



Options Booklet 2026-2028

Beyond Expectations



Contents and contacts

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History	esowerby@theaxholmeacademy.com	31-32
Languages	kcausier@theaxholmeacademy.com	37-38
Media	kcausier@theaxholmeacademy.com	39 –40
Religious Studies	dwayte@theaxholmeacademy.com	41
Sport Studies	lmason@theaxholmeacademy.com	42-44
Study Plus	jharrison@theaxholmeacademy.com	45

Welcome

Dear Parent/Carer

Your child now has the opportunity to consider the courses which are available to them to study throughout years 10 and 11 (some will begin in year 9).

This means that your child's curriculum will be more personalised and they will have some choice in determining the subjects that they study. These choices should provide a broad and balanced curriculum that will enable them to progress to the next stage of education, training or employment.

This booklet contains information about the courses available. Please read the booklet and support your child's decision-making to select the courses that are most appropriate for them. You will also be able to speak to staff and students currently studying the courses during our Careers and Options Event on **Wednesday 4th February**. It is essential to take the time to understand what each course offers, what you are able to select in terms of preferences and what is most suitable for your child. For some students, we will be in contact to discuss a more personalised programme.

It is important to note, however, that at this stage, you are opting for a **preference of subject choices**. *We will make every effort to meet these choices. Some subjects are limited in size due to health and safety reasons and on rare occasions some subject options may not recruit a viable teaching group. It is **not** possible for the choices to always be guaranteed.*

We are here to support you through this process; please contact the relevant person whose details are shown in the contents with any questions and we will be happy to provide any further information. We are committed to supporting pupils through the options preferences process and can provide advice and guidance on any issues.

Yours sincerely

Mrs Cooke



Options Timeline

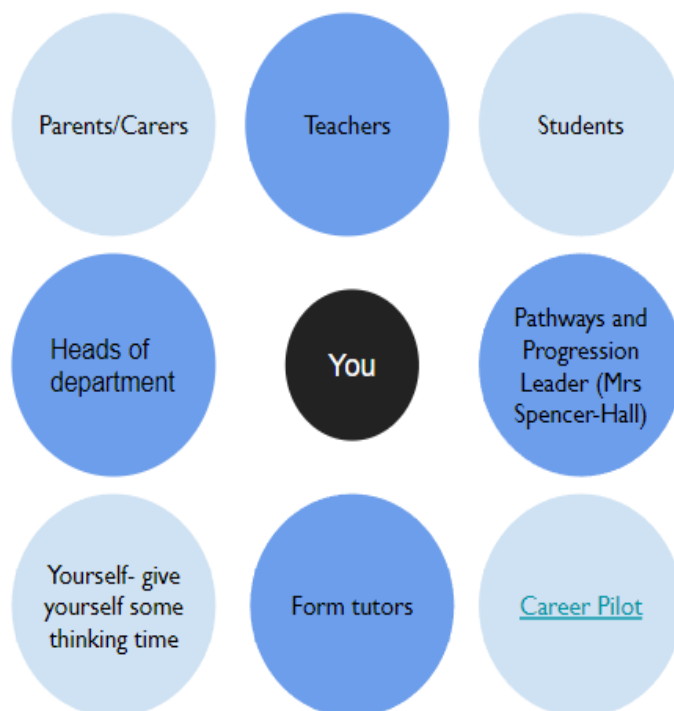


Wednesday 4th February 2026	Careers fair Options Subject drop-in Evening– 4pm-6pm
Thursday 5th February 2026	Options form available to submit
Friday 2nd March 2026	Options form submission deadline
3rd March– 16th March 2026	Options follow-up conversations with students/parents/carers
Monday 20th April 2026	Students begin humanities
September 2026	Students begin other options

To do list

1. Look at all of the Options materials available online. Make sure you understand how the Options form will work and how many subject preferences you can make.
2. Attend the Options Assembly and submit questions via Google form to teachers.
3. Plan who you want to speak to and what you are going to ask on Wednesday 4th February at the Careers and Employability afternoon and Options Subject drop-in Evening, and attend these events.
4. Access the Options Google form sent via student email accounts from Thursday 9th February.
5. Submit the Options Google form by Friday 2nd March

Who can I ask for help?



How do I choose options?

All students will have an assembly, where the options process will be introduced and explained to them.

The school will be holding an Options evening for students and parents/carers, which will be on **Wednesday 4th February** between 4.30 and 6.00, with access to an additional Careers Event between 4pm and 5.30pm.

During this, students and parents/carers will have the opportunity to attend a presentation about the options process, as well as finding out more about the courses from the subject teams who teach them, so that students are empowered to make the most appropriate choices for them.

Submitting options choices

Student choices should be submitted using the Google Form via the link sent to their school email account and on the Options website on Thursday 13th February. Options choices must be received no later than Friday 28th February.

Any student who has not chosen their options by this deadline will be supported to make their choices in school, but may have to pick from a reduced selection, as priority will be given to students who have submitted their choices by the deadline.

What should I consider when choosing my options?

You don't need to know what you want to be when you leave school to be able to pick your options. Think about:

- What subjects you enjoy
- Which subjects you are achieving well in
- If you do know what you want to do when you leave school which subjects might support our next steps?
- Do I know enough about what I will have to do at GCSE, should I talk to my teachers to find out more to make sure it is suitable for me?
- How do I learn best? Would subjects with Non Exam Assessments (coursework) help me reach my full potential?
- Do I want to gain the EBACC qualification? What is this and how does it effect my option choice ?



DO NOT

Pick your options just because your friend has.

Pick a subject you really dislike

Pick a subject because you think its an easy choice

What is the difference between a GCSE and a Technical Award OCR Cambridge National?

The main difference between GCSE qualifications and other types of qualifications is the way they are assessed and the content of the course.

The Technical Award qualifications we offer are OCR Cambridge National qualifications, which are equivalent to one GCSE. These Technical Awards focus on real-world experiences in fields such as business or care. All Technical Award qualifications include an externally assessed unit. Some of these include exams are taken at the end of year 11, while others have more flexibility. The remaining units are assessed through coursework assignments completed throughout the course.

BTEC Grade (Level 2)	GCSE Equivalent Grade
Distinction* (D*)	9
	8
Distinction (D)	7
	6
Merit (M)	5
	4
Pass (P)	

All GCSE qualifications are assessed using a 9-1 grading system (9 being the highest), which has replaced the previous A*-G grading.

Technical Awards are graded using a scale from Level 1 Pass to Level 2 Distinction*.

GCSE qualifications are all examined at the end of year 11, and do not have any coursework component. English also has a speaking assessment in addition to the exams, with the speaking assessment counting towards the non-examined assessment of the course.

How the new grades compare with old ones

Old grades	New grades
A*	9
	8
A	7
B	6
C	5 Strong Pass
	4 Standard Pass
D	3
E	2
F	1
G	
U	U

Source: Ofqual



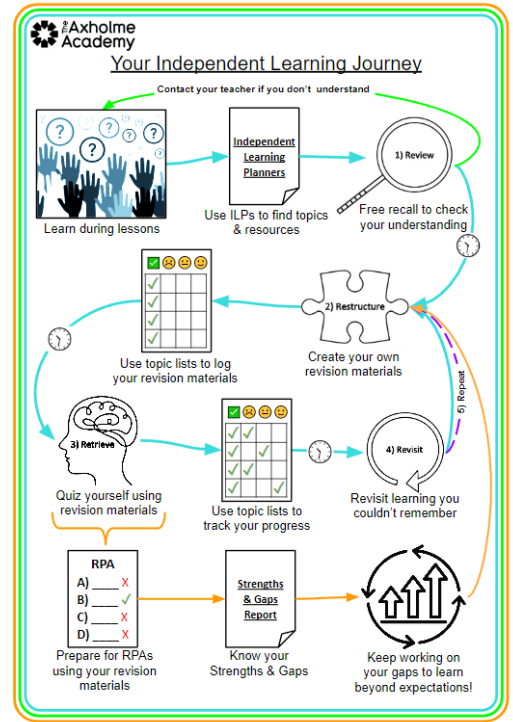
Study Skills

We have seen in the most recent RPAs that students who prepared for their RPAs using their independent learning tools achieved higher marks in their RPAs than those who didn't. A whole 1.5 grades higher!

Being KS4 ready enables you to develop the study skills needed to succeed, means you can represent the academy at different events and enables you to excel academically. It also means you will be eligible for the termly rewards and Prom!

Your KS4 ready journey will start after Easter

The more GCSEs you achieve well in the more doors will open to you in the future



Colleges now look for an Average Grade

This means that they require you to achieve well across all of your subjects and not just focus on English and Maths

So it is even more important that you chose options you enjoy and have an interest in.



ENTRY REQUIREMENTS

GCSE Grade 5 in Maths, 4 in English with an average points score of 4.9 or above..

How are the GCSEs assessed?

Subjects with 100% Examinations (during Summer of Yr11)

Maths
English literature
English Languages
Sciences (triple or double)
Humanities
MfL (French)
Computer Science



Subjects with % Examinations and % NEAs (Non examined assessment) (coursework)

Sports Studies
Information Technology
Business and Enterprise
Health and Social care
Fine Art
Media Studies
Food and Nutrition
Textiles design
Design and Technology

Guided Options

What are they?

We guide your options for a number of reasons

Curriculum design

We design our curriculum to ensure our students can achieve the highest average grades across all of their subjects. This means, that where possible, we put subject teaching groups on the timetable at the same time. This gives us fluidity to move students between groups post RPAs (retrieval point assessments) This ensures that all students receive focused and targeted teaching so that students have the best chance to fulfil their potential

Staffing and timetabling

Some of our teachers teach more than one GCSE this means these subjects must sit in different option bands. In some subjects there is only one teaching group. This means that some subjects can only sit in one option band.

Core enrichment

Core Enrichment is designed to support students in securing strong outcomes in their core subjects. These additional timetabled lessons in Maths, English and Science provide focused teaching and personalised support to help students achieve secure passes, ensuring they are well prepared for progression into further education. Time within Core Enrichment is also used to support students in staying on track with their NEA subjects, helping them manage coursework effectively alongside their examinations.

Academic Stretch

Academic Stretch is aimed at students who are performing highly and wish to challenge themselves further. Students with target grades of 6 and above, who have demonstrated strong outcomes in their RPAs, may choose to take an additional GCSE alongside their options in blocks A, B and C.

This pathway is particularly suitable for students considering progression to higher education, as it provides increased academic challenge and breadth, supporting ambitious future pathways.

A	B	C	Academic Stretch (I would like to considered for . . .)
<ul style="list-style-type: none"> • Sports Studies • IT • Enterprise & Marketing* • Health and Social care • Media 	<ul style="list-style-type: none"> • Geography • History • RE • Study + 	<ul style="list-style-type: none"> • Art • Food and Nutrition • Textiles • Design and Technology • Sports Studies 	<ul style="list-style-type: none"> • Computer Science • French
			Or Core Enrichment
			Secure passes in Maths, English and Science Keep on track in NEA
Pick 1st and 2nd preference	Pick 1st and 2nd preference Study + individual basis	Pick 1st, 2nd and 3rd preference	

We will endeavour to meet student's preferred option choices and understand the intrinsic motivation which comes from doing a subject you enjoy.

Mrs Cooke will be available at Options Evening and during the school day to answer any student and parent queries about the guided option choices.

For any queries around guided option or option choices please contact:

lcooke@theaxholmeacademy.com

Course Overview

<u>Core- Examined</u>	GCSE English Language GCSE English Literature GCSE Mathematics GCSE Combined or Separate Sciences
<u>Core- Non-examined</u>	Complementary Studies Core PE
<u>Languages</u>	GCSE French
<u>Humanities</u>	GCSE History GCSE Geography GCSE Religious Studies
<u>Vocational</u>	OCR Business and Enterprise OCR Health and Social Care OCR Cambridge National Certificate Sport Studies OCR Information Technology OCR Creative IMedia
<u>Open</u>	GCSE Art & Design: Fine Art GCSE Art & Design: Textile Design GCSE Computer Science GCSE Design and Technology GCSE Food Preparation and Nutrition
<u>Personalised Subjects</u>	Study +



Core Subjects - Examined

English Literature



Examination Board: Eduqas

Component 1: Shakespeare & Poetry

Written exams

2 hr - 40% of examination

Section A (20%) Shakespeare

Macbeth;

One extract question and one essay question based on the reading of a Shakespeare text from the above prescribed list.



Section B (20%) Poetry from 1789 to the present day

Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

Component 2: Post-1914 Prose/Drama, 19th century prose & unseen poetry

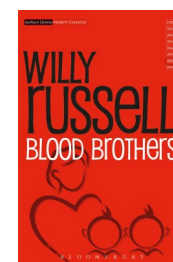
Written examination

2hrs 30 - 60% of examination

Section A (20%) Post-1914 Prose/Drama

Blood Brothers (Willy Russell)

One source-based question



Section B (20%) 19th Century Prose

A Christmas Carol (Dickens) OR *War of the Worlds* (Wells)

One source-based question on a 19th century prose text from the above prescribed list.



Section C (20%) Unseen Poetry from the 20th/21st Century

Two questions on unseen poems, one of which involves comparison.

Note: Learners are not permitted to take copies of the set texts into the examination

GCSE English Literature connects individuals with larger truths and ideas in a society. Literature creates a way for people to record their thoughts and experiences in a way that is accessible to others, through fictionalized accounts of the experience.



Core Subjects - Examined

English Language



English Language helps you to develop your powers of self-expression and improve your reading and writing. It is a qualification essential for your future school and university studies, but it is also a skill you will make use of in all aspects of your life.

Your child will sit separate GCSE qualifications in English Language and English Literature.

Component 1: 20th Century Literature Reading and Creative Prose Writing

Written examination: 1 hour 45 minutes | 40% of qualification

- Section A (20%) – Reading

Understanding of one extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions

- Section B (20%) – Prose Writing

One creative writing task selected from a choice of four titles

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

Written examination: 2 hours | 60% of qualification

- Section A (30%) – Reading

Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions

- Section B (30%) – Writing

Two compulsory transactional/persuasive writing tasks

Component 3: Spoken Language

Non-exam assessment: Unweighted

One presentation/speech, including responses to questions and feedback

Achievement in Spoken Language will be reported on as part of the qualification, but it will not form part of the final mark and grade

GCSE English provides a foundation of literacy and oracy which enables students to operate effectively in the real world. Grade 5 or above is also a necessary requirement for most Level 3 courses. Gaining a GCSE in English can lead to several progression opportunities. You may decide to undertake further study either in further or higher education. Almost all jobs and careers require you to have GCSE English Language. The skills and knowledge that you will learn through the qualification will ensure that you are prepared for life. There are several careers that would directly lead from studying this course, which include law, teaching, lexicography, journalism, Public Relations, marketing, and job roles within the media.

Core Subjects - Examined Mathematics

Assessment in Mathematics will be examination only and there will be 2 tiers of examination available. The foundation tier will allow students to access grades 1-5 and the higher tier grades 3-9. Examinations will take place at the end of Year 11.

How will it be examined?

Students will sit 3 examinations, one without a calculator and 2 with. All 3 examinations will last for 1 hour and 30 minutes and will contribute equally to the overall grade.

What will be examined?

Students will be examined on topics from the following areas of mathematics.

- Number
- Algebra
- Ratio, Proportion & Rates of Change
- Geometry & Measures
- Probability & Statistics

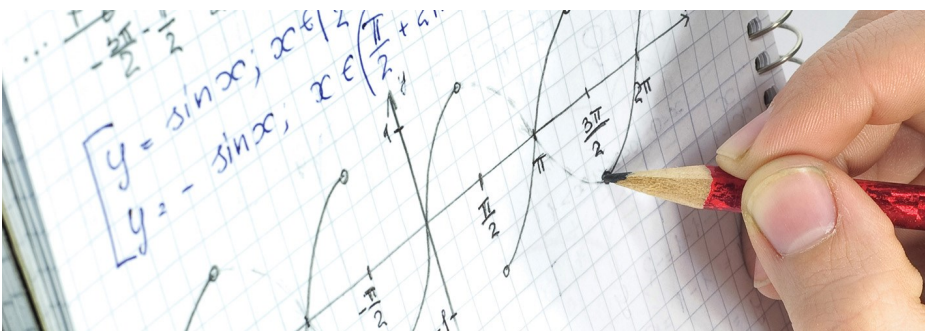
The weighting of these different subject areas in the examinations is dependent on the tier of entry with algebra being particularly important at higher tier. Students will not only be examined on their ability to use and apply standard techniques but also their ability to reason, interpret and communicate mathematically and their ability to use mathematics to solve problems. Students will be expected to recall the majority of formulae that they need to use.

What will students need?

Throughout KS4, as in KS3, students will be expected to demonstrate a mature and positive attitude towards developing their mathematics and should be correctly equipped for all mathematics lessons. This includes having their own scientific calculator to use whenever required. We would recommend the Casio fx-83GT Plus or the Casio fx-85GT Plus.

Independent Learning

Students will be required to participate in learning outside of their timetabled lessons. Teachers will set independent learning tasks each week and these will be a mixture of paper-based and online activities which provide students with an opportunity to practise learning which has taken place in the classroom or extend their learning beyond this. Students can seek help with these tasks from their mathematics teacher during lunch times and there are computers available in the academy for students who wish to complete online activities in school time. In the lead up to examinations independent learning tasks may take the form of past examination papers. Extra support will be available to students in school during these times either at lunchtimes or during peri-



Core Subjects - Examined Mathematics

Where could a qualification in Mathematics lead?

For most employers, having a good grasp of maths puts you ahead of other applicants; from designing games to plumbing, midwifery to engineering, maths opens doors.

GCSE Mathematics at Grade 5 or above is also a necessary requirement for many Level 3 courses.

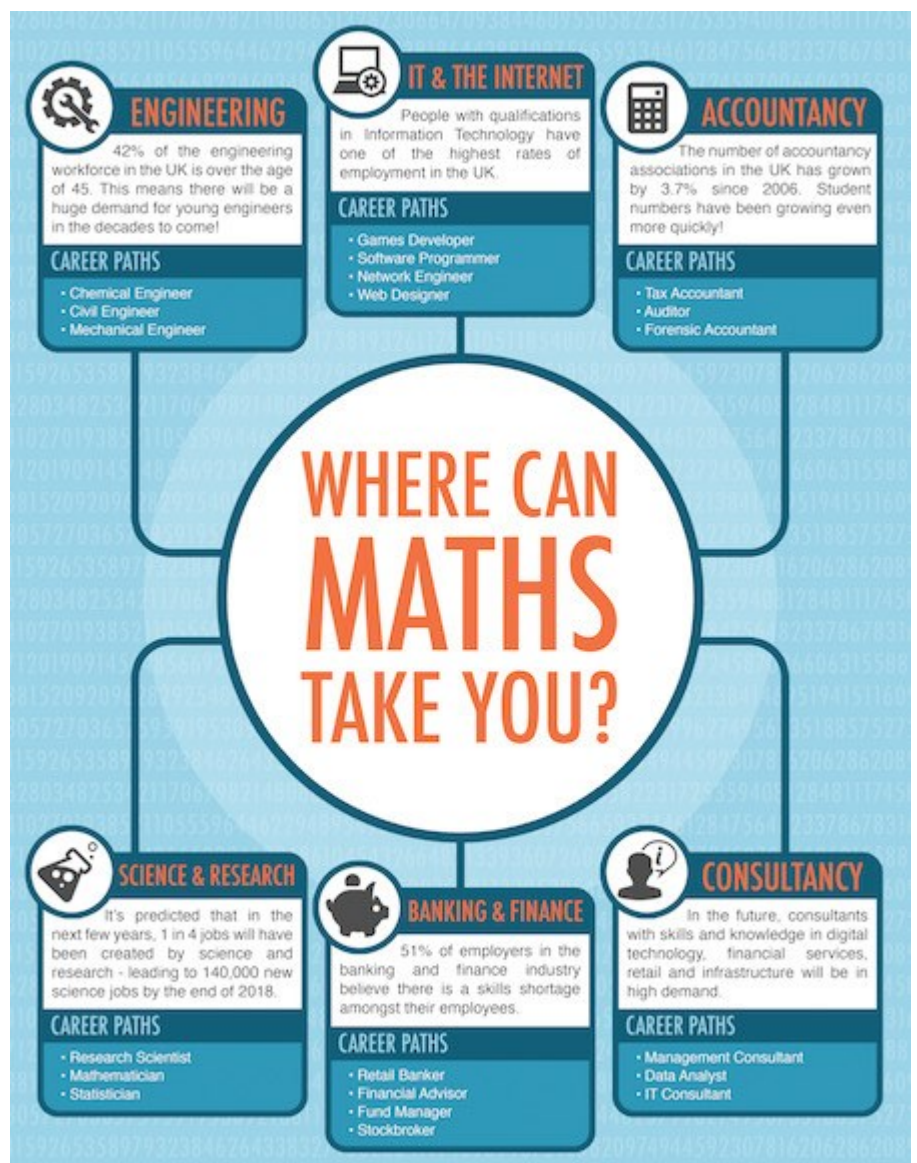
Gaining a GCSE in Mathematics can lead to several progression opportunities. You may decide to undertake further study either in further or higher education.

Learners achieving grades 7 – 9 are well equipped to continue their studies in maths or further maths at A-level.

How does this course connect to the world of work and allow students to reach ambitious destinations?

Given that maths is woven into the fabric of our world, it is extremely useful to be numerate and a confident mathematician in our society. It is skills such as: problem solving, analysing data, communication and logical thinking which are highly desirable to employers and are learnt while studying abstract concepts such as trigonometry.

For some, mathematics is a pathway to higher education and apprenticeships. Again, maths is very sought after by further educational establishments as it is applied in so many other disciplines such as the physical/ social sciences, computing, humanities and sport. In addition to



Key Information

At The Axholme Academy, we believe that all students should have access to a broad, rich and balanced curriculum. Students can select to study Combined Science or Separate Science.

Once we have finished teaching the course content, which we aim to complete in January of Y11 for Combined Science and February for Separate Science.

Which is right for me?

The main benefit of combined science courses is that it makes science more manageable for those who are not interested in pursuing a career where Science is the main focus. It can also be useful for those who are interested in Science but are not planning on pursuing it with their A-levels

By taking Sciences separately at GCSE level you will cover more Science content, so you'll be better prepared if you want to take Science A-levels or go onto a career where Science is a key focus. Pupils who take separate GCSE Science are also more likely to get higher grades in A-level Sciences.



Where could a qualification lead in science?

Through studying science you will receive a broad knowledge of biology, chemistry and physics topics.

From learning about the human body, to chemical equations to energy processes science is a subject that is hugely varied.

Whilst studying science you will develop your maths, data handling, research, practical and communication skills.

There is a vast array of scientific careers that are available to science students with many people following a career in research, medical, education, technology or business job sectors.

As technology continues to change in the future there will always be a high demand for talented scientists. The career options and possibilities are limitless such as -

Medicine, Dentistry, Veterinary, Physicist, Biochemistry, Botanist, Engineering, Astronomy, Medical Research, Climate Scientist, Oceanographer, Sports Scientist, Zoologist, Pharmacist, Nuclear Engineer, Geneticist, Marine Engineer, Forensic Scientist, Education Laboratory

GCSE Combined Science - Trilogy: This is a double award and is equivalent to two GCSE's.

Summary of content:

Biology

- 1. Cell biology
- 2. Organisation
- 3. Infection and response
- 4. Bioenergetics
- 5. Homeostasis and response
- 6. Inheritance, variation and evolution
- 7. Ecology

Chemistry

- 8. Atomic structure and the periodic table
- 9. Bonding, structure, and the properties of matter
- 10. Quantitative chemistry
- 11. Chemical changes
- 12. Energy changes
- 13. The rate and extent of chemical change
- 14. Organic chemistry
- 15. Chemical analysis
- 16. Chemistry of the atmosphere
- 17. Using resources

Physics

- 18. Energy
- 19. Electricity
- 20. Particle model of matter
- 21. Atomic structure
- 22. Forces
- 23. Waves
- 24. Magnetism and electromagnetism



Engaging required practicals: We know that practicals are not only one of the most engaging parts of a science education but are also essential for students' understanding of scientific theory. There are a total of 16 required practicals to complete over the two year course. However, the science department completes many more practicals to complement the course.

Assessments

Biology paper 1:

Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 0 marks
- 16.7% of GCSE

Biology paper 2:

Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions include:

Multiple choice, structured, closed short answer, and open response.

Assessments

Chemistry paper 1:

Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Chemistry paper 2:

Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions include:

Multiple choice, structured, closed short answer, and open response.

Physics paper 1:

What's assessed

Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions include: Multiple choice, structured, closed short answer, and open response.

Physics paper 2:

What's assessed

Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Core Subjects - Examined Separate Science



Examination Board: AQA

Biology

Biology GCSE: This is a separate award and is equivalent to one GCSE.

Summary of content:

- **Cell biology**
- **Organisation**
- **Infection and response**
- **Bioenergetics**
- **Homeostasis and response**
- **Inheritance, variation and evolution**
- **Ecology**
- **Related practicals and scientific enquiry skills**
- **Maths for Science**

Engaging biology practicals: We know that practicals are not only one of the most engaging parts of a science education but are also essential for students' understanding of scientific theory. There are 8 required practicals to complete over the two year course.

Examinations: GCSE Biology exams are terminal. This means that students will sit two exam papers in total, at the end of year 11. Each paper will assess the different topics: Paper 1 consists of questions on topics 1-4. Paper 2 consists of questions on topics 5-7.

The duration of each exam paper is 1 hour 45 minutes. Tiers include Foundation and Higher. The papers are equally weighted, each is worth 50% of the grade and has 100 marks. Types of question include multiple choice, structured, closed, short answer and open response.



Chemistry

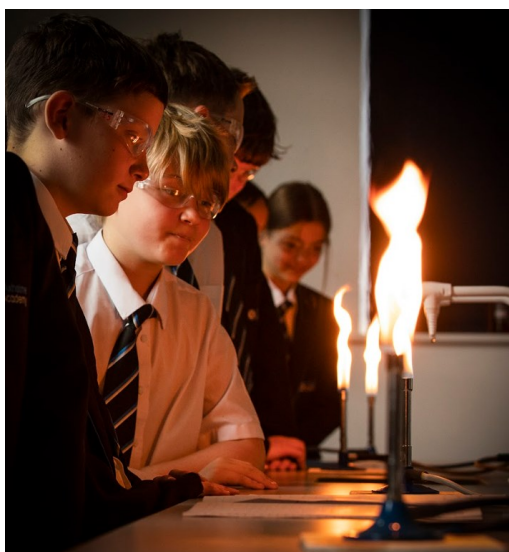
Chemistry GCSE: This is a separate award and is equivalent to one GCSE.

Summary of content:

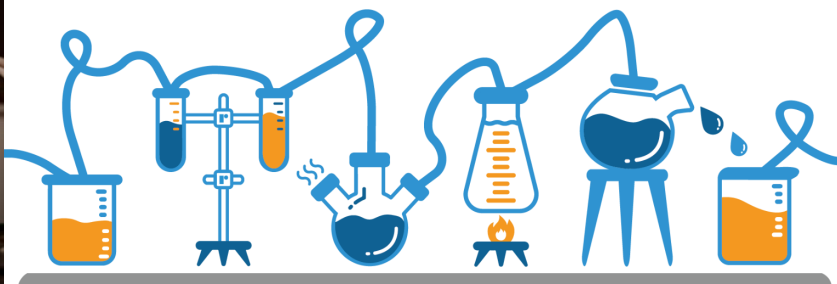
- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources
- Related practicals and scientific enquiry skills
- Maths for Science

Engaging chemistry practicals: We know that practicals are not only one of the most engaging parts of a science education but are also essential for students' understanding of scientific theory. There are 8 required practicals to complete over the two year course.

Examinations: GCSE Chemistry exams are terminal. This means that students will sit two exam papers in total, at the end of year 11. Each paper will assess the different topics: Paper 1 consists of questions on topics 1-5. Paper 2 consists of questions on topics 6-10.



The duration of each exam paper is 1 hour 45 minutes. Tiers include Foundation and Higher. The papers are equally weighted, each is worth 50% of the grade and has 100 marks. Types of question include multiple choice, structured, closed, short answer and open response.



Core Subjects - Examined Separate Science

Physics

Physics GCSE: This is a separate award and is equivalent to one GCSE.

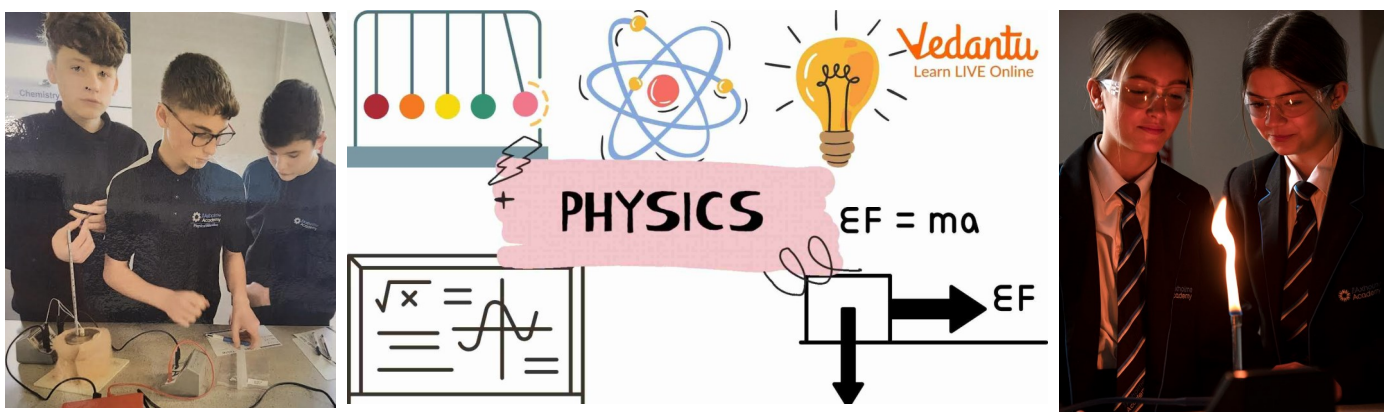
Summary of content:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics
- Related practicals and scientific enquiry skills
- Maths for Science

Engaging physics practicals: We know that practicals are not only one of the most engaging parts of a science education but are also essential for students' understanding of scientific theory. There are 8 required practicals to complete over the two year course.

Examinations: GCSE Physics exams are terminal. This means that students will sit two exam papers in total, at the end of year 11. Each paper will assess the different topics: Paper 1 consists of questions on topics Energy; Electricity; Particle model of matter and Atomic structure. Paper 2 consists of questions on topics Forces; Waves; Magnetism and electromagnetism and Space physics.

The duration of each exam paper is 1 hour 45 minutes. Tiers include Foundation and Higher. The papers are equally weighted, each is worth 50% of the grade and has 100 marks. Types of question include multiple choice, structured, closed, short answer and open response.



Core Subjects - Non Examined Complementary Studies (CS)

We believe that a well-planned, coherent and effective PSHE and Citizenship education programme will develop and enhance students' behaviour and safety by providing them with the accurate information required to make informed choices about themselves and their spiritual, moral, social and cultural development. It can also underpin the development and application of a wide range of skills and thereby have a positive impact on academic achievement. Together these will prepare students for the next stage of education, for future employment and life.

All students will follow a personal, social, health and citizenship education course (PSHCE) and a vocational guidance programme, which includes:

- A PSHE course which focuses on building self-awareness, positive self-esteem and confidence and includes respecting diversity, relationships and sex education, drug education, personal safety, emotional wellbeing and financial capability.
- A Citizenship course which aims to give students the knowledge, skills and understanding to play an effective role in society at local, national and international level and includes modules on social and moral responsibility, law and order, government and democracy, local and wider communities as well as charities and sustainable development.
- A comprehensive RSE programme which allows students the opportunity to explore puberty, sexuality, healthy and safe relationships and sexual health within a safe and supportive environment.
- An introduction to work course, which prepares students for the years directly after secondary education, giving them an insight into the knowledge and skills they will need to apply for further courses and apprenticeships and includes job seeking and interview skills, health and safety in the workplace, one week of work experience, work simulation or community service in Year 10, a series of skill sessions looking at progress and opportunities post-16, career planning and finally revision skills.
- An RE course including topics such as rites of passage, places of worship, pilgrimage and the problem of evil.

Independent Learning requirements

Students will be required at various points throughout the course to go away from the classroom and think about the issues raised in class and re-evaluate their own feelings, attitudes and opinions. This may or may not take the form of written tasks. On a practical level, students must be prepared to be proactive in finding a work experience placement, use work and revision skills appropriately and complete background research and applications for further education. These activities will be directed by the teacher as and when required.

Core Subjects - Non Examined

Physical Education (PE)

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness and is part of a compulsory national curriculum.



All students continue to take part in PE and Games activities. The KS4 curriculum builds on the prior learning from KS3. Students continue to have the opportunity, through different options, to take part in a range of team and individual games activities including football, hockey, badminton, rounders and cricket as-well as games such as table tennis and volleyball which are not studied in as much depth at KS3. The opportunity continues to exist to take part in individual and team challenges within outdoor activities and athletics.

Students are also challenged to develop their health and fitness and take part in physical activities which they can continue with beyond their school days. There may be opportunities to participate in these activities outside of The Axholme Academy. Students are taught how to improve their personal fitness and sessions can include circuit training, resistance training, aerobics and dance.

Within KS4 Physical Education, students are encouraged to take on leadership roles in lessons. They are expected to officiate games and organise different activities with reduced support from staff. Some students will have the opportunity to lead sessions for other students and their peers, whilst others may become involved in assisting with the numerous events held by the PE Department throughout the year.



Physical Education at KS4 is less rigid than at KS3 with activities tailored to the interests and needs of the students in order to prepare them to be involved in lifelong physical exercise.

To develop lifelong learners who are engaged, show an enjoyment of PE, and physical activity whilst developing the movement, knowledge, understanding and confidence to lead healthy, active lifestyles.



Physical ME

Developing physical literacy and movements of the body.



Healthy ME

Choosing healthy behaviors and attitudes



Social ME

Developing teamwork, cooperation and leadership



Thinking ME

Making effective decisions and evaluations



Personal ME

Controlling emotions, behaviors and self esteem

Confidence— Compassion—Helpfulness—Accountability—Resilience— - Humility—Excellence—Leadership—Teamwork

Option Subjects

Art and Design: Fine Art



Examination Board: AQA

Work produced for this qualification will demonstrate the use of visual elements and creative skills.

The GCSE Art & Design course is made up of two components.

Unit 1: Portfolio of Work (60% of the marks)

Students produce work for their portfolio during Years 10 & 11. They must submit **more** than one project demonstrating an ability to sustain work from initial starting points through to a final outcome, which includes meaningful links with the work of other artists.

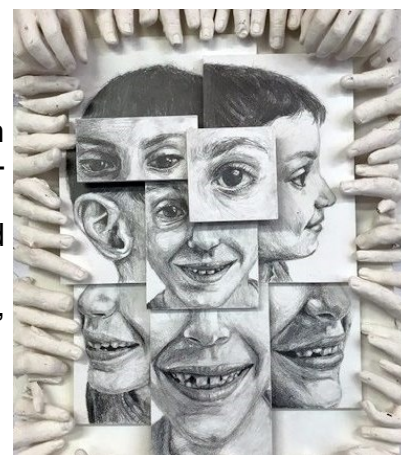
Unit 2: Externally Set Task (40% of the marks)

Students are required to produce a personal outcome in response to **one** of the starting points set by the Exam Board in their final year of the course. Preparation time to develop ideas is followed by a total of 10 hours to produce a final outcome under exam conditions.

Assessment

Students must demonstrate their ability to:

- Develop ideas from research undertaken as a response to a given starting point. This will include investigating the work of other artists from Western and non-Western cultures.
- Refine ideas through experimenting with a range of media and techniques.
- Record ideas and observations through drawing, painting, collage, photography, 3D media, etc.
- Present a personal, informed and meaningful outcome.
- The awarding body for this course is AQA.



In addition to timetabled Art lessons, students are expected to develop their coursework projects and prepare for the Externally Set Task in their own time, so that they can produce in depth research and develop ideas fully. The Art room is open for half an hour most lunch times, and for an hour after school at least once a week. As part of their independent learning, students are encouraged to visit local (and if possible, national) art galleries at weekends/holidays to support investigations into the work of other artists



Option Subjects

Art and Design: Textiles Design

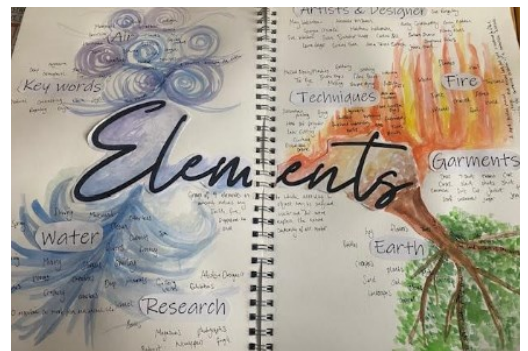
The course offers students a wide range of creative and exciting opportunities to explore a variety of textile techniques with reference to contemporary artists and fashion designers. For example, Art Textiles, Fashion Design and Illustration, costume design, constructed textiles, printed and dyed textiles, stitched and/or embellished textiles and digital textiles.



Students considering Textiles at GCSE should have a real interest in the subject. They should be motivated and prepared to work hard independently, supporting class work with up to 1 hour of extracurricular study each week. This is a full GCSE and students will be graded 1-9.

Students complete a **coursework portfolio worth 60% of their final mark**. Through their work students will record ideas through mark making, photography and a wide variety of textile techniques. For this portfolio students will work in sketch books and explore two briefs:

'Elements' which focuses on surface pattern experimenting with different printing and dyeing processes

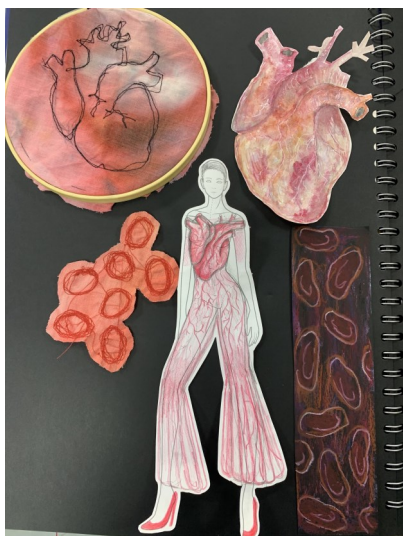


'Structures' taking architecture and or the Human body as the theme developing textiles outcomes including applique, 3D pattern development and fabric manipulation.

They will develop their skills in these areas through a variety of samples and will learn how to effectively use materials to produce increasingly skilled and expressive pieces.

At the end of the course students sit an **externally set exam worth 40% of their final mark**.

Students receive an early release paper with a selection of titles to choose from. Like their coursework, these titles are starting points for a project. Students respond to these in the same way as they do with their coursework producing drawings, mark makings and photographs of relevant objects, researching and responding to relevant Artists and designers, and exploring ideas through a variety of media.



This period of preparation begins in January and the work produced in and out of class is worth 30% of their final mark. Students then produce a relevant final piece during a 10-hour exam (held over 3 sessions under exam conditions over March and April of Y11) worth the remaining 10% of their mark.

At the end of yr11 all students will display their work in the Exhibition where work will be moderated then celebrated by family and friends at the Exhibition evening.



Option Subjects

Art and Design: Fine art and Textiles Design

Why study an Art and Design course?

Employment in the UK's creative industries is the fastest growing in the UK and the second largest industry after finance. 1 in 11 jobs in the UK are in the creative industries with over 3 million people employed across the sector. This makes studying on an Art & Design programmes very desirable.

The Art and Design courses are structured to provide students with the opportunity to develop a wide range of skills, explore an exciting range of contemporary artists and designers to express their own ideas. It is an excellent grounding for further study of fashion, textiles design, art, design or photography or a career in any of the creative industries. It also develops good transferable skills including problem solving, researching, and creative thinking.

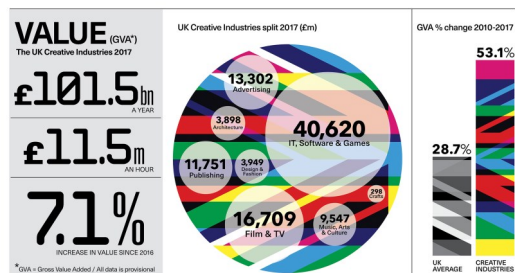
Students that study on an Art & Design course acquire employability skills that are highly sought after by all employers; problem solving, team work, initiative and enterprise, independence, adaptability and coping with uncertainty to name just a few.

After completing an art and design course, students can go on to pursue careers as an architect, animator, community arts worker or administrator, exhibition designer, fine artist, graphic artist, illustrator, printmaker, production designer, interior designer, fashion designer, or textile designer.

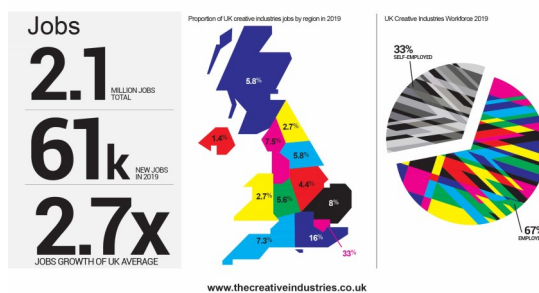
Successful fashion students have gone on to study.....

- Fashion Design
- Fashion Buying/merchandising
- Fashion Promotion
- Fashion Management
- Fashion Marketing
- Fashion styling
- Makeup design
- Print design/Fashion print design
- Costume design
- Textile design
- Fashion promotion and communication
- Fashion and music journalism
- Surface design
- Events management
- Apprenticeships:
- Art & design foundation courses
- Fashion photography
- Illustration
- Fashion and Dress History /Fashion and Critical Studies

The UK Creative Industries



The UK Creative Industries 2019 JOBS



Please note: Due to the cost of specialist materials, we ask students for a small contribution towards their Textiles course

Option Subjects

Computer Science



Examination Board: AQA

This course gives an insight into what goes on 'behind the scenes' in computing, including a real, in-depth understanding of how computer technology works.

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who've taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their peers who are picking up the subject at these levels.

Independent Learning

Throughout this course students are expected to work independently inside and outside of lessons. During lessons students must remain disciplined when programming in order to solve problems and fix coding errors.

Students are expected to spend time coding outside lessons to embed the skills covered during lessons. During Year 10 students complete weekly Computational Thinking ILTs and during Year 11 students will develop a range of algorithms and complete practice exam questions for ILTs.

Topics covered within this course are:

3.1 Algorithms	3.5 Computer networks
3.2 Programming	3.6 Cyber security
3.3 Data representation	3.7 Relational databases
3.4 Computer systems	3.8 Ethical, legal and environmental impacts

Where could a qualification in Computer Science lead?



Technology is being used by more people for more purposes. With the continued development of artificial intelligence and 'big data' collected online, there is a global shortage of programmers and data analysts to spearhead these developments. Due to this shortage, careers in ICT sectors are incredibly rewarding and very well paid.

GCSE Computer Science provides the ideal foundation for young people looking to progress into any ICT related role. Students can progress onto A Level or a vocational equivalent qualification with clear progression into a related careers path. Students who decide

How will I be assessed?

Paper 1: Computational thinking and programming skills

What's assessed

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 3.1 and 3.2 above.

How it's assessed

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.



Paper 2: Computing concepts

What's assessed

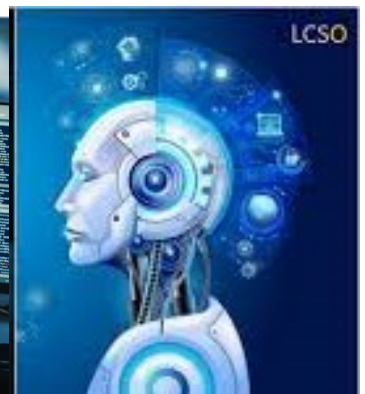
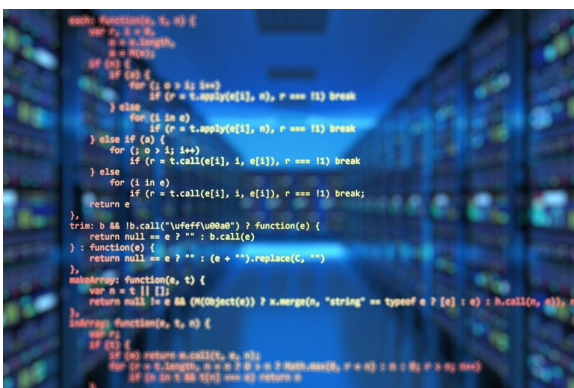
The content for this assessment will be drawn from subject content 3.3 to 3.8 above.

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.



Option Subjects

Design and Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

GCSE Design and Technology allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

This GCSE course gives students the opportunity to gain experience in identifying, considering and solving problems through design based work through the use of varied materials. There is an assessed project which follows an iterative design process.

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-Aided Manufacturing will be included in the practical work.

This GCSE course is graded in the 1-9 grading system and is a more academic choice for students wanting to go onto higher and further education in this field.

Assessment.

Written exam: 2 hours · 100 marks · 50% of GCSE

Questions

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles and a 12 mark design question.

What's assessed?

Practical application of:

Core technical principles, Specialist technical principles, Designing and making principles.

Non-exam assessment (NEA): 30–35 hours approx- 100 marks- 50% of GCSE

Task

Substantial design and make task

Assessment criteria

Investigating

Designing

Making

Analysing and Evaluating working prototype

Students who achieve a grade 5 or above would be well prepared to study A level Design and Technology (Product Design), a popular and successful course. This can lead to Apprenticeships and Higher Education institutions

Career opportunities:

Designer, Architect, Engineer, Construction site manager, Product tester, Retail, Buyer, Material engineer, CAD designer, CAM technician, Education

Please note: Due to the cost of specialist materials, we ask students for a small contribution towards their DT course



Option Subjects

Enterprise and Marketing



Examination Board: OCR

The OCR Cambridge National in Enterprise & Marketing will equip you with sound specialist knowledge and skills for everyday use. It will challenge all students, including high attaining students, by introducing you to demanding material and skills; encouraging independence and creativity; and providing tasks that engage with the most taxing aspects of the National Curriculum.

The qualification design will allow you to explore more deeply the things that interest you as well as providing a good opportunity to enhance your learning in a range of curriculum areas.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Carrying out market research
- Planning a new product and pitching it to a panel of experts
- Reviewing whether a business proposal is financially viable

This will help you to develop independence and confidence in using skills that would be relevant to the Business and Enterprise sector.

The qualification contains practical activities that build on theoretical knowledge so that you can put your learning into practice while also developing valuable transferable skills such as:

- Verbal Communication/Presentation
- Research
- Analytical Skills
- Digital Presentation

Unit R067: Enterprise and Marketing Concepts

This is assessed by an exam. In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business.

Topics include:

- Characteristics, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise.

Unit R068: Design a Business Proposal

This is assessed by a set assignment. In this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

Topics include:

- Market research
- How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal.

Unit R069: Market and Pitch a Business Proposal

This is assessed by a set assignment. In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using self-assessment and feedback gathered.

Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal

Option Subjects

Food Preparation and Nutrition



Examination Board: AQA

This exciting GCSE course gives students the opportunity to gain experience by focusing on practical cooking skills. Students will gain a thorough understanding of nutrition, food provenance and the working characteristics of food. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. The GCSE will be graded 1-9. This is a more academic course that has many links to Science.



Food preparation skills are integrated into five core topics:

1. **Food, nutrition and health** – Macronutrients, micronutrients, Nutritional Needs and Health.
2. **Food science** – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food
3. **Food safety** – Food spoilage, Contamination and the Principles of Food Safety.
4. **Food choice** – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. **Food provenance** – Environmental Impact and Sustainability of Food, Food Processing and Production.

Course components

Written Paper – 50% -The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks.

Food Investigation – 15% -Students' understanding of the working characteristics, functional and chemical properties of ingredients are assessed through research and experimentation. Students will submit a written report (1,500 – 2,000 words) including the photographic evidence of the practical investigations.

Food Preparation Assessment – 35% -Student' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students will submit a written portfolio including photographic evidence.

Students who wish to take this course need to consider that they will be expected to bring in their own ingredients to cook with each week. The recipes that students will be cooking are depicted by the theory of food students will be learning alongside their cooking skills. There will be a chance for students to cook their own choices of dishes also.

Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines.

Option Subjects

Geography



Examination Board: AQA

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

The course will be broken down into 3 papers, all of which are examined.

Paper 1 - Living with the physical environment (Currently worth 35% and lasting 1hr and 30 minutes)

The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

- **The challenge of natural hazards** – this includes topics like earthquakes, volcanoes, weather hazards like tropical storms and climate change.
- **The Living World** – this includes topics like tropical rainforests, ecosystems and hot or cold environments.
- **Physical landscapes in the UK** – this includes topics like coastal, river and glacial landscapes

Paper 2 – Challenges in the Human Environment (Currently worth 35% and lasting 1hr and 30 minutes)

The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

- **Urban issues and challenges** – includes topics like urban growth and population and sustainability
- **The changing economic world** – includes topics like the development gap and the economic future of the UK
- **The challenge of resource management** – this includes topics like food, water and energy.

Paper 3 – Geographical Applications (Currently worth 30% and lasting 1hr 30 minutes)

This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. A pre-release resources booklet will be made available 12 weeks before the Paper 3 exam. There will be one section about critical thinking and problem solving and another element will be fieldwork.

Question types: multiple-choice, short answer, levels of response, extended prose and there will be no tiered entries; all students sit the same paper.



The Exam

Paper 1 – 2 hours

- Germany 1890–1945: Democracy and Dictatorship
- Conflict and Tension: The Interwar Years 1918–1939

Paper 2 – 2 hours

- Britain: Health and the People c.1000–present
- Norman England 1066–1100

The Course

Germany 1890–1945: Democracy and Dictatorship

This course explores Germany's dramatic journey from monarchy to modern dictatorship. Students study the rule of Kaiser Wilhelm II, the impact of the First World War, and the challenges faced by the new democracy of the Weimar Republic. The course then examines the impact of the Great Depression, Hitler's rise to power, and how the Nazi regime attempted to control and reshape German society.

Conflict and Tension: The Interwar Years 1918–1939

This topic focuses on the unstable period between the two world wars. Students examine the impact of the Treaty of Versailles, the creation of the League of Nations, and attempts to maintain peace after 1918. The course investigates why peace failed, including the rise of dictators, the policy of appeasement, and international tensions that ultimately led to the outbreak of the Second World War.

Britain: Health and the People c.1000–Present

This thematic study examines how ideas about health and medicine have changed over time. Students explore key factors such as religion, science, government, war, and chance, and how these have helped or hindered medical progress. Topics range from the limited medical knowledge of the Middle Ages, through breakthroughs during the Renaissance and Industrial period, to modern developments including vaccinations, surgery, and the creation of the NHS.

Norman England 1066–1100

This course investigates one of the most dramatic turning points in English history. Students examine why William of Normandy invaded England, how he secured control after 1066, and how Norman rule transformed England's political, social, economic, and religious systems. A detailed study of a specific historical site linked to the Norman period brings the topic to life.



Option Subjects

History

Why Take History?

History helps you understand the world you live in today by exploring how past decisions, conflicts, and ideas shaped modern society. Throughout the course, students develop powerful transferable skills, including:

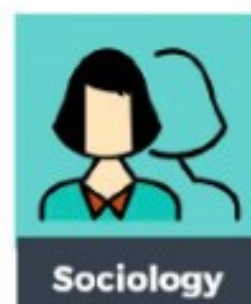
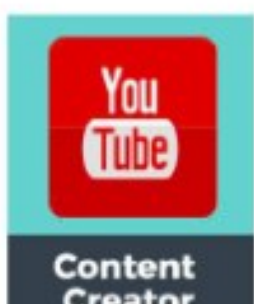
- Constructing clear arguments and explanations
- Evaluating evidence and sources
- Making informed judgements
- Analysing cause, consequence, change, and significance
- Developing strong written communication and critical thinking skills



Future Pathways and Careers

A qualification in History can lead directly to careers in areas such as heritage, museums, and archaeology. However, the skills developed through History are useful in almost every career, including:

- Law
- Politics and Government
- Teaching and Education
- Journalism and Media
- Civil Service
- Author or Screenwriter
- Data Analyst
- Business and Management



Option Subjects

Health and Social Care

This OCR Cambridge National qualification consists of three components which give learners the opportunity to develop a broad knowledge and understanding of Health and Social Care.

The course is generally aimed at students thinking of working in the early years, health or social care sectors. However, much of the subject matter is of value to anyone interested in a career dealing with people, as it provides a means to understand the influences that help us become the people we are, as well as offering opportunities to develop attitudes, essential skills and techniques, as well as personal qualities which may be useful when communicating with others.

The two mandatory units are:

R032: Principles of care in health and social care settings

This unit is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

Topics include:

- Topic Area 1 The rights of service users in health and social care settings
- Topic Area 2 Person-centred values
- Topic Area 3 Effective communication in health and social care settings
- Topic Area 4 Protecting service users and service providers in health and social care settings

R033: Supporting individuals through life events

This unit is assessed by a Set Assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

Topics include:

- Topic Area 1 Life stages
- Topic Area 2 Impacts of life events
- Topic Area 3 Sources of support

Optional units:

You will take one of these units.

R034: Creative and therapeutic activities

This unit is assessed by a Set Assignment. In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual.

Topics include:

- Topic Area 1 Therapies and their benefits
- Topic Area 2 Creative activities and their benefits
- Topic Area 3 Plan a creative activity for individuals or groups in a health or social care setting
- Topic Area 4 Deliver a creative activity and evaluate your own performance



Option Subjects

Health and Social Care

R035: Health promotion campaigns

This unit is assessed by a Set Assignment. In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign.

Topics include:

- Topic Area 1 Current public health issues and the impact on society
- Topic Area 2 Factors influencing health
- Topic Area 3 Plan and create a health promotion campaign
- Topic Area 4 Deliver and evaluate a health promotion campaign

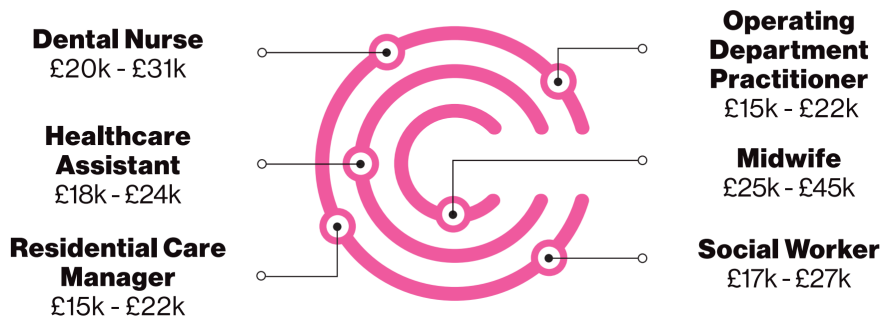
Where could a qualification in Health and Social Care lead?

The course prepares students for a career in people focused professions such as a care worker, social worker or outreach worker. Level 3 Health and Social Care is offered at local Further Education providers.

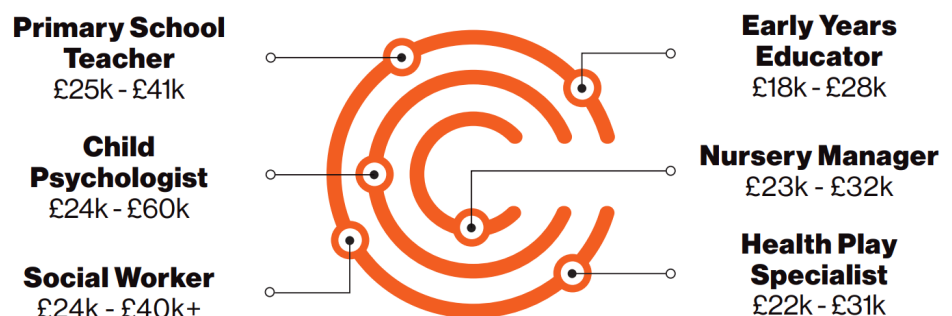
Linked Careers include:

- Nursing
- Hospital management
- Childcare
- Psychologist
- Social Work
- Teaching
- Other professions within hospitals, schools and nurseries.

Connecting **Classroom** to **Career**



Connecting **Classroom** to **Career**



Option Subjects

Information Technology

The OCR Cambridge National award in Information Technology gives learners the opportunity to develop knowledge, understanding and practical skills that would be used in the IT sector.

The main focus is on the following:

- Using different applications and tools to design, create and evaluate IT solutions and products
- Creating a data manipulation solution
- Creating an Augmented Reality prototype.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Planning and designing IT solutions and products for a given purpose
- Selecting the best tools and techniques to solve a problem
- Solving problems by exploring different software application tools and techniques
- Creating IT solutions and digital products
- Use of planning techniques to complete tasks in an organised and timely way
- Finding imaginative ways to solve IT problems

The course has two internally assessed components, and one that's externally assessed:

R050: IT in the digital world

This is assessed by taking an exam. In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include:

- Design Tools
- Human Computer Interface (HCI) in everyday life
- Data and testing
- Cyber-security and legislation
- Digital Communications
- Internet of Everything (IoE).

In this unit you will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. You will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.



R060: Data manipulation using spread sheets

This is assessed by completing a set assignment. In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spread sheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements. Topics include:

- Planning and designing the spread sheet solution
- Creating the spread sheet solution
- Testing the spread sheet solution
- Evaluating the spread sheet solution.

In this unit you will learn the skills to be able to plan and design a spread sheet solution to meet client requirements. You will be able to use a range of tools and techniques to create a spread sheet solution based on your design, which you will test. You will be able to evaluate your solution based on the user requirements.

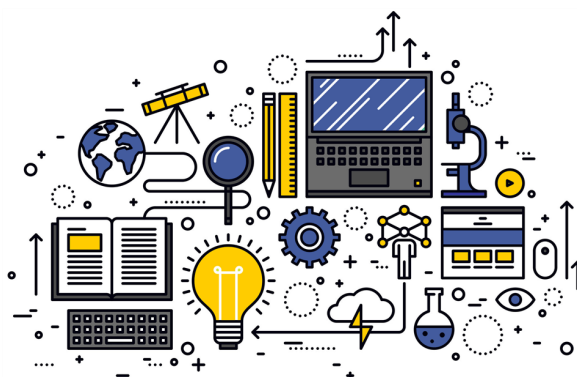
R070: Using Augmented Reality to present information

This is assessed by completing a set assignment. In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements. Topics include:

- Augmented Reality (AR)
- Designing an Augmented Reality (AR) model prototype
- Creating an Augmented Reality (AR) model prototype
- testing and reviewing.

In this unit you will learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information. You will also learn the purpose, use and types of AR in different contexts and how they are used on different digital devices. You will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. You will also be able to test and review your AR model prototype.

Thinking about studying Information Technology? If so, you've picked an exciting subject with a bigger demand than ever for jobs. Computing and digital technology is a huge part of our everyday life and with new inventions and chances for innovation, embarking on a career in computing has never been so exciting. Previously when you'd think of careers in computing you might associate common employers to be IT consultancies or IT providers. However, due to the quick evolution of computer systems and digital devices; computing and digital technology careers are in demand across nearly all sectors including financial services, aerospace and defence, manufacturing, public and third sectors, telecommunications and more.



Option Subjects

Languages—FRENCH

GCSE French enables students to build on KS3 French vocabulary and grammar knowledge so they can communicate verbally and in writing confidently in a range of interesting and relevant thematic contexts. These themes link closely to students' everyday lives as well as their future plans and allow students to communicate and understand information in French about:

- their personal world
- lifestyle and wellbeing
- their neighbourhood,
- media and technology,
- their studies and future plans
- travel and tourism



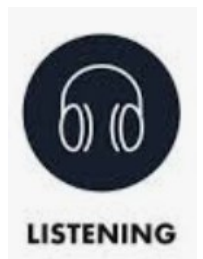
Skills and Examinations

In GCSE French, there are four skill areas covered: Listening, Speaking, Reading and Writing. Students will sit exams in all four of these skills at either higher (5-9) or foundation tier (1-5).

The listening exam

5% of the final grade.

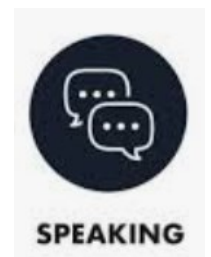
- Assessed by an examination (45 minutes Foundation or 60 minutes Higher)
- Section A of the examination – Listening comprehension. Questions are in English and are answered in English or non-verbally.
- Section B of the examination – A Dictation task where students transcribe short sentences in the Target Language.



The speaking exam

25% of the final grade.

- Assessed by an examination at the end of the course lasting 7–9 minutes (Foundation Tier) + preparation time and 10–12 minutes (Higher Tier) + preparation time
- Tasks include: a reading aloud task, a role-play task and a picture describing task followed by a conversation.



The reading exam

25% of the final grade.

- Assessed by an examination (45 minutes Foundation or 1 hour at Higher)
- Section A of the examination– Reading comprehension questions in English, to be answered in English or non verbally
- Section B of the examination – Translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)



Option Subjects

Languages—FRENCH

The writing exam

25% of the final grade.

Assessed by an examination (1 hour 15 minutes Foundation or 1 hour 20 minutes at Higher)

In the foundation writing exam, students will be asked to do the following:

- A picture describing task
- A 40 - 50 word "essay"
- A 80 - 90 word "essay"
- A translation task from English into French.

In the higher writing exam, students will be asked to do the following:

- A 80 - 90 word "essay"
- A 130-150 word "essay"
- A translation task from English into French.

Students will need to do these writing tasks in French without a dictionary or other resources.

Learning a language helps develop language and communication skills. It also teaches you to be adaptable and resilient and to use your imagination. It can boost your ability to solve problems under pressure too and help to build your confidence. Languages are a skill for life and can show broader skills to potential employers

Gaining a language qualification at GCSE level can increase your employment prospects and consequently your salary as British companies need to communicate to trade abroad. It will also enable you to study French/Spanish further in the future should you want to and allow you to consider a course at university involving a language or even a year abroad where you can put your language skills to good use.

There are many opportunities at university which involve languages, not just as a languages Honours degree but also as Joint Honours or as a stand alone module in combination with Business, Engineering, Law, Media, Economics, Geography, Human Resources Management, Fashion, History of Art, Education . . . even Medicine! You could even go on a year abroad to boost your language skills and immerse yourself in the culture of another country, no matter what subject you choose.

Being able to communicate in a modern foreign language is increasingly useful for careers in industry, technology and engineering, as well as many as-



Option Subjects Creative iMedia

The OCR Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products. Creative iMedia focuses on the creative use of IT to produce media products such as websites, graphics, interactive displays, apps, movies, games and much more...

Unit R081: Pre-Production Skills

1hr 15minutes Examination
(Summer Yr 10)



Unit R082: Creating Digital Graphics

Mandatory coursework unit
(Year 10)



Unit R083: Creating 2D and 3D digital characters

Optional coursework unit
(Year 11)



Unit R084: Storytelling with a Comic Strip

Optional Coursework Unit
(Year 11)



Unit R085: Creating a Multi-Page Website

Optional Coursework Unit
(Year 11)

Unit R086: Creating a Digital Animation

Optional Coursework Unit
(Year 11)

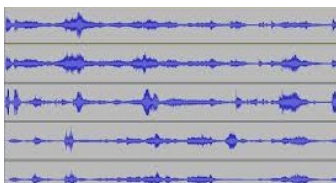
Unit R087: Creating Interactive Multimedia Products

Optional Coursework Unit
(Year 11)



Unit R088: Creating a Digital Sound Sequence

Optional Coursework Unit
(Year 11)



Unit R089: Creating a Digital Video Sequence

Optional Coursework Unit
(Year 11)

Option Subjects

Creative IMedia



Examination Board: OCR Cambridge Nationals

Unit R090:
Digital Photography
Optional Coursework Unit
(Year 11)

**Unit R091: Designing
a Game Concept**
Optional Coursework Unit
(Year 11)

Unit R092:
**Developing Digital
Games**
Optional Coursework Unit



Assessment

How Is a Final Grade Awarded?

Made up of the four units:

Unit R081: Pre-Production Skills

Externally assessed unit comprising a written exam set and marked by OCR (25%) **in Summer Year 10** (Resit available in January Year 11)

Unit R082 and two optional units

Three internally assessed, externally moderated project units (equalling 75%)

This qualification is equivalent to one GCSE at grades:

Level 2 - Pass, Merit, Distinction & Distinction*

Grading

L2 Pass = Grade 4

L2 Merit = Grade 5.5

L2 Distinction = Grade 7

L2 Distinction * = Grade 8.5



This qualification will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector. Equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills,

learners will ultimately be creating fit-for-purpose creative media products. Challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum. The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required in creative media. It will underpin a highly valid approach to the assessment of their skills. Where might this course take me?,,,

Advertising Manager Animator Art Director Computer Programmer Digital Audio Technician Digital Graphic Designer Digital Imaging Manager Digital Video Editor E-business Consultant / Manager Film Maker / Director Marketing Expert / Manager Multimedia Designer Online Database Manager Photographer Public Relations Manager Project Management Radio Producer Social Media Content Manager Technology Support Specialist Web Developer / Manager Or maybe the job just doesn't exist yet.....

Option Subjects

Religious Education

25% of the course will be based on beliefs, teaching and practices of Christianity.

25% of the course will be based on beliefs, teaching and practices of Judaism.

These 2 components will be assessed together in an exam of 1 hour 45 minutes, at the end of year 11.

The other 50% of the course will focus on the following religious, philosophical and ethical themes.

- Religion and life.
- The existence of God and revelation.
- Religion peace and conflict.
- Relationships and families.

This will also be assessed in an exam of 1 hour 45 minutes, at the end of year 11.

Independent Learning

Students will be expected to complete all the work in class, and to catch up on the work of any lessons they have missed.

There will be one independent learning task set each week, which will usually be revision or exam questions.

Religious Studies can lead to a wide range of career opportunities. It is particularly valued for careers that involve meeting different people regularly. The most common career areas for students of religious studies include the NHS; the civil service; youth and social work, advertising, investment and banking, law, politics, business, the creative industries, the charity sector, publishing and journalism, and education.

The skills developed in studying religions are increasingly in demand in a complex, connected, global world. They help us to understand ourselves, our society, and the world. In a world where many future jobs do not currently exist, Religious Studies allows students to demonstrate their flexibility and thinking skills to future employers.



Option Subjects

Sports Studies

The OCR Level 1/Level 2 Cambridge National in Sport Studies is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

The qualification equips you with sound specialist knowledge through practical application. Students will study two mandatory units and one optional unit from a choice of two.

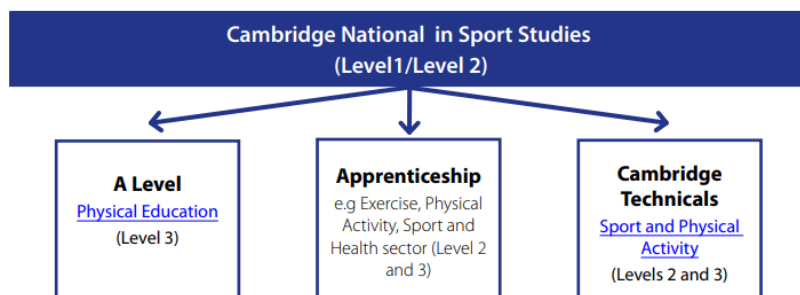
The two mandatory units are:

R184: Contemporary issues in sport

This is assessed by an exam. By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport



R185: Performance and leadership in sports activities

This is assessed by a set assignment. In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session

The two optional units are:

R186: Sports and the media

This is assessed by a set assignment. In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.

Topics include:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport



Option Subjects

Sports Studies

R187: Increasing awareness of Outdoor and Adventurous Activities

This is assessed by a set assignment. In this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.



Topics include:

- Provision for different types of outdoor and adventurous activities in the UK
- Equipment, clothing and safety aspects of participating in outdoor and adventurous activities
- Plan for and be able to participate in an outdoor and adventurous activity
- Evaluate participation in an outdoor and adventurous activity.

This course is a fantastic stepping stone for anyone wanting to study PE and Sport Science during further education and local Further Education providers encourage this.

It is useful for students who are interested in a career in sport. This includes jobs such as a sports coach, sport scientist, personal trainer, PE teacher, sports administrator, leisure management, sport psychologist, physiotherapist and dietician.

JOBS THAT USE... SPORT

WHY STUDY... SPORT (PE)
Check out some of the jobs you can do, the skills you'll develop and pathways available!

JOBS

- Exercise Physiologist
- Health Promotion Specialist
- Fitness Centre Manager
- Sports Development Officer
- Personal Trainer
- Secondary School Teacher
- Sports Administrator
- Sports Coach
- Sports Therapist
- Events Manager

SKILLS

- Teamwork
- Self-Motivation
- Problem Solving
- Risk-averse
- Communication
- Reflection

PATHWAYS

APPRENTICESHIPS

- Continuity, Active Coach
- Coaching and Performance Officer
- Early Years Practitioner
- Self-Coach
- Physiotherapist
- Wellness Practitioner
- Continuity Sport and Health Officer
- Active Study Network
- Personal Trainer
- Physiotherapist

FURTHER EDUCATION

- A Level: Physical Education
- A Level: Sport Science
- A Level: Biology
- A Level: Health and Social Care
- T Level: Health and Social Care
- T Level: Health
- BA (Hons) Sport Management
- BSc (Hons) Sport Science
- BSc (Hons) Sport and Health
- BSc (Hons) Sport and Exercise Science
- BSc (Hons) Sport and Leisure Management
- BSc (Hons) Sport and Coaching

HIGHER EDUCATION

- BSc (Hons) in Sport and Exercise Science
- BSc (Hons) in Sport and Management
- BSc (Hons) in Sport and Psychology
- BSc (Hons) in Coaching and Performance
- BSc (Hons) in Health and Exercise Science
- BSc (Hons) in Sports Management
- BSc (Hons) in Sport and Leisure Management

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Which subjects will complement this course? • GCSE Biology • GCSE Combined Science • GCSE Food Preparation and Nutrition • GCSE Media Studies • GCSE Psychology • GCSE Sociology • Creative iMedia.

Personalised Subjects Study +

What is Study Plus?

Study+ is an intervention study group for students who may require additional support with their studies.

Within the taught lessons there is a focus on developing the skills needed to be an independent learner. This is achieved through a series of projects which can be tailored to the interests of the group. Study skills to be successful in lessons such as note taking, use of alternative technology, and successful group work are also practiced along with research, revision and exam skills. Emphasis is placed on the 6R's throughout the 2 years in order to promote independent study. Those students with exam access arrangements are taught to use these effectively.

All specific skills are taught using the subject specifications of those that are studied by the group meaning that everything is related to the students revision. No two programmes are the same with each being personalised to the students in the group.

Additionally, subject specific skills can be re-taught and re-phrased where required. Literacy skills are also promoted throughout.

Benefits of Personalized Learning

