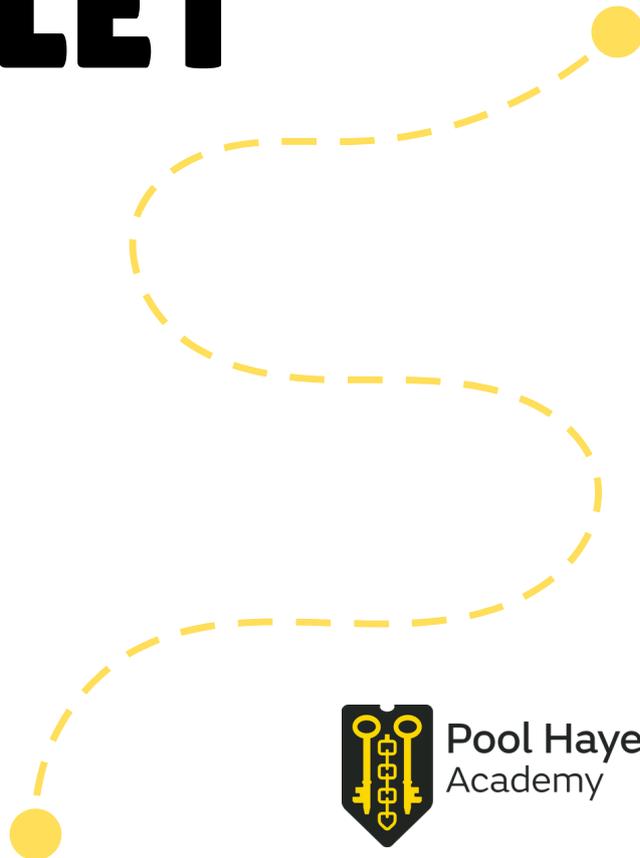
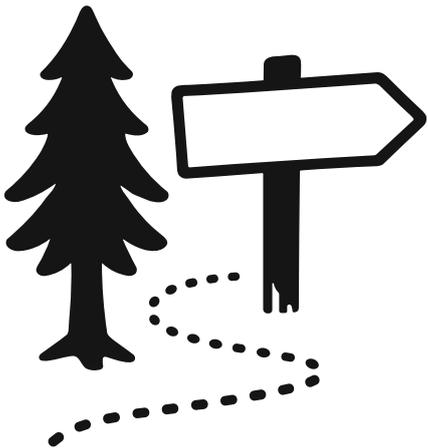




PATHWAY BOOKLET

Year 9

B



Pool Hayes
Academy



Academy
Transformation
Trust

WELCOME

Dear Parents, Carers and Students

This is an important milestone in every student's journey. The choices made at this stage will help shape the next phase of learning, open pathways to future study and careers, and allow each student to begin specialising in the subjects they are most passionate about.

At this point in your education, you have the opportunity to explore your interests, challenge yourself academically, and develop skills that will support you well beyond your time at school. Whether your strengths lie in the arts, sciences, humanities, languages, technology or vocational pathways, we are proud to offer a broad and balanced curriculum designed to meet a wide range of ambitions.

Choosing subjects can feel both exciting and daunting. I encourage all students to:

- Reflect carefully on their interests and strengths
- Consider future aspirations, but also keep options open
- Seek advice from teachers, tutors and parents/carers
- Choose subjects they will enjoy and be motivated to succeed in

The options evening is designed to provide clear guidance about the courses available, what each subject involves, and how different combinations can support future pathways. Our staff are here to answer your questions and support you in making informed, confident decisions.

Above all, remember that these choices are about building a pathway that suits you. With commitment, curiosity and resilience, every student can achieve success.

We look forward to supporting you as you take this exciting next step.



Mrs Lisa Macey
Head of Academy



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 Health & Wellbeing 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



Year 9 Options: Choosing Your GCSEs

Choosing your GCSE subjects is an important step. The subjects you study in Years 10 and 11 can influence the courses and pathways available to you afterwards.

However, you do not need to have your entire future planned right now. The aim is to make thoughtful choices that keep doors open.

Choose for the right reasons

The best subject choices are usually those that you:

- enjoy
- are prepared to work hard in
- are capable of achieving well in

Two years is a long time to study a subject you do not like. Equally, enjoying a subject is not enough on its own - effort and commitment matter.

Keep your options open

If you already have a career idea, check whether certain GCSEs are recommended or required. Some A Levels, college courses and apprenticeships expect specific subjects or grades.

If you are unsure about your future (which is completely normal), choose a balanced set of subjects that allows flexibility later on.

The importance of the core

English and Maths remain essential for almost every pathway after Year 11. Strong grades in these subjects significantly increase your options.

Attendance, behaviour and work ethic over the next two years will also play a major role in what you can access post-16.

What happens after Year 11?

After GCSEs, students typically move on to one of the following:

- Sixth Form (A Levels or Level 3 qualifications)
- College (vocational courses, T Levels, BTECs)
- Apprenticeships
- Specialist training providers

Each route has entry requirements and expectations. College is not an “easier” option - it is simply different, and standards still apply.



CAREER ASPIRATIONS

Choose for yourself

Do not select a subject because a friend is doing it. Your choices should reflect your strengths and interests, not someone else's.

There are no "boys' subjects" or "girls' subjects." Every pathway is open to everyone.

How parents can help

Parents and carers can support by:

- discussing interests and strengths calmly and openly
- researching entry requirements together
- attending open evenings and exploring pathways early
- encouraging strong attendance and study habits

Support available

Students are encouraged to begin exploring pathways using Unifrog, our online careers platform. This allows you to research careers, compare routes (Sixth Form, college, apprenticeships), and understand entry requirements. Early exploration will make option choices more informed and purposeful.

If you would like to discuss options or future pathways, I am very happy to help.

Mr Lewis

Careers Lead

Pool Hayes Academy

Students can ask their form tutor, Head of Year or Assistant Head of Year to arrange an appointment.

Useful websites:

- Unifrog (via school login)
- National Careers Service
- Careersbox
- Amazing Apprenticeships
- UCAS



CAREERS @ PHA



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.

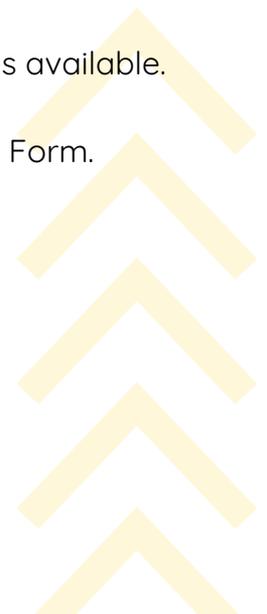
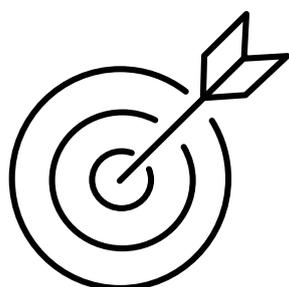
Consideration of what you may wish to study Post 16 and any career aspirations that you may have at this stage are both important factors in making your choices as what is chosen now may have implications for the future.

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.

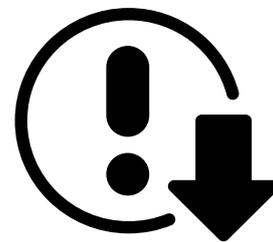
BTECs, VCERTs and OCR Nationals are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background. They can be taken 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.



KEY INFORMATION



Main Contact:

Mrs I Nuara - ingrid.nuara@attrust.org.uk



If you have any questions or queries please email

Mrs S Wilce (Head of Year)

or Miss Mattox (Assistant Head of year)



Sarah.Wilce@attrust.org.uk

Georgia.Mattox@attrust.org.uk



The **deadline** for Parents/Carers to return Preferences Form for their child's pathway is **Friday 17th April 2026**.

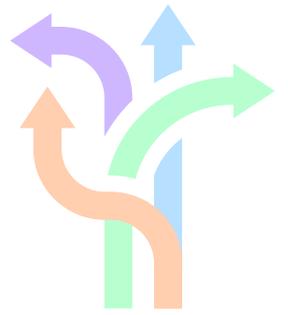


Pool Hayes Academy will contact parents/carers to confirm their child's selected pathways, week commencing 29th June 2026.

“If you're unsure about anything, please ask. No question is too small when it comes to your future. We're proud to support you as part of our #PHamily.”

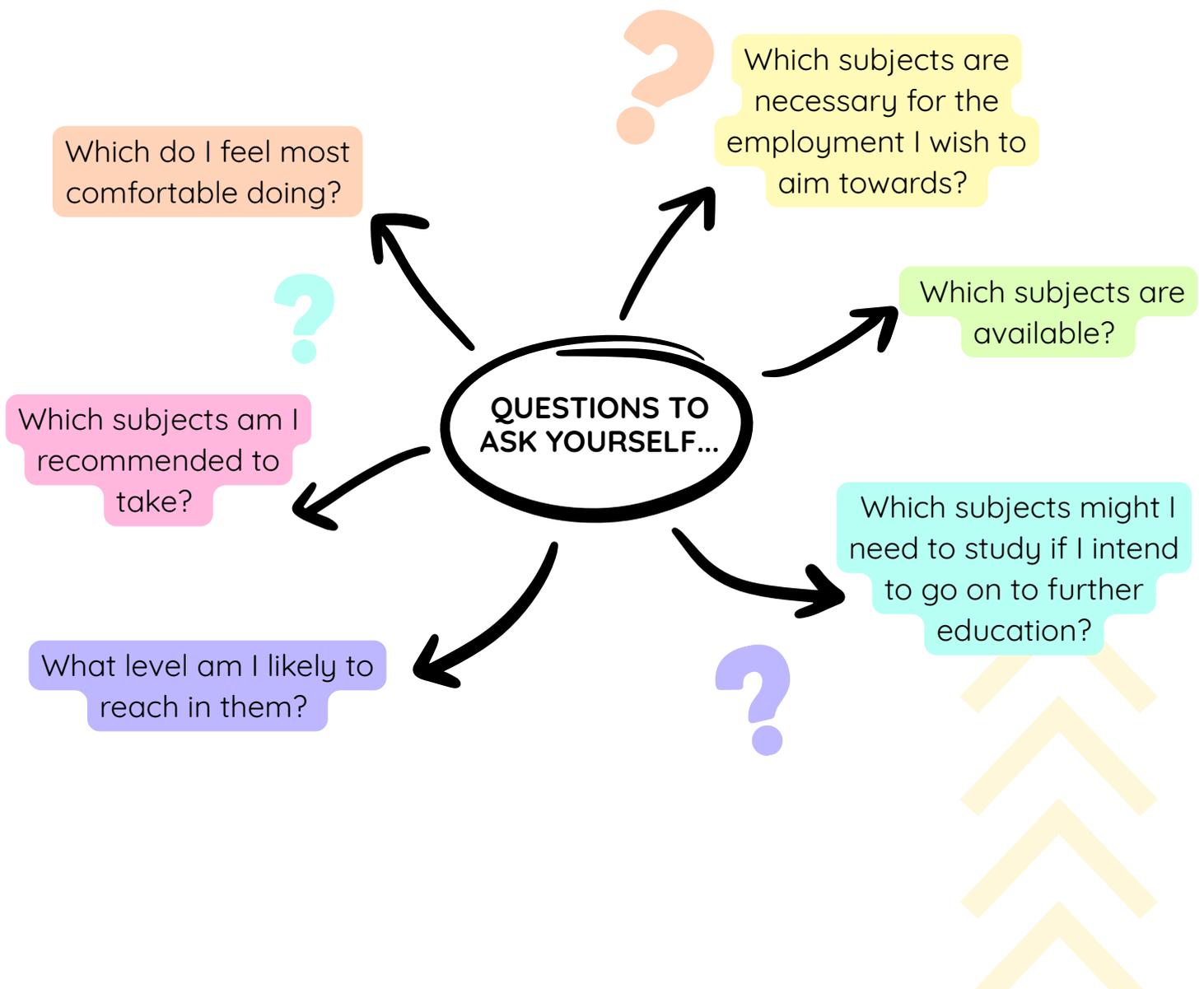


WHICH SUBJECTS?



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 have shown 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.



DO'S & DONT'S



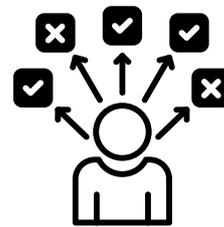
Do...	Don't...
Do keep possible future career pathways in mind and check that subject choices are appropriate.	Don't worry if you do not know exactly what career you want to do yet.
Do take time to discuss any career ideas with your Form Tutor, subject teachers and parents/ carers.	Don't make choices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



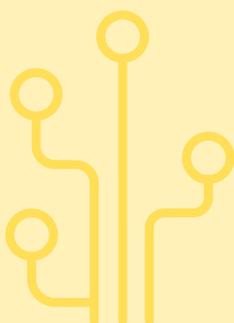
“There isn't one perfect path – just the one that's right for you. Take your time, ask questions, and choose with confidence.”



STUDENT CHOICES (B)



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



ART & DESIGN (GCSE)



Name of Course	GCSE Art and Design
BTEC or GCSE or Cambridge L2 Nationals	AQA GCSE Art and design
Lead Teacher for this Subject AND their Email Address	Miss E Dace Emily.dace@attrust.org.uk
About this course	<p>AQA GCSE Art & Design encourages students to explore their creativity through a wide range of artistic skills, materials, and processes. Throughout the course, students develop confidence in drawing, painting, printmaking, sculpture, and mixed media, learning how to communicate ideas visually. They research the work of artists, craftspeople, and designers to inspire their own practice and deepen their understanding of visual culture. The course places strong emphasis on personal experimentation, creative problem-solving, and reflective thinking. By the end of the GCSE, students produce a portfolio of coursework and an externally set assignment that showcase their ability to develop themes, refine techniques, and present thoughtful, well-resolved outcomes. This course is ideal for learners who enjoy being imaginative, independent, and visually expressive.</p>
Assessment Breakdown	<p>GCSE Art & Design is assessed through two main components: Portfolio of Work and the Externally Set Assignment (ESA). The Portfolio accounts for 60% of the final grade and includes a collection of projects that demonstrate creativity, technical skill, research, and personal development. The Externally Set Assignment makes up the remaining 40% and is based on a theme released by AQA, giving students the opportunity to respond creatively under timed conditions. Both components are assessed against AQA's four assessment objectives: developing ideas, experimenting with media and techniques, recording observations, and presenting a final personal outcome. This structure ensures students are evaluated on both their ongoing creative journey and their ability to produce a polished, independent piece of work.</p>

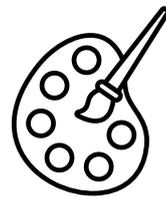


ART & DESIGN (GCSE)



Content which is taught	<p>In GCSE Art & Design, students explore a wide range of artistic techniques, materials, and processes, including drawing, painting, printmaking, and sculpture. They learn to experiment with different approaches to develop ideas, plan compositions, and refine technical skills. The course also covers the study of artists, designers, and craft practitioners, helping students gain inspiration and understand how context, style, and purpose influence creative work. Emphasis is placed on personal expression, observational skills, and creative problem-solving, with students encouraged to develop their own themes and projects. By the end of the course, learners are able to produce a diverse and well-considered portfolio, reflecting both skill and imaginative thinking.</p>
Expectations of Students for this course	<p>In GCSE Art & Design, students explore a wide range of artistic techniques, materials, and processes, including drawing, painting, printmaking, and sculpture. They learn to experiment with different approaches to develop ideas, plan compositions, and refine technical skills. The course also covers the study of artists, designers, and craft practitioners, helping students gain inspiration and understand how context, style, and purpose influence creative work. Emphasis is placed on personal expression, observational skills, and creative problem-solving, with students encouraged to develop their own themes and projects. By the end of the course, learners are able to produce a diverse and well-considered portfolio, reflecting both skill and imaginative thinking.</p>
Equipment Required (and if it is provided)	<p>Equipment is provided in class, and each student has access to a drawer or storage space to safely keep their work and materials during lessons. This ensures that students can focus on developing their projects without worrying about daily setup or transporting items. However, we strongly recommend that students consider purchasing some of their own materials independently. Having personal supplies allows them to work on projects at home with greater ease and flexibility, continue experimenting with different techniques, and develop their creative ideas outside of classroom time. Owning some materials also encourages a sense of responsibility and ownership over their artwork, helping students fully engage with the course and explore their artistic potential.</p>

ART & DESIGN (GCSE)



Which Level 3 (A Level Equivalent) courses can this course be a gateway for?

GCSE Art & Design provides an excellent foundation for a wide range of Level 3 (A Level equivalent) courses. Students who successfully complete this course often progress to A Level Art & Design, Fine Art, Textiles, Photography, Graphic Design, 3D Design, or Fashion & Costume Design. Beyond traditional art pathways, it also supports entry to creative and design-based courses such as Animation, Illustration, Architecture, Interior Design, and Creative Media. The skills developed in GCSE Art—such as creativity, visual analysis, independent research, and project management—are highly valued and transferable, opening doors to both academic and vocational Level 3 study in the visual arts and creative industries.

Which careers can this course lend itself to?

GCSE Art & Design equips students with creativity, critical thinking, problem-solving, and visual communication skills that are highly valuable across many careers. It can lead directly into creative professions such as fine artist, where students can create original works for galleries or commissions; illustrator, producing artwork for books, magazines, or digital media; and animator, designing characters and stories for film, television, and games. Graphic designers use visual skills to create branding, advertising, and digital media, while photographers work in fashion, journalism, or commercial industries. Fashion and textile designers develop clothing, accessories, and fabric patterns, and interior designers plan and decorate residential and commercial spaces. Other creative roles include architects designing buildings, set and costume designers for theatre, film, or television, and product designers developing innovative consumer goods. Careers in advertising, marketing, and media also benefit from strong visual and conceptual skills. Additionally, GCSE Art provides a foundation for teaching and education, enabling students to inspire the next generation of artists. Even in non-creative industries, the skills gained—research, presentation, independent thinking, and innovation—are highly valued, making students strong candidates for roles in business, technology, and beyond.

BUSINESS (BTEC)



Name of Course	BTEC Tech Awards Enterprise (2022) Business
BTEC or GCSE or Cambridge L2 Nationals	BTEC Award
Point of contact AND their Email Address	Miss D Rayer - danielle.rayer@attrust.org.uk
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">• 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• Development of key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving• 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.
Assessment Breakdown	<p>Component 1: Exploring enterprises (coursework unit) 30%</p> <p>Component 2: Planning and presenting a micro-enterprise idea (coursework unit) 30%</p> <p>Component 3: Marketing and finance for Enterprise (exam unit) 40%</p>



BUSINESS (BTEC)



<p>Content which is taught</p>	<p>Component 1: Exploring enterprises 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>Component 2: Planning and Presenting a Micro-Enterprise Idea 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>Component 3: Marketing and Finance for Enterprise 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>
<p>Expectations of Students for this course</p>	<p>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.</p> <p>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.</p>
<p>Equipment Required (and if it is provided)</p>	<p>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.</p>
<p>Which Level 3 (A Level Equivalent) courses can this course be a gateway for?</p>	<p>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.</p>
<p>Which careers can this course lend itself to?</p>	<p>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.</p>

CHILD DEVELOPMENT (BTEC)

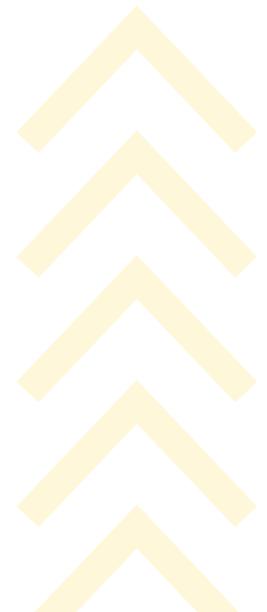


Name of Course	BTEC Tech Award in Child Development (2022)
BTEC or GCSE or Cambridge L2 Nationals	BTEC Level 1/2
Lead Teacher for this Subject and their Email Address	Mrs C Patrick - charlotte.patrick@attrust.org.uk
About this course	<p>The Tech Award offers learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five. It explores how children learn through play and how meeting individual needs supports their development, play, and learning. In a practical learning environment, learners will gain knowledge and skills in the following areas: The characteristics of children's development from birth to five years. Factors that influence growth and development. The importance of play and how it promotes learning and development. Reasons why children may require additional support. Creating child-friendly environments that encourage play, learning, and development. Supporting all children to develop physically, intellectually, emotionally, and socially, including adapting activities to meet individual needs. This Tech Award complements GCSE subjects such as English and Psychology. It provides a practical introduction to applying play opportunities to support children's learning and development in a variety of settings.</p>
Assessment Breakdown	<p>1. The course is split into 3 components: - 4 pieces of coursework and an external written exam. 1. Component 1 – Internal Assessment - Children's Growth and Development 2. Component 2- Internal Assessment - Learning Through Play 3. Component 3 – External Assessment – Supporting Children to Play Learn and Develop</p>
Content which is taught	<ul style="list-style-type: none"> • Growth and development · P.I.E.S (Physical, Intellectual, Emotional and Social) · Factors affecting G&D · How children Play · How children's learning can be supported through play · Meeting children's needs to support learning · The role of the adults to manage a safe environment · Environmental risks and hazards that may impact children's learning and development · Adapting activities for learning · Making connections between areas of development and adapted activities
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>

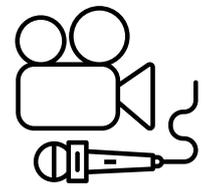
CHILD DEVELOPMENT (BTEC)



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 typically achieve at Level 2 across their Key Stage 4 studies may wish to consider progression to: A Levels, as preparation for entry into higher education across a range of subjects. Vocational qualifications at Level 3, such as a BTEC Level 3 National in Children’s Care, Learning and Development, or a related qualification like a BTEC Level 3 National in Health and Social Care. These pathways prepare learners for employment, apprenticeships, or progression to higher education to study degrees in areas such as early childhood, childhood and youth studies, nursing, or social care. Studying this sector at Key Stage 4 complements GCSE learning by providing opportunities for practical application alongside theoretical study. There are strong post-16 progression routes within this important and growing sector
Which careers can this course lend itself to?	This qualification can lead onto higher Child related courses as well as careers that specifically focus on children, their growth and development and learning. Examples of these careers could be <ul style="list-style-type: none">• Early years practitioners,• Child minders,• Social workers,• Management of early years, n• Nursery/primary teachers,• Health visitors,• Paediatrician This is not an exhaustive list

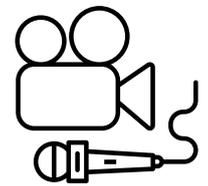


CREATIVE MEDIA (BTEC)

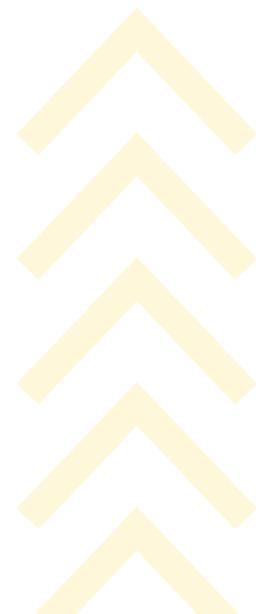


Name of Course	Pearson BTEC Level 1/Level 2 Tech Award in Creative Media
BTEC or GCSE or Cambridge L2 Nationals	BTEC Level 2
Point of contact AND their Email Address	Mrs D Rayer - danielle.rayer@attrust.org.uk
About this course	<p>Creative Media production is a vocational course which equips students 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. BTEC Level 1/Level 2 Tech Award in Creative Media Production 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.</p>
Assessment Breakdown	<p>Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production Component Number Component title GLH Level How assessed:</p> <ol style="list-style-type: none"> 1 Exploring Media Products 36 1/2 Internal. 2 Developing Digital Media Production Skills 36 1/2 Internal. 3 Create a Media Product in Response to a Brief 48 1/2 External Synoptic. <p>The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.</p>
Content which is taught	<p>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.</p> <p>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.</p>

CREATIVE MEDIA (BTEC)



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



DANCE (BTEC)



Name of Course	BTEC Tech Award in Performing Arts: Dance Pathway
BTEC or GCSE or Cambridge L2 Nationals	BTEC
Lead Teacher for this Subject AND their Email Address	Miss G Clarkson – gill.clarkson@attrust.org.uk
About this course	The BTEC Tech Award in Performing Arts (Dance Pathway) is a practical, vocational course for 14-16 year olds, focusing on developing dance technique, choreographic skills, and industry knowledge through three components: exploring performance, developing skills in different styles and performing to a brief, culminating in a group workshop performance. It builds technical ability and creativity, preparing students for further education or careers in the performing arts by linking practical work with real-world vocational contexts and industry understanding.
Assessment Breakdown	<p>Component 1: Exploring the Performing Arts - A theory-based unit where you'll study dance practitioners, performance styles, and the creative processes behind performances, supporting your learning with practical workshops. This component is an internal assessment worth 30% of your final grade.</p> <p>Component 2: Developing Skills & Techniques – A practical unit that focuses on learning and refining technical skills in various dance styles (like Contemporary, Jazz, Hip-Hop) and creating a 2-minute repertoire piece, tracked in logbooks. This component is an internal assessment worth 30% of your final grade.</p> <p>Component 3: Performing to a Brief - The main external assessment, where you apply all your skills to create and perform a 7-15 minute group piece in response to a stimulus and brief, focusing on audience, context, and purpose. This component is worth 40% of your final grade.</p>
Content which is taught	<p>Content varies each year in response to the given stimulus by the exam board, however the learning objectives for each component contain the following;</p> <p>Component 1: Investigate how professional performance or production work is created, and demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p> <p>Component 2: Use rehearsal or production/design processes, apply skills and techniques in performance or realisation, and review own development and application of performance or design skills.</p> <p>Component 3: Understand how to respond to a brief, select and develop skills and techniques in response to a brief, apply skills and techniques in a workshop performance in response to a brief, and evaluate the development process and outcome in response to a brief.</p>

DANCE (BTEC)



Expectations of Students for this course	<ul style="list-style-type: none">- Get changed quickly within the allocated time given.- Bring and wear full kit to every practical lesson (hair tied up, jewellery off, black Dance top, black leggings, bare foot).- 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.- Keep up to date with theory work set (logbooks...etc).- Attend all extra curricular rehearsals set as/when necessary.- Work hard and be committed to the course.
Equipment Required	<ul style="list-style-type: none">- Black fitted t shirt (to be embroidered by the department with name)- Black dance trousers/leggings- Hard back folder- Class equipment (pens, planner, highlighters...etc)- Water bottle- Hair bobble
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">- Dancer/performer- Teacher- Choreographer- Event management- Arts administrator- Community arts worker- Dance movement psychotherapist- Personal trainer- Physiotherapist- Talent agent- Team manager- Designer



DESIGN & TECHNOLOGY (GCSE)

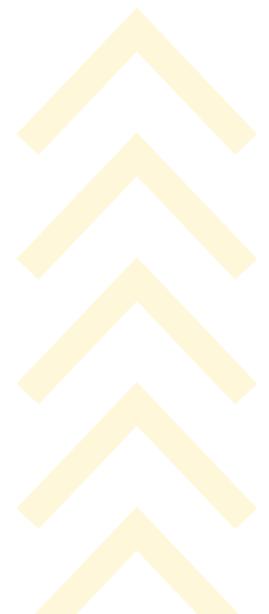


Name of Course	AQA Design and Technology
GCSE Design and Technology	GCSE
Lead Teacher for this Subject AND their Email Address	Mr R. Baker robert.baker@atrust.org.uk
About this course	<p>GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.</p> <p>Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.</p>
Assessment Breakdown	<p>GCSE Design and Technology has two assessed components</p> <ul style="list-style-type: none">• Examination – How it's assessed Written exam: 2 hours 100 marks 50% of GCSE• Coursework (Design and make project) – How it's assessed Non-exam assessment (NEA): 30–35 hours approx. 100 marks 50% of GCSE
Content which is taught	<ul style="list-style-type: none">· Core technical principles· Specialist technical principles· Designing and making principles
Expectations of Students for this course	<p>Students should pick GCSE Design Technology if they have a passion for Designing and making 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.</p>

DESIGN & TECHNOLOGY (GCSE)



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.

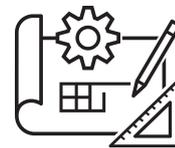


ENGINEERING DESIGN (BTEC)



Name of Course	Level 1 & 2 Engineering Design Cambridge National
BTEC or GCSE or Cambridge L2 Nationals	OCR Cambridge National Level 1 & 2
Lead Teacher for this Subject AND their Email Address	Mr R. Baker robert.baker@attrust.org.uk
About this course	<p>The OCR Level 1/Level 2 Cambridge National in Engineering Design is aimed at students aged 14-16 and will develop knowledge, understanding and practical skills that would be used in the engineering design and development sector. You may be interested in this if you want an engaging qualification where you will use what you learn in practical, real-life situations, such as:</p> <ul style="list-style-type: none"> • Using both 2D and 3D engineering design techniques • Designing new products to meet a design brief • Communicating engineering design ideas. <p>This will help you to develop independence and confidence in using skills that would be relevant to the engineering design and development sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:</p> <ul style="list-style-type: none"> • Completing research to inform engineering design ideas • Solving problems by exploring different engineering design options • Finding imaginative solutions through creative thinking. <p>This qualification will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study.</p>
Assessment Breakdown	<p>R038: 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:</p> <ul style="list-style-type: none"> o Designing processes o Designing requirements o Communicating design outcomes o Evaluating design ideas <p>R039: 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:</p> <ul style="list-style-type: none"> o Manual production of freehand sketches o Manual production of engineering drawings o Use of computer aided design (CAD) <p>R040: 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:</p> <ul style="list-style-type: none"> o Product evaluation o Modelling design ideas

ENGINEERING DESIGN (BTEC)



<p>Content which is taught</p>	<ul style="list-style-type: none"> • - Designing processes • · Designing requirements • · Communicating design outcomes • · Evaluating design ideas • · Manual production of freehand sketches • · Manual production of engineering drawings • · Use of computer aided design (CAD) • · Product evaluation • · Modelling design ideas
<p>Expectations of Students for this course</p>	<p>Students should pick Engineering Design if they have a passion for producing and planning creative projects that meet consumer needs, with the ability to produce these innovative ideas using hand drawn and computer aided design skills.</p> <p>They should have an interest in using computers to generate, develop and manufacture ideas.</p> <p>An eye for detail and creative flare is essential, and they must be able to show initiative when completing assignments independently. They must be able to articulate their ideas in writing to achieve the highest grades.</p>
<p>Equipment Required (and if it is provided)</p>	<p>Computers, software and all drawing materials will be provided by the school, but it would be beneficial if students have their own equipment to practice at home.</p>
<p>Which Level 3 (A Level Equivalent) courses can this course be a gateway for?</p>	<p>Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as:</p> <ul style="list-style-type: none"> • GCSE in Graphic Design and Technology • study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study <p>Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:</p> <ul style="list-style-type: none"> • level 3 National Diplomas or Extended Diplomas • A Level in Product Design or Engineering (this will support progression to higher education)
<p>Which careers can this course lend itself to?</p>	<p>Engineering, Architectural design, Interior design, Product design, Computer aided design, Computer game design, VR designer, Web design, Teaching.</p>

DRAMA (GCSE)



Name of Course	Drama
BTEC or GCSE or Cambridge L2 Nationals	OCR GCSE 9-1
Lead Teacher for this Subject AND their Email Address	Mr T Monksfield thomas.monksfield@attrust.org.uk
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.

ENGLISH LANGUAGE (GCSE)



Name of Course	AQA English Language
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Miss N Lewis - Natalie.Lewis@attrust.org.uk
About this course	<p>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.</p>
Assessment Breakdown	<p>English Language: Paper 1: 1 hr 45 mins: 80 marks: 50% total GCSE Paper 2: 1 hr 45 mins: 80 marks: 50% total GCSE Spoken Language: Non-Exam Assessed: Separate Endorsement</p>
Content which is taught	<p>English Language: Paper 1: Explorations in Creative Reading and Writing Section A: Reading: Literature Fiction Text Section B: Writing: Descriptive or Narrative writing Paper 2: Writers' Viewpoints and Perspectives Section A: Reading: One non-fiction and one literary non-fiction text Section B: Writing: Transactional Writing Spoken Language: NEA: Presenting, responding to questions and feedback, use of Standard English</p>
Expectations of Students for this course	<p>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.</p>

ENGLISH LANGUAGE (GCSE)



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!



ENGLISH LITERATURE (GCSE)



Name of Course	AQA English Literature
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Miss N Lewis - Natalie.Lewis@atrust.org.uk
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	English Literature: 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	Paper 1: Shakespeare and the 19th Century Novel Section A: Shakespeare (Macbeth) Section B: 19th Century novel (A Christmas Carol) Paper 2: Modern Texts and Poetry Section A: Modern Texts (An Inspector Calls) Section B: Anthology Poetry (Worlds and Lives 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!

GEOGRAPHY (GCSE)



Name of Course	Geography
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Mr J Brooke - jakob.brooke@attrust.org.uk
About this course	<p>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.</p> <p>The course is split into 3 distinct sections:</p> <ol style="list-style-type: none">1. Paper 1 Living with the Physical environment: this will include the physical geography components of natural hazards (earthquakes and volcanoes, tropical storms, climate change) rainforests (the Amazon) and deserts (Western Desert, USA), coasts and rivers2. Paper 2 Challenges in the human environment: this will include key issues surrounding urbanisation, globalisation, migration, sustainability within cities, UK economic development, north-south divide, HS2 and resources (food water and energy)3. Paper 3 Geographical skills and application: this section of the course will focus on two fieldwork elements <ol style="list-style-type: none">4. Carding Mill Valley-river study5. Birmingham city centre-urban regeneration <p>In addition to this there will be a pre-release section where students are given information about a geographical topic in the world and will subsequently have to analyse this and answer questions relating to it. The third section of the geographical course is not content heavy but focuses on the skills of fieldwork and analysis that students will develop as they move through the course.</p> <p>As students develop their geographical understanding, they will add to this understanding through the use of case studies to evidence their learning. We will analyse and investigate a range of case studies from all levels of development ranging from the Amazon rainforest in south America, to the Western desert in the USA and Typhoon Haiyan in the Philippines.</p>

GEOGRAPHY (GCSE)



<p>Assessment Breakdown</p>	<p>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.</p>
<p>Content which is taught</p>	<p>Geography has 3 papers. Paper 1 –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) Paper 2- 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) Paper 3- Geographical Applications -Pre-release booklet on a global issue -geographical skills -field work (Physical-Carding Mill Valley, Human-Birmingham city centre)</p>
<p>Expectations of Students for this course</p>	<p>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.</p>
<p>Equipment Required (and if it is provided)</p>	<p>Stationery: Pen, Pencil, Ruler, Rubber, Coloured Pencils (provided within class), Calculator.</p>
<p>Which Level 3 (A Level Equivalent) courses can this course be a gateway for?</p>	<p>Geography, Economics, Biology, Sociology,</p>
<p>Which careers can this course lend itself to?</p>	<p>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.</p>

HEALTH & SOCIAL CARE



Name of Course	BTEC Tech Award in Health and Social Care Level ½ (2022)
BTEC or GCSE or Cambridge L2 Nationals	BTEC Level 1/2
Lead Teacher for this Subject AND their Email Address	Mrs C Patrick - charlotte.patrick@attrust.org.uk
About this course	<p>The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:</p> <ul style="list-style-type: none"> • 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 • Different life events and how individuals can adapt or be supported through changes caused by them • The barriers and obstacles an individual may encounter and ways to overcome • The skills, attributes and values required to give care and how these benefit the individual • How Physiological indicators and an individual's lifestyle choices determine physical health • The use of the person-centred approach • Recommendations and actions to improving health and wellbeing
Assessment Breakdown	<p>The course is split into 3 components:</p> <ol style="list-style-type: none"> 1. 4 pieces of coursework and an external written exam 2. Component 1 - Human Lifespan Development 3. Component 2- Health and Social Care Services and Values 4. Component 3 - External Assessment - Health & well being
Content which is taught	<p>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</p>
Expectations of Students for this course	<p>This course requires you to demonstrate strong academic skills, including the ability to complete assignments in essay format. Working independently and conducting effective research are essential, as these will inform your work and contribute significantly to successful assessment outcomes.</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. Computers are provided and accessible on school site</p>

HEALTH & SOCIAL CARE



<p>Which Level 3 (A Level Equivalent) courses can this course be a gateway for?</p>	<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">• A-Levels as preparation for entry to higher education in a range of subjects• 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. <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>
<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 doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Along with many more using the link below. 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 - https://www.allaboutcareers.com/careers/industry/health-social-care</p>



HISTORY (GCSE)



Name of Course	History GCSE
Lead Teacher for this Subject AND their Email Address	Mrs C. Pearson - cassie.pearson@attrust.org.uk
About this course	With the study of GCSE History, you will engage with key issues such as conflict, change in society and understand what drives change and how the past influences the present. The course looks at British and World History and from Medieval to Modern times. You will build on the skills at Key Stage 3, for example source skills and will look at familiar subjects in more depth, for example Elizabethan England and Nazi Germany. There is also an opportunity to study new topics, for example the impact of war on medical progress.
Assessment Breakdown	Students will sit two exams: Paper 1 (Abroad) - 2 hours Paper 2 (Home) - 2 hours On paper 2 we have our site study that makes up 10% of the overall grade All questions on each paper are compulsory. There is a mixture of source-based questions and longer written questions. Each paper is worth 50%
Content which is taught	Paper 1 - Germany, 1890-1945: Democracy and dictatorship This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. • Germany and the growth of democracy • Germany and the Depression • The experiences of Germans under the Nazis Paper 2 - East and West relations 1945-1972 This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. • The origins of the Cold War • The development of the Cold War • Transformation of the Cold War Paper 3 - Elizabethan England This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. • Elizabeth's court and Parliament • Life in Elizabethan times • Troubles at home and abroad • The historic environment of Elizabethan England Paper 4 – Health and the people 1200-present day Students will study the importance of the following factors: war, superstition and religion, chance and government • Medicine stands still • The beginnings of change • A revolution in medicine • Modern medicine

HISTORY (GCSE)



Expectations of Students for this course	The exam papers require a large amount of detail so the desire to learn about the past is important. Students will be expected to write in paragraphs in all answers, writing frames are provided to ensure students are able to develop their written style.
Equipment Required (and if it is provided)	Course materials will be provided including revision books
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	History, Sociology, English Literature
Which careers can this course lend itself to?	Law Accountancy Archaeologist Teaching Business & Finance Journalism Curator History GCSE provides the skills of evaluation, analysis, presenting a logical argument and problem solving which make the career paths vast and diverse.



IT (BTEC)



Name of Course	IT Cambridge National/IT DIT AWARD (J836)
BTEC or GCSE or Cambridge L2 Nationals	BTEC TECH AWARD Level 1/Level 2
Point of contact AND their Email Address	Miss D Rayer - danielle.rayer@attrust.org.uk
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>There are three assessed components:</p> <p><u>Mandatory Units</u></p> <p>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.</p> <p>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.</p> <p>Component 3 is an external examination of effective working practices which contributes 30% of the final qualification.</p> <p><u>Mandatory Units</u></p> <p>R050: IT in the digital world - Written Exam (1 hour 30 mins - 70 marks - Exam set and mark by OCR)</p> <p>R060: Data Manipulation Using Spreadsheets - You will complete an assignment worth 60 marks. 3/5 practical tasks. (Course work)</p> <p>R070: Using Augmented Reality to present information - You will complete an assignment worth 60 marks. 3/5 practical tasks. (Course work)</p>

IT (BTEC)



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.



MATHEMATICS (GCSE)



Name of Course	Mathematics
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Mrs H Smith - helen.smith@attrust.org.uk
About this course	<p>We follow the Edexcel curriculum with students following either the higher or foundation pathway; continuing the same pathway that they have been following in Years 7-9.</p> <p>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.</p>
Assessment Breakdown	<p>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.</p> <p>Paper 1 non-calculator, papers 2 and 3 are calculator papers.</p>
Content which is taught	<p>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. 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.</p>
Expectations of Students for this course	<p>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.</p>
Equipment Required (and if it is provided)	<p>A Casio fx-83 GTX Scientific Calculator is desirable; students without one will be provided with one to use in class.</p> <p>All other equipment; compasses and protractors will be provided.</p>
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	<p>Students following the higher course can continue with A level Mathematics and A level Further Mathematics.</p>
Which careers can this course lend itself to?	<p>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</p>

RELIGIOUS STUDIES (GCSE)



Name of Course	Religious Studies
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Miss F Agha - fatima.agha@attrust.org.uk
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. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. 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, 1, 4, 6 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% Paper 2 50%</p>

RELIGIOUS STUDIES (GCSE)



Content which is taught

Christian Beliefs:

- Christian Beliefs on the nature of God
- Creation of the world
- The Afterlife
- Jesus Christ and salvation

Christian Practices:

- Worship and festivals
- The role of the church in the local community and worldwide community

Islam Beliefs:

- The six articles of Sunni faith and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.
- The oneness of God
- The nature of God
- Angels
- Predestination and the Day of Judgement
- Life after death
- Prophethood
- The Qur'an

Islam Practices:

- Worship
- Duties and festivals

Students must be able to explain contrasting beliefs on the following issues with reference to the main religious tradition in Britain (Christianity) and Islam.

Thematic Studies Relationship and Families:

- Contraception.
- Sexual relationships before marriage.
- Homosexual relationships.
- Sex marriage and divorce
- Families and gender equality

Religion and Life:

- Abortion
- Euthanasia
- Animal experimentation
- The origins and value of the universe
- The origins and value of human life

Crime and Punishment:

- Corporal punishment
- Death penalty
- Forgiveness
- Religion, crime and the causes of crime
- Religion and punishment

Religion, human rights and social justice:

- Status of women in religion.
- The uses of wealth.
- Freedom of religious expression
- Human rights
- Wealth and poverty

RELIGIOUS STUDIES (GCSE)



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?	Teacher Counsellor Law Charity Worker Social worker Youth Worker Support worker Advice Worker Chaplain Journalism Police

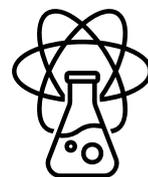


COMBINED SCIENCE TRILOGY



Name of Course	Combined Science: Trilogy (AQA)
BTEC or GCSE or Cambridge L2 Nationals	GCSE (worth two GCSEs)
Lead Teacher for this Subject AND their Email Address	Miss K Bhasin kanika.bhasin@attrust.org.uk
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.</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	<ul style="list-style-type: none"> • Six examinations of 1 hour 15 minutes each. <p>Two exams in each of Biology, Chemistry, Physics.</p> <p>The six exams are added together for the overall grade giving two combined GCSE grades in total.</p> <p>Biology paper 1 – Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Biology paper 2– Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology</p> <p>Chemistry paper 1 – Chemistry topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p>Chemistry paper 2 – Chemistry topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p>Physics paper 1 – Physics topics 1–4: Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p>Physics paper 2 – Physics topics 5–7: Forces; Waves; and Magnetism and electromagnetism.</p> <ul style="list-style-type: none"> • 15% of marks will assess practical skills based on the required practicals. • Working scientifically will be assessed across all papers. Practical work from the course is assessed via written questions in the examinations. • Multiple choice, structured, closed short answer, and open response questions. • Pupils will be given regular ongoing assessments, using past exam questions, to check for understanding and to familiarise them with exam techniques.

COMBINED SCIENCE TRILOGY



<p>Content which is taught</p>	<p><u>Biology topics:</u></p> <ul style="list-style-type: none"> • Cell Biology • Organisation • Infection & Response • Bioenergetics • Homeostasis & Response • Inheritance, Variation & Evolution • Ecology <p><u>Chemistry topics:</u></p> <ul style="list-style-type: none"> • Atomic Structure & The Periodic Table • Bonding, Structure & The Properties of Matter • Quantitative Chemistry • Chemical Changes • Energy Changes • The Rate & Extent of Chemical Change • Organic Chemistry • Chemical Analysis • Chemistry of The Atmosphere • Using Resources <p><u>Physics topics:</u></p> <ul style="list-style-type: none"> • Energy • Electricity • Particle Model of Matter • Atomic Structure • Forces • Waves • Magnetism & Electromagnetism
<p>Expectations of Students for this course</p>	<p>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.</p>
<p>Equipment Required (and if it is provided)</p>	<p>No special equipment will be required for this course beyond normal writing equipment and a scientific calculator.</p>
<p>Which Level 3 (A Level Equivalent) courses can this course be a gateway for?</p>	<p>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.</p>
<p>Which careers can this course lend itself to?</p>	<p>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.</p>

TRIPLE SCIENCE (X3 GCSEs)



Name of Course	Triple Science (AQA)
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	Miss K Bhasin kanika.bhasin@attrust.org.uk
About this course	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. 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. Combined Science offers two GCSE and Triple offers 3 GCSE. Both Combined and Triple had Biology, Chemistry and Physics content.
Assessment Breakdown	<ul style="list-style-type: none"> • Six examinations of 1 hour 45 minutes each. Two exams in each of Biology, Chemistry, Physics. The two exams are added together to give the overall grade for each subject, giving three GCSE grades in total. <p>Biology paper 1 – Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Biology paper 2– Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology</p> <p>Chemistry paper 1 – Chemistry topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p>Chemistry paper 2 – Chemistry topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p>Physics paper 1 – Physics topics 1–4: Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p>Physics paper 2 – Physics topics 5–7: Forces; Waves; and Magnetism, electromagnetism and Space.</p> <ul style="list-style-type: none"> • 15% of marks will assess practical skills based on the required practicals. • Working scientifically will be assessed across all papers. Practical work from the course is assessed via written questions in the examinations. • Multiple choice, structured, closed short answer, and open response questions. • Pupils will be given regular ongoing assessments, using past exam questions, to check for understanding and to familiarise them with exam techniques.

TRIPLE SCIENCE (X3 GCSEs)



<p>Content which is taught</p>	<p>At KS4, students follow the AQA GCSE Science curriculum, developing a deeper understanding of key concepts across Biology, Chemistry and Physics. The course covers topics such as cell biology, infection and response, atomic structure, chemical changes, energy, electricity and forces. Students engage in required practical activities to strengthen their scientific enquiry skills and apply theoretical knowledge. The curriculum prepares learners for further scientific study and helps them understand how science influences everyday life and modern society.</p>
<p>Expectations of Students for this course</p>	<p>Students taking AQA GCSE Science are expected to attend lessons prepared and ready to learn, engage actively in both theory and practical work, and complete all classwork and homework to a high standard. They should revise regularly, take responsibility for understanding the required practicals, and use scientific vocabulary accurately in their work. Students are expected to behave safely and responsibly in the laboratory, ask for help when needed, and prepare thoroughly for assessments. Overall, they should demonstrate good organisation, a positive attitude, and a commitment to improving throughout the course.</p>
<p>Equipment Required (and if it is provided)</p>	<p>Students should come to every Science lesson fully equipped with a black pen, pencil, ruler, rubber, scientific calculator, and their science exercise book. A highlighter, coloured pencils and a glue stick are also useful for organising notes. For practical lessons, students must follow safety requirements, including wearing appropriate footwear and using any protective equipment such as safety goggles provided by the school. Revision guides and safety goggles provided.</p>
<p>Which Level 3 (A Level Equivalent) courses can this course be a gateway for?</p>	<p>AQA GCSE Science is an excellent gateway to a range of Level 3 qualifications (A-Level equivalent). Students who achieve well can progress to A-Level Biology, Chemistry, Physics, or A-Level Applied Science. The course also supports entry into related Level 3 vocational pathways such as BTEC Applied Science, Health and Social Care, Engineering, Sport Science, and Environmental Science. Strong GCSE Science knowledge also prepares students for more specialised courses, including Psychology, Biomedical Science, Forensic Science, and Computer Science at Level 3.</p>
<p>Which careers can this course lend itself to?</p>	<p>GCSE Science opens the door to a wide range of careers. By building strong scientific knowledge and problem-solving skills, this course can lead to careers in medicine, nursing, physiotherapy, dentistry, pharmacy, and biomedical science. It also supports pathways into engineering, environmental science, forensic science, laboratory work, and veterinary careers. Beyond traditional science fields, GCSE Science is valuable for roles in teaching, sports science, psychology, ICT, health and social care, research, energy industries, and public health. The skills developed—analysis, critical thinking, and practical investigation—are highly valued across many sectors.</p>

SPANISH (GCSE)



Name of Course	SPANISH
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Mrs I Nuara ingrid.nuara@attrust.org.uk
About this course	<p>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.</p>
Assessment Breakdown	<p>Paper 1: Listening</p> <ul style="list-style-type: none">• Listening exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)• 40 marks (Foundation Tier), 50 marks (Higher Tier)• 25% of GCSE <p>Paper 2: Speaking</p> <ul style="list-style-type: none">• Teacher assessment• 7-9 minutes (Foundation Tier) + preparation time• 10-12 minutes (Higher Tier) + preparation time• 50 marks (for each of Foundation Tier and Higher Tier)• 25% of GCSE <p>Paper 3: Reading</p> <ul style="list-style-type: none">• Reading exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)• 50 marks (for each of Foundation Tier and Higher Tier)• 25% of GCSE <p>Paper 4: Writing</p> <ul style="list-style-type: none">• Written exam: 1 hour 10 (Foundation Tier), 1 hour 15 minutes (Higher Tier)• 50 marks at Foundation Tier and at Higher Tier• 25% of GCSE



SPANISH (GCSE)



<p>Content which is taught</p>	<p>Theme 1: People and lifestyle</p> <ul style="list-style-type: none"> • Identity and relationships with others • Healthy living and lifestyle • Education and work <p>Theme 2: Popular culture</p> <ul style="list-style-type: none"> • Free time activities • Customs, festivals and celebrations • Celebrity culture <p>Theme 3: Communication and the world around us</p> <ul style="list-style-type: none"> • Travel and tourism, including places of interest • Media and technology • The environment and where people live
<p>Expectations of Students for this course</p>	<p>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.</p>
<p>Equipment Required (and if it is provided)</p>	<p>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.</p>
<p>Which Level 3 (A Level Equivalent) courses can this course be a gateway for?</p>	<p>A-level Spanish</p>
<p>Which careers can this course lend itself to?</p>	<p>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.</p>



SPORT (BTEC)



Name of Course	BTEC Level 1/Level 2 Tech Award in Sport
BTEC or GCSE or Cambridge L2 Nationals	BTEC
Lead Teacher for this Subject AND their Email Address	Mr L French luke.french@attrust.org.uk
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>Component 1 - internal coursework - 60 marks Component 2 - internal coursework - 60 marks Component 3 - 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><u>Component 1</u> 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><u>Component 2</u> 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><u>Component 3</u> Assessment objectives: Demonstrate knowledge and understanding of facts, components of fitness, fitness tests, training methods /processes /principles in relation to improving fitness in sport and exercise Apply an understanding of knowledge and make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.</p>

SPORT (BTEC)



Expectations of Students for this course	<p>Pupils are expected to:</p> <ul style="list-style-type: none">• Work hard and be committed to the course.• Work from an assignment brief.• Present information effectively.• Meet deadlines.• Complete work to the best of their ability• Take part in the practical elements of the course wearing school P.E. kit• Have access to Teams to upload coursework
Equipment Required (and if it is provided)	<p>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.</p>
Which Level 3 (A Level Equivalent) courses can this course be a gateway for?	<p>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.</p> <p>Courses could include OCR Cambridge Technicals in Sport and Physical Activity / BTEC Level 3 Sport Courses / Equivalent academic courses.</p>
Which careers can this course lend itself to?	<p>Careers include Sports Coaching, Teaching, Health and Fitness industry, Sport Management, Professional sport, Community sport, Sports Psychology.</p>



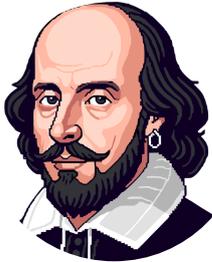
STATISTICS (GCSE)



Name of Course	Statistics
BTEC or GCSE or Cambridge L2 Nationals	GCSE
Lead Teacher for this Subject AND their Email Address	Mrs H Smith helen.smith@attrust.org.uk
About this course	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	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	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. An interest in maths and finding out how statistics are used in the real world.
Equipment Required	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



“Education is the most powerful
weapon which you can use to
change the world.”
- Nelson Mandela



“It is not in the stars to hold our
destiny but in ourselves.”
- William Shakespeare



“The beautiful thing about learning
is that no one can take it away
from you.”
- B.B. King