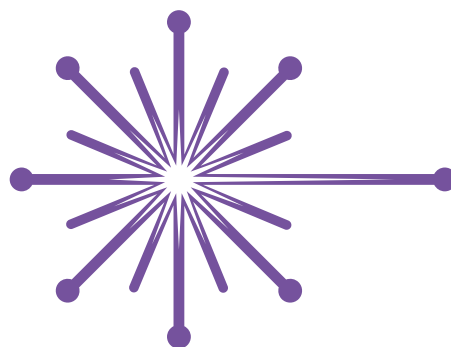


THE PRIORY ACADEMY

LSST



KEY STAGE 4 OPTIONS GUIDE

2026



INTRODUCTION

In Years 7 and 8 you studied a broad curriculum. In Year 9 you will begin your GCSE courses in all subjects.

This GCSE Option Guide is designed to help you through the process of deciding on your Key Stage 4 option subjects. We hope this guide alongside the evening of **12th March** will support in making the correct decisions.

You may already have a specific university degree or career in mind and there might, therefore, be some subjects that you would be advised to choose. It is important that you speak with subject leaders and careers advisers and your Form Tutor in order to confirm if this is the case.

Universities and employers want to see students who have good qualifications in a range of subject areas. The Government believes that schools and academies should offer students a broad range of academic subjects and promote aspiration. At The Priory Academy LSST all students start to study the EBacc (English Baccalaureate) combination of GCSEs in English, Mathematics, 2 GCSE Science qualifications, Modern Foreign Languages and a humanity: History and Geography. To complement this you will have two further option choices. We have included a copy of a booklet from the Department of Education about the EBacc for further information.

The most important advice you will be given is to choose the subjects that you are likely to enjoy, as this will make you more likely to be successful. When choosing your subjects, you should bear two things in mind. Firstly, you should aim for a balance of subjects to give you the widest possible choice of careers. Secondly, we ask you to choose four subjects in order of preference, including two alternative courses. This is because it is possible, indeed likely, that not all subject combinations will be possible within the academy timetable. Once you have selected your choices, we will attempt to accommodate these choices into the curriculum structure. We cannot guarantee that you will be given your first choices. We will, however, work with you to provide the most appropriate set of courses available.

Mrs Billet and Mrs Morgan Brown, Student Pathways Advisors, will be available on the evening of the 12th March to discuss career choices with you and Miss Tomlinson will be on hand for students considering Oxbridge applications or careers in medicine, veterinary science or dentistry.

The Options Form is an 'online' application. An email has already been sent which will contain the link to complete the form.

TIMELINE & SUPPORT

Below is a breakdown of subjects studied at GCSE.

GCSE Subject	Hours studied per week		
	Year 9	Year 10	Year 11
Mathematics	3	3	4
English Language	2	2	2
English Literature	2	2	2
Science (Combined/Separate)	5	4	4
RE (Core)	2	1	0
PE (Core)	2	1	1
Option 1 - Geography or History	2	3	3
Option 2 - French or German	3	3	3
Option 3 – free choice	2	3	3
Option 4 – free choice	2	3	3

During w/c 23rd February - Year Group Presentation to students, and in w/c 2nd March - Options booklet shared with students.

Options Evening: Thursday 12th March

An opportunity for you to visit departments areas and speak to dedicated subject teachers about the GCSE options subjects on offer.

Final Submission of Option Forms via SIMs online no later than Monday 30th March 2026

Support

You will be thoroughly supported throughout this option process through regular contact with your Form Tutor and subject teachers. You can make an appointment to see your Head of Year or speak with members of the Senior Leadership Team, either within the Academy or during the course of GCSE Options Evening and Parents' Evening.

KEY STAGE 4 CURRICULUM

The Key Stage 4 Curriculum at The Priory Academy LSST is divided into two parts:

The Common Core

These consist of GCSEs in English Language, English Literature, Mathematics, Combined Science, RE and Core PE. You will see the descriptions of these courses later in this guide. These are arranged at the front of the subject section.

Options

In addition to the Common Core, you are able to select **four** other subjects. To enable access to the English Baccalaureate you **MUST** choose -

Option 1

History or Geography.

Option 2

French or German.

Options 3 and 4

Then choose a further 2 options from the list below:

Art, Craft & Design

Business

Computer Science

Creative iMedia

Dance

Design & Technology

Design & Technology: Textiles

Drama

Economics

Engineering

Geography

History

Hospitality and Catering

Media Studies

Music

GCSE Physical Education

Separate Sciences

Cambridge National Sports Studies

Point to note: Separate Science

If you have a particular aptitude for Science and are hoping to study science subjects at A Level and university in addition to the Common Core Science subjects, GCSE Combined Science, you should consider selecting 'Separate Science' as one of your option subjects. This will enable you to take Biology, Chemistry and Physics separately and gain three individual GCSE Science grades. However - some students have been selected to join an express group and will study the Separate Science course within normal Science time. Please see Separate Science page for further details.

Study of French and German – Dual Languages

All students are required to continue studying the language they have been learning since Year 7. However some students, who have consistently shown high levels of motivation, aptitude and talent in their MFL lessons to date, will be invited to continue in a dual linguist group where they will continue with the second language they began in Year 8. These accelerated learners will then be in a position to gain two separate GCSE grades for their language skills. **Taking more qualifications obviously requires more lessons in these subjects and in order to fit this in, students taking both French and German will be offered Physical Education using free Priory Leisure access and other after school activities and not by attending usual PE lessons during lesson time.**

SUBJECTS

Core/Ebacc Subjects All students will study these subjects:

English Language	Mathematics	French / German
English Literature	Science	Religious Education

Subject Options

Art, Craft & Design	Design & Technology: Textiles	Hospitality & Catering Level 1/2
Business	Drama	Media Studies
Computer Science	Economics	Music
Creative iMedia	Engineering	GCSE Physical Education
Dance	Geography	Separate Sciences
Design & Technology	History	Cambridge National in Sport Studies



ENGLISH LANGUAGE



Course Description

This course focusses on the acquisition of skills needed to access all areas of the academic and non-academic curriculum. The skills of reading with engagement and writing coherently are essential in a competitive academic and employment market.

Assessment Structure

Paper 1 Explorations in creative reading and writing - 50% - 1 hr 45 Un-tiered; 40% GCSE

Section A: Reading one literature fiction text

Section B: Producing descriptive or narrative writing

Paper 2 Writers' Viewpoints and Perspectives - 50% - (Examination 1 hr 45)

Section A: Reading one non-fiction text and one literary non-fiction text

Section B: Writing to present a viewpoint

Non Examination Assessment – Spoken Language

This unit is set and marked by the teacher, is separately endorsed and has a 0% value however, it is valued by employers. These are filmed and a sample is sent to the examination board.

- Presenting skills
- Responding to questions and feedback
- Use of Standard English

Special Features

Success in English requires you to be active in your pursuit of improving your own use of spoken and written English. You must see their English skills as essential in any area of life where writing for communication or reading for information or pleasure is needed. There is an expectation that you will read widely outside the prescribed curriculum. There will be a focus on vocabulary extension accurate and written expression across the spectrum of subjects. Skills in English communication are essential for all subjects studied at GCSE not just for the English Language result.

Why study English?

You will be able to read and evaluate texts critically and make comparisons between texts. You will learn and develop the skills of summary and synthesis.

The knowledge gained from wide reading will inform and improve your own writing. Perhaps most importantly you will be able to write effectively and coherently using Standard English appropriately. This includes the correct use of spelling, punctuation and grammar. You will acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. The non-examined component will enable you to listen to and understand spoken language and use spoken Standard English effectively.

ENGLISH LITERATURE



Course Description

English Literature is a challenging and enriching course that focusses on response to texts and the academic study of the written, literary word.

Assessment Structure

Paper 1: Closed Book* Shakespeare and the 19th Century Novel. 1hr 45 Un-tiered; 40% GCSE

One whole Shakespeare play will be studied from a choice of six plays: *Macbeth*, *Romeo and Juliet*, *The Tempest*, *The Merchant of Venice*, *Much Ado About Nothing* or *Julius Caesar*.

You will answer a question on an extract of the play you have studied and then on the play as a whole.

One whole 19th Century Novel will be studied from a choice of seven: Author Title

Robert Louis Stevenson - *The Strange Case of Dr Jekyll and Mr Hyde*

Charles Dickens - *A Christmas Carol*

Charles Dickens - *Great Expectations*

Charlotte Brontë - *Jane Eyre*

Mary Shelley - *Frankenstein*

Jane Austen - *Pride and Prejudice*

Sir Arthur Conan Doyle - *The Sign of Four*

You will answer a question on an extract of the novel you have studied and then on the novel as a whole.

Paper 2: Closed Book: Modern Texts, Poetry and Unseen Poetry. 2hr 15. Un-tiered 60% GCSE

Section A Modern texts: You will answer one essay question from a choice of two on your studied modern prose or drama text.

Section B Poetry: You will answer one comparative question on one named poem printed on the paper and one other poem from your chosen anthology cluster.

Section C Unseen poetry: You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Special Features

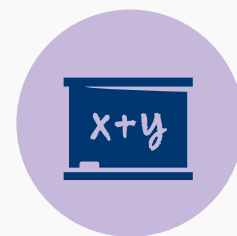
- The course may involve a trip to a live performance of a play
- You will be encouraged to respond creatively to the study of texts

Why study English Literature?

The study of English Literature encourages you to develop knowledge and skills in reading, writing and critical thinking. Through literature, you have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage you to read widely for pleasure, and as a preparation for studying literature at a higher level.

*Closed book means you will not be permitted to bring any materials in to the examination

MATHEMATICS



Course Description

GCSE Mathematics is a challenging and stimulating course that focuses on developing a problem solving mind set while embedding the numerical skills required by employers and for further education.

Assessment Structure

The course is assessed by three written papers each lasting 90 minutes. One of these papers is to be completed without a calculator. There is a Foundation and a Higher paper to focus on candidates' abilities. The examinations follow the following structure:

AO1: Use and apply standard techniques (Higher 40%, Foundation 50%)

To accurately carry out procedures or tasks requiring multiple steps.

AO2: Reason and communicate mathematically (Higher 30%, Foundation 25%)

Construct chains of reasoning to achieve a given result; Presenting arguments and proofs.

AO3: Solve problems in unfamiliar contexts (Higher 30%, Foundation 25%)

Make and use connections between different parts of mathematics;
Translate problems to a series of mathematical processes.

Why study Mathematics?

Mathematics plays a vital, often unseen, role in many aspects of modern life. As society becomes technologically dependent, there will be an increasing requirement for people with a high level of mathematical training. Analytical and quantitative skills are sought by a wide range of employers. A qualification in Mathematics provides you with a broad range of skills in problem solving, logical reasoning and flexible thinking. Mathematics is an exciting and challenging subject which continues to develop at a rapid rate across many research areas. Taking a real world problem and creating and applying mathematical models to aid understanding is often hugely satisfying and rewarding.

SCIENCE



Course Description

Science is a compulsory subject which is taken by all students throughout Key Stage 4. All students will follow a specification from AQA. There are three possible routes to achieving the Science GCSEs:

- **Combined Science (Double award – 2 GCSEs).**

This will be taken by the majority of students.

This does not need to be selected as an option choice.

- **Separate Science GCSE (Three separate GCSEs in Biology, Chemistry and Physics).**

These courses have content in common with Combined Science, plus further content. The students who select this option will have additional science lessons each week to cover the extra content.

This must be chosen as an option choice.

- **Accelerated Science GCSE (Three separate GCSEs in Biology, Chemistry and Physics).**

During module 3 each year the Science department invite the top 50 students (based on their academic achievement to date) to study this course forming two express groups – one in each band. The students study the Separate Science courses in the same amount of Science lesson time as the Combined Science students.

This does not need to be selected as an option choice.

Assessment Structure

Each student will sit six examinations regardless of their choice of course. Combined Science papers are 75 minutes each, the Separate Science examinations are 105 minutes each. All units are examined in June of Year 11.

Special Features

If you have a particular aptitude for Science then it is possible to take the separate science option. This will allow you to study GCSEs in Biology, Chemistry and Physics in distinct lessons each week. This option will be particularly suitable for those students who may wish to specialise in the sciences at A Level and beyond, but taking Combined Science does not prevent further study of the sciences at A Level.

Why study Biology, Chemistry and Physics?

Science is a subject with many areas of interest. It forms the basic grounding for most areas of work including engineering, medicine, electronics, environmental science, space, transport, communications, building, nursing, the armed services, food science, sport science, textiles, materials, ecology, zoology, botany, biotechnology... the list is huge!

Studying Science will allow you to make choices about your

future at 16 and give you the freedom to select from a wide range of careers. Once you have completed the course you can continue your studies at A Level in any or all of the three sciences.

FRENCH / GERMAN



Course Description

You will continue to work in topic-based sections, where words and structures are taught alongside grammatical concepts. The topics are arranged in thematic contexts as follows:

My Personal World - this includes family, friends, relationships and equality.

Lifestyle and Wellbeing - this includes physical and mental well-being, food and drink, sports.

My Neighbourhood - this includes places in town, shopping, the natural world and environmental issues.

Media and Technology - this includes music, TV, film, social media and gaming.

Studying and My Future - this includes school and future opportunities.

Travel and Tourism - this includes transport, accommodation and tourist attractions.

Assessment Structure

This is a linear course which is assessed by final examinations. The four language skills assessed are: Listening, Speaking, Reading and Writing. Each skill is worth 25% of the total marks.

Special Features

In Years 9 or 10 we aim to offer you an opportunity to visit France or Germany, where you can experience the language and culture at first hand.

All students must study one Modern Foreign Language to GCSE level. The GCSE courses are designed to build upon the foundations laid down in Years 7 and 8. Students continue with the language they started in Year 7, either French or German and some students will continue with both languages as dual linguists at GCSE.

Recommended Resources and Specialist Equipment

In Years 10 and 11, you will need a student vocabulary booklet for your chosen language, which is available from the Languages Department. The purchase of a GCSE revision guide and workbook is highly recommended and dictionaries in the target language are essential.

RELIGIOUS EDUCATION



Course Description

GCSE Religious Education will take an enquiring, critical and reflective approach to the study of religion, explaining different beliefs, cultures and fundamental questions, and relating these studies to your own values and wider world. You will study two religions, looking at their beliefs, teachings and practices. This study will explore the impact on the individual, communities and society. You will also explore your own responses to these ideas and beliefs.

In addition to this, you will study four of the following religious, philosophical and ethical studies themes:

Theme A: Relationships and families;

Theme B: Religion and life;

Theme C: The existence of God and revelation;

Theme D: Religion, peace and conflict;

Theme E: Religion, crime and punishment;

Theme F: Religion, human rights and social justice.

Assessment Structure

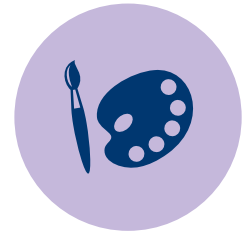
You will sit two examinations at the end of Year 10

Each examination will test your knowledge and understanding of the course, alongside your evaluation of the key themes. There is no coursework element to Religious Education. The examinations are designed to give access to the full range of grades and are not tiered.

Why study Religious Education?

The study of religion helps you to learn how to think critically, listen empathetically, speak thoughtfully and write clearly- all skills that will be important no matter what you go on to do. It will also help you to better live and work in our increasingly diverse society and global world. Students who study Religious Education qualifications go into a variety of careers, including teaching, medicine, social service, law, journalism, international business, diplomacy, and, of course, religious professions of various kinds.

ART, CRAFT & DESIGN



Course Description

The Art and Design GCSE is a three-year course. Students will produce a variety of work from a range of different study areas:

- Drawing and Painting;
- Photography;
- Textiles and Fashion;
- Mixed-media;
- Three-Dimensional design.

Students are encouraged to develop individual skills and personal interests. Those who wish to work in one particular specialist area will be catered for. The approaches to study will vary between projects, but will cover the following:

- **Observational study;** Work which is based on direct observation and analysis.
- **Materials-based study;** Exploration of the qualities and characteristics of materials; experimentation with processes and techniques to develop skills and understanding.
- **Thematic study;** Initiating, developing and modifying an idea to a conclusion, primarily directed by a personal response to a theme.
- **Critical and Historical study;** It is intended that students develop skills in critically appraising the work of other artists and applying these skills to their own work.
- **Problem-solving study;** Developing an idea, subject or theme in the fulfilment of a brief.

Special Features

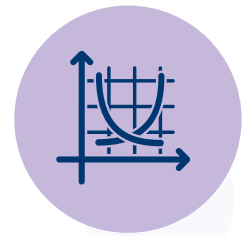
It is expected that students, throughout the duration of the course, will visit local galleries and those further afield as well as areas of interest to a particular project.

Why study Art & Design?

Art A level is offered in the Sixth Form which could lead to courses at university and careers in Art and Design, Ceramics, Jewellery, Environmental design, Illustration, Product design, Photography, Film, Textiles and Printing, Interior design, Computer graphics and animation, Marketing and Advertising, Theatre, Teaching, Galleries and Cultural organisations, Leisure Industries, etc.

Art and Design education not only develops an understanding and knowledge of a variety of skills and techniques, but also an aesthetic awareness of our cultural heritage. It develops initiative, creativity and individuality. These are all personal attributes which are vital for success in higher education and in the world of business and industry.

BUSINESS



Course Description

In Business we:

- Encourage the students to consider the practical application of business concepts;
- Provide the opportunity to explore the theories and concepts in the context of the business world;
- Allow students to develop their learning in a practical way via visits and research projects.

The main aims of GCSE Business are to:

- Provide students with an overview of the business world;
- Give students the technical skills, the knowledge and the understanding associated with a study of business at GCSE level;
- Equip students with some of the skills required in the workplace;
- Empower students to take charge of their own learning and development;
- Provide a range of teaching, learning and assessment styles to motivate students to achieve to their full potential.

Assessment Structure

Year 9 will serve as a foundation year where candidates are introduced to the concept of 'Business in the Real World', studying core business concepts such as Finance and Marketing and applying them to small to medium enterprises. As the course progresses students will enhance their learning by extending their knowledge into more specialised concepts, including the use of terminology, in order to provide a thorough analysis of how and why businesses make decisions and the impact of such on their success.

The course is assessed by two external examinations at the end of Year 11, each worth 50% of the grade:

Paper 1: Influences of Operations and HRM on Business Activity

Assessing knowledge and contextualised understanding of the following topics:
Business in the Real World, Influences on Business, Business Operations and Human Resources.

Paper 2: Influences of Marketing and Finance on Business Activity

Assessing knowledge and contextualised understanding of the following topics:
Business in the Real World, Influences on Business, Marketing and Finance.

Why study Business?

GCSE Business lays down excellent foundations for those wanting to understand how businesses operate, from the initial business idea to the challenges multinational corporations face. Knowledge of this provides a secure basis for those wishing to continue their studies to A Level Business and Economics, as well higher education in related subjects. In addition this subject area offers an insight into a wide range of career paths, for example: management, finance and not forgetting entrepreneurialism.

COMPUTER SCIENCE



Course Description

The topics covered include:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Learning to write computer programs in Python will be a large part of the course.

Assessment Structure

50% - Paper 1: Computational thinking and programming skills

50% - Paper 2: Computing concepts

Why study Computer Science?

Computational Creativity

Dive into the realm of Computer Science, where you'll harness computational tools to bring your creative ideas to life. From coding innovative solutions to real-world problems to developing algorithms that power cutting-edge applications, this subject empowers you to express your creativity through the language of technology.

Logical Problem-Solving

Unlock the power of logical thinking and problem-solving as you navigate the challenges of Computer Science. Master the art of breaking down complex issues into manageable steps, honing skills that extend beyond the classroom. Become a problem-solving expert, equipped to address real-world issues using computational logic.

Essential Digital Skills

Choose Computer Science for a robust foundation in essential digital skills. From programming languages to data analysis, this GCSE prepares you for a tech-driven future. Stay ahead of the curve, as you gain the expertise that employers value, ensuring you are not just ready for the jobs of tomorrow, but poised to excel in a world where digital literacy is key.

DANCE



Course Description

The study of dance as an art form contributes to your social development. As a physical activity it promotes fitness and well-being. As a performer, you will develop confidence and self-esteem. You will develop self and body awareness as well as sensitivity to others and team-working skills. Effective performance requires physical effort and the determination to succeed and improve. As a choreographer, you will employ the skills of problem-solving and creativity. Effective choreography requires imagination and the ability to synthesise a number of elements. In directing others, you will develop your interpersonal and communication skills. As a critic, you will make informed decisions about the dances you see. You will articulate your knowledge, opinions and preferences. Viewing professional dances fulfils your cultural entitlement and broadens your artistic experience.

Assessment Structure

The course is assessed via practical and written examinations in the following way;

Component 1: Non examination assessment marked by the centre and moderated by AQA Performance

Set phrases through a solo performance (approximately 1 minute in duration) and a duet/trio performance (three and a half minutes in duration) – 40 marks, 30% of your final mark.

Choreography – solo or group choreography – solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) – 40 marks, 30% of your final mark.

Component 2: Written examination – 1 hour 30 minutes

Dance Appreciation – knowledge and understanding of choreographic processes and performing skills; critical appreciation of your own work; critical appreciation of six professional works – 80 marks, 40% of your final mark.

Why study Dance?

Do you dream of making a living from your passion for dance? It is really possible as a dancer yourself, as a choreographer, or maybe as a teacher. This course will be a constant pleasure... but it also has a vision to be the first step in a career for you that includes dance.

GCSE Dance is suitable for anyone wanting to pursue the arts or dance in Higher Education, or as support for any course requiring good communication and group work skills. In addition to performing, choreographing and teaching, this course might lead to such diverse careers as dance therapy or journalism.

Dance helps students to develop a number of skills:

- Visual appreciation of dance and choreography
- Balanced judgement
- Information gathering and assessment
- Ability to work on your own or as part of a team
- Communication

DESIGN & TECHNOLOGY



Course Description

The Design and Technology GCSE is a three-year course. You will be provided with the opportunity to:

- Think creatively;
- Research, design and make your own prototype;
- Use CAD software to design products;
- Test your ideas.
- Solve problems;
- Develop workshop /practical skills;
- Use CAM equipment to manufacture products;

If you choose this option you will be involved in designing and making products. The main aim of the course is concerned with developing the skills of design and manufacture used by designers, architects, engineers and craftsmen, during “design and make” and problem solving activities. Students will be encouraged to gain experience of a range of practical skills by completing a series of design/manufacture tasks before beginning their final controlled assessment project.

The final project will involve the manufacture of a prototype using a variety of materials. The context will be set by AQA, the examination board, from which you will develop a design brief. Typical examples of this kind of work would range from contemporary household products, small items of furniture, children’s toys, lighting, point of sales and exhibition stands for high profile events etc. Prototypes can be produced using a broad range of skills that will include use of hand tools, workshop power tools and computer controlled machinery. There is an expectation that students will use a range of materials and processes during the manufacture of their products in order to access the higher marks.

Assessment Structure

The course is assessed in two components:

- **Non Examination Assessment (Coursework portfolio) 50% of total mark**
- **Examination 50% of total mark**

One coursework based project on designing and making. Assessment is based on practical realisation of a working prototype product and a portfolio of evidence (maximum of 20 pages).

One examination paper, 2 hours in length, testing candidates' knowledge and understanding of materials, manufacturing processes, technical aspects of designing and making and sustainable design. There will be a mixture of short answer and extended response questions including a 12 mark design question. 15% of the paper will test students’ mathematical ability.

Why study Design and Technology?

GCSE Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. You will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. You will get the opportunity to work creatively, develop excellent communication skills when designing and making, and apply technical and practical expertise to solve problems in innovative ways.

Design and Technology provides you with technical knowledge and understanding of a variety of design and manufacturing processes. The course will also develop skills

and techniques that include Computer Aided Design and Computer Aided Manufacturing, which will prove beneficial for future study.

This GCSE provides an excellent foundation for both A Level Product Design and Level 3 Engineering which is offered in the Sixth Form. This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries such as; industrial design, product design, graphic design, engineering and architecture.

DESIGN & TECHNOLOGY: TEXTILES



Course Description

The Design and Technology: Fashion and Textile Design GCSE is a three-year course. Students will be provided with the opportunity to:

- Think creatively;
- Solve problems;
- Research, design and make textile products
- Develop workshop /practical skills;
- Test their ideas.

If you choose this option you will be involved in designing and making products. The main aim of the course is concerned with developing the skills of design and manufacture used by fashion and textile designers, during “design and make” and problem solving activities. Students will be encouraged to gain experience of a range of practical skills by completing a series of design/manufacture tasks before beginning their final coursework project.

The final coursework project will involve the manufacture of products using a variety of materials. The theme will be set by Edexcel, the examination board. Typical examples of this kind of work would range from fashion products for children or adults, to interior products and children’s toys.

This type of work can be produced using a broad range of textile techniques ranging from traditional hand techniques to computer aided design and manufacture.

There is an expectation that students will use a range of materials and processes during the manufacture of their products in order to access the higher marks.

Assessment Structure

The course is assessed in two components:

- **Non Examination Assessment (Coursework portfolio) 50% of total mark**
- **Examination 50% of total mark**

One coursework based project on designing and making. Assessment for the coursework is based on practical realisation of a working prototype product and a portfolio of evidence.

One examination paper, 1 hour 45 minutes in length, testing candidates’ knowledge and understanding of materials, manufacturing processes, technical aspects of designing and making and sustainable design. There will be a mixture of short answer and extended response questions. 15% of the paper will test students’ mathematical ability.

Why study Textiles?

Design and Technology provides you with technical knowledge and understanding of a variety of design and manufacturing processes. The course will also develop skills and techniques that include Computer Aided Design and Computer Aided Manufacturing whilst developing creativity and problem solving skills which will prove beneficial for future study.

This GCSE provides an excellent foundation for A Level Fashion and Textiles which is offered in the Sixth Form. This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries such as; fashion, textiles, 3D Design, fine art, interior design, photography and media to name a few.

DRAMA



Course Description

You will develop the range of skills necessary to produce and perform scripted and devised Drama of a high standard. Part of the course involves you producing and performing original Drama pieces suitable for a range of different audiences. The course will also focus on the analysis and review of how theatre is created. You will have the opportunity to create your own work as well as look at plays written by other people, producing performances, portfolios and seeing live plays. Throughout the three-year course you will use Drama to explore a range of issues and styles. You will look at how a playwright expresses their ideas about a theme or topic and explore ways of making the play work on stage. Through this process you are encouraged to develop a personal level of thinking and theatrical understanding and analysis.

Assessment Structure

Component 1: Devising Theatre (40% of the qualification): Internally assessed, externally moderated

- You will be assessed on either acting or design
- You will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC (Eduqas).
- You must produce:
 - a realisation of your piece of devised theatre
 - supporting evidence
 - an evaluation of the final performance or design.

Component 2: Performance from text (20% of qualification): Externally assessed by a visiting examiner

- You will be assessed on either acting or design
- You study two extracts from the same performance text chosen by the centre You will participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre (40% of qualification): Written exam 1 hour 30 minutes.

Section A: A series of questions on one set text, involving practical exploration and study.

Section B: Live Theatre Review. One question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Special Features

You will need to attend rehearsals **outside of lessons** when preparing assessed pieces, and see at least three live shows during the course.

Why study Drama?

Whilst GCSE Drama is a useful introduction to A Level Drama and Theatre Studies, the study of Drama itself can help you to develop transferable skills that you can take into any career. Oxbridge and Russell Group universities highly value well-rounded students with a range of skills. Creativity, collaboration, communication and critical thinking, are all attributes sought by admissions tutors at university, where well rounded students with a range of skills are valued. Drama develops transformative skills, building self-confidence,

emotional intelligence, resilience and skills applicable to numerous professions. From marketing and PR, to teaching, counselling and management roles, employers value the confidence, problem-solving skills and teamwork that drama study develops. It is also a solid foundation for those considering careers in film, media, or creative industries, all sectors that are thriving globally.

ECONOMICS



Course Description

In GCSE Economics we encourage you to:

- consider the role of consumers, firms and governments in individual economies and the global economy;
- explore the theories and concepts of Economics in the context of events in the national and international economies.

The course will actively promote an interest in the economic and social environment via context based learning in relation to current affairs, visits and research-based projects.

The main aims of GCSE Economics are to:

- Provide you with an overview of social and economic issues and potential solutions to such problems;
- Equip you with some of the skills required in the workplace, such as team work and problem solving;
- Empower you to take charge of your own learning and development;
- Provide a range of teaching, learning and assessment styles to motivate you to achieve your full potential;
- Give you the opportunity to develop and apply your quantitative and qualitative skills using real world data.

Assessment Structure

Year 9 will serve as a foundation year where learners will study core economics concepts such as the basic economic problem and market theory. They will then apply this knowledge to an array of contextualised activities and demonstrate their understanding in a variety of ways including report writing and completing projects. As the course progresses students will extend their learning by applying the fundamental concepts to the way in which the UK and global economies operate in an attempt to assess how best to improve consumers' welfare domestically and abroad.

The course is assessed by two external examinations at the end of Year 11, each worth 50% of the grade:

Paper 1: How Markets Work assesses knowledge and conceptualised understanding of market theory and related concepts, as well as assessing how and why governments intervene in particular markets.

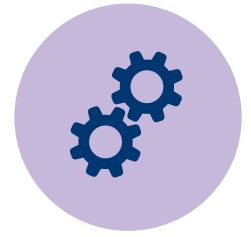
Paper 2: How the Economy Works assesses knowledge and conceptualised understanding of the four main Government objectives: economic growth, inflation, unemployment and balance of payments and the policy-making involved in attempting to achieve Government targets.

Why study Economics?

GCSE Economics gives an excellent grounding in understanding how markets and economies work and their impact upon individuals. Thus equipping students to make more informed decisions about their consumption as well to critically assess the economic decision-making of other consumers, firms and governments. Students are provided with a broad range of skills, including: data analysis, analytical skills and critical thinking. The course provides a foundation for those wishing to continue their studies to A

Level Economics and A Level Business and in careers such as banking, accounting, financial services, the civil service and politics.

ENGINEERING DESIGN



Course Description

This qualification will enable you to learn about the process of engineering design and understand how it can be used to design effective solutions for a given design brief. You will develop the ability to communicate your design ideas using sketches and engineering drawings and computer aided design. You will also be able to evaluate the design of a product, through the disassembly of existing products or the use of modelling for new designs.

Students will complete the OCR Level 2 Cambridge National in Engineering Design. The qualification is graded Distinction*, Distinction, Merit or Pass. The course comprises three units of work:

Unit R038: Principles of engineering design

In this unit you will learn about the design process, and all of the stages that are involved. Topics include Designing Processes, Designing Requirements, Communicating Design Outcomes and Evaluating Design Ideas.

R039: Communicating designs

In this unit you will learn how to use sketching and engineering drawings to communicate your ideas. Topics include Manual Production of Freehand Sketches, Manual Production of Engineering drawings and Use of 2D and 3D Computer Aided Design (CAD).

R040: Design, evaluation and modelling

In this unit you will learn how to create and test models of your design. Topics include Product Evaluation and Modelling Design Ideas.

Assessment Structure

Unit R038 is assessed by a written examination, Units R039 and R040 are internally assessed tasks (OCR set). The internally assessed tasks are moderated externally.

Why study Engineering Design?

You may be interested in this course if you want an engaging qualification where you will use what you learn in practical, real-life situations, such as using both 2D and 3D engineering design techniques, designing new products to meet a design brief and communicating engineering design ideas. This will help you to develop independence and confidence in using skills that would be relevant to the engineering design sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as completing research to inform engineering design ideas, solving problems by exploring different engineering design options and finding imaginative solutions through creative thinking.

Recommended Resources and Specialist Equipment

All the required software and hardware resources for classwork use are supplied by the academy or are available for use through the Priory Academy Home Gateway / Citrix. The CAD software can also be accessed at home by downloading it for free from the Autodesk website with a link from the class teacher. Students will also require specialist equipment to enable them to work on their design work at home. For example, a basic A3 drawing board, bow compass, graphic markers, rubber and pencil.

GEOGRAPHY



Course Description

GCSE Geography is an exciting course that focuses on the key themes and issues that face the world today. The course looks at the following units.

Living with the physical environment.

The climate of the world is in a state of change and governments have made this a key challenge for the world. You will study the changing patterns of extreme weather events such as Hurricanes and their management. The course will look at how our climate is changing and the evidence to explain the changes which will affect the entire world.

The landscapes of the world are created by many processes such as the work of sea and ice. You will study how these dramatic landscapes are created and how human activity tries to manage the changes in coastal environments and how we develop and manage our activities in these areas.

Natural hazards are posing challenges to humanity such as the Haiti earthquake of 2010 and you will explore why these events occur and the measures put in place to reduce their impact.

As geographers you will study the living world and look at the distribution of major ecosystems/environments such as Tropical Rainforests and cold environments such as the Arctic. The plants and animals in these areas will be studied and exploitation and sustainable use of these magnificent areas will be looked at. Areas such as the rainforests of South America and Asia will be studied and the cold environments of North America and the Polar Regions will provide a fascinating focus.

Challenges in the human environment.

Cities in the world are dynamically changing and providing a

challenge and exciting opportunity for both residents and decision makers alike. You will study the changes occurring in global cities such as Shanghai and London looking at how they have evolved over time and the impact that migration has had on these cities and the role they play in the global economy.

Economic development is at the heart of the world in which we live today and this has resulted in a divided planet. You will study how we can reduce these inequalities and explore the rise and rapid economic development of nations and the issues that this creates.

In the United Kingdom we are facing a challenging time and you will explore the changing economy of our country and debate topical issues such as HS2 and the expansion of Heathrow both of which will help shape the economy of our post Brexit country.

The world has over 7 billion inhabitants and this poses a massive challenge for the provision of food, water and energy. How to meet the needs of the population is a key challenge and to do this sustainability is an important consideration, you will study and discuss many exciting projects linked to this.

Assessment Structure

The course will be assessed by three papers.

- Living with the physical environment;
- Challenges in the human environment;
- Geographical applications.

Papers will feature a range of structured questions and resources.

Special Features

The course will involve visits to physical and human landscapes to develop fieldwork skills to complete coursework. The use of ICT and GIS systems is a key feature. There will be an optional residential visit to Italy to study key themes related to the course.

Why study Geography?

Geography is an extremely valuable subject which is an excellent foundation for A level Geography and opens up a range of opportunities at University. Geographers' wide range of skills are respected by employers and the topicality of the course places students in an excellent position to enter future professions. Geographers enter a wide range of careers such as management, the armed forces and media careers. Michael Palin said that Geography holds the key to the world's problems and choosing Geography is the key to opening many future careers.

HISTORY



Course Description

In Years 9 to 11, you can look forward to a diverse exploration of the past, which will include:

- **Britain: Health and the People**

A thematic study of the development of medicine and health from the prehistoric era through to the 21st century. The unit focuses on causation, exploring why and how change occurred.

- **Restoration England 1660-1685**

This unit covers the reasons why, after beheading Charles I, his son was restored to the throne of England in 1660. Thereafter the reign of Charles II - 'The Merry Monarch' - is examined. We explore the political friction between King and Parliament, religious unrest and plots, the Great Plague and Fire of London, early English colonialism, as well as scientific and social developments.

- **Germany: 1890-1945**

Begins by considering the rule and eventual abdication of Kaiser Wilhelm II following defeat in World War I. Thereafter, you will explore the rise of the democratic Weimar Republic and how by 1934 Adolf Hitler had once more placed Germany firmly under the control of a single dictatorial leader. You will then examine life in Nazi Germany both before and during World War II, including the Holocaust.

- **The Cold War: 1945-1972**

Explores the post-war tension between the communist East and capitalist West, including the origins of the Cold War, the spread of communism to Asia, the Space Race and Cuban Missile Crisis.

The units cover a diverse range of new and familiar topics, and will deepen the knowledge you have already gained about particular periods as well as introduce new and exciting material!

Assessment Structure

GCSE History will be assessed entirely through examination, with all examinations being sat in the summer of Year 11. There will be two examinations, both of which are 2 hours long. There are no 'tiered' papers - all students will sit the same examinations.

Why study History?

As well as being an inherently fascinating subject, History is a very well regarded and traditional academic discipline that will provide an excellent foundation for many A Level subjects. Those thinking of studying History at a higher level should obviously seriously consider it, but in addition it provides a useful grounding for other related disciplines taught at A Level and beyond, including Government and Politics, Sociology, Religious Education and Philosophy. As the study of History requires students to analyse and evaluate complex issues before effectively and convincingly communicating their views, it is a facilitating subject that teaches transferable skills

prized by universities and employers. Therefore possession of a qualification in History is beneficial to a wide variety of higher education courses and careers, including law, business, politics or journalism to name but a few, as well as the more obvious connections to teaching, archivist, archaeologist, museum curator and librarian! In Year 11, all students will have the opportunity to participate in a visit to Berlin to support their understanding of the German and Cold War elements of the course.

HOSPITALITY & CATERING LEVEL 1/2



Course Description

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

The Vocational Award in Hospitality and Catering will develop students' knowledge and understanding of the Hospitality and Catering sector and provide them with opportunities to develop associated practical skills. It covers the hospitality and catering industry and hospitality and catering in action.

Assessment Structure

External assessment Unit 1 worth 40% of grade:

The Hospitality and Catering Industry examination will be externally assessed and is available in June each year.

Centres may choose to enter candidates for an on-screen or paper version.

Details of the external assessment are as follows:

Duration: 80 minutes

Number of marks: 80

Internal assessment Unit 2 worth 60% of grade:

Hospitality and Catering in Action is internally assessed, in the form of a controlled assessment. Each centre must ensure that internal assessment is conducted in accordance with the code of practice. The topics are set by the examination board. Students will plan and execute a menu based on the exam board's set task.

Number of marks: 120

Special Features

Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal for completion of the assessment. These recommended hours need to be completed within the academy lesson time in compliance with the required regulatory conditions.

Why study Hospitality and Catering?

By studying Hospitality and Catering you will:

- Learn about this vocational sector and the potential it can offer in terms of further study and career paths.
- It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

For further information please visit the WJEC website:

www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering

CAMBRIDGE NATIONAL CERTIFICATE IN CREATIVE iMEDIA



Course Description

Cambridge Nationals in Creative iMedia is aimed at developing the knowledge, understanding and practical skills that would be used in the media industry. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

Students will complete the **OCR Level 2 Cambridge National Certificate in Creative iMedia**. The qualification is graded Distinction*, Distinction, Merit or Pass. The course comprises three units of work:

Unit R093: Creative iMedia in the media industry

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: The media industry, Factors influencing product design, Pre-production planning and Distribution considerations.

Unit R094: Visual identity and digital graphics

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: Develop visual identity, Plan digital graphics for products and Create visual identity and digital graphics.

Unit R096: Animation with audio

In this unit you will learn how to plan, create and review animation with an audio soundtrack. Topics include: Plan animation with audio, Create animation with audio and Review animation with audio.

Assessment Structure

Unit R093 is assessed by a written examination, Units R094 and R096 are internally assessed tasks (OCR set). The internally assessed tasks are moderated externally.

Why study Creative iMedia?

In most areas, the course is "open-ended" in that all students are encouraged to use a variety of software tools to work towards professional quality solutions providing the base criteria are met. This allows for individual stretch and challenge where appropriate. These skills are also directly related to the study of BTEC Level 3 IT and Computing at A-Level.

Recommended Resources and Specialist Equipment

All the required software is available for use and additional resources are available through the Priory Academy SharePoint. The software also can be accessed at home using the Citrix portal available via the academy website.

MEDIA STUDIES



Course Description

GCSE Media Studies is a challenging diverse course that focuses on analysing all aspects of the media world around us, including journalism, film and the history of advertising.

Assessment Structure

Paper 1

Three media theories to study:

- **Industries** – study of the media industry includes ownership; sponsorship; licencing; regulations and regulators.
- **Audiences** – study of media audiences includes market research; fans; fandom; social classification.
- **Representations** – study of representation includes identity; stereotypes; bias; prejudice; values; culture; beliefs.

You will answer multiple choice, short answer and extended response essay style questions.

Paper 2

Two media theories to study:

- **Language and semiotics** – study of language and semiotics includes narrative techniques; codes and conventions of genres and formats; intertextuality.
- **Context** – the study of context includes social, historical and political context in which aspects of media are created and received.

You will answer multiple choice, short answer and extended response essay style questions. The final question is a synoptic question based on all aspects of the GCSE Media Studies course.

Coursework (NEA)

This is the practical element of GCSE Media Studies and changes each year. An overarching brief is set by Eduqas. This brief may be a choice of: music video, journalism articles, television sequence or advertising (online or print).

Special Features

Case Studies are studied in depth prior to the examination, and will be analysed as part of the examination process. Case Studies include *'The Archers'*, *'The Guardian'*, *'Luther'*, *'The Sweeney'*, and *'No Time to Die'*.

Why choose Media Studies?

As one of the skills most valued by large modern employers and companies is the ability to adapt and use the most up-to-date and modern technology without being confused or overwhelmed, GCSE Media Studies gives you the chance to develop a critical understanding of the role of the media in daily life. It encourages an understanding of how to use key media concepts to analyse media products and the opportunity for hands-on practical work.

MUSIC



Course Description

This is a very practical course in many ways. During the course you will be given opportunities to develop your musical sensitivity, creativity and aural perception through different areas of study. The areas of study include: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. You will need to perform music as part of the course using either an instrument or your voice.

Assessment Structure

Component 1: Performing (30%)

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated by Eduqas

- A **minimum of two pieces, one of which must be an ensemble** performance of at least one minute duration. The other piece(s) may be **either solo and/or ensemble**.
- **One** of the pieces performed must link to an area of study of the learner's choice.
- The standard of pieces selected for performance should be broadly equivalent to grade 3 of the graded music examinations.

Component 2: Composing Music (30%)

Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated by Eduqas

- **Two compositions, one** of which must be in response to a **brief set by WJEC**. Learners will choose one brief from a choice of four, each one linked to a different area of study.
- The **second** composition is a free composition for which learners set their **own brief**.

Component 3: Music – Appraising (40%)

Written examination: 1 hour 15 minutes

- This component is assessed via a listening examination.
- **Eight questions** in total, **two** on each of the four areas of study.

Special Features

This course gives you the opportunity to develop your own musical interests within the framework of the three-strand approach. Even if you have not yet started on any formal instrumental or vocal training, you can also take the course as a way of making very fast progress on a chosen instrument or voice, as time is given each week for individual performance work with a professional on hand for guidance.

Why study Music?

Music develops broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-awareness and self-motivation. There is an opportunity to take Music A Level in the Sixth Form, which could lead to a further education course in Music at either university or a music college. Music related careers are varied and include some of

the following; teaching; performance; music industry; television/radio; music librarian; audio engineering; music arranging; music composition; recording engineer; music software development; publishing; conducting; film scoring; recording editing; virtual reality sound environments (internet, games, programmes); music therapy.

GCSE PHYSICAL EDUCATION



Course Description

A GCSE in Physical Education will enable you to make the connections between theory and practice so that you are able to apply your understanding of the factors that underpin physical activity and sport to improve performance. You will be required to use the technical vocabulary, terminology and definitions associated with the study of Physical Education.

Assessment Structure

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

- Applied anatomy and physiology;
- Movement analysis; Physical training; Use of data.

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

- Sports psychology;
- Socio-cultural influences; Health, fitness and well-being; Use of data.

There are 2 written examinations of 1 hour 15 minutes each. Each paper is worth 78 marks and 30% of the GCSE. There is a mixture of multiple choice/objective test questions, short answer questions and extended answer questions

Non-examination assessment: Practical performance in physical activity and sport

Practical performance is assessed in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). This includes the analysis and evaluation of a performance to bring about an improvement in one activity.

This component is assessed by your teachers and moderated by AQA. It is worth 100 marks and 40% of the GCSE. For each of your three activities, you will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). You will be assessed on your analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Why study Physical Education?

Physical Education provides a perfect balance between theory and practice and allows you to learn about one of the fastest growing industries in the country. GCSE Physical Education allows you to learn about and develop skills for one of the fastest growing industries in the country. Students who take this course will need to be competitive sports performers and enthusiastic about participating in all sporting activities. Participation and commitment to a sport outside of the Academy is beneficial. Additional commitment to other sports at Academy extra-curricular

clubs is also always helpful to improve your performance in a range of activities. Due to the practical nature of this course, you will be expected to participate in the following activities for 12 weeks per sport each year; badminton/netball, cross country/basketball and athletics. These lessons are mixed gender and you must participate in order to gain marks towards your final grade.

CAMBRIDGE NATIONAL IN SPORT STUDIES



Course Description

The course will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study up to the minute topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media.

Assessment Structure

Students will complete the OCR Level 2 Cambridge National Certificate in Sport Studies. The qualification is graded Distinction*, Distinction, Merit or Pass.

The course comprises three units of work:

R184: Contemporary issues in sport - This is assessed formal examination..

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.

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.

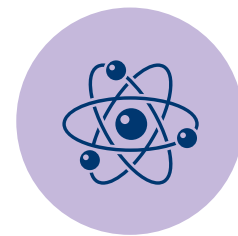
R186: Sports and the media - This is assessed by a set assignment

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.

Why study Sport Studies?

This course is a great option for students that are interested in the world of sport. The course covers many concepts that lead on to the BTEC Level 3 Sport course which is also offered in Key Stage 5. There is a practical element with less focus on high level competition and more a focus on participation. A less scientific approach is taken in the academic study with a greater degree of focus being put on contemporary issues such as the influence of the media and technology used to improve sports performance.

SEPARATE SCIENCE



Course Description

Science is a compulsory subject which is taken by all students throughout Key Stage 4. All students will follow a specification from AQA. There are three possible routes to achieving the Science GCSEs:

- **Combined Science (Double award – 2 GCSE's).**

This will be taken by the majority of students.

This does not need to be selected as an option choice.

- **Separate Science GCSE (Three separate GCSE's in Biology, Chemistry and Physics).**

These courses have content in common with Combined Science, plus further content. The students who select this option will have additional science lessons each week to cover the extra content.

This must be chosen as an option choice.

- **Accelerated Science GCSE (Three separate GCSE's in Biology, Chemistry and Physics).**

During module 3 each year the Science department invite the top 60 students (based on their academic achievement to date) to study this course forming two express groups – one in each band. The students study the Separate Science courses in the same amount of Science lesson time as the Combined Science students.

This does not need to be selected as an option choice.

Assessment Structure

Each student will sit six examinations regardless of their choice of course. Combined Science papers are 75 minutes each, the Separate Science examinations are 105 minutes each. All units are examined in June of Year 11.

Special Features

If you have a particular aptitude for science then it is possible to take the separate science option. This will allow you to study GCSEs in Biology, Chemistry and Physics in distinct lessons each week. This option will be particularly suitable for those students who may wish to specialise in the sciences at A level and beyond, but taking Combined Science does not prevent further study of the sciences at A level.

Why study Biology, Chemistry and Physics?

Science is a subject with many areas of interest. It forms the basic grounding for most areas of work including engineering, medicine, electronics, environmental science, space, transport, communications, building, nursing, the armed services, food science, sport science, textiles, materials, ecology, zoology, botany, biotechnology... the list is huge!

Studying Science will allow you to make choices about your

future at 16 and give you the freedom to select from a wide range of careers. Once you have completed the course you can continue your studies at A level in any or all of the three sciences.

SUBJECT DETAILS

If you have questions about a course the member of staff listed below will be able to help.

The Options selection will be available to access on 13th March after the Options Evening. The deadline for these being completed is then Monday 30th March.

Subject	Contact	Email	Location
Art & Design	Miss C Bell	CXBell@prioryacademies.co.uk	Ar1
Business	Miss K Blackman	KBlackman@prioryacademies.co.uk	CC6
Computer Science	Mr C Donaldson	CDonaldson@prioryacademies.co.uk	CC5
Dance	Miss M Arnold	MArnold@prioryacademies.co.uk	Dance Studio/Sports Centre
Design & Technology (Product Design)	Mr T Leatherland	TLeatherland@prioryacademies.co.uk	DT8
Drama	Mr S Craven	SCraven@prioryacademies.co.uk	DR1
Duke of Edinburgh	Mr D Hill	dhill@prioryacademies.co.uk	Outside the Art block
Economics	Miss K Blackman	KBlackman@prioryacademies.co.uk	CC6
Engineering	Mr L Whitehead	lwhitehead@prioryacademies.co.uk	DT1
Textiles	Miss S Nuttall	SNuttall@prioryacademies.co.uk	DT5
French/German	Mrs C Erskine	CErkine@prioryacademies.co.uk	H4
Hospitality & Catering	Mrs C Todd	CTodd@prioryacademies.co.uk	DT7
Geography	Mr I Pomphrey	IPomphrey@prioryacademies.co.uk	G1 G4
History	Miss M Bush	Mbush@prioryacademies.co.uk	H2
Creative iMedia	Mr N Millward	NMillward@prioryacademies.co.uk	CC1
Media Studies	Mrs G Confue	gconfue@prioryacademies.co.uk	G2
Music	Mr S Billinger	SBillinger@prioryacademies.co.uk	MU1
Physical Education and Cambridge National in Sport Studies	Mrs K Bentley	KBentley@prioryacademies.co.uk	PE2 and PE1
Separate Science	Mrs L Hanson	LHanson@prioryacademies.co.uk	SC1
CCF	Miss J Curtis	JCurtis@prioryacademies.co.uk	Ma2 and Ma3
Careers Pathway Advisor	Mrs A Billett	ABillett@prioryacademies.co.uk	Library
Oxbridge	Miss M Tomlinson	Mtomlinson@prioryacademies.co.uk	Library
SEND	Mrs J Lea	jlea@prioryacademies.co.uk	Library
Senior Team	Mrs H Moss	hmoss@prioryacademies.co.uk	CH1
Video Presentation	Mrs H Moss	hmoss@prioryacademies.co.uk	CH3

COMBINED CADET FORCE

(BTEC LEVEL 2 IN TEAMWORK & PERSONAL DEVELOPMENT)



Course Description

This additional option is offered to the students from Easter of Year 8 (as a three year course) alongside their core GCSEs, but delivered during extra-curricular time (Tuesdays 1520-1740).

In the CCF we:

- Encourage teamwork and leadership encompassing practical skills and lateral thinking which are desirable for future employment prospects on a global scale;
- Provide the opportunity to develop the individual outside of the academic arena in areas such as confidence, self-commitment, integrity and resilience.

The main areas of study within the CCF (BTEC Level 2 in Teamwork and Personal development) are:

- First Aid
- Navigation
- Weapons Training
- Adventurous Training
- Leadership
- Radio
- Fieldcraft
- Drill
- Cyber

STEM - which aim to:

- Provide students with an overview of the military ethos;
- Give students the technical skills, knowledge and understanding associated with the cadet forces;
- Equip students with some of the skills required for any workplace;
- Empower students to take charge of their own personal development.

Assessment Structure

Year 8/9 will see the students, now known as cadets, complete their basic course covering all skills irrespective of whether they choose the RAF or Army section specialism. They are introduced to wearing uniform, working as a group, handling a weapon and living in the outdoors. They will complete a number of skill specific assessments in line with the CCF syllabus culminating in achieving their BTEC Level 1 in Teamwork and Personal Skills for Uniformed Youth Organisations.

Their second year of study sees cadets move towards more specialist skills within their sections including beginning their leadership journey and completing their Bronze leadership (equivalent to but not accredited as a Level 2 Young Leaders qualification).

Their final year of study (mid-year 10 until Easter of Year 11)

involves extending knowledge and understanding ready for the completion of their instructor's qualification. This in turn will allow students, in the 6th form as senior cadets, to instruct in the young cadets lessons.

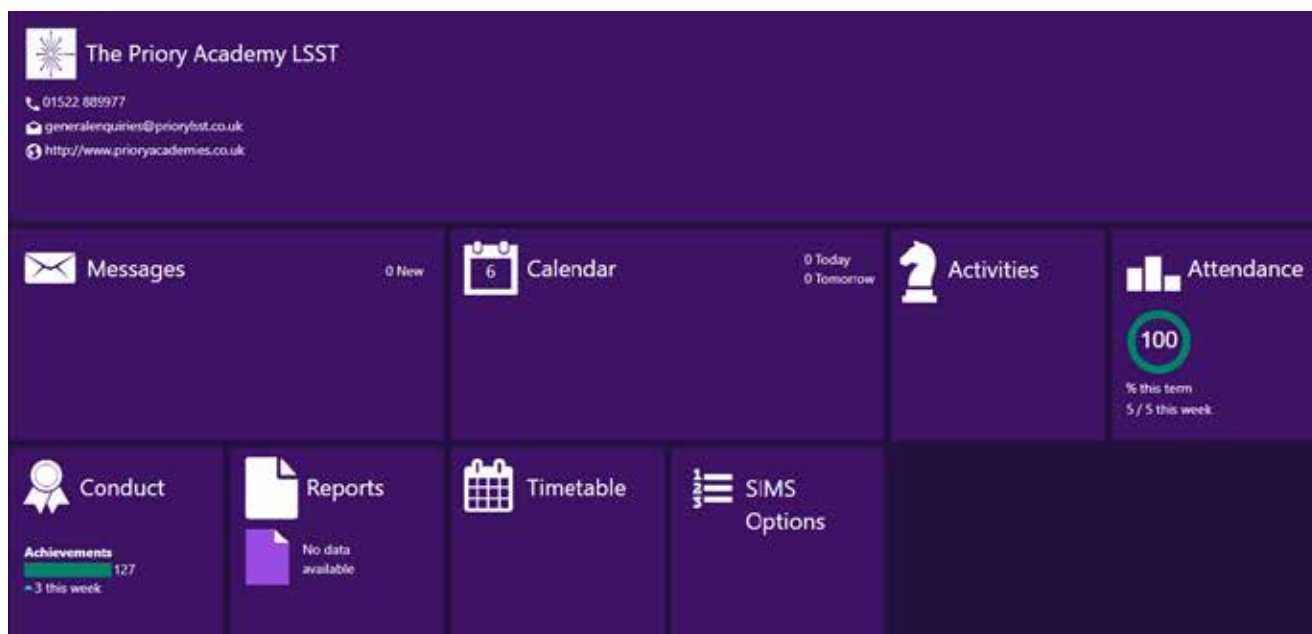
The course is assessed throughout, using coursework and qualifications gained, and is finally externally examined at the end of Year 11.

Why study in the Combined Cadet Force?

The CCF promotes an environment within an academy where young people develop powers of leadership by means of military themed training to promote the qualities of responsibility, self-reliance, resourcefulness, endurance and perseverance and a sense of service to the community. The self-confidence and self-discipline required in service life are equally important in civilian life. In addition, the CCF shows young people why the Armed Forces are needed and how they function, thereby raising awareness of defence and encouraging those interested in a career in the Services. For some students it is simply an opportunity to develop skills outside the academic environment, which we hope will in turn assist them back in the classroom and/or with their future careers.

COMPLETING THE APPLICATION FORM USING SIMS ONLINE

Students should have access to SIMs Online in advance of the Options Evening. If, for any reason, they cannot access this then please ask them to speak to their form tutor or email hmass@prioryacademies.co.uk



1. If you see the screen above then you have managed to successfully register
Going forward you will be able to sign in to SIMs Student by:
 - a. Going www.sims-student.co.uk or through the SIMs Student App if you wish to download it.
 - b. Then click 'Sign in with Office 365' or the Microsoft logo,
 - c. Then sign in with your school email and password.
2. This is where you will be able to pick your GCSE Options after Options Evening on Thursday – Friday morning the 'SIMs Options' function will become available for you.
3. If you get an error and failed to register let your Form Tutor know so you can be resent the registration email.

The Options selection will be available to access on Friday 13th March after the Options Evening.
The deadline for these being completed is then Monday 30th March.



Options – Humanities, Dual Languages and Science

- Choose either History or Geography – if you wish to study History **and** Geography, place the other subject in a preference list for Option Choices.
- Students who have taken Dual languages (French and German) need to state their intention to continue with both or study only one language.
- Students chosen for accelerated Science don't need to action anything to accept the place; please just let us know if you DO NOT wish to pursue this option.

Other Options

- Decide on three GCSE option subjects – from which you will be timetabled for two. You need to list the subjects in order of preference.
- Every attempt will be made to provide you with the most appropriate set of courses – but we cannot and do not guarantee that students will get their first choice courses.
- Discuss your choices with your parents and your Form Tutor if you can.
- If you require further help, then make an appointment with your Head of Year who can advise you which member of staff can best help you.
- Once you are happy with your choices then complete the online form and submit it.
- Your course choices will be confirmed in the Summer Term.
- If there are any further problems, please contact Mrs H Moss, Assistant Headteacher: hmos@poryacademies.co.uk



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