

# **Carlton le Willows Academy**



**KEY STAGE 4 COURSES  
2018-2021**

**Year 8 Options Booklet**



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Most students will study the core subjects below plus four option courses. The majority of students will be entered for at least nine qualifications.

## **Core Subjects**

**Work for GCSEs will begin in year 9 for some of the core subjects below.**

### **English**

Students will be entered for two separate qualifications, GCSE English Language and GCSE English Literature, at the end of year 11.

### **Mathematics**

Students will be entered for the GCSE at the end of year 11.

### **Science**

Most students will follow a balanced Science course which leads to a double GCSE. This course will prepare students who do well to study separate physics, chemistry and biology at A level. Some students may take additional lessons as one of their options to achieve three GCSEs in separate sciences.

### **Physical Education**

Most students will have 3 lessons per week of PE in year 9 and 2 lessons per week of PE in years 10 and 11. The National Curriculum requirements will be covered offering a variety of physical activities to engage and inspire students to lead healthy, active lifestyles.

### **Personal, Health, Social and Citizenship Education**

All students will study Citizenship, through CRW lessons in year 9 and dedicated sessions in years 10 and 11; it will include work on careers. Teaching will equip students with the skills and knowledge to explore political and social issues critically, weigh evidence, debate and make reasoned arguments. It should also prepare students to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

### **Religion and Philosophy**

All students will study Religion and Philosophy, continuing the Key Stage 3 Programmes of Study in year 9. **Additionally, Religious Studies can be taken as an option towards a GCSE qualification; this must be specified this in the option choices.**

## **Option Subjects**

In addition to the core curriculum each student will study four option subjects. Focus courses for these will begin in September 2018 and continue until the Autumn half term; decisions to change courses can be made during study of the focus courses, if alternative courses are suitable and have spaces. The option courses will be studied until the end of Year 11.

## English Baccalaureate (EBacc) Subjects

The EBacc subjects, on which the government is now placing some emphasis, involves GCSEs in:

English  
Mathematics  
Two Sciences

Core subjects

French  
German  
History  
Geography  
Triple Science  
Computer Science

Option subjects

Students must choose at least one humanity (Geography and/or History). Those who are strong at languages are expected to choose French and/or German; these could be of particular benefit to those who wish to apply to one of the Russell Group or other top universities.

*Other Modern Foreign Languages – some students are able to study these outside school. Please inform Mrs Sturt, the Examinations Officer, and Mr Johnson, Deputy Head, if this is the case.*

Focus courses enable students to extend their skills, knowledge and understanding in these areas before moving on to the qualification courses.

We cannot guarantee to be able to run every course but will do our best to enable as many students as possible to study all appropriate preferred option choices.

Students who are doing particularly well at science will be invited to take **Triple Science** instead of one of their other options.

In addition to the subjects on the following page there are a few courses suitable for particular students who will be invited on an individual basis to join them. The courses include:

- Health and Social Studies
- Award of Personal Effectiveness

## Choosing Courses

Choices are entered online. Four options and a reserve must be chosen for each pupil. The first choice must be a humanity, Geography or History. There will also be a box where comments or requests can be entered.

Choice 1	Choice 2	Choices 3 & 4	Reserve choice
Geography	* French	** Art	** Art
History	* German	** Textiles	** Textiles
	Geography	** Photography	** Photography
	History	Business and Finance	Business and Finance
	Computer Science or † Creative iMedia	Sports Science	Sports Science
		Music	Music
	** Art	Religious Studies	Religious Studies
	** Photography	† Media Studies	† Media Studies
	Business and Finance	Food	Food
	Sports Science	† Graphics	† Graphics
	Music	† Resistant Materials	† Resistant Materials
		Geography	* French
		History	* German
		Computer Science or † Creative iMedia	Geography
			History
		Drama	Computer Science or † Creative iMedia
	Astronomy	† Creative iMedia	
		Drama	
		Astronomy	

Student who are interested in studying **3D Design** or **The Built Environment** should tick the appropriate box on the online form. These courses will run if there are sufficient numbers interested and the academy has the capacity to deliver them to a high standard.

Students who are doing particularly well at science will be invited to take **Triple Science** instead of one of their other options.

<p>*Anyone wishing to study 2 languages should contact Dr Wiesemes, Head of Modern Foreign Languages.</p> <p>** Art, textiles and photography: anyone wishing to study two of these should contact Miss Griffin, Head of Art.</p>	<p><b>† Students may not choose the following combinations of courses:</b></p> <p>Creative iMedia and Media Studies</p> <p>Graphics and Resistant Materials</p>
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***Course choices must be completed online by Friday, 9<sup>th</sup> February***

## The Option Process

There will be parents' evenings with subject teachers on Wednesday, 24<sup>th</sup> January for Birch and Oak houses and Monday, 29<sup>th</sup> January for Ash and Cedar houses. Form tutors will also be available on these evenings to discuss options.

Course choices need to be completed online by Friday, 9<sup>th</sup> February. Late completion could affect the chances of studying particular subjects. Each student's choices will be looked at either to agree them or to suggest some changes.

If too many students opt for a particular course we will try to put on extra groups. If this is not possible, priority will be given to those who have performed best in that subject and/or to those for whom it would be most beneficial. Some students may have to make an alternative choice.

**If too few students opt for a course then we may not be able to run it.**

It is not possible to timetable every combination of courses; we will attempt to timetable combinations for the benefit of the greatest number of students.

Once a student has started a subject it can be difficult to change so it is important to get it right first time. Changes to subjects may be possible during the study of the focus courses, where space is available, but not usually after the Autumn half term holiday.

## Advice to Students on How to Choose Options

1. Choose at least one humanity (Geography or History).
2. If you are a strong linguist choose at least one modern foreign language (French or German).
3. Find out if any courses will be particularly useful to you for any of the careers you might have in mind or for courses you might want to follow in the Sixth Form, at College or at University.
4. Choose courses in which you can achieve success. The results of your Year 8 assessments should help you.
5. Do not choose a course because friends are doing it or because of a particular teacher.
6. Choose courses that you enjoy.

**The information in this booklet is correct at the time of publication. Changes may occur as planning for next year progresses and there could be amendments to courses studied in subsequent years as changes are required by the government or examination boards. The course descriptions in this booklet are the most up-to-date available now.**

## Possible Careers and Employment Sectors

After the information on each course is a list of possible careers/employment sectors. These are not exhaustive and many careers benefit from qualifications in a number of subjects. For most of the careers higher level qualifications are also necessary.

During Key Stage 4 there will be a programme of support for students to enable them to plan and make well informed realistic decisions about their career and to be able to manage any transitions.

# Subject Descriptions

## Core GCSEs

### English Language

Course description	GCSE English Language is a dynamic and engaging course which focuses on the skills of reading and writing, with speaking and listening now assessed separately. Students will read a variety of high quality, challenging texts from the 19th, 20th and 21st centuries; these will be both fiction and non-fiction texts. As well as showing their comprehension and understanding of texts, students will learn how to produce their own pieces of writing, applying the skills they have learnt.
Components/method of assessment	<p>Students will be assessed through two examinations at the end of year 11. The examinations are not tiered, with students awarded a grade between 1 and 9.</p> <p>Both papers will assess students' reading and writing. Paper 1, <i>Explorations in creative reading and writing</i> will explore literature fiction texts, whilst paper 2, <i>Writers' viewpoints and perspectives</i>, will examine non-fiction texts. Students may, for example, read literary texts to consider how established writers use narrative and descriptive techniques to capture the interest of readers. They will then demonstrate their understanding of these skills by writing creatively in response to a written or visual prompt.</p> <p>Every opportunity exists for students to achieve their greatest potential in English, but the course is challenging and students must read widely and regularly at home.</p>
Possible careers and employment sectors	Public relations officer, information officer, literary agent, secretary/personal assistant, librarian, editor, teacher, lawyer, broadcaster, actor, creative writer, theatre director.

## English Literature

Course description	<p>The specification allows candidates to experience a range of literature with a wide variety of appeal drawn from 19<sup>th</sup> century and modern novels which have had a significant influence on our British literary and cultural heritage, as well as poetry and Shakespeare. Students will study whole texts, with the new examination papers designed to support students who find literature difficult as well as providing challenge to enable students to attain the highest grades.</p> <p>The course will enable students to read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas, making connections across a range of texts. The skills based approach will enable students to appreciate fully the power and depth of the English literary heritage.</p>
Components/method of assessment	<p>Students will be assessed through two examinations at the end of year 11. The examinations are not tiered, with students awarded a grade between 1 and 9.</p> <p>Paper 1 will assess students understanding of Shakespeare and a 19<sup>th</sup> century novel; paper 2 will require critical reading of a modern text and poetry. As the examinations will be closed book, students will be encouraged to develop their ability to retain knowledge throughout the course through both regular assessment and the teaching of revision skills.</p> <p>Every opportunity exists for students to achieve their greatest potential in English Literature, but the course is challenging and students must read widely and regularly at home.</p>
Possible careers and employment sectors	<p>Public relations officer, information officer, literary agent, secretary/ personal assistant, librarian, editor, teacher, lawyer, broadcaster, actor, creative writer, theatre director.</p>

## Mathematics

Course description	All students study mathematics at key stage 4. Students are grouped according to their ability. In key stage 4 students cover the same material at varying depths according to their ability. Students cover topics on number, algebra, data and shape; these build on the content covered at key stage 3. There is a greater emphasis on the application of maths and problem solving using maths relevant to the real world, which both challenges and engages students.
Components/method of assessment	<p>All students will complete the maths GCSE at the end of year 11; the exam board will be OCR. The GCSE exam consists of 3 papers each lasting 90 minutes and worth 100 marks. Students are allowed to use a calculator for two of the three exams. Students will be entered for either a foundation exam, where they can achieve a grade 1-5, or higher exam, where they can achieve a grade 4-9. Each student's entry tier is chosen to enable them the greatest opportunity to achieve their potential.</p> <p>Students are assessed regularly through in-class tests and exams throughout key stage 4, and their progress is closely monitored. Students will begin completing a series of mock examinations in year 10 and 11 and these will be used to highlight any support required to ensure students are able to achieve their best grade. Any concerns regarding a student's progress will be communicated with the students and parent(s)/carer(s) and students will be supported in order to improve in target areas.</p>
Possible careers and employment sectors	A GCSE in mathematics is a requirement for many college courses and essential for students wishing to go to university. The skills covered throughout the GCSE are necessary in construction and engineering careers, financial sector work, computing and programming, business and research.

## Combined Science

<p>Course description</p>	<p>Students will be taught modules in Biology, Chemistry and Physics throughout Year 10 and Year 11.</p> <p>Biology content is divided into nine broad topics: overarching concepts in biology, cells and control, genetics, natural selection and genetic modification, ecosystems and material cycles, plant structures and their functions, animal coordination, control and homeostasis, exchange and transport in animals, and health, disease and the development of medicines.</p> <p>Chemistry content is divided into 16 broad topics: formulae, equations and hazards, overarching concepts in chemistry (atomic structure, the periodic table, ionic bonding, types of substance, calculations involving masses), states of matter, methods of separating and purifying substances, acids, obtaining and using metals, electrolytic processes, reversible reactions and equilibria, groups 1, 7 and 0, rates of reaction, fuels, heat energy changes in chemical reactions, and Earth and atmospheric science.</p> <p>Physics content is divided into 14 broad topics: overarching topics in physics (motion, forces and conservation of energy), waves, light and the electromagnetic spectrum, particle model - 1, radioactivity, astronomy, energy - forces doing work, forces and their effects, electricity and circuits, magnetism and the motor effect, particle model - 2, forces and matter.</p>
<p>Components/method of assessment</p>	<p>Six exams - two each for Biology, Chemistry and Physics, all sat in 2021. Each paper lasts 70 minutes and is marked out of 60. Content learning is assessed through a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. The grades will be from 1 to 9, with 9 being the top grade. The higher paper will cover grades 9-4 and the foundation paper will cover grades 5-1. Students will be entered at the tier which will better enable them to reach their potential.</p> <p>There is no controlled assessment in the new specification, although students will complete 16 core practicals throughout the course. 15% of marks in the exam papers will be for knowledge, understanding and application of practical skills. In addition, questions assessing students' use of mathematical skills will make up 15% of the assessments. There will also be some recall of equations required in physics.</p>
<p>Possible careers and employment sectors</p>	<p>Scientists can work in sports science, computer science, forensics, medicine, environmental science, biotechnology, astrophysics, education or in industry. Many employers value the problem-solving skills that science develops and scientists are increasingly being employed in areas such as finance and marketing where these skills are also important.</p>

## Option Subjects

### Languages (French or German)

Course description	<p>The courses cover the 4 traditional language learning skills of listening, reading, speaking and writing. Doing a GCSE in a foreign language enables students to access and understand other cultures better and to reflect on their own language and culture. The topics for both French and German are based around the following three themes:</p> <ul style="list-style-type: none"> <li>• Theme 1 - Identity and Culture Me, my family and friends, technology in everyday life, free-time activities and customs and festivals</li> <li>• Theme 2 - Local, national, international and global areas of interest Home, town, neighbourhood and region, social and global issues and travel and tourism</li> <li>• Theme 3 - Current and future study and employment My studies, life at school, education and careers</li> </ul> <p>Employers like students with Language GCSEs because they have shown commitment and the ability to work independently and to learn and retain information. Students will be working towards their English Baccalaureate, which is also becoming increasingly important for employers. The course content is further supported by giving students access to a wide range of authentic materials, resources and – as far as possible – visit and exchange experiences.</p>
Components/method of assessment	<p>All four papers have an equal weighting - 25% each for the four skills: Listening, Speaking, Reading and Writing.</p> <ul style="list-style-type: none"> <li>• Paper 1 Listening - Understanding and responding to different types of spoken language. 35 minutes at Foundation tier and 45 minutes at Higher tier.</li> <li>• Paper 2 Speaking - Communicating and interacting effectively in speech for a variety of purposes. 7-9 minutes at Foundation tier and 10-12 minutes at Higher tier.</li> <li>• Paper 3 Reading - Understanding and responding to different types of written language, including excerpts from literary texts. 45 minutes at Foundation tier and one hour at Higher tier.</li> <li>• Paper 4 Writing - Communicating effectively in writing for a variety of purposes. One hour at Foundation tier and 1 hour 15 minutes at Higher tier.</li> </ul>
Student suitability	<p>Students should have studied French or German respectively prior to commencing the course.</p>
Possible careers and employment sectors	<p>Many professions and international companies need employees who are able to speak a foreign language, and will often pay a higher salary for this skill. Having a GCSE in a foreign language also is looked at very positively by any university. Being able to speak another language will also enable students to work in other countries. Almost all university courses include an option to add study of a foreign language and/or study abroad. Students should do this if they want a traditional qualification, are aiming for university or want to study languages at Advanced Level.</p>

# Geography

<p>Course description</p>	<p>This course consists of three sections, each concentrating on the link between people and their environment.</p> <ol style="list-style-type: none"> <li>1. Living with the physical environment The challenge of natural hazards – earthquakes, volcanoes, hurricanes; physical landscapes in the UK – river and coastal management; the living world - ecosystems.</li> <li>2. Challenge in the human environment Managing urban issues and challenges, the changing economic world, the challenge of resource management - energy.</li> <li>3. Geographical applications and skills Issue evaluation and geographical skills e.g. graphs and map work.</li> </ol> <p>The broad and worthwhile course of study in GCSE Geography will inspire, motivate and challenge students. The course will allow students to make informed decisions about further learning opportunities and career choices.</p>
<p>Components/method of assessment</p>	<p>There are three exams in the GCSE assessment:</p> <ol style="list-style-type: none"> <li>1. Living with the physical environment (35%)</li> <li>2. Challenge in the human environment (35%)</li> <li>3. Geographical applications, fieldwork and skills (30%)</li> </ol>
<p>Student suitability</p>	<p>This course is open to all students who have a passion for geography. There is great deal of writing so good literacy skills, as well as good numeracy skills, are important.</p>
<p>Possible careers and employment sectors</p>	<p>Geography is a very eclectic subject. We aim to develop skills that allow students to identify an issue/problem, devise a method of data collection and analyse the data so they arrive at a valid conclusion. This approach is applicable to management in any type of business. The following are areas where people benefit from a high degree of geographical understanding: architecture and town planning, engineering, marketing, advertising and sales, environmental agencies and consultancies, scientific research, finance (accountancy, banking, management consultancy, financial administration), land management, law, diplomatic service, social/health services.</p>

# History

<p>Course description</p>	<p>This course will include units covering Historical Controversies, Crime and Punishment Through Time and a depth-study of Genocide in the 20th century. Studying these will aid the development of skills required in the GCSE exams. The inclusion of some project and field work also allows for independent and collaborative research tasks, which will further assist students progressing on to A Level.</p> <p>The latter half of the course will include subject content more directly related to the new GCSE syllabus:</p> <p>Thematic Study – Medicine in Britain (1250-present). This traces the development and changes in the way illness and disease have been dealt with from the Middle Ages until today. It can get gruesome!</p> <p>Historic Environment – The British Sector of the Western Front, 1914-18: injuries, treatment and the trenches. How did WWI change medical procedures and to what extent did medicine improve as a result of WWI?</p> <p>British Depth Study – Early Elizabethan England (1558-88). To what extent did Elizabeth I bring religious stability to England and Wales, and how did she deal with the might of Spain?</p> <p>Period Study - The American West (1835-95). Looking at how civil war and settlers changed the face of America forever.</p> <p>World Depth Study – Weimar and Nazi Germany (1918-1939). How Hitler became a dictator and how he and Nazi ideas affected those in Germany and the rest of Europe.</p>
<p>Components/method of assessment</p>	<p>Three examinations at the end of the course in Year 11:</p> <p>Paper 1: Medicine in Britain (1250 – present) and The British Sector of the Western Front, 1914-18: 30% of the final mark (1 hour and 15 minutes)</p> <p>Paper 2: Early Elizabethan England, 1558-88, and The American West, 1835-95: 40% of the final mark (1 hour and 45 minutes)</p> <p>Paper 3: Weimar and Nazi Germany, 1918 – 39: 30% of the final mark (1 hour and 20 minutes).</p>
<p>Student suitability</p>	<p>There can be a considerable amount of writing so good literacy skills are very beneficial but this course is open for anyone with a passion for History.</p>
<p>Possible careers and employment sectors</p>	<p>Teaching, law, journalism, research, tourism, politics, marketing, archaeology, publishing, public relations, advertising, banking, curator, librarian.</p>

Whether a student is better suited for Computer Science or Creative iMedia will depend on strengths and aptitudes; students should speak to their computing teacher about for which they would be more suitable.

## Computer Science

Course description	<p>This new and carefully planned GCSE gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on ‘behind the scenes’, including computer programming, which many students find absorbing. This qualification encourages students to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of current and emerging technologies, understanding how they work and applying this knowledge and understanding in a range of contexts;</li> <li>• acquire and apply a knowledge and an understanding of, and some technical skills in, the use of algorithms in computer programs to solve problems;</li> <li>• use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies;</li> <li>• acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts;</li> <li>• develop computer programs to solve problems;</li> <li>• develop the skills to work collaboratively;</li> <li>• evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.</li> </ul> <p>Students will use the Raspberry Pi and other emerging technologies, developing critical thinking, analysis and problem-solving skills. This provides excellent preparation for higher study and employment in Computer Science.</p>
Components/method of assessment	Paper based written examination. The exam board still has to decide whether there will be a coursework component.
Student suitability	This is a very challenging course. Students will need to be adept in ICT and Mathematics. It is not suitable for students just wanting to make games.
Possible careers and employment sectors	Web designer, computer animator, software developer/programmer, business analyst, technical engineer, network manager, database administrator, IT consultant.

Whether a student is better suited for Computer Science or Creative iMedia will depend on strengths and aptitudes; students should speak to their computing teacher about for which they would be more suitable.

## Creative iMedia

*This may not be studied with Media Studies*

Course description	<p>This qualification is aimed at learners interested in working in the creative and digital media sectors. It provides them with the core skills for scoping, planning and creating products and assets for the sector and encourages creativity and originality with a vocational focus.</p> <p>Students will study units from the following:</p> <ul style="list-style-type: none"> <li>• Pre-production techniques</li> <li>• Creating digital graphics</li> <li>• Creating a multipage website</li> <li>• Storytelling with a comic strip</li> <li>• Creating a digital animation</li> <li>• Creating interactive multimedia products</li> <li>• Digital sound sequence</li> </ul>
Components/method of assessment	Students are assessed on PC based coursework (75%) and a written examination (25%).
Student suitability	Students looking for a more creative, hands-on approach to ICT, with an interest in multimedia.
Possible careers and employment sectors	Web designer, computer animator, software developer/programmer, business analyst, technical engineer, network manager, database administrator, IT consultant.

## Media Studies

*This may not be studied with Creative iMedia*

<p>Course description</p>	<p>The media is a part of people's everyday lives and can affect people's understanding and opinions on a wide range of topics. Media Studies is essentially a study of film, television, radio, music, advertising, newspapers/magazines and the internet.</p> <p>The Media course offers students the chance to develop the skills necessary to analyse media texts, understand how and by whom they are produced, and produce a range of media texts of their own. Students will be required to watch and decode a range of visual media, including films and television programmes, but will also need to apply analytical skills to print media such as newspapers and magazines.</p>
<p>Components/method of assessment</p>	<p>The course allows students to acquire skills through vocational contexts by studying the knowledge, skills and processes related to investigating, exploring and creating media products as part of their Key Stage 4 learning. Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, and this will complement their other courses.</p> <p>The course is made up of three internal components:</p> <p>Component 1: Students explore a range of media products and look at how these products are constructed in order to attract a specific audience.          Component 2: Students will participate in workshops and classes to develop media production skills and techniques appropriate to one, or more, of the following media sectors: audio/moving image, publishing.          Component 3: Students will respond to a brief and research, plan and produce a media product.</p> <p>There is no external exam, instead the students will work in class to respond to a media brief (component 3). They will research, plan and produce their own media product.</p> <p>Component 1 and 2 (60%)          Response to media brief (40%).</p>
<p>Student suitability</p>	<p>The Media BTEC involves the textual analysis of all media forms (film, television and print media); therefore, students need the skills to be able to analyse and write in detail. Also, having some technical knowledge would be desirable as students will need to operate video cameras and computers, including sophisticated software and editing packages.</p>
<p>Possible careers and employment sectors</p>	<p>Broadcasting in television and radio, games designer, film critic, film director/producer, sport/fashion magazine/newspaper journalist.</p>

Pupils may not study both Graphics and Resistant Materials.

## DT Graphics

Course description	This course focuses upon design in 2D and a 3D graphical model. It is mainly based around the use of software such as <i>Photoshop</i> , <i>SketchUp</i> and <i>2D Design</i> . Students will learn about typography, digital imagery (including the use of digital media) and layout of professional looking products, such as magazines, packaging, point of purchase, posters and flyers, in order to produce professional looking graphic products that are aimed at a variety of target markets. There is a strong emphasis upon working with real clients for the controlled assessment, which is open to the individual and will be designed and modelled to a high standard in preparation for AS level later.
Components/method of assessment	The course is divided up into controlled assessment units completed under teacher supervision and an exam unit that is sat at the end of the course.
Student suitability	This course will suit those students who enjoy being creative, working with computers, using a range of fun software and working with real clients/designers to solve real graphic problems.
Possible careers and employment sectors	The course can be used to help in a variety of careers such as graphic, architecture or product/industrial design. It is also used to show a creative flair which will suit other employment sectors such as design, marketing and advertising.

## DT Resistant Materials

Course description	This course focuses upon working with a variety of different materials within plastics, metals and woods. It will be very practically based and require students to display excellent making skills, utilising a variety of machines and processes. Pupils will learn to use the 3D printer, laser cutter and dye sublimation printer to produce working prototype products. Each student will become proficient in the use of the laser cutter. In parallel with this students will be schooled in CAD presentation techniques and adding colour to sketches using markers, crayon and water colour. The controlled assessment aspect will ask students to identify a need of their choice and produce a design folio which documents their work and a high quality practical piece. Students will also need to work with computers in order to research and design for their controlled assessment. This course is a natural lead into AS/A level Resistant Materials.
Components/method of assessment	The course is divided up into controlled assessment units completed under teacher supervision and an exam unit that is sat at the end of the course.
Student suitability	This course will suit students who enjoy working with materials and creating new and original products. There will be a requirement for sustained effort and a willingness to learn and practise design and presentation skills.
Possible careers and employment sectors	This qualification links directly to all aspects of manufacturing and design fields. It provides students with the skills to solve problems which are essential for a wide variety of careers.

## Food

Course description	<p>The course is designed to enable candidates to demonstrate their creativity with making high quality food products. Candidates will be taught a large variety of practical food skills in order to help them with coursework.</p> <p>Theory topics which will be taught in preparation for the final examination include:</p> <ul style="list-style-type: none"> <li>• functional properties of food,</li> <li>• nutritional properties of food,</li> <li>• use of standard components,</li> <li>• food labelling and packaging,</li> <li>• food legislation,</li> <li>• safe storage of food,</li> <li>• large scale food preparation, and</li> <li>• environmental issues.</li> </ul>
Components/method of assessment	The course is divided up into controlled assessment units completed under teacher supervision and an exam unit that is sat at the end of the course.
Student suitability	<p>Students:</p> <ul style="list-style-type: none"> <li>• who have enjoyed food technology in years 7 and 8 and have demonstrated a flair for practical food work;</li> <li>• with the organisation required to bring ingredients to lessons on a regular basis and adhere to the very strict deadline dates;</li> <li>• who can work methodically.</li> </ul>
Possible careers and employment sectors	Food scientist, food technologist, product development researcher, dietician, health care professional, hotel/restaurant manager, teacher.

## Art and Design

Course description	<p>GCSE Art and Design is a broad based course. Students will be encouraged to think, plan and develop their work from a variety of starting points and use a wide range of materials and techniques.</p> <p>This is a course that will guarantee students a good grade if they work hard, are well organised, fulfil the course requirements and, most importantly, are creative.</p> <p>This course will cover a wide range of art appreciation, with emphasis on practical skills to encourage:</p> <ul style="list-style-type: none"> <li>a) the skills of composition and visual expression,</li> <li>b) an understanding of a wide range of media including drawing and painting, photography, textiles and computer graphics,</li> <li>c) an appreciation and understanding of the work of artists and craft makers, groups and movements, past and present.</li> </ul>
Components/method of assessment	<p>A final grade is reached through a combination of coursework (60%), which provides evidence of attainment, and examination (40%), in which candidates are required to produce a final piece of work over a period of 10 hours.</p> <p>All students must have a sketchbook for each project. Regular homework is set and assessed. This evidence of further study is an important part of the course and supports the work completed in class.</p>
Student suitability	<p>Students who enjoy art and have a real flair for drawing, painting and practical work. The course requires candidates to work independently and encourages the use of sketchbooks.</p>
Possible careers and employment sectors	<p>Community artist, art lecturer/teacher, fashion and textiles, illustration, graphic design, interior design, 3-dimensional design, architecture, exhibition and museum design, theatre/set design, art therapy, printing industries, industrial design, animation, web design, video/film industries, advertising.</p>

# Photography

<p>Course description</p>	<p>GCSE Photography is an art and design course. Students will have the opportunity to work with digital photography and a range of mixed media. Each student will produce a portfolio of work for their coursework. This will include recording of images, an opportunity to look at a range of artists and photographers and then the digital development of these ideas.</p> <p>This is a course which will guarantee students a good grade if they work hard, are well-organised, fulfil the course requirements and, most importantly, are creative.</p> <p>This course covers a wide range of photography and art appreciation, with emphasis on practical skills to encourage:</p> <ul style="list-style-type: none"> <li>a) the skills of composition and visual expression;</li> <li>b) an understanding of a wide range of media including photography, mixed media and computer graphics;</li> <li>c) an appreciation and understanding of the work of artists and photographers, groups and movements, past and present.</li> </ul>
<p>Components/method of assessment</p>	<p>A final grade is reached through a combination of coursework (60%), which provides evidence of attainment, and examination (40%), in which candidates are required to produce a final piece of work over a period of 10 hours.</p> <p>All students must have a sketchbook per project. Regular homework is set and assessed. This evidence of further study is an important part of the course and supports the work completed in class.</p>
<p>Student suitability</p>	<p>Students who enjoy photography and have a real flair for experimenting with a camera and practical work. The course requires candidates to work independently and they will often have briefs to take photos outside of school. Students will be expected to provide photography paper and the use of a sketchbook is encouraged.</p>
<p>Possible careers and employment sectors</p>	<p>Photographer, picture researcher, visual merchandiser, theatre lighting technician, film director, television/film makeup artist, special effects, teacher, art gallery manager, website designer, advertising art director, fashion photographer, graphic design, interior design, 3-dimensional design, exhibition and museum design, magazine features editor, press photographer, medical illustrator, television camera operative, digital marketer, media planner, web designer.</p>

## Textile Design

Course description	<p>GCSE Textile Design is an exciting art and design course specialising in textile design. Students will be encouraged to think, plan and develop their work from a variety of starting points and use a wide variety of textile and mixed media materials.</p> <p>This is a course that will guarantee students a good grade if they work hard, are well organised, fulfil the course requirements and, most importantly, are creative.</p> <p>The course covers a wide range of textile and art appreciation, with emphasis on practical skills to encourage:</p> <ul style="list-style-type: none"> <li>a) the skills of composition and visual expression;</li> <li>b) an understanding of a wide range of media and areas of study including art textiles, fashion design and illustration, constructed textiles, printed and dyed pattern, stitched and/or embellished textiles, digital textiles;</li> <li>c) an appreciation and understanding of the work of artists and craft makers, groups and movements, past and present.</li> </ul>
Component methods of assessment	<p>A final grade is reached through a combination of coursework (60%), which provides evidence of attainment, and examination (40%), in which candidates are required to produce a final piece of work over a period of 10 hours.</p> <p>All students must have a sketchbook/sample book for each project. Regular homework is set and assessed. This evidence of further study is an important part of the course and supports the work completed in class.</p>
Student suitability	<p>Students who enjoy textiles and have a real flair for practical work. The course requires candidates to work independently. Students will be expected to provide fabric and accessories for coursework along with sketchbooks.</p>
Possible careers and employment sectors	<p>Fashion designer, textile designer, interior designer, costume designer, dressmaker, buyers, teacher, lecturer, fashion and product design, fashion marketing, printmaker, clothing/textile technologist, fashion photographer, footwear designer, milliner.</p>

## Business and Finance

<p>Course description</p>	<p>A level 2 qualification in Business Studies is a nationally recognised work-related qualification designed to provide students with a choice of routes into further education or employment.</p> <p>By choosing this course students will:</p> <ul style="list-style-type: none"> <li>• gain an understanding of business</li> <li>• investigate the part people play in business</li> <li>• develop skills which are highly valued by employers and further education</li> <li>• gain confidence by developing independent learning skills</li> </ul> <p>The course does not just offer a qualification, but also transferable skills which are highly desirable to employers; below are some examples. They are not limited to academic study and can be applied to other contexts; employers' job vacancy details often refer to them when they advertise the positions. They can also be used on the skills sections of a CV to demonstrate the broad range of qualities a candidate has to offer.</p> <p>The structure of the level 2 qualification in Business and Finance</p> <p>Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour, particularly in areas such as marketing, human resources, operations and influences on business, public finance and the economy, financial management and finally employability, enterprise and business.</p>
<p>Components/method of assessment</p>	<p>The course will be assessed by a mixture of multiple choice and essay assessment questions.</p>
<p>Student suitability</p>	<p>Being in the Developing band or above in Maths and English at the end of year 8 is usually needed.</p> <p>This course will appeal to students if they:</p> <ul style="list-style-type: none"> <li>• have a keen interest in business and how they operate</li> <li>• enjoy studying a subject that is relevant to their life and experiences</li> <li>• want to find out more about business through personal investigation</li> <li>• are interested in developing an understanding of how businesses work, analyse their finances, develop and make a profit.</li> </ul>
<p>Possible careers and employment sectors</p>	<p>Accountant, advertising account executive, banker, building society manager, buyer, company secretary, commodity/futures broker, distribution/logistics manager, insurance underwriter, management consultant, marketing executive, market research executive, human resources manager, public relations account executive, recruitment consultant, retail manager, sales executive, stockbroker, systems analyst/IT consultant.</p>

# Astronomy

Course description	<p>Astronomy subject content is divided into two broad areas, reflected by the two papers that comprise the terminal exam:</p> <ul style="list-style-type: none"> <li>• Naked-eye Astronomy (covering Planet Earth, the lunar disc, the Earth-Moon-Sun system, time and the Earth-Moon-Sun cycles, Solar System observation, celestial observation, early models of the Solar System, and planetary motion and gravity;</li> <li>• Telescopic Astronomy (covering exploring the Moon, solar astronomy, exploring the Solar System, formation of planetary systems, exploring starlight, stellar evolution, our place in the Galaxy, cosmology).</li> </ul> <p>20% of the examination material will cover aspects of understanding observational astronomy, with a focus on knowledge, understanding and skills. A further 20% of the examination material will focus on mathematical skills. These skills will be delivered and assessed at all levels up to, but not beyond, the requirements specified in GCSE mathematics.</p>
Components/method of assessment	<p>As with other GCSE subjects, assessment will take the form of (a pair of) exams at the end of year 11; each is worth 50% of the qualification and lasts 1 hour and 45 minutes. The assessment will consist of a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations, graphical questions and extended open-response questions. There is no coursework, although at least two pieces of observational astronomy are expected to be completed, one aided and one unaided. The aided observation may be completed using binoculars or a telescope if these are available to students, or there is access to a robotic telescope located in the Canary Islands, which can be directed to take deep space images.</p>
Student suitability	<p>Particularly suited for students who intend to continue onto A level Physics. Students should in particular be strong in science and mathematics subjects.</p>
Possible careers and employment sectors	<p>A background in astronomy will prepare students for any career that involves astrophysics, geology or planetary science, but there are many wider areas that its study may benefit, including engineering pathways.</p>

## Drama

Course description	<p>This qualification gives students the opportunity to explore a range of skills and ideas including scripted performance, directing, devising, stage design, production development and presentation, and provides a possible springboard to pursuing a career in an inspirational growth sector. It requires a combination of skills including commitment to group work and rehearsal, the ability to reflect on performances and presentations (professional, peer and self) and communicate ideas through practical and written exploration. It allows students to pursue different interests and build different skills in a course that is fast-paced, varied and engaging.</p> <p><b>Unit 1 – Unlocking Creativity</b> Students develop the knowledge and creative skills to create an idea for a full production. They take on the role of performer and a technical role such as costume, make-up, set design, lighting designer. They perform part of their production and present ideas on all the different elements required to make it successful in the professional industry.</p> <p><b>Unit 2 - The Performance/Production (30% - 60 marks)</b> Students will produce a full performance as EITHER as performer or designer in response to a brief set by the exam board. They will work in groups of between 2 – 10 and will have to work effectively as a team to develop creative and dynamic ideas for performance.</p> <p><b>Unit 3 – The Performing Arts Experience (40% - 80 marks)</b> A written exam consisting of multiple choice and extended responses that covers roles and responsibilities in the industry, live theatre review, skills required for devising, health and safety, marketing and public relations, approaches to rehearsal and film/theatre in education.</p>
Components/method of assessment	<p><b>Unit 1 – Unlocking Creativity (30% - 60 marks)</b> Portfolio – 30 marks, Recorded pitch and performance extract – 25 marks, Transferable skill – 5 marks</p> <p><b>Unit 2 - The Production/Performance (30% - 60 marks)</b> Final group performance – 55 marks, Transferable skill – 5 marks</p> <p><b>Unit 3 – The Performing Arts Experience (40% - 80 marks)</b> Written Exam - 1 hour 30 minutes</p>
Student suitability	Students must be able to work collaboratively and be able to perform in front of others.
Possible careers and employment sectors	Professional actor, theatre technician, teacher, casting director, workshop leader, TV and media work, theatre in education officer, schools liaison worker, law, speech therapist, theatre designer, counselling or therapy, director, producer, playwright, theatre practitioner and many more.

# Music

Course description	<ul style="list-style-type: none"> <li>• Music is a very practical course: rehearsing, performing and looking at how to perform live and manage events.</li> <li>• To settle students into the course, in year 9 students will be taken through lots of band work, performance skills, song writing and creating an "image".</li> <li>• Style is everything! Students just need enthusiasm, loads of confidence and a willingness to improve. They do have to be willing to perform on stage, but they start with baby steps in class, before going in front of an audience or a camera!</li> <li>• They will learn through the coursework how to play or sing, rehearse and manage a concert or “gig”.</li> <li>• They will plan and produce events and investigate health and safety, contracts, promotion and use of social media.</li> </ul>
Components/method of assessment	<p>The exam is passed by successful completion of three coursework units. The final performance is recorded to video and marked by an external examiner. Grades are awarded Pass (C), Merit (B) or Distinction (A).</p> <ul style="list-style-type: none"> <li>• Compulsory and Externally Assessed <ul style="list-style-type: none"> <li>○ 40% Live Music Performing. They will be asked to plan up to 15 minutes worth of music for a special event, and they can play or sing in any style, on their own or in a band; the choice is theirs.</li> </ul> </li> <li>• Compulsory and Internally Assessed <ul style="list-style-type: none"> <li>○ 40% Rehearsing Techniques. Rehearse up to 15 minutes worth of music. (Linked to the Live Performing unit) Goals, image, progress, health and safety, business skills and teamwork are all assessed.</li> <li>○ 20% Musical Style Development. You will investigate a style of music you can choose, then look at important recording from that style or genre and also investigate the importance of the style in the history of pop music.</li> </ul> </li> </ul>
Student suitability	<p>We welcome everybody. Instrumental or vocal lessons, either in school or privately, help but are not essential. Students who are suitable:</p> <ul style="list-style-type: none"> <li>• enjoy performing music in their own time, e.g. singing, guitar, drums, piano or any instrument;</li> <li>• enjoy creating their own music - this is a good subject to choose as it teaches so many real life business skills</li> <li>• want to learn about playing in a band, organising their own gigs and recording sessions, and what it takes to be a performer. These same life skills are transferable to any industry or profession.</li> </ul> <p>With this qualification, students can go on to RSL level 3 (A level equivalent) and then on to music college to study Rock and Pop or song writing, music technology or production at university.</p>
Possible careers and employment sectors	<p>Musician, teacher, performing artist, song writer, promotion and events management – dance/drama, any occupation that requires preparation, organisation, confidence and good presentation skills, such as business or management. There are opportunities in industry as well as the arts and culture sectors. Previous students have recorded for the BBC and appeared at County Arts Showcase events at the Royal Concert hall.</p>

## Religious Studies

<p>Course description</p>	<p>The course aims to develop an understanding of other people, their values, spirituality and ultimate questions. Although we live in a multi-cultural society we are sometimes unaware of the beliefs and ideas of many people in Britain; the course offers a useful and interesting insight. In addition, Religious Studies enables students to develop important skills:</p> <ul style="list-style-type: none"> <li>• helping them to consider what is of value to them and their own opinions;</li> <li>• considering how to formulate arguments which are convincing and well considered;</li> <li>• understanding how to show respect to others whilst also raising disagreements;</li> <li>• debating key ideas orally and increasing in confidence;</li> <li>• thinking creatively and spiritually.</li> </ul> <p>The course will include the study of common and divergent views within traditions in the way beliefs and teachings are understood and expressed. In studying the course students will:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of two religions;</li> <li>• demonstrate knowledge and understanding of key sources of wisdom and authority;</li> <li>• understand the influence of religion on individuals, communities and societies;</li> <li>• consider philosophical and ethical issues in modern society.</li> </ul> <p>Homework, personal research and keeping up with current affairs are encouraged.</p>
<p>Components/method of assessment</p>	<p>Assessment will be by written examinations.</p>
<p>Student suitability</p>	<p>We welcome all students no matter what their ability. We welcome theists and atheists.</p>
<p>Possible careers and employment sectors</p>	<p>Knowledge and understanding can be used valuably in school and in later life. Therefore, GCSE Religious Studies can be a useful subject in almost any chosen career.</p> <p>Public services: armed forces, police/fire brigade, teaching, librarianship. Caring sector: nurse, doctor, childcare worker, social worker, psychologist. Wider choices include: legal professions, retail, hospitality and catering.</p>

## Sports Science

<p>Course description</p>	<p>This qualification that takes an engaging and inspiring approach to learning and assessment. Sport Science provides students with a broad knowledge and understanding of different aspects of sports science including sports physiology and nutrition, and equips students with practical skills such as learning to design and evaluate a training programme.</p> <p>Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete’s training programme, rest time, environment and psychology in the pursuit of excellence. Sports Science offer students the opportunity to study key areas including anatomy and physiology linked to fitness, health, injury and performance, the science of training and application of training principles, and optional sections such as psychology in sport and sports performance, and technology in the sports industry.</p> <p>Year 9 Focus Group: Duke of Edinburgh (D of E)</p> <p>To help the students gain a more rounded skill base we will also be delivering The Duke of Edinburgh Bronze Award in year 9, providing the ideal starting point for those who wish to develop their independence, self-belief, self-confidence, ability to use their initiative and many skills including leadership, problem-solving, presentation and communication skills. These are qualities to which colleges, universities and employers are attracted.</p> <p>D of E Bronze Award is a practical qualification in which candidates must demonstrate their character and ability through volunteering, skills demonstration, practical capability and a short overnight expedition to demonstrate leadership and independence.</p>
<p>Components/method of assessment</p>	<p>The course is separated into four Units these, one is an external examination and three are externally moderated pieces of coursework. All four units are equally weighted at 25% each.</p>
<p>Student suitability</p>	<p>This course will suit students who have enjoyed Physical Education in years 7 and 8 and demonstrate a deeper understanding of the subject through practical and theory work as part of their core PE lessons.</p> <p>Students may currently represent the school or a club outside of school in one or more activities.</p> <p>Students will be required to always bring correct kit and participate in a wide variety of practical activities as well as research and discuss the sociology, physiology and psychology of sport in the past and present day.</p>
<p>Possible careers and employment sectors</p>	<p>Sport related apprenticeship, teaching, sports science, sports management, physiotherapy, sports journalism, dietician.</p>

## 3D Design

*This course is not in the option blocks. There will be a box to tick on the online form if a pupil is interested. The course will run if there are sufficient numbers interested and the academy has the capacity to deliver the course to a high standard.*

Course description	<p>Three-dimensional design is an exciting art and design course specialising in 3D including sculpture, ceramics &amp; jewellery. Students will be encouraged to think, plan and develop their work from a variety of starting points and use a wide variety of 3D materials including model making, constructing, surface treatment and clay work.</p> <p>This is a course that will guarantee students a good grade if they are practical, work hard, are well organised, fulfil the course requirements and, most importantly, are creative and good with their hands.</p> <p>The course covers a wide range of 3 dimensional and art appreciation, with emphasis on practical skills to encourage:</p> <ul style="list-style-type: none"> <li>a) the skills of composition and visual expression;</li> <li>b) an understanding of a wide range of media and areas of study including architecture design, sculpture, ceramics, product design, jewellery, interior design, landscape, 3D digital design and designs for theatre, film and television;</li> <li>c) an appreciation and understanding of the work of artists and craft makers, groups and movements, past and present.</li> </ul>
Component methods of assessment	<p>A final grade is reached through a combination of coursework and examination.</p> <p>All students must have a sketchbook/sample book for each project. Regular homework is set and assessed. This evidence of further study is an important part of the course and supports the work completed in class.</p>
Student suitability	<p>Students who enjoy 3D and have a real flair for practical work. The course requires candidates to work independently. Students will be expected to provide certain materials and accessories for coursework along with sketchbooks.</p>
Possible careers and employment sectors	<p>3D designer, 3D animator, 3D graphic designer, web design, artist, theatre or prop designer, glass blower, ceramicist, product designer, landscape designer, architect, jewellery designer, 3D printer, 3D sculptor, model maker, furniture designer, tableware designer, car designer, shoe designer.</p>

## The Built Environment

*This course is not in the option blocks. There will be a box to tick on the online form if a pupil is interested. The course will run if there are sufficient numbers interested and the academy has the capacity to deliver the course to a high standard.*

Course description	<p>During year 9 candidates will work on practical tasks that are designed to give students experience in different construction and maintenance skill. All students will be expected to demonstrate an understanding of health and safety.</p> <p>Time will be spent in theory sessions with group work and producing written evidence. Where possible we are looking to work on real projects around the school site and through video in order to offer our students the best real life experience possible.</p> <p>This is a vocational course. In year 10 and year 11 candidates must complete three units which involve studying the design and maintenance of the built environment. As part of unit two, learners will investigate common repair and maintenance scenarios and develop the skills necessary the make the repair. Units two and three are coursework based and accounts for 70% of the final mark. Unit 1 is a controlled assessment task which replaces the need for a formal written exam.</p> <p>Time will be spent in theory sessions with group work and producing written evidence as well as in practical sessions acquiring trade skills. Where possible we are looking to work on real projects around the school site in order to offer our students the best real life experience possible.</p>
Components/method of assessment	All assessment will be in school, all coursework is marked internally and moderated by the exam board. The controlled assessment is marked externally (30%).
Student suitability	Students need to have a genuine interest in practical work but also need to be able to write about their work and the built environment.
Possible careers and employment sectors	<p>This course is a good grounding for careers as architects, civil engineers, commercial managers, contract managers, estimators, geotechnical engineers, planners, project managers, quantity surveyors, site engineers, site managers/agents, structural engineers.</p> <p>Employment sectors include building services, health and safety, sales/marketing, estates management and facilities management.</p>

## Triple Science

*Students who are doing particularly well at science will be invited to take Triple Science instead of one of their other options.*

<p>Course description</p>	<p>The course builds on the core Combined Science content with considerable content adapted from the equivalent AS and A2 Sciences.</p> <p>GCSE Biology content covers the same topic areas covered in Combined Science, but with extra material on: the eye, structure of the brain, thermoregulation, protein synthesis, trophic levels and plant hormones.</p> <p>GCSE Chemistry content covers the same topic areas covered in Combined Science, but with extra material on: transition metals, alloys and corrosion, quantitative analysis, dynamic equilibria and calculations involving volumes of gases, chemical cells and fuel cells, qualitative analysis - tests for ions, hydrocarbons, polymers, alcohols and carboxylic acids, and bulk and surface properties of matter including nanoparticles.</p> <p>GCSE Physics content covers the same topic areas covered in Combined Science, but with extra material on: pressure and pressure differences in fluids, more on space physics, specular and diffuse reflection and scattering, magnetism and the motor effect, and levers, gears and rotational forces.</p>
<p>Components/method of assessment</p>	<p>Six exams - two each for Biology, Chemistry and Physics, all taken in 2018. Each paper lasts 105 minutes and is marked out of 100. Content learning is assessed through a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. The papers are the same as the Combined Science papers, but with extension questions for separate sciences candidates.</p> <p>The grading and tiers are the same as those for Combined Science.</p> <p>There is no controlled assessment in the new specification, although students will complete 24 core practicals throughout the course (eight for each subject). 15% of marks in the exam papers will be for knowledge, understanding and application of practical skills. In addition, questions assessing students' use of mathematical skills will make up 15% of the assessments. There will also be some recall of equations required in physics.</p>
<p>Student suitability</p>	<p>Confidently within the Mastery band in both science and mathematics, with a strong interest in pursuing Science to A-level and beyond.</p>
<p>Possible careers and employment sectors</p>	<p>The course is particularly suited to students who intend to continue the study of science beyond A level. It provides a rigorous review of science beyond the conventional GCSE content and promotes interest in science. Students who take it will thus be interested in pursuing more academic scientific career paths.</p>