



KING'S LEADERSHIP
ACADEMY WARRINGTON

**King's Senior
Curriculum
Booklet
2016-2019**

Welcome

Here at the Academy, our curriculum provides excellent opportunities and progressions that are the envy of any secondary school in the country. King's is an educational community whose philosophy embraces the development of academic excellence, responsibility, character, leadership and friendship through the delivery of an exciting and challenging curriculum delivered in a safe environment where intellectual risk taking is encouraged. This is an outstanding feature of the Academy and one noted by Ofsted, which we were delighted with and believe in tremendously.

We are committed to developing a senior learning programme which harnesses aspirations and ensures that students have the best possible chance of success in the future. Expectations at King's are high in Key Stage 4. We firmly believe that every student can succeed, whatever their starting point. However, good attendance (>97%), punctuality and a focused attitude are critical for success and are an expectation for all students. Students are also challenged during the senior programme to organise and manage their study time effectively. Aspire remains a key focal point each day where students will have the opportunity to continue with coursework and other assignments. Assemblies and extra-curricular activities also remain an important part of Academy life and we hope that students will manage to balance their work life with enjoyment, through participating in the many events which allow time for us to have fun together as a community. This includes the prestigious Duke of Edinburgh Award which every student will be enrolled onto at the start of Year 9.

Students will continue to be very well supported through our outstanding pastoral system, and similar to Years 7 & 8, will link very closely to the academic curriculum. Subject Practitioners will continue to report on students' progress every Learning Cycle and Academic Tutors will meet regularly as progress mentors during daily Aspire time. By the time students complete Year 11, they will have received lots of guidance and support in moving on to their next stage in their learning journey. So there are lots of interesting times ahead!

The first stage of the Senior Programme is to arrange the 'focus' subjects that will be studied. As you are probably aware, the vast majority of subjects that will be studied here at King's are known as 'core' or compulsory subjects. These include English, Mathematics, Science, French or Spanish, Leadership and PE. Please use the details contained in this booklet as well as conversations with our subject and pastoral staff to make sure you have all the information you need. There are also new subjects, qualifications and opportunities available which you may not be familiar with, therefore, it is very important that you read this booklet carefully and consider all the focus subjects available and talk to the staff in order to help you with your decision. Should you require any further information, please do not hesitate to contact us at the Academy.

Yours faithfully

Dr Andrew Reay

Associate Principal

King's Senior Curriculum

The curriculum is the term used to describe the programmes of study or what you will learn.

Our Philosophy

The senior curriculum, incorporating Year 9, as well Years 10 & 11, is unusual nationally. We firmly believe that an extra year focused on GCSE study is vital to your success as it is a critical stepping stone before you make choices for post-16 education and beyond. Any students starting school now will be entering a labour market where 90% of jobs will change before he or she is sixteen. It is therefore crucial that the Academy provides a curriculum that is rich in tradition, relevant to success in higher education and career choices, interesting and purposeful, so that students benefit in the long term. Here is a short summary of our curriculum beliefs.

Our Aspirations

- To create a learning environment within the Academy, which:
 - encourages aspirations
 - rewards endeavour
 - inspires creativity, and
 - ensures that the potential and aspirations of all students are fully realised
- To develop our students as responsible citizens with a sense of civic pride, social responsibility and cultural awareness
- To utilise the values and standards of the academy to drive it forward in establishing a unique position in the local, national and international educational communities
- To offer clear and attractive routes to higher education and professional employment using a range of opportunities leading to internationally-recognised qualifications

The Principles that Underpin our Curriculum

The curriculum is planned to help us achieve our five core educational objectives:

1. To offer an all-round education with a commitment to academic excellence
2. To equip our pupils with a breadth of relevant academic skills and knowledge
3. To develop their character strengths in self-awareness, professionalism, respect, responsibility, reliability, perseverance and tenacity
4. To develop our young people as leaders in their own right
5. To ensure their engagement through the development of a sense of positive well-being and achievement

1. All round education

To deliver a curriculum that is both broad and balanced, and encompasses:

- the EBacc & Attainment/Progress 8 Measures
- an additional range of subjects and experiences that will allow all students to fulfil their potential

2. Relevant academic skills and knowledge

Within the curriculum, the aim for all students must be:

- fluency in, and accurate use and understanding of, English
- skills in numeracy; in problem-solving; and proficiency in mathematical and scientific methods and investigations
- proficiency in the knowledge of concepts, issues and applications in history, geography as well as a knowledge and appreciation of humankind, our heritage, human achievements and aspirations; and a concern for environmental and ecological issues
- proficiency, in line with individual ability, in at least one foreign language, with the opportunity to attain knowledge and understanding of at least one other language, modern or classical
- the development of the coordination of body and mind
- proficiency in the use of modern information technologies as a learning tool
- To be able to apply their learning in a wide range of contexts
- To develop independent working skills, independent problem-solving strategies, and an independent sense of enquiry

3. Developing character strengths

- To be fully aware of their own personal strengths and areas of further development
- To act in a professional manner at all times
- To display through their everyday actions respect for themselves, others and the environment
- To develop as both responsible and reliable civic-minded young adults
- To develop the determination, perseverance and tenacity that will ensure their success

4. Developing leadership

- To promote and develop teamwork, and the associated challenges of individual leadership
- To develop in each of our young people the confidence to lead others in a positive and meaningful way

5. Positive well-being

- Learn in a purposeful environment where there is mutual respect and understanding
- Are engaged and motivated in their work
- Be able to manage risks and cope constructively with change and adversity
- Have confidence in their ability to succeed
- Achieve success from their achievements

Senior Curriculum Summary

Core Subjects

English, Maths, Science, French/Spanish, PE and Leadership are **compulsory subjects**. All students will continue to follow the ASPIRE curriculum for Personal, Social & Health Education (PSHE) and Social, Moral, Spiritual and Cultural (SMSC) development as a weekly one hour standalone lesson, as well as time for literacy/numeracy and reviewing and improving their progress in discussions with their Academic Tutor daily during Aspire time (8.35-9.00am). Further content and training is also delivered during Aspire Super Learning Days which are held every 7 weeks and through all subjects within the curriculum.

Focus Subjects

You study fewer subjects at Key Stage 4 than at Key Stage 3 because the time required to reach GCSE standard is greater than the curriculum time in Years 7 and 8. This means that you can select those subjects in which you have the greatest interest, but it also means that you will stop studying some subjects. Depending upon your university and career flight path, you may have to drop some subjects that you enjoy and in which you have reached a high standard: **this means that your choice of subjects will have to be made very carefully.**

A Balanced Curriculum

King's has always valued the importance of a balanced education. The successful progression of our students to college, university or other employment and training is of paramount importance to us. The government has recently introduced new measures by which schools and students will be judged. Two of these are the English Baccalaureate (EBacc) and the 'Progress/Attainment 8' subject measures. We anticipate that colleges, universities and employers will increasingly look at an individual's performance in these areas.

Co-Curricular Programme

King's prides itself on the opportunities available to students outside of core study periods. From Academic Year 2016/17, every Wednesday afternoon (2pm – 4pm) will be devoted to enrichment and leadership/character development. This will include a comprehensive academic, creative and physical co-curricular programme, and will also enable students to devote a full afternoon to established programmes such as the Combined Cadet Force, Sword Fencing, Ju-Jitsu, Rowing, Music and Drama. Students will also undertake a series of school and community based social action projects, charity projects, work experience and complete their training for the Duke of Edinburgh Award.

Attainment 8 & English Baccalaureate

The government introduced the English Baccalaureate as a way of measuring students' achievement at GCSE in certain core academic subjects. The Baccalaureate is the term for a collection of GCSE qualifications at grade points 5-9 in:

- English Language or Literature.
- Mathematics.
- 2 science subjects including computer science.

- History or Geography.
- a modern foreign language (French, Spanish or other first language).

From 2016, the 'Attainment 8' measure will take an average of the 'Best 8' GCSE grades (or equivalent) a student achieves from a list of specific subjects, **including many from the EBacc subjects**. Based on the guidance we have been given we believe that the EBacc and 'Attainment 8' qualifications will become highly valued by universities and professionals and we want to ensure that our students are best placed to capitalise on these measures.

In order for students to meet these new standards, all students at King's will study a Modern Foreign Language (French or Spanish) up to age 16 and must choose either Geography or History in their focus choices (although the opportunity to select both will be available). Students who are fluent in another language other than English, or for whom English is not their first language, will be identified and supported to achieve the GCSE qualification in this language also. This will also count as part of the Attainment 8/Baccalaureate qualification.

Informed Choices

Think carefully about your subject choices; ask for advice from your teachers, Academic Tutors, and your parents; find out about subject content and assessment; research the necessary subject requirements for the Sixth Form, a university course and the career in which you may be interested. There are certain subjects that you may be able to pick up again in the Sixth Form, even if you drop them now. Your choice should reflect YOUR interests and abilities. Do NOT make choices because of pressure from others. You may not have the same teachers next year as you have this year and you may be in a different class to your friends. It is very important that you make the right choices NOW. The timetable for next year will be designed according to the choices you make and any requests for changes at a later date may not be possible. Please read the 'Informed Choices' booklet carefully as this has been written by academics from the Russell Group Universities.

Examined Curriculum

Most of the subjects in KS4 will be assessed by the General Certificate of Secondary Education (GCSE). The exception to this will be lessons in Leadership, which is accredited by a professional body, the Chartered Management Institute (CMI). All GCSE courses follow nationally agreed guidelines that cover course objectives, content and assessment methods. Most subjects will follow a three year linear course leading to final examinations in summer 2019. In addition, some GCSE subjects will be assessed partly by examination and partly by controlled assessment.

Subject Guarantee

Every attempt will be made to give you the subjects of your choice but we ask you to select a reserve subject in the final option block so we can best meet the needs of every student. Students will remain in sets for the teaching of Mathematics, English, Science and Modern Foreign Languages. However, in order to satisfy the needs of as many students as possible, it will be necessary for students to be taught in mixed ability groups for some of the focus subjects.

GCSE & University Flight Paths

When applying to a competitive university and especially for a very competitive course at a competitive university, it is important that you consider all the aspects of the entrance requirements, including the GCSE requirements. Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) A* grades. GCSE English or another standard level equivalent is very often required at Grade C at least. At many universities, this is a universal entry requirement for any course. Mathematics is only slightly less commonly asked for. Occasionally, a university will require a foreign language for entry to any course, for example, University College London introduced such a requirement from 2012 entry. For many courses a B grade at least in GCSE English is needed, with Science and Engineering courses in particular often specifying this. Equally, courses such as Business and Psychology, which may attract applicants who aren't necessarily strong mathematicians, commonly ask for a B grade in Mathematics and, in some cases, Sciences. A number of institutions ask that grades in a number of subjects are achieved at one sitting. Some do not accept 're-sits' at GCSE level.

The GCSE or other standard level entrance requirements for individual degree courses is quite varied. In some cases, a particular subject or grade is required at standard level if it isn't being offered at advanced level. The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It's important to check university websites for detailed requirements before applying:

- Applicants to study Medicine are usually required to have very good GCSE results in Maths, Science, and English.
- For a degree in English, universities often look for applicants to have a GCSE in a modern (e.g. French) or classical (e.g. Latin) language.
- For a Business degree, a grade B in GCSE Maths is often required.
- A grade B in Maths and sometimes Science is often required for a degree in Psychology.
- To study a science subject at university (including Biology, Chemistry or Physics) applicants who are not offering Maths at advanced level will often need to have achieved a grade C in Maths at GCSE.

The Sixth Form

The Sixth Form is the natural progression for students at King's with more courses being available in Key Stage 5 from 2019. If you know what you wish to study at university and want to know what subjects you will need to have studied at GCSE and A Level in preparation, you will find detailed information on each university's entry requirements on the UCAS website or by reading the Russell Group's Informed Choices booklet.

Please note that entry to the Sixth Form (and to any other Further Education establishment) will depend upon the grades you achieve at the end of Key Stage 4.

Careers

You will take part in a comprehensive and personalised careers programme throughout the senior programme that is designed to help you complete your Individual Career Plan (Flight-path) and prepare for progression to post 16 education. This will include regular

World of Work Speakers, Business Mentors, Workplace Internships, University Visits and University/Career Webinars through our 'Virtually University' Service.

Web links to careers websites

The following organisations can provide additional advice to students making decisions about their post-16 education:

Connexions – post-16 choices

<http://www.connexions-direct.com/index.cfm?pid=7>

Directgov

• Careers Advice:

<http://www.careersadvice.direct.gov.uk/>

• University and higher education:

<http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/index.htm>

• It's your choice: options after 16:

<http://www.direct.gov.uk/en/EducationAndLearning/14To19/>

• 14–19: your life, your options:

<http://www.direct.gov.uk/en/EducationAndLearning/14To19/index.htm>

LearnDirect

<http://www.learnirect.co.uk/>

National Apprenticeship Service

<http://www.apprenticeships.org.uk/>

Skills Funding Agency

<http://skillsfundingagency.bis.gov.uk/>

Student Finance in England

<http://www.direct.gov.uk/en/EducationAndLearning/>

Total Professions

www.totalprofessions.com

UCAS

<http://www.ucas.ac.uk/>

Young People's Learning Agency

<http://www.ypla.gov.uk/>

Year 9-11 Curriculum 2016-19

Year 9-11 King's Bacallaureate Subjects

Students in all sets will study the following subjects in Years 9, 10 & 11:

	Periods per Fortnight	Subject
King's Bacallaureate	9 9 10 5	GCSE English Language & Literature GCSE Mathematics (including GCSE Statistics*) GCSE Science (Combined or Triple Science**) GCSE French/Spanish (or extra En/Ma for select cohort)
Ebacc Option	5	Focus Subject 1: GCSE History or Geography
GCSE Option	5	Focus Subject 2: GCSE History, Geography, Computing, Dance, Drama, Music, Fine Art & Spanish
PE	5	GCSE PE (also includes core provision)
Specialism	2	CMI Leadership
ASPIRE***	2	Character Curriculum
Enrichment	4	Wednesday afternoons will be devoted to King's co-curricular programme
DofE****		Duke of Edinburgh Award
	56	

*GCSE Statistics will be certified at the end of Year 10 for select cohort

**Determined by Lead Practitioner for Science

***Weekly 1hr standalone lesson of Aspire, enabling daily 0830-0900 curriculum to be dedicated to one Assembly, three Literacy sessions, one Numeracy/Standards session and Mentoring.

****All students undertake their Duke of Edinburgh Bronze Award in Year 9 and Silver Award in Years 10 & 11.

a. Year 9-11 King's Bacallaureate CORE Subjects

Students will study the following core subjects in Years 9, 10 & 11:

	Periods per fortnight	Subject
CORE	9 9 10 5 5 2	GCSE English Language & Literature GCSE Mathematics (including GCSE Statistics) GCSE Science (Dual or Triple Science) GCSE French/Spanish GCSE PE CMI Leadership (Professional Leadership Award) Duke of Edinburgh Award

b. Year 9-11 King's Bacculaureate FOCUS Subjects

Students must choose one subject from both block A & B. These 2 subjects will be studied in Years 9, 10 & 11:

Block A	Block B
	1 other from:
History	History*
Geography	Geography*
	Computer Science**
	Spanish***
	Drama
	Music
	Art
	Dance

*Students are not allowed to choose the same subject twice from the group indicated

**Selection for the Computer Science course will be based on attainment in Mathematics in the event of more than 24 students selecting the course. Students must also be currently taught in sets Archimedes, Euclid & Aristotle for Mathematics in order to select this option.

***Selection for the Spanish course will be based on attainment in French.

Timeline and Next Steps for Senior Programme

1	Week commencing 8 th February	Senior Programme assembly for Year 8 and issue of curriculum booklet.
2	Week Commencing 22 nd February	Optional Year 8 guidance interviews with your child's Academic Tutor. Interviews can either take place during 8.30-9.00am scheduled mentoring time between your child and their Academic Tutor, or if parents would like to also be present in the guidance interview, <i>please contact the Academy Registrar to book an appointment time.</i>
3	Tuesday 8 th March	Year 8 Subject Information Evening – 4.30 – 7.00pm: <ul style="list-style-type: none"> • 4.30pm: 20 minute presentation will be provided by Mr Ierston & Mr Reay to students in Hippocrates, Herodotus & Plato (based on maths & English groups) • 5.00pm: 20 minute presentation will be provided by Mr Ierston & Mr Reay to students in Archimedes, Euclid & Aristotle (based on maths & English groups) • Lead Practitioners & subject staff will be available throughout the evening to answer any subject related questions and provide an overview of the senior programme of study for their area.
4	Thursday 24 th March	Option to make specific subject appointments at the upcoming parents' evening on Thursday 24 th March to gather further information.
5	Friday 25 th March	Deadline for submission of year 8 option forms (located at the rear of the curriculum booklet and also as a separate handout to this booklet). These need to be returned to the Academy Registrar.

King's Compulsory Curriculum

This includes the following subjects:-

- English Language
- English Literature
- Mathematics (Incl Statistics)
- Science
 - Combined
 - Triple Science
- Modern Foreign Language:
 - French
 - Spanish
- Physical Education

GCSE English Language

Outline of Course/Qualification:

- GCSE English Language
- AQA Exam Board
- 9 lessons a fortnight (9 hours) are dedicated to English lessons.

What skills and interests are needed to be successful for this course?

- Reading skills: Comprehension, critical reading, analysis, summary and synthesis
- Writing skills: Creative, imaginative and writing to present a viewpoint
- Spoken Language: Presentational and formal speaking skills

What will I study?

- Students will read high quality, challenging texts from the **19th, 20th and 21st centuries**
- The text types will include **literature, literary non-fiction** and other **non-fiction writing** such as essays, reviews and journalism (both printed and online)
- Basic literacy skills (spelling, punctuation, grammar)
- Delivering formal presentations and holding interesting discussions

How is the course structured?

- The course has three elements; reading, writing and spoken language
- It will be taught by studying and writing a range of texts over the three year period
- Reading and writing will be the predominant elements of the course and spoken language will be woven throughout:
 - Year 9: Building on the foundations made in Year 7 and 8 to ensure grammatical, technical and basic skills are secure. Students will also read a range of the challenging texts needed for the forthcoming years' study.
 - Year 10: Analysing the chosen texts written across the centuries, using high-level critical reading skills. Writing practise across a wide variety of text types to ensure students are comfortable and effective in writing for different purposes.
 - Year 11: Deepening the skills acquired in Year 9 and 10, leading to independently reading and writing to a very high standard.

How will I be assessed?

- External examination at the end of the course
- 50% of the marks will be allocated to the reading paper
- 50% of the marks will be allocated to the writing paper
- Spoken language will be accredited but not weighted in the GCSE mark

Homework/Independent Learning and Extended Learning:

- Reading a wide variety of texts;
- Completing past exam papers and reading comprehension tasks;
- Producing pieces of writing;
- Preparation and practise for speaking and listening tasks

How would I use this qualification in the future?

- English is a critical qualification into higher education, working life, and provides students with essential communication skills.
- You could go on to study English in the King's 6th Form and then at university.
- By achieving a good grade in English Language, students are substantially raising their chances of securing a successful 6th Form, university place and career.

What are the top 5 universities currently for this subject?

- 1. Durham**
- 2. University College London**
- 3. Cambridge**
- 4. St Andrews**
- 5. Bristol**

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE English Literature

Outline of Course/Qualification:

- GCSE English Literature
- AQA Exam Board
- 9 lessons a fortnight (9 hours) are dedicated to English lessons.

What skills and interests are needed to be successful for this course?

- Reading skills: comprehension, critical reading, summary and synthesis
- A passion for reading novels, poems and watching plays
- Comparison and grammatical skills

What will I study?

- Students will study a range of high quality, intellectually challenging, and substantial whole texts in detail. These must include:
- at least one play by **Shakespeare**
- at least one **19th century novel**
- a **selection of poetry** since 1789, including representative Romantic poetry
- **fiction or drama** from the British Isles from 1914 onwards.

How is the course structured?

- Year 9: Building on the foundations made in Year 7 and 8 to ensure grammatical, technical and basic skills are secure. Students will also read a range of the challenging texts needed for the forthcoming years' study.
- Year 10: Analysing the chosen texts written across the centuries, using high-level critical reading skills. Developing the skills needed to study unseen texts and poems to ensure students are confident and highly competent for the final year.
- Year 11: Deepening the skills acquired in Year 9 and 10, leading to highly-challenged and skilled students who are adept at reading a wide range of classical literature fluently.

How will I be assessed?

- External examination at the end of the course, which will not be tiered
- Assessment will include the analysis of the following:
 - A 19th century novel
 - A Shakespeare play
 - A selection of poetry since 1789 including representative Romantic poems
 - British fiction or drama from 1914 onwards

Homework/Independent Learning and Extended Learning:

- Reading a wide variety of texts; including classical literature
- Essay response practise
- Developing knowledge of historical events in order to link them to the texts studied and put them into context

How would I use this qualification in the future?

- English is a critical qualification into higher education, working life and provides students with essential communication skills.
- You could go on to study English in the King's 6th Form and then at university.
- By achieving a good grade in English Literature, students are substantially raising their chances of securing a successful 6th Form, university place and career.

What are the top 5 universities currently for this subject?

- 1. Durham**
- 2. University College London**
- 3. Cambridge**
- 4. St Andrews**
- 5. Oxford**

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE Mathematics

Outline of Course/Qualification:

- GCSE Mathematics
- AQA Exam Board
- The GCSE follows two tiers based on the previous Higher tier (grade point scores 9 - 5) and the Foundation tier (grade point scores 1 - 6).
- GCSE skills are taught from the start of Year 7 and GCSE maths questions and problems from Foundation level papers are practiced regularly to develop exam skills, strategy and a deeper understanding of the topics. Pupils are in classes with pupils aiming for similar grades so that a focused personalised curriculum can be delivered.
- Year 9 is the beginning of the KS4 content working up to the higher tier.
- 9 lessons a fortnight (9 hours) are dedicated for Mathematics lessons.

What skills and interests are needed to be successful for this course?

To succeed in GCSE Mathematics, pupils need to be able to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

What will I study?

The 5 key areas of maths that are studied are:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and data handling

Each of the 5 areas contains their own smaller topics and these will be taught in sections of around 2 weeks per topic on average over the course.

Skills will be taught in the following areas within the course content:

- Efficient use of calculators both scientific and basic. Different brands will be used for optimum understanding.
- Exam skills, problem solving and breaking down of larger tasks.
- Methods – primarily how to set work out and communicate the answer clearly.
- Mental and written arithmetic and remembering necessary formulae.

Assessment of applying mathematics and using mathematics to solve problems will also be set in contexts that pupils should be expected to deal with in the real world. Pupils might be asked to answer questions on, for instance, decorating a room or designing a garden; or paying bills or sorting out rotas for shop staff. Finance and real life applications for maths have also become a large focus in the new curriculum.

Students are now expected to communicate their mathematics much more clearly through their working out. This means that they need to set work out in logical steps that demonstrate to the reader/marker what they are doing and what their thought processes entail. Students are also required to remember key formulae and apply that in their answers without the support of a formulae sheet being provided in the exam as in previous years.

How will I be assessed?

- You will be assessed by a final examination in the June of Year 11.
- Students will sit 3 exams consisting of 2 calculator papers both worth 80 marks and a non-calculator paper, also worth 80 marks. Problem solving, functional uses of maths and modelling are a key focus in the exams.
- Throughout the KS4 programme there will be further assessment so that progress can be monitored. Mock exams will take place over Years 10 and 11 and Learning Cycle Exams will still take place as normal.

There is a much higher weighting of the following objective skills/areas:

- Carry out routine procedures efficiently, with precision, especially in relation to algebra and number
- Reason and communicate accurately, using appropriate terms and correct grammar when developing a mathematical argument (e.g. deduce, justify, generalise, prove)
- Apply mathematical knowledge and reasoning, linking mathematical ideas and using mathematical modelling to solve problems
- Make connections between different parts of mathematics
- Solve real world modelling problems that are less well defined, making assumptions and simplifications

How would I use this qualification in the future?

Mathematics is an essential qualification if you are planning to go onto study the subject further at A level in the King's 6th Form and at degree level, but the subject is also an essential qualification for life. Number skills are required in almost all everyday situations, such as working out bills, calculating your salary, shopping, dealing with mortgages and investments. Thinking like a mathematician will help to improve your problem-solving and decision-making skills.

Mathematics is used in a number of jobs and professions in areas such as Environment, Market Research, Medicine, Teaching, Design and Architecture, Computer Gaming, Accountancy, Health & Society, Business & Money, Entertainment, Science & Engineering, Economics and Sport.

Home Learning/Independent Learning and Extended Learning:

- One weekly maths enrichment club after school is an opportunity for pupils to seek further support.
- Home Learning is set every week and consists of practice papers, booklets made specifically to a target grade or to develop a particular topic in more detail and revision/research tasks. Up to 1.5 hours a week will be expected.
- Maths videos and clips are also available for every topic which allows pupils to study at home and are suited to iPad software. These are emailed out to all students when the topic is being covered. All lessons and resources are uploaded onto Google classroom.
- MyMaths may also be used to help extend home learning or revision periods. There are many good lesson, activity and GCSE Booster packs available within this software.
- Revision materials will be provided by the school in the form of practice papers, videos, worksheets, topic booklets, detailed PowerPoints with questions, and after school provision.

What are the current top 5 universities in the UK for this subject?

1. **Cambridge**
2. **Oxford**
3. **Imperial College London**
4. **St Andrews**
5. **Warwick**

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE Maths - Statistics

Outline of Course/Qualification:

- GCSE Statistics is a course which runs hand in hand with GCSE Mathematics.
- AQA Exam Board compliments the data handling aspect of the Mathematics GCSE.
- Foundation students need to have a basic understanding of accuracy, fractions, decimals and percentages to access the course. Higher-level students need, in addition, to be familiar with the equation of a straight line and have a basic understanding of the shapes of exponential curves to access the course.
- In studying Statistics, pupils will cover the necessary content within the data handling and probability modules of the Mathematics GCSE.
- Statistics will be studied in Year 10 and 3 weeks will be spent on the completion of a controlled assessment (coursework) which will account for 25% of the overall grade. Not all pupils will be required to take on this additional GCSE and an information evening will be provided at the start of Year 10.

What skills and interests are needed to be successful for this course?

- Statistics are being used at an increasing rate in business, politics and science. In the real world we are constantly bombarded through the media with graphs, economic data such as retail price index (RPI) and various other statistical statements.
- Pupils need to develop skills in planning a project from a set of hypotheses, using appropriate methods to collect the data, present their findings and analyse the results.
- Pupils will also learn how to use computer software to collate, present, analyse and compare data sets.

What will I study?

- Writing and testing a hypothesis
- Planning in detail how to collect, summarise and represent unbiased data.
- Develop the skills necessary to read, analyse and interpret data and various diagrams and statistical statements accurately.
- Develop your ability to reason and discuss results.
- Graphical analysis and use of software.

How will I be assessed

- You will be assessed through the coursework and a full written paper in June of Year 10.
- **Controlled assessment:** This coursework task will be chosen by the teacher from 3 available tasks provided by the exam board. You will make a plan, collect data, analyse it and then write up a report on your work. The marks you are awarded will depend upon the detail of your plan and conclusion, the appropriate use of correct data collection methods and graphs and how well you investigate the problem and the statistical measures undertaken.
- **Written paper:** Each paper will have some short and some long questions. Many of them will involve the use of real-world data. You could be asked for example to design questionnaires, draw box plots and scatter diagrams, interpret diagrams, carry out calculations and interpret statements.

How would I use this qualification in the future?

- You can use the skills you have acquired when studying further subjects at all levels. Biology, psychology, economics, geography, engineering and archaeology are among the many subjects that rely at times on an understanding of statistical data.
- You might also use these skills to make decisions about things in your own life such as investing savings, choosing electrical equipment and buying cars.
- Probability is used in many careers such as insurance, banking, politics and journalism.

Homework/Independent Learning and Extended Learning:

- Home Learning is set every week and will consist of mini project tasks, practice Statistics papers, research and extended classwork. Mathswatch clips are uploaded on the drive.

Combined Science

Outline of Course/Qualification:

- Worth two GCSEs in Science.
- AQA Exam Board.
- 10 lessons a fortnight (10 hours) are dedicated to Science lessons.
- **Combined Science** is a course for learners of all abilities, whether they intend to study science further or not. The syllabus presents biology, chemistry and physics in separate units. The Combined Science qualification is the equivalent to the legacy dual GCSE award. The subject content of this specification is split into the three sections of substantive content, 'Biology 1+2', 'Chemistry 1+2', 'Physics 1+2'.

What skills and interests are needed to be successful for this course?

- A desire and interest about the world and universe around you
- A keen interest in scientific practical work and 'How Science Works'
- The ability to show the ASPIRE values throughout your work and a desire to succeed in the subject

What will I study?

- Biology (variety of topics including nerves and hormones, drugs, genetic variation and Evolution)
- Chemistry (variety of topics including metals and their uses, crude oil and fuels and changes in the Earth and its atmosphere)
- Physics (variety of topics including energy transfer, electrical appliances and waves).

How is the course structured?

- Year 9-11: Interleaved curriculum covering all aspects of biology, chemistry and physics

How will I be assessed?

The course is likely to be assessed in the following ways:

- Two separate exams in each of separate specialisms; Biology, Physics and Chemistry
- Terminal sittings (at the end of the year) as opposed to the traditional modular approach
- All external examinations have to be sat at the same time
- They will include questions that are about required practical activities that will be completed in lesson, there is no coursework element.

Homework/Independent Learning and Extended Learning:

- Learning will be supported and extended through use of bespoke iBooks created at King's to help with the long term learning of the course material
- Homework is regularly set based on the current teaching content, and independent enquiry is always encouraged
- Regular review sessions/seminars to extend subject learning
- AQA past papers are available online
- Revision sessions will be offered after school by subject specialists

How would I use this qualification in the future?

Good grades in the sciences are essential qualifications if you are planning to go onto study the subject further at A level in the King's 6th Form and at degree level. This can also lead to a successful career in the following areas:

- Health sciences (doctor, nurse, sports physiotherapist)
- Engineering (aerospace engineer, robotics engineer, architect)
- Life sciences (veterinarian, dentist, marine biologist)
- Physical sciences (pilot, forensic science, geoscientist)

What are the top 5 universities currently for this subject?

- 1. Cambridge**
- 2. Oxford**
- 3. Durham**
- 4. Imperial College London**
- 5. Edinburgh**

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE Triple Science

Outline of Course/Qualification:

- Up to 3 GCSEs in Science
- AQA Exam Board
- 10 lessons a fortnight (10 hours) are dedicated to Science lessons
- Biology: gives students the chance to gain a good understanding of human biology, organisms, evolution and the environment
- Chemistry: gives students the opportunity to gain a good understanding of the nature of substances and how they react together, how Chemistry is used in business and industry and how our use of raw materials in fuels and manufacturing can affect the global and local environment
- Physics: offers students the chance to gain a good understanding of the use and transfer of energy, waves, radiation and space as well as the application of Physics

What skills and interests are needed to be successful for this course?

- A desire and interest about the world and universe around you
- A keen interest in scientific practical work and 'How Science Works'
- The ability to show the ASPIRE values throughout your work and a desire to succeed in the subject

What will I study?

- Biology: Topics ranging from keeping healthy to humans and the environment
- Chemistry: Topics ranging from the nature of substances and how they react together to our use of raw materials in fuels
- Physics: Topics ranging from waves, radiation and the Solar System to the application of Physics

How is the course structured?

- Year 9-11: Interleaved course consisting of content from all levels of Biology, Chemistry & Physics taught throughout the Key Stage.

How will I be assessed?

The course is likely to be assessed in the following ways:

- Two separate exams (longer than those sat in Combined Science – see above) in each of separate specialisms; Biology, Physics and Chemistry
- Terminal sittings (at the end of the year) as opposed to the traditional modular approach
- All external examinations have to be sat at the same time
- They will include questions that are about required practical activities that will be completed in lesson, there is no coursework element.

Homework/Independent Learning and Extended Learning:

- Learning will be supported and extended through use of bespoke iBooks created at King's to help with the long term learning of the course material
- Homework is regularly set based on the current teaching content, and independent enquiry is always encouraged
- Regular review sessions/seminars to extend subject learning
- AQA past papers are available online
- Revision sessions will be offered after school by subject specialists

How would I use this qualification in the future?

Good grades in the sciences are essential qualifications if you are planning to go onto study the subject further at A level in the King's 6th Form and at degree level. This can also lead to a successful career in the following areas:

- Health sciences (doctor, nurse, sports physiotherapist)
- Engineering (aerospace engineer, robotics engineer, architect)
- Life sciences (veterinarian, dentist, marine biologist)
- Physical sciences (pilot, forensic science, geoscientist)

What are the top 5 universities currently for this subject?

1. Cambridge
2. Oxford
3. Durham
4. Imperial College London
5. Edinburgh

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE French

Outline of Course/Qualification:

- GCSE in French.
- AQA Exam Board.
- 5 lessons (5 hours) of French across a two week cycle.
- Skills developed in the four key areas of Listening, Speaking, Reading and Writing.
- Knowledge of a wide variety of vocabulary and structures developed in a range of settings.
- Encourage enjoyment of language learning and highlight to students the social, economic and global importance of developing highly competent linguists.
- Promotion of deeper cultural understanding and global citizenship. Students' language learning will broaden their horizons and develop an appreciation of the culture and society of French-speaking countries and communities.
- Develop important language skills across a variety of contexts, which will enable students to take their place in a multi-lingual society.

What skills and interests are needed to be successful for this course?

Skills

Communication: To persuade, argue or explain, converse in the target language, prepare presentations or simply put ideas across clearly.

Adaptability: To be able to understand and engage with a wide range of viewpoints enabling greater adaptability, creativity and insightfulness.

Team Work: To interact with others through a variety of mediums such as pair discussions, group work and class debates.

Independence: To take greater responsibility and initiative in one's own learning, manage work independently and gain greater linguistic confidence.

Interests

The study and learning of French will complement and consolidate students' own knowledge of how their native language works. Learning a language promotes an interest in other people, different cultures and the wider global community.

What will I study?

The course will cover a wide variety of different topics across three broad themes:

- **Identity and Culture:** Students will study topics relating to self, family and friends, technology in everyday life and free-time activities.
- **Local, National, International and Global Areas of Interest:** Students will study topics relating to Home, town, neighbourhood and region, social issues, global issues and travel and tourism.
- **Current and Future Study and Employment:** Students will study topics relating to their studies, their life at school/college, education post-16 and jobs, career choices and ambitions.

How is the course structured?

- **Year 9:** Bridging the Gap Year – Students will continue to develop and extend their linguistic competence across the four key skills required at GCSE level: Listening, Reading, Speaking and Writing. Particular emphasis will be placed on the consolidation of vocabulary, syntax and grammar.
- **Year 10:** GCSE Year 1 – Students will study a selection of topics across the above four themes, further developing their receptive and productive skills.
- **Year 11:** GCSE Year 2 – Students will study the remainder of topics across the four broad themes above. Students will be examined in the four key skills of Listening, Speaking, Reading and Writing at the end of the French GCSE course in the summer of Year 11.

How will I be assessed?

- The GCSE consists of four exams across four key skills: the two productive skills of speaking and writing and the two receptive skills of listening and reading. The listening and reading elements to the exam are assessed by either Foundation (Grades Points 1-5) or Higher (Grade Points 4-9) tier external assessments.
- Each of the four exams are linear and will take place at the end of Year 11. For the speaking element of the exam, it is usual that this is the first exam to be completed in a set period of time between end of April and mid-May of the year of certification.
- Each skill constitutes 25% of the final GCSE final grade.
- All exams will be marked externally.

EXAM SKILL BREAKDOWN:

- 25% Reading exam at the end of Year 11. This skill is tiered. Therefore, students will complete either a Higher or Foundation tier paper.
- 25% Listening exam at the end of Year 11. This skill is tiered. Therefore, students will complete either a Higher or Foundation tier paper.
- 25% Writing exam at end of Year 11.
- 25% Speaking exam at end of Year 11.

Homework/Independent Learning and Extended Learning:

- Students will be set two homework tasks a week: a *learning* homework, where students will revise a list of vocabulary relating to the topic being taught, and a *productive* homework where students will complete a piece of either spoken or written work based on the content they are learning.
- Independent learning will be required for the GCSE speaking and writing tasks.

How would I use this qualification in the future?

- This qualification offers a suitable progression route to Advanced Level studies in the French language in the King's 6th Form.
- The study of one language at GCSE can facilitate and help promote the learning of other languages.
- Students may need a GCSE in a language when applying to certain universities.
- A language qualification may also add to an individual's employability profile with over 1/3 of businesses wanting people specifically for their language skills.
- Speaking languages other than your native tongue opens up a world of career opportunities such as: Translator/Interpreter, Foreign Service Officer, International Lawyer, Overseas Journalist, Pilot, Fashion Designer, Immigration/Customs Official, Export/Import Business Manager.

What are the top 5 universities currently for this subject?

1. Durham
2. Oxford
3. Cambridge
4. Warwick
5. St Andrews

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE Spanish

Outline of Course/Qualification:

- GCSE in Spanish
- AQA Exam Board.
- 5 lessons (5 hours) of Spanish across a two week cycle.
- Skills developed in the four key areas of Listening, Speaking, Reading and Writing.
- Knowledge of a wide variety of vocabulary and structures developed in a range of settings.
- Encourage enjoyment of language learning and highlight to students the social, economic and global importance of developing highly competent linguists.
- Promotion of deeper cultural understanding and global citizenship. Students' language learning will broaden their horizons and develop an appreciation of the culture and society of Spanish-speaking countries and communities.
- Develop important language skills across a variety of contexts, which will enable students to take their place in a multi-lingual society.

What skills and interests are needed to be successful for this course?

Skills

Communication: To persuade, argue or explain, converse in the target language, prepare presentations or simply put ideas across clearly.

Adaptability: To be able to understand and engage with a wide range of viewpoints enabling greater adaptability, creativity and insightfulness.

Team Work: To interact with others through a variety of mediums such as pair discussions, group work and class debates.

Independence: To take greater responsibility and initiative in one's own learning, manage work independently and gain greater linguistic confidence.

Interests

The study and learning of Spanish will complement and consolidate students' own knowledge of how their native language works. Learning a language promotes an interest in other people, different cultures and the wider global community.

What will I study?

The course will cover a wide variety of different topics across three broad themes:

- **Identity and Culture:** Students will study topics relating to self, family and friends, technology in everyday life and free-time activities.
- **Local, National, International and Global Areas of Interest:** Students will study topics relating to Home, town, neighbourhood and region, social issues, global issues and travel and tourism.
- **Current and Future Study and Employment:** Students will study topics relating to their studies, their life at school/college, education post-16 and jobs, career choices and ambitions.

How is the course structured?

- **Year 9:** Introduction Year – Students will build upon their Year 7 & Year 8 Spanish learning to continue to develop and extend their linguistic competence across the four key skills required at GCSE level: Listening, Reading, Speaking and Writing. Particular emphasis will be placed on the consolidation of key vocabulary, syntax and grammar required at Foundation tier entry (Grade Points 1-4) across a selection of topics from the four broad themes above.
- **Year 10:** GCSE Year 1 (Grade Point focus: 4-6) – Students will study a selection of topics across the above four themes and further develop their receptive and productive skills through the regular completion, analysis and evaluation of GCSE listening and reading past papers.

- **Year 11:** GCSE Year 2 (Grade Point focus: 6-9) – Students will study the most complicated remaining topics across the four broad themes above. Students will be examined in the four key skills of Listening, Speaking, Reading and Writing at the end of the French GCSE course in the summer of Year 11.

How will I be assessed?

- The Spanish GCSE consists of four exams across four key skills: the two productive skills of speaking and writing and the two receptive skills of listening and reading. The listening and reading elements to the exam are assessed by either Foundation (Grades Points 1-5) or Higher (Grade Points 4-9) tier external assessments.
- Each of the four exams are linear and will take place at the end of Year 11. For the speaking element of the exam, it is usual that this is the first exam to be completed in a set period of time between end of April and mid-May of the year of certification.
- Each skill constitutes 25% of the final GCSE final grade.
- All exams will be marked externally.

EXAM SKILL BREAKDOWN:

- 25% Reading exam at the end of Year 11. This skill is tiered. Therefore, students will complete either a Higher or Foundation tier paper.
- 25% Listening exam at the end of Year 11. This skill is tiered. Therefore, students will complete either a Higher or Foundation tier paper.
- 25% Writing exam at end of Year 11.
- 25% Speaking exam at end of Year 11.

Homework/Independent Learning and Extended Learning:

- Students will be set two homework tasks a week: a *learning* homework, where students will revise a list of vocabulary relating to the topic being taught, and a *productive* homework where students will complete a piece of either spoken or written work based on the content they are learning.
- Independent learning will be required for the GCSE speaking and writing tasks.

How would I use this qualification in the future?

- This qualification offers a suitable progression route to Advanced Level studies in the Spanish language in the King's 6th Form.
- The study of one language at GCSE can facilitate and help promote the learning of other languages.
- Students may need a GCSE in a language when applying to certain universities.
- A language qualification may also add to an individual's employability profile with over 1/3 of businesses wanting people specifically for their language skills.
- Speaking languages other than your native tongue opens up a world of career opportunities such as: Translator/Interpreter, Foreign Service Officer, International Lawyer, Overseas Journalist, Pilot, Fashion Designer, Immigration/Customs Official, Export/Import Business Manager.

What are the top 5 universities currently for this subject?

1. Durham
2. Cambridge
3. St Andrews
4. Oxford
5. Southampton

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE Physical Education

Outline of Course/Qualification:

- GCSE in Physical Education
- AQA Exam Board
- 5 lessons a fortnight are dedicated to PE lessons
- The course will equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and exercise.

What skills and interests are needed to be successful for this course?

- An interest in sport participation and performance.
- Leading an energetic and active lifestyle.
- The ability to show the ASPIRE values throughout theory and practical lessons and the endeavour to succeed in the subject.

What will I study?

- **Theory:** Students will learn about the human body including applied anatomy and physiology, movement analysis and physical training. They will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. Students will also study the socio-cultural influences and well-being in physical activity and sport. They will develop knowledge and understanding of the psychological factors that can affect performers.
- **Practical:** This will include participating in a variety of different sports including team and individual sports/activities. Learning about the rules, tactics and how to analyse and evaluate performance.

How will I be assessed?

- Exam assessment: The human body and movement in physical activity and sport (paper 1). Socio-cultural influences and well-being in physical activity and sport (paper 2)= 60% of final grade.

The examinations are 1 hour and 15 minutes each, and include multiple-choice, short-answer, and long-answer questions. The total raw mark available for each exam is 78. Each exam is worth 30% of the overall grade.

- Non-exam assessment: Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
Analysis and evaluation of performance to bring about improvement in one activity = 40% of final grade.

Practical performance:

Students will be assessed in **three activities in the role of performer**. Students will be marked out of 25 for their practical ability. Students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Analysis of Performance:

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

How would I use this qualification in the future?

- This course will help anyone interested in working in the sports industry for example, physiotherapist, sports psychologist, PE teacher or sports coach.
- It also can lead to further studies in the King's 6th Form in Advanced Level PE.

Homework/Independent Learning and Extended Learning:

- Representing the school teams, attending extra-curricular clubs or participating in other sports teams
- Homework is set every week based on the lesson content and GCSE PE examination questions
- AQA past papers are available online
- Learning will be supported through regular intervention and additional revision classes

What are the top 5 universities currently for this subject?

1. **Durham**
2. **Birmingham**
3. **Bath**
4. **Exeter**
5. **Loughborough**

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

King's Optional Curriculum

This includes the following subjects:-

- Geography
- History
- Computer Science
- Fine Art
- Drama
- Dance
- Music
- Spanish

GCSE Geography

Outline of Course/Qualification:

- GCSE in Geography.
- AQA Exam Board.
- 5 lessons a fortnight (5 hours) are dedicated to Geography lessons.

Geography is one of the most exciting, adventurous and valuable subjects you can study. It helps you to make sense of our changing world and places around you, meaning it is always up-to-date and relevant. Many of the world's current challenges are related to geography, and require the skills and insight from the geographers of the future to help us to understand them.

We will study AQA GCSE Geography (Specification A), which is divided into three main units:

Unit 1: Physical Geography (35%)

Unit 2: Human Geography (35%)

Unit 3: Geographical Applications (30%)

What skills and interests are needed to be successful for this course?

- Are you interested in where you live and how places around you are changing?
- Do you often wonder who makes the decisions about our environment?
- Do you enjoy researching and discussing current affairs?
- Are you interested in the differences and similarities in people's views of the world and its environments, societies and cultures?
- Do you like using ICT/GIS software such as Google Earth?
- Would you like to extend your learning through fieldwork?
- Do you enjoy asking questions and solving problems, both individually and as part of a team?
- Finally - is the future of the planet important to you?

What will I study?

The course covers key elements from the physical and human world, and develops the geographical skills that are essential to understand them.

- **Unit 1:** The challenge of natural hazards, Physical landscapes in the UK, The living world.
- **Unit 2:** Urban issues and challenges, The changing economic world, The challenge of resource management
- **Unit 3:** Issue evaluation, Fieldwork, Geographical skills.

How is the course structured?

- Year 9: In Year 9 we will introduce the key ideas from the course, develop and extend geographical skills and complete introductory units to ensure familiarity with content before it is taught in depth in Years 10 and 11.
- Year 10: A selection of topics from Units 1-3. Fieldwork completion towards the end of Year 10.
- Year 11: Remaining topics from Units 1-3 including comprehensive revision.

How will I be assessed?

You will sit three examinations for Geography at the end of Year 11, one paper for each of the Units we have studied.

- **Unit 1:** Living with physical environment (1 hour 30 minutes) 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- **Unit 2:** Challenges in human environment (1 hour 30 minutes) 88 marks (including 3 marks for SPaG)
- **Unit 3:** Geographical applications (1 hour 15 minutes). 76 marks (including 6 marks for SPaG). Pre-release resources booklet for this unit is made available 12 weeks before the Unit 3 exam.

Each of the above papers will consist of a variety of questions; short-answer, multiple choice, extended prose and levels of response.

Homework/Independent Learning and Extended Learning:

- There is at least 1 hour of homework issued per week which usually involves a research task to promote independent thinking and learning.
- Extended learning projects are issued throughout topics which help to consolidate learning through independent and group work activities.

How would I use this qualification in the future?

- Geography has one of the highest rates of graduate employability, as well as being highly valued by employers worldwide.
- It also can lead to further studies in the King's 6th Form in Advanced Level Geography.
- Further studies in Geography can lead to careers in accountancy, market research, management consultancy, aid work, landscape architecture, field studies work, environmental consultancy, civil engineering, social work, cartography, surveying, town planning, teaching, the tourist industry and many more areas.

What are the top 5 universities currently for this subject?

1. Cambridge
2. Durham
3. Oxford
4. Bristol
5. London School of Economics

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE History

Outline of Course/Qualification:

- GCSE in History.
- AQA Exam Board.
- 5 lessons a fortnight (5 hours) are dedicated to History lessons.

According to upcoming curriculum changes in the subject there are three topic areas across three key time periods that will be studied. The time periods are:

- Medieval (500-1500)
- Early Modern (1450-1750)
- Modern (1700 – present day)

The different topics are:

1. **Germany, 1890-1945: Democracy and dictatorship**

Germany, 1890-1945 will look at both World Wars as well as studying the ever popular Hitler's Germany topic from the legacy GCSE History syllabus.

2. **Conflict and Tension between the East and West 1945-1972**

Conflict and Tension is based around the Cold War and will look at the early years, causes and crises of the Cold War including the Cuban Missile Crisis and Berlin Wall.

3. **Britain Health and the People: c1000 – modern day**

This is very similar to the medicine through time module studied on the current GCSE syllabus. The module provides an exciting overview of medicine over time.

4. **Norman England, c1066 – c1100**

The Norman England module studies the Norman conquest of England and how William the Conqueror established control of the country, including, castles, the Domesday Book and much more.

What skills and interests are needed to be successful for this course?

- History is considered to be an academically challenging subject, respected by top universities. Therefore students will need to be a competent reader with a thirst for knowledge and a passion for History. You will need to be resilient and willing to develop both analytical and evaluation skills.

What will I study?

- As an introduction to History in Year 9, the students will focus on past paper topics studied in the current GCSE specification to learn the skills required for studying Key Stage 4 History.
- As mentioned above, the course will then develop by moving into the new GCSE topics in Year 10, as soon as the new guidelines are released.

How is the course structured?

- Year 9: Learning cycles 1-3 will focus on Medicine Through Time, beginning with a contextual view of ancient medical belief. Students will look at the works of the Ancient Greeks and Romans before moving on to studying medieval, renaissance and modern medicine and public health. Learning cycles 4 and 5 will begin with the students looking into Norman England.

- Year 10 and 11: Students will complete their Norman England module before completing their Germany and then Conflict and Tension modules, in that particular order. Throughout this time there will be full GCSE past papers completed as well as numerous past paper questions. There will be time towards the end of Year 11, possibly even two learning cycles, to recap over work studied throughout the three year course in preparation for the exams.

How will I be assessed?

- Students' work will be assessed at regular intervals over the three years. There will be regular mock assessments each year. Furthermore, the controlled assignment will be internally standardised, with a sample sent to an external moderator.
- The course contains two 1 hour 45 minute tests that are worth 84 marks and 50% each. Each test has 4 marks awarded for SPAG. Paper 1 contains 10 compulsory questions and Paper 2 contains 8 compulsory questions.

Homework/Independent Learning and Extended Learning:

- Homework will be set on a weekly basis, with the expectation that students attend a weekly revision session in Year 11. Independent learning will be focused mainly on completing past questions and training in exam technique and skills.

How would I use this qualification in the future?

- The study of History can lead to respected careers such as Law, Journalism and Teaching. History is a prestigious GCSE due to the high level of challenge and respect it garners from top universities. It showcases a high level of academia whilst naturally supporting other subjects.
- History will help to accelerate progress in English, as well as the other Humanities subjects. The ability to think critically and provoke questioning of events both past and present is a life skill of premium importance.
- It also can lead to further studies in the King's 6th Form in Advanced Level History.

What are the top 5 universities currently for this subject?

- 1. Durham**
- 2. Cambridge**
- 3. Oxford**
- 4. St Andrews**
- 5. London School of Economics**

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE Computer Science

Outline of Course/Qualification:

- GCSE in Computer Science.
- OCR Exam Board.
- 5 lessons a fortnight are dedicated to Computer Science lessons.
- GCSE Computing will allow you to explore the digital revolution and the fundamental principles that underpin the development of the digital age. Programming and problem solving forms the central focus of the course. Your programming skills will be used to write new programs to solve various problems.

What skills and interests are needed to be successful for this course?

- Good problem solving and analytical skills
- Proficient (Level 6+) at Mathematics & Science
- An interest in computers and hardware

What will I study?

- Computational thinking (Problem Solving, Algorithms, Decomposition, Abstraction)
- Programming (Developing Code, Python3, Constructs, Data Types & Structures)
- Data (Binary, Data Representation, Data Storage & Compression, Encryption)
- Databases, including relational databases and their use
- Computers (Hardware, Logic, Software, Programming Languages)
- Communication (Networks, Internet, World Wide Web and communication protocols)

How will I be assessed?

- 40% Written Examination (Computer Systems: 1 hour 30 minutes)
- 40% Written Examination (Computational thinking, algorithms and programming: 1 hour 30 minutes)
- 20% Programming project (Controlled Assessment over a total duration of 20 hours)

How would I use this qualification in the future?

GCSE Computing would allow you to study the subject in greater depth at Advanced Level in the King's 6th Form.

Possible careers could include:

- Software Developer or Games Developer
- Computer Technician, IT Consultant, IS Manager, System Analyst
- Database, Network or Systems Administrator

Homework/Independent Learning and Extended Learning:

- Practice programming
- Problem solving
- Keeping up with technology developments
- Examination preparation

What are the top 5 universities currently for this subject?

- 1. Cambridge**
- 2. Imperial College London**
- 3. Oxford**
- 4. St Andrews**
- 5. Bristol**

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE Fine Art

Outline of Course/Qualification:

- GCSE in Fine Art.
- OCR Exam Board.
- 5 lessons a fortnight (5 hours) are dedicated to Fine Art lessons.
- The aim of this course is to encourage adventurous and enquiring minds to develop creatively. During the course you explore a wealth of materials and processes. The work you produce may take many forms – painting, drawing, textiles, 3D/sculpture, digital media, graphic design and more. You will be guided through new processes and introduced to Artists and Crafts people and then expected to develop ideas in an imaginative, personal and independent way.

What skills and interests are needed to be successful for this course?

- It is important as an Art student that you are willing to explore and experiment with many materials and techniques. You must be able to take risks and learn from your mistakes and successes.
- You will be expected to research Artists, Designers and Crafts people in order to understand the importance of Art in historical and contemporary contexts. Their work will also inform your own explorations and give inspiration to the avenues you explore.
- Some of the skills and attributes you can hope to develop during this course are problem solving, self-confidence, perseverance, commitment, critical & reflective thinking as well as competence in the handling of art materials.
- This course **is not** suitable for students only willing to explore one type of media when making art.

What will I study?

- You will learn how to use the formal elements of art: line, colour, tone, shape, form, pattern etc.
- You will record your ideas and observations in a variety of ways.
- You will research Artists, Designers, Crafts people, Art movements and other cultures where appropriate and in relation to your chosen theme. You will use this research to influence your own outcomes and develop a critical response to artwork.
- You will explore, experiment and take risks with a wide range of media. As Art students you will become more competent with media and processes as you learn from your investigations. The main form this will take is a sketchbook full of samples, tests and sketches in order to select the most appropriate techniques and disregard less successful ideas. This is a very important aspect of the course.
- You will produce personal, imaginative outcomes/final pieces that your explorations have led you to.

How is the course structured?

- The course will run over three years, Year 9 being a foundation style course where we build your skills. You will be introduced to lots of processes that you will then use to produce your own artwork. As the course progresses you will be expected to work more independently.

How will I be assessed?

- The course is assessed against 4 specific objectives each holding a mark of 25. Each project will cover the 4 objectives equally. The objectives simplified are as follows:
 - Developing ideas using the influence of Artists & culture
 - Experiment with a wide range of media & processes
 - Record ideas relevantly
 - Critical understanding of own and other artists' work and presentation

Coursework holds 60% of the final mark, 40% is for a final externally set task. The external exam will contain a range of themes to choose from. You will have six weeks to prepare, explore and develop ideas as you have in your coursework. The final outcome must be made **independently**, in a set period of 10 hours sustained study.

Homework/Independent Learning and Extended Learning:

- Students should commit to at least 1 extra-curricular Art session per week in order to develop ideas to the highest of standards. Sketchbook development is a crucial part of the course and you will be expected to continue this at home after each session. This will involve first-hand drawings, further research on your ideas and Artists, further practice of techniques taught in class and also taking photographs of relevant material.

How would I use this qualification in the future?

- Studying this course will prepare you for further education courses in Arts related subjects. These include A-Levels at the King's 6th Form which can then lead you to higher education courses & university degrees in order to prepare you for a career in the Creative industries.
- Some of the roles included in the Creative industries are: Artist, Teacher, Designer (Product, Fashion, Graphic, Shoe, Games etc), Architect, Sculptor, Makeup Artist, Photographer and many more. Creative young people with artistic flair will always be in demand and there are many employment opportunities available.

What are the top 5 universities currently for this subject?

1. Oxford
2. University College of London
3. Lancaster
4. Newcastle
5. Brunel

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE Drama

Outline of Course/Qualification:

- GCSE in Drama; AQA Exam Board
- 5 lessons a fortnight (5 hours) are dedicated to Drama lessons, plus one hour extra-curricular studies
- Practical Performance Exams = 40% of your final grade.
- Practical Performance Portfolio = 20% of your final grade
- Written Paper = 40% of your final grade

What skills and interests are needed to be successful for this course?

- This course will suit you if you enjoy working with different people and exploring topics in a practical way
- You need to be resilient, hard-working, self-motivated and team-orientated to be successful in GCSE Drama
- You will need the focus to be able to concentrate in a busy and energetic environment
- You need to be sensitive to different cultural and historical issues that we may deal with and be willing to look at topics from a range of perspectives
- Your attendance needs to be 95% or above as you need to be committed to your group's work
- You should have a love of entertainment and enjoy the company of other people
- You should be able to express yourself

What will I study?

- You will explore different types of theatre, drama conventions and theatre practitioners
- You will understand how theatre has shaped society and society has shaped theatre
- You will undertake script work from a range of scripts tailored to the group. You will study at least one script in its entirety and sections from a different contrasting script.
- You will gain first-hand experience in creating different types of theatre from improvised comedies to ancient Greek theatre
- You will have the opportunity to work with outside theatre companies, professional actors and watch live theatre productions designed to inspire and improve your own practice

Each year, students at King's will follow a bespoke curriculum that is designed to get the best out of each student. The experienced teaching team assess a groups strengths and weaknesses and focus all of their attention on stretching the strengths and eradicating the weaknesses.

How will I be assessed

- 40% of the course is performance based
- All of your practical exams will take place in year 11
- One of these will be devised in groups; the other one will be a group scripted performance
- You get work-in-progress marks for the lessons that are within a rehearsal period for an exam piece
- At the end of Year 11 you will sit a written paper. It is one and a half hours long. You will answer questions based on your successful group work, a text you have studied and your use of performance skills. You will also answer questions that test your knowledge of theatre and drama.

How would I use this qualification in the future?

- Drama develops skills of creativity, self-confidence, self-discipline and communication and team work
- It is favoured by many employers and colleges because having a successful Drama qualification suggests good teamwork, cooperation and inter-personal skills all of which are very valuable in any place of work
- You could go on to study A-Levels within Performing Arts in the King's 6th Form.
- Students can go on to work in local theatre, radio, and other media as well as law, project management and teaching. The Creative Industry contributes £71.4 billion to the UK's economy each year and is growing year on year.

Homework/Independent Learning and Extended Learning:

- There will be a GCSE Drama Independent Programme of Learning that you will be expected to complete.
- The tasks are designed to underpin class work and exercise your ability to complete the written paper.

What are the top 5 universities currently for this subject?

1. RADA (Royal Academy of Dramatic Arts)
2. RCSSD (Royal Central School of Speech and Drama)
3. LIPA (Liverpool Institute for Performing Arts)
4. Mountview
5. Arts Ed (London)

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE Dance

Outline of Course/Qualification:

AQA GCSE Dance allows students to develop the technical, expressive and performing skills needed to effectively experience and perform in an umbrella of different genres of dance. During the study, they will have the opportunity to explore and express their own choreography ideas, building composition towards different stimuli, professional work and their own experiences or interests.

Pupils will also study professional dance work in many different dance forms and styles, they will have the opportunity to work with professional dance companies and will be appreciating and studying professional work and choreographers.

What skills and interests are needed to be successful for this course?

- GCSE Dance will suit students who enjoy dance and retrospectively are happy and committed to perform in a solo, duo and group dance situation.
- Students must have a **good standard of Physical and Technical skills or have the determination to improve on these key aspects of dance**, as they underpin the backbone of dance.
- The practical sessions will focus on contemporary dance styles and students must therefore be willing to explore movement that may be new to them and to approach tasks creatively.
- Commitment and determination towards rehearsals is vital, this will include after school and during their own time.
- Video analysis is essential for evidence and evaluation for improvement, therefore willingly supportive of this.

What will I study?

Core content comprises from-

- **Performance**
- **Choreography**
- **Dance appreciation**

Component 1: Performance and Choreography

What's assessed?

Performance 30% towards final mark.

- Set phrases through a solo performance (approx 1 minute duration)
- Duet/ Trio performance (three and a half minutes in duration)

Choreography 30% towards final mark.

- Solo or group choreography- a solo (2- 2.5 minutes) or a group for two to five dancers (3-3.5 minutes).

Total component 60%

Non-exam assessment, marked by the teacher and moderated by the AQA exam board.

Component 2: Dance appreciation

What's assessed?

- Knowledge and understanding of choreography process and performing skills.
- Critical appreciation of own work
- Critical appreciation of professional works.

How will it be assessed?

- 40% of GCSE
- Written exam: 1 hour 30 minutes.
- 80 marks in total paper.
- Questions will be based on students' own practice in performance and choreography and the GCSE Dance anthology.

How would I use this qualification in the future?

- Pupils can further study dance at Advanced Level
- It is also the starting point for those who wish to become a professional dancer, teacher or theatre worker and work within the entertainment and fitness industry.

Homework/Independent Learning and Extended Learning:

- Pupils will need to plan towards their own choreography, therefore, this will be produced partly in their own time, after school or during lunch. Pupils will have the responsibility to organise this.
- Pupils will plan and produce dance performances so they can show case their work.
- Pupils will need to attend and watch professional work which may be in their own time. This will be organised by the teacher.
- Homework is every week based on GCSE Dance practical or theory aspects.

What are the top universities currently for this subject?

- **Liverpool Institute of Performing Arts (LIPA)**
- **Birmingham**
- **University of East Anglia**
- **Trinity Laban Conservatoire**
- **Queen Mary, University of London**

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

GCSE Music

Outline of Course/Qualification:

- Edexcel GCSE Music.
- 5 lessons a fortnight (5 hours) are dedicated to Music lessons.
- Practical Performance = 30% of your final grade (1 solo and 1 ensemble performance).
- Composition coursework = 30% of your final grade (2 pieces each worth 15%).
- Listening & Appraising Paper = 40% of your final grade.

What skills and interests are needed to be successful for this course?

- This course will suit you if you are passionate about music: listening, composing *and* performing.
- It would be helpful if you have good skills as a singer or on a particular instrument. If you already have lessons on a particular instrument (e.g. guitar, piano, singing) then you are already on your way. You need to be approximately Grade 4 (by the Spring of Year 11) to meet the minimum requirement for the performance examination. You must be committed to working hard to attain this level. Attending extra-curricular groups is an expectation of GCSE music students.
- You need to be resilient, hard-working and self-motivated to be successful in GCSE Music.
- You need to be open to listening to different styles of music (classical, world music, pop).
- You must be willing to put extra time in to practice your chosen instrument outside of lessons and to participate in concerts and performances.

What will I study?

- You will develop music performance skills, including playing as part of a group.
- Music theory.
- You will learn composing techniques and write your own music using instruments & music technology.
- You will explore music from different cultures and times in history.

Instrumental Music 1700–1820: J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major & Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music: H Purcell: Music for a While Queen: Killer Queen (from the album Sheer Heart Attack)

Music for Stage: S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Screen Fusions: Afro Celt Sound System: Release (from the album Volume 2: Release) Esperanza Spalding: Samba Em Preludio (from the album Esperanza)

How will I be assessed?

- One written exam in the summer of Year 11. You will listen to a CD and answer questions on the four Areas of Study (above) and unfamiliar music.
- You will perform two pieces in total. One of the pieces will be a solo in any style and on any instrument. These performances may take place in the classroom, in school music groups or outside school. They will be recorded and marked by your teacher and moderated by the examination board. The performances must last for a minimum of 4 minutes (combined).
- You will compose two pieces. These will be in a form or style linked to music that you study for the written examination, such as 12 bar blues, minimalism, pop songs or ternary structure. One composition will be to a brief set by the examination board, the other is a free composition.

How would I use this qualification in the future?

- Music is an academic subject, and colleges and universities look on it very favourably.
- This qualification shows you are creative, dedicated and can work with other people. These are all skills that are very sought after by employers.
- You could go on to study music or performing arts in the King's 6th Form and then at university.
- There are lots of career opportunities in the media, arts management and education sectors.
- A GCSE in music will give you the skills to be a musician in your own right.

Homework/Independent Learning and Extended Learning:

- You will have to practice your chosen instrument regularly and properly if you are going to progress. Small, regular amounts of practice are best.
- You will also be asked to complete short regular tasks that will support and consolidate learning done in lesson time.
- Extra-curricular groups, concerts and performances.
- Trips to see orchestras, musical theatre and opera (one per academic year).

What are the top 5 universities currently for this subject?

1. **Oxford**
2. **Manchester**
3. **Durham**
4. **Cambridge**
5. **Birmingham**

UK Conservatoires [Specialist Music Higher Education] (unranked due to individual specialisms)

1. **Royal College of Music**
2. **Royal Academy of Music**
3. **Guildhall School of Music and Drama**
4. **Trinity Laban Conservatoire of Music and Dance**
5. **Royal Northern College of Music**
6. **Birmingham Conservatoire**
7. **Royal Welsh College of Music and Drama**
8. **Royal Conservatoire of Scotland**
9. **Leeds College of Music**

Both conservatoire and university courses can lead to a Bachelor's degree.

As a general guide, if your interests are focused on a practical discipline, such as dance, acting, instrumental or vocal performance, a conservatoire is likely to be your best option. If your prime interest in music or theatre, for example, is more academic, with a focus on such things as history, analysis, criticism, harmony and counterpoint, and the philosophy and psychology of the performing arts, a university course may suit you better.

GCSE Spanish

Outline of Course/Qualification:

- GCSE in Spanish
- AQA Exam Board.
- 5 lessons (5 hours) of Spanish across a two week cycle.
- Skills developed in the four key areas of Listening, Speaking, Reading and Writing.
- Knowledge of a wide variety of vocabulary and structures developed in a range of settings.
- Encourage enjoyment of language learning and highlight to students the social, economic and global importance of developing highly competent linguists.
- Promotion of deeper cultural understanding and global citizenship. Students' language learning will broaden their horizons and develop an appreciation of the culture and society of Spanish-speaking countries and communities.
- Develop important language skills across a variety of contexts, which will enable students to take their place in a multi-lingual society.

What skills and interests are needed to be successful for this course?

Skills

Communication: To persuade, argue or explain, converse in the target language, prepare presentations or simply put ideas across clearly.

Adaptability: To be able to understand and engage with a wide range of viewpoints enabling greater adaptability, creativity and insightfulness.

Team Work: To interact with others through a variety of mediums such as pair discussions, group work and class debates.

Independence: To take greater responsibility and initiative in one's own learning, manage work independently and gain greater linguistic confidence.

Interests

The study and learning of Spanish will complement and consolidate students' own knowledge of how their native language works. Learning a language promotes an interest in other people, different cultures and the wider global community.

What will I study?

The course will cover a wide variety of different topics across three broad themes:

- **Identity and Culture:** Students will study topics relating to self, family and friends, technology in everyday life and free-time activities.
- **Local, National, International and Global Areas of Interest:** Students will study topics relating to Home, town, neighbourhood and region, social issues, global issues and travel and tourism.
- **Current and Future Study and Employment:** Students will study topics relating to their studies, their life at school/college, education post-16 and jobs, career choices and ambitions.

How is the course structured?

- **Year 9:** Introduction Year – Students will build upon their Year 7 & Year 8 Spanish learning to continue to develop and extend their linguistic competence across the four key skills required at GCSE level: Listening, Reading, Speaking and Writing. Particular emphasis will be placed on the consolidation of key vocabulary, syntax and grammar required at Foundation tier entry (Grade Points 1-4) across a selection of topics from the four broad themes above.

- **Year 10:** GCSE Year 1 (Grade Point focus: 4-6) – Students will study a selection of topics across the above four themes and further develop their receptive and productive skills through the regular completion, analysis and evaluation of GCSE listening and reading past papers.
- **Year 11:** GCSE Year 2 (Grade Point focus: 6-9) – Students will study the most complicated remaining topics across the four broad themes above. Students will be examined in the four key skills of Listening, Speaking, Reading and Writing at the end of the French GCSE course in the summer of Year 11.

How will I be assessed?

- The Spanish GCSE consists of four exams across four key skills: the two productive skills of speaking and writing and the two receptive skills of listening and reading. The listening and reading elements to the exam are assessed by either Foundation (Grades Points 1-5) or Higher (Grade Points 4-9) tier external assessments.
- Each of the four exams are linear and will take place at the end of Year 11. For the speaking element of the exam, it is usual that this is the first exam to be completed in a set period of time between end of April and mid-May of the year of certification.
- Each skill constitutes 25% of the final GCSE final grade.
- All exams will be marked externally.

EXAM SKILL BREAKDOWN:

- 25% Reading exam at the end of Year 11. This skill is tiered. Therefore, students will complete either a Higher or Foundation tier paper.
- 25% Listening exam at the end of Year 11. This skill is tiered. Therefore, students will complete either a Higher or Foundation tier paper.
- 25% Writing exam at end of Year 11.
- 25% Speaking exam at end of Year 11.

Homework/Independent Learning and Extended Learning:

- Students will be set two homework tasks a week: a *learning* homework, where students will revise a list of vocabulary relating to the topic being taught, and a *productive* homework where students will complete a piece of either spoken or written work based on the content they are learning.
- Independent learning will be required for the GCSE speaking and writing tasks.

How would I use this qualification in the future?

- This qualification offers a suitable progression route to Advanced Level studies in the Spanish language in the King's 6th Form.
- The study of one language at GCSE can facilitate and help promote the learning of other languages.
- Students may need a GCSE in a language when applying to certain universities.
- A language qualification may also add to an individual's employability profile with over 1/3 of businesses wanting people specifically for their language skills.
- Speaking languages other than your native tongue opens up a world of career opportunities such as: Translator/Interpreter, Foreign Service Officer, International Lawyer, Overseas Journalist, Pilot, Fashion Designer, Immigration/Customs Official, Export/Import Business Manager.

What are the top 5 universities currently for this subject?

1. Durham
2. Cambridge
3. St Andrews
4. Oxford
5. Southampton

Check the UCAS website (www.ucas.com) for entry requirements to Higher Education courses of interest; this will provide you with information on courses which have specific subject entry requirements.

FOCUS SUBJECT FORM 2016 FAQs

WHAT SUBJECTS SHOULD I CHOOSE?

That's mainly up to you and your parents/carers, but the following pointers may be helpful:

1. *Which subjects do you like?* You will probably try harder at the subjects you like. You will also gain more enjoyment from doing subjects you enjoy.
2. *Which subjects are you best at?* You may stand a better chance of getting good results in these subjects.
3. *Which subjects do you need?* Do you have an idea of the career you might wish to follow? If so, you may need certain subjects and qualifications. Seek advice from your Academic Tutor.
4. *What if you have no career in mind?* Many Year 8 pupils are still undecided about their future plans and many of those who do have some ideas will find their ideas change during the next two years. Therefore, it makes sense to keep as many career options open as possible.
5. *Should I choose the same subjects as my friends?* This is not a good idea. You should choose the subjects that are best for you. You will be studying these subjects for the next three years - this is a long time if you have no real interest in the subject and have just chosen it to be with your friends.

WHAT HELP CAN I GET?

You can get help in lots of ways. Reading this handbook carefully is the place to start. However, there are also many people who may be of assistance to you, including:

1. Your Subject Teachers - they know your strengths and weaknesses in each subject
2. The Lead Practitioner of each subject area
3. The Year 8 Pastoral Team (Academic Leader & Academic Tutor)
4. The Leadership Team
5. Your Parents

REMEMBER

YOU NEED TO MAKE WISE CHOICES AT THIS STAGE. CHANGES IN SUBJECTS AFTER SEPTEMBER ARE ALLOWED ONLY IN VERY EXCEPTIONAL CIRCUMSTANCES, SUCH AS HEALTH PROBLEMS (SUPPORTED BY A MEDICAL CERTIFICATE). YOU SHOULD LOOK BEYOND YEAR 11 AND THINK ABOUT CHOICES WHICH WILL OPEN DOORS FOR YOU INTO THE FUTURE.

GOOD LUCK!

**Senior Programme Form
2016 - 19**

Student name:	Academic Arc Group:	House:
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Year 8 Focus Subjects - Choose one subject from each block (√)

Block A		Block B		RESERVE SUBJECT	
History		History*		History*	
Geography		Geography*		Geography*	
		Computer Science**		Computer Science**	
		Spanish***		Spanish***	
		Drama****		Drama****	
		Music****		Music****	
		Fine Art		Fine Art	
		Dance****		Dance****	

*Students are not allowed to choose the same subject twice from the group indicated
 **Selection for the Computer Science course will be based on attainment in Mathematics in the event of more than 24 students selecting the course. Students must also be currently taught in sets Archimedes, Euclid & Aristotle for Mathematics in order to select this option.
 ***Selection for the Spanish course will be based on attainment in French.

For Blocks A & B:
 Indicate your choice (√) for **one** subject in each column.
 For Block C Only:

Indicate reserve choice (R) for **one** subject. We will endeavour to provide all students with their first or second choice subject from Block B but class sizes are limited to 24 students and target grades will be used to prioritise students as required.

Student Reflection:
Outline your skills and interests:

What are your University and/or Career goals:

Why have you chosen these subjects?

What information have you used to help you make your choice:

Optional Guidance interview comments (to be completed by Academic Tutor if applicable):

Effort/Behaviour

Attendance

Progress in core subjects – English Maths Science
French Geography History

Academic Tutor comments:

Student signature:

Tutor signature:

Parent's signature:

CREDIMUS