



Shoreham Academy

The best in everyone™

Part of United Learning

YEAR 9 OPTIONS

2025

Please note : all the information in this booklet is accurate at the time of printing, however it may be subject to later changes due to either internal or external instruction.



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Dear Parent/Carer,

**Year 9 Options Evening:
Thursday 6th March 2025 (5.00pm – 7.30pm)**

I would like to take this opportunity to invite you to our **Year 9 Options Evening**; one of the most significant events in your child's education to date. For most students, choosing courses to study in Years 10 and 11 should be a very exciting time, for others it may seem a little daunting but hopefully for all our students it will be both thought provoking and well-timed. Our aim at Shoreham Academy is to fully support you and your child throughout this process by providing as much information, guidance and balanced professional opinion for you and your child to confidently make the most appropriate option preferences.

Your child will have this phase of the options process explained to them in more detail during an assembly in school. Students will also receive an options booklet on the Options Evening.

Information can be found on the Parents' section on our website <https://www.shoreham-academy.org/parents/options> and students will be sent key resources via Firefly. The official Options Preference Form will be available on our website on 7th March to allow students plenty of time to carefully consider their choices.

The Options evening event will include two identical presentations to provide flexibility and prevent overlapping. The important presentation that explains the option process will be made by myself and Mr K Felton, Assistant Principal. You and your child should attend one. The first presentation will start at **5:30 pm in the main hall. The second identical presentation will be repeated at 6:30 also in the main hall.**

After the presentation, parents and students can visit subject areas, where subject teachers will be available to answer any questions. In addition, we would also encourage parents and students to e-mail staff with specific questions you or your child may have regarding subject option preferences if you need more information.






I hope that you will be able to attend this exciting and important event, however, if you are unable to do so but would like further assistance, we will share a copy of the presentation and place this on the website. Please feel free to contact Mr Felton via email at any time (info@shoreham-academy.org) or visit the parents' section of the website.

Yours sincerely

Jim Coupe

The Options Process Timeline

Options process | 2025-2026 – Keeping it simple

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
				
PSHE Options Information Day	Options Evening	Course research	Course preference selection & submission	Review of Option Preferences
5 th March	6 th March	7 th – 14 th March	14 th March	WB: 28 th April
<p>PHSE Year 9 Launch Options Process & Presentation</p> <p>Year 9 students and parents will be provided with information on the options process.</p>	<p>Year 9 students <i>and</i> parents attend presentation on options process & visit departments.</p> <p>Students and parents will have the opportunity to ask question regarding the various courses.</p>	<p>Year 9 students and parents will use this time to review the courses that are available.</p> <p>This is additional opportunity for students to speak to teachers & subject leads.</p>	<p>At this stage, students will make their initial course preferences via an electronic Microsoft Form.</p>	<p>Each student's selection will be reviewed by the Year 9 options team for discussions.</p> <p>Students and parents will be contacted if the selected options need to be reviewed.</p>

Frequently Asked Questions

When does the process start?

Students will attend an assembly to launch the options process in school. An options booklet will also be available on the website. A timeline of the options process is available on the website [here](#).

Which subjects are core (compulsory) and which are option subjects (optional)?

Mathematics, English, Science, PE, PSHE and Religion & Worldviews are compulsory for all students and make up the core. These subjects will not appear on the options preference form. The remaining subjects are optional, although all students will study either Geography or History and we positively encourage students to take a language.

Why is it important for students to select the right option preferences?

It is vitally important that students are offered a selection of courses that suit their academic profile and interests so that they have access to the widest selection of opportunities beyond Shoreham Academy. We review all students' preferences and want to make sure that they reflect the high levels of ambition we have for them.

Do all students need to study a language?

Most students at Shoreham Academy will choose to study a language because of the positive difference it makes with next steps. This is reinforced by past students who tell us that studying a language has supported their applications to both university and apprenticeships. Unlike some schools locally, we do not insist that all students take a language because this might not be the most suitable subject choice for them.

When do students decide their option preferences?

Option choices will be made electronically via Microsoft forms. The deadline for completing the form will be Friday 14th March 2025. Please note that Options preferences must be agreed by parents/carers before submission. Student preferences could lead to a conversation to refine and confirm option preferences with a member of the Shoreham Academy staff. We will share final options with students in May 2025.

How will the options evening be run this year?

This year's options evening will be on-site at Shoreham Academy. A great deal of the options evening involves gathering information about each of the courses being offered, it is important for you and your child to speak with each subject teacher so they can answer questions. These, alongside more general information and advice, will be available on the academy website on Thursday 6th March.

How is GCSE Further Maths Program delivered

- AQA GCSE Further Maths
 - Delivered 1-hour a week starting in January
 - Invited students already WAG7 from sets 1 and 2 (with the exception of some WAG 6s)
 - Students get to take the topics they are studying on the maths GCSE and dive deeper into it; some of which they will study during their first year of A-level maths if they choose to take it
- Recommended for those interested in taking A-level maths who have already secured a significant amount of content knowledge, as this gives them an advantage in Y12

Frequently Asked Questions

Will students definitely get the subjects they have selected?

The vast majority of students will be able to study their subject preferences. However, there are instances where this is not possible, for example if a subject has too few students to form a class. For this reason, we ask that students also choose a back-up subject or additional preferences. If it is necessary to use the back-up subject, this will be discussed with the student as soon as possible before any decision is made. This is done on an individual basis.

What happens if students make a mistake when completing the on-line form?

Students should e-mail carin.claesson-goom@shoreham-academy.org but our advice is to take care when completing the form to avoid this happening.

Where can students get help?

We encourage students to discuss their preferences with parents or carers, teachers, mentors, ILS (Inclusion Learning Support) and their pastoral team who can offer support regarding students' option preferences. In addition, Mr Felton, Miss Joyce and Mrs Claesson are all available for support and guidance regarding the options process.

Making the Preference Decision

The options process is designed to help students narrow their preferred subjects so that they can ultimately make the correct choices. They can use the options evening and provided booklet to help them learn about the subjects on offer. They can also contact their subject teachers via email to discuss with them whether they think they would be suitable to study their courses.

Students should aim to choose subjects that they:

- Like
- Are good at
- Are particularly interested in
- Will help them in the general career area that they are interested in
- Provide them wider options and experiences in the future

They should not choose subjects because:

- They like the teacher – as they may have a different one next year.
- Their friends have chosen it - as they may be in a different group.

We strongly recommend that students are fully informed before making this important decision and encourage them to use all available support resources and ask for help if they need it.

Is it possible to change option preference?

We are keen to ensure that the options selected for each student are suitable for their academic profile so that they have access to the highest of aspirations and opportunities in terms of further education. We will be reviewing all students' preferences to ensure that they are choosing options that enable them to achieve their potential. However, should an option be unsuitable, an option change can be requested by writing to the Principal detailing the nature of the problem.

Frequently Asked Questions

Does Religion and Worldviews count as an option and why study Religion & Worldviews?

No, it does not take up the space of a GCSE option. As an academy we feel that Religion and Worldviews gives students a wide range of valuable knowledge and skills. It prepares students for a variety of post-16 courses and shows universities and employers that students have a broad interest in the world around them. It is also a legal requirement for all students to study Religion Studies in UK schools. Our approach is to deliver GCSE Short course (AQA), one hour per week over two years. This is made up of one Written exam: 1 hour 45 minutes, which has 96 marks and forms 100% of the GCSE.

I have heard of students in other school studying more options than at Shoreham Academy, could this have a negative impact on my child?

We review the GCSE options process each year, which includes a comprehensive review of our GCSE options subjects and time allocation. This is done both as an academy and in conjunction with United Learning's approach to effective curriculum delivery. Naturally, our approach to GCSE course options is to ensure students are in the best possible position to secure the top places when applying for future university, apprenticeship, or careers. Our aim is to provide an excellent education for all our students, which brings out the best in all of them and prepares them for success in life. Our current curriculum is intended to provide children with the core knowledge they need for success in education and later life, maximises their cognitive development, develops the whole person and the talents of the individual and allows all children to become active citizens and economically self-sufficient.

Is science part of the option process and how does it work?

Science forms one of the core subjects and is not part of the option process. Most students study **combined** science, which includes Biology, Physics and Chemistry, resulting in 2 GCSEs. However, in year 11 higher sets study additional content which enables them to obtain 3 individual GCSEs in the **Separate** sciences Biology, Physics and Chemistry.

How many GCSEs will students at Shoreham academy typically achieve, could you explain this in more detail?

All students take English language and English Literature and maths, totalling 3 GCSEs. As mentioned most students take combined science, which is equivalent to 2 GCSE although students in higher sets are able to achieve 3 GCSEs by sitting the separate science papers (Biology, Physics and Chemistry).

Please note, that the short course Religion & Worldviews is worth half a GCSE. Therefore, students typically achieve 8.5 GCSEs. However, there is potential for students to undertake a GCSE in Latin (taught as a 2 period 7s) and Further Maths GCSE. These additional courses will increase the total number of GCSEs achieved. However, this will need to be appropriate for the individual student.

What if students get to year 10 and don't like a subject?

We will consider potential changes within a subject within the first two weeks of the Autumn term, however this is rare and to be discouraged as groups will be established, changes may not be possible and we do not want students to miss learning.

Many thanks

The Options Team

Option 1 (2 Year course studied in Years 10 & 11):

HISTORY

GEOGRAPHY

Option 2 (2 Year course studied in Years 10 & 11):

FRENCH

SPANISH

Option 3 (2 Year course studied in Years 10 & 11):

ART

BUSINESS

COMPUTER SCIENCE

DANCE

DESIGN TECHNOLOGY

DRAMA

FOOD & NUTRITION

GEOGRAPHY

HEALTH & SOCIAL CARE

HISTORY

IT

MEDIA STUDIES

MUSIC

PE GCSE/BTEC SPORT

PHOTOGRAPHY

Qualification and Exam board: GCSE/AQA

INTENT

Geography aims to develop students to become 'knowledgeable citizens' of global issues such as climate change, food consumption, energy consumption, so that they can make informed choices throughout their life. Our aim is that our students are able to have meaningful conversations that demonstrate awareness of their own local communities in a global setting. Students will develop a respect and care for the natural world that surrounds them, understanding how vulnerable it is. They will make links to how the study of their environment can provide an opportunity to reflect on their presence in the world.

IMPLEMENTATION

Course content:

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

Section A: The challenge of natural hazards (tectonics, weather & climate change)

Section B: The Living World (ecosystems, tropical rainforests & hot deserts)

Section C: Physical landscapes in the UK (coasts & rivers)

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

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

Geographical applications: (Paper 3) (30% of GCSE)

Section A: Issue evaluation (pre-release booklet published 12 weeks before the exam)

Section B: Fieldwork (carried out at the end of year 10 during experience week)

Geographical skills (taught throughout the 2 year course)

Assessment:

Paper 1 and 2: Two Written exams of: 1 hour 30 minutes, 88 marks per paper.

Paper 3: Written exam: 1 hour 30 minutes: pre-release resources booklet made available 12 weeks before exam

IMPACT

Geography GCSE provides an excellent foundation for all further education courses and careers.

Possible jobs related directly to Geography: Cartographer, Commercial/residential surveyor

Environmental consultant, Geographical information systems officer, Planning and development surveyor, Secondary school teacher, Town planner

STUDENT'S VIEW

"I chose Geography for a variety of reasons: I enjoy learning about other places in the world. Also, it improves my general skills when I go out and do expeditions with army cadets. Lastly, because I prefer to learn about what is happening right now in the world. Geography has opened my eyes to the rest of the world and what people live like in other countries."

Qualification and Exam board: GCSE/AQA; Syllabus B

INTENT

Our intent is for students to learn about the origins of the societies around them. This includes a political understanding of our country and others to see how power has altered and changed hands. We also focus on social history and look closely at how other people have lived; their values, perspectives, and differing understanding of the world. This enables students to better understand communities and individuals today, but also to explore their own sense of identity in today's world, and how this might in turn be studied by students in the future.

IMPLEMENTATION

Course content:

Students are taught a wide variety of different topics throughout History to cater for all interests. Topics range from the Norman Invasion of England in 1066 to the Korean and Vietnam wars in the 20th Century. The GCSE consists of 4 units—each worth 25% of the GCSE.

- ⇒ The USA 1920-73 (Paper 1)
- ⇒ Korea and Vietnam 1950-75 (Paper 1)
- ⇒ Health and the People c.1000-1999 (Paper 2)
- ⇒ Elizabethan England, 1568-1603 (Paper 2)

Assessment:

The GCSE has no coursework. There are 2 exams, each 2 hours long. Questions range from 4 marks to 20 marks, students are also expected to analyse and judge sources in both exams as well as understand and question interpretations of the past.

IMPACT

Our expectation is that students gain a basic chronological history of our country from the Norman invasion to today. Beyond this we expect students to have an understanding of the modern world in a much broader sense; including the impacts of the British Empire, WW2 and the significance of American History in the 20th century. This in turn, allows students to understand modern day conflicts and issues currently going on today. We find that students develop far more in-depth understanding of current affairs when they have studied History.

At GCSE our expectation is that students achieve at least their target grade, but also develop the skills of being a historian which can then be carried through to A-Level. History has also proved to be a popular choice for our students at university. History is also a great pathway to many career choices such as; lawyer, politician, museum curator, journalism, film and TV production, teaching, etc.

STUDENT'S VIEW

"History has really opened my eyes to the background of our current society. I have found learning about how the past links with the present really interesting. It has also helped me link other subjects like English to lots of what I learn and also help me with reading and writing skills. History is much more than learning dates and facts and I've really enjoyed gaining a better understanding of the world because of it."

Qualification and Exam board: GCSE/ 1-9 AQA

INTENT

By enabling students to study French at GCSE, our aim is to ensure that pupils enter the working world as globally aware young adults with minds open to the languages and cultures that exist beyond our small island. We aim to provide all of our students with one of the most respected qualifications seen on a CV: a GCSE in French will speak volumes about a person's resilience, attitude and invaluable communication and presentation skills.

IMPLEMENTATION

Course content:

Examination questions across all four skills are set addressing a range of relevant contemporary and cultural themes. There will be three themes (which will be studied both in the context of students' home country and the country whose language they are studying). These themes will be:

- Identity and Culture
- Local, national, international and global areas of interest
- Current & future study & employment

Assessment:

Writing	25% of the final GCSE grade (final examination)
Speaking	25% of the final GCSE grade (final examination)
Listening	25% of the final GCSE grade (final examination)
Reading	25% of the final GCSE grade (final examination)

IMPACT

Study of a GCSE Modern Language opens the doors to the prestigious **EBacc suite**, looked upon favourably by future employers, colleges and universities. After completion of the course students may want to consolidate their invaluable skills and knowledge by choosing to study French at A level. Further education aside, a GCSE in French equips global citizens with the transferable skills to succeed in **any career** of their choice!

STUDENT'S VIEW

"I love French. It has given me the opportunity to broaden my horizons and the chance to interact with people that aren't English, who have their own different cultures and outlooks on life. Studying French has also helped me with all my other subjects—particularly English! It allows me to better understand how grammar in my own language works, and it improves (or maybe I should say "ameliorates!") my own vocabulary! I know it will set me up well for whatever I choose to do later in life, and I know I would have regretted not taking it."

Qualification and Exam board: GCSE/ 1-9 AQA

INTENT

By enabling students to study Spanish at GCSE, our aim is to ensure that pupils enter the working world as globally aware young adults with minds open to the languages and cultures that exist beyond our small island. We aim to provide all of our students with one of the most respected qualifications seen on a CV: a GCSE in Spanish will speak volumes about a person's resilience, attitude and invaluable communication and presentation skills.

IMPLEMENTATION

Course content:

Examination questions across all four skills are set addressing a range of relevant contemporary and cultural themes. There will be three themes (which will be studied both in the context of students' home country and the country whose language they are studying). These themes will be:

- Identity and Culture
- Local, national, international and global areas of interest
- Current & future study & employment

Assessment:

Writing	25% of the final GCSE grade (final examination)
Speaking	25% of the final GCSE grade (final examination)
Listening	25% of the final GCSE grade (final examination)
Reading	25% of the final GCSE grade (final examination)

IMPACT

Study of a GCSE Modern Language opens the doors to the prestigious **EBacc suite**, looked upon favourably by future employers, colleges and universities. After completion of the course students may want to consolidate their invaluable skills and knowledge by choosing to study Spanish at A level. Further education aside, a GCSE in Spanish equips global citizens with the transferable skills to succeed in **any career** of their choice!

STUDENT'S VIEW

"Spanish is awesome! I know it is becoming a very popular language worldwide nowadays, and I am pretty sure it will open plenty of doors for me in the future. I really enjoy learning a lot about the Spanish culture, which is incredibly rich and full of surprises. I have also learned many grammatical rules in Spanish which have made me understand better how grammar works in my own language, which is English."

Qualification and Exam board: AQA GCSE Art, Craft and Design

INTENT

We aim for students studying Art, Craft and Design to develop the ability to make connections and develop ideas from a wide range of cultures and contexts. We aspire to create excellent visual communicators that engage thoughtfully with the world around them. We encourage a passion for creativity and problem solving through experimenting with media and the development of a visual and written art vocabulary.

IMPLEMENTATION

Course content:

The Art, Craft and Design course promotes learning across a variety of processes. Student's must explore and create work associated with areas of study from **at least two** titles listed below.

- **Fine art:** e.g. drawing, painting, sculpture, printmaking, photography and mixed media
- **Graphic communication:** e.g. design for print, advertising, branding and illustration
- **Textile design:** e.g. art textiles, constructed textiles, printed textiles and surface pattern
-

Three-dimensional design: e.g. sculpture, and ceramics

The GCSE course is split into two aspects, the coursework and the externally set project/exam. The coursework is made up of two projects (units of work). The first consists of exploratory work introducing a range of artists, craftspeople, new techniques and processes. During the second unit, students will undertake a project with contextual links, that will culminate in a mock exam.

Towards the end of the course students will modify and refine their work, consolidating all that they have produced into two coursework units that are then assessed.

The final part of year two involves students producing a body of work, based on a theme set by the exam board. Students will study famous art works/crafts people, first hand, through visits to national galleries and exhibitions.

Assessment:

Coursework makes up **60%** of the final mark and the ten-hour examination unit makes up the remaining **40%** of the mark. Work is assessed by an AQA Moderator. AQA offer GCSE grades **9-1**. For a detailed description of the course syllabus and specification please visit the AQA website: www.aqa.org.uk

IMPACT

After GCSE students could go on to study Art based A levels such as Art, Craft and Design, Fine Art, Photography, Fashion and Graphic Design.

Student's view:

"I enjoy Art because I am free to be creative, express myself and make my own decisions."

Qualification and Exam board: GCSE/EDEXCEL

INTENT

You might have an interest in business and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up and what it is that makes someone a great entrepreneur. You may want to work in finance one day. This course will help you to understand all this and more. We are passionate about Business at Shoreham Academy and believe this GCSE prepares you well for the world of work, no matter what path you take.

IMPLEMENTATION

Course content:

You will start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You will learn how to develop an idea, spot an opportunity and turn it into a successful business. You will learn the vital financial skills of break even, cash flow and profit. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved. Then you will move on to investigate business growth. How does a business develop beyond the start-up phase? You will learn about managing finance, calculating profit margins and return on investments. You will learn about managing customers as well as stock control and motivating employees. Also, you will explore how the wider world impacts the business as it grows and how to grow ethically and sustainably.

Students should be aware that the course contains many calculations and a good level of numeracy is advantageous. Please note 25% of the exam paper is based on calculations.

Assessment:

There will be regular assessments throughout the course, at the end of each unit, to see how you are progressing towards your final GCSE, as well as to help you identify areas to work on.

The final exams are as follows:

Theme 1:	Introduction to Small Business	50%	1 hour 45 minutes
Theme 2:	Building a Business	50%	1 hour 45 minutes

Both exams will consist of calculations, multiple-choice, short answer and extended-writing questions.

IMPACT

After this qualification you will understand the world of business and have developed skills in:

- Making decisions and developing persuasive arguments
- Creative and practical problem solving
- Understanding data, finance and communication

It is also a great step preparing you for further and higher education such as A-level and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

STUDENT'S VIEW

"Business is good because it's useful for my future. We do a wide variety of activities to learn in different ways. It's real life topics so it makes it interesting."

Qualification and Exam board: GCSE/OCR

INTENT

Computer Science is about understanding computer systems and networks at a deep level. Computers and the programs they run are among the most complex products ever created; designing and using them effectively presents immense challenges. Facing these challenges is our aim, we hope to prepare students for further education in specialized areas of computer science and to provide support for courses for students in engineering, mathematics and other fields requiring programming skills.

IMPLEMENTATION

Course content:

Unit 01: Computer systems: Contains the body of knowledge about the theory of computer systems. Topics covered include: systems architecture, memory, storage, networks, system security, system software, ethical, legal, cultural and environmental concerns

Unit 02: Computational thinking, algorithms and programming. Topics covered: Algorithms, programming techniques, producing robust programs, computational logic and data representation

Programming Practice: Consolidates the learning across the specification through a practical activities. Including: programming techniques, analysis, design, development, testing, evaluations and conclusions.

Assessment:

Units 01 and 02 are assessed via an exam at the end of Year 11, each paper is worth 50% of the overall grade. Currently, the course is 100% exam. OCR offer GCSE grades 9-1. For additional information about the course syllabus and specification please visit the OCR website or visit us during options evening.

IMPACT

Students will be able to use the knowledge and skills they learn in the classroom on real-world problems. Students will gain valuable algorithmic thinking and programming skills that are extremely desirable in the modern workplace. Students will gain a deep understanding of problem solving and experience in creating logical and efficient solutions. The qualification will equip learners with the skills they need to progress to A Level Computer Science / University degrees / apprenticeships within in the IT industry.

ENTRY REQUIREMENTS

Students wishing to select Computer Science are required to be on-track to secure a 6 in Maths and/ or successfully complete a Python baseline course (Your Computing teachers can tell you more about the course).

STUDENTS' VIEWS

"A brilliant decision for anyone looking to expand their knowledge of computing technology, whether it is programming or learning the fundamentals of computing, it is an enjoyable and interesting course."

"I've always been interested in computers and learning how to code. The Computing GCSE taught me so much and now I understand how computers work and the best bit is, I can actually code!"

Qualification and Exam board: GCSE/AQA

INTENT

Dance focuses on the aesthetic and artistic qualities of contemporary dance and the use of dance movement as a medium of expression and communication, developing knowledge, skills and understanding by creating and interpreting images, ideas and concepts through dance. This qualification aims not only to teach students the fundamentals of dance, but to help young people to remain fit and healthy, promote creative thinking and build self esteem and confidence.

IMPLEMENTATION

Course content:

The new specification has relevant and exciting stimuli for all choreography and has broadened the range of professional works studied. The study of the anthology of professional works will develop students' ability to critically appraise dances of different styles and cultural influences, providing a springboard for engaging practical tasks.

Assessment:

Component 1: Performance	30%
Choreography	30%
Component 2: Dance Appreciation	40%

IMPACT

Pathway into Further Education/employment: After GCSE, students can study A-level and BTEC Dance Level 3, then go on to Higher Education. Careers in dance can take place in all kinds of settings; hospitals and art centres, backstage, in schools and community centres and even in offices. In fact, you may like to know that of the estimated 30,000 people employed in the dance sector, only 2,500 are performers! 22,500 go into teaching careers and the remaining 5,000 are employed in a variety of 'support' careers such as management, therapy and notation.

STUDENT'S VIEW

"I enjoyed studying GCSE Dance as i feel the course was varied and gave me a good insight into how versatile the industry is. It was a great foundation for me to continue studying dance."

Qualification and Exam board: GCSE/AQA

INTENT

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 in practical sessions in a well-equipped workshop to manufacture high quality products that are relevant for modern living.

IMPLEMENTATION

Course content:

The course is divided into three core study areas which are:

- **Core technical principles** - such as new and emerging technologies, mechanical devices, and materials and their working properties
- **Specialist technical principles** - such as using and working with materials, and specialist techniques and processes
- **Designing and making principles** - such as communication of design ideas, modelling, and prototype development

Assessment:

NEA (non-exam assessment) (50% of GCSE).

For the NEA, students will undertake a substantial 'design and make' project. They will be assessed in the following areas:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

Written exam: (50% of GCSE).

IMPACT

This GCSE would compliment courses such as Art and Design, Graphics or Computing and also compliment Maths and Science for those interested in a future in engineering. Students who study GCSE Design and Technology have the potential to go on to study Level 3 courses in Product Design or Graphic Communication. A wide range of careers are available to students who study this GCSE such as a product designer, car designer, interior designer, manufacturing engineer, systems engineer, aerospace engineer and many more.

STUDENTS' VIEWS

"Design and Technology is a great subject as lots of the lessons are practical and it teaches you skills you may need in the future".

"I enjoy Design and Technology as it allows me to be independent and creative with the tools and equipment provided".

Qualification and Exam board: GCSE (Edexcel)

INTENT

Drama is an amazing opportunity to be curious and creative in a safe environment. This is not just a course for people wanting to act, but a platform to develop co-operation, confidence, creativity and problem solving.

You will develop your improvisation and acting skills to a higher level. You will also look at plays in more detail, interpreting them, developing characters and performing them. You will explore different ways of creating your own piece of work from stimulus to performance.. There is some supportive written work detailing this process. What did you do? Why? Did it work? The written exam lets us investigate how to bring a script to life as An Actor, Director and Designer. We look at the production elements of Costume, Set, Lighting, Sound, Stage furniture and Props.

It is a requirement of the course to perform in front of an audience. We also go to see Theatre to be inspired, as well as the fact that reviewing a live theatre piece is part of the written exam. We also create a supportive community watching the performance of other people taking the GCSE course. You will be in at least one performance a year as part of the course.

IMPLEMENTATION

Course content:

Component 1 —Devising Drama—You will devise a piece from stimulus to stage. In your groups you will perform the work and then analyse and evaluate your own work in a devising log of up to 2000 words **(40%)**

Component 2: Performance from a Text - This will be a performance of a script. You will perform two extracts from the same play, these will be monologues, or duologues **(20%)**

Component 3—Theatre Makers in Practise: This is the written paper and it is split into two sections.

Section A: We will study a complete play text considering Theatre makers in Practice. **(30%)**

Section B: This section will be split into two questions and the students will be asked to analyse a live theatre production that we have seen. **(10%)**

Assessment:

Component 1: AO1, AO2 and AO4 are assessed internally (40%)

Component 2: AO2 assessed externally (20%)

Component 3: AO3 and AO4 are assessed externally (40%)

IMPACT

Drama GCSE offers so much for the practical student, who also enjoys being academic and creative. Drama provides you with presentation skills, the confidence to communicate and co-operate effectively, to be independent learners and researchers.

STUDENT'S VIEW

"I can't believe how hard we have had to work but how much I have enjoyed it! Drama has opened me up and given me the confidence to express myself verbally and academically. I have really enjoyed having a shared creative experience every week."

Qualification and Exam board: GCSE/AQA

INTENT

Food and Nutrition GCSE equips students with the knowledge, understanding and skills required to prepare and cook a wide range of different dishes. Students will learn an array of cooking techniques and learn about the properties and functions of ingredients. As well as the practical element, students will gain knowledge of nutrition, food provenance, food traditions and kitchen safety. It will open students' eyes to a world of career opportunities .

IMPLEMENTATION

Course content:

The GCSE theory is split into five core topics: Food nutrition and health, Food science, Food safety, Food choice and Food provenance.

The practical element covers key skills including dough (pastry, bread and pasta) making, use of raising agents, sauce making, knife skills, use of equipment, presentation skills and many more.

Assessment:

NEA (non-exam assessment) Task 1 and Task 2 (100 marks) (50% of GCSE)

Task 1: Food investigation. Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations will take place to support the investigation.

Task 2: Students will plan, prepare, cook and present a final menu of dishes based on a theme chosen from a selection provided by AQA.

Written exam: 50% of GCSE (100 marks)

IMPACT

Students who study GCSE Food Preparation and Nutrition have the potential to go on to study Level 3 courses in Food Science and Nutrition. This GCSE also compliments GCSE PE/sport and science. A wide range of careers are available to students who study this GCSE such as Chef, Food Writer, Sports Nutritionist, Sports person/Athlete, Food Blogger, Baker, British Army Chef, Fresh Produce Development Technologist, Food Teacher – College/School/Club, Supermarket Buyer, Dietician, Food Photographer, Caterer, , Restaurant Reviewer, Shop Owner – Coffee/Tea Shop, Cake Shop, Deli, Event Planner.

STUDENTS' VIEWS

"You cook great savoury and sweet food and you learn all about the body and why we need food."

" I really enjoy the subject because of the cooking we do, I like subjects that have practical work."

"You get opportunities to cook things you have never cooked before."

"Studying Food and Nutrition is a good choice as there are loads of job choices."

"The subject is fun as you learn new techniques every week and you get to know what you need when you are older in your diet."

BTEC TECH AWARD IN HEALTH & SOCIAL CARE

Qualification and Exam board: Pearson

BTEC Health and Social Care

Qualification and Exam Board: Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

Intent

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who wish to acquire knowledge, understanding and technical skills through vocational contexts as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

Implementation

The course is split into 3 components. Component's 1 and 2 are coursework units and will be internally assessed under controlled supervised conditions and externally moderated by Pearson and results are published around March and June time. Component 3 is an exam unit which will be externally assessed.

Component 1: Human Lifespan Development (30% of qualification – PSA)

Learning Outcomes

- A** Understand human growth and development across life stages and the factors that affect it
- B** Understand how individuals deal with life events.

Component 2: Health and Social Care Services and Values (30% of qualification -PSA)

Learning Outcomes

- A** Understand the different types of health and social care services and barriers to accessing them
- B** Understand the skills, attributes and values required to give care.

Component 3: Health and Wellbeing (40% of qualification – EXAM)

Learning Outcomes

- AO1** Knowledge of health and wellbeing
- AO2** Understanding of health and wellbeing
- AO3** Apply knowledge and understanding of health and wellbeing
- AO4** Analyse and evaluate knowledge and understanding of health and wellbeing

Impact

This qualification can lead on to the BTEC Level 3 National Diploma 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 or social care.

Student's View

"I like Health and Social care. It is interesting and topical. I want to become a nurse and this course is helping me reach this goal."

Qualification and Exam board: OCR Cambridge Nationals

INTENT

Our aim is to nurture digital literacy, and provide students with up-to-date skills, knowledge and understanding of the rapidly developing digital world around us. You will learn how to use different applications and tools to design and create IT solutions/products such as a data manipulations solution or an Augmented Reality prototype. This course will help you to develop independence and confidence in using vital skills for success in employment and higher education and are among the key transferable skills required by employers. We aim to develop students' understanding of these skills through the development of creative products to solve real world problems.

IMPLEMENTATION

Course content:

Unit R050 IT in the digital world: In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Some topics include: Design tools, Human Computer Interface (HCI) in everyday life, Data and testing, cyber security and digital communications.

Unit R060 Data Manipulation using spreadsheets: In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet a client's requirements.

Unit R070 Using Augmented Reality (AR) to present information: In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements.

Assessment:

Units R050 (Written Exam) is assessed via an external exam, the paper is worth 40% of the overall grade.

Unit R060 (Non-exam assessment) is assessed by an in class practical assignment, the assignments is worth 30% of the overall grade.

Unit R070 (Non-exam assessment) is also assessed by an in class practical assignment, the assignments is worth 30% of the overall grade.

IMPACT

Students will be able to use the knowledge and skills they learn in the classroom on real-world problems. It is also a highly creative subject that calls on learners to be inventive. The qualification will equip learners with the practical IT skills they need to progress to A Level / Level 3 Vocational qualifications, apprenticeships or junior roles in the IT industry.

Students' views:

"IT is an excellent way to further develop your IT skills. Every job involves a computer or some sort of technology, so why not take it, it will give you valuable skills for your future jobs."

Qualification and Exam board: GCSE/Eduqas

INTENT

Our Media Studies course will help you to:

- Develop an understanding of how media products are developed, produced, distributed and marketed in today's global marketplace.
- Explore a wide range of media products (from *Friends* to James Bond film marketing to music videos and many more!) that will extend your own media experiences
- Create your own media products and develop your own practical and creative skills
- Understand how media products have an impact on your attitudes and awareness of the world through the representation of people, places and events.

IMPLEMENTATION

Course content:

The main media forms studied are: Television, Newspapers and Magazines, Advertising, Radio, Videogames, Film Marketing, Music Video and Music Websites. We look at how the media industries have developed, how media products are created and what happens to them after they have been released. We also look at different genres (types) of media, such as TV sit-coms, how different people and countries are represented in the media, the links between different types of media and introduce you to media theory.

Assessment:

30%: COURSEWORK - you will plan and make an individual media production project over 12 weeks, such as creating print-based marketing materials for a new film, making a short sequence from a TV show, creating a magazine cover and double-page article, or making a music video.

70%: WRITTEN EXAM – There will be two Written Exams, to be taken in June 2027. Component 1 (40%, 1 hour 30 minutes) will test your knowledge and understanding of a range of media products that you will study during the course, and Component 2 (30%, 1 hour 30 minutes), will ask you about media industries and audiences.

IMPACT

GCSE Media develops your communication and creative skills, and prepares you well for A-Level Media Studies at Shoreham Academy Sixth Form which is very successful. Many of our students have gone on to follow a variety of academic and vocational Media courses at College/University, which have led to employment in the Media industries and other related careers.

STUDENTS' VIEWS

"I enjoyed finding out about the different media industries."

"I have found the practical work fun but hard work."

Qualification and Exam board: GCSE MUSIC WJEC (Eduqas)

INTENT

You will develop your listening and appraising skills through the four Areas of Study and the Set Works. You will develop skills in performing, listening and composing by taking part in both solo and ensemble tasks which are built into the course.

IMPLEMENTATION

Course content:

There are four Areas of Study and two Set Works:

Area of Study 1: Musical Forms and Devices

Area of Study 2: Music for Ensemble

Area of Study 3: Film Music

Area of Study 4: Popular Music

Set works: J. S. Bach: Badinerie and Toto: Africa

Assessment:

Performance – 30%. One solo recording, one ensemble recording.

Composing – 30%. Two compositions. One to a set brief, one free choice composition.

Appraising – 40% Exam of 1 hour 15 minutes duration at the end of the course.

Skills required: You will need to be motivated and have an open mind to experiencing different types of music. You will also need to be able to perform on an instrument or sing. It is also helpful if you have knowledge of musical notation and theory.

IMPACT

GCSE Music is a natural pathway to A level Music and Music Technology or a BTEC in Music. Students could study a degree in Music or Music Technology. They could specialise in Performing, Composing, Music Technology or Sound Production. They could secure jobs in Education, the Performing industry, the Music Technology industry, or become Music Therapists or Music Journalists.

STUDENT'S VIEW

“It is good to learn about different varieties of music from different eras.”

Qualification and Exam board: GCSE/AQA

INTENT

GCSE PE is an exciting and varied course available to all students who are committed to both academic and practical PE. Contemporary topics, many of them new to the students, will help them develop a well-rounded set of transferable skills. This will prepare them for progression to further academic and vocational studies.

A well-motivated approach is required to all aspects of Physical Education. We demand a great deal of enthusiasm and commitment from our students to their academic studies and personal practical performance. Students will need to demonstrate strong practical performance, including in at least one individual sport. They are expected to attend extra-curricular sports clubs and to complete weekly homework (set via Firefly) to a high standard. We are confident that the AQA GCSE Physical Education course will inspire and challenge our students to be their best.

IMPLEMENTATION

Paper 1: The human body and movement in physical activity and sport

What's assessed:

Applied anatomy and physiology

Movement analysis

Physical training

Use of data

How it's assessed:

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

Questions:

Answer all questions.

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What's assessed:

Sports psychology

Socio-cultural influences

Health, fitness and well-being

Use of data

How it's assessed:

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

Questions:

Answer all questions.

A mixture of multiple choice/objective test questions, short answer questions and extended answer question

IMPACT

Students who have taken this course have gone on to study A' Level PE and Level 3 Btec Sports & Exercise Science in preparation for a BSc (Hons) University degree in Sport & Exercise Psychology, Sport & Exercise Science or Sports Therapy. Other students take a more vocational route, studying Level 3 Btec Sport at Shoreham Academy 6th Form, and have gone on to study BA (Hons) courses in Sport Development and Coaching, Sports Studies or Secondary PE. Students can also use GCSE PE to access other courses in Shoreham Academy 6th Form. This can lead to degree level courses in a wide range of subjects as well as Level 4 Apprenticeships.

STUDENT'S VIEW

"GCSE PE is a very challenging course that improves your practical skills in a range of activities. The theory is demanding and requires regular independent study. The inspirational teaching helps you to understand it though."

Qualification and Exam board: Pearson BTEC Level 1/Level 2 Tech Award in Sport

BTEC Level 1/2 Tech Award in Sport

INTENT

The Pearson BTEC Level 1/2 Tech Award in Sport is an exciting course that gives learners the opportunity to develop **sector-specific applied knowledge and skills** through **realistic vocational contexts**.

This course is for learners who want to acquire vocational knowledge and skills by exploring different sport and physical activity providers. They will also explore the different types of participants and their needs, to increase their engagement in sport and physical activity. They will further develop their knowledge and understanding of anatomy and physiology.

Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions.

The qualification enables learners to develop their skills, such as sport analysis and sports leadership, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

IMPLEMENTATION

The course is split into 3 components. Components 1 and 2 are coursework units and will be internally assessed.

Component 3 is an exam unit which will be externally assessed.

Component 1: Preparing Participants to Take Part in Sport and Physical Activity (30% of qualification) COURSEWORK (Re-Take Available).

Learning outcomes

A Explore types and provision of sport and physical activity for different types of participants

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

Component 2: Taking Part and Improving Other Participants Sporting Performance (30% of qualification) COURSEWORK (Re-Take Available).

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

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (40% of qualification) EXAM 1 hour 30 minutes

AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

IMPACT

Btec TECH courses are the same size and rigour as GCSEs, widening learners' options at Key Stage 4, while keeping all their options open for progression into post-16 education and training. **This qualification is equivalent to GCSE PE and requires considerable effort.** Other skills include being able to work independently; being able to meet deadlines; being organised and creative: being able to use IT effectively and be able to perform under the pressure of exam conditions. The course also prepares the learners for further studies such as the Level 3 BTEC Nationals in Sport or Sport and Exercise Science.

STUDENT'S VIEW

'BTEC Sport is good for students who find traditional exams a challenge. It gives you the skills and experience to pursue a career in sport. I have really enjoyed how the course can adapt to my personal needs.' Billy, Yr11

Qualification and Exam board: GCSE EDEXCEL

INTENT

Photography is often described as ‘the democratic medium’. We aim to use photography to make creativity accessible to all– regardless of drawing or making abilities. Taking a photograph is about choices– choice of subject, choice of lighting, and communicating in a visual way. We aim to increase our learners’ ‘cultural capital’ and visual literacy skills both in practical terms and through their knowledge of the visual arts. Involvement in the arts and general creativity not only improves health, confidence and wellbeing but also enables individuals to think of and make creative solutions for tasks. We may be equipping learners with skills that make them adaptable for careers that do not yet exist due to technological progress, or for existing careers within the visual and commercial arts.

IMPLEMENTATION

There are two units:

Coursework (60% of final marks)– this unit is split into several smaller manageable projects and spans from the Autumn term of year one to the end of the Autumn term in year two. Students learn how to critically analyse the work of photographers and artists in order to contextualise their own work. We provide a range of practical workshops including Adobe Photoshop, Lighting, and general visual experimentation.

These activities are all evidenced in students’ sketchbooks and a portfolio of final pieces.

Exam unit (40% Of final marks)- The examination paper is release in the Spring term and students are given an extended preparation period before a ten hour practical exam where students produce a final piece. The exam is assessed on both the exam final piece and the preparation (sketchbooks and mounted sheets).

IMPACT

Photography GCSE provides an excellent foundation for all further Education visual arts courses and careers.

Possible jobs related directly to Photography: Photographer, graphic designer, Adobe Photoshop professional, set designer, art director, cinematographer.

STUDENT’S VIEW

“I enjoy the creative and chilled atmosphere in lessons. I wasn’t very confident with cameras and photoshop at first but now it is my favourite lesson.”

Qualification and Exam board: GCSE Short course / AQA

INTENT

Religion and Worldviews will encourage learners to:

- develop their knowledge and understanding of religions and non-religious beliefs
- construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

IMPLEMENTATION

Course content: Beliefs, teachings, and ethical studies

- Section A: Thematic studies: religious, philosophical and ethical studies:
 - Relationships and families.
 - Peace and conflict.
- Section B: The study of religions: beliefs and teachings of:
 - Christianity
 - Islam

Assessment:

- Written exam: 1 hour 45 minutes • 96 marks • 100% of GCSE

IMPACT

If you are planning to go on to sixth form then Religion and Worldviews GCSE is great preparation for A Levels in a wide variety of subjects, from Art History to Sociology, Psychology to Law.

If you want to go on to do vocational courses at sixth form, or go straight into the working world after your GCSEs, Religions and Worldviews gives you a really wide range of knowledge and skills that you can use. Employers will be able to see that you are someone with broad interests who can communicate their ideas well.

STUDENTS' VIEWS

"I think the understanding of the world and of different cultures and religions I've gained will be useful in later life, will help me broaden my horizons, and will give me the edge in the job market."

"I've really enjoyed the last two years, for not only the deeper understanding of life it intends, but the analytical mind it encourages, the classroom debates and the time to look into and try to deeply understand other people's ways of life."

Qualification and Exam board: GCSE/1MA1 Edexcel

INTENT

Maths is a core subject and studied by everyone at GCSE. In maths you will learn how to apply a broad range of mathematical concepts to solve problems, both abstract and in context. Our aim is to promote the image of maths positively so that students are numerate and are able to be rational thinkers. Students will be able to appreciate the different methods and approaches to a problem and be able to solve problems in familiar and non-familiar contexts and also be able to make links, find connections and generalise.

IMPLEMENTATION

Course content:

Topic Area	Foundation %	Higher %
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics	15	15

ASSESSMENT

The course consists of 3 separate exams all taken at the end of Year 11. Each paper is 1.5 hours in length with one non-calculator paper and two calculator papers where the use of a scientific calculator is essential. Students will either sit the Higher paper (Grades 3-9) or the Foundation paper (Grades 1-5). Each paper will consist of a mix of question styles from short, single mark questions to multi-step problems. The mathematical demand increases throughout the paper. Students must take all three question papers at the same tier.

There is no coursework element to the Maths GCSE qualification.

IMPACT

The minimum requirement for Level 3 courses is a Grade 4 but some colleges requiring a Grade 5. A minimum of a Grade 7 is recommended here at Shoreham Academy to take Maths at A Level. Mathematics is essential for any job as it develops general numeracy skills as well as an ability to problem solve and confidently handle data, skills which are essential for a successful career. A GCSE in maths is a basic requirement for most jobs and training courses as well as being continued at A Level and degree standard. Key careers for maths would be accountancy, research and any type of engineering.

STUDENT'S VIEW

"Maths has always been one of my favourite subjects and I've really enjoyed Year 10 so far and already learnt so many new skills and approaches. I feel very confident about my maths abilities."

Qualification and Exam board: Edexcel 9-1 GCSE Literature

'Our aim is to ensure that all students make expected levels of progress in order for them to become effective communicators within the world.'

Course Content:

English Literature is a core subject which equips students with skills of analysis and evaluation. It is not an optional subject and forms a key part of your child's education.

The English Literature qualification assesses your child's ability to read and interpret a wide range of classic and modern literature. The aim of the course is to develop fluently of reading as well as good understanding, and to develop the ability to make connections across their reading. Students will be taught to read in depth, and to develop their skills of analysis and evaluation. Students will be asked to discuss their ideas and explain their understanding. The course aims to develop the habit of reading wide and often, as well as developing an appreciation for the depth and power of British Literature.

Students will also develop the ability to write accurately, effectively and analytically about their reading, using Standard English. They will also acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

Students will read a variety of texts spanning a great many significant periods of history. Students will look at *Macbeth* and begin to appreciate the contribution that Shakespeare has made to the Literary canon, as well as looking at more modern ideas featured in Mary Shelley's *Frankenstein*. Students will look at the historical context that texts are written in and develop their understanding of how Britain has developed over time.

Students will also be exposed to more modern voices from the likes of J.B. Priestley and a host of modern poets such as Benjamin Zephaniah, John Agard and Jane Weir. Students will be exposed to a variety of voices and perspectives which will broaden their understanding of the world.

Assessment:

Students are assessed through two exams which equate to 50% each of the GCSE qualification. There is no coursework option; assessment is 100% exam.

Component 1: Shakespeare and Post-1914 Literature.

Paper 1: Macbeth and An Inspector Calls 1 hour 45 minutes

Component 2: 19th-century Novel and Poetry since 1789

Paper 2: Frankenstein, Unseen Poetry and Anthology Poetry. 2 hours 15 minutes.

Skills Required:

Successful English Literature students are able to read and comprehend a variety of topics and be able to critically analyse and evaluate the choices made by the writers. To be a successful English Literature student, you should ensure that you are reading regularly and reading a variety of texts particularly 19th century fiction. Students should be able to offer critical and evaluative comments based on texts which are informed by their own perspectives.

Students should have a firm grasp on how to write using higher level vocabulary as well as be able to punctuate and organise their work effectively. Students should be able to have a solid grasp of their spelling and be able to present ideas clearly to a reader.

Pathway into future education:

English Literature offers students the ability to develop critical and analytical skills. Successful candidates will find that English offers many opportunities with many different employers. Public and private sector organisations such as the National Health Service (NHS), educational institutions, local and national government, financial and legal firms, and voluntary and charitable organisations employ English graduates in a range of roles, including: administration, arts management, events management, finance, general management, teaching, research. Other typical employers include: advertising marketing and public relations agencies, media organisations, publishing companies. English is considered a highly academic subject and can open doors to many opportunities after GCSE study including A levels, Universities and employment.

Qualification and Exam board: GCSE/Edexcel

Our aim is to ensure that all students make expected levels of progress in order for them to become effective communicators within the world.'

Edexcel 9-1 GCSE English Language

Course Content

English Language is a core subject which equips students to be literate in the outside world. It is not an optional subject and forms a key part of your child's education.

The English Language qualification assesses both reading and writing skills across two examinations and forms a vital part of their qualifications when searching for future employment. As part of the course, students will look at a combination of fiction and non-fiction texts. They will be asked to analyse the way in which writer's communicate their ideas to the reader. In the writing section of the papers, students will be asked to write both creatively (a short story) or be asked to write a piece of non-fiction such as a letter, newspaper article, magazine article or speech.

Assessment:

Paper 1: 40% -19th Century Fiction (Reading) and Creative Writing. 1 hour and 45 minutes

Paper 2: 60%- 20th Century and 21st Century Non Fiction (Reading) and Transactional Writing. 2 hours and 5 minutes.

***Please note there is no coursework element in English Language.**

There is also speaking and listening element to the qualification which is assessed alongside the examined portion of the qualification. This qualification is recorded alongside your child's overall English Language grade and will equip students with the skills they need to communicate their ideas effectively. Students will be asked to do a presentation on a subject which they can demonstrate a capacity to speak about at length. The speaking and listening element of the course is not an optional part of the course and students are required to complete it.

Skills Required:

Successful English Language students are able to read and comprehend a variety of topics and be able to critically analyse and evaluate the choices made by the writers. To be a successful English Language student, you should ensure that you are reading a regularly and reading a variety of texts including fiction and non-fiction. Students should be able to write using flair and originality as well as being able to write in both informal and formal settings. Students should have a firm grasp on how to write using higher level vocabulary as well as be able to punctuate and organise their work effectively. Students should be able to have a solid grasp of their spelling and be able to present ideas clearly to a reader.

Pathway into future education:

English Language is an essential qualification which will allow you to enter onto A Levels and other vocational skills as well as gain entry into higher education. English Language is essential in providing students with the key skills they need to access employment as reading and writing skills are essential. Students who fail to secure a grade 4 at GCSE will be required to re-take in the 6th form and beyond.

Qualification and Exam board: GCSE Combined Science, 'Trilogy', AQA

INTENT

The Science Department seeks to instil in pupils a desire to know and understand both themselves and the wider world around them. There are many challenges of living sustainably and our planet has increasing demands placed on its resources. We are surrounded by increasing technology and products of science every day, from materials, to cosmetics, to medicines. As children grow up in an increasingly technologically and scientifically advanced world, they need to be scientifically literate to succeed.

Teaching the scientific method to students is teaching them how to think analytically, learn, solve problems and make informed decisions. These skills are integral to every aspect of a student's education and life, from school to career.

IMPLEMENTATION

Course content:

All pupils study the AQA Trilogy syllabus, and over the two years of the course, students study 24 units and alongside many experiments they have 21 required practicals that they need to understand in more detail.

We expect students to take an active part in their experiments in order to gain insight into both the theory and skills of both science itself and working scientifically.

Lessons have a range of teaching and learning strategies that follow the Rosenshine Principles in order to enable all students to succeed.

Assessment:

We use a range of assessments to decide the correct tier of entry for a pupil. Foundation tier allows pupils to gain a grade U up to a 5-5. Higher tier allows pupils to gain a 4-4 up to a 9-9, but with significantly harder questions. Pupils sit six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas, including the required practicals.

IMPACT

We expect our pupils to work hard to meet or exceed their targets and are pleased that many of our students go on to study the sciences at KS5 both here in our sixth form and the KS5 providers in our locality. Many of those students then go on to the full range of locations of Universities from Brighton through to Glasgow, Cambridge and Harvard.

Students' views:

"I love finding out why!"

"That's quite mad when you stop and think about it."