



# Kettering Buccleuch Academy

The best in everyone™

Part of United Learning



## Pathways Booklet

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# INTRODUCTION

## CURRICULUM CHOICES

- This booklet will provide you with information about the curriculum choices for students from September 2018. We will provide some general information about qualifications appropriate to this age group and then provide specific details of the courses offered.
- To help students make the right decisions when selecting their courses, we have been explaining the content, detail and skills that will be developed through these qualifications, in talks delivered by Heads of Department in assembly time.
- The Pathways Evening on Thursday 25th January will give you and your son/daughter the opportunity to see the range of opportunities that are available to students and speak to the various Heads of Department and subject staff about their experiences of a particular subject.
- You may also wish to discuss issues with senior staff, form tutors or Heads of House. A list of staff and staff email addresses is available on the academy website.
- An independent careers advisor will also be available on this evening to discuss your child's subject choices and the careers they may lead to.



# GCSE REFORMS

You will no doubt have heard that a number of significant changes have been introduced to the qualifications and examination systems in England. These changes will affect all students and have implications for study, particularly at Key Stage 4.

The grading system for GCSE qualifications is changing. The A\* to G grading system is being phased out over a three year period (2015-18) and being replaced by a number scale; 1 to 9, with 9 being the highest score. A 'good pass' has been set at a grade 5 and a 'standard pass' at Grade 4. All GCSE subjects will be graded this way by the time your child sits their examinations in 2021.

## National performance measures from Summer 2016

The main measure of success for students and schools has also changed.

The well-established measure of 5 A\*-C grades including English and Maths has been removed and Progress and Attainment 8 is the new measure (see below).

All students are also encouraged to pursue the English Baccalaureate and will follow a curriculum that meets the Progress 8 profile which is reported in the Performance Tables for schools.

## The English Baccalaureate (EBacc)

The government introduced the English Baccalaureate in order to ensure that students follow a broad and balanced curriculum and to recognise the achievements of students who obtain GCSE grade 5 or above across a suite of academic subjects. It is not a qualification in itself, but is one way of recognising the achievements of students who achieve grade 5 or above in six subjects from across the academic spectrum. To accomplish the Baccalaureate, you need to achieve grade 5 or above in English, Mathematics, double or triple science, geography or history and a foreign language.

The Ebacc subjects are also the same set of subjects called 'facilitating subjects' by universities; they are the ones most regularly asked for by college and university courses.

You don't need to have studied all of these to go to university, but having your GCSE mix steered towards English Baccalaureate subjects will help keep your options open. At present, universities are continuing to base their offers on A level grades. Competition for places for some universities and courses has meant that they are looking at GCSE grades in some cases.

## Progress 8 (KS2-4)

Progress 8 will determine whether students are making expected progress from KS2-4. The new measure will be based on students' progress measured across their best eight subjects which must include the following: English Language and Literature; Mathematics; three other EBacc subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic or vocational qualification compared with that of national expectation.

# A GUIDE TO QUALIFICATIONS

## WHAT'S WHAT AT KEY STAGE 4

### GCSE (General Certificate in Secondary Education)

Level 1 (Foundation) and Level 2 (Higher)

Most of our subjects – including the core English, (English Language and English Literature) mathematics and science – lead to GCSE qualifications. Pass grades for most subjects run from grades 1 to 9, where 9 is the best grade. A good pass in a subject is classed as a grade 5 or above. Students who fail to reach the minimum standard of Grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate. The majority of courses now have a heavy weighting on assessment through external examination but some courses still retain a controlled assessment element. Please refer to the subject pages within this book for specific course details.

Changes to the grade standards are explained as follows:

grade 1 = (broadly) grades G and F

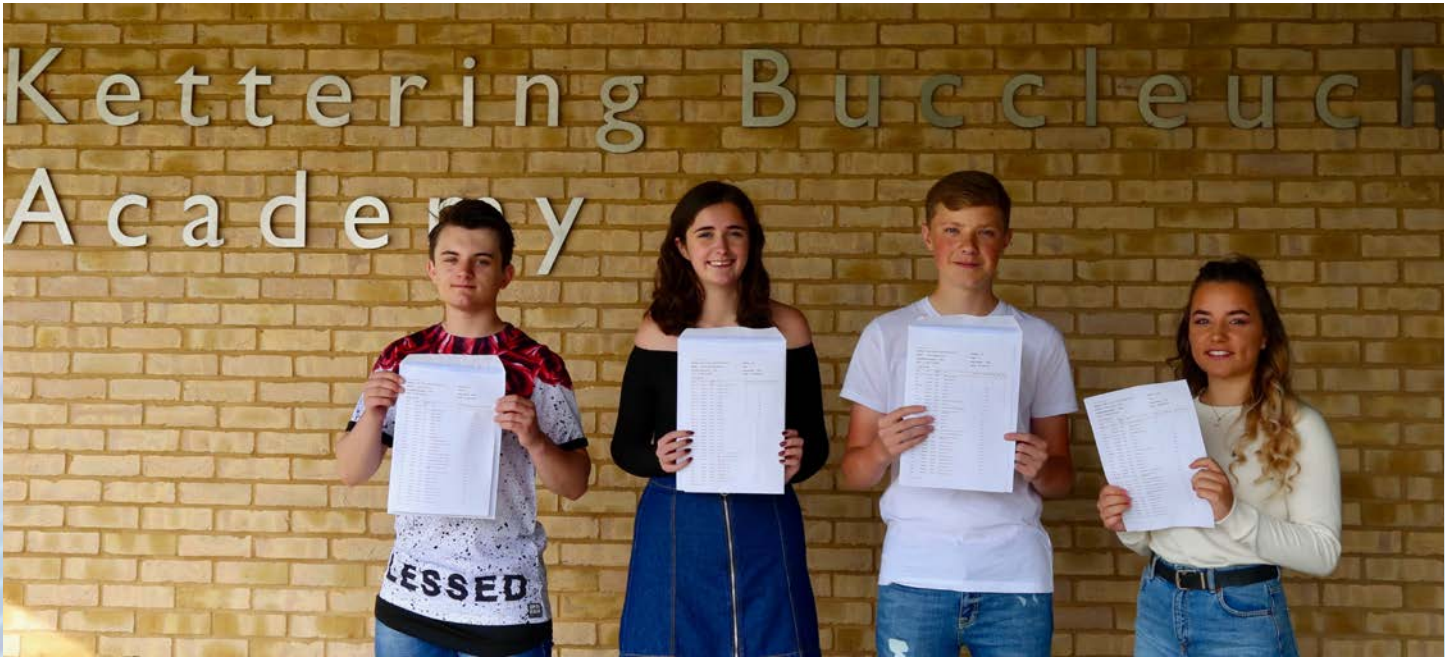
bottom of grade 4 = bottom of grade C

grade 5 = straddles grade C and grade B (half to two-thirds up the C grade)

bottom of grade 7 = bottom of grade A

grade 8 = top of grade A and bottom of A\*

grade 9 = top 20% of those who get an A\*







## BTEC and VCERT Courses: Levels 1 and 2

The course content is applied to the world of work and the assessment is more coursework based. Students are assessed mostly through a portfolio of evidence. The Level 2 qualification is equivalent to a GCSE pass at grade 4 or above. Students who do not reach this standard may be able to achieve a Level 1 pass.

Courses other than GCSE are usually assessed as pass, merit and distinction.

- **Level 1 qualifications** are equivalent to GCSE passes at grades 1, 2 or 3
- **Level 2 passes** are equivalent to GCSE grade 4
- **Level 2 merit, distinction and distinction\*** is equivalent to GCSE passes at grades 6, 7 or 8



# MAKING YOUR CHOICES

## GOOD REASONS for choosing subjects

Students are now approaching a very important stage of their education where key decisions need to be made. It is important that students think carefully about these choices as they will have a direct impact on later decisions about potential Level 3 courses (A Level equivalents) and apprenticeships and ultimately about university routes should that be their preference. And, of course, the world of work.

### Build on success:

- Choose subjects in which you feel you will do well.
- Use your target grade and school reports to help you make an informed choice.

### Go for motivation:

- Choose subjects which interest you.
- You are then likely to work hard and do well.

### Choose subjects which match your learning needs:

- Some students prefer a course with a large quantity of 'project' work and independent learning, others prefer exams. Think about what type of assessment suits you best. Do you do better with coursework or do you prefer written exams? Different courses will suit different students because of the way they are assessed.
- Look carefully at subject areas in which you are successful and at new courses that you have not studied at school so far.



### Think about your future career:

- Try to consider a balance of subjects. You might have ideas about your future but you could change your mind! That is why we offer a broad curriculum which keeps options for the future open. We want to make sure that you are educated in a way that means you can adapt to changes during your working lives and respond to future opportunities. Use the internet and U-Explore to find out which subjects are required for any career you might be interested in.
- If you do have an idea about the specific career you want to follow, check out the qualifications you need.
- If you haven't already had a careers interview and would like one, please see Mrs Massey.

### Beyond 16:

- You will be expected to stay in some form of education or training beyond the age of 16.
- Many students will stay in school and enter the Sixth Form, where the courses cater for a wide range of ability and interests; however, a college or employment with training is also an option.
- Some students will continue their education and training at college or with an employer.
- Ask for advice from your teachers, parents and other students, especially those older students in your house, who have started these courses already



# MAKING YOUR CHOICES

## BAD REASONS

### for choosing subjects



Picking a subject just because your friend is doing it - the subject might not suit you and you may not be in the same class anyway!



Your parents enjoyed it when they were at school - it will probably have changed since then, and you may have different talents from your parents in any case.



It's new and you're not sure what it's like but you hope it might be good. Pick a subject for positive reasons, not just because you can't think of anything else... and find out something about it first!



You like the teacher you've got this year and you'd really like to work with them next year – there is no guarantee you will get the teacher you want as many departments have more than one teacher at this level.



Coursework overload! Don't pick several subjects with lots of project work or rehearsals unless you are prepared to put in the time. Some students will cope with a large coursework load, but many will not.



Assuming you know what you need for a career without actually checking – for example, many people assume that you need biology A Level to become a doctor, when in fact the essential subject is chemistry.



## IF YOU MAKE THE WRONG CHOICE...

...there can be some limited scope to change, but this will depend on spare places being available in another subject, and the amount of work that you have missed.

# GUIDANCE FOR STUDENTS

## The Pathways process is about your qualifications and your future.

The National Curriculum requires all pupils to study English, mathematics, science, ICT, PE, RE and SMSC. At KBA this is organised as follows:

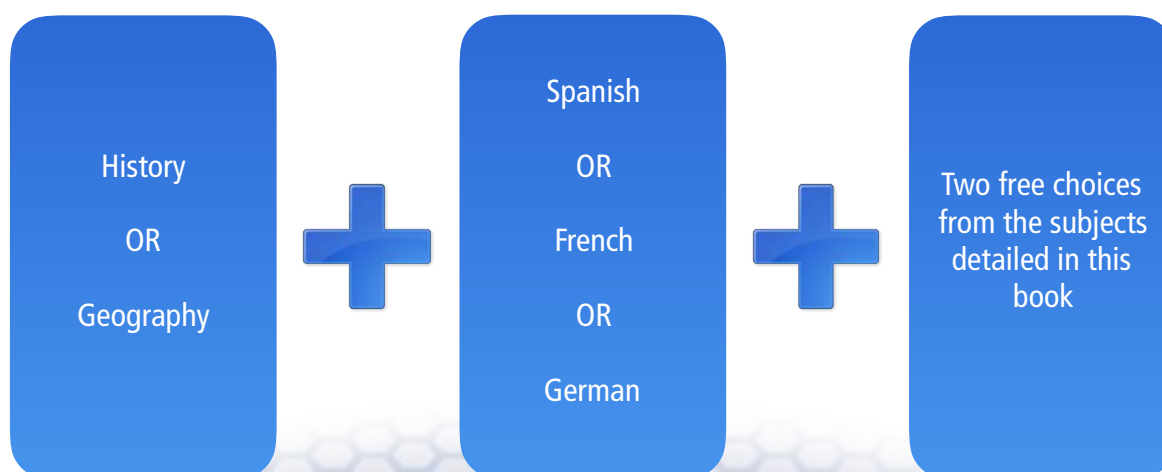
- English – leading to GCSEs in English language and English literature
- Mathematics
- Science
- PE

RE and Social, Moral, Spiritual and Cultural experience will be covered throughout all areas of the curriculum. This has been mapped in detail across the academy to ensure all students receive a high quality education in these areas. Where necessary the timetable is flexible and we will use this to get students together as a whole year group so they can benefit from a full range of opportunities and experiences. All students will have opportunities for the use of ICT across the curriculum.

All students currently in Year 8 will make four subject choices this year and they will then study these courses through to the end of Year 11. By making these choices earlier, students will spend more time studying the subjects they are most interested in, as well as allowing staff to develop skills in these areas to ensure students have the best possible outcomes in Year 11.

The majority of students at KBA will be required to study at least one language and humanities subject as part of their curriculum\*.

Students will choose from:



\*Exceptions to this will be where students have not studied a language in Year 8 due to having extra literacy or numeracy support. In this case, students will be required to choose one subject from History, Geography, Spanish, French, German or Computing.



## OUR PROMISE - WE WILL:

- **provide opportunities** for students of all abilities, encouraging existing talents while stimulating new interests and providing new challenges
- **match courses to individual needs** so that study at KS4 is both enjoyable and successful
- allow all students to have the opportunity to study a **broad range** of subjects
- ensure that all students are able to take a **balanced range** of subjects
- enable all students to follow a course of subjects leading to **progression** in terms of further study, training or employment

## PATHWAYS PROCESS

In Term 3 you will have spoken to your tutor, older students in your form group, teachers at parents' evening and your parents about the subjects we offer at KBA. You are now in a position to use all the knowledge and information you have gained and apply it to the decisions you need to make about the courses you wish to study in Key Stage 4. You need to take a full and active part in the Pathways process so that you are able to discuss your plans with your family, keep them well informed and ensure you are in the best possible position to make the right choices for you.



**Pathways Booklet:** The booklet will be on the academy website from 19th December 2017. Look at this carefully to make sure you fully understand the content of each course which you are considering applying for.

**Subject Information:** in lessons and in assemblies your subject teachers will have talked about their subject at KS4. Make sure you discuss this information with your parents and have any questions answered before you make your final choices.

**Pathways Evening 25th January:** an important opportunity for you and your family to speak with subject teachers before you make your final choices.

**Individual Student Interviews:** All students will have a minimum of a five minute one to one session with their tutor to ensure they are making sensible and appropriate choices. Make sure that you have discussed the full range of subjects on offer with someone who knows you well and recognises your strengths and weaknesses before you come to this interview. They may be able to give you useful insight into whether a subject will be suitable for you or not. Talking to people about your thoughts and listening to others' advice can help you make a decision but remember the decision is ultimately yours. Some students will have an individual interview with a member of the Leadership Team to discuss and help them decide their final choices for Key Stage 4.

**Completing the Pathways Form:** The forms this year will be completed online. You will receive full details of how to do this on Thursday 25th January. If there are any problems, or you would like a paper copy, please contact Mr Iain Holmes by phone, or email [iainholmes@kba.uk](mailto:iainholmes@kba.uk)

**Confirmation of your Pathways:** The option blocks will be written to maximise the number of students who are successful in getting their preferred choice of subjects. On completion of this process all students will receive written confirmation of their curriculum for the following academic year.

We will endeavour to meet all students' subject choices within the limitations of staffing and funding constraints. If the number of students selecting a course is too few to make the course viable on educational and economic grounds, it will not be able to run.

There are four courses with limitations placed on student numbers:

- Triple Science - students who wish to study this course must have their application agreed by Miss Dale. A place on this course is also dependent on performance in the Year 8 end of year science examinations.
- Computer Science – all applications must be endorsed by Mr Harcombe. This due to the high level of mathematical demand in the course.
- Combined Cadet Force (CCF) – places on this course are limited due to staffing and equipment necessary for the course. Any student may select this course but may be asked to interview for their place.
- Physical Education - we now offer two PE courses; the GCSE and vocational courses. Students will be guided towards the most suitable route for them by Mr Allen. Please check with your PE teacher before you apply.





# CAREERS GUIDANCE

During the Pathways process, and in the coming years, students and their parents may wish to gain additional advice. All students have already received presentations in lessons and/or assemblies about the subjects on offer.

In choosing their programme of study, students should be thinking about their long term ambitions. If they already have a clear career plan they should be investigating any GCSE and A level requirements this may have.

In school, we have access to a wide range of information sources, including:

- Mr Ian Doherty  
Careers Adviser
- Mrs Joanne Massey  
Careers and WRL  
Coordinator
- Miss Meg Kedie  
Head of Sixth Form
- Mrs Smedley  
UCAS and  
Progression Lead in  
the Sixth Form
- Senior Leadership  
Team who can  
advise on A Level  
and higher  
education routes



There is also a range of useful websites:

<a href="http://www.u-explore.com/website/">http://www.u-explore.com/website/</a>	U-Explore is an independent and impartial national careers platform. Learners and parents/carers can log on to U-Explore 24/7, via an internet connection, to access over 2,000 written and video job profiles across 14 industry sectors, real work environments and 360-degree Virtual Tours.
<a href="http://www.ucas.com/">http://www.ucas.com/</a>	Information about higher education courses and entry requirements.
<a href="http://www.russellgroup.ac.uk/informed-choices/">http://www.russellgroup.ac.uk/informed-choices/</a>	The Russell Group of Universities Guide to post 16 choices and university entry. Includes some GCSE requirements.



UCAS

RUSSELL  
GROUP

# Core Subjects





# Core SUBJECTS



<b>Subject</b>	<b>GCSE English Language and Literature</b>	
<b>Exam Board</b>	AQA English Language (8700) and English Literature (8702 )	
<b>Overview</b>	Students will read from a range of texts carefully selected for their ability, but encompassing writers from the 19th Century through to modern literature. Key skills that will be developed focus on students adapting language choices and structures to match different purposes. Speaking and listening is still assessed, but no longer carries any weighting towards the final GCSE grade.	
<b>Course Structure</b>	The course is linear with final examinations at the end of Year 11. All pupils will follow the pathways outlined below for Language and Literature. Papers are no longer tiered in English and so all students, regardless of ability, will complete the same examinations.	
<b>Assessment</b>	<p><b>English Language GCSE</b></p> <p><b>Paper 1</b> Written exam Explorations in Creative Reading and Writing 1 hour 45 minutes 50% of GCSE</p> <p><b>Paper 2</b> Written exam Writers' Viewpoints and Perspectives 1 hour 45 minutes 50% of GCSE</p> <p><b>Non-examination assessment: Spoken language</b></p> <ul style="list-style-type: none"> <li>• Presenting</li> <li>• Responding to questions and feedback</li> <li>• Use of Standard English</li> <li>• 0% weighting of GCSE</li> </ul>	<p><b>English Literature GCSE</b></p> <p><b>Paper 1</b> Written exam Shakespeare and the 19th-century Novel 1 hour 45 minutes 40% of GCSE</p> <p><b>Paper 2</b> Written exam Modern Texts and Poetry 2 hours 15 minutes 60% of GCSE</p>
<b>Career Opportunities and Further Education</b>	Journalism	Broadcaster
	Teacher	Author
<b>Further Information</b>	Miss S Power <a href="mailto:stephaniepower@kba.uk">stephaniepower@kba.uk</a>	

# Student focused ATTAINMENT

$$\left( \frac{\partial}{\partial \theta} \ln L(x, \theta) \right) \cdot f(x, \theta) dx = \int_{\mathbb{R}^n} T(x) \cdot \left( \frac{\partial}{\partial \theta} \pi(x) \right) f(x, \theta) dx = \int \frac{\partial}{\partial \theta} \pi(x) f(x, \theta) dx$$

<b>Subject</b>	<b>GCSE Mathematics</b>				
<b>Exam Board</b>	Edexcel (1MA1)				
<b>Overview</b>	<p>The study of mathematics is broken down into the four major strands of Number; Algebra; Shape, Space and measure; and Data handling. Topics taught under these four areas increase progressively in both challenge and difficulty from one year to the next as well as in terms of ability.</p> <p>The curriculum aims to enable students to become fluent in the language and fundamentals of mathematics. Through a variety of carefully targeted and differentiated activities, pupils develop conceptual understanding with the ability to recall and apply knowledge rapidly and accurately. They additionally are equipped to be able to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</p>				
<b>Course Structure</b>	The course is linear with final examinations at the end of Year 11. Pupils will work through objectives split into the strands mentioned above.				
<b>Assessment</b>	<p>There are two tiers of entry for the GCSE examination:</p> <p><b>Higher</b> – Grades 4-9            Paper 1 Non-calculator 33.3%            Paper 2 Calculator 33.3%            Paper 3 Calculator 33.3%</p> <p><b>Foundation</b> – Grades 1-5            Paper 1 Non-calculator 33.3%            Paper 2 Calculator 33.3%            Paper 3 Calculator 33.3%</p>				
<b>Career Opportunities and Further Education</b>	Statistician	Aerospace Engineer	Data Analysis	Meteorologist	Investment Analyst
	Higher Education Lecturer	Accountant	Financial Risk Analyst	Banker	Teacher
<b>Further Information</b>	Miss G Omelasz <a href="mailto:georginaomelasz@kba.uk">georginaomelasz@kba.uk</a>				





<b>Subject</b>	<b>GCSE Science Trilogy</b>			
<b>Exam Board</b>	AQA (Course codes: Trilogy 8464; Biology 8461; Chemistry 8462; Physics 8463)			
<b>Overview</b>	<p>The study of science at GCSE is taught in the three discrete strands. Biology, Chemistry and Physics. All students are exposed to aspects of all three sciences.</p> <p>Throughout the course pupils will study the key elements of all three sciences as well as show practical competency through the study in detail of key practical tasks. These tasks develop planning, analysis, concluding and evaluation skills as well as giving pupils an opportunity to learn through experience.</p>			
<b>Course Structure</b>	<p><b>GCSE Science Trilogy:</b></p> <p>GCSE Science Trilogy: The course is linear with six examinations lasting 75 minutes each at the end of Year 11.</p>			
<b>Assessment</b>	<p>There are two tiers of entry for all examinations: higher and foundation.</p> <p>In GCSE Science Trilogy, students complete six examinations: two in Biology, two in Chemistry and two in Physics. The results are combined to give the equivalent two GCSEs in Science.</p> <p>All examinations are equally weighted.</p>			
<b>Career Opportunities and Further Education</b>	Medicine	Veterinary Studies	Engineering	Pharmacy
	Sciences	Mathematics	Nursing	Teaching
<b>Further Information</b>	<p>Miss S Dale sophiedale@kba.uk</p>			

# Ebaacc Choices

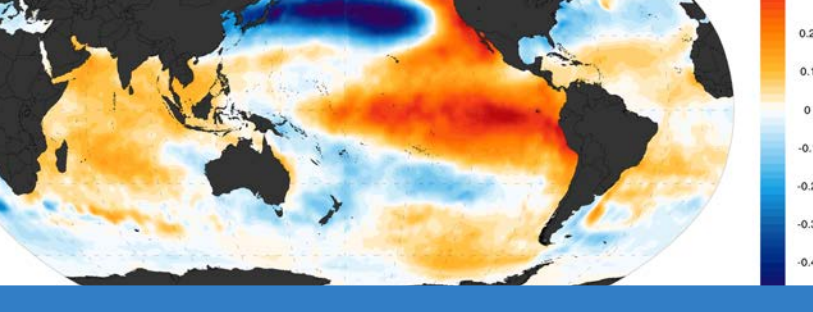




# Make WISE CHOICES



<b>Subject</b>	<b>GCSE Computer Science</b>		
<b>Exam Board</b>	OCR (J276)		
<b>Overview</b>	<p>The computer science qualification teaches about the modern and changing world of computer science. Computer science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.</p> <p>Students wishing to choose this course must have their choices form signed by their current ICT teacher.</p>		
<b>Course Structure</b>	<p><b>Component 01 – Computer Systems</b></p> <p>The first component is an exam focused on computer systems, covering the physical elements of computer science and the associated theory.</p>	<p><b>Component 02 – Computational Thinking, Algorithms and Programming</b></p> <p>This component is focused on the core theory of computer science and the application of computer science principles.</p>	<p><b>Component 03 – Programming Project</b></p> <p>This is the non-exam component where candidates will be challenged by a range of tasks to apply the knowledge and skills they have learned.</p>
<b>Assessment</b>	<p><b>Component 01:</b> Written paper, 1 hour 30 minutes, worth 40% of the GCSE</p> <p><b>Component 02:</b> Written paper, 1 hour 30 minutes, worth 40% of the GCSE</p> <p><b>Component 03:</b> Controlled assessment, non-exam task, worth 20% of the GCSE</p>		
<b>Career Opportunities and Further Education</b>	<p>As well as preparing students who want to go on to study Computer Science at AS and A Level and beyond, the qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.</p>		
<b>Further Information</b>	<p>Mr I Harcombe ianharcombe@kba.uk</p>		



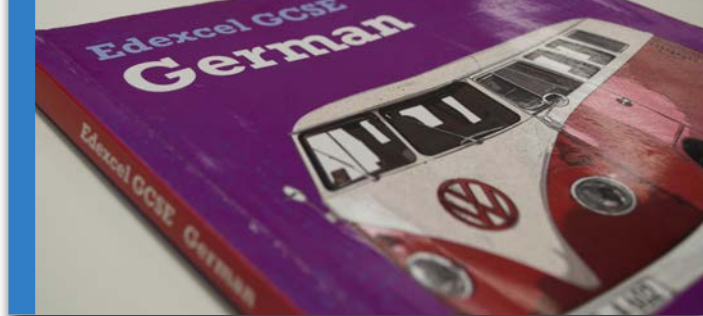
Subject	GCSE Geography				
Exam Board	AQA (8035)				
Overview	<p>This is an issue based, investigative approach, with an emphasis on problem solving and enquiry. Pupils will study Physical geography concerned with physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places; Human geography which covers human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a range of places, at a variety of scales and must include places in various states of development. Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. The two enquiries will be carried out in contrasting environments and show an understanding of both physical and human geography.</p>				
Course Structure	<p><b>Unit 1</b> Living with the physical environment</p> <ul style="list-style-type: none"><li>• The challenge of natural hazards</li><li>• Physical landscapes in the UK</li><li>• The living world</li></ul>	<p><b>Unit 2</b> Challenges in the human environment</p> <ul style="list-style-type: none"><li>• Urban issues and challenges</li><li>• The changing economic world</li><li>• The challenge of resource management</li></ul>	<p><b>Unit 3</b> Geographical applications and skills</p> <ul style="list-style-type: none"><li>• Issue evaluation</li><li>• Fieldwork</li></ul>		
Assessment	<p><b>Unit 1:</b> Written exam: 1 hour 30 minutes 35% of GCSE <b>Unit 2:</b> Written exam: 1 hour 30 minutes 35% of GCSE <b>Unit 3:</b> Written exam: 1 hour 30% of GCSE. Pre-release resources made available from 15th March in the year of the exam Question types: multiple-choice, short answer, levels of response, extended prose.</p>				
Career Opportunities and Further Education	Leisure and Tourism	Transport	Planning	Exploration	Teaching
	Management	Social Work	Insurance	Journalism	Police
	<p>Geography students are amongst the most employable because they possess skills that many employers are looking for. Geographers can make a concise report, handle data, ask questions and find answers, make decisions about an issue, analyse material, organise themselves, think creatively and independently.</p>				
Further Information	<p>Miss L Goacher leahgoacher@kba.uk</p>				



# Research your CHOSEN CAREER



Subject	GCSE History				
Exam Board	Edexcel				
Overview	GCSE history will encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Students will actively engage in the process of historical enquiry to develop as effective and independent people and as critical and reflective thinkers with enquiring minds. Students will develop their knowledge and understanding of selected periods, societies and aspects of history from c1250 to the present day. Furthermore, students will develop an awareness of how the past has been represented and interpreted and develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context.				
Course Structure	Unit 1 Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches.		Unit 3 Early Elizabethan England 1558-88		
	Unit 2 Superpower relations and the Cold War 1941-91		Unit 4 Weimar and Nazi Germany, 1918-39		
Assessment	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.				
Career Opportunities and Further Education	Law	Journalism	Broadcasting	Civil Service	Teaching
	Police	Publishing	Personnel	Banking	Management
	Social Work	Insurance	Accountancy	Nursing	
Further Information	Mr D Prudden danielprudden@kba.uk				



<b>Subject</b>	<b>GCSE French/German/Spanish</b>		
<b>Exam Board</b>	Edexcel		
<b>Overview</b>	<p>A Modern Foreign Language GCSE allows students to develop their ability to communicate with native speakers. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of foreign culture.</p> <p>Students will need to develop and use their knowledge and understanding of grammar progressively through their course of study.</p>		
<b>Course Structure</b>	<p>Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:</p> <ul style="list-style-type: none"> <li>• Identity and culture</li> <li>• Local area, holiday, travel</li> <li>• School</li> <li>• Future aspirations, study and work</li> <li>• International and global dimension</li> </ul>		
<b>Assessment</b>	<p>Paper 1: Listening examination (25%)            Paper 2: Speaking examination (25%)            Paper 3: Reading examination (25%)            Paper 4: Writing examination (25%)            These will all be taken at the end of Y11. There are no controlled assessments.</p>		
<b>Career Opportunities and Further Education</b>	Travel and Tourism	Hospitality	International Business
	Translation	Teaching	Engineering
	International Law	Media	Diplomatic Service and Foreign Office
<b>Further Information</b>	<p><b>Mr K El Kanouni</b>  <a href="mailto:karimelkanouni@kba.uk">karimelkanouni@kba.uk</a></p>		





Free Choices



# Free CHOICES

Subject	GCSE Art and Design: Fine Art			
Exam Board	Edexcel			
Overview	<p>This course is a study of fine art through the exploration of a wide range of media techniques and processes as well as exploring how the work of other artists can provide inspiration. Students experiment with different 2D and 3D methods and develop their ideas into final outcomes.</p> <p>*Please note this course cannot be chosen alongside Textiles or 3D Art and Design.</p>			
Course Structure	Component 1: Personal Portfolio 60%		Component 2: Externally Set Assignment 40%	
	At the start of the course students will be introduced to a wide range of artistic methods and materials. These will include drawing from still life, photography, sculpting, collage and painting methods. Their work will develop into more sustained personal pieces of artwork. Students will learn how the work of other artists can inspire them further and inform their decisions when creating personal responses.		Students receive a set theme as a starting point. Students are expected to interpret the theme using their own ideas and choice of media in order to create a personal response.	
	Preparatory studies for each component should show students’ development of ideas and progress through their work. Preparatory studies may be evidenced through any appropriate means such as sketchbooks, worksheets, design sheets, different scale rough studies, samples, test pieces, maquettes and digital material.			
Assessment	<p>For both components students must show evidence of completing the following assessment objectives:</p> <p>A01: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02: Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>			
Career Opportunities and Further Education	Packaging Designer	Artist	Graphic Designer	Photographer
	Printmaker	Landscape Architect	Children’s Book Illustrator	Fashion Designer
	Advertising	Art Therapist		
Further Information	<p>Mrs M Emerson</p> <p>melissaemerson@kba.uk</p>			



<b>Subject</b>	<b>GCSE Art and Design: 3D Art and Design</b>	
<b>Exam Board</b>	EDEXCEL	
<b>Overview</b>	<p>This is an exciting opportunity for students to learn about the tools, materials and techniques associated with creating three dimensional art and design work. They will have the opportunity to work with clay, metal casting, cardboard and mixed media construction, wire, wood, papier-mâché and plaster sculpture. Drawing is an essential part of the course, as is demonstrating understanding of the wider art and design world through the research and development of a project.</p> <p>Themes we will cover include multi-cultural art, architectural design and natural forms.</p> <p>*Please note this course cannot be selected alongside Fine Art or Textiles.</p>	
<b>Course Structure</b>	<p>The coursework will be divided into three projects to fulfil the wide range of experimentations and developments required of the syllabus. These projects provide a broad understanding of working in three dimensions, promoting the strong independence needed to be successful in the externally set examination.</p>	
	<p><b>Component 1: Personal Portfolio 60%</b></p> <p>The coursework will be divided into three projects to fulfil the wide range of experimentations and developments required of the syllabus. These projects provide a broad understanding of working in three dimensions, promoting the strong independence needed to be successful in the externally set examination.</p>	<p><b>Component 2: Externally Set Assignment 40%</b></p> <p>The examination is set by Edexcel. Students receive a set theme as a starting point. Students are expected to interpret the theme using their own ideas and choice of media in order to create a personal response. There is a preparatory period of not less than six weeks, culminating in 10 hours in controlled conditions to produce a final outcome.</p>
<b>Assessment</b>	<p>For both components students must show evidence of completing the following assessment objectives:</p> <p><b>A01:</b> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>A02:</b> Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>A03:</b> Record ideas, observations and insights relevant to intentions as work progresses</p> <p><b>A04:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	
<b>Career Opportunities and Further Education</b>	<p>This course can lead to A Level Art, or to a Level 3 vocational qualification. This in turn could lead to students studying a creative subject at university. Career opportunities include architect, fashion designer, milliner, product designer, costume and set design, ceramicist, jewellery designer (silversmith), landscape gardener, beauty and hairdressing, packaging design, art conservation, museum and art gallery curator.</p>	
<b>Further Information</b>	<p>Mrs J Thom janethom@kba.uk</p>	





<b>Subject</b>	<b>GCSE Art and Design: Photography</b>	
<b>Exam Board</b>	EDEXCEL	
<b>Overview</b>	<p>There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in photography. Students will develop a practical knowledge and understanding of the following:</p> <ul style="list-style-type: none"> <li>• The use of formal elements to communicate a variety of approaches</li> <li>• The camera and its functions, including depth of field, shutter speed, focal points and viewpoints</li> <li>• The application of observational skills to record from sources and communicate ideas</li> <li>• The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media</li> <li>• The use of digital and/or non-digital applications</li> </ul>	
<b>Course Structure</b>	<p>Preparatory studies for each component should show students' development of ideas and progress through their work. Preparatory studies may be evidenced through any appropriate means such as: sketchbooks, notebooks, worksheets, design sheets, digital material, storyboards, video, blogs.</p>	
	<p><b>Component 1: Personal Portfolio 60%</b></p> <p>At the start of the course students will be introduced to a wide range of photographic methods and these will include: documentary photography, studio photography, location photography experimental imagery, installation, moving image, film, video and animation. The work develops into more sustained personal work. Students will learn how the work of other photographers/artists can inspire and inform their decisions when creating personal responses.</p>	<p><b>Component 2: Externally Set Assignment 40%</b></p> <p>The examination is set by Edexcel. Students receive a set theme as a starting point. Students are expected to interpret the theme using their own ideas and choice of media in order to create a personal response. There is a preparatory period of not less than six weeks, culminating in 10 hours in controlled conditions to produce a final outcome.</p>
<b>Assessment</b>	<p>For both components students must show evidence of completing the following assessment objectives:</p> <p><b>A01:</b> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>A02:</b> Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>A03:</b> Record ideas, observations and insights relevant to intentions as work progresses</p> <p><b>A04:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	
<b>Career Opportunities and Further Education</b>	<p>Photographer, Graphic Designer, Magazine Features Editor, Medical Illustrator, Press Photographer, Television Camera Operator, Advertising Art Director, Digital Marketer, Film/Video Editor, Media Planner, Teacher, Visual Merchandiser, Web Content Manager, Web Designer.</p> <p>Students can progress onto A Levels, apprenticeships, foundation course in Art and Design and undergraduate degrees at university.</p>	
<b>Further Information</b>	<p><b>Mr A Di Salvo</b>  <a href="mailto:adrianodisalvo@kba.uk">adrianodisalvo@kba.uk</a></p>	

# Personalising the CURRICULUM



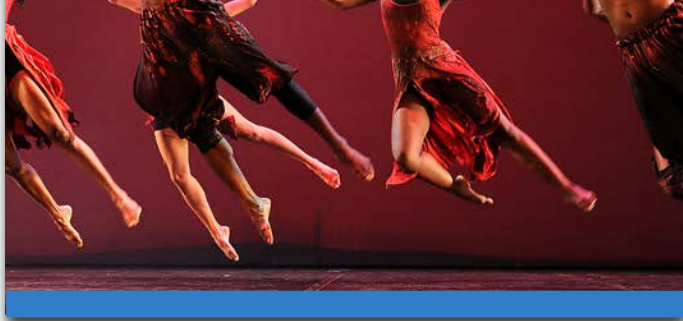
Subject	GCSE Art and Design: Textile Design			
Exam Board	EDEXCEL			
Overview	<p>This exciting and creative qualification is designed for students with an interest in textiles. Students will have the opportunity to build up their knowledge of the world of textiles and to develop a wide range of practical sewing, designing and making skills. The range of products to be designed and created by the students could include interior products such as cushions, wall hangings, art pieces and quilts, to fashion based garments and clothing.</p> <p>This qualification aims to:</p> <ul style="list-style-type: none"><li>• Develop a broad and comprehensive understanding of textiles.</li><li>• Allow students to experiment with a range of materials, tools and equipment in a safe and competent manner.</li><li>• Allow students to develop analytical and research skills leading to the creation of interesting and innovative design ideas.</li><li>• To develop communication skills through a range of media.</li></ul> <p>*Please note this course cannot be selected alongside 3D Art or Fine Art.</p>			
Course Structure	<p>Preparatory studies for each component should show students’ development of ideas and progress through their work. Preparatory studies may be evidenced through any appropriate means such as: sketchbooks, notebooks, worksheets, design sheets, different scale rough studies, samples, swatches, test pieces, maquettes and digital material.</p>			
	<p><b>Component 1: Personal Portfolio 60%</b></p> <p>At the start of the course students will be introduced to a wide range of textile methods and materials. These will include hand embroidery, machine stitching, printmaking, fabric dyes and resists. Students will need to produce work which develops into more sustained personal pieces of work. Students will learn how the work of other textile artists can inspire them further and inform their decisions when creating personal responses.</p>		<p><b>Component 2: Externally Set Assignment 40%</b></p> <p>Students receive a set theme as a starting point. Students are expected to interpret the theme using their own ideas and choice of media in order to create a personal response.</p>	
Assessment	<p>For both components students must show evidence of completing the following assessment objectives:</p> <p><b>A01:</b> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>A02:</b> Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>A03:</b> Record ideas, observations and insights relevant to intentions as work progresses</p> <p><b>A04:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>			
Career Opportunities and Further Education	Textile/Fashion Designer	Textile Artist	Printmaker	Tailor
	Textiles Technologist	Pattern Cutter	Fashion Journalist	
	Students may progress onto A level or BTEC Level 3 qualifications.			
Further Information	<p>Mrs M Emerson</p> <p><a href="mailto:melissaemerson@kba.uk">melissaemerson@kba.uk</a></p>			

# Choose what is RIGHT FOR YOU



<b>Subject</b>	<b>BTEC Business</b>
<b>Exam Board</b>	Edexcel/BTEC
<b>Overview</b>	This course has been designed to provide students with a set of knowledge and skills that are directly relevant to the business world. This will be achieved through a range of vocational business activities. You will be encouraged to develop your people, communication, planning and team-working skills which are all essential in the modern world of work.
<b>Course Structure</b>	<p>The course is broken down into four unit: two compulsory units, then a choice of two further units.</p> <p><b>Compulsory Unit: Enterprise in the Business World</b> Externally moderated coursework</p> <p><b>Compulsory Unit: Finance for Business</b> External exam.</p> <p><b>Optional Units example titles: Promoting a Brand; Recruitment, Selection and Employment</b> Externally moderated coursework</p>
<b>Assessment</b>	One unit (Finance for Business) is an external exam whilst the other three units are all internally assessed pieces of work.
<b>Career Opportunities and Further Education</b>	There are a wide range of options after completing the BTEC Level 2 Business course. Students are able to progress their studies in the subject area further by following the course at A-Level. Due to the vocational nature of the course, it is also designed to allow students to have the necessary skills to follow a career in business. Studying this course would also be beneficial for students wishing to follow an apprenticeship route as well. In conclusion, this BTEC course aims to be wide ranging and supportive of student's future aspirations.
<b>Further Information</b>	<p><b>Mr A Major</b> andrewmajor@kba.uk</p>





<b>Subject</b>	<b>GCSE Dance</b>		
<b>Exam Board</b>	AQA (4230)		
<b>Overview</b>	<p>The course focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. 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. Students build confidence and self-esteem as well as performance and expressive skills which will support whichever career path they may choose.</p>		
<b>Course Structure</b>	<b>Component 1 – Performance and Choreography</b>  <b>Performance – 30% 40 marks (15 marks for set phrases and 25 marks for duet/trio performance)</b> <ul style="list-style-type: none"> <li>Set phrases through a solo performance (approximately one minute in duration)</li> <li>Duet/trio performance (three and a half minutes in duration)</li> </ul> <b>Choreography – 30% 40 marks</b> <ul style="list-style-type: none"> <li>Solo or group choreography – a solo (2- 2 1/2 minutes) or a group dance for two to five dancers ( 3- 3 1/2 minutes)</li> </ul>		<b>Component 2 – Dance appreciation</b>  <b>1 Hour 30 minutes written paper 40% 80 marks</b> <ul style="list-style-type: none"> <li>Knowledge and understanding of choreographic processes and performing skills</li> <li>Critical appreciation of own work</li> <li>Critical appreciation of professional works</li> </ul>
<b>Assessment</b>	<b>Component 1:</b> Internally Marked and Externally moderated <b>Component 2:</b> Written paper externally marked		
<b>Career Opportunities and Further Education</b>	Dancer	Choreographer	Dance Therapist
	Physiotherapist	Artistic Director	Dance Teacher
	Actor	Performance Manager	Dance School Owner
<b>Further Information</b>	Miss N Thompson <a href="mailto:nikkithompson@kba.uk">nikkithompson@kba.uk</a>		



<b>Subject</b>	<b>GCSE Drama</b>		
<b>Exam Board</b>	OCR (J316)		
<b>Overview</b>	<p>This is a 2 year course and is suitable for students with a passion for acting and performing, as well as opportunities to develop drama design – set, props and costume.</p> <p>The course involves practical and written work.</p>		
<b>Course Structure</b>	<p><b>Unit 1</b> Devising Drama</p> <p>Learners will research and explore a stimulus, work collaboratively and create their own devised drama.</p>	<p><b>Unit 2</b> Presenting and performing texts</p> <p>Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.</p>	<p><b>Unit 3</b> Drama: Performance and response</p> <p>Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama.</p> <p>Learners will analyse and evaluate a live theatre performance</p>
<b>Assessment</b>	<p>Unit 1: Devising Drama = 30% Non-exam assessment</p> <p>Unit 2: Presenting and performing texts = 30% Non-exam assessment</p> <p>Unit 3: Drama: Performance and response = 40% Exam assessment (1 hour 30 minutes)</p>		
<b>Career Opportunities and Further Education</b>	Teacher	Actor	Actress
	Stagehand	Prop Designer	Stage Designer
	Director	Producer	Scriptwriter
	This course can lead you on to study A Level Theatre and Drama studies in the KBA Sixth Form.		
<b>Further Information</b>	<p>Mrs T Childs tracychilds@kba.uk</p>		



# Think about YOUR FUTURE

<b>Subject</b>	<b>ICT</b>	
<b>Exam Board</b>	Cambridge Nationals Information Technologies Level 1/2 Certificate (J808)	
<b>Overview</b>	This qualification will teach the learner what different technologies could be used, why they should use them and how to make best use of them, to gather, store, manipulate and present data; this is known as data management.	
<b>Course Structure</b>	<p><b>R012</b>  <b>Understanding tools, techniques, methods and processes for technological solutions</b>            Students will be assessed on their knowledge and understanding of different technologies (hardware and software applications), and tools and techniques used to select, store, manipulate and present data and information.</p> <p>Students will be assessed on each phase of the project life cycle.</p> <p>They will need to understand the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals. They also need to understand how such risks can be mitigated.</p>	<p><b>R013</b>  <b>Developing technological solutions</b>            They will be given a project to develop a technological solution that processes data and communicates information.</p> <p>They will follow the project life cycle phases of initiation/planning, execution, communication and evaluation, demonstrating the practical skills they have acquired such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and/or presenting data through web based technologies; keeping their project on track through on-going, iterative reviews</p>
<b>Assessment</b>	<p><b>R012:</b> Examination, written paper – 1 hour 45 mins – 80 marks, worth 50%</p> <p><b>R013:</b> Controlled assessment – 20 hours – 80 marks, worth 50%</p>	
<b>Career Opportunities and Further Education</b>	It's for 14–16-year-olds moving into their Key Stage 4 programme of study and looking to combine their GCSEs with a vocational qualification in information communication technologies. The skills, knowledge and understanding students will develop through this qualification are very relevant to both work and further study. They will support them in a range of subject areas such as 'A' levels in Business or Geography, or Cambridge Technicals in IT. They can also support their progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.	
<b>Further Information</b>	<p>Mr I Harcombe  <a href="mailto:ianharcombe@kba.uk">ianharcombe@kba.uk</a></p>	





<b>Subject</b>	<b>GCSE Music</b>		
<b>Exam Board</b>	OCR		
<b>Overview</b>	<p>This GCSE will develop your interest and enjoyment of music. It is our hope that you will be inspired, motivated and challenged by studying a broad range of music. You will develop your own musical interests and skills including an understanding of how to make music individually, composing and performing as an individual and within a group setting. You will learn to evaluate your own and others' music, identify key styles and compose from given stimuli, using computer packages and acoustic instruments.</p>		
<b>Course Structure</b>	<p><b>Composition - 30%</b></p> <ul style="list-style-type: none"> <li>For this piece of coursework, you will have to write two pieces of music yourself. You can write for your instrument, or something different. There is also the option of using the software on the computers to compose with.</li> </ul>	<p><b>Performance - 30%</b></p> <ul style="list-style-type: none"> <li>You will need to perform a piece on your own, and as part of a musical group. OR</li> <li>You can sequence a piece on the computer, and record an ensemble in the recording studio.</li> </ul>	<p><b>Listening Exam - 40%</b></p> <ul style="list-style-type: none"> <li>An exam at the end of year 11 which tests your knowledge on a wide range of different types of music that we will learn about together. This will include pop music, world music and historical styles.</li> </ul>
<b>Assessment</b>	<p>The performance and composition elements are assessed through your coursework that you will complete throughout the two years of the course. The listening element is an exam that will involve some short answer questions in response to hearing some music, and some longer written answers to go into more depth about particular styles of music.</p>		
<b>Career Opportunities and Further Education</b>	<p>This course could be the springboard for a career in music performance, composition or jobs such as music therapy or teaching. However, music will also prepare you for a wide range of careers, as you will develop life-skills that are highly valued by employers, including: critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.</p>		
<b>Further Information</b>	<p>Miss A Jenkins annajenkins@kba.uk</p>		

# Choose subjects YOU ENJOY



Subject	GCSE Physical Education		
Exam Board	Eduqas		
Overview	<p>This is a 2 year course and is suitable for students with a high level of sporting ability in a range of sports. This is a 60% examination based subject with a coursework element based on practical ability.</p> <p>A good understanding of biology would be advantageous for students wishing to study this course.</p>		
Course Structure	<p><b>Theoretical content - 60%</b></p> <p>The following topics will be covered over the two year course:</p> <ol style="list-style-type: none"> <li>1. Health, training and exercise</li> <li>2. Exercise physiology</li> <li>3. Movement analysis</li> <li>4. Psychology of sport and physical activity</li> <li>5. Socio-cultural issues in sport and physical activity</li> </ol>		<p><b>Practical content - 30%</b></p> <p>Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity)</p> <p><b>Analysis of performance - 10%</b></p> <p>Analysis and evaluation of performance to bring about improvement in one selected sport</p>
Assessment	<p><b>2 hour written exam - 120 marks - 60%</b></p> <p>Learners will be assessed through a range of short and extended answers. The questions will be based on stimuli/ sources.</p>		<p><b>Non-exam assessment - 80 marks - 40%</b></p> <p>Learners will be assessed in three activities in the role of a performer in at least one individual and one team sport in the full sided version of the game (60 marks and 30% of the final qualification)</p> <p>Students will also be assessed through an analysis and evaluation of their performance in one of their chosen activities (20 marks and 10% of the final qualification)</p>
Career Opportunities and Further Education	PE Teacher	Physiotherapist	Sports Nutritionist
	Sports Psychologist	Sport Scientist	This course can lead you on to study A Level PE in the KBA Sixth Form
Further information	<p>Mr M Allen markallen@kba.uk</p>		



<b>Subject</b>	<b>GCSE Philosophy, Ethics and Religious Studies</b>
<b>Exam Board</b>	AQA
<b>Overview</b>	Philosophy, Ethics and Religious Studies is a fascinating subject that deals with the big questions in life and asks about the ethics of human choices (such as Euthanasia.) It is important that students can appreciate the opinions of others whilst defending their own opinion and explaining their own views. This subject involves a lot of discussion but there is also a lot of note taking and essay writing as the GCSE is examined by two written papers.
<b>Course Structure</b>	<p>Students follow a KS3 syllabus in Year 9 followed by a two year GCSE course with three lessons a week. This course is examined as a full GCSE at the end of Year 11.</p> <p>There is no coursework element to this GCSE.</p>
<b>Assessment</b>	<p>There are two main components consisting of:</p> <ol style="list-style-type: none"> <li>1. The Study of two major Religions – beliefs, teachings and practices.</li> <li>2. Thematic Studies. This includes Ethical themes such as Medical Ethics, Relationships and Sexuality, War and Peace.</li> </ol> <p>Each component is examined by a written exam lasting 1 hour 45 minutes. Students answer 4 questions on each paper. Each question is divided into 4 short answer questions followed by a longer essay type question.</p> <p>Each component is worth 50% of the final GCSE grade.</p>
<b>Career Opportunities and Further Education</b>	Universities recognise that students of Philosophy, Ethics and Religious Studies have enquiring minds and logical thinking skills. Employers realise that this subject encourages critical thinking and empathy; desirable qualities for employees. Like most Humanities subjects, studying Philosophy, Ethics and Religious Studies can lead to many different career areas, including Management, Accountancy, Banking, Law and many more. The skills gained are transferable to most careers.
<b>Further information</b>	<p>Miss L Shocklidge</p> <p><a href="mailto:laurashocklidge@kba.uk">laurashocklidge@kba.uk</a></p>



13 Ga gallium 31	14 Ge germanium 32	15 As arsenic 33	16 Se selenium 34	17 Br bromine 35	18 Kr krypton 36
115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54
204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86

# Keep a good SUBJECT BALANCE

<b>Subject</b>	<b>GCSE Biology, GCSE Chemistry and GCSE Physics – Separate Sciences</b>
<b>Exam Board</b>	AQA
<b>Overview</b>	<p>All students in science will study a minimum of two GCSEs. For the majority of students this will be the double award 'Combined Science: Trilogy' GCSE which covers Biology, Chemistry and Physics. However this year we are offering three Separate Science GCSEs as an option. Each GCSE covers one of Biology, Chemistry or Physics and there is content in each GCSE that is studied in addition to the content that is common to the Combined Science GCSE. Either option allows students to progress to A Level Science and beyond. However, this option would be suitable for very able students who have a talent and passion for science.</p> <p>To take this option you must be in the top set and/or get a signature from Miss Dale. This is due to the demanding academic nature of the course. Your place on this course will also depend on your end of Year 8 Science exam performance.</p>
<b>Course Structure</b>	<p>This is a linear GCSE course (all exams at the end of Year 11) with no coursework. Each GCSE is made up of between 7 and 10 topics that are studied across Key Stage 4.</p> <p><b>BIOLOGY PAPER 1 - Topics 1-4:</b> Cell biology; Organisation; Infection and response; Bioenergetics.  <b>BIOLOGY PAPER 2 - Topics 5-7:</b> Homeostasis and response; Inheritance, variation and evolution; Ecology.  <b>CHEMISTRY PAPER 1 - Topics 1-5:</b> Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; Energy changes.  <b>CHEMISTRY PAPER 2 - Topics 6-10:</b> The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; Using resources.  <b>PHYSICS PAPER 1 - Topics 1-4:</b> Energy; Electricity; Particle model of matter; Atomic structure.  <b>PHYSICS PAPER 2 - Topics 5-8:</b> Forces; Waves; Magnetism and electromagnetism; Space physics.</p>
<b>Assessment</b>	At the end of each GCSE there are two 1hr 45 min exams. Each exam focuses on half of the topics within the GCSE as shown above.
<b>Career Opportunities and Further Education</b>	These GCSEs will lead onto numerous career pathways and further education options including medicine, sports science, physiotherapy, nursing, midwifery, teaching, finance, law, engineering, business
<b>Further Information</b>	Miss S Dale sophiedale@kba.uk



# Work to your STRENGTHS

<b>Subject</b>	<b>GCSE Sociology</b>		
<b>Exam Board</b>	AQA		
<b>Overview</b>	<p>GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying sociology, students will develop transferable skills including how to:</p> <ul style="list-style-type: none"> <li>• investigate facts and make deductions</li> <li>• develop opinions and new ideas on social issues</li> <li>• analyse and better understand the social world.</li> </ul>		
<b>Course Structure</b>	<p>The course covers seven units:</p> <ol style="list-style-type: none"> <li>1. The Sociological approach</li> <li>2. Social structures, social processes and social issues</li> <li>3. Families</li> <li>4. Education</li> <li>5. Crime and deviance</li> <li>6. Social stratification</li> <li>7. Sociological research methods</li> </ol>		
<b>Assessment</b>	<p><b>Paper 1: The sociology of families and education</b></p> <ul style="list-style-type: none"> <li>• The sociology of families</li> <li>• The sociology of education</li> <li>• Relevant areas of social theory and methodology</li> </ul> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> <p>Written exam: 1 hour 45 minutes, 100 marks, 50% of GCSE</p>	<p><b>Paper 2: The sociology of crime and deviance and social stratification</b></p> <ul style="list-style-type: none"> <li>• The sociology of crime and deviance</li> <li>• The sociology of social stratification</li> <li>• Relevant areas of social theory and methodology</li> </ul> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> <p>Written exam: 1 hour 45 minutes, 100 marks, 50% of GCSE</p>	
<b>Career Opportunities and Further Education</b>	Advertising	Media	Journalism
	Careers Guidance	Social Services	Police Force
<b>Further information</b>	<p>Mrs V Fraher vikkifraher@kba.uk</p>		



Subject	BTEC Sport Level 2 (subject to accreditation)			
Exam Board	Pearson (subject to accreditation)			
Overview	The course will be carried out over two years and will be predominantly coursework based, with an externally assessed exam unit. This course would suit students who perform well in PE and prefer coursework to examinations.			
Course Structure	Units to be studied (subject to accreditation): Four units to be completed over the course of Year 10 and Year 11			
	Unit 1 Fitness for sport and exercise.	Unit 2 Practical sports performance.	Unit 3 The mind and sports performance.	Unit 4 The sports performer in action.
Assessment	EXAMINATION Externally assessed (approx 75%) COURSEWORK Four coursework units (approx 25%)  The course will equate to one GCSE and awards vary depending on the final grade achieved			
Career Opportunities and Further Education	Sports Coaching	Sport Leisure Centre Manager	Physiotherapist	
	Sports Nutritionist	Sports Psychologist	Community Support Worker	
	This course can allow you to study OCR Level 3 Cambridge Technical Diploma in Sport (equivalent to A Level) in the KBA Sixth Form			
Further Information	Mr M Allen markallen@kba.uk			



# Embrace CHALLENGE



<b>Subject</b>	<b>Combined Cadet Force – Teamwork, Leadership and Management Training</b>
<b>Exam Board</b>	CVQO BTEC and Institute for Leadership and Management (ILM)
<b>Overview</b>	<p>The CCF is a youth organisation sponsored by the military and is not a recruiting organisation. The lessons are part timetabled and part extra-curricular and will, ultimately, lead to recognised qualifications. Students will be able to work towards their Duke of Edinburgh (D of E) Gold Award, a First Aid qualification, and a BTEC in Teamwork or a CLM in Leadership whilst having a lot of fun in the Cadets. The syllabus culminates each year with a summer camp. In addition to the formal qualifications, cadets have enjoyed outdoor activities such as white-water rafting, climbing and camping. We will also use the army and navy's facilities to develop teamwork, resilience and self-discipline. Joining the CCF is a cost efficient way for students to gain many new experiences and qualifications. The military provide much of the uniform and equipment needed as well as subsidising many of the activities. The average yearly cost is £109 and, for this, the students will receive boots, two long-weekend camps and a one-week camp (a total of 14 days). Students will also have access to high quality and safe training which leads to qualifications which will benefit them in later life. We have access to several funds so if costs may be of concern, please come along and speak with us.</p> <p>The course is delivered by experienced ex-military and business leaders with the knowledge and qualifications to deliver safe and fun character training. We have 40 places available this year and students will be interviewed if we are over-subscribed.</p>
<b>Course Structure</b>	<p><b>Year 9</b> Basic military based training developing teamwork and self-reliance. Students will plan, organise and deliver their own Bronze D of E course and expedition.</p> <p><b>Year 10</b> Advanced military based training developing leadership and instructional skills. Students will plan, organise and deliver their own Silver D of E course and expedition. BTEC or ILM lessons are interwoven so cadets can use their practical experiences to complete the leadership and teamwork theory coursework.</p> <p><b>Year 11</b> Delivering basic military based training to Year 9 cadets putting in to practice the leadership theory learnt in the previous year helping to manage the contingent. Students will complete their BTEC or ILM course using these leadership experiences to complete their final assignment. Students will also start to plan, organise and deliver their own Gold D of E course and expedition (24 months course but students will be supported to complete post age 16).</p> <p><b>Year 12 and 13</b> If students stay on at KBA selected senior cadet leadership positions supporting the planning and delivery of the contingent with the focus on developing CV enhancing opportunities including external courses and qualifications. D of E Gold expedition and award completion.</p>
<b>Assessment</b>	<p><b>The Duke of Edinburgh Award Scheme</b> is an internationally recognised award comprises of up to five components:</p> <ul style="list-style-type: none"> <li>• <b>Volunteering:</b> undertaking service to individuals or the community.</li> <li>• <b>Physical:</b> improving in an area of sport, dance or fitness activities.</li> <li>• <b>Skills:</b> developing practical and social skills and personal interests.</li> <li>• <b>Expedition:</b> planning, training for and completion of an adventurous journey in the UK or abroad (Gold).</li> <li>• At Gold level, participants must do an additional fifth <b>Residential</b> section, which involves staying and working away from home for five days, doing a shared activity.</li> </ul>



## Assessment continued

The academy will guide them through the process and recommend activities students can undertake to achieve the above sections. However, the award is designed to demonstrate self-motivation and commitment so students will have to manage their time and effort to achieve these goals. They will register on the program through eDofE which will allow you to track their progress on the website. As a part of this will be to complete a planned expedition and be assessed, we need to conduct preparation training during CCF lessons. Before their main expedition, (assessment) students are required to complete a practice expedition. We also run a day orienteering to help students put the theory of navigation in to practice before they go into the hills. The scheme is run by the academy, through our excellent and highly qualified staff, many of whom also lead the Combined Cadet Force. All have the requisite expedition, first aid and assessor qualifications to run safe, fun activities.

**In addition to the D of E cadets will also work towards either a BTEC or ILM qualification based on an assessment of their progress during Year 9:**

**BTEC Level 2 in Teamwork and Personal Development in the Community** is an exciting qualification aimed at cadets who are looking to take on a new challenge and boost their CV. The BTEC Level 2 is an internationally-recognised qualification that has been proven to help with applications for entry to higher and further education as well as in gaining employment. It combines a mix of theory and practical work (including adventure training activities), and includes some really useful practical things too, for example how to write a good CV, communication, adventure training, health and nutrition.

**Assessment** is via coursework based on the course booklet.

**The ILM Level 3 Award in Leadership and Management** is suitable for those over the age of 16 who hold positions of responsibility within their organisation including schools, sixth form colleges, community youth organisations or social action projects.

It helps young leaders to develop the tools they will need to lead others confidently and effectively. Understanding and selecting appropriate leadership styles based on the situation, developing and motivating the team are key outcomes of the qualification.

Learners are expected to reflect upon the experience they have gained and relate this to the theoretical content to achieve the qualification

**Assessment** is via two structured written assignments of approximately 2,200 words in total. These are assessed at CVQO and this assessment may be moderated by the ILM. The outcome of assessment will either be "Pass" or "Referral".

## Career Opportunities and Further Education

CCF units are present in the vast majority of the best schools in the country and the experiences gained through belonging to a CCF are often beneficial in applications to top universities and showing real strength of character for future employers. The course is designed to prepare students for the world of work and help them reach their potential as leaders in whichever organisation they join whether that is the military, a multi-national company or a local firm. Whichever career they choose this course will give them the confidence and skills to express themselves clearly and succeed.

## Further Information

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