



# Armthorpe Academy

Enriching lives, Inspiring Ambitions



## KS4 OPTIONS GUIDE 2025



Armthorpe  
Academy  
*Enriching Lives, Inspiring Ambitions*



Consilium  
Academies

# INTRODUCTION

Your son/daughter is approaching another very important stage in their educational journey. With the beginning of Key Stage 4 only one term away, it is now necessary for us all to spend a considerable amount of time to support your child as they consider which qualification routes to follow.

Armthorpe Academy provides a broad and balanced curriculum, which engages and challenges our students, so that they achieve the best possible range of qualifications to enable their future aspirations to be fulfilled. The curriculum is designed to offer students a diverse and coherent choice of courses and learning experiences so that they develop skills and knowledge that remain with them long after examinations. This is so our students leave school as confident and independent life-long learners, equipped with the transferable skills needed to thrive in a changing world.

Students will take a suite of compulsory core subjects at GCSE; however, they will also be able to choose from a wide range of optional subjects. Some of the subjects will be familiar to you; some will be new. This options guide and the KS4 Engagement Evening on **MONDAY 24<sup>TH</sup> MARCH** is designed to give you information to help you make the best choices.

It is important that you read through this pack and speak to your son/daughter and their teachers; the choices must be right for your child. It is important that they think about the subjects they need, enjoy, or interest them. They also need to think about the ways in which they learn best.



# TIMELINE OF EVENTS

## **YEAR 9 PARENTS' EVENING – THURSDAY 6<sup>th</sup> MARCH 3.30-7.00pm**

Traditional Parents' Evening to discuss with class teacher to help inform choices.



## **YEAR 9 ENGAGEMENT EVENING – MONDAY 24<sup>th</sup> MARCH 3.15-4.30pm**

Introduction to the options process and KS4 options – 3.15pm presentation followed by a department market stall.



## **SUBJECT ASSEMBLIES/TASTER SESSION**

### **WEEK BEGINNING 14<sup>th</sup> APRIL**

Opportunity for students to find out about subjects being offered and ask any questions they might have.



## **1:1 OPTION DISCUSSION WITH QOE DEPUTY – WEEK COMMENCING 14<sup>th</sup> APRIL 2025**

To enable students to discuss and confirm final choices



## **June 2025 – Confirmation Letter**

Students will receive a letter later in the year when the timetable and options have been confirmed.

## **THE PROCESS**

During the 1:1 options meeting, students will complete their options form, and a copy will be sent home for parental consent. To ensure students are fully prepared for this meeting, parents/carers should attend the Year 9 Engagement Evening on Monday 24<sup>th</sup> March. Also read carefully this options guide. In addition to this, students should discuss their potential option choices with their Form Tutors, Student Support Officers, and parents/carers.

# KS4 OPTION INFORMATION

All students will choose four options. There may be circumstances where certain choices are not appropriate and this will be discussed in the 1:1 meetings. It is important that students consider their options carefully and ensure that they have asked any questions that they may have about subjects before choosing their options.

DEPARTMENT	QUALIFICATION
SCIENCE	GCSE Triple Science
CREATIVE ARTS	GCSE Art and Design
CREATIVE ARTS	GCSE Photography
CREATIVE ARTS	Hospitality and Catering
CREATIVE ARTS	3D Design
PERFORMING ARTS	BTEC Level 1/2 Performing Arts
PERFORMING ARTS	GCSE Dance
PERFORMING ARTS	GCSE Music
WORLD STUDIES	GCSE Geography
WORLD STUDIES	GCSE History
WORLD STUDIES	GCSE French
WORLD STUDIES	GCSE Ethics, Philosophy and Religious Studies
MATHEMATICS	GCSE Statistics
HEALTH AND LIFE STUDIES	GCSE/BTEC Business Studies
HEALTH AND LIFE STUDIES	BTEC Level 1/2 Health and Social Care
HEALTH AND LIFE STUDIES	GCSE Psychology
HEALTH AND LIFE STUDIES	Cambridge National Sports Science
HEALTH AND LIFE STUDIES	GCSE Physical Education

# TERMINOLOGY

<b>CORE</b>	These are compulsory subjects such as English, mathematics and science
<b>OPTION</b>	Students can pick <b>FOUR</b> option subjects to study in KS4
<b>KEY STAGE 4</b>	Programmes of study for students in Years 10 and 11
<b>EBACC</b>	The English Baccalaureate (EBacc) is a performance measure in school league tables that was introduced in 2010. The measure recognises those students who achieve a GCSE grade in English Language and Literature, mathematics, two sciences, a modern foreign language and either geography or history. It's not a qualification in itself and is currently not certified for students achieving the EBacc combination of subjects.
<b>LEVEL 1</b>	GCSE grade 4-1 or equivalent
<b>LEVEL 2</b>	GCSE grade 9-5 equivalent
<b>LEVEL 3</b>	A Level grade A*-E or equivalent
<b>GCSE</b>	A level 2 course graded 9-1. These are assessed by a mix of examination and coursework (see individual subject guides for further information)
<b>BTEC/OCR NATIONAL</b>	A level 2 vocational qualification graded pass/merit/distinction/distinction* which is equivalent to a GCSE. It is mostly portfolio/coursework based with an exam element (see individual subject guides for further information).

## GCSE GRADE CHANGES

You will probably be aware that the government decided to change the way that GCSE qualifications are graded from 2017. Most GCSEs are now graded on a 9-1 scale rather than the previous A\*-G scale. For students in current Y8 this change will apply to all of their GCSE qualifications. Students have been graded using the new 9-1 system within their subjects from Year 7 onwards. These reformed GCSEs are more demanding and designed so that all the examinations are taken at the end of the course. Non-exam assessment is mainly reduced or in some cases removed completely.

<b>FORMER GRADING STRUCTURE</b>	A*	A	B	C	D	E	F	G	U
<b>NEW GRADING STRUCTURE</b>	8	7	5	4	2		1	U	

# MAKING GOOD CHOICES

Making the right choice of courses at Key Stage 4 is very important because it may affect a student's progression after Year 11 and possibly their future career opportunities. Option choices will also determine the number, type and grade of qualifications a student will achieve as well as their enjoyment of Years 9, 10 and 11. Therefore, the decision making involved in the options process deserves careful consideration of the information, advice and guidance provided by the school. Students should also remember the following three questions to help them choose the best combination of courses:

## 1. WHAT AM I GOOD AT AND WHAT COURSES WILL I SUCCEED IN?

Recent progress reports and scores in assessments will help students to identify their areas of strength. If students are unsure about their ability to succeed in a particular course, they should ask their subject teacher.

## 2. WHAT AM I INTERESTED IN AND ENJOY?

Most students can quickly identify their favourite lessons, but it is important to make sure students choose a course because they find the subject interesting rather than just because they like the teacher or the group of friends in their current Year 8 class.



## 3. WHAT QUALIFICATIONS DO I NEED FOR MY NEXT STEP AFTER YEAR 11 AND BEYOND?

One of the most important outcomes of Key Stage 4 is that students achieve the qualifications that they need for progression to their desired next step after Year 11 and in their long-term aspirations. If students are clear about what career they wish to pursue they should seek advice about relevant courses. At this stage, many students will not know exactly what career they want to pursue so it is important to choose a broad and balanced combination of courses to keep their future options open, as explained above. However, it is important that students think ahead as much as possible and find out what qualifications they may need for their desired post-16 education. However, at this stage, students should not be overly concerned if they are unsure about what they want to do after Year 11, so long as they follow the advice of choosing a balanced curriculum to help keep their post-16 options open.

# CORE SUBJECT - ENGLISH



## EXAM BOARD: EDUQAS (2 GCSEs)

GCSE English is vital for a whole range of employment options, college and university courses. For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding. Jobs using English specifically can include work in Media, Journalism, Advertising, Public Relations, Management and Teaching.

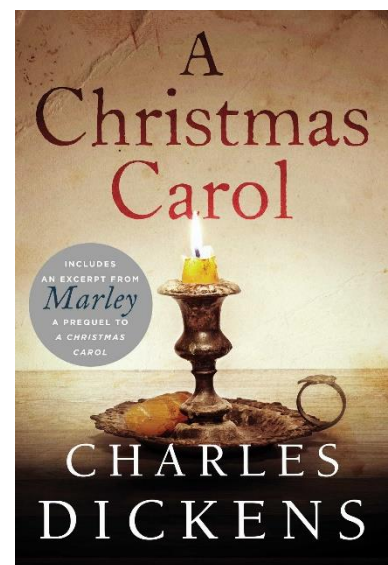
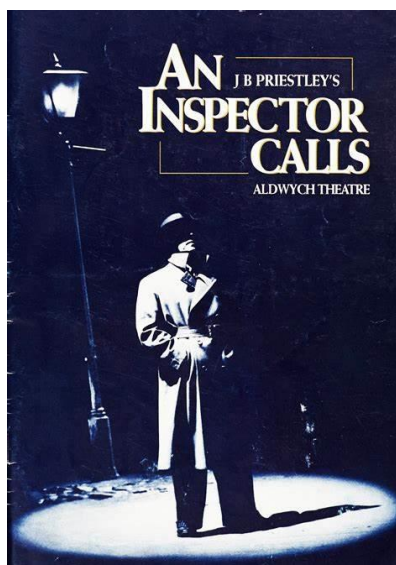
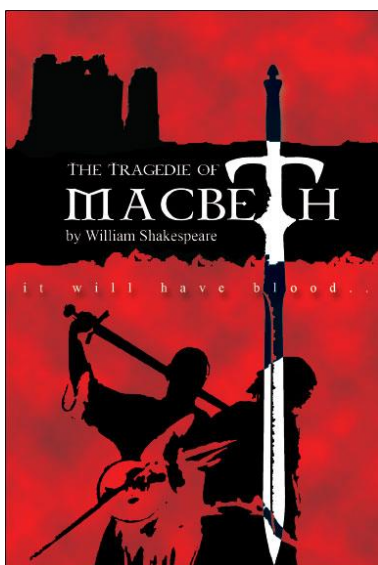
Students study both English Language and English Literature and are expected to complete the course at the end of Year 11.

In English Language, students will study fiction texts (such as extracts from novels) and non-fiction texts (such as leaflets and articles), developing their reading skills and their ability to locate information, infer, summarise, use evidence and comment on the writer's techniques. They will also develop their writing skills, writing speeches, short stories and a range of articles for magazines and other media.

In English Literature, students get the opportunity to study a broad range of texts, both in style, genre and literary heritage. Students will study the Shakespeare play, Macbeth, JB Priestley's An Inspector Calls, and Dickens' A Christmas Carol. Alongside this, students will study poetry through the ages from the Eduqas Anthology. English Literature develops the ability to understand a range of moral and social issues through engaging characters and plots, as well as developing analytical and evaluative skills.

Assessment will take the form of examinations at the end of the course.

**GCSE English is a very important qualification, and a good GCSE grade, together with a similar grade in GCSE mathematics, is the gateway to many careers and courses of higher education. Your child will gain two GCSEs from English - English Literature and English Language.**



# CORE SUBJECT - MATHEMATICS



## EXAM BOARD: EDEXCEL

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills grouped into five areas.

- Number
- Algebra
- Ratio, Proportion and rates of change
- Geometry and measures
- Statistics and probability

During Year 10 and 11 pupils will build on the work covered during Key Stage 3.

Pupils will be expected to:

- Use and apply standard techniques, recalling facts and formulae, and using them in multistage problems.
- Reason, interpret and communicate mathematically by presenting reasoned, logical proofs and drawing conclusions.
- Solve problems in various mathematical and other contexts.

Assessment will take the form of three written papers, each of duration 1½ hours, which are taken at the end of the course. The papers will be of equal difficulty and there will be a mixture of short and longer questions which are drawn from all parts of the specification. There will be an emphasis on problem solving, where pupils will be required to select an appropriate method and perform multistage calculations. A scientific calculator will be required for the second and third paper but not for the first paper. There is no coursework for Mathematics.

The papers are taken at one of two levels: Higher or Foundation.

- At Higher level grades 4 - 9 are available.
- At Foundation level grades 1 - 5 available.

**We know that to give students the best chances of gaining employment or entry to higher education they must achieve the highest grade possible in GCSE mathematics.**

### FURTHER COURSE INFORMATION

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

## Sparx Maths

Scientific calculators are crucial for GCSE Maths and Science, if your child hasn't got one this QR code is a reasonably priced at around £12.



Scientific calculator for Foundation and Higher  
Casio Classwiz FX-85GTCW

Scientific calculator for Higher students wanting to  
study A Level Mathematics  
Casio Classwiz FX-991CW



# CORE SUBJECT - TRILOGY SCIENCE

## EXAM BOARD: AQA (2 GCSEs)

### COURSE DESCRIPTION

Science is about understanding and explaining natural phenomena which is observed in our everyday lives and beyond. It involves questioning our preconceptions and using our observations to better understand and explain the nature of the universe. All three specialisms - Biology, Chemistry and Physics - are taught throughout year 10 and year 11. Students opting for Trilogy Science will gain two GCSEs and study Science in lesser depth and breadth than Triple Science students. Trilogy Science is accessible for all. You can still pursue a career in Science with Trilogy Science.

### ASSESSMENT

6x External Assessments (1h 15m each):

- Biology - Paper 1&2
- Chemistry - Paper 1&2
- Physics - Paper 1&2

### WHY SHOULD I STUDY THIS SUBJECT?

You should study Trilogy Science if you do not want, or are unsure about, opting for Triple Science. You can still pursue a career in Science with Trilogy Science. Jobs in this sector include medical science, biotechnology, pharmaceuticals, analytical chemistry, toxicologists, chemical engineering, climate science, aeronautics, palaeontology, programming and web developing.

### STUDENT'S COMMENTS

*"The types of skills you learn studying Science can be really helpful for all sorts of different careers."*

*"I like studying trilogy as I enjoy studying a wide range of science to a good amount of detail."*

### WHO SHOULD I SPEAK TO?

Miss Wakeling

Mr Fox



Students can go on to study A levels in physics, biology and chemistry. These advanced subjects can then lead to university science study. Professions then include Medicine, Teaching, Veterinary Science, Pharmacology, Forensic Science, Cosmology, Space Science, Oceanography and Engineering.

All students will follow GCSE science over three years. Most students will achieve two GCSEs in trilogy science, and some students will achieve three GCSEs (triple science). A decision will be made as whether students will take triple science later in KS4 but will be exposed to the material from Year 9.

**Science GCSEs are very important qualifications and good GCSE grades demonstrate many transferrable skills that are desirable by both Further Education providers and employers.**



# OPTION - TRIPLE SCIENCE

## EXAM BOARD: AQA (3 GCSEs)

### COURSE DESCRIPTION

Triple Science is about understanding and explaining natural phenomena which is observed in our everyday lives and beyond. It involves questioning our preconceptions and using our observations to better understand and explain the nature of the universe. All three specialisms - Biology, Chemistry and Physics - are taught throughout year 10 and year 11. Students opting for Triple Science will gain three GCSEs and study Science to a greater depth and breadth than Trilogy Science students who will obtain two GCSEs. Triple Science is the more demanding option and should only be considered for those passionate about Science or that want to pursue a career in Science.

### ASSESSMENT

6x External Assessments (1h15m each):

- Biology - Paper 1&2
- Chemistry - Paper 1&2
- Physics - Paper 1&2

### WHY SHOULD I STUDY THIS SUBJECT?

You should study Triple Science if you are passionate about science or have an interest in pursuing the subject at university and beyond, working in the STEM sector. Jobs in this sector include medical science, biotechnology, pharmaceuticals, analytical chemistry, toxicologists, chemical engineering, climate science, aeronautics, palaeontology, programming and web developing.

### STUDENT'S COMMENTS

*"The types of skills you learn studying Science can be really helpful for all sorts of different careers."*

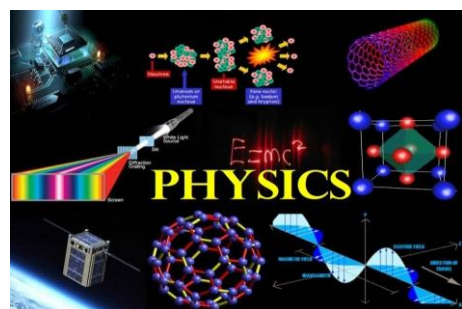
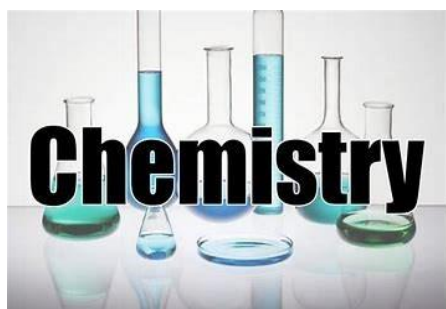
*"I like studying triple as I enjoy understanding science in more detail."*

### WHO SHOULD I SPEAK TO?

Miss Wakeling

Mr Fox

**Remember - this is a free option subject. If you pick separate science, you will be studying science for 8 lessons a week, so you need to enjoy it!**



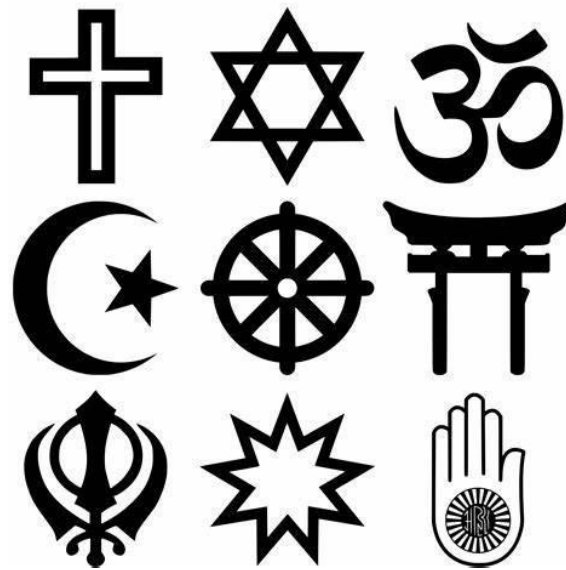
# CORE SUBJECT - PHSRE



This is a core subject and covers students' entitlement to Personal, Social and Health Education (PSHE), Citizenship, RE, Work Related Learning and Economic Wellbeing.

This is done via teacher assessment and self-assessment and is closely related to the Values curriculum which takes part during form time. This course will support students through all aspects of real life beyond the classroom. It also offers an element of careers education and work-related education. All modules include a variety of resources and teaching methods. Many involve outside experts visiting to address students.

**All students are required and entitled to follow the PHSRE course.**



## kooth

Kooth is an online **mental wellbeing** community for young people

Here are some of the features young people can access on Kooth:



### Magazine

The Kooth magazine shares personal experiences and tips from young people and our Kooth team



### Discussion Boards

Young people can start or join a conversation with our friendly Kooth community, with lots of topics to choose from



### Chat

Young people can chat with our helpful team about anything that's on their mind



### Daily Journal

Young people can view their daily journal to track feelings or emotions and reflect on how they're doing

For ages: **11-25**



Sign up for free at **Kooth.com**

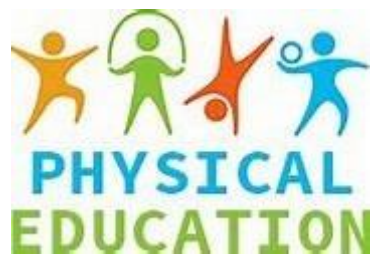
# CORE SUBJECT - PHYSICAL EDUCATION

Core Physical Education has a high practical content that ensures that activity levels remain the premier focus of the course. Students will be set based on practical ability however this is a continual process, and we expect to see students moving between groups throughout the year.

Students will work on a variety of activities including:

- Outwitting opponents (activities such as netball, football, rounders and tennis)
- Accurate replication (activities such as gymnastics)
- Performing at maximum levels (activities such as athletics and fitness)
- Identifying and solving problems (activities such as orienteering)

It is hoped that the introduction to these concepts will supplement and inspire both development of lifelong participation and elite success. In addition, Core PE will form a basis for those students who are studying Cambridge National Sport Science or intend to study PE in the future.



# OPTION - ART & DESIGN

## EXAM BOARD: AQA

### COURSE DESCRIPTION

GCSE Art is about developing skills, knowledge and ideas. The course will allow you to learn about a range of different artists, designers and crafts people and learn how to create work in their style.

You will gain confidence in your own artistic skills and produce multiple sketchbooks and final pieces.

You will have opportunities to:

- Work with your imagination.
- Think about your intentions.
- Create work with independence.
- Produce original outcomes.
- Solve Problems.
- Reflect on your ideas.
- Take Risks.
- Self-express.
- Experiment and discover.

### ASSESSMENT

- Coursework: A Collection of work, Extended project 60%
- External assessment (controlled) 40%

### WHY SHOULD I STUDY THIS SUBJECT?

You should study Art if you are a creative person, and you have a good level of skill already in Art & Design. You must enjoy being creative and creating your own individual pieces.

### STUDENT'S COMMENTS

*"The course allows you to experiment with a range of different art materials."*

*"You will research lots of different artists and art movements and be inspired by them to create your own ideas."*

### FUTURE PROSPECTS/CAREER OPTIONS:

Jobs in this sector could include: an architect, a graphic designer, a games designer, an art teacher, a project manager.

### WHO SHOULD I SPEAK TO?

Mrs Robinson



# OPTION - PHOTOGRAPHY

## EXAM BOARD: AQA

### COURSE DESCRIPTION

GCSE Photography is about developing camera skills, photography knowledge and creative ideas. The course will allow you to learn about a range of different photographers who will provide inspiration and enable you to re-create their work.

You will gain confidence in your own photographic skills and create multiple sketchbooks and final prints.

You will have opportunities to:

- Work with your imagination.
- Think about your intentions.
- Create work with independence.
- Produce original outcomes.
- Solve Problems.
- Reflect on your ideas.
- Take Risks

### ASSESSMENT

- Coursework: A Collection of work, Extended project 60%
- External assessment (controlled) 40%

### WHY SHOULD I STUDY THIS SUBJECT?

You should study Photography if you are a creative person, and you have a good level of skill already in Art & Design. You must enjoy being creative and creating your own individual pieces. You must also have basic level computer skills in order to digitally edit and process your images.

### STUDENT'S COMMENTS

*"The course teaches you how to use a professional camera in a number of different ways."*

*"You will learn how to print images on photo paper, fabric and create 3D photographs."*

### FUTURE PROSPECTS/CAREER OPTIONS:

Jobs in this sector could include, a sports photographer, a fashion photographer, a videographer, a journalist.

### WHO SHOULD I SPEAK TO?

Mrs Robinson

### FURTHER COURSE INFORMATION

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



# OPTION – HOSPITALITY & CATERING

## EXAM BOARD: WJEC LEVEL 1&2

### COURSE DESCRIPTION

This course provides an introduction to the hospitality and catering industry, developing both theoretical knowledge and practical cooking skills. It is ideal for students interested in working in restaurants, hotels, event management, or food production.

#### Course Structure:

The qualification consists of two units:

- Unit 1: The Hospitality and Catering Industry (40%)

A written exam covering industry operations, job roles, health & safety, and food safety.

- Unit 2: Hospitality and Catering in Action (60%)

A controlled assessment where students plan, prepare, cook, and present a meal based on a brief.

#### Skills Developed:

- Food preparation and cooking techniques
- Understanding nutrition and menu planning
- Knowledge of health, safety, and hygiene regulations
- Teamwork and problem-solving in a hospitality setting

### ASSESSMENT

- Coursework: A Collection of work, Extended project 60%
- External assessment (controlled assessment) 40%

### WHICH CAREERS LINK TO THIS SUBJECT?

- Chef (e.g., pastry chef, sous chef)
- Catering Assistant
- Hotel Manager
- Restaurant Manager
- Waiter/Waitress
- Barista
- Bartender
- Events Coordinator
- Travel Agent
- Housekeeping Supervisor

### FUTURE PROSPECTS/CAREER OPTIONS:

- Level 2/3 Diploma in Hospitality & Catering – Covers food preparation, customer service, and management skills.
- Professional Cookery (NVQ/Diploma) – Ideal for aspiring chefs.
- Food & Beverage Service (NVQ/Diploma) – Focuses on restaurant and bar work.
- Bakery & Patisserie Courses – Specializing in baking and desserts.
- Travel & Tourism Diploma – Useful if you're interested in hospitality within travel industries.

### STUDENT'S COMMENTS

*"Food has given me a good understanding on how I can improve my diet and helped me come out of my comfort zone and try something new within school."*

*"Hosp & Catering helps me prepare for later life. It also broadens my horizons in making different dishes and using different flavours and spices. I like it because it is creative and fun"*

### WHO SHOULD I SPEAK TO?

Miss Ward

Mrs Robinson

Mrs Kendall



### FURTHER COURSE INFORMATION

[www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585](http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585)

# OPTION - 3D DESIGN

## EXAM BOARD: AQA

### COURSE DESCRIPTION

GCSE 3D Design is about developing your skills, knowledge and ideas in 3D space.

You will gain confidence in your own design, production and manufacturing skills, evidenced through the products you Research, Design and Manufacture, detailing in your Design Journal.

As you develop the products you design you will learn about different materials, fixings and components together with their application using various tools and techniques to build foundational knowledge.

You will have opportunities to:

- Research, design and develop unique solutions through Independent and Team projects.
- Reflect on your ideas and identify areas for improvement of both the product and importantly you.
- Make mistakes and gain valuable feedback for the future projects you take on.

### ASSESSMENT

- Coursework: A Collection of work, Extended project 60%
- External assessment (controlled) 40%

### WHY SHOULD I STUDY THIS SUBJECT?

You should study 3D Design if you are a creative and disciplined person and you have a good level of skill already in Design across key skills like drawing, sketching, design methodology and production methods of various materials. You will also need to enjoy working individually and as part of teams to research, design, manufacture and evaluate your own solutions to problems presented in the form of short and longform projects.

### FUTURE PROSPECTS/CAREER OPTIONS:

Industrial Design, Engineering, Product Development, Manufacturing Apprenticeships, Carpenter, Toolmaker, Modelmaker.

### WHO SHOULD I SPEAK TO?

Mr Wiles



# OPTION - PERFORMING ARTS

## EXAM BOARD: PEARSON (BTEC LEVEL 1/2 TECH AWARD)

### COURSE DESCRIPTION

This is a hands on course for those who have a genuine love of acting or musical theatre, and allows you to experience firsthand what it is like to work in the Performing Arts as both a creative and a performer allowing you to develop your skills as well as your understanding of the arts sector that contributes £10.8 Billion a year to the UK economy.

### WHAT QUALITIES DO I NEED TO BE SUCCESSFUL IN THIS SUBJECT?

You will need to have a passion for the Performing Arts and be prepared to explore unfamiliar styles and genres to develop your skills as a potential performer. As this is a hands-on course, you will need to “want” to take part in school shows, trips and work outside of timetabled sessions to achieve your best.



### ASSESSMENT

- Unit 1: Exploring the Performing Arts (30%)  
Developing your understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

- Unit 2: Developing Skills and Techniques in the Performing Arts (30%)

You will develop your own performing arts skills and techniques through the reproduction of acting and/or musical theatre repertoire as performers or designers.

- Unit 3: Responding to a brief (40%)

In this unit you will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus set by the exam board.

### STUDENT'S COMMENTS

*“Performing Arts helps me explore the modern-day world in a practical and creative way.”*

*“I have developed my confidence so much since studying Performing Arts.”*

### FUTURE PROSPECTS/CAREER OPTIONS:

Once you have completed the qualification, you will have developed a practical understanding of the performing arts industry, and the roles and responsibilities of the people involved in performing arts industries. Because you will be building useful skills, which are not generally covered in GCSE courses, you will have a better understanding of whether the performing arts industry is for you. This will allow you to decide whether this is an area you want to continue to study. The course will also help you to develop specific skills and knowledge, such as self-evaluation and group work, which will benefit you wherever you progress to next.

If you decide to go on to further study of performing arts, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels or T level.

### WHO SHOULD I SPEAK TO?

Mr O'Rourke

### FURTHER COURSE INFORMATION

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>

# GCSE DANCE

## EXAM BOARD: AQA

COURSE DESCRIPTION	ASSESSMENT	STUDENT'S COMMENTS
<p>Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.</p> <p>Within this course you will explore Dance, as a performer and as a choreographer.</p> <p>You will be expected to dance both on your own and as part of a group.</p> <p>You will also study set dances from the exam board and analyse the elements within these dances.</p>	<ul style="list-style-type: none"><li>• Component 1: Performance and choreography</li></ul> <p>What's assessed:</p> <p><u>Performance</u> Set phrases through a solo performance (approximately one minute in duration) Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)</p> <p><u>Choreography</u> Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)</p> <p>How it's assessed: Internally marked and externally moderated</p> <p>Performance 30% of GCSE 40 marks</p> <p>Choreography 30% of GCSE 40 marks Total component 60%</p> <ul style="list-style-type: none"><li>• Component 2: Dance appreciation</li></ul> <p>What's assessed: Knowledge and understanding of choreographic processes and performing skills Critical appreciation of own work Critical appreciation of professional works</p> <p>How it's assessed 40% of GCSE Written exam: 1 hour 30 minutes 80 marks Questions</p>	<p>' I have really enjoyed developing a skill I already loved.'</p> <p>' I really like creating my own dances and teaching them to others.'</p> <p><b>FUTURE PROSPECTS/CAREER OPTIONS:</b></p> <p>From this course you could study Dance at A level or at BTEC Level 3. This GCSE would also give you transferable skills in following instructions, giving clear instructions, picking out details and working well as part of a team.</p> <p><b>WHO SHOULD I SPEAK TO?</b></p> <p>Miss Stothard</p> <p>Mr O'Rourke</p>

### FURTHER COURSE INFORMATION

<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification>

# GCSE MUSIC

## EXAM BOARD: EDUQAS



### COURSE DESCRIPTION

Within GCSE Music students will play an instrument both on their own and with others in an ensemble.

Students will learn how to compose Music, using notation, and composition techniques. Students will then be able to listen back to their creations.

Students will listen to great pieces of Music and learn how to identify elements in the Music that you hear.

Students will learn some initial aspects of Music theory.

There are four areas of study (AoS)

1. Musical Forms and Devices
2. Music for Ensemble
3. Film Music
4. Popular Music

### ASSESSMENT

- Component 1 Performing 30% Teacher assessed A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment: One piece must be an ensemble (group piece) lasting at least one minute One piece linked to an Area of Study (see below) Grade 3 music is the standard level and can score full marks if played perfectly. You can use any instrument or voice.
- Component 2 Composing 30% Teacher assessed Two pieces: One in response to a brief set by WJEC – there are 4 to choose from each year. One free composition – ANY style you want to write in.
- Component 3 Appraising 40% Externally assessed examination Listening examination: 8 questions, 2 on each area of study: AoS 1 Musical Forms and Devices (including a set work\*) AoS 2 Music for Ensemble AoS 3 Film Music AoS 4 Popular Music (including a set work\*)

### STUDENT'S COMMENTS

*'I love the creativity of the subject.'*

*'I really like how we get to look at different genres of Music.'*

### FUTURE PROSPECTS/CAREER OPTIONS:

Music will enable you to demonstrate many skills which employers, colleges and universities are looking for. It can also give you opportunities to travel, meet people and get the most out of life.

This course would stand you in good stead if you wanted to study Music at college at either A level or BTEC level 3.

Careers in Music or related to Music range from performers and composers to producers and Orchestra managers. This GCSE also gives you transferable listening, cooperation and resilience skills that are valued by employers.

### WHO SHOULD I SPEAK TO?

Mr O'Rourke

### FURTHER COURSE INFORMATION

[https://www.eduqas.co.uk/qualifications/music-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments)

# GEOGRAPHY

## EXAM BOARD: AQA GCSE

### COURSE DESCRIPTION

The Geography GCSE is made up of three units, each with an exam. All three topics include geographical skills.

#### Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. Topics include natural hazards, the living world, physical landscapes in the UK.

#### Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change. Topics include urban issues and challenges; the changing economic world; the challenge of resource management.

#### Geographical Applications

This unit will include a number of geographical skills which will be covered in the content of paper 1 and 2. There will also be an issue evaluation section and a fieldwork section. The field work section will require a visit to collect data on both a human and physical topic.

### ASSESSMENT

The course is assessed at the end of Year 11 over three exam papers:

- Paper 1: Living with the physical environment.

Written exam 1h 30m (35%)

- Paper 2: Challenges in the human environment

Written exam 1h 30m (35%)

- Paper 3: Geographical applications

Written exam 1h 30m (30%)

Pre-release resources booklet made available 12 weeks before Paper 3 exam.

### STUDENT'S COMMENTS

*"I really enjoyed going on the fieldwork visit. It was good to experience geography in the real world."*

*"Geography is interesting because it is really happening around us. It is current and up to date."*

*"I understand things in Geography. The lessons are fun."*

### FUTURE PROSPECTS/CAREER OPTIONS:

You can continue to study Geography at A-Level and at university. As a qualification, geography is greatly respected by university entrance officers and employers.

Jobs in this sector include urban planner, GIS specialist, environmental management, writer/researcher, teaching and marketing.

### WHO SHOULD I SPEAK TO?

Mrs Raine

Miss Dodd

### FURTHER COURSE INFORMATION

[www.aqa.org.uk/subjects/geography/gcse/geography-8035](http://www.aqa.org.uk/subjects/geography/gcse/geography-8035)



# HISTORY

## EXAM BOARD: PEARSON EDEXCEL GCSE



### COURSE DESCRIPTION

At GCSE we will explore and find out about:

Almost 1,000 years of British history by looking at the social, political and economic changes that took place and the impacts they had on the health of the nation, medical progress and the ability of Britain to deal with deadly disease, illness, epidemics and the impact of the First World War.

Explore what life was like before the turbulent events of 1066 in Anglo-Saxon England, the succession crisis that followed the death of a King, and the profound and lasting impact the most decisive battle ever fought on English soil had on the nation.

Investigate how the modern nation of the USA grew and was shaped during the 19th century and the lasting impact this had on the Native American people that had lived across the lands for thousands of years.

Discover what life was like in Germany following defeat in the First World War, how conditions and events during the 20s and 30s led to the rise of Hitler and the establishment of a dictatorship and finally the impact this had on the lives of people living under Nazi rule.

### ASSESSMENT

GCSE assessment is broken down into three papers:

Paper 1: 1h 15m (30%)

- Medicine in Britain C1250 - present and the British sector of the Western Front 1914-18: injuries, treatments, and the trenches.

Paper 2: 1h 45m (40%)

- British Depth Study - Anglo-Saxon and Norman England, c1060-88
- Period Study - The American West, c1835–c1895

Paper 3: 1h 20m (30%)

- Modern Depth Study - Weimar and Nazi Germany, 1918-39
- 

### FUTURE PROSPECTS/CAREER OPTIONS:

History is a subject that allows for skills to be developed that supports a whole range of careers. You can go on and study subjects such as History and Government and Politics at A Level. There are also a whole range of related degree subjects such as Ancient History, Classic Civilisations, Modern History, War Studies and International Relations.

In terms of career options, these are a small selection of possible options with a history qualification, such as journalist, historian, archaeologist, archivist, curator or conservation officer (historical sites and buildings).

### WHY SHOULD I STUDY THIS SUBJECT?

History and understanding the past is incredibly helpful in understanding the world we live in today. You should choose History if people's lives in the past interest you and you want to understand why the world is the way it is today. You get to think about how people and society have changed, and the impact previous decisions have made on a range of different people.

History is incredibly helpful in a range of different ways in life and in a variety of careers. History helps you develop skills in handling evidence, understanding why people have the opinions they do and importantly being able to evaluate how different perspectives can affect the judgements we make. You will be able to consider different viewpoints and what motivates people to behave in various ways and how this affects their thoughts and feelings. Importantly, it will also give you the tools to look at a range of sources and be able to decide if the information is trustworthy so you can critically evaluate what you are being told to make your own judgements

### STUDENT'S COMMENTS

*"I really enjoyed learning about other cultures, ideas and beliefs from the past."*

*"I found it really interesting learning about how things in the past have shaped the world we live in today".*

### WHO SHOULD I SPEAK TO?

Mr Hepworth

Mrs Sowden

# FRENCH

## EXAM BOARD: PEARSON EDEXCEL

### COURSE DESCRIPTION

The content of the new GCSE course is much more interesting and relevant for today's teenagers. The AQA GCSE French course places equal emphasis on the four skills: listening, speaking, reading and writing. Over the course of the GCSE, students will study a range of topics across 6 key themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media technology
- Studying and my future
- Travel and tourism

### WHY SHOULD I STUDY THIS SUBJECT?

Having a second language is a valuable skill and employers are often willing to pay more for people that have a second language. Teaching, translating and the travel industry are the obvious career choices that spring to mind, however, technology has opened up the world! People might be based in Yorkshire yet send emails to offices in Paris, Bordeaux and Canada! Any job that can be done in the UK can be done abroad; the foreign language will simply be the means of communication. French can relate to many careers including law, journalism, business, and hospitality.

### ASSESSMENT

GCSE French consists of 4 skill areas:

- Listening = worth 25%
- Reading = worth 25%
- Speaking = worth 25%
- Writing = worth 25%

Listening, reading, speaking, and writing will be assessed at the end of Year 11. Students will take 1 exam in each of the 4 skills and all 4 exams are marked by the exam board. There is no controlled assessment so strong exam performance is vital.

Exams will be taken at either foundation or higher tier, but students have to take all 4 exams at the same tier; it is not possible to do different skills at different tiers.

### WHO SHOULD I SPEAK TO?

Miss Hodgson



### STUDENT'S COMMENTS

*"The teachers make you feel confident that you will pass your language GCSE."*

*"Learning languages gives you an overall goal and a sense of determination to do the best you can and achieve what you believe you can."*

*"I really enjoy learning about different cultures and being able to speak another language feels like I have a secret code!"*

*"I like making links between French words and my own language and I find creating my own sentences and responses gives me a big sense of achievement."*

### FUTURE PROSPECTS/CAREER OPTIONS:

After GCSE, A Level French can be studied or another Level 3 equivalent course. Following on from that, a single or joint honours degree could be taken with French as the main or subsidiary subject. Studying French at university also opens the opportunity to complete a year abroad as part of your degree, making you stand out from other job applicants in the future. French also has many other uses for students following apprenticeships or other employment opportunities. Many top universities are now asking for a GCSE in a language as a minimum requirement for entry.

### FURTHER COURSE INFORMATION

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

# ETHICS, PHILOSOPHY AND RELIGIOUS STUDIES

## EXAM BOARD: AQA

### COURSE DESCRIPTION

‘What happens when we die?’

‘Why do bad things happen?’

These are just two of the kinds of questions you’ll consider if you choose Religious Education. Not only that but you’ll be able to formulate your own opinion about key debates such as suffering, euthanasia, crime and war amongst many other areas. You’ll learn in depth about two worldviews (Christianity and Islam) and then think about how these beliefs apply to current philosophical and ethical topics.

Topic areas include:

- Planet Earth
- Euthanasia
- Does God exist?
- Miracles
- War
- Crime
- Death Penalty

You do not need to be religious to study this course. It enables you to develop skills that are invaluable in many career choices. You will develop your ability to debate topics that fill our news every day.

### ASSESSMENT

**Paper 1: Christian beliefs and practices**

**Islam beliefs and practices**

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

**Paper 2: Thematic studies**

Theme B: Religion and life.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice.

### WHY SHOULD I STUDY THIS SUBJECT?

Ethics, Philosophy and Religious Studies is a fascinating course that allows you to explore big questions and ethical dilemmas. During the course we look at a range of questions such as:

- Does everyone believe in the sanctity of life?
- Can war ever be a good thing?
- Should we punish or help criminals?
- Is everyone equal?

As part of the course, you will learn how to apply knowledge, to evaluate evidence and to justify an argument. Be prepared to think, to question what you thought and to change your opinion several times.

### STUDENT’S COMMENTS

*“I have really enjoyed the opportunity to learn about different cultures and religions.”*

*“You will learn a variety of new things and get to consider ideas you have not come across before.”*

### FUTURE PROSPECTS/CAREER OPTIONS:

Philosophy and Ethics can be studied at A Level and at degree level. It is an excellent option for those considering a wide range of careers, including law, public services, medicine, business, journalism and teaching. The consideration and evaluation skills which are developed are beneficial to all careers and further education.

### WHO SHOULD I SPEAK TO?

Miss Forrest

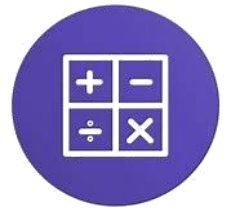


### FURTHER COURSE INFORMATION

<http://www.aqa.org.uk/subjects/religious-studies/gcse>

# GCSE STATISTICS

EXAM BOARD: EDEXCEL



## COURSE DESCRIPTION

GCSE Statistics covers a range of basic mathematical knowledge and skills grouped into three areas.

- The collection of data
- Processing, representing and analysing data
- Probability

During Year 10 and 11 pupils will build on the work covered during mathematics at Key Stage 3.

Pupils will be expected to:

- Use statistical techniques in a variety of investigations using real world data.
- Apply statistical techniques across the curriculum, in subject such as the sciences, computing, geography, business, and outside the classroom in the world in general.
- Understand ways in which data can be organised, processed and presented, including measures to compare data through visualisations and diagrams.

## ASSESSMENT

Assessment will take the form of two written papers, each of duration 1½ hours, which are taken at the end of the course. The papers will be of equal difficulty and there will be a mixture of short and longer questions which are drawn from all parts of the specification. A scientific calculator will be required for the second paper. There is no coursework for statistics.

The papers are taken at one of two levels: Higher or Foundation.

- At Higher level grades 4 - 9 are available.
- At Foundation level grades 1 - 5 available.

**We know that to give students the best chances of gaining employment or entry to higher education they must achieve the highest grade possible in GCSE statistics.**

## FURTHER COURSE INFORMATION

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Statistics/2017/specification-and-sample-assessments/gcse-9-1-statistics-specification.pdf>

## Sparx Maths

Scientific calculators are crucial for GCSE Maths and Science, if your child hasn't got one this QR code is a reasonably priced at around £12.



Scientific calculator for Foundation and Higher  
**Casio Classwiz FX-85GTCW**

Scientific calculator for Higher students wanting to study A Level Mathematics **Casio Classwiz FX-991CW**

# BUSINESS STUDIES

## EXAM BOARD: EDEXCEL

### COURSE DESCRIPTION

Business studies will help students to understand how businesses work. Students will analyse and evaluate real businesses and apply the knowledge they have learned to a wide range of scenarios. The course explores a range of different business principles and is delivered in two themes.

Theme 1 focuses on small businesses and will look at business principles including how and why new business ideas are created, marketing, costs, profits and sales and the economy.

Theme two focuses on large businesses and includes business ownership, business ratios, the marketing mix and business ethics.

Throughout the two years, students will be able to apply their knowledge to real – life businesses which will deepen their understanding of the topics and how the real business world operates.

Students should be confident with general math skills in order to understand and apply the business calculations. There is a requirement of extended answers in the exam, so English writing skills will be needed for this course too.

### ASSESSMENT

- Theme 1 exam - 1h 30m (50%)
- Theme 2 exam - 1h 30m (50%)

### WHY SHOULD I STUDY THIS SUBJECT?

You should study Business Studies if you have an interest in owning your own business in the future.

Business Studies will also prepare you for the real-life working environment and will allow you to develop a variety of transferable skills that will stay with you for the rest of your life, regardless of what career path you take.



### STUDENT'S COMMENTS

*It is really interesting when we learn about real-life businesses and how they are run."*

*"I really enjoyed learning the financial calculations so I can work out the different costs, sales revenue and profit for a business."*

### FUTURE PROSPECTS/CAREER OPTIONS:

There are many careers and opportunities for further development in areas such as marketing, financial services, sales, retail and leisure and tourism. GCSE Business offers a wide range of business knowledge that will support and enhance any future education or career choices.

### WHO SHOULD I SPEAK TO?

Ms Lake



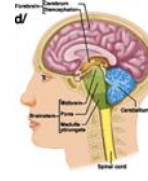
### FURTHER COURSE INFORMATION

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>



# PSYCHOLOGY

## EXAM BOARD: GCSE (9-1)



### COURSE DESCRIPTION

Psychology is the scientific study of the human brain and behaviour. The GCSE course is designed to provide you with an overview of the varied approaches and applications of Psychology, alongside a strong foundation in research methods. The course will appeal to students who wish to analyse and interpret human behaviour using psychological theories and scientific research methods. You will be taught how to describe, evaluate and compare psychological theories, influential psychological research and research methods to make judgements and draw conclusions.

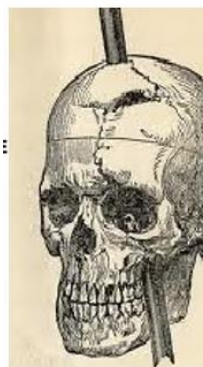
### IS GCSE PSYCHOLOGY RIGHT FOR ME? WHAT IS EXPECTED OF ME AS A PSYCHOLOGY STUDENT?

GCSE psychology suits hardworking, dedicated and enthusiastic students with strong English, Mathematics and Science skills, as the examinations involve essay writing, mathematical calculations and analysis of research. GCSE Psychology is a very demanding subject, requiring high levels of commitment outside of the classroom. There will be a lot of home learning, such as background reading and note-taking, creating revision summaries of topics covered in lesson and practicing examination questions. 10% of the examination assess mathematics skills, so the course is suited to students who are committed to developing their Mathematics skills.

### ASSESSMENT

There are two externally assessed examination papers which are both sat at the end of Year 11. Both papers contain a combination of short-answer and extended-response (essay) questions and 10% of the examination assesses mathematics skills.

- Paper 1 – 1hr 45min  
Development, memory, psychological problems, the brain and neuropsychology and social influence. Short-answer questions and two essay questions.
- Paper 2 – 1hr 20 mins  
Criminal psychology, sleep and dreaming and research methods. Calculations, short-answer questions and three essay questions.



Phineas Gage had an iron rod fired through his head in an explosion. This damaged his frontal lobe. The damage caused his personality to change – after the accident he was rude and irresponsible!

### STUDENT'S COMMENTS

*"I chose to study psychology because I was intrigued to learn about how the brain works, how it affects people and what makes people tick. I think that psychology will help me with my future job prospects."*

*"I chose to study psychology because it allows you to have a greater understanding of human behaviour and how the mind works. It is a unique and interesting subject that is not only academic but also can be applied to your everyday life."*

### FUTURE PROSPECTS/CAREER OPTIONS:

With a Psychology GCSE, you can pursue careers in mental health, social work, education, and criminology or use it as a foundation for further studies in psychology and related fields. It also helps develop critical thinking and research skills useful in various professions.

### WHO SHOULD I SPEAK TO?

Miss Hanquinioux

### FURTHER COURSE INFORMATION



# SPORT SCIENCE



## EXAM BOARD: OCR (CAMBRIDGE NATIONAL LEVEL 2)

### COURSE DESCRIPTION

The Sport Science course will help students to develop their learning and practical skills in real-life contexts and situations. It will prepare students for physical activity in ways which keeps them safe as well as learning how to react should injuries happen and how to recognise common medical conditions.

Students will learn how to control fitness tests and interpret data in order to design, implement and evaluate fitness training programmes.

Students will also develop knowledge of how important nutrition is during an athlete's career.

GCSE PE, GCSE Biology, GCSE Food/Nutrition will complement this course.

### ASSESSMENT

- Coursework – 20%  
Sports Nutrition and Sports Performance
- Coursework – 40%  
Applying the principles of training: Fitness and how it affects skill performance
- Exam – 40%  
Reducing the risk of sports injuries and dealing with common medical conditions

### WHY SHOULD I STUDY THIS SUBJECT?

You should study Sport Science if you have an interest in Sports, Physical Education or Science areas.

Jobs in this sector could include areas such as: exercise, physical activity, sport, health, coaching, personal training, teaching and outdoor activity instructing.

### STUDENT'S COMMENTS

*"It's interesting to find out which foods are important for different athletes"*

*"I've enjoyed learning about injuries and how to treat them."*

*"There's a lot of first aid that ties in with the exam content, I've found it quite interesting!"*

*"I liked assessing our fitness levels and then making our own personalised programme to work on the areas of fitness we want to improve."*

### FUTURE PROSPECTS/CAREER OPTIONS:

- Professional Sport
- Lifesaving
- Sports Psychologist
- Sports Coaching
- Teaching
- Sports Journalism
- Fitness Instructor
- Physiotherapy
- Sports Photography

### WHO SHOULD I SPEAK TO?

Mr Dwyer

Miss Whelan

Mrs Pressley

Mr Markham

# GCSE PHYSICAL EDUCATION

## EXAM BOARD: OCR

### COURSE DESCRIPTION

We aim to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport in a global setting and use this knowledge and understanding to improve performance.

We aim to understand how the physiological and psychological state affects performance in physical activity and sport.

We aim to perform effectively in different physical activities by developing skills and techniques, selecting and using tactics, strategies and/or compositional ideas.

We aim to develop their ability to analyse and evaluate to improve performance in physical activity and sport.

We aim to understand the contribution that physical activity and sport make to health, fitness and wellbeing. We aim to understand the key socio-cultural influences that can affect people's involvement in physical activity and sport

### ASSESSMENT

- Exam – 60%  
Paper 1 = Physical Factors Affecting Performance  
Paper 2 = Socio-cultural issues and Sports Psychology
- Practical – 30%  
You are assessed on 3 sports (1 individual and 2 team or 2 individual and 1 team)
- Coursework – 10%  
Analysing and Evaluating Performance

### WHY SHOULD I STUDY THIS SUBJECT?

You should study GCSE PE if you have an interest in Sports, Physical Education or Science areas.

Due to the practical requirements of this course, you will need to bring PE kit consistently and enjoy participating in PE lessons.

Jobs in this sector could include areas such as: exercise, physical activity, sport, health, coaching, personal training, teaching and outdoor activity instructing.

### STUDENT'S COMMENTS

*"I've enjoyed learning about all the different bones and muscles in the body"*

*"I've enjoyed learning about the cultural issues that exist within different sports"*

*"There's a lot of practical lessons which I've enjoyed"*

### FUTURE PROSPECTS/CAREER OPTIONS:

- Professional Sport
- Lifesaving
- Sports Psychologist
- Sports Coaching
- Teaching
- Sports Journalism
- Fitness Instructor
- Physiotherapy
- Sports Photography

### WHO SHOULD I SPEAK TO?

Mr Dwyer

Miss Whelan

Mrs Pressley

Mr Markham

# FREQUENTLY ASKED QUESTIONS

## HOW MANY OPTIONS CAN I CHOOSE?

You will choose four options, these must fit within the blocks shown on the options form.

## WHAT IF STUDENTS CANNOT DO THEIR CHOSEN COURSE?

We hope that the courses offered will be available to all the students who want them, but we will ask you to give us two alternative/reserve choices.

Despite every effort to give all students their preferred choice, this may not always be possible.

Alternatives may have to be considered if:

- Too many students opt for a particular course.
- Too few students select a particular course.
- We wish to advise a better range of courses to meet a student's needs.
- Combinations of courses are chosen which are impossible to timetable.

We will write to you in the summer term to confirm your choices.

## CAN STUDENTS CHANGE THEIR MIND?

We always do our best to ensure that all students' choices can be matched but please bear in mind that students who submit options after the deadline may not find it possible to be placed on their first-choice courses. As soon as the options deadline has passed, work begins on timetabling. Alterations to choices may not be possible from this point onwards.

Once a decision has been made and a course begun, it is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.

## WHAT SUPPORT IS AVAILABLE TO DECIDE WHICH OPTIONS TO TAKE?

1. Subject staff will be available at the KS4 Options Information Evening on Thursday 31st January 2019 to discuss option courses.
2. A careers adviser will be available at the KS4 Options Information Evening.
3. All students will have an Options interview with members of the senior leadership team to inform their decisions.

## WHAT ARE FORM TIME INTERVENTION IN ENGLISH AND MATHS SESSIONS?

Within the academy we are constantly assessing our students' performance in the core subjects of GCSE mathematics and English. We will therefore identify some students who would benefit from using Intervention time to study extra mathematics and/or English. This will replace their daily 30-minute reading session. The Academy reserves the right to make this decision where we feel it will be in the best interests of the student. Where this applies, students and parents/carers will be kept fully informed.