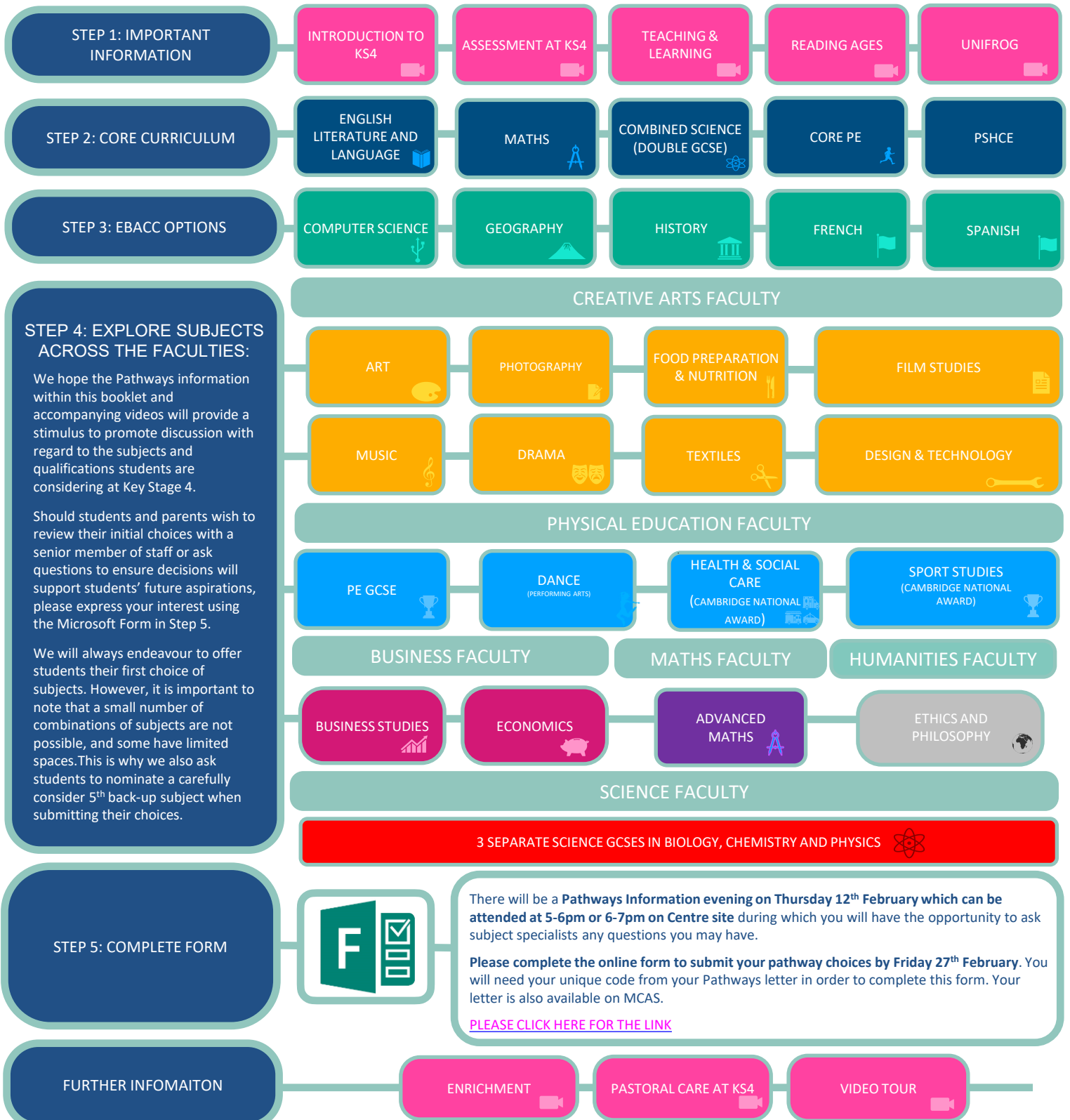


Our Key Stage 4 (KS4) curriculum offers students the opportunity to study a diverse range of subjects and qualifications with the aim that all our students gain the best possible qualifications at the end of Key Stage 4. The efforts of teachers, parents and, most notably, students can be seen in our students' successes over a number of years. Students receive a huge amount of support during the Pathways process. The process outlined in the framework below provides students and their families with a platform to consider the subjects and qualifications they will elect to study at Key Stage 4.



## A Culture of Opportunity and Success

At King Alfred's, our curriculum offers students the opportunity to study a diverse range of subjects and qualifications to support them in achieving the best possible qualifications at the end of Key Stage 4. The efforts and achievements of students are widely celebrated and all are challenged to come out of their comfort zone.

## Key Stage 4 Overview

Key Stage 4 is taught across two years ensuring our students study a broad and rich curriculum, comprised of both the core curriculum and subjects in which they have a particular interest. Over these two years, we focus on developing depth and breadth of knowledge in order for students to be successful learners. This greater level of expertise will better equip students for success beyond Key Stage 4.

The linear nature of the current GCSE qualifications means that students will generally sit examinations at the end of Year 11. However, there are some exceptions to this, for example unit examinations in our Cambridge National qualifications which happen throughout Year 10 and Year 11.

## Curriculum Wheel

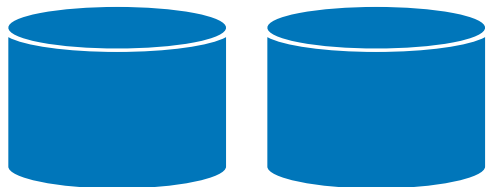
At King Alfred's Academy our core mission is to provide opportunity for all students by ensuring each and every individual thrives in our dynamic academy, achieves their personal best, and progresses feeling happy, safe and fulfilled. We express our commitment and enthusiasm to this mission through the Curriculum Wheel, a useful visual that identifies our core curriculum priorities as an Academy.



## An Evolving Curriculum

To support every individual student studying a broad and balanced curriculum, which ensures a breadth of choice post-16, we recommend students carefully consider having an Ebacc-compliant curriculum. This would include the selection of both a Modern Foreign Language (French or Spanish) and a Humanities subject (History or Geography). The EBacc subjects open doors for students and is considered essential to many degrees. However, for some students, selecting a different combination of subjects may be more appropriate and afford them more success.

### GROUP 1



English: Double weighted\*  
Maths: Double weighted

\*Highest score of English Language or Literature double weighted if a student has taken both qualifications

### GROUP 2



EBACC Qualifications

(Sciences, Computer Science, Geography, History and Languages)

### GROUP 3



'Open Group'

Remaining EBACC qualifications and other approved qualifications

(GCSEs and other approved academic, arts or vocational qualifications)

## On-going Assessment

Below are some examples of the strategies that help us to implement on-going assessment in our KS4 curriculum:

- To best measure students' understanding, we plan assessments in advance to ensure that they have a clear purpose. However, we believe that effective teaching constantly uses feedback in the classroom, through discussion, questioning, circulating around a classroom to look at students' work and activities which require students to demonstrate learning.
- The students in a class will be given feedback in various forms that will explain what is needed to further develop. This is accompanied by Dedicated Improvement and Reflection Time (D.I.R.T), that addresses the most pressing identified area/s in need of development.
- Finally, to further cement their knowledge, students will have independent learning to complete out of lesson time that is linked back to activities undertaken in class (for example, a starter task or quiz).



At King Alfred's Academy our core mission is to provide opportunity for all students by ensuring each and every individual thrives in our dynamic Academy, achieves their personal best, and progresses feeling happy, safe and fulfilled. We offer a rich, inclusive and accessible curriculum experience, both in and out of the classroom, which promotes our core principles and supports students to become responsible, tolerant, respectful, curious, knowledgeable and resilient.

Our courses focus on teaching key knowledge in depth, helping students understand and remember important ideas. This includes facts, concepts, techniques, and the language needed to apply them, which are clearly outlined in our curriculum. Each course is designed with a clear plan for what and when topics are taught, linking subjects where possible to help learning make sense. Teachers encourage curiosity, address misconceptions, and use strategies like modelling and scaffolding to support progress. We prioritize the success of all students, especially those with additional needs, by using data to plan targeted support. A consistent approach ensures a positive environment for learning.



While there are many variables to doing well in GCSEs, it is clear that reading is the 'master skill' underpinning success. Reading supports intellectual development and extensive research shows that reading ability impacts performance in every subject:

- A recent major study showed a 'significant correlation' between reading ability and GCSE results across all subjects. This is just as strong in Maths & Sciences as it is in Arts, Humanities and English. (GL Assessment study of 370,000 students, February 2020)
- Reading well is a more important indicator of success than socio-economic/educational status of parents (OECD/PISA 2009).
- Reading aids with cognitive development and impacts across the curriculum – advanced readers likely to do 'significantly better', with a 9.9% advantage in Maths by age 16 (IoE, London, 2013).
- Researchers found that the strongest factor affecting pupils' science scores is reading comprehension (EEF, September 2017).
- Reading improves teenagers' vocabulary by 26% regardless of background (Centre for Longitudinal Studies, November 2017).

GCSE exams have become increasingly text-heavy, reflecting the importance of reading well. To understand the reading demands of various subjects, we have done a reading age analysis of exam papers; this has shown that all subjects require a reading age of between 13 and 16. You can see the individual subject results under the 'Reading Age' book icon on each page (see example below). Some subjects do not have this information as students don't sit formal exams (these are marked as N/A and crossed out on the relevant subject pages). However, there are significant reading and writing demands in all GCSEs.

READING AGE



King Alfred's is a reading school; we encourage and support students in developing reading for pleasure and progress, and we introduce them to disciplinary reading to improve their academic literacy. It is also important for students to consistently read at home to ensure they advance their reading at a steady pace.

VIDEO  
LINK



Choices, choices, choices

The idea of GCSEs and other Level 2 qualifications is to give you a broad, general knowledge across a range of subjects. After your Level 2 qualifications, you can become increasingly specialised through Level 3 qualifications (such as A-Levels or Level 3 BTECs), and then specialise again through higher level qualifications (such as High Diplomas or degrees). That seems so far away, and it is, but the choices you make now can really affect what happens in the future. So to help you in making informed choices, you should undertake the UniFrog activities explained in the video before working through the Pathways booklet.

Why?

Having an idea of the GCSEs you want to take will give you a better indication of potential career options. This makes future decisions so much easier regarding things such as A-Level or BTEC options, Higher Diplomas, degree options and apprenticeships. Similarly, it's always good to have an idea of the careers you may like to do and you can build from there to see which GCSE subjects you may need to take for certain career choices, even if you change your mind between now and then.

How?

- You should have received a [unifrog.org](https://unifrog.org) login via your school email account. It might be worth checking your junk/clutter folder.
- Activate your account and 'sign in' at [www.unifrog.org](https://www.unifrog.org).
- If you've forgotten your password, don't worry, just click the 'reset password/resend welcome email' button.
- Watch the video below and complete the activity.

The PSHCE curriculum at King Alfred's Academy Aims to produce well-rounded individuals who contribute positively to their community and navigate life's challenges successfully, as well as empowering students to adopt our school's Core Values.

## WHY DO WE ALL STUDY THIS SUBJECT?

We focus on teaching PSHCE, SMSC and RSE alongside our school values and the British Values with the aim of exposing students to a range of ideas and beliefs. This allows them to consider and develop their own informed opinions and perspectives, whilst also learning to be respectful and tolerant of the views of others.

### **Personal, Social, Health, Citizenship, and Economic (PSHCE) Education**

Personal, Social, Health, Citizenship, and Economic education is an important part of the curriculum and each year group has 1 hour of PSHCE lessons per fortnight.

The aim of PSHCE is to equip all students with a sound understanding of risk, and to provide them with the knowledge and skills necessary to make safe and informed decisions in order to live confident, healthy, and independent lives.

### **Spiritual, Moral, Social, and Cultural (SMSC) Education**

The Spiritual, Moral, Social, and Cultural education of our students is not only covered within their broader curriculum, but it is also a key foundation of our PSHCE lessons, Personal Development (PD) curriculum, and our Relationships and Sex Education (RSE) lessons.

### **Relationships and Sex Education (RSE)**

Each academic year, students receive two sessions of Relationships and Sex Education (RSE). The sessions are planned using national guidance and cover key age-appropriate topics for each year group.

We strive to provide quality Relationships and Sex Education (RSE) as research has shown that young people who have had good RSE are more likely to make safe and responsible choices for themselves.

Our aim at King Alfred's through our PSHCE and RSE provision is to equip students with the information, language, and skills to ensure their health and wellbeing now and in the future.



## VIDEO LINK

To develop an appreciation and love of reading in a way that helps students to explore different perspectives and ideas about society and the world in which they live whilst also being able to write accurately, fluently, effectively and at length in order to confidently express their own ideas and viewpoints.

### WHY DO WE ALL STUDY THIS SUBJECT?

The study of both English Language and English Literature provides us with a broad and exciting range of experiences whilst enabling us to master key skills in both writing and literary interpretation. At KS4, not only do we continue to develop the ability to communicate ideas in both verbal and written form (proactively broadening our precise and effective use of vocabulary), we also cultivate and refine our analytical skills whilst looking at a range of texts both inside and outside of the exam syllabi. During our studies of texts that range from Dickens' 'A Christmas Carol' to poetic works from the likes of Owen, Duffy and Angelou, we contemplate and discuss the larger themes and ideas explored by writers in relation to their social and historical context.

Some of the big questions we will be exploring are:

How do writers express their ideas about the social and political issues that influence them?

Do writers' words have power?

To what extent is power and wealth a corrupting influence on people?

To what extent are we responsible for our own actions?

To what extent are we responsible for other people?

### FUTURE ASPIRATIONS

Many students continue to study either English Language, English Literature or both at A level in our Sixth Form and read English Language or Literature at university. There are also a variety of other degrees these subjects can prepare you for, such as Journalism and Law. Russell Group universities, as well as employers, are eager to see applications from students who have good English results at GCSE and beyond and these can therefore help you to progress in a wide range of fields and professions.

### HOW WILL I BE ASSESSED?

Both GCSE English Language and GCSE English Literature are linear courses which are 100% exam based.

GCSE English Language consists of 2 papers:

Paper 1 – Explorations in Creative Reading and Writing (Fiction paper – 50% of the GCSE)

Paper 2 – Writers' Viewpoints and Perspectives (Non-Fiction paper – 50% of the GCSE)

GCSE English Literature also consists of 2 papers:

Paper 1 – Shakespeare and the 19th Century Novel (40% of the GCSE)

Paper 2 – Modern Texts and Poetry (60% of the GCSE)

In addition to the 2 GCSEs above, all students have the opportunity to gain a Certificate in Spoken Language at either Pass, Merit or Distinction Level. This will be assessed through a presentation and question and answer session/discussion.

### WHERE CAN I FIND OUT MORE?

- Specification: [Language & Literature](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 14.9 or above before the end of Year 11.



“IT IS GOOD TO HAVE AN END TO JOURNEY  
TOWARD; BUT IT IS THE JOURNEY THAT  
MATTERS IN THE END”



## VIDEO [LINK](#)

To develop a clear understanding of how Mathematics is a creative and highly inter-connected discipline concerned with problem solving through the application of logical thought. Mathematics is critical to everyday life, to science, technology and engineering, to financial literacy and to most forms of employment.

### WHY DO WE ALL STUDY THIS SUBJECT?

Not only is gaining a qualification in Mathematics a threshold to most future employment and study, but it also a fascinating and important subject to study in its own right. In studying GCSE Mathematics, you will continue to learn about the aspects of Mathematics that you will use in everyday life in the future – from understanding finance, to how statistics are used and misused, and how to apply Mathematics to common problem solving scenarios. Beyond this, GCSE Mathematics is also foundational to all STEM careers, and to further study in STEM subjects at KS5 and beyond.

Some of the big questions we will be exploring are:

- How can algebra be used to generalise patterns and represent relationships between variables?
- How are statistics used to summarise, communicate and analyse data?
- How can Mathematics be used to describe and compare the likelihood of different outcomes?
- How do the ideas of similarity and congruence help us to solve geometric problems?

### FUTURE ASPIRATIONS

Many students continue to study Mathematics in our Sixth Form as Maths A Level, Further Maths A Level, or as Core Maths. From here, many students go on directly to read Mathematics at university whilst many other students go on to read STEM (Science, Technology, Engineering and Maths) subjects at university where Mathematics is commonly a required subject for course entry. GCSE and A Level Mathematics are also stepping stone qualifications into a variety of apprenticeships.

### HOW WILL I BE ASSESSED?

This is a linear course assessed in three exam papers at the end of Year 11. These three exam papers will sample the breadth of the GCSE Mathematics curriculum, testing not only your knowledge of mathematical techniques but also how to apply them to solve unseen problems. There is no coursework element to this subject; the course is assessed through 100% exam.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

### READING AGE

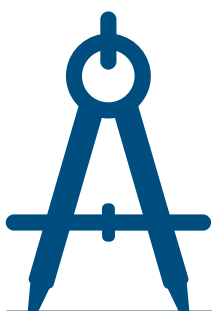
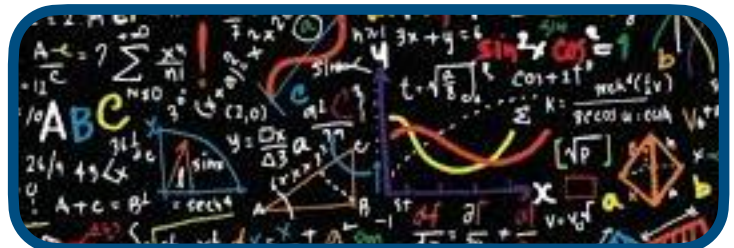


Foundation Paper



Higher Paper

You need to be confident that your reading age will be at least 13.2 (foundation paper) or 14.1 (higher paper) or above before the end of Year 11.



**“THE ONLY WAY TO LEARN MATHEMATICS  
IS TO DO MATHEMATICS!”**



BACK TO PATHWAYS  
OVERVIEW

## VIDEO LINK

To provide the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics. Science has changed our lives and is vital to the world's future prosperity. Students are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena, through the building of key foundational knowledge, to challenging concepts.

### WHY DO WE ALL STUDY THIS SUBJECT?

Science helps our understanding of the world around us. Everything we know about the universe, from how trees reproduce to what an atom is made of, is the result of scientific research and experimentation. Human progress throughout history has largely rested on advances in science. From our knowledge of gravity to cutting-edge medicines, students of Science have shaped our modern world. Understanding these principles will help us move the next wave of progress in all of the fields that affect our daily lives. From addressing climate change, to the development of future technologies, the exploration of our universe and tackling problems we don't even know exist yet, science expands horizons and knowledge.

Some of the big questions we will be exploring are:

- What are the fundamental ideas of biology?
- What is energy?
- How does information get sent around the world?
- What are living things made of?
- Where do we get plastics from?
- What makes you, you?
- Why do we get ill?
- What impact are we having on the world?

### FUTURE ASPIRATIONS

Have you ever wanted to be a forensic scientist? An ecologist? A doctor? Palaeontologist? Psychiatrist? Vet? Nurse? Personal trainer? Engineer? Marine biologist? Architect? Meteorologist? Electrician? Teacher? Dietitian? Therapist? Sound engineer? The list is endless! Science is essential for many careers.

### HOW WILL I BE ASSESSED?

At the end of Year 11, you will be assessed through six external examinations. Each of these exams are 1 hour 15 mins in length. These exams will look at your knowledge in all three disciplines of science and they test your application of science, scientific skills and numeracy. This will provide you with a qualification equivalent to 2 GCSEs in Science.

There is no coursework aspect in Combined Science.

### WHERE CAN I FIND OUT MORE?

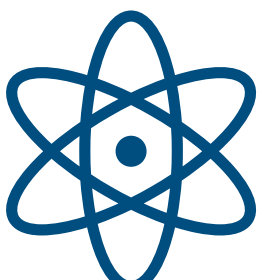
Specification: [AQA GCSE in Combined Science](#)

Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 15.0 or above before the end of Year 11.



**“SOMEWHERE, SOMETHING INCREDIBLE IS  
WAITING TO BE KNOWN”**



BACK TO PATHWAYS  
OVERVIEW

## VIDEO LINK

To provide a safe and secure physical environment that develops the whole person through the 5 key ME's (Physical, Thinking, Leading, Creative, Healthy). To develop knowledge, understanding, skills and values needed to be able to enhance and maintain performance in physical activities, while gaining an understanding of how physical activities impact the human body and mind. To allow a pathway that feeds individuals' curiosity through exploring the specialism, developing knowledge and applying to the chosen context.

### WHY DO WE ALL STUDY THIS SUBJECT?

The PE Faculty has developed the 'ME in Core PE' assessment model to ensure everyone can achieve progress and develop lifelong habits and skills. Students participate in four lessons per fortnight focusing on the five ME's - Physical Me/Thinking Me/Healthy Me/Leading Me/Creative Me. Students have blocks of eight lessons per activity, and within each activity the focus is developing one of the ME's. The ME dictates the main learning, for example, a Year 9 group participating in netball with their focus as Leading ME, includes a planned outcome of 'developing communication skills and organising small groups of peers'. Moreover, each lesson will also have an underlying physical element.

### FUTURE ASPIRATIONS

By the end of Year 11 and the Core PE journey, we aim to have developed a set of skills that the students can implement in any environment. These skills include the ability to think outside of the box; use innovation; reflect, and take time to consider different options; make informed lifestyle choices; be confident when communicating and dealing with others; as well as creating lifelong physical activity and sporting habits.



**“WHERE PASSION IS IGNITED”**



## VIDEO LINK

To create logical thinkers and resilient problem solvers through the exploration of computer systems and practical design of algorithms.

### WHY SHOULD I STUDY THIS SUBJECT?

If you are interested in how computers work and keen to learn how to program, you will enjoy Computer Science. Learning to program is challenging and fun and will appeal to you if you love problem solving and puzzles. Programming gives you an insight into how real-life technology works and what the possibilities are. In the theory half of the course, we get into the technical detail of computer hardware, software, networking and how we store data on computers.

Some of the big questions we will be exploring are:

- How do we represent the everyday world on a computer?
- What types of programming and logic underpin Computing?
- How do we write programs to get computers to do what we want?
- How do computers communicate to create larger systems?

Please note that confidence in Maths is required for this subject, due to the mathematical content of the course.

### FUTURE ASPIRATIONS

Ultimately, Computer Science can lead to a wide variety of careers in the IT industry, including website design, programming, hardware development and network support.

In the short-term, a GCSE in Computer Science will allow you to access A Level Computer Science, but learning to program can also provide problem-solving skills, which will support any other subjects you choose.

### HOW WILL I BE ASSESSED?

The course has two main components:

Unit 1: The theory behind Computer Science is assessed by an exam (50% of the GCSE) in this unit. There is a heavy reliance on students being able to accurately recall key terms and use them precisely.

Unit 2: Programming and algorithms assessed by an exam (50% of the GCSE). This exam is all about writing algorithms (program code) to solve problems or answering questions about coding techniques and algorithms. The Y11 Programming Project is an important part of the preparation for Paper 2, which is skills based more than it is recall.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 15.2 or above before the end of Year 11.



**“THE COST OF BEING WRONG IS LESS THAN  
THE COST OF DOING NOTHING”**



## VIDEO LINK

To become global citizens who are able to assess how the natural world and human environments link together by learning about different places, cultures, landscapes and geographical processes.

### WHY SHOULD I STUDY THIS SUBJECT?

Geography is a broad subject that offers a range of topic areas. The course will give you the chance to get to grips with some of the big questions which affect our world, and help you to understand the social, economic and physical forces and processes which shape and change our planet.

Some of the big questions we will be exploring are:

- What is the importance of ecosystems to people and the environment?
- Why are some places rich and some places poor and can this imbalance ever be fixed?
- What are the impacts of coastal processes along the coastline at Hengistbury Head?
- How can we ensure that the world does not run out of water?
- Why are tectonic hazards worse in some parts of the world compared to others?
- How can we overcome the challenges facing Rio de Janeiro?

### FUTURE ASPIRATIONS

Geography helps to make sense of the world around you. It is hands on, relevant and diverse. Employers see Geography as a robust academic subject rich in skills, knowledge, and understanding.

Career options include environmental scientist, climate change adviser, meteorologist, urban planner, aid worker, hazard risk management, demographer, cartographer, teacher, or development advisor – to name but a few.

### HOW WILL I BE ASSESSED?

Subject knowledge is assessed via knowledge reviews (quizzes) and the quality of key words used in written responses. Skills are also assessed in the form of data manipulation, interpreting maps, and analysing graphs in a geographical context.

The ability to develop responses, to explain, and to form judgements is assessed via 4 mark, 6 mark, and 9 mark questions.

You will also be required to complete two pieces of fieldwork which are assessed as part of a written exam (paper 3).

End of course examination: The examination is taken in Year 11. There are three papers:

- Paper 1: Living with the Physical Environment (1h 30m)
- Paper 2: Challenges in the Human Environment (1h 30m)
- Paper 3: Geographical Applications (1h 30m)

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 14.2 or above before the end of Year 11.



**“THE BEAUTY OF THE WORLD LIES IN  
THE DIVERSITY OF ITS PEOPLE”**



## VIDEO LINK

The world in which we live today has been shaped by past events. Through studying history, students will develop an understanding of how events, people and new ideas have shaped the local, British and world communities in which we live today.

### WHY SHOULD I STUDY THIS SUBJECT?

Do you want to understand how the past has created the world we live in today? Do you want to improve your thinking skills and learn how to analyse, evaluate and reach clear conclusions? Do you understand why so many industry leader and MPs in the UK have studied History?

Studying GCSE History challenges you to investigate past events, explore their historical context and understand how they affect the world we live in today. You will study a range of interesting period and themes from local, national and global history, helping you to see how Britain and the wider world have been shaped.

You ask challenging question, consider different viewpoints and develop skills that help you explain how people and events from the past influence the society we live in today.

Through three exam papers, you explore fascinating topics such as:

- **Paper 1:** *Medicine in Britain, c1250 – present and the British Sector of the Western Front, 1914 – 1918*
- **Paper 2:** *Anglo-Saxon and Norman England, c.1060 - 88 and Superpower relations and the Cold War, 1941 – 91*
- **Paper 3:** *The USA, 1954 – 75: conflict at home and abroad*

These units give you the chance to explore real people, events and issues from the past while developing skills in analysis, evaluation and critical thinking.

If this sounds like you, then History is for you.

### FUTURE ASPIRATIONS

Alongside learning about a wide range of exciting historical periods, you will develop a variety of valuable and transferable skills that help you in further study, work and everyday life.

These include:

- Clear and confident communication, both written and verbal
- Research and problem-solving skills
- Analytical thinking and the ability to interpret evidence

History focuses on analytical skills and is therefore ideal preparation for several careers, such as business, law, accountancy, management, economics, psychology, politics, and many more. Leading universities and colleges, including Cambridge, highly respect History as an academic subject and emphasise its value in their prospectuses. A GCSE in History is also useful for any career or role that requires you to communicate effectively, think critically, and develop your ideas, including professions such as journalism, marketing and administrative roles.

### HOW WILL I BE ASSESSED?

Throughout the GCSE course, you will be assessed through a combination of knowledge tests and applying your understanding of history. These assessments test your ability to apply your knowledge to exam questions.

End of course examination: The examination is taken in Year 11. There are three papers:

Specification Code: Edexcel 1H10

#### Paper 1: Thematic study and historic environment

- Medicine in Britain, c.1250 - present and the British sector of the Western Front, 1914 – 1918: injuries, treatment and the trenches

#### Paper 2: Period study and British depth study

- British depth study: Anglo-Saxon and Norman England, c 1060 – 88
- Period study: Superpower relations and the Cold War, 1941 – 91

#### Paper 3: Modern depth study

- The USA, 1954 – 75: conflict at home and abroad

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 15.0 or above before the end of Year 11.



**“THE BEAUTY OF THE WORLD LIES IN  
THE DIVERSITY OF ITS PEOPLE”**



## VIDEO LINK

To deepen students' sense of respect and tolerance as we foster their curiosity of the world by teaching transferable communication skills to develop them as adaptable linguists.

### WHY SHOULD I STUDY THIS SUBJECT?

French, along with English, is the only language spoken on all continents. In this course, we explore a wide range of topics to inspire and engage students who are interested in French culture and the French speaking world. Becoming a linguist means you will be an excellent communicator, demonstrating to universities and employers that you are committed to enriching your studies and your understanding of the world. Speaking more than one language increases your brain capacity, develops your memory and provides you with valuable transferable skills such as self-confidence, problem solving and resilience. We have now resumed our fantastic French immersion trip soon. Students stay with a French family and attend French lessons followed by trips. Students have the opportunity to practise French vocabulary and pronunciation and experience life as a student in France.

Some of the big questions we will be exploring are:

- What are the main celebrations and customs in the French-speaking world?
- What is life like in a French "cité"?
- Where would you like to travel in the French-speaking world?
- How do the French and British education systems compare?
- How can young people have an impact on the environment?

### FUTURE ASPIRATIONS

Students can study French at A level in our Sixth Form to focus on French history, politics, literature, film and more. Students can then read French at university, often combined with other subjects. Russell Group universities, as well as employers, are eager to see applications from students who have good results at GCSE and beyond. With French spoken so widely around the world, the opportunities for travel or even study abroad are endless.

### HOW WILL I BE ASSESSED?

This is a linear course where students are assessed in the four skills of Listening, Speaking, Reading and Writing (25% each). Exams and the speaking assessment take place at the end of Year 11. There is no coursework.

The course covers three main themes (People and lifestyle, Popular culture and Communication and the world around us) which apply to all four question papers.

Students are expected to understand and communicate information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

In Year 11, students will be entered either for the Foundation (grades 1-5) or the Higher (grades 4-9) tier of assessment.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Why Study French? [Link](#)
- How languages help in your career? [Link](#)
- Job profiles: [Link](#)
- Scotland Centre for Languages: [Link](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 13.9 or above before the end of Year 11.



BACK TO PATHWAYS  
OVERVIEW

**"A DIFFERENT LANGUAGE IS A DIFFERENT VISION OF LIFE"**

## VIDEO LINK

To deepen students' sense of respect and tolerance as we foster their curiosity of the world by teaching transferable communication skills to develop them as adaptable linguists.

### WHY SHOULD I STUDY THIS SUBJECT?

Spanish is the second most spoken language in the world. It is spoken not only in Spain but is an official language across the Americas in over 20 countries. In this course, we explore a wide range of topics to engage all students and inspire them to share our passion for learning Spanish. With this GCSE, you have the opportunity (in the classroom and on trips) to connect with people from around the world and to experience different cultures and traditions. You will discover more about the diverse cultures of Spanish speaking countries and, by understanding the language, you get a much better insight. As a linguist you will become an excellent communicator, with a better memory, increased confidence and resilience and improved problem-solving skills. This demonstrates to universities and employers that you are committed to enriching your studies and your understanding of the world.

Some of the big questions we will be exploring are:

How do families differ in different cultures? What do Spanish speakers watch and listen to in their free time? Where would you like to travel in the Spanish speaking world? What job opportunities are available in Spanish speaking countries? Do you think that traditional festivals are important?

### FUTURE ASPIRATIONS

Students can continue to study Spanish at A level in our Sixth Form, focusing on Spanish history, politics, literature, films, music and culturally relevant topics.

Students can then read Spanish at university, often combined with other subjects. Russell Group universities, as well as employers, are eager to see applications from students who have good results at GCSE and beyond. With Spanish, opportunity to travel or study abroad are endless.

### HOW WILL I BE ASSESSED?

This is a linear course where students are assessed in the four skills of Listening, Speaking, Reading and Writing (25% each). Exams and the speaking assessment take place at the end of Year 11. There is no coursework.

The course covers three main themes (Identity and Culture, Local, National, International and Global areas of interest and Current and Future Study and Employment) which apply to all four question papers.

Students are expected to understand and communicate information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

In Year 11, students will be entered either for the Foundation (grades 1-5) or the Higher (grades 4-9) tier of assessment.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Why study Spanish?: [Link](#) or [Link](#)
- Scotland Centre for Languages: [Link](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 13.3 or above before the end of Year 11.



**“A DIFFERENT LANGUAGE IS A DIFFERENT VISION OF LIFE”**

## VIDEO [LINK](#)

To provide all students with the skills to observe, record and experiment with a range of media, enabling them to express creative ideas with confidence and contextual understanding.

### WHY SHOULD I STUDY THIS SUBJECT?

GCSE Art enables students to creatively explore a wide range of media and techniques. Students are entered for a syllabus which allows them to work in two and three dimensions, using a range of media. Students will understand how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts, and how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The course has excellent results and staff work hard to establish a culture in which students can attain their full potential through the exploration of their own artistic ideas. Students will develop many of the skills and media which they have begun using in KS3. This includes producing sculptures, drawings, paintings and Photography. In addition, students will have opportunities to work with clay and printmaking which have inspired previous art students. We explore man-made structures, natural forms, portraiture and much more.

Some of the big questions we will be exploring are:

Three primary colours, but 10 million colour possibilities. Why is colour so important?

Why is a hammer beautiful?

Acrylic painting to show detail and accuracy. Is realistic art dead?

Capturing the face: science or art?

### FUTURE ASPIRATIONS

A large number of students who successfully complete their GCSE course in Art go on to study A Level Art and Design in the Sixth Form. Numerous students subsequently go on to study Art at degree level, with many eventually working in a wide range of Artistic careers. The Art GCSE course offers excellent opportunities for students to develop cultural and artistic understanding, alongside a broad range of creative skills which would benefit a series of careers including fashion design, architecture, graphic design, illustration, animation and work in the media.

### HOW WILL I BE ASSESSED?

Students are assessed on their ability to explore artists' work; experiment with materials, draw and photograph from observation and create final pieces.

Coursework is split into two projects which cover different skills and ideas, set by students' teachers. The exam unit consists of a starting point given by the exam board that students can then choose from to create a project.

The coursework counts for 60% of the final mark awarded, whilst the final exam counts for the remaining 40% of marks.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

### READING



You need to be confident that your grade will be at least N/A or above before the end of Year 11.



**“CREATIVITY IS CONTAGIOUS, PASS IT ON”**



## VIDEO LINK

To provide all students with the skills to observe, record and experiment with a range of media, enabling them to express creative ideas with confidence and contextual understanding.

### WHY SHOULD I STUDY THIS SUBJECT?

GCSE Photography enables students to creatively explore a wide range of photographic techniques. During the GCSE Photography course, the students will have the opportunity to work with a variety of techniques and media including digital photography as well as Photoshop skills and how to compose a photograph. This portfolio of work that they start in year 10 will equate to 60% of their GCSE.

During Year 11 students will undertake their Photography exam. This will take place over four months and culminate in two days off timetable to complete their finished piece in exam conditions. Exam questions are decided by the exam board and the students will have the opportunity to choose from a list of seven. Examples of questions could be 'Landscape' or 'Movement. This exam unit is worth 40% of the GCSE. Students will develop many of the skills and media which they have begun using in KS3. This includes producing drawings, photographs and lots of computer design work, such as Photoshop and photo editing and manipulation.

### FUTURE ASPIRATIONS

Students who successfully complete their GCSE course in Photography could go on to study A Level Art and Design in the Sixth Form with some choosing to go on to study Photography at degree level, leading to work in a wide range of artistic careers. The Photography GCSE course offers excellent opportunities for students to develop cultural and artistic understanding, alongside a broad range of creative skills which would benefit a series of creative careers.

### HOW WILL I BE ASSESSED?

Students are assessed on their ability to explore artists' and designers' work; experiment with materials, draw and photograph from observation and create final pieces.

Coursework is split into two projects which cover different skills and ideas, set by students' teachers. The exam unit consists of a starting point given by the exam board that students can then choose from to create a project.

The coursework counts for 60% of the final mark awarded, whilst the final exam counts for the remaining 40% of marks.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)

### READING



You need to be confident that your grade will be at least N/A or above before the end of Year 11.



**“CREATIVITY IS CONTAGIOUS, PASS IT ON”**



**VIDEO  
LINK**

To develop a healthy, positive attitude towards food and in turn their own well-being. To equip students with the practical skills to be able to cook and prepare nutritious meals while developing their problem-solving skills.

## WHY SHOULD I STUDY THIS SUBJECT?

Which faculty does Food fit into? This is a difficult question. Food is where science meets art. In food we learn the chemistry of what is happening when we cook and then put this into practice by creating interesting and challenging dishes. We focus on our biology in respect to our nutritional needs at all different stages of life; how to cater for specific dietary requirements; and how to make informed choices about what you eat. I guarantee you will use the knowledge acquired in Food everyday of your adult life.

Some of the big questions we will be exploring are:

- How are specific needs in society reflected in what we cook?
- Are there any true essentials where ingredients are concerned?
- How do you showcase your signature style when responding to a brief?

## FUTURE ASPIRATIONS

The food industry in the UK is one of our biggest employers and it is far from limited to chefs. From recipe developers to medical professionals, Food Preparation and Nutrition can lead on to so many different careers. Many universities offer degrees in Nutrition and Food Science, including many Russell Group universities. This subject also works brilliantly to support others such as Science and Sport.

## HOW WILL I BE ASSESSED?

This course is assessed though a mixture of written exam and coursework. The written exam, taken at the end of Year 11, is 50% of the GCSE. This covers the theory taught in Year 10. The coursework is completed in Year 11. This includes a 'Food Investigation' (15%) and the 'Food Preparation Assessment' (35%); both include practical and written elements. The practical exam is included within the 2nd piece of coursework; it is a three-hour practical exam in which you make three dishes with accompaniments.

## WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)

## READING AGE



You need to be confident that your reading age will be at least 13.1 or above before the end of Year 11.



**“CREATIVITY IS CONTAGIOUS, PASS IT ON”**



## VIDEO LINK

To provide students with technical, analytical and critical skills, as well as improving their creative and technical competencies through film editing.

### WHY SHOULD I STUDY THIS SUBJECT?

Film is one of the key visual media which has dominated story-telling and entertainment in our culture for the past century, and shapes many of our ideas today. Our ideas about gender roles, responses to conflict and political ideas are shaped largely by Hollywood films. GCSE Film Studies allows students to develop a critical, questioning approach to films, the industry, audiences and social contexts. Students study a variety of films and analyse their techniques, representations and cultural influences. They will learn to analyse texts, develop their ability to visualise stories, and learn the technical skills to turn ideas into films.

Some of the big questions we will be exploring are:

- How do films reflect the context in which they are made ?
- How do films reflect social, political and cultural context ?
- How is the language of film used to engage an audience ?
- How does audience response to film vary and why ?
- How are different groups represented in film ?

### FUTURE ASPIRATIONS

Many students continue to study Film Studies in the Sixth Form at A Level and develop their skills further. Our thriving Sixth Form Film Studies course has seen numerous students gaining employment in the Film and Media industry in a number of areas including film; animation; make up and stage design and website optimisation.

Film Studies also helps you develop transferable skills such as planning, working in a team and delivering to a deadline as well as enquiry and analytical skills and ICT proficiency – all of which are highly sought after in a range of professions and industries.

### HOW WILL I BE ASSESSED?

Exam: 70%

- Paper 1: Key Developments in US Film
- Paper 2: Global Film: Narrative, Representation and Film Style

Practical Coursework: 30%

Learners produce:

- one genre-based film extract (either from a film or from a screenplay)
- written analysis, where learners analyse and evaluate their film extract

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 15.1 or above before the end of Year 11.

**“CREATIVITY IS CONTAGIOUS, PASS IT ON”**



BACK TO PATHWAYS  
OVERVIEW

## VIDEO LINK

To allow students to develop creative and analytical skills and develop in confidence through performance opportunities. To give opportunities to discover music through listening, composition and performance and become interested in music from different time periods and around the world.

### WHY SHOULD I STUDY THIS SUBJECT?

The music GCSE is really broad in what we cover. Content is spread across 3 elements, Performance, Composition and Analysis. You will need to be interested in learning about all 3 elements if you are going to enjoy the music GCSE. For the performance element you will need to be taking lessons on an instrument or for your voice in order to progress to grade 4 standard by the end of year 11; composing is about making up your own music and after looking at a wide range of styles, you will learn to compose using technology as well as piano/guitar; and finally the analysis is the exam paper where we will look at and listen to a variety of different styles of music from Bach to Queen.

Some of the big questions we will be exploring are:

Does the individual really matter if you're in a group?  
Is analysis composition in reverse?  
Practised technical excellence or baring your soul?  
How did music develop over time?  
What is it like to be a commissioned composer?

### FUTURE ASPIRATIONS

If you take music GCSE, you open up a lot of opportunities for the future, not all of which have to be directly music related. The GCSE allows you to take music study further at sixth form or would allow study of music/ music tech or performing arts at college/ university. It gives valuable skills in confidence and public speaking and also creativity and analytical skills. Top universities like admitting students who have a GCSE in music as it shows you are a well-rounded student.

### HOW WILL I BE ASSESSED?

This is a course that still has 60% of the work as coursework completed during your Year 10 and Year 11 years.

Performance: (30%) coursework – 2 performances: 1 solo, 1 as part of an ensemble. Grade 4+ difficulty for pieces is required by the February of Year 11. Each piece should be at least 1.5 minutes long. Both pieces will be marked by your teacher and then sent to the exam board for moderation.

Composition: (30%) Coursework - 2 compositions: one free choice and one from a selection of 4 briefs given by the exam board. Each should be 2+ minutes long. Both pieces will be marked by your teacher and then sent to the exam board for moderation.

Analysis: (40%) Exam - Listening exam, based on 8 set works of various styles and a 12-mark essay at the end.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Set works: [Link](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 13.8 or above before the end of Year 11.



**“CREATIVITY IS CONTAGIOUS, PASS IT ON”**



## VIDEO LINK

To elicit creative self-expression, critical thinking, and artistry through the study of drama strategies, play text and methodologies of theatre practitioners, and to become confident and courageous individuals.

### WHY SHOULD I STUDY THIS SUBJECT?

Drama and Theatre surround our everyday life. We want to be entertained, we want to learn how to be empathetic to others, we want to question ourselves and life around us. Drama gives you the opportunity to elicit your creative self-expression, become critical thinkers, be able to analyse and reflect on work constructively. Through the study of a range of drama strategies, stimuli, play text and methodologies of theatre practitioners, you will become more confident and courageous individuals.

Some of the big questions we will be exploring are:

- Do the best actors become their characters?
- Is conflict an inevitable part of our human nature?
- What makes us who we are: nature or nurture?
- Can and how are we encouraged to suspend our disbelief?
- How do you bring the written word to life?
- How can we make an imaginary person believable?
- How do we convince an audience that a character is real?

### FUTURE ASPIRATIONS

Many students go on to study Drama at A Level in our Sixth Form, read Drama and Theatre at University or enroll at Drama Schools. Drama can be combined and compliment many other subjects such as Music, Film and English. Russell Group universities and other employers understand the importance of Drama and the range of skills that develop from studying it: confidence, teamwork, time management and creativity.

### HOW WILL I BE ASSESSED?

There are three units for GCSE Drama:

Component 1: Devising - this is where you will create and perform an original piece of theatre based on a given stimulus and write a portfolio based on that. This is assessed internally.

Component 2: Performing Text – You will choose a play text and then perform two extracts from the play; this is externally marked

Component 3: Performance and Response – This is the written exam element. You will study a set text and write a play review on theatre productions that you have watched throughout the course.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 14.6 or above before the end of Year 11.



**“CREATIVITY IS CONTAGIOUS, PASS IT ON”**



## VIDEO [LINK](#)

To provide all students with the skills to observe, record and experiment with a range of media, enabling them to express creative ideas with confidence and contextual understanding.

### WHY SHOULD I STUDY THIS SUBJECT?

GCSE Textiles enables students to creatively explore a wide range of media and techniques. The course has excellent results and staff work hard to establish a culture in which students can attain their full potential through an exploration of their own artistic ideas. Students will develop many of the skills and media which they have begun using in KS3. This includes producing drawings, fabric paintings, applique and computer design. In addition, students will have opportunities to work with printmaking which have inspired previous textiles students. We explore colour, natural forms, cultures and much more, including learning new skills like how to dye your own fabric and use a sewing machine.

Some of the big questions we will be exploring are:

What does it look like when the beauty of maths meets the beauty of art?  
Can we find the imperfect perfect?

### FUTURE ASPIRATIONS

A large number of students who successfully complete their GCSE course in Textiles go on to study A Level Art and Design in the Sixth Form. Numerous students subsequently go on to study Art or Textiles at degree level, with many eventually working in a wide range of Artistic careers. The Textiles GCSE course offers excellent opportunities for students to develop cultural and artistic understanding, alongside a broad range of creative skills which would benefit a series of careers including fashion design, architecture, graphic design, illustration, set design and work in the media.

### HOW WILL I BE ASSESSED?

Students are assessed on their ability to explore artists' work; experiment with materials, draw and photograph from observation and create final pieces.

Coursework is split into two projects which cover different skills and ideas, set by students' teachers. The exam unit consists of a starting point given by the exam board that students can then choose from to create a project.

The coursework counts for 60% of the final mark awarded, whilst the final exam counts for the remaining 40% of marks.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

### READING



You need to be confident that your grade will be at least N/A or above before the end of 2021.



**“CREATIVITY IS CONTAGIOUS, PASS IT ON”**



## VIDEO LINK

To develop resilient and creative problem solvers who cultivate their design and practical skills. We aim for our students to understand how and why products have been developed to fulfil a need and to meet the ever-changing environmental demands of the world around them.

### WHY SHOULD I STUDY THIS SUBJECT?

Design and Technology surrounds our everyday life. We interact with products and systems that enhance our experiences, solve problems, and shape the future. This GCSE is great if you have an interest in how things work the way they do, especially if you've got an innovative streak yourself. Design and Technology gives you the opportunity to express your creativity, develop problem-solving skills, and think critically about the world around you.

Through the study of materials, manufacturing techniques, design principles, and the influence of technology, you will learn how to develop innovative ideas, refine concepts, and bring your ideas to life. By exploring the work of designers, you will build confidence in your ability to design for real-world needs, becoming more resourceful, adaptable, and forward-thinking individuals. We live in an age of rapid technological and material advancement, and D&T is the foundation of our advancing world.

The big questions we will be exploring are:

What is the next big change in technology?

Is plastic the future or the past?

Why do products change over time?

Why do products need to fit humans?

What's more important: form or function?

### FUTURE ASPIRATIONS

By studying D&T you would be able to move into a huge range of careers and professions. This is because by studying D&T you will develop skills and knowledge in team work, communication, independent working, creativity and problem solving which are all needed in every career. Many students choose to study Product Design at A level and again at University and go on to careers as architects, engineers, designers (interior, product, industrial, automotive etc.)

### HOW WILL I BE ASSESSED?

There is a 50:50 split between exam and the non-exam assessment.

The exam will cover designing and making theory, from material properties, manufacturing methods and some history of the design.

The non-exam assessment is a single 'design and make' project where students get to show off all of their skills in developing their own product that links to a context (theme) given by the exam board. They will conduct research, produce a specification, create ideas, develop and prototype these using computer modelling and physical prototypes before making and evaluating their final product.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Why study D&T?: [Link](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 13.6 or above before the end of Year 11.



**“CREATIVITY IS CONTAGIOUS, PASS IT ON”**



## VIDEO LINK

To develop the knowledge, understanding, skills and values required to enhance and maintain performance in physical activities and to gain understanding of how physical activities impact the human body and mind.

### WHY SHOULD I STUDY THIS SUBJECT?

This course is designed for all individuals who enjoy competitive sport both inside and outside of school in a range of activities. You will strive to improve your performance through analysis and reflection as well as explore how the human body prepares and strives for sporting excellence. This exploration is completed through a mixture of practical and classroom based lessons.

Some of the big questions we will be exploring are:

What skills, attributes and traits are needed to be an elite athlete in a variety of sports?

How do we increase athlete performance?

The human body is amazing, but how can it aid our quest for sporting excellence?

Using my knowledge to reflect on my sporting performance, how can I plan for improvement?

One of the entry requirements for the course is to be competing in at least sport competitively outside of school. Due to the nature of the course students final grade will be severely impacted if they do not compete regularly in a sport.

### FUTURE ASPIRATIONS

This course is suitable for anyone who has a passion for physical activity and sport, and those who are considering a future career within the sport and leisure industry, including as a sports coach, sports scientist or aspiring PE teacher. Completion would then allow access to study sporting options at Sixth Form such as:

A Level PE  
BTEC National Diploma in Sport (Single, Double, Triple)  
BTEC National Diploma in Dance

### HOW WILL I BE ASSESSED?

Assessment is completed from two external written exams in Year 11. Both papers are 75 minutes in length and worth 30% each (total of 60%).

Paper 1: The human body and movement in physical activity and sport.  
Paper 2: Socio-cultural influences and well-being in physical activity and sport.

Students are also continually assessed on their practical performance in 3 differing sports. These 3 activities must be ONE team, ONE individual and the third either a team or individual from the AQA approved list. You can view this list from the link below. All sports are assessed on skill level and performance in a competitive environment; each sport equals 10% of the final qualification (total of 30%). The final 10% of the qualification is completed through a written piece of coursework. This coursework requires you to evaluate and analyse your own performance within one sport, identifying strengths and weaknesses as well as providing recommendations that would lead to future improvement.

Students are required to play at least one sport competitive outside of school to ensure they are able to score in their practical along with coursework, students who do not participate outside of school would be drastically reducing up to 20% of their final grade.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- List of assessed practical activities: [Link](#)
- Unifrog: [Link](#)

### READING AGE



“WHERE PASSION IS IGNITED”



This qualification gives learners the opportunity to develop dance specific knowledge and skills in a practical learning environment. We explore choreography, technique and range of performance skills.

## WHY SHOULD I STUDY THIS SUBJECT?

The GCSE Dance course is a great course for anyone that has a passion for Dance. Whether you dance outside of school, during electives or just in your own time, this course is designed to develop your skills and techniques as a dancer.

The course is made up of two components: Component 1 is the practical component, where students are assessed in Performance (30%) and Choreography (30%). Component 2 is the theory component, with students completing a written exam at the end of Year 11 (40%).

Some of the big questions we will be exploring are:

How can I develop physical skills and techniques in dance and why are they important as a dancer?

How can I apply interpretive skills to a solo, duet or group dance?

How can I respond to a stimulus, demonstrating choreographic techniques and devices?

How can I analyse professional works and understand the choreographic process?

It is important to note that students do not have to Dance outside of school to take GCSE Dance, however, it is a bonus if they do.

## HOW WILL I BE ASSESSED?

Students are assessed both practically and theoretically.

Component 1 (60%): Practical [\(SEE VIDEO FOR MORE INFO\)](#)

For Performance, students will have to perform a solo & a duet/trio. They will be taught set phrases to support these performance pieces and will be assessed on the application of physical and interpretive skills, safe practice and their overall meaning of the piece.

For Choreography, students will have to respond to a set stimulus and create either a solo or group dance, demonstrating their choreographic intent. They will be assessed on their physical and interpretive skills, as well as their choreographic skills and techniques.

Component 2 (40%): Theory

Students will sit an end of Year 11 written exam (1 hour 30 mins), where they will be assessed on their knowledge of choreographic processes and performing skills and their critical appreciation of their own work and four set professional works.

## FUTURE ASPIRATIONS

This course is suitable for anyone who has an enjoyment for Dance and may be considering a future career within Dance.

Completion of this course would allow access to study the Level 3 BTEC Extended Certificate in Performing Arts (Dance) at our Sixth Form.

## WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)



“WHERE PASSION IS IGNITED”



## VIDEO LINK

A pathway that feeds individuals' curiosity through exploring the specialism, developing knowledge and applying to the health and social care industry.

### WHY SHOULD I STUDY THIS SUBJECT?

This course is designed for all individuals who have an interest in the needs of others and would like to explore the possibilities of a career in the health and social care sector. Across the 2 years you will cover 3 different units. The units studied are selected from the following;

- Learning about the principles of care in health and social care settings (Compulsory).
- Learning how we can support individuals through life events (Compulsory).
- Investigating creative and therapeutic activities looking at the benefits of art, music and sport in helping people in social care.

Across the 2 years, we submerge ourselves into content relevant not only for those who wish to pursue a career in the sector but also arm ourselves with knowledge that will help us with our everyday lives.

### HOW WILL I BE ASSESSED?

Over the course you will gain knowledge in 3 units . Assessment is completed in the form of both coursework (7 pieces totalling 60% of your final grade) and an exam (40% of your final grade).

For coursework, you will complete 3 tasks on how you could best support and individual after a life event this coursework will be completed within lesson time.

The final piece of coursework will depend on the last unit your teachers choose. There will be 4 parts to the course work where you will be required to research, create, deliver and evaluate a session.

You will then complete the qualification with a 1 hour and 15minutes this will be a mix of short, medium and extended answer questions.

### FUTURE ASPIRATIONS

This course is suitable for anyone who is considering a future career within the health and social care industry, including nursing, health care professional, social worker and doctor to name a few. Completion would then allow students to further their knowledge at Sixth Form on the following courses:

BTEC National Diploma (Level 3) in Health and Social Care (Single/Double/Triple)

If you are enjoying the course, there may be an opportunity for you to base your Year 10 work experience placement within the health and social care sector.

### WHERE CAN I FIND OUT MORE?

- Specification: [OCR Level 1/Level 2 Cambridge National in Health and Social Care specification](#)
- Unifrog: [link](#)

### READING AGE



You need to be confident that your reading age will be at least 13.6 or above before the end of Year 11.



“WHERE PASSION IS IGNITED”



## VIDEO LINK

A pathway that provides a balanced approach to learning, combining practical sports performance, leadership skills, and theoretical knowledge to inspire

### WHY SHOULD I STUDY THIS SUBJECT?

Are you passionate about sports and keen to explore the wider world of sport beyond just playing? This course offers an engaging mix of practical and theoretical learning, helping you develop key skills for both sports and future careers.

You will study topics such as sports leadership, officiating, contemporary issues in sport, and the importance of physical activity in society. Through practical sessions and coursework-based assessments, you will improve your communication, teamwork, and decision-making skills, essential for careers in coaching, teaching, sports management, and beyond.

With a focus on coursework and practical assessment rather than a final written exam, this course is ideal for students who prefer continuous assessment and may find vigorous assessment through practical performance more challenging.

If you enjoy sport, want to develop key life skills, and are interested in the wider impact of sport in society, this course is a fantastic option for you!

### FUTURE ASPIRATIONS

This course is perfect for students who enjoy sport and want to develop a deeper understanding of its role in everyday life. This is a good foundation for our level 3 courses at 6<sup>th</sup> form, A Level PE or BTEC National in Sport. Whether you aspire to work in the sports industry or simply want to enhance your skills, this course provides a strong foundation for your future.

### HOW WILL I BE ASSESSED?

#### Coursework Assessment

- **6 written assignments and 2 practical = 60% of final GCSE**

These typically include:

**Sports Leadership** – You will plan, deliver, and evaluate a sports activity session, demonstrating leadership and communication skills.

**Developing Sports Skills** – You will be assessed on your practical ability in different sports, including performing skills and officiating.

**Sport and the Media** (optional) – You will analyse the relationship between sport and the media, considering its influence on public perception and participation.

Each coursework unit involves practical performance, written assignments, and evaluations, allowing you to showcase both your sporting ability and theoretical knowledge.

#### External Exam (at the end of year 11)

#### Unit: Contemporary Issues in Sport

A written exam that tests understanding of topics such as the role of sport in society, barriers to participation, major sporting events, and the impact of technology in sport.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

### READING AGE



“WHERE PASSION IS IGNITED”



VIDEO  
LINK

To develop enterprising individuals with the ability to think commercially and creatively and who demonstrate business acumen.

## WHY SHOULD I STUDY THIS SUBJECT?

Reactions to business activity is something we see everyday as we scroll through social media or read the latest news headlines; and it is these reactions that we explore. Our students will discover the purpose of business activities and challenge the value of them. If you enjoy debate, problem solving & justifying strategy this subject will help sharpen those key analytical skills. Our students will also get the opportunity to start their own business; the prospects & pitfalls of taking an idea to market is one of the most exciting parts of our curriculum.

Some of the big questions we will be exploring are:

What is the purpose & nature of Business?

What role do Human Resources play in Business; & how do they influence business activity?

How should a Business seek to meet the need of its customers?

How does society influence the behaviour of Businesses?

How can we better understand, identify & then satisfy the needs of our customers?

Can I consider, measure & rationalise Business Performance using financial data?

## FUTURE ASPIRATIONS

Our students go on to be successful A-Level & BTEC students across the variety of subjects that are offered at King Alfred's Academy. Many continue their study of Business at Key Stage 5 and explore complimentary subjects such as Economics & Psychology.

Students go on to be successful in Business Apprenticeships as well as securing University places. Students have also started their own successful enterprises after completing their A-Levels.

## HOW WILL I BE ASSESSED?

In GCSE Business Studies the examination comes in the form of two exam papers. Each paper is 1 hour and 45 minutes long and worth 90 marks. Each paper makes up 50% of your final grade.

GCSE Business Studies students are continually assessed. To help students develop the key skills of essay writing, we collaboratively construct responses to help gain confidence with the demands of essay writing.

Success in these papers requires an excellent grasp of Business terminology. Students who enjoy writing longer answer responses will revel in the opportunity to debate and justify their views. These responses will also test Financial Accounting & therefore students with an aptitude for Mathematics will enjoy deciphering the success of business performance.

## WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

## READING AGE



You need to be confident that your reading age will be at least 14.8 or above before the end of Year 11.



**“THE COST OF BEING WRONG IS LESS THAN  
THE COST OF DOING NOTHING”**



## VIDEO LINK

To make informed judgements that appreciate the contribution of economics to the wider economic and social environment whilst developing an ability to think as an economist.

### WHY SHOULD I STUDY THIS SUBJECT?

The economy is constantly facing new challenges. We hear so much on the news & social media about the problems that could lie ahead for us as individuals, our local businesses and our government. In Economics, you will seek to understand the ways in which problems for key groups of stakeholders can arise but also what is the best way to deal with them? An analytical mind, being able to evaluate ideas & problem-solving skills are all essential passions for any future economist. Our big questions encapsulate the behaviour of individuals, right up to how a government should make decisions. The course gives a brilliant opportunity to digest so much of what we're now facing and how the real-world works!

Some of the big questions we will be exploring are:

- When should governments intervene in a market to ensure it is functioning in the best interest of all stakeholders?
- How does the government ensure an economy is running effectively and sustainably?
- Who are the winners and losers of "globalisation" and how does it affect world economic development?
- What are the impacts of tariffs on the world economy?
- What factors affect our demand for goods and services?
- What factors impact the ability of suppliers to supply more when the price is rising?
- Why do we use money and what role does the financial sector play in our economy?)

### FUTURE ASPIRATIONS

The GCSE course provides a wide range of skills for students to be successful on any A-level course. Students often progress onto A-level Economics, but also study complimentary courses such as Mathematics & Business Studies.

Students with a GCSE Economics qualification are well suited to go on and secure a variety of future options such as business apprenticeships and university places

### HOW WILL I BE ASSESSED?

In GCSE Economics the examination comes in the form of two exam papers. Each paper is 1 hour & 45 minutes long & worth 80 marks. Each paper makes up 50% of your final grade. Paper 1 is called 'How markets work' and Paper 2 is called 'How the economy works'.

GCSE Economics students are continually assessed, we aim to complete two assessments per unit; a Mid-Unit Assessment (AO1 knowledge) and End of Unit Assessment (AO1 Knowledge, AO2 application of knowledge, AO3 Analysis and Evaluation). To help students develop the key skills of longer essay writing we collaboratively construct responses to help gain confidence with the demands of being able to write extensively with key analytical and evaluative skills.

Success in these papers will require students to compose detailed chains of analysis explaining how certain theories work as well as excellent reading skills to respond to case-studies provided.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 15.2 or above before the end of Year 11.



**“THE COST OF BEING WRONG IS LESS THAN  
THE COST OF DOING NOTHING”**



## VIDEO [LINK](#)

To develop a clear understanding of how Mathematics is a creative and highly inter-connected discipline concerned with problem solving through the application of logical thought. Mathematics is critical to everyday life, to science, technology and engineering, to financial literacy and to most forms of employment.

### WHY SHOULD I STUDY THIS COURSE?

The Further Mathematics GCSE is an advanced course designed **for those students on track for the higher tier of GCSE Maths, on track to achieve at least a grade 6 by the end of Year 11.** It is for students who enjoy the challenging parts of mathematics and who are likely to want to study Mathematics and Further Mathematics at A Level.

This course introduces new Mathematics content building on and going beyond GCSE Mathematics and laying some optional ground work for both Maths and Further Maths A-levels, as well as supporting further study in STEM courses at KS5 and beyond.

It features advanced methods in algebra and geometry and takes a more rigorous approach to mathematical reasoning and problem-solving.

Some of the big questions we will be exploring are: How can we model complex changing systems accurately using calculus, and what is the nature of these models? How does proof allow us to investigate mathematical structures and the truth of statements? How do algebraic techniques connect disparate topics, and how far can we push our algebra?

### FUTURE ASPIRATIONS

Most Advanced Maths students continue to study Mathematics in our Sixth Form via Maths A Level and often Further Maths A Level. From here, many students go on directly to read Mathematics at university whilst many other students go on to read STEM courses at university where Mathematics is commonly a required course for course entry. Student who choose Maths and Further Maths A-levels are well prepared in particular for Mathematics, Physics and Engineering degree courses. Mathematics qualifications are also stepping stone qualifications into a variety of apprenticeships and degree apprenticeships.

### HOW WILL I BE ASSESSED?

This is a linear course, assessed in two written exam papers at the end of Year 11. These exam papers will sample the breadth of the Advanced Mathematics curriculum, testing not only your knowledge of mathematical techniques but also how to apply them to solve unseen problems. There is no coursework element to this course; the course is assessed through 100% exam

The result is a Level 2 qualification, equivalent to a GCSE.

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

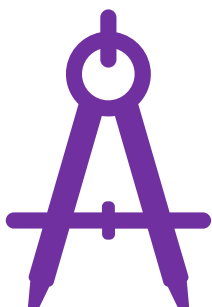
### READING AGE



You need to be confident that your reading age will be at least 15.3 or above before the end of Year 11



**“THE ONLY WAY TO LEARN MATHEMATICS  
IS TO DO MATHEMATICS!”**



## VIDEO LINK

The world is made up of billions of people. One in every three of these people is a Christian and they use their beliefs to make important decisions about key questions in their life. To understand how to make these decisions better ourselves, we must understand the attitudes and motives of others.

### WHY SHOULD I STUDY THIS SUBJECT?

Ethics and Philosophy is a study of people, their attitudes and beliefs, and the views, behaviours, and laws that shape our society and the world around us. The course is divided into two sections: The philosophy part is about reflecting on the beliefs and behaviours of others. We study Christianity and Islam. The ethics part of the course explores ethical questions, that affect all of us at a local, national, and global level.

Some of the big questions we will be exploring are:

What do Christians and Muslims believe and why?  
How do Christians and Muslims live?  
How do society's views on relationships develop?  
How do we understand the value of life?  
How should we respond to crime and punishment?  
How have ideas about peace developed in response to conflict?

### FUTURE ASPIRATIONS

Ethics and Philosophy is about people and what has shaped the world today. The course aims to make students more informed about their decisions and judgements, and to have the knowledge and understanding to express an opinion on issues that affect us all. Therefore, the course is useful in any career or role that requires you to communicate and develop your ideas.

Career options include law; barrister, solicitor, legal representative; or aid worker; civil service administrator; teacher; lecturer; legal representative; local government administrator; marketing and recruitment; religious leader.

### HOW WILL I BE ASSESSED?

Subject knowledge is assessed via knowledge reviews (quizzes) and the quality of key words used in written responses. Key words are the basis of the 1 mark and 2 mark questions.

The ability to develop responses, to explain and form judgements is assessed via 4 mark, 5 mark and 12 mark questions.

End of course examination: The examinations are taken at the end of Year 11. There are two papers.

Paper 1: Christian Beliefs, Teachings, and Practices; and Islamic Beliefs, Teachings, and Practices. (1h 45m)

Paper 2: Thematic Studies: Relationships and Family, Religion and Life, Crime and Punishment, Peace and Conflict. (1h 45m)

### WHERE CAN I FIND OUT MORE?

- Specification: [Link](#)
- Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 14.7 or above before the end of Year 11.



**“THE BEAUTY OF THE WORLD LIES IN  
THE DIVERSITY OF ITS PEOPLE”**



## VIDEO LINK

To provide the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics. Science has changed our lives and is vital to the world's future prosperity. Students are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena, through the building of key foundational knowledge, to challenging concepts.

### WHY SHOULD I STUDY THIS SUBJECT?

The option to study the 3 separate GCSEs in Biology, Chemistry and Physics is ideal for students who have a strong love of science and are passionate about delving deeper into each subject. This option provides a more comprehensive understanding of Biology, Chemistry, and Physics, which covers extra content in each area, on top of the combined science content, that helps to develop specialised knowledge. Studying separate science can provide a strong foundation for future studies in science-related fields and open up opportunities for university courses and careers in scientific disciplines. If you enjoy scientific inquiry, separate sciences can be a rewarding challenge.

Some of the big questions we will be exploring in Biology are:

- Why do I feel the way I feel?
- Why do we get ill?
- What impact are we having on the world?

Some of the big questions we will be exploring in Chemistry are:

- How do you test for chemicals?
- Why are some reactions hot and others cold?
- Why are some reactions bigger than others?

Some of the big questions we will be exploring in Physics are:

- What else is out there?
- Are magnets only for sticking things to the fridge?
- Radiation is all around us. Should we be worried?

### FUTURE ASPIRATIONS

Have you ever wanted to be a forensic scientist? An ecologist?

A doctor? Palaeontologist? Psychiatrist? Vet? Nurse? Personal trainer? Engineer? Marine biologist? Architect? Meteorologist? Electrician? Teacher? Dietitian? Therapist? Sound engineer? With Science GCSE's the list is endless!

### HOW WILL I BE ASSESSED?

At the end of Year 11, you will be assessed in each science through two external examinations totalling 6 exams. Each of these exams are 1 hour 45 mins in length. These exams will look at your knowledge in the science and test your application of science, scientific skills and numeracy. This will provide you with 3 GCSE qualifications.

There is no coursework aspect in Separate Science.

### WHERE CAN I FIND OUT MORE?

Specification: [AQA GCSE Separate Biology](#)

Specification: [AQA GCSE in Separate Chemistry](#)

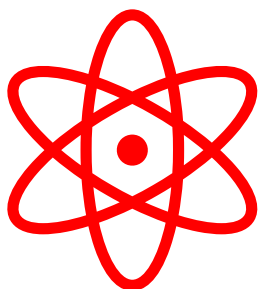
Specification: [AQA GCSE in Separate Physics](#)

Unifrog: [Link](#)

### READING AGE



You need to be confident that your reading age will be at least 15.0 or above before the end of Year 11.



**“SOMEWHERE, SOMETHING INCREDIBLE IS  
WAITING TO BE KNOWN”**



## The Academic Enrichment Programme

Our Academic Enrichment Programme has the following aims: To promote and develop our students' intellectual curiosity, and a love of learning for the sake of learning. To encourage our students to look for and discover connections across the subjects, and to realise that that all knowledge is linked. To enable our students to develop their own Super Curriculum, driven by their own interests. To offer our students the opportunity to listen to world-class speakers across a range of research areas. To work in partnership with our parents in developing our students' intellectual curiosity by providing an information service of enrichment opportunities outside of school.

What is the Super-curriculum?  
Science versus The Arts – is there a real contest here?  
Making decisions for the future – where do I start?

VIDEO  
LINK

## Enrichment Expeditions and Educational Visits

King Alfred's values learning outside the classroom, beyond traditional lessons. Taking part in trips, visits, electives and enrichment opportunities is central to our ethos.

We run an impressive number of residential visits every year. As students progress to Key Stage 4 the residential visits and trips become more challenging in terms of length of stay, destination and level of leadership skills required. From Year 9 onwards the trips on offer include: a water sports trip, the sports tour, the Swiss Alpine adventure trip, the Morocco expedition, the USA Ski trip, the New York Business Studies trip and the Tanzania expedition.

VIDEO  
LINK

## KA Klubs

Our diverse offer of Klubs continues when you get to Centre site, with many of our Klubs complementing the completion of the Duke of Edinburgh award at all levels. There are opportunities for volunteering in the local community, such as with the Fire Service or at St Katherine's House, as well as physical options; the range of sporting opportunities are similar to those you experienced on West site. There is also the opportunity to learn new skills with the Creative Arts department if you choose to get involved with the school production.

To support you with your new GCSE courses, there are also Klubs to help with your studies. These include subject-specific sessions as well as general revision or independent study sessions. Our ever-popular Maths Past Paper Friday Klub sees more than 100 students from KS4 in attendance.

## Duke of Edinburgh

The Duke of Edinburgh Award is a recognised mark of achievement that is respected by your future employers and further education institutions. The award sees young people typically move from Bronze to Silver to Gold through KS4 and KS5. The Bronze award is open to all students in Year 9 and most of them go on to complete their Gold award by the end of Year 13.

But the DofE Award isn't a competition. At its core it is about setting personal challenges and goals and pushing personal boundaries. This affords young people like you the opportunity to learn about yourselves and the world around you. DofE Programme is incredibly popular among our Key Stage 4 and Key Stage 5 students. We currently have 62 students completing the Bronze Award, 100 students completing their Silver Award and 98 students completing their Gold Award. As you can see, the pandemic has not put off our students and we are hoping they are all able to complete their expeditions by the end of the summer term.

## KATS (King Alfred's Talented Sportspeople)

KATS is a dual career support system that allows high performing athletes to succeed both academically and on the sports field. As part of the KATS scheme, students attend termly workshops focusing on a variety of themes, including Team YOU, Diet and Recovery, Coping with emotion when it matters, Moral Compass and You and your Chimp. KATS students are encouraged to take responsibility of both aspects of their dual career. KATS is a selective scheme whereby individuals apply via an application process at any point throughout the academic year. Students have access to a flexible timetable (where needed) for training, travel and competition - these decisions are made in collaboration with the Director of PE, Assistant Head teacher of Key Stage 3/4/5 and Parents.



At King Alfred's Academy we pride ourselves on the pastoral care afforded to all students. From transition into Year 7, throughout the student's educational journey, every student has a Student Manager that supports them. Alongside this, there is an Inclusion Hub which comprises of specialist services which include: a counselling service, school nurse, personal development and wellbeing specialists.

Student Wellbeing is a priority at King Alfred's and we work hard to ensure that every student feels safe, comfortable and welcomed. We have a bespoke programme in place for our Young Carers, Anti-Bullying Ambassadors who work within the school community and a pastoral team who promote positive mental health.

We also work closely with outside agencies in providing support for our parents and carers. 'Community Wellbeing Events' are held termly which cover an abundance of topics such as 'supporting your child with anxiety' and 'supporting your child with exam pressures'. These events have proved hugely successful in supporting collaborative work between school and parents/carers.

Finally, we are pleased to be able to provide written guidance on promoting positive mental health via our website, which has been produced with the help and expertise of Public Health Oxford, CAMHS and the Educational Psychology Service, to name but a few. This can be found via this [link](#)



**VIDEO  
LINK**

We are hugely excited to share a number of projects which represent a significant investment in enhancing the learning environment for our Key Stage 4 students. Centre Site will continue to be a hive of activity this summer to ensure other developments are completed in preparation for our new Year 9 students.

