



**Shoreham Academy**

The best in everyone™

Part of United Learning

# **YEAR 9 OPTIONS**

# **2021**

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



## Welcome to Key Stage 4

Dear Year 9 student,

The beginning of Key Stage 4 is an important and exciting new phase in your lives. Up until this point, you have had little say in the subjects that make up your educational provision. We have worked hard at Shoreham Academy to ensure that you have been given a wide range of subject areas and a high-quality curriculum in years 7, 8 and 9. Now you have the opportunity to choose some of the subjects that you study in years 10 and 11 and thereby direct your own learning.

This is the most important stage in a student's education so far and we understand it can be an anxious time. Making the right decisions and choices is of vital importance. This booklet and the options process are designed to guide you and your parents/carers through the subjects and courses available and help you make an informed choice regarding the optional subjects you wish to study.

Please use all the information available to you: this booklet, advice from teachers, your mentors and your parents/carers. All these people know you in some way and may be able to suggest whether they think a subject would suit you as a learner. You should select subject preferences that you will need to progress beyond Shoreham Academy academically and in life. Remember to consider subject preferences that you are good at and that provide you with the best opportunities for your future.

This booklet, website, FAQs and presentations you have received are all designed to guide you and your parents/carers through the subjects and courses available and to help you make an informed choice regarding the optional subject preferences you wish to consider studying.

Yours sincerely



**Jim Coupe**  
*Principal*

# The Options Process Timeline

## Options process | 2020-2021

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
				
<b>Options Information Day &amp; Parents Evening</b>	<b>Course research &amp; Subject Forums</b>	<b>Subject Drop-ins</b>	<b>Course preference selection &amp; submission</b>	<b>Review of Option Preferences</b>
17 <sup>th</sup> & 18 <sup>th</sup> March	18 <sup>th</sup> March	22 <sup>nd</sup> March	26 <sup>th</sup> March	WB: 19 <sup>th</sup> April
<p>Year 9 students and parents will be provided with information on the options process.</p> <p>Launch event for Year 9: PHSE Wednesday 17<sup>th</sup> March Options Evening 18<sup>th</sup> March (via MS Teams)</p>	<p>Year 9 students and parents will use this time to review the courses that are available on their pathway</p> <p>Students and parents will have the opportunity to ask question regarding the various courses during 'live' subject forums</p>	<p>Subject lunch time Drop-ins. An for students opportunity to speak to teachers &amp; subject leads.</p>	<p>At this stage, students will make their initial course preferences via an electronic Microsoft Form.</p>	<p>Each student's selection will be reviewed by the Year 9 options team for discussions.</p> <p>Students and parents will be contacted if the selected options need to be reviewed.</p>

## **Frequently Asked Questions**

### **When does the process start?**

Students will attend an assembly to launch the options process on 17<sup>th</sup> March 2021. Students will receive an options booklet which will also be available on the website. A timeline of the options process is available on the website [click here](#).

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

Mathematics, English, and science are compulsory for all students which makes up the core. Physical Education and Religion and world views will also be compulsory. These subjects will not appear on the options preference form. The three remaining subjects are optional, although all students will study either geography or history and are strongly encouraged to take a language.

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

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

### **Do all students need to study languages?**

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

### **Is it possible to change option preference?**

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

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

Normally we would allow students to change a subject within the first two weeks of the Autumn term, however we will extend this opportunity until the end of September.

### **How will the options evening be run this year?**

Due to the current lockdown and in order to ensure everyone's safety, this year the options evening will be virtual, meaning that it will take the form of a live event. Because a great deal of the options evening involves gathering information about each of the courses being offered, we have asked departments to produce recorded presentations for each subject and teachers will be available to answer questions 'live' in subject forums. These, alongside more general information and advice, will be available on the academy website on Thursday 18<sup>th</sup> March.

### **When do students decide their option preferences?**

This year, the option choices will be made electronically via Microsoft forms. The deadline for completing the form will be 26th March 2021. Please note that Options preferences must be agreed by parents/carers before submission. Student preferences could lead to a conversation to refine and confirm option preferences with a member of the Shoreham Academy staff. We will share final options with students in May 2021.

### **Will students definitely get the subjects they have selected?**

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

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

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

### **Where can students get help?**

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

### **Making the Preference Decision**

The options process is designed to help students narrow their preferred subjects so that they can ultimately make the correct choices. They can use the recordings from the virtual options evening (published 15<sup>th</sup> March) to help them learn about the subjects on offer. We will also be running lunch-time drop in sessions during the week commencing 22<sup>nd</sup> March to give the year 9 students an opportunity to meet with subject teachers and ask more questions. They can also contact their subject teachers via email to discuss with them whether they think they would be suitable to study their courses.

### **Students should aim to choose subjects that they:**

- ◆ Like
- ◆ Are good at
- ◆ Are particularly interested in
- ◆ Feel might help them in the general career area that they are interested in

### **They should not choose subjects because:**

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

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

Many thanks  
The Options Team



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

HISTORY

GEOGRAPHY

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

FRENCH

GERMAN

SPANISH

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

ART

BUSINESS

COMPUTER SCIENCE/IT

DANCE

DESIGN TECHNOLOGY

DRAMA

FOOD & NUTRITION

GEOGRAPHY

HEALTH & SOCIAL CARE

HISTORY

MEDIA STUDIES

MUSIC

PE GCSE/BTEC SPORT

## Qualification and Exam board: GCSE/AQA

### **INTENT**

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

### **IMPLEMENTATION**

#### **Course content:**

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

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

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

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

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

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

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

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

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

Geographical skills (taught throughout the 2 year course)

#### **Assessment:**

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

Paper 3: Written exam: 1 hour 15 minutes: pre-release resources booklet made available 12 weeks before exam

### **IMPACT**

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

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

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

#### **Student's view:**

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

## Qualification and Exam board: GCSE/AQA; Syllabus B

### **INTENT**

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

### **IMPLEMENTATION**

Course content:

Students are taught a chronological programme through KS3. It begins with Medieval Europe and the political changes of monarchs; the social changes that people endured and the religious changes of the Reformation. In year 8 they study the English Civil War and the evolution of Parliament. They also look on an international scale at the British Empire and the development of the Atlantic Slave Trade., finishing the year with a study of The Industrial revolution. In year 9 students look at the two world wars in detail as well as the repercussions of the wars, the impact on Germany and the rise of Hitler. We also study the global significance of the Holocaust. Students end the year with a 20th Century focus on a variety of themes such as Feminism and Terrorism.

The GCSE consists of 4 units—each worth 25% of the GCSE. Norman England 1066-1100, The USA 1920-73, Korea and Vietnam 1950-75 and Health and the People c.1000-1960.

### **ASSESSMENT**

Through KS3 students are assessed formally 3 times a year in cycle tests. These include a range of questions including multiple choice, short answers and longer essay-style questions.

The GCSE has no coursework. There are 2 exams each 2 hours long. Questions range from 4 marks to 20 marks, students are also expected to analyse and judge sources in both exams.

### **IMPACT**

Our expectation is that students gain a basic chronological history of our country from the Norman invasion to today. Beyond this we expect students to have an understanding of the modern world in a much broader sense; including the impacts of the British Empire, WW2 and the significance of American History in the 20th century.

At GCSE our expectation is that students achieve at least their target grade, but also develop the skills of being a historian which can then be carried through to A-Level. History has also proved to be a popular choice for our students at university.

## Qualification and Exam board: GCSE/ 1-9 AQA

### INTENT

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

### IMPLEMENTATION

#### **Course content:**

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

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

#### **Assessment:**

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

### IMPACT

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

#### **Student's view:**

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

## Qualification and Exam board: GCSE/ 1-9 AQA

### **INTENT**

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

### **IMPLEMENTATION**

#### **Course content:**

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

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

#### **Assessment:**

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

### **IMPACT**

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

#### **Student's view:**

"I enjoy learning German because it is fun and satisfying to be able to communicate in another language. I also really like finding out about the customs and traditions of other cultures and I am sure that it will really open doors for me in the future, both in terms of getting on the courses I want for further education/Uni and because it will look really good on my CV when I come to apply for jobs."

## Qualification and Exam board: GCSE/ 1-9 AQA

### INTENT

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

### IMPLEMENTATION

#### **Course content:**

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

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

#### **Assessment:**

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

### IMPACT

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

#### **Student's view:**

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

## Qualification and Exam board: AQA GCSE Fine Art

### **INTENT**

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

### **IMPLEMENTATION**

#### **Course content:**

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

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

Throughout the course students will gain experience and confidence in using a wide range of materials including sculpture, painting, printmaking, graphics, photography and digital manipulation. The final part of year two involves students producing a body of work, based on a theme set by the exam board. Students will study famous art works, first hand, through visits to national galleries and exhibitions.

#### **Assessment:**

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

[www.aqa.org.uk](http://www.aqa.org.uk)

### **IMPACT**

After GCSE students can study AS and A2 level then go on to Higher Education. Students interested in the following careers should study Art GCSE:

***Animation, Architecture, Fashion, Careers in Museums and Art Galleries, Art Therapy, Floristry, Furniture and Product Design, Graphic Design, Make-up/Stage design, Package Design, Painting and Decorating, Photography, Costume and Set Design, Teaching, Model Making, Jewellery Design, Web Design, Sign Writing, Film and Special Effects, Textile Design, Town Planning, Television work.***

#### **Student's view:**

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

## Qualification and Exam board: GCSE/EDEXCEL

### **INTENT**

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

### **IMPLEMENTATION**

#### **Course content:**

You will start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You will learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved. Then you will move on to investigate business growth. How does a business develop beyond the start-up phase? You will learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You will learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you will explore how the wider world impacts the business as it grows.

#### **Assessment:**

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

The final exams are as follows:

Theme 1: Introduction to Small Business      50% 1.5 hours

Theme 2: Building a Business                      50% 1.5 hours

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

### **IMPACT**

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

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

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

#### **Student's view:**

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

## Qualification and Exam board: GCSE/OCR

### **INTENT**

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

### **IMPLEMENTATION**

#### **Course content:**

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

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

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

#### **Assessment:**

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

### **IMPACT**

Students will be able to use the knowledge and skills they learn in the classroom on real-world problems. It is also a highly creative subject that calls on learners to be inventive. Students will gain valuable thinking and programming skills that are extremely attractive in the modern workplace. Students will gain a deep understanding of problem solving and experience in creating logical and efficient solutions.

#### **Students' views:**

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

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

## Qualification and Exam board: GCSE/AQA

### **INTENT**

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

### **IMPLEMENTATION**

#### **Course content:**

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

#### **Assessment:**

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

### **IMPACT**

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

#### **Student's view:**

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

## Qualification and Exam board: GCSE/AQA

### **INTENT**

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work in practical sessions in a well-equipped workshop to manufacture high quality products that are relevant for modern living.

### **IMPLEMENTATION**

#### **Course content:**

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

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

#### **Assessment:**

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

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

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

Written exam: (50% of GCSE).

### **IMPACT**

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

#### **Students' views:**

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

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

## Qualification and Exam board: GCSE (Edexcel)

### **INTENT**

You will develop your improvisation and acting skills to a higher level. You will also look at plays in more detail and at different ways of bringing a script to life on stage. If you are more interested in the technical aspects of drama (for example set design or lighting) you could focus on these for part of the course. You need to be able to rehearse after school and be prepared to learn lines. There is a written element of this course, but you will be supported through this.

It is a requirement of the course to perform in front of an audience, these might be made up of people from your class or parents/carers and friends. There will be afterschool rehearsals when your assessment date is near and a theatre trip each year for the Live Theatre Evaluation section in your written paper.

### **IMPLEMENTATION**

#### **Course content:**

Component 1 —Devising Drama—You will devise a piece from three stimulus ideas that your drama teacher sets. In your groups you will perform the work and then analyse and evaluate your own work in a devising log of up to 2000 words with sketches, pictures and diagrams. **(40%)**

Component 2: Performance from a Text - This will be a performance of a script under exam conditions. You may contribute either as an actor or designer. You will perform two extracts from the same play, these will be monologues, duologues or group pieces. **(20%)**

Component 3—Theatre Makers in Practise: This is the written paper and it is split into two sections. Section A: We will study a complete play text and this section of the paper will ask you one question broken down into five parts about a given extract.

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

**(40%)**

#### **Assessment:**

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

Component 2: AO2 assessed externally (20%)

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

### **IMPACT**

Drama GCSE offers so much for the practical student, who also enjoys being academic and creative. You learn important life skills of working to deadlines, creating in teams and producing high quality work. You learn to be tolerant, kind, respectful and empathetic. Drama provides you with presentation skills, the confidence to communicate and co-operate effectively, to be independent learners and researchers.

#### **Student's view:**

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

## Qualification and Exam board: GCSE/AQA

### **INTENT**

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

### **IMPLEMENTATION**

Course content:

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

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

### **Assessment:**

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

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

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

Written exam: 50% of GCSE (100 marks)

### **IMPACT**

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

### **Students' views:**

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

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

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

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

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

# BTEC HEALTH & SOCIAL CARE (FIRST AWARD)

**Qualification and Exam board: BTEC/Edexcel**

## **INTENT**

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

## **IMPLEMENTATION**

### **Course content:**

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	Synoptic External

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification. The components are strongly interrelated and they are best seen as part of an integrated whole rather than totally distinct study areas.

Component 1 and 2 are completed in year 10. Component 3 is completed in year 11.

### **Assessment:**

Component 1 comprises two assignment tasks. Component 2 comprises two assignment tasks. All these assignment tasks are internally assessed by the teacher and a sample is then externally moderated by Pearsons, the examining board.

Component 3 is an external exam and is assessed externally.

## **IMPACT**

This qualification can lead on to the BTEC Level 3 National Diploma in Health and Social Care which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

**Student's view:** "I like health and social care. It is interesting and topical. I want to become a nurse and this course is helping me reach this goal."

## Qualification and Exam board: OCR Cambridge Nationals

### **INTENT**

Our aim is to nurture digital literacy, and provide students with up-to-date skills, knowledge and understanding of the rapidly developing digital world around us. Data Manipulation and Project Management are vital skills for success in employment and higher education and are among the key transferable skills required by employers. We aim to develop students' understanding of these skills through the development of creative products to solve real world problems.

### **IMPLEMENTATION**

#### **Course content:**

Unit R012: Students develop their knowledge and understanding of the project life cycle, different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.

Unit R013: Students create a technological solution that processes data and communicates information, following the phases of the project life cycle using different hardware and software technologies to create an integrated technological solution. They develop practical skills such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, managing data and presenting data through web-based technologies.

#### **Assessment:**

Units R012 is assessed via an exam, the paper is worth 50% of the overall grade.

Unit R013 is assessed by an in class practical assignment, the assignment is worth 50% of the overall grade.

### **IMPACT**

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

#### **Students' views:**

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

"IT is an enjoyable subject. You have an amazing opportunity to work on computers, learn new skills, do fun tasks which involve individual and group work. So, I am glad I chose IT."

## Qualification and Exam board: GCSE/Eduqas

### **INTENT**

Our Media Studies course will help you to:

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

### **IMPLEMENTATION**

Course content:

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

Assessment:

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

70%: WRITTEN EXAM – There will be two Written Exams, to be taken in June 2023. Component 1 (40%, 1 hour 30 minutes) will test your knowledge and understanding of a range of media products that you will study during the course, and Component 2 (30%, 1 hour 30 minutes), will ask you about media industries and audiences.

### **IMPACT**

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

Students' views

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

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

## Qualification and Exam board: GCSE MUSIC (Edexcel)

### **INTENT**

You will develop your listening and appraising skills through the study of the set works. You will develop skills in performing, listening and composing by taking part in both solo and ensemble tasks which are built into the course.

### **IMPLEMENTATION**

#### **Course content:**

There are four Areas of Study, with two set works each:

Instrumental Music 1700-1820

Vocal Music

Music for Stage and Screen

Fusions

#### **Assessment:**

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

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

Appraising – 40% Exam of 1 hour 45 minutes duration at the end of the course.

Skills required: You will need to be motivated and have an open mind to experiencing different types of music. You will also need to be able to perform on an instrument or sing. It is also helpful if you have knowledge of musical notation and theory. You may be asked to do an audition to assess your suitability for this option.

### **IMPACT**

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

#### **Student's view:**

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

## Qualification and Exam board: GCSE/AQA

### **INTENT**

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

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

### **IMPLEMENTATION**

**Course content:** This comprehensive course offers opportunities to study applied anatomy and physiology, movement analysis, physical training, use of data, sport psychology, socio-cultural influences, health, fitness and well-being and practical performance.

**Assessment:** Theoretical Component (2 x 1 hour 15 minute written exams) 60%  
Physical Performance 30% and Coursework (analysis and evaluation) 10%  
All students will undertake a range of physical activities during the course.

### **IMPACT**

Students who have taken this course have gone on to study A' Level PE and Level 3 Btec Sports & Exercise Science in preparation for a BSc (Hons) University degree in Sport & Exercise Psychology, Sport & Exercise Science or Sports Therapy. Other students take a more vocational route, studying Level 3 Btec Sport at Shoreham Academy 6th Form, and have gone on to study BA (Hons) courses in Sport Development and Coaching, Sports Studies or Secondary PE.

Students can also use GCSE PE to access other courses in Shoreham Academy 6th Form. This can lead to degree level courses in a wide range of subjects as well as Level 4 Apprenticeships.

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

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

### **INTENT**

The Pearson BTEC Level 1/Level 2 First Award in Sport offers a qualification which extends students programme of study and provides a vocational emphasis. This is a challenging course open to highly motivated students who have a serious passion for sport and fitness. This course is aimed specifically to equip students with the knowledge, understanding and skills for success when moving towards a career in sport.

### **IMPLEMENTATION**

**Course content:** Students will follow four modules during the two years of the qualification. For each unit there is an Assignment Brief that explains how each Learning Aim is covered. This is supported by a practical vocational scenario clearly shows which 'Learning Criteria' need to be achieved for each task.

#### **Unit 1: Fitness for Sport and Exercise (On-Screen Test, 60 marks, 1 hour 15 minutes, that can be retaken once if required)**

The purpose of this assignment is to enable learners to:

- A know about the components of fitness and the principles of training
- B explore different fitness training methods
- C investigate fitness testing to determine fitness levels.

#### **Unit 2: Practical Sports Performance**

The purpose of this assignment is to enable learners to:

- A understand the rules, regulations and scoring systems for selected sports
- B practically demonstrate skills, techniques and tactics in selected sports
- C be able to review sports performance.

#### **Unit 3: Applying the Principles of Personal Training**

The purpose of this assignment is to enable learners to:

- A Design a personal fitness training programme
- B Know about the musculoskeletal and cardiorespiratory systems and the effects on the body during fitness training
- C Implement a self-designed personal fitness training programme to achieve own goals and objectives
- D Review a personal fitness programme

#### **Unit 6: Leading Sports Activities**

The purpose of this assignment is to enable learners to:

- A know the attributes associated with successful sports leadership
- B undertake the planning and leading of sports activities
- C review the planning and leading of sports activities

### **ASSESSMENT:**

Students will be required to complete one externally assessed and moderated onscreen computer based exam and three coursework assessments. Within these units learners must demonstrate a range of knowledge, skills and understanding through written work, verbal presentations, exams and practical performances. The three coursework based units are internally assessed but externally moderated. Work is graded at either Level 1 Pass, or Level 2 (GCSE Level) Pass = 5, Merit = 6 and Distinction = 7. Students who fail to gain a Level 1 Pass for the onscreen computer based exam will not be able to achieve a Level 2 Pass (GCSE equivalent) overall.

### **IMPACT**

The course is the same as GCSE in terms of content and requires considerable effort. Others skills include: Being able to work independently; being able to meet deadlines; being organised and creative: being able to use IT effectively and be able to perform under the pressure of exam conditions. The course also prepares the learners for further studies such as the Level 3 BTEC Nationals in Sport or Sport and Exercise Science.

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

## Qualification and Exam board: GCSE EDEXCEL

### **INTENT**

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

### **IMPLEMENTATION**

There are two units:

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

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

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

### **IMPACT**

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

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

### **Student’s view:**

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

## Qualification and Exam board: GCSE/1MA1 Edexcel

### **INTENT**

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

### **IMPLEMENTATION**

#### **Course content:**

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

#### **Assessment:**

The course consists of 3 separate exams all taken at the end of Year 11. Each paper is 1.5 hours in length with one non-calculator paper and two calculator papers where the use of a scientific calculator is essential. Students will either sit the Higher paper (Grades 4-9) or the Foundation paper (Grades 1-5). Each paper will consist of a mix of question styles from short, single mark questions to multi-step problems. The mathematical demand increases throughout the paper. Students must take all three question papers at the same tier.

There is no coursework element to the Maths GCSE qualification.

### **IMPACT**

The minimum requirement for Level 3 courses is a Grade 4 but some colleges requiring a Grade 5. A minimum of a Grade 6 is required here at Shoreham Academy to take Maths at A Level. Mathematics is essential for any job as it develops general numeracy skills as well as an ability to problem solve and confidently handle data, skills which are essential for a successful career. A GCSE in maths is a basic requirement for most jobs and training courses as well as being continued at A Level and degree standard. Key careers for maths would be accountancy, research and any type of engineering.

#### **Student's view:**

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

## Qualification and Exam board: Edexcel 9-1 GCSE Literature

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

### **Course Content:**

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

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

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

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

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

### **Assessment:**

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

### **Component 1: Shakespeare and Post-1914 Literature.**

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

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

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

### **Skills Required:**

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

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

### **Pathway into future education:**

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

## Qualification and Exam board: GCSE/Edexcel

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

### Edexcel 9-1 GCSE English Language

#### Course Content

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

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

#### Assessment:

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

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

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

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

#### Skills Required:

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

#### Pathway into future education:

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

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

### **INTENT**

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

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

### **IMPLEMENTATION**

#### **Course content:**

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

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

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

#### **Assessment:**

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

### **IMPACT**

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

#### **Students' views:**

"I love finding out why!"

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