facts but also understanding, practical and other skills and the ability to apply knowledge. All GCSE courses and examinations will follow nationally agreed guidelines known as 'national criteria'. These will cover course objectives, content and assessment methods. Their aim is to help students to benefit as much as possible from their studies.

**BTECs, VCERTs and OCR Nationals** are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background. They can be taken as well as, or in place of, GCSEs and A levels in schools and colleges. These courses still have some element of external examination. Also, students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied.

### **To complete the Choice form:**

- Research and decide upon the subjects you wish to study at KS4.
- Read the information about all the subjects offered and different choices available.
- Speak to the subject teachers for more information about the subject.
- Choose your preferred subjects and record these on the Options Choice Form.

## INFORMATION TO GET YOU STARTED

### Key Dates

1. Year 9 Parents Evening **Wednesday 13th March 2024, 5 - 8pm**. An opportunity for parents to discuss their child's progress throughout Year 9 with their class teacher for each subject. This will be hosted face to face in our Academy and appointments will be booked through our School Cloud service.
2. Year 9 Pathways Evening **Tuesday 19th March 2024, 5 - 6.30pm**. This is an opportunity for parents and students to attend the Academy to be given key information during the evening around the process for selecting options as well as an opportunity for parents and students to meet with key leaders to discuss specific courses and qualifications that can be studied.
3. One-week window for telephone meetings with members of staff and opportunity to email Lead Teachers for subjects with any queries you may have. You may wish to contact Lead Teachers for each subject with individual queries (in which case you will find their Email addresses in the Pathways Booklet on the individual subject pages) or you may wish to contact Mr R Francis (Head of Year), Miss R Clarke (Assistant Head of Year) or members of the Senior Leadership Team with more general queries about the process (in which case you will find a link on our website with information on how to arrange these meetings). **From Monday 18th March 2024 until Friday 22nd March 2024.**
4. The deadline for Parents/Carers to return Preferences Form for their child's pathway is **Friday 12th April 2024.**
5. School to contact Parents/Carers to confirm their child's selected pathways is **Monday 3rd June 2024.**

## WHICH SUBJECTS?

You must think very carefully about the subjects you choose because once you have started a course it is very difficult to change. Your choice will be influenced by the following factors: -

- Year 9 Progress data and reports at Parents Evening will show what you are capable of and which subjects you are most likely to achieve in.
- Teachers will talk to you and your parents/carers and as a result, may recommend certain subjects to you.
- Careers staff will help you choose a good combination of subjects which will enable you to use your abilities when you go on to further education, into a skill training scheme or into a job when you leave college. Use websites to investigate more.

**Some questions you might consider are: -**

1. Which subjects are available?
2. Which do I feel most comfortable doing?
3. What level am I likely to reach in them?
4. Which subjects am I recommended to take?
5. Which subjects are necessary for the employment I wish to aim towards?
6. Which subjects might I need to study if I intend to go on to further education?

<b>Do...</b>	<b>Don't...</b>
<b>Do</b> keep possible future career pathways in mind and check that subject choices are appropriate.	<b>Don't</b> worry if you do not know exactly what career you want to do yet.
<b>Do</b> take time to discuss any career ideas with your Form Tutor, subject teachers and parents/ carers.	<b>Don't</b> make choices based on what your friends are doing – you may not be in the same group.
<b>Do</b> remember that all qualifications are valuable in their own right.	<b>Don't</b> choose or dismiss a subject based on your current teacher. There is a good chance that your teachers in KS4 may be different.
<b>Do</b> think about your own abilities, strengths and interests.	<b>Don't</b> choose a subject without taking time to find out about what the course involves.
<b>Do</b> think about subjects that you enjoy as you are likely to achieve well in these.	<b>Don't</b> forget to ask if you need help and guidance in making these choices.
<b>Do</b> make the most of the information available in making choices.	<b>Don't</b> waste this important opportunity to plan your KS4 curriculum.



**PATHWAY A  
STUDENT CHOICES**

<b>BLOCK</b>	<b>SUBJECT(S)</b>
A (COMPULSORY)	English Language (GCSE)
B (COMPULSORY)	English Literature (GCSE)
C (COMPULSORY)	Maths (GCSE)
D (COMPULSORY) <b>Choose 1 Subject</b>	Combined Science (GCSE)   Triple Science (GCSE)
E (COMPULSORY)	Spanish GCSE
F (COMPULSORY) <b>Choose 1 Subject</b>	Geography (GCSE)   History (GCSE)
G (COMPULSORY)	Core PE
<p>H (COMPULSORY) Choose 2 Subjects</p> <p><b>Students should include 5 choices in order of preference.</b></p> <p><b>1 being 1st choice and 5 being last.</b></p>	Art (GCSE)
	Business Studies (BTEC)
	Childcare (BTEC)
	Creative Technology (OCR National)
	Dance (BTEC)
	Drama (GCSE)
	NCFE Engineering (VCERT)
	Geography (GCSE)
	Health and Social Care (BTEC)
	History (GCSE)
	Information Technology (BTEC)
	Music (GCSE)
	Photography (GCSE)
	Religious Studies (GCSE)
	Sport (BTEC)
Statistics (GCSE)	

Name of Course	<b>GCSE Art and Design</b>
BTEC or GCSE or Cambridge L2 Nationals	AQA GCSE art and design
Lead Teacher for this Subject AND their Email Address	Miss A Kew <a href="mailto:amanda.kew@attrust.org.uk">amanda.kew@attrust.org.uk</a>
About this course	<p>A vibrant and dynamic course that will inspire and bring out the best in all our students, whilst equipping them with the skills to continue the subject with confidence at BTEC, AS, A-level and beyond.</p> <p>We tailor the art course to our students' interests and our school's strengths.</p> <p>We inspire, challenge and motivate every student, no matter what their level of ability, while supporting them through creative and engaging lessons.</p> <p>We provide our students with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design. This will allow them to develop the skills to explore, create and communicate their own ideas.</p>
Assessment Breakdown	<p>There are two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment',</p> <p>Component 1: Portfolio</p> <p>A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> <li>• No time limit</li> <li>• 96 marks</li> <li>• 60% of GCSE</li> </ul> <p>Component 2: Externally set assignment</p> <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> <li>• Preparatory period followed by 10 hours of supervised time</li> <li>• 96 marks</li> <li>• 40% of GCSE</li> </ul> <p>Both components set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.</p>
Content which is taught	<p>Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <p>Students may work in any medium or combination of media provided the aims and assessment objectives are met. Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.</p> <p>Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p>

Expectations of Students for this course	Students will need to be dedicated, organised and well equip for all lessons in art. we expect our students to complete an additional 5 hours minimum of learning at home throughout the duration for this course. In art they are required to write about their own and others work so strong English skills are recommended however support materials to help with this will of course be provided.
Equipment Required (and if it is provided)	Equipment is provided in class as well as a draw for storage of work in class. We do strongly suggest purchasing a pack form school or independently so that students can work from home at ease. A basic kit can be purchased from the department for around £7 upwards.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	We provide a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in our 6 <sup>th</sup> form program of study.
Which careers can this course lend itself to?	Creative director, games, Arts and Entertainment, artist, project manager, igaming, other media and creative, researcher, television, web design, wedding planner, interior designer, publishing, animation, product design, desktop publishing, editorial, events manager, photography, food photographer, wedding photographer, journalism, fashion design, graphic design, CAD design, criminology, police artist, book/ebook designer, illustrator, stationary design, architect, modelmaker, primary/secondary teacher, university lecturer, art therapist, art supplies retailer, gallery curator, bridge designer make up artist, theater design, costume design, medical illustrator.

Name of Course	<b>BTEC Tech Awards Enterprise (2022) Business</b>
BTEC or GCSE or Cambridge L2 Nationals	BTEC Award
Lead Teacher for this Subject AND their Email Address	Mrs M Taylor-Arnold <a href="mailto:Maxine.taylor-arnold@attrust.org.uk">Maxine.taylor-arnold@attrust.org.uk</a>
About this course	<p>The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and understanding through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> <li>● knowledge that underpins an effective use of skills, such as the activities, skills and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the success of an enterprise; in addition, the process of developing a business plan and using and applying marketing and finance knowledge</li> <li>● development of key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving</li> <li>● attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on the performance of an enterprise idea and own use of skills.</li> </ul>
Assessment Breakdown	<p><b>Component 1: Exploring enterprises</b> (coursework unit) 30%</p> <p><b>Component 2: Planning and presenting a micro-enterprise idea</b> (coursework unit) 30%</p> <p><b>Component 3: Marketing and finance for Enterprise</b> (exam unit) 40%</p>
Content which is taught	<p><b>Component 1: Exploring enterprises</b> Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises</p> <p><b>Component 2: Planning and Presenting a Micro-Enterprise Idea</b> Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.</p> <p><b>Component 3: Marketing and Finance for Enterprise</b> Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.</p>
Expectations of Students for this course	This is a complex course requiring a high level of written work, research and independent learning. You will be completing coursework immediately and are expected to meet deadlines.

	Historically, students who work hard have been very successful. Learners who need additional support have also been extremely successful, provided they continue to put in their own effort.
Equipment Required (and if it is provided)	You will complete work on computers and will have access to Office 365 for additional work out of school. Textbooks and folders will be supplied.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	This qualification can lead straight to our Level 3 course in Business.  We would expect pupils to achieve a minimum of a Merit to move onto the Level 3 course.
Which careers can this course lend itself to?	Business subjects are a great way to explore careers in retail, hospitality, manufacturing, finance etc.  Management roles within all organisations will benefit from a qualification in business and enterprise.

Name of Course	<b>BTEC Tech Award in Child Development (2022)</b>
BTEC or GCSE or Cambridge L2 Nationals	BTEC Level 1/2
Lead Teacher for this Subject and their Email Address	Mrs H Pierdziwol <a href="mailto:hayley.pierdziwol@atrust.org.uk">hayley.pierdziwol@atrust.org.uk</a> Mrs C Mason-Wait <a href="mailto:charlotte.mason-wait@atrust.org.uk">charlotte.mason-wait@atrust.org.uk</a>
About this course	<p>The Tech Award gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. In a practical learning environment, learners will have the opportunity to develop applied knowledge in the following areas:</p> <ul style="list-style-type: none"> <li>● the characteristics of children’s development from birth up to five years</li> <li>● factors that affect growth and development</li> <li>● the importance of play</li> <li>● how play promotes children’s learning and development</li> <li>● reasons why children may need support</li> <li>● child-friendly environments to support play, learning and development in children from birth to five years old</li> <li>● supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children’s play, learning and development.</li> </ul> <p>This Tech Award complements the learning in GCSE programmes such as GCSE English and GCSE Psychology. It is a practical introduction to the application of play opportunities for the learning and development of children in a variety of environments.</p>
Assessment Breakdown	<p>The course is split into 3 components: - 4 pieces of coursework and an external written exam.</p> <ol style="list-style-type: none"> <li>1. Component 1 – Internal Assessment - Children’s Growth and Development</li> <li>2. Component 2- Internal Assessment - Learning Through Play</li> <li>3. Component 3 – External Assessment – Supporting Children to Play Learn and Develop</li> </ol>
Content which is taught	<ul style="list-style-type: none"> <li>● Growth and development</li> <li>● P.I.E.S (Physical, Intellectual, Emotional and Social)</li> <li>● Factors affecting G&amp;D</li> <li>● How children Play</li> <li>● How children’s learning can be supported through play</li> <li>● Meeting children’s needs to support learning</li> <li>● The role of the adults to manage a safe environment</li> <li>● Environmental risks and hazards that may impact children’s learning and development</li> <li>● Adapting activities for learning</li> <li>● Making connections between areas of development and adapted activities</li> </ul>
Expectations of Students for this course	<p>This course requires demonstration of academic abilities to be able to complete assignment work in essay form. Also, be able to work independently and carry out effective research is key to inform your work and will contribute to successful assessment.</p>
Equipment Required (and if it is provided)	<p>Students are required to provide their own stationery – pen, pencil, ruler etc. A4 Folders are provided to keep all resources and notes in order.</p>

	Computers are provided and accessible on school site
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	<p>Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:</p> <ul style="list-style-type: none"> <li>● A Levels as preparation for entry to higher education in a range of subjects</li> <li>● study of a vocational qualification at Level 3, such as a BTEC Level 3 National 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.</li> </ul> <p>These qualifications prepare learners to enter employment or apprenticeships, or for a move to higher education to study a degree in early childhood, childhood and youth areas or in related sectors such as nursing and social care.</p> <p>Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.</p>
Which careers can this course lend itself to?	<p>This qualification can lead onto higher Child related courses as well as careers that specifically focus on children, their growth and development and learning.</p> <p>Examples of these careers could be</p> <ul style="list-style-type: none"> <li>● Early years practitioners,</li> <li>● Child minders,</li> <li>● Social workers,</li> <li>● Management of early years, n</li> <li>● Nursery/primary teachers,</li> <li>● Health visitors,</li> <li>● Paediatrician</li> </ul> <p>This is not an exhaustive list</p>

Name of Course	<b>Cambridge National in Creative iMedia (J834) (Creative Technology)</b>
BTEC or GCSE or Cambridge L2 Nationals	BTEC Level 2
Lead Teacher for this Subject AND their Email Address	Mrs M Taylor-Arnold <a href="mailto:Maxine.taylor-arnold@attrust.org.uk">Maxine.taylor-arnold@attrust.org.uk</a>
About this course	Creative iMedia is a vocational course which equips students with a wide range of knowledge and skills needed to work in the creative digital media sector. They start at the pre-production phase and develop their skills through a number of practical assignments as they create several different multimedia products. Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning.
Assessment Breakdown	<b>R093 - Creative iMedia in the media industry – 48 GLH hours (Exam)</b> <b>R094 - Visual identity and digital graphics – 30 GLH hours (Mandatory – course work)</b> R095 Characters and comics (42 GLH) - O R096 Animation with audio - (42 GLH) - O R097 Interactive digital media - (42 GLH) - O R098 Visual imaging - (42 GLH) - O R099 Digital games - (42 GLH) - O <b>*O – Optional</b> <b>You will complete 3 units in total, one of which is an exam, the other 2 units will be course work; these are set by the exam board and done within a time frame.</b>
Content which is taught	The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the media sector and relevant skills such as research, planning, problem solving and communication at Levels 1 and 2. The media industry is vast, covering different sectors and providing work for freelance creatives as well as large teams in design houses and multinational companies. But there are common aspects to all digital media products. This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry.
Expectations of Students for this course	Expectations are to work independently and as part of a group, to develop skills that they will implement in their exam and course work. There will be clear deadlines which have to be met in order to meet the qualification needs.
Equipment Required (and if it is provided)	All equipment will be provided. There will be an expectation to work from home on reports. Access to Microsoft Office, if practicing and revising for aspects of the course work. There is a book if parents want to buy to complete revision at home. As well as resources will be provided for each student.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	BTEC Level 3 Creative Media Production A Level Media
Which careers can this course lend itself to?	Interpreter/Translator                      Art Director Film/Video Editor                              Photography Technical Writer Video Producer Public Relations Specialist Blogger Sound Engineer



Name of Course	<b>BTEC Level 2 Tech Award – Dance</b>
BTEC or GCSE or Cambridge L2 Nationals	BTEC
Lead Teacher for this Subject AND their Email Address	Miss G Clarkson <a href="mailto:gill.clarkson@atrust.org.uk">gill.clarkson@atrust.org.uk</a>
About this course	Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity; whatever their previous experience in the subject. This course gives students the opportunity to develop knowledge and technical skills in a practical learning environment. Students will examine the roles and responsibilities of different dance artists and practitioners, as well as the different approaches and styles used. Students will also develop key skills, such as being able to respond to and interpret different ideas given to them, and they will experience first hand the ways in which dance artists work through the development of ideas, rehearsal and then performance.
Assessment Breakdown	<p><b>Component 1: Exploring the Performing Arts</b> Students will develop their understanding of the performing arts by examining practitioners' work and processes used to create performance.</p> <ul style="list-style-type: none"> <li>• Study three pieces by practitioners in contrasting dance styles (practical workshops, rehearsals and performance with theory research)</li> <li>• Understand roles and responsibilities within the performing arts sector (presentation)</li> </ul> <p>Taught and assessed in Year 10, worth 30% of final grade</p> <p><b>Component 2: Developing Skills and Techniques in the Performing Arts</b> Students will develop their performing arts skills and techniques through the reproduction of dance repertoire.</p> <ul style="list-style-type: none"> <li>• Study one piece of repertoire from a professional performance (practical workshops, rehearsals and performance with theory research)</li> <li>• Evaluate personal skill development (logbook)</li> </ul> <p>Taught and assessed in Year 10, worth 30% of final grade</p> <p><b>Component 3: Responding to a Brief</b> Students will be given the opportunity to work as part of a group to contribute to a performance in response to a given brief and stimulus.</p> <ul style="list-style-type: none"> <li>• Create an original piece from conception to performance (practical workshops, choreography, rehearsals and performance with theory research)</li> <li>• Evaluate personal skill and production development (logbook)</li> </ul> <p>Set by exam board and assessed in Year 11, worth 40% of final grade.</p>
Content which is taught	<ul style="list-style-type: none"> <li>• Contemporary Dance technique</li> <li>• Appreciation of roles and responsibilities within the Performing Arts sector</li> <li>• Experience of a variety of Dance styles, genres and creative processes</li> <li>• Physical, expressive, technical and mental performance skills</li> <li>• Choreography skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Appreciation of professional repertoire</li> <li>• Safe practice</li> <li>• Production features</li> <li>• Evaluation skills</li> </ul>
Expectations of Students for this course	<ul style="list-style-type: none"> <li>• Get changed quickly within the allocated time given (10mins after lesson change over)</li> <li>• Bring and wear full kit to every practical lesson (hair tied up, jewellery off, black Dance top, black leggings, bare foot).</li> <li>• Bring all required equipment to lessons – this includes both practical and theory equipment to every lesson (full kit, theory book/folder, stationary). Theory equipment can be left in the Dance studio in between lessons if there is no homework set.</li> <li>• Keep up to date with theory work set (logbooks...etc).</li> <li>• Participate in the activities available in the department extra curricular programme</li> <li>• Attend all rehearsals set as/when necessary.</li> </ul>
Equipment Required (and if it is provided)	<ul style="list-style-type: none"> <li>• Black fitted t shirt (to be embroidered by the department with name)</li> <li>• Black dance trousers/leggings</li> <li>• Hard back folder</li> <li>• Class equipment (pens, planner, highlighters...etc)</li> <li>• Water bottle</li> </ul>
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	A Level Dance BTEC Level 3 Dance/Performing Arts
Which careers can this course lend itself to?	<ul style="list-style-type: none"> <li>• Dancer/performer</li> <li>• Teacher</li> <li>• Choreographer</li> <li>• Event management</li> <li>• Arts administrator</li> <li>• Community arts worker</li> <li>• Dance movement psychotherapist</li> <li>• Personal trainer</li> <li>• Physiotherapist</li> <li>• Talent agent</li> <li>• Team manager</li> <li>• Designer</li> </ul>

Name of Course	<b>Drama</b>
BTEC or GCSE or Cambridge L2 Nationals	GCSE 9-1
Lead Teacher for this Subject AND their Email Address	Mr T Monksfield <a href="mailto:thomas.monksfield@attrust.org.uk">thomas.monksfield@attrust.org.uk</a>
About this course	An engaging course that blends both practical and academic skills. You will work in groups to devise and create your own performances based on different stimuli provided by the exam board. You will also perform published scripts to a live audience and watch at least two shows at the theatre ready for you to analyse and evaluate in the written exam at the end of year 11.
Assessment Breakdown	Unit 1 – Devising Drama – 30% Unit 2 – Presenting and Performing Texts – 30% Unit 3 – Performance and Response – 40%
Content which is taught	Unit 1 – Use Devising, Design and Performing Skills to research and explore a stimulus, work collaboratively and create your own performance resulting in a performance to a live audience. Unit 2 – Undertake a script analysis and use exploration skills to explore dialogue, plot, subplot and characterisation resulting in the performance to a live audience. Unit 3 – Explore practically and watch two performance texts in a theatre, building knowledge and understanding of how drama is developed, performed and responded to resulting in an analysis and evaluation of a live theatre performance.
Expectations of Students for this course	To be committed to working collaboratively. To attend two theatre trips. To keep a log of rehearsals in the development of your performance. To respond well to direction from others. Develop independence and solve problems that occur in rehearsals.
Equipment Required (and if it is provided)	Any costumes and props you require. Sound and Lighting equipment is provided in the Drama Studio. A Computer with Microsoft Word and Adobe PDF software. This should be used at home and School.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	BTEC Nationals in Performing Arts Acting A-Level in Drama and Theatre Studies
Which careers can this course lend itself to?	Actor, Director, Stage Manager, Lighting Technician, Marketing, Presenter, Theatre Manager, Public Speaker, Radio Presenter, Drama Therapist, Lawyer, Events Management, Social Worker, Film Actor, Camera Operator, Fight Choreographer, Set Designer, Stunt Artist, Make-up Artist, Hair Stylist.

Name of Course	<b>AQA English Language</b>
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Miss D Rayer <a href="mailto:danielle.rayer@attrust.org.uk">danielle.rayer@attrust.org.uk</a>
About this course	For English Language, students will participate in an exciting mix of extracts by a wide range of writers from a variety of eras, participating in reading and writing activities that develop practical English skills. Students will learn to read, explore and understand a variety of well-written texts. Students will write in different styles for different purposes and audiences. Students will study and explore literature, non-fiction and literary non-fiction extracts from over the last two hundred years, analysing linguistic and structural choices made by the writer. They will also develop their oracy skills and their ability to articulate their ideas- both informally in class and as part of their formal spoken language presentation.
Assessment Breakdown	<b>English Language:</b> Paper 1: 1 hr 45 mins: 80 marks: 50% total GCSE Paper 2: 1 hr 45 mins: 80 marks: 50% total GCSE <b>Spoken Language:</b> Non-Exam Assessed: Separate Endorsement
Content which is taught	<b>English Language:</b> <b>Paper 1:</b> Explorations in Creative Reading and Writing Section A: Reading: Literature Fiction Text Section B: Writing: Descriptive or Narrative writing  <b>Paper 2:</b> Writers' Viewpoints and Perspectives Section A: Reading: One non-fiction and one literary non-fiction text Section B: Writing: Transactional Writing  <b>Spoken Language:</b> NEA: Presenting, responding to questions and feedback, use of Standard English
Expectations of Students for this course	This course will require students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. They will also be expected to demonstrate their ideas and understanding verbally using full standard English.
Equipment Required (and if it is provided)	Access to the internet to use Teams, Outlook, GCSE Pod, Oak National Academy, Massolit, various Youtube channels and to gain access to electronic copies of English Language past papers, additional resources and tasks.  Revision guide and knowledge organiser for course- provided by PHA.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	Links to A Level English Language and Literature course (combined) and A Level courses specifically in English Language. Study of GCSE English Language is also crucial for success in many pathways to further education and careers.
Which careers can this course lend itself to?	Journalism, Media, Civil Service, Teaching...English is relevant to virtually every career field!

Name of Course	<b>AQA English Literature</b>
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Miss D Rayer <a href="mailto:danielle.rayer@attrust.org.uk">danielle.rayer@attrust.org.uk</a>
About this course	In English Literature, students read a modern text and a full Shakespeare play. They will read and experience a lively range of contemporary and classic poetry. Students will also explore and analyse a 19th century novel. They will research who created these texts and when and will be encouraged to express their opinions on them.
Assessment Breakdown	<b>English Literature:</b>  Paper 1: 1hr 45 mins exam: 64 marks: 40% total GCSE  Paper 2: 2hr 15 mins exam: 96 marks: 60% total GCSE
Content which is taught	<b>English Literature</b>  <b>Paper 1:</b> Shakespeare and the 19th Century Novel Section A: Shakespeare (Macbeth) Section B: 19th Century novel (A Christmas Carol)  <b>Paper 2:</b> Modern Texts and Poetry Section A: Modern Texts (An Inspector Calls) Section B: Anthology Poetry (Power and Conflict Cluster) Section C: Unseen Poetry
Expectations of Students for this course	This course will require students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods. They will be required to develop their skills in literal and inferential comprehension, critical reading, evaluation of a writer's choices and comparison. Furthermore, they will be required to write clearly, coherently and accurately using a range of vocabulary and sentence structures. They will also be expected to demonstrate their ideas and understanding verbally using full standard English.
Equipment Required (and if it is provided)	Access to the internet to use Teams, Outlook, GCSE Pod, Oak National Academy, Massolit, various Youtube channels and to gain access to electronic copies of English Literature texts, additional resources and past papers.  Revision guide and knowledge organiser for course- provided by PHA.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	Links to A Level English Language and Literature course (combined) and A Level courses specifically in English Literature. Study of GCSE English Literature is also crucial for success in many pathways to further education and careers.
Which careers can this course lend itself to?	Journalism, Media, Civil Service, Teaching...English is relevant to virtually every career field!

Name of Course	<b>Geography</b>
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Mr J Brooke <a href="mailto:jakob.brooke@attrust.org.uk">jakob.brooke@attrust.org.uk</a>
About this course	Geography at GCSE will allow students to explore current global topics such as climate change, poverty and migration as well as better understanding societal issues by considering viewpoints, cultures and values. Pupils will get to look at case studies in the UK, HIC's, NEE's and LIC's to give a broader understanding of global societies.
Assessment Breakdown	There are 3 exams within Geography; paper 1 (35%) paper 2 (35%) and paper 3 (30%). Paper 1- Living with the physical Environment (physical geography), which is 90 minutes long. Paper 2- Challenges in the human environment (human geography), which is 90 minutes long. Paper 3- Geography applications (pre-release task, skills and fieldwork), which is 75 minutes long.
Content which is taught	<b>Geography has 3 papers.</b> <b>Paper 1</b> –Living within the physical environment (physical geography) topics include: -Natural Hazards (tectonic hazards, weather hazards, climate change) - Living world (ecosystems, tropical rainforests and hot deserts) Physical landscapes in the UK (coasts and rivers) <b>Paper 2</b> - Challenges in the human environment (human geography) topics include: -Urban issues and Challenges (UK and Mumbai) -Challenge of the economic world (global economic development, tourism, UK economy) -Resource Management (food, water and energy scarcity and demand, renewable energy, sustainable future) <b>Paper 3</b> - Geographical Applications -Pre-release booklet on a global issue -geographical skills -field work (Physical-Carding Mill Valley, Human-Birmingham city centre)
Expectations of Students for this course	The examination does carry a weighting of around 10% purely based on mathematical questions relating to geographical data, so pupils must be comfortable with numeracy.
Equipment Required (and if it is provided)	Stationery: Pen, Pencil, Ruler, Rubber, Coloured Pencils (provided within class), Calculator.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	Geography, Economics, Biology, Sociology,
Which careers can this course lend itself to?	Environmental Scientist, GIS mapping, Urban planner, conservation officer, surveyor, sustainability consultant. Studying geography allows pupils to be given employable skills such as problem-solving and critical thinking skills.

Name of Course	<b>BTEC Tech Award in Health and Social Care Level ½ (2022)</b>
BTEC or GCSE or Cambridge L2 Nationals	BTEC Level 1/2
Lead Teacher for this Subject AND their Email Address	Mrs H Pierdziwol <a href="mailto:hayley.pierdziwol@attrust.org.uk">hayley.pierdziwol@attrust.org.uk</a> Mrs C Mason-Wait <a href="mailto:charlotte.mason-wait@attrust.org.uk">charlotte.mason-wait@attrust.org.uk</a>
About this course	The Tech Award gives learners the opportunity to develop applied knowledge in the following areas: <ul style="list-style-type: none"> <li>●The life stages and key characteristics in the physical, intellectual, emotional and social areas and the different factors that can affect an individual's growth and development</li> <li>●Different life events and how individuals can adapt or be supported through changes caused by them</li> <li>●The barriers and obstacles an individual may encounter and ways to overcome</li> <li>●The skills, attributes and values required to give care and how these benefit the individual</li> <li>●How Physiological indicators and an individual's lifestyle choices determine physical health</li> <li>●The use of the person-centred approach</li> <li>●Recommendations and actions to improving health and wellbeing</li> </ul>
Assessment Breakdown	The course is split into 3 components: - 4 pieces of coursework and an external written exam. <ol style="list-style-type: none"> <li>2. Component 1 - Human Lifespan Development</li> <li>3. Component 2- Health and Social Care Services and Values</li> <li>4. Component 3 – External Assessment - Health &amp; well being</li> </ol>
Content which is taught	Growth and development P.I.E.S (Physical, Intellectual, Emotional and Social) Factors affecting G&D Impact of life events Services, formal/informal support, Barriers to accessing services / how to overcome Care values and their importance in practice
Expectations of Students for this course	This course requires demonstration of academic abilities to be able to complete assignment work in essay form. Also, be able to work independently and carry out effective research is key to inform your work and will contribute to successful assessment.
Equipment Required (and if it is provided)	Students are required to provide their own stationery – pen, pencil, ruler etc. A4 Folders are provided to keep all resources and notes in order. Computers are provided and accessible on school site
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to: <ul style="list-style-type: none"> <li>• A-Levels as preparation for entry to higher education in a range of subjects</li> <li>• Study of a vocational qualification at level 3 such as a BTEC National in health and social care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health and social care.</li> </ul> Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

<p>Which careers can this course lend itself to?</p>	<p>About 3 million people work in health and social care. There are over 350 careers in health and social care.</p> <p>Health care roles include <b>doctors, pharmacists, nurses, midwives and healthcare assistants</b>, while social care roles include <b>care assistants, occupational therapists, counsellors and administrators</b>. Along with many more using the link below.</p> <p>Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.</p> <p>All about Careers - <a href="https://www.allaboutcareers.com/careers/industry/health-social-care">https://www.allaboutcareers.com/careers/industry/health-social-care</a></p>
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Name of Course	<b>IT Cambridge National/IT DIT AWARD (J836)</b>
BTEC or GCSE or Cambridge L2 Nationals	BTEC TECH AWARD Level 1/Level 2
Lead Teacher for this Subject AND their Email Address	Mrs M Taylor-Arnold <a href="mailto:maxine.taylor-arnold@attrust.org.uk">maxine.taylor-arnold@attrust.org.uk</a>
About this course	<p>The qualification gives students the opportunity to develop knowledge and skills in IT. Learners complete engaging, practical projects with real-world contexts following methods used within workplace scenarios. The IT industry is fast-moving and varied: it includes careers within specialist technology and telecommunications organisations alongside IT roles in areas such as finance, health, retail and media.</p> <p>Whatever you choose, you will benefit from having a wide range of IT technical, data and creative skills. You might want to work in applications or data analyst or Artificial Intelligence. You will learn about how IT is used in an increasingly digital world (Internet of Everything), data Manipulation and Augmented Reality.</p>
Assessment Breakdown	<p><b>There are three assessed components:</b></p> <p><b><u>Mandatory Units</u></b>  Component 1 is a piece of coursework marked by the teacher where students learn about user interfaces and get to design their own. This is worth 30% of the overall qualification.  Component 2 is another piece of coursework looking at how data is converted into information. Students must create a system to show information to a given audience for a given purpose. This is worth 40% of the course.  Component 3 is an external examination of effective working practices which contributes 30% of the final qualification.</p> <p><b><u>Mandatory Units</u></b>  <b>R050: IT in the digital world</b> – Written Exam (1 hour 30 mins – 70 marks – Exam set and mark by OCR)  <b>R060: Data Manipulation Using Spreadsheets</b> - You will complete an assignment worth 60 marks. 3/5 practical tasks. (Course work)  <b>R070: Using Augmented Reality to present information</b> - You will complete an assignment worth 60 marks. 3/5 practical tasks. (Course work)</p>
Content which is taught	Each of the three components draw heavily on real world examples and the rapidly changing nature of Information Technology. Students have access to an online textbook, many teacher resources but are also encouraged to keep abreast of current technological developments.
Expectations of Students for this course	Information Technology affects each and every one of us in today's society. For current generations it is possible to have a good knowledge of this subject without studying it formally. Past students have found that whatever their academic ability may be, hard work, effort and a willingness to enjoy the subject tends to be more important in gaining success in Information Technology. Although students would have covered some aspects of the units in year 9.
Equipment Required (and if it is provided)	All hardware and software required for this qualification is supplied but it is beneficial for students to have access to the internet and a device from home. You can also buy the book. We will give each student a booklet and other resources needed at home.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	BTEC Level 3 National Extended Certificate in Information Technology

Which careers can this course lend itself to?	The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy.
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Name of Course	<b>Mathematics</b>
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Mrs H Smith <a href="mailto:helen.smith@atrust.org.uk">helen.smith@atrust.org.uk</a>
About this course	We follow the OCR curriculum with students following either the higher or foundation pathway; continuing the same pathway that they have been following in Years 7-9. The qualification encourages students to develop a positive attitude towards the subject and recognise the importance of mathematics in daily life. Students build on a sound base of conceptual understanding to apply mathematical techniques in a variety of authentic contexts.
Assessment Breakdown	There are two tiers of entry: Foundation; grades 5 to 1 and Higher; grades 9 to 3. Both tiers have three 90 minute exams of equal weighting. Papers 1 and 3 are calculator papers, paper 2 non-calculator.
Content which is taught	Content is arranged by topic area and applies to both tiers. Topics may be assessed on any paper. The topics covered are: Number operations and integers. Fractions, decimals and percentages. Indices and surds. Approximation and estimation. Ratio, proportion and rates of change. Algebra. Graphs of equations and functions. Basic geometry. Congruence and similarity. Mensuration. Probability. Statistics.
Expectations of Students for this course	Students are expected to complete homework tasks on Sparx Maths each week and use their question level analysis feedback from end of term and mock exams to independently revisit topics that have been identified as areas of weakness.
Equipment Required (and if it is provided)	A Casio fx-83 GTX Scientific Calculator is desirable; students without one will be provided with one to use in class. All other equipment; compasses and protractors will be provided.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	Students following the higher course can continue with A level Mathematics and A level Further Mathematics.
Which careers can this course lend itself to?	Accountancy, Data analyst, Investment analyst, Research scientist, Secondary school teacher, Statistician, Systems developer, Financial manager, Financial trader, Insurance underwriter, Meteorologist, Operational researcher, Quantity surveyor, Software tester

Name of Course	<b>GCSE Music (Eduqas)</b>
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Mr W Dunphy <a href="mailto:wayne.dunphy@atrust.org.uk">wayne.dunphy@atrust.org.uk</a>
About this course	The GCSE Music course offers students a varied approach to the study of music. They are required to perform in either a solo and ensemble context or just in an ensemble context. Students will also learn how to compose in different styles and are required to compose 2 pieces (or songs) of music. They will have access to our recording studio, equipped with Cubase 7 software, professional plug ins, industry standard microphones and a variety of instruments from electric guitars to drum kits. Students will also develop their aural/listening skills within a wide context of musical styles and learn how to aurally identify what musical devices and features are used to create different styles of music.
Assessment Breakdown	The two year GCSE Music course is based on: <b>30% Performance</b> <b>30% Composition</b> <b>40% Listening &amp; Appraising</b> Students are required to perform a minimum of two pieces. Total duration of performances is 4-6 minutes. Students are required to compose 2 pieces. In the first year it is a FREE composition and in the second year it is from a choice of 4 set briefs. Students are required to study music from 4 areas of study and develop their aural listening skills
Content which is taught	Other than performing (which includes practice techniques and technical control amongst other aspects) students will learn compositional techniques and methods, musical devices and characteristics of the style. The listening is based around 4 areas of study: <b>AOS 1 – MUSICAL FORMS AND DEVICES</b> <b>AOS 2 – MUSIC FOR ENSEMBLE</b> <b>AOS 3 – FILM MUSIC</b> <b>AOS 4 – POPULAR MUSIC</b>
Expectations of Students for this course	This is a 2 year course and even though it is desirable for students to already have a musical ability on an instrument, students can learn an instrument at the start of the course and will have time to perform to a standard level by the end of the course.
Equipment Required (and if it is provided)	<b>No equipment is required.</b> (If, you do own your own instrument then it would be desirable to utilise it on the course however the music department are well equipped with a wide variety of popular music instruments.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	A Level Music A Level Music TECHNOLOGY
Which careers can this course lend itself to?	Performer, Composer, Arranger, Song-Writer, Instrument Maker, Teacher, Music Therapy, PR, Technology, Digital Marketing, as well as a wide variety of other roles in and outside of the music industry.

Name of Course	<b>NCFE Engineering</b>
BTEC or GCSE or Cambridge L2 Nationals	VCERT
Lead Teacher for this Subject AND their Email Address	Mrs C Barton-Blake <a href="mailto:clare.barton@attrust.org.uk">clare.barton@attrust.org.uk</a>
About this course	V Cert Technical Awards are a suite of high-quality technical qualifications which are appropriate for Key Stage 4 learners. They are a technical alternative to GCSEs with equivalent levels of rigor and challenge. The Level 1/2 Technical Award in Engineering is designed to provide learners with the skills, knowledge and understanding of the applied study of good engineering practices and an understanding of working in the sector.
Assessment Breakdown	The Technical Award in Engineering consists of 2 assessment components: <ul style="list-style-type: none"> <li>• external assessment – practical test. This will assess the application of knowledge and skills acquired throughout Unit 01</li> <li>• internal assessment – Unit 02 is an internally assessed synoptic project and is externally quality assured by NCFE</li> </ul>
Content which is taught	LO1: Understand engineering disciplines  LO2: Understand how science and mathematics is applied in engineering  LO3: Understand how to read engineering drawings  LO4: Understand the properties and characteristics of engineering materials and know why specific materials are selected for engineering applications  LO5: Understand engineering tools, equipment and machines
Expectations of Students for this course	Students should pick Design Technology if they have a passion for producing and planning projects that meet consumer needs, with the ability to produce and model these innovative ideas. They should also have an interest in using computers to generate, develop and manufacture ideas. An eye for detail is essential and they must be able to show initiative when completing assignments independently.
Equipment Required (and if it is provided)	All materials will be provided. A computer at home would be beneficial.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	This course will support students progressing to A Levels such as Design & Technology or other Further Education courses. Progression with this qualification will be enhanced when complimented by GCSE Mathematics, Physics, or other Science options.
Which careers can this course lend itself to?	Engineering, Technology and Design are subjects that have a tremendous impact on society. There are many examples of related careers. For example: Product designer, architect, software engineer, civil engineer, carpenter, aerospace engineer, automotive engineer, building control surveyor, Quantity surveyor, teacher.

Name of Course	<b>GCSE Photography</b>
BTEC or GCSE or Cambridge L2 Nationals	AQA GCSE Photography
Lead Teacher for this Subject AND their Email Address	Miss A Kew <a href="mailto:amanda.kew@attrust.org.uk">amanda.kew@attrust.org.uk</a>
About this course	Immersing yourself in a creative subject like Photography has many benefits and offers the opportunity to gain a varied set of skills. The GCSE photography course allows you to engage in lens-based art, which encourages you to be imaginative, thoughtful and technical whilst also balancing this with the ability to analyse, deconstruct and explore the work of photographers.
Assessment Breakdown	Students will develop their skills in line with the AQA GCSE Assessment Objectives:  <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources.  <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses.  <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.  <b>Across year 10 and 11, students will complete three projects.</b>  Component 1: Coursework. 60% Component 2: Externally Set Assignment 40%  Externally Set Assignment
Content which is taught	Throughout the two years, there are opportunities to experience a range of photography styles from using the professional photography studio and lighting set-ups to being experimental in developing your own photographs. Digital photography and the use of software such as Photoshop are also embedded into the course and will equip you with strong technical manipulation skills. The course is adaptive, meaning you have the ability to be inspired by Photographers and then incorporate your own style and learning to produce exciting individual photographic outcomes.
Expectations of Students for this course	Students will need to be dedicated, organised and well equip for all lessons in art. we expect our students to complete an additional 5 hours minimum of learning at home throughout the duration for this course. In art they are required to write about their own and others work so strong English skills are recommended however support materials to help with this will of course be provided. In the spring term of year 11, students receive an Externally Set Assignment from AQA with 7 themed questions. The students will then spend approximately 2 months researching and experimenting with artistic ideas which will lead to the creation of a final piece in a 10-hour exam that takes place across two school days. Here students will have the opportunity to experience what it is like to be an artist working towards producing an exhibition of their own work that will be showcased in the Academy.
Equipment Required (and if it is provided)	Equipment is provided.

<p>Which Level 3 (A Level Equivalent) courses can this course be a gateway for?</p>	<p>We provide a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in our 6<sup>th</sup> form program of study.</p>
<p>Which careers can this course lend itself to?</p>	<p>Portrait photographer, photojournalist, scientific photographer, freelance photographer, photo editor, wedding photographer, event photographer, product photographer, fine art photographer, fashion photographer, architectural photographer, travel photographer, pet photographer, advertising photographer, sports photographer, Ariel photographer, documentary photographer, food photographer, fashion photographer, landscape photographer, real-estate photographer, wildlife photographer, concert photographer. Forensic photographer, Videographer, Cameraperson, Graphic designer, Product stager, Film editor, Photography professor, School photographer, Magazine art director, Medical photographer.</p>



Name of Course	<b>Religious Studies</b>
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Miss F Agha <a href="mailto:fatima.gha@atrust.org.uk">fatima.gha@atrust.org.uk</a>
About this course	<p>Religious Studies offers a range of faith-specific options and a variety of relevant and contemporary themes studied through the religions of Christianity and Islam.</p> <p>Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.</p> <p>Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.</p>
Assessment Breakdown	<p>Students will sit two exams. Paper one is religious beliefs, teachings and practices of Christianity and Islam and paper two is the thematic paper for Christianity and Islam. For each paper the following will apply:</p> <p>Students must answer questions on two specified religions (Christianity and Islam).</p> <p>Two compulsory five-part questions will be set on each religion.</p> <p>Each five-part question is worth 24 marks, with 12 marks for AO1 (knowledge and understanding) and 12 marks for AO2 Analyse and evaluation)</p> <p>The structure of the five-part questions will be identical across all religions; marks will be allocated as follows: 1, 2, 4, 5 and 12.</p> <p>Up to three marks are awarded in respect of spelling, punctuation and grammar (SPaG) based on performance in the 12-mark extended writing questions.</p> <p>Marks will be awarded on the basis of a student's performance on these questions in the Beliefs section.</p> <p>The percentage weightings of each exam are as follows:</p> <p>Paper 1 50%</p> <p>Paper 2 50%</p>
Content which is taught	<p><u>Christian Beliefs:</u></p> <ul style="list-style-type: none"> <li>• Christian Beliefs on the nature of God</li> <li>• Creation of the world</li> <li>• The Afterlife</li> <li>• Jesus Christ and salvation</li> </ul> <p><u>Christian Practices:</u></p> <ul style="list-style-type: none"> <li>• Worship and festivals</li> <li>• The role of the church in the local community and worldwide community</li> </ul> <p><u>Islam Beliefs:</u></p> <ul style="list-style-type: none"> <li>• The six articles of Sunni faith and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</li> <li>• The oneness of God</li> <li>• The nature of God</li> <li>• Angels</li> </ul>

	<ul style="list-style-type: none"> <li>• Predestination and the Day of Judgement</li> <li>• Life after death</li> <li>• Prophethood</li> <li>• The Qur'an</li> </ul> <p><u>Islam Practices:</u></p> <ul style="list-style-type: none"> <li>• Worship</li> <li>• Duties and festivals</li> </ul> <p>Students must be able to explain contrasting beliefs on the following issues with reference to the main religious tradition in Britain (Christianity) and Islam.</p> <p><u>Thematic Studies Relationship and Families:</u></p> <ul style="list-style-type: none"> <li>• Contraception.</li> <li>• Sexual relationships before marriage.</li> <li>• Homosexual relationships.</li> <li>• Sex marriage and divorce</li> <li>• Families and gender equality</li> </ul> <p><u>Religion and Life:</u></p> <ul style="list-style-type: none"> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Animal experimentation</li> <li>• The origins and value of the universe</li> <li>• The origins and value of human life</li> </ul> <p><u>Crime and Punishment:</u></p> <ul style="list-style-type: none"> <li>• Corporal punishment</li> <li>• Death penalty</li> <li>• Forgiveness</li> <li>• Religion, crime and the causes of crime</li> <li>• Religion and punishment</li> </ul> <p><u>Religion, human rights and social justice:</u></p> <ul style="list-style-type: none"> <li>• Status of women in religion.</li> <li>• The uses of wealth.</li> <li>• Freedom of religious expression</li> <li>• Human rights</li> <li>• Wealth and poverty</li> </ul>												
Expectations of Students for this course	Students will be expected to understand and apply religious quotes and understand religious beliefs and traditions.												
Equipment Required (and if it is provided)	Course materials will be provided.												
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	Philosophy and Ethics Sociology Health and Social Care Law Psychology												
Which careers can this course lend itself to?	<table border="0" style="width: 100%;"> <tr> <td>Teacher</td> <td>Counsellor</td> </tr> <tr> <td>Law</td> <td>Charity Worker</td> </tr> <tr> <td>Social worker</td> <td>Youth Worker</td> </tr> <tr> <td>Support worker</td> <td>Advice Worker</td> </tr> <tr> <td>Chaplain</td> <td>Journalism</td> </tr> <tr> <td>Police</td> <td></td> </tr> </table>	Teacher	Counsellor	Law	Charity Worker	Social worker	Youth Worker	Support worker	Advice Worker	Chaplain	Journalism	Police	
Teacher	Counsellor												
Law	Charity Worker												
Social worker	Youth Worker												
Support worker	Advice Worker												
Chaplain	Journalism												
Police													

Name of Course	<b>Combined Science: Trilogy (AQA)</b>
BTEC or GCSE or Cambridge L2 Nationals	GCSE (worth two)
Lead Teacher for this Subject AND their Email Address	Mr M Francis <a href="mailto:martin.francis@attrust.org.uk">martin.francis@attrust.org.uk</a> Miss T Mitchell <a href="mailto:tracy.mitchell@attrust.org.uk">tracy.mitchell@attrust.org.uk</a>
About this course	<p>Combined Science GCSE emphasises explanations, theories and modelling in Science along with the implications of Science for society. It is a broad and detailed course of study that develops pupils' knowledge and understanding of the living, material and physical worlds.</p> <p>Combined Science encourages students to investigate a range of topics and develop a critical approach to scientific evidence. Alongside the theory, pupils will develop the skills required to investigate concepts through practical application. They will learn to apply their ideas and understanding to many and varied examples and explore how these ideas relate to the world around.</p>
Assessment Breakdown	<p>Six examinations of 1 hour 15 minutes each.  Two exams in each of Biology, Chemistry, Physics.</p> <p>The two exams are added together to give the overall grade for each subject, giving two combined GCSE grades in total.</p> <p>Pupils will be given regular ongoing assessments, using past exam questions, to check for understanding and to familiarise them with exam techniques.</p> <p>Practical work from the course is assessed via written questions in the examinations.</p>
Content which is taught	<p><u>Biology topics:</u></p> <ul style="list-style-type: none"> <li>• Cell Biology</li> <li>• Organisation</li> <li>• Infection &amp; Response</li> <li>• Bioenergetics</li> <li>• Homeostasis &amp; Response</li> <li>• Inheritance, Variation &amp; Evolution</li> <li>• Ecology</li> </ul> <p><u>Chemistry topics:</u></p> <ul style="list-style-type: none"> <li>• Atomic Structure &amp; The Periodic Table</li> <li>• Bonding, Structure &amp; The Properties of Matter</li> <li>• Quantitative Chemistry</li> <li>• Chemical Changes</li> <li>• Energy Changes</li> <li>• The Rate &amp; Extent of Chemical Change</li> <li>• Organic Chemistry</li> <li>• Chemical Analysis</li> <li>• Chemistry of The Atmosphere</li> <li>• Using Resources</li> </ul> <p><u>Physics topics:</u></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle Model of Matter</li> <li>• Atomic Structure</li> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism &amp; Electromagnetism</li> </ul>

Expectations of Students for this course	Science is a factual subject and consequently pupils are expected to work hard and review their knowledge and understanding regularly in order to be able to confidently study the more challenging topics later in the course.
Equipment Required (and if it is provided)	No special equipment will be required for this course beyond normal writing equipment and a scientific calculator.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	In the sixth form, the Science department offer A-Levels in Biology, Chemistry and Physics. For those students who wish to pursue a more work-related route, we also offer BTEC Level 3 Applied Science.
Which careers can this course lend itself to?	Careers in Medicine, Veterinary Science, Mechanical Engineering, Nursing, Mid-Wifery, Child Care, Sports Science, Meteorology, Architecture, Chemical Engineering and Horticulture are all accessible through successful completion of this course. Science is highly valued in other careers where a focused analytical approach is required, such as Accountancy, Air Traffic Control, Games Development and Criminology.

Name of Course	<b>Triple Science (AQA)</b>
BTEC or GCSE or Cambridge L2 Nationals	GCSE – three separate GCSE qualifications in Biology, Chemistry and Physics
Lead Teacher for this Subject AND their Email Address	Mr M Francis <a href="mailto:martin.francis@attrust.org.uk">martin.francis@attrust.org.uk</a> Miss T Mitchell <a href="mailto:tracy.mitchell@attrust.org.uk">tracy.mitchell@attrust.org.uk</a>
About this course	<p>Triple Science GCSE emphasises explanations, theories and modelling in Science along with the implications of Science for society. It is a detailed course of study that deepens pupils' knowledge and understanding of the living, material and physical worlds.</p> <p>Triple Science encourages students to investigate a range of topics and develop a critical approach to scientific evidence.</p> <p>Alongside the theory, pupils will develop the skills required to investigate concepts through practical application. They will learn to apply their ideas and understanding to many and varied examples and explore how these ideas relate to the world around.</p>
Assessment Breakdown	<p>Six examinations of 1 hour 45 minutes each. Two exams in each of Biology, Chemistry, Physics.</p> <p>The two exams are added together to give the overall grade for each subject, giving three GCSE grades in total.</p> <p>Pupils will be given regular ongoing assessments, using past exam questions, to check for understanding and to familiarise them with exam techniques.</p> <p>Practical work from the course is assessed via written questions in the examinations.</p>
Content which is taught	<p><u>Biology topics:</u></p> <ul style="list-style-type: none"> <li>• Cell Biology</li> <li>• Organisation</li> <li>• Infection &amp; Response</li> <li>• Bioenergetics</li> <li>• Homeostasis &amp; Response</li> <li>• Inheritance, Variation &amp; Evolution</li> <li>• Ecology</li> </ul> <p><u>Chemistry topics:</u></p> <ul style="list-style-type: none"> <li>• Atomic Structure &amp; The Periodic Table</li> <li>• Bonding, Structure &amp; The Properties of Matter</li> <li>• Quantitative Chemistry</li> <li>• Chemical Changes</li> <li>• Energy Changes</li> <li>• The Rate &amp; Extent of Chemical Change</li> <li>• Organic Chemistry</li> <li>• Chemical Analysis</li> <li>• Chemistry of The Atmosphere</li> <li>• Using Resources</li> </ul> <p><u>Physics topics:</u></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle Model of Matter</li> <li>• Atomic Structure</li> <li>• Forces</li> <li>• Waves</li> </ul>

	<ul style="list-style-type: none"> <li>• Magnetism &amp; Electromagnetism</li> <li>• Space Physics</li> </ul> <p>These are the same topics as for Combined Science, but they are taught in greater depth.</p>
Expectations of Students for this course	<p>You must have a real interest in science, a curiosity of the world around you, and a desire to achieve. Your teachers will take your ability and motivation into account when deciding whether this is the most suitable Science pathway for you.</p> <p>Most students would be considering studying Science subjects further in the sixth form.</p>
Equipment Required (and if it is provided)	<p>No special equipment will be required for this course beyond normal writing equipment and a scientific calculator.</p>
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	<p>In the sixth form, the Science department offer A-Levels in Biology, Chemistry and Physics.</p> <p>For those students who wish to pursue a more work-related route, we also offer BTEC Level 3 Applied Science.</p>
Which careers can this course lend itself to?	<p>Careers in Medicine, Veterinary Science, Ophthalmology, Dentistry, Mechanical Engineering, Mid-Wifery, Child Care, Sports Science, Meteorology, Architecture, Chemical Engineering and Horticulture are all accessible through successful completion of this course.</p> <p>Sciences are highly valued in other careers where a focused analytical approach is required, such as Accountancy, Air Traffic Control, Games Development and Criminology.</p>

Name of Course	<b>SPANISH</b>
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Mrs I Nuara <a href="mailto:ingrid.nuara@attrust.org.uk">ingrid.nuara@attrust.org.uk</a>
About this course	The study of GCSE Spanish enables learners to understand and communicate with people around the world. We aspire to teach learners to manipulate language to suit their purpose in a range of scenarios and to facilitate understanding of grammar construction. Furthermore, learning a foreign language enhances literacy and communication skills in English and will provide learners with opportunities beyond their everyday experiences. We aim to promote curiosity about, and an appreciation of, the culture and the way of life of the people living in the countries where Spanish is spoken, as well as encouraging learners to be citizens of not just this country, but of their world.
Assessment Breakdown	<p><b>Paper 1: Listening</b></p> <ul style="list-style-type: none"> <li>• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</li> <li>• 40 marks (Foundation Tier), 50 marks (Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 2: Speaking</b></p> <ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• 7–9 minutes (Foundation Tier) + preparation time</li> <li>• 10–12 minutes (Higher Tier) + preparation time</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 3: Reading</b></p> <ul style="list-style-type: none"> <li>• Reading exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 4: Writing</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</li> <li>• 50 marks at Foundation Tier and 60 marks at Higher Tier</li> <li>• 25% of GCSE</li> </ul>
Content which is taught	<p><b>Theme 1: People and lifestyle</b></p> <ul style="list-style-type: none"> <li>• Identity and relationships with others</li> <li>• Healthy living and lifestyle</li> <li>• Education and work</li> </ul> <p><b>Theme 2: Popular culture</b></p> <ul style="list-style-type: none"> <li>• Free time activities</li> <li>• Customs, festivals and celebrations</li> <li>• Celebrity culture</li> </ul> <p><b>Theme 3: Communication and the world around us</b></p> <ul style="list-style-type: none"> <li>• Travel and tourism, including places of interest</li> <li>• Media and technology</li> <li>• The environment and where people live</li> </ul>
Expectations of Students for this course	Students are expected to organise and enhance their own learning through; accurate note-taking, effective use of vocabulary books to aid vocabulary retention, regular vocabulary revision and self-monitoring of their own progress in the four key skills; listening, reading, writing and speaking. Additionally, pupils are encouraged to further support their studies by watching Spanish programmes,

	listening to music and accessing websites using the target language.
Equipment Required (and if it is provided)	Pearson AQA Spanish Revision guide (provided by PHA) Pearson AQA Spanish Workbook (provided by PHA) Access to the internet to use Active-learn, Quizlet and Seneca websites.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	A-level Spanish
Which careers can this course lend itself to?	Teacher, Interpreter, Translator, Sales executive, Travel consultant, Investment analyst, Personal assistant, Education consultant, Language technician, Broadcast journalist, Fashion buyer, Marketing manager, Diplomatic service officer, International aid worker etc.



Name of Course	<b>BTEC Level 1/Level 2 Tech Award in Sport</b>
BTEC or GCSE or Cambridge L2 Nationals	BTEC
Lead Teacher for this Subject AND their Email Address	Mr L French <a href="mailto:luke.french@attrust.org.uk">luke.french@attrust.org.uk</a>
About this course	<p>This course provides an engaging and relevant introduction to the world of sport. It is for students who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation.</p> <p>It incorporates important aspects of the industry, such as training principles and fitness testing as well as performance analysis and planning and delivery sports sessions. It enables students to acquire and apply their knowledge, whilst also developing a range of relevant practical, communication and technical skills. The BTEC course is taught over two years with three components assessed.</p>
Assessment Breakdown	<p>The course comprises of three components.</p> <p><i>Component 1</i> - internal coursework – 60 marks  <i>Component 2</i> - internal coursework - 60 marks  <i>Component 3</i> - external synoptic exam - 60 marks</p> <p>Final grades are L2 Distinction*, L2 Distinction, L2 Merit, L2 Pass, L1 Distinction, L2 Merit, L1 Pass</p>
Content which is taught	<p><b><u>Component 1</u></b>  Learning outcomes:  A - Explore types and provision of sport and physical activity for different types of participant  B - Examine equipment and technology required for participants to use when taking part in sport and physical activity  C - Be able to prepare participants to take part in sport and physical activity</p> <p><b><u>Component 2</u></b>  Learning Outcomes:  A - Understand how different components of fitness are used in different physical activities  B - Be able to participate in sport and understand the roles and responsibilities of officials  C - Demonstrate ways to improve participants sporting techniques</p> <p><b><u>Component 3</u></b>  Assessment objectives:  <i>Demonstrate knowledge and understanding</i> of facts, components of fitness, fitness tests, training methods /processes /principles in relation to improving fitness in sport and exercise  <i>Apply an understanding</i> of knowledge and make <i>connections</i> with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.</p>
Expectations of Students for this course	<p>Pupils are expected to:</p> <ul style="list-style-type: none"> <li>• Work hard and be committed to the course.</li> <li>• Work from an assignment brief.</li> <li>• Present information effectively.</li> <li>• Meet deadlines.</li> <li>• Complete work to the best of their ability</li> <li>• Take part in the practical elements of the course wearing school P.E. kit</li> <li>• Have access to Teams to upload coursework</li> </ul>

Equipment Required (and if it is provided)	Pool Hayes P.E. kit is required for practical units. There will be an opportunity to purchase a different PE Sports Studies top (Nike) to wear for BTEC practical lessons.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	If you are interested in taking your study of sport further, the subject-specific knowledge and skills developed through studying this qualification will give you a strong foundation for academic or vocational study at level 3, including apprenticeships. Courses could include OCR Cambridge Technicals in Sport and Physical Activity / BTEC Level 3 Sport Courses / Equivalent academic courses.
Which careers can this course lend itself to?	Careers include Sports Coaching, Teaching, Health and Fitness industry, Sport Management, Professional sport, Community sport, Sports Psychology.

Name of Course	<b>Statistics</b>
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Mrs H Smith <a href="mailto:helen.smith@attrust.org.uk">helen.smith@attrust.org.uk</a>
About this course (short summary of no more than 100 words)	This course will give students the opportunity to combine theoretical mathematical methods, ICT skills and practical applications. Much of what is reported in the media has some form of statistical basis and it is important to be able to recognise misleading or incorrect information. These skills will also be of benefit in many occupations where the use and interpretation of statistical methods are required. If you choose this option you will be able to take the higher or foundation level, so it is open to all ability levels.
Assessment Breakdown (include number of exams, pieces of coursework and percentage weightings for each)	There are two tiers of entry: Foundation; grades 5 to 1 and Higher; grades 9 to 3. Both tiers have two 90 minute exams of equal weighting.
Content which is taught (for example which topics in Maths, or which texts in English literature)	All of the statistical topics that have been learnt in GCSE Maths are also covered in GCSE Statistics such as Averages (mean, median and mode), Statistical Diagrams (Bar Charts, Pie, Chart, Histograms etc) and Probability (Theoretical Probability, Tree Diagrams, Venn Diagrams etc) which can strengthen a students understanding in this area. It then looks deeper into many of these topics, at how they are used more practically in real life situations and different variations of these topics that wouldn't otherwise be covered in GCSE Maths such as considering the Geometric Mean and Spearman's Rank Correlation Coefficient.
Expectations of Students for this course	Students are expected to complete homework tasks to support their classwork each week.
Equipment Required (and if it is provided)	A Casio fx-83 GTX Scientific Calculator is desirable; students without one will be provided with one to use in class. All other equipment will be provided.
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	Mathematics, Geography, Biology, Business Studies, Economics, Psychology and Sociology
Which careers can this course lend itself to?	Accountancy, Data analyst, Investment analyst, Research scientist, Secondary school teacher, Statistician, Systems developer, Financial manager, Financial trader, Insurance underwriter, Meteorologist, Operational researcher, Quantity surveyor, Software tester