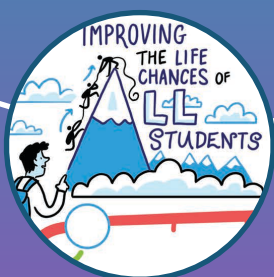




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# Year 10 Options 2020-2022



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## Welcome...

Welcome to Key Stage 4 at Kettering Buccleuch Academy from our Principal, Dino Di Salvo.

At Kettering Buccleuch Academy our aim is to ensure that every student is well-educated, has the opportunity to attend university, and is able to lead a happy and fulfilled life. Our aims are underpinned by our core values of Respect, Determination and Ambition.

As our Year 9 students begin to make important decisions that will affect their future, we aim to ensure that each child has the right guidance to put them on a path to reach their potential.

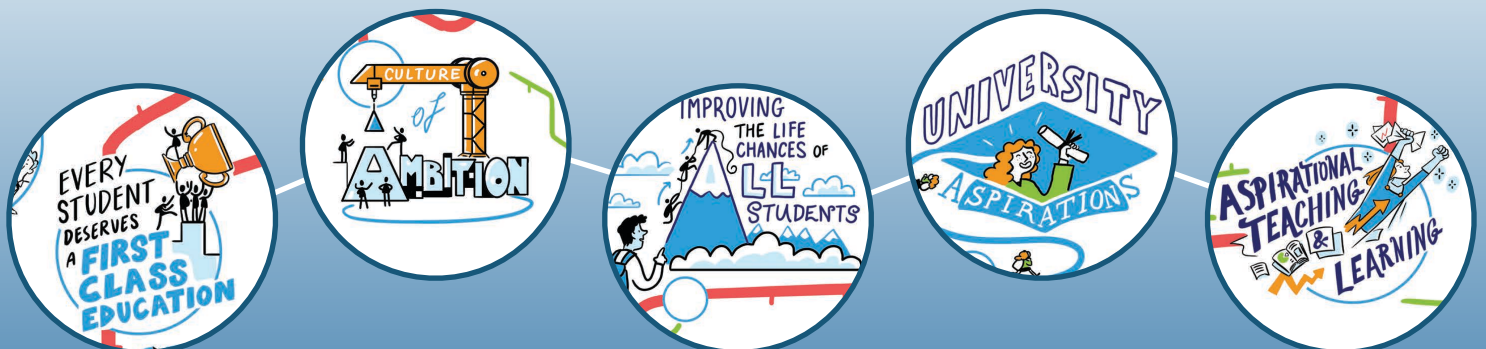
We know what a truly amazing experience it is to be part of the Kettering Buccleuch Academy community, how highly our students can achieve and how successful they can be in the classroom and beyond. This year we were in the top 5% in the country for the progress our students made, and we believe that all students are capable of making outstanding progress and attaining at the highest level, whatever their starting point. This is the case for every year group, and we are aware that this success is, in part, based on making the right curriculum decisions in these early stages of Key Stage 4.

We have incredibly supportive pastoral and academic teams who are looking forward to working with our Year 9 students in making these important choices. The support and encouragement parents can provide at this important stage of a child's education is also critical. We are looking forward to working directly with the parent of every child in the year and working together to ensure all our students at Kettering Buccleuch Academy are successful.

We hope that you find what you are looking for in this booklet. If not, please do contact us for further information.

With very best wishes,

Dino Di Salvo  
Principal







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*Our Mission...*

A FLAGSHIP FOR ALL ACADEMIES	
SAFE	STIMULATING
POSITIVE	SUPPORTIVE
HARD WORK + SUCCESS	



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## What do I need to know before I start?

At KBA, we want you to be in the best possible position to prepare you for your future. You may have a very clear idea of what you want that future to look like, but most students in Year 9 aren't completely sure what direction they want to take yet. This is usual at this stage, so it's important to keep your options open to give you the widest range of opportunities later on.

You will know which subjects you achieve well in, and those you enjoy – these should be the main factors when choosing your options.

You should also be aware that most universities require three or more good A-Level grades. In order to get onto most A-Level courses (or equivalent), you will need five or more good GCSE grades (which means Grade 9-5 under the new grading system), including English and Maths.

You should also take into account that studying a language is highly valued, as are History, Geography and RE. These subjects demonstrate that you are a student with broad interests, and the skills you develop are considered to help your overall learning. They are well-respected qualifications which can open doors and opportunities in the future. These subjects appeal to universities and colleges, and many more students are taking them now.

It is also important to remember that both universities and employers value a range of subjects and that you should seek to balance the courses you study. Practical and arts subjects can help you develop in a wide range of valuable areas and skills.

All the information you need is in this booklet, and staff are available to discuss your decisions and options with you.

- Head of Year 9 – Miss Felicity Goodliffe ([felicitygoodliffe@kba.uk](mailto:felicitygoodliffe@kba.uk))
- Head of KS3 – Mr Bill Pringle ([billpringle@kba.uk](mailto:billpringle@kba.uk))
- Assistant Principal, Curriculum – Mr Iain Holmes ([iainholmes@kba.uk](mailto:iainholmes@kba.uk))
- Vice Principal, Student Outcomes – Mr Sean Cowley ([seancowley@kba.uk](mailto:seancowley@kba.uk))

*Excellence is a habit*



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## What will I study?

The academy has designed two specific pathways for its students at Key Stage 4 (Years 10 and 11). We ensure students take courses which are suitable for them and give them the best possible chance of success.

All students in Year 10 study a core of required subjects. These include:

English Language GCSE

English Literature GCSE

Maths GCSE

Science GCSE (Double award)

Core PE

Most students at KBA will study the EBacc Pathway. On the EBacc Pathway, students will study for the English Baccalaureate. This means students will continue to study the language they have chosen in Year 9 as one of their GCSEs. They will then choose either Geography GCSE or History GCSE. Finally, they will have two free choices from a wide range of options.

A small number of students will study the EBacc Option Pathway. This is mainly for students who have not studied a language at KBA as they have had extra literacy or numeracy support. These students will choose either Geography GCSE, History GCSE or in some cases a languages GCSE. They will then have three choices from a wide range of options. Some students on this pathway may have continued literacy or numeracy intervention instead of one of their options if required.

*Remember, you are the author  
of your own life story.*





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## 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. We are not aware of any universities that are expecting students to have passed the Baccalaureate. We are not aware of it being used by employers for recruitment purposes, although this could of course change in the future.





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## What will my timetable look like?

At KBA we follow a one week timetable. Students will study Maths and English every day and will also have five Science lessons across the week. All students will have a double PE lesson in Year 10. The four option blocks have three lessons each and are taught as a double and a single lesson. This allows students time for more practical subjects.

In Year 11 students have extra periods of English, Maths and Science which run from 3:00pm till 4:00pm on a Tuesday Wednesday and Thursday. This is to ensure all students have the highest outcomes in these key core subjects.

## What are the different courses on offer?

### GCSE (General Certificate of Secondary Education)

With a GCSE you gain a grade from 9 - 1 (with 9 being the highest grade). The course consists of mostly examinations taken at the end of Year 11 but there are some elements of coursework or controlled assessment in some subjects. Some GCSE courses are very practical, such as GCSE Art or Drama.

### BTEC (Business and Technology Education Council award)

With a BTEC you learn about a subject in a more practical, work related manner.

Assessment is spread out across Years 10 and 11. These courses are for those who prefer to do more coursework, and who enjoy independent learning and practical activity. There will also be an examination and you must pass this in order to pass the course. You can achieve Pass, Merit or Distinction. These Level 2 courses are the equivalent to one GCSE.

### NCFE (VCERT qualification)

This course is similar to the BTEC course above, but students also complete a personal project.

You can find out more about a particular course by reading the page in this booklet or speaking to the teacher leading the course.

*Home to the hardest working students in  
Northamptonshire.*





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How do I make my options choices?

What should you consider when choosing options subjects?

- Which subjects are you successful in?
- Which subjects do you enjoy (as you'll be studying them for the next two years)?
- What skills do you want to learn?
- What might you want to study afterwards?
- Do you need a GCSE in a subject if you want to take it at A-Level?
- What do you study in the subject, and is it right for you? Can you find out more from the teacher(s)?
- Are there any entry requirements for the subjects you want to study?

What are common mistakes made when choosing options subjects?

- Choosing an option because all your friends are doing it.
- Choosing based on the teacher(s).
- Choosing because you've never done the subject before, so it must be good.
- Deciding without reading this booklet, asking questions, and speaking to teachers.
- Deciding without discussing it with your family.
- Deciding against a subject because you don't want a career in it.



*Unlock your potential*



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How do I complete my options form?

All students will receive a personalised option form on Thursday 27<sup>th</sup> February in form time. If you lose your form you will need to go to the Operations Hub, behind student reception, to get another one printed.

For some courses staff will approve your application before you select them. For the CCF you may be required to sit a short interview to assess your suitability once you have applied if you are not already in the Cadet force.

At the top of the form it will state whether you are allowed to select Separate Sciences as one of your options. It will also state a recommendation for your PE course should you wish to choose this. We run a GCSE and BTEC PE course and the team will recommend one for each student before they apply.

#### Instructions for students on the EBACC Pathway

If you are chosen to study the EBACC Pathway, the one most students will follow, then option 1 on your form will already be filled in with the modern foreign language you are currently studying.

For option 2 you must choose either Geography or History.

Options 3 and 4 can be any courses from the list at the bottom of the sheet. There is also a place for students to put one reserve choice.

#### Instructions for students on the EBACC Options Pathway

On this pathway for option 1 you must choose either Geography or History.

Options 2, 3 and 4 can be any courses from the list at the bottom of the sheet. There is also a place for students to put one reserve choice.

Forms must be returned to your Form Tutor by Friday 6<sup>th</sup> March.

Although we endeavour to give all students the options, they have selected this might not always be possible. We will then speak to students individually to discuss any changes. We also reserve the right to not run any of the advertised courses should the take up with students be low or if we have any staffing issues with that subject.

*Respect, Determination, Ambition*

# CAREERS GUIDANCE



During the choices 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 Fraher - Assistant Principal (Personal Development)
- Miss Rao - Assistant Principal (Head of Sixth Form)
- Mrs Smedley - UCAS Co-ordinator
- Emma Odom - Careers Advisor



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There is also a range of useful websites:

<a href="http://www.u-explore.com/website/">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/">www.ucas.com/</a>	Information about higher education courses and entry requirements.
<a href="http://russellgroup.ac.uk/informed-choices/">russellgroup.ac.uk/informed-choices/</a>	The Russell Group of Universities Guide to post 16 choices and university entry. Includes some GCSE requirements.
<a href="http://unifrog.org">unifrog.org</a>	All Students have their own personal log in to the Uniform platform, and activities around it, are delivered during tutor time. It is a one-stop-shop for students across Key stage 3,4,& 5 for information on all routes post-16, no matter their interests or academic ability.
<a href="http://amazingapprenticeships.com">amazingapprenticeships.com</a>	Connecting schools, colleges and training providers with a National Apprenticeship Service in their area.

UCAS

unifrog



RUSSELL  
GROUP

Amazing  
Apprenticeships



# SUBJECTS<sup>3</sup>





# GCSE English Language and Literature



Subject	GCSE English Language and Literature	
Exam Board	AQA English Language (8700) and English Literature (8702 )	
Overview	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.	
Course Structure	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.	
Assessment	<b>English Language GCSE</b>  Paper 1 Written exam Explorations in Creative Reading and Writing 1 hour 45 minutes 50% of GCSE  Paper 2 Written exam Writers' Viewpoints and Perspectives 1 hour 45 minutes 50% of GCSE  Non-examination assessment: Spoken language <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>	<b>English Literature GCSE</b>  Paper 1 Written exam Shakespeare and the 19th-century Novel 1 hour 45 minutes 40% of GCSE  Paper 2 Written exam Modern Texts and Poetry 2 hours 15 minutes 60% of GCSE
Career Opportunities and Further Education	Journalism	Broadcaster
	Teacher	Author
Further Information	Miss Stephanie Power stephaniepower@kba.uk	



# GCSE Mathematics



Subject	GCSE Mathematics				
Exam Board	Edexcel (1MA1)				
Overview	<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.</p> <p>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>				
Course Structure	The course is linear with final examinations at the end of Year 11. Pupils will work through objectives split into the strands mentioned above.				
Assessment	<p>There are two tiers of entry for the GCSE examination:</p> <p>Higher – Grades 4-9 Paper 1 Non-calculator 33.3% Paper 2 Calculator 33.3% Paper 3 Calculator 33.3%</p> <p>Foundation – Grades 1-5 Paper 1 Non-calculator 33.3% Paper 2 Calculator 33.3% Paper 3 Calculator 33.3%</p>				
Career Opportunities and Further Education	Statistician	Aerospace Engineer	Data Analysis	Meteorologist	Investment Analyst
	Higher Education Lecturer	Accountant	Financial Risk Analyst	Banker	Teacher
Further Information	Miss Charlotte Knight charlotteknight@kba.uk				





GCSE

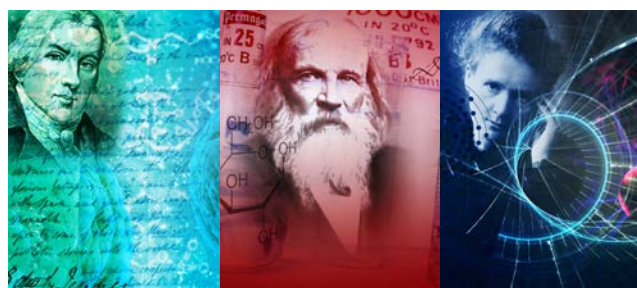
# Combined Science Trilogy



Subject	GCSE Science Trilogy			
Exam Board	AQA (8464)			
Overview	<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 whether they study for two GCSEs in science (GCSE Science Trilogy), or whether they complete three separate GCSEs (Biology, Chemistry and Physics). Students will be guided towards the route most suitable for them.</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>			
Course Structure	GCSE Science trilogy: The course is linear with six examinations lasting 75 minutes each at the end of Year 11.			
Assessment	<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>			
Career Opportunities and Further Education	Medicine	Veterinary Studies	Engineering	Pharmacy
	Sciences	Mathematics	Nursing	Teaching
Further Information	<b>Miss Sophie Dale</b> <a href="mailto:sophiedale@kba.uk">sophiedale@kba.uk</a>			



# GCSE Separate Science (3 GCSEs)



Subject	GCSE Separate Science (3 GCSEs)			
Exam Board	AQA (8461, 8462, 8463)			
Overview	<p>The majority of students at KBA study the 'Combined Science: Trilogy' GCSE course which covers aspects of Biology, Chemistry and Physics. This results in the students achieving the equivalent of two GCSEs (a double grade is awarded e.g. 6-5). We also offer 3 Separate Science GCSEs as an option. Each separate GCSE covers one of Biology, Chemistry or Physics with additional content to that which is studied in the Combined Science GCSEs. Either GCSE course allows students to progress to A Level Science and beyond. However, the 3 GCSE option is suitable for very able students who have a talent and passion for science.</p> <p>This option is only open to those in set 1 or 2 <u>and</u> requires you to achieve a minimum score in your end of year 9 assessment. This is due to the demanding academic nature of the course.</p>			
Course Structure	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.			
Assessment	<p>At the end of each GCSE there are two 105 minute exams. Each exam focuses on half of the topics within the GCSE as shown below:</p> <p>Biology paper 1: Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Biology Paper 2: Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>Chemistry Paper 1: Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.</p> <p>Chemistry Paper 2: Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.</p> <p>Physics Paper 1: Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p>Physics Paper 2: Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.</p>			
Career Opportunities and Further Education	Medicine	Sports Science	Midwifery	Finance
	Engineering	Mathematics	Nursing	Law
Further Information	<p><b>Miss Sophie Dale</b> sophiedale@kba.uk</p>			



# GCSE Geography



Subject	GCSE Geography			
Exam Board	AQA (8035)			
Overview	<p>By studying GCSE Geography students are able to find the way that they fit into the world around them, alongside understanding the importance of processes and interactions that shape the planet. Students are encouraged to explore the interactions between physical processes and human existence, and they do this across a range of scales from the UK to global locations. Geography allows students to explore the up-to date, relevant and relatable content that affects them on a daily basis, and also engages students in an understanding of how their place in the world can be significant in the future.</p>			
Course Structure	<p>GCSE Geography has 3 exams. It has no coursework element.</p> <p><u>Paper 1 : Living with the physical environment</u> (1 hour 30 minutes) UK physical landscapes (rivers and coasts). Natural Hazards (including volcanoes, earthquakes, tropical storms and climate change). Living world (with a focus on the Amazon Rainforest and the Sahara Desert)</p> <p><u>Paper 2 : Challenges in the human environment</u> (1 hour 30 minutes) Urban issues and challenges (with a focus on Rio de Janeiro and London). Resource Management (with focus on food) Changing Economic World (with a focus on food)</p> <p><u>Paper 3 : Geographical skills</u> (1 hour 15 minutes) Pre-release content Fieldwork skills Fieldwork application</p>			
Assessment	<p><u>Paper 1: Living with the physical environment</u> (1 hour 30 minutes) This paper will be split into three sections (as listed above) and assesses figure reading skills alongside extended questions (9 marks) that focus on case study content.</p> <p><u>Paper 2: Challenges in the human environment</u> (1 hour 30 minutes) This paper will be split into three sections (as listed above) and assesses figure reading skills alongside extended questions (9 marks) that focus on case study content.</p> <p><u>Paper 3: Geographical skills</u> (75 minutes) This paper involves pre-release material that is sent by the exam board in the March of the exam year. This material will focus on an element of the GCSE course and take the style of a decision making enquiry. Alongside this there are also geographical skills questions based on statistics, fieldwork skills and map work. The fieldwork unit of GCSE is in this paper and focuses on both a human and physical enquiry. This fieldwork will take place in the summer term of Year 10 and involves visits to the East Coast.</p>			
Career Opportunities and Further Education	Town Planning	Teaching	Travel Industry	GIS
	Conservation	Physical Research	Cartography	Policy Makers
Further Information	Miss Leah Goacher leahgoacher@kba.uk			





# GCSE History



Subject	GCSE History				
Exam Board	Edexcel (1H10)				
Overview	<p>By studying History students develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history and of the wide diversity of human experience. They will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. Students will develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Furthermore, they will develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.</p>				
Course Structure	<p>History has three exam papers. There is no coursework.</p> <p><u>Paper 1: Thematic Study and historic environment</u> Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches</p> <p><u>Paper 2: Period study and British depth study</u> Superpower relations and the Cold War, 1941-91 Early Elizabethan England, 1558-88</p> <p><u>Paper 3: Modern depth study</u> Weimar and Nazi Germany, 1918-39</p>				
Assessment	<p><u>Paper 1 – 1 hour 15 minutes (30%)</u> Section A: historic environment Students answer a question that assesses knowledge plus a two-part question based on two provided sources. Section B: thematic study Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two.</p> <p><u>Paper 2 – 1 hour 45 minutes (40%)</u> Superpower relations and the Cold War, 1941-91: Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts. Early Elizabethan England, 1558-88: Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two.</p> <p><u>Paper 3 – 1 hour 20 minutes (30%)</u> Section A Students answer a question based on a provided source and a question that assesses their knowledge and understanding. Section B Students answer a single four-part question, based on two provided sources and two provided interpretations.</p>				
Career Opportunities and Further Education	Teaching	The Media	Law	Police	Armed Forces
	National and Local Government	Record Offices	Librarian	Museum Curator	Diplomatic Service
Further Information	Mr Daniel Prudden danielprudden@kba.uk				



# GCSE Modern Foreign Languages



<b>Subject</b>	<b>GCSE French/German/Spanish</b>		
<b>Exam Board</b>	<b>Edexcel (1FRO, 1GNO, 1SPO)</b>		
<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. 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%)</p> <p>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>Mr Karim El Kanouni karimelkanouni@kba.uk</p>		



# GCSE Art and Design

## Fine Art



Subject	GCSE Art and Design: Fine Art			
Exam Board	Edexcel (1FAO)			
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. Disciplines include drawing, printmaking, sculpture and alternative media. Students work on their coursework throughout the two years with 20 hours of exam planning and a 10 hour exam over two days at the end of year 11.</p>			
Course Structure	<p>Component 1 Personal Portfolio 60%</p> <p>Component 2 Externally Set Assignment 40%</p> <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>			
Assessment	<p>Component 1 Personal Portfolio 60%</p> <p>Component 2 Externally Set Assignment 40%</p> <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. A02: Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses 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 Artist	Children Book Illustrator	Art Therapist
Further Information	<p>Mrs Melissa Emerson <a href="mailto:melissaemerson@kba.uk">melissaemerson@kba.uk</a></p>			





# GCSE Art and Design Photography



Subject	GCSE Art and Design: Photography			
Exam Board	Edexcel (1PYO)			
Overview	<p>Photography may be defined as the creative journey through the process of lens and light based media. This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, students should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept.</p> <p>Students will also understand that photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as photographers.</p>			
Course Structure	<p>Component 1: Personal Portfolio 60%</p> <p>Component 2: Externally Set Assignment 40%</p> <p>The use of formal elements to communicate a variety of approaches, the camera and its functions including depth of field, shutter speed, focal points and viewpoints, the application of observational skills to record from sources and communicate ideas, the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media, the use of digital and/or non-digital applications.</p>			
Assessment	<p>Component 1: Personal Portfolio 60%</p> <p>Component 2: Externally Set Assignment 40%</p> <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	Photo Journalist	Photographer	Studio Photographer	Teacher
	Wildlife photographer	Wedding Photographer	War Photographer	Astro-photography
Further Information	<p>Mrs Melissa Emerson  <a href="mailto:melissaemerson@kba.uk">melissaemerson@kba.uk</a> </p>			



# GCSE Art and Design

## 3D



Subject	GCSE Art and Design: 3D			
Exam Board	Edexcel (1TDO)			
Overview	<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>			
Course Structure	<p>Component 1: Personal Portfolio 60%</p> <p>Component 2: Externally Set Assignment 40%</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>			
Assessment	<p>Component 1: Personal Portfolio 60%</p> <p>Component 2: Externally Set Assignment 40%</p> <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	Architect	Costume and Set Designer	Ceramicist	Art Gallery Curator
	Jewellery Designer	Fashion Designer	Beauty and Hairdressing	Art Conservationist
Further Information	<p>Mrs Melissa Emerson</p> <p><a href="mailto:melissaemerson@kba.uk">melissaemerson@kba.uk</a></p>			

# GCSE Art and Design Textiles



Subject	GCSE Art and Design: Textiles			
Exam Board	Edexcel (1TEO)			
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>			
Course Structure	<p>Component 1: Personal Portfolio 60%</p> <p>Component 2: Externally Set Assignment 40%</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>			
Assessment	<p>Component 1: Personal Portfolio 60%</p> <p>Component 2: Externally Set Assignment 40%</p> <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	Textile Technologist	Personal Stylist	Tailor	Interior Designer
	Pattern Cutter	Colourist	Textile Artist	Fashion Writer
Further Information	<p>Mrs Melissa Emerson</p> <p><a href="mailto:melissaemerson@kba.uk">melissaemerson@kba.uk</a></p>			



# Hospitality and Catering Level 1/2



Subject	Hospitality and Catering Level 1/2							
Exam Board	WJEC							
Overview	<p>The Hospitality &amp; Catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. Also, airlines, tourist attractions, hospitals and sports venues; businesses who are growing increasingly dependent on Hospitality &amp; Catering for success.</p> <p>The sector has grown consistently over the last 5 years with its projected turnover for 2019 to reach the £100 Billion mark. There are a great number of entry level jobs within the industry and plenty are given to 16-24-year olds. There are also higher education courses and apprenticeship schemes where you can work and learn at the same time.</p>							
Course Structure	<p>This course has been designed to introduce you to the Hospitality &amp; Catering industry and prepare you for work and further study in the sector. By choosing to study Hospitality &amp; Catering at KBA, you will learn to;</p> <ul style="list-style-type: none"><li>• Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food ingredients whilst using different cooking techniques and equipment.</li><li>• Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drink.</li><li>• Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and food safety considerations when preparing, processing, storing, cooking and serving food.</li><li>• Understand and explore the Hospitality and Catering industry, the job roles and the different types of equipment used to support the industry.</li></ul> <p>Across two years of study you will complete written coursework and online examinations. Grading for those components is detailed below.</p> <table><tr><td>Level 2 Distinction*-(GCSE:8.5)</td><td>Level 2 Distinction-(GCSE:7)</td></tr><tr><td>Level 2 Pass-(GCSE:4)</td><td>Level 1 Pass-(GCSE:1/2/3)</td></tr></table>				Level 2 Distinction*-(GCSE:8.5)	Level 2 Distinction-(GCSE:7)	Level 2 Pass-(GCSE:4)	Level 1 Pass-(GCSE:1/2/3)
Level 2 Distinction*-(GCSE:8.5)	Level 2 Distinction-(GCSE:7)							
Level 2 Pass-(GCSE:4)	Level 1 Pass-(GCSE:1/2/3)							
Assessment	<p>Unit 1: The Hospitality and Catering Industry</p> <ul style="list-style-type: none"><li>• Online written examination</li><li>• 1 hour 30 mins – Max 90 marks</li><li>• 40% of your grade</li></ul> <p>Unit 2: Hospitality and Catering in Action</p> <ul style="list-style-type: none"><li>• 3 Hour practical exam (Plan, cook and serve two complete dishes)</li><li>• 9 Hours (Including 3-hour practical exam)</li><li>• 60% of your grade</li></ul>							
Career Opportunities and Further Education	Chef	Contract Caterer	Bar Manager	Food Journalist				
	Food Critic	Nutritionist	Food Engineer	Environmental Health Officer				
	<ul style="list-style-type: none"><li>• Diploma Level 3 Food Science &amp; Nutrition (Moulton College)</li><li>• Diploma Level 3 Food Technology &amp; Management (Moulton College)</li><li>• Diploma Level 2/3 Professional Bakery (Moulton College)</li></ul>							
Further Information	Mr Matthew Hounslow <a href="mailto:matthewhounslow@kba.uk">matthewhounslow@kba.uk</a>							





# BTEC Business



Subject	BTEC Business: Tech Award in Enterprise
Exam Board	BTEC Edexcel
Overview	<p>In the future, all businesses will require enterprising employees to drive their organisations forward. You will be valued for having ideas and initiatives to instigate growth. By obtaining these skills you will be in a great place to ensure that the business that you work for survives and flourishes in a fast-changing world.</p> <p>Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.</p>
Course Structure & Assessment	<p>BTEC Tech in Enterprise has three elements to it – 2 pieces of coursework and 1 external exam.</p> <p><u>Component 1: Exploring Enterprises</u> Internally assessed piece of coursework. You will choose 2 local, small to medium sized businesses and investigate how they have become successful, how they understand their customers and meet their needs. You will explain what market research they do and then how this helps them to understand their customers and competitors.</p> <p><u>Component 2: Planning for and Pitching an Enterprise Activity</u> Internally assessed piece of coursework. You will come up with an idea and plan how you would put it into practice. You will explain how you will use physical, financial and human resources to make your business successful. You will have to develop how you would develop your idea into a real business, including producing a presentation on your own business.</p> <p><u>Component 3: Promotion and Finance for Enterprise</u> External assessed examination. Max 60 marks. 2 hours in length. Sat in February and possible resit in June. You will look at how enterprises use different promotional methods to advertise their businesses and the factors that affect how they identify and target their market. You will also explore financial documents and how to use them to monitor and improve the performance of an enterprise in making decisions and recommending strategies for success.</p>
Career Opportunities and Further Education	<p>Business is highly valued in the world of work – it is one of the most popular courses that is studied and will have a direct impact on your life. It is also the course that will be relevant – you will use the skills and knowledge that you learn throughout your working life. There are a wide range of options available to you after completing the BTEC Tech Award. You could follow the course onto A-level or, due to the vocational nature of the course, a career in business. If you wished to take up an apprenticeship, this course would set you up well for that too. Due to this, the list of areas that you could explore as a potential career are numerous.</p>
Further Information	<p>Mr Andy Major andrewmajor@kba.uk</p>



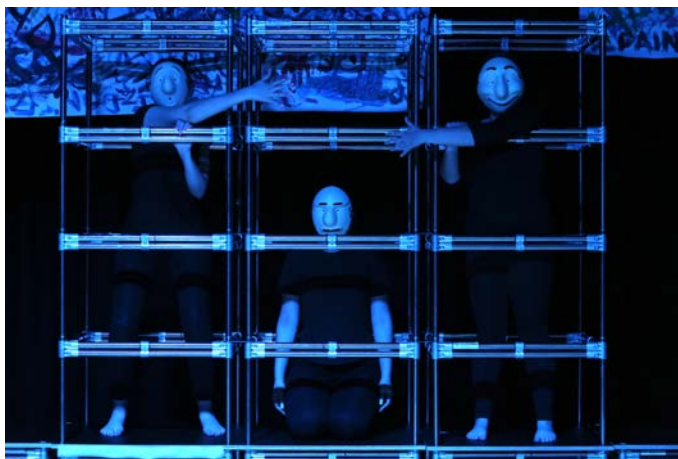
# GCSE Economics



Subject	GCSE Economics			
Exam Board	OCR (J205)			
Overview	<p>This is a new course that we are looking to introduce to KBA. We teach economics at A-level and we now wish to offer you the opportunity to experience it as a GCSE.</p> <p>Economics is the study of how society uses its limited resources. It is a social science that deals with the production, distribution and consumption of goods and services. It considers the four factors of production which are land, labour, capital and enterprise. It affects us all on a daily basis – we live in a world of limited resources and economics helps us to decide how to use these limited inputs to satisfy our never-ending list of wants and needs.</p> <p>This course is designed to be engaging and relevant whilst providing a comprehensive introduction to Economics, drawing on local, national and global contexts.</p> <p>It will introduce you to basic economic concepts and help you to develop the appropriate range of analytical, critical and reasoning skills to allow you to think like an economist. It will provide an excellent foundation for A-level economics.</p>			
Course Structure	This is an externally assessed qualification with two exams of 90 minutes each at the end of the course. Both question papers have a section with multiple choice questions.			
Assessment	<p><u>Component 1:</u> This section introduces you to the main economic agents, the basic economic problem, the role of markets in the determination of price, and the importance of the financial sector.</p> <p><u>Component 2:</u> This focuses on the main economic objectives, such as economic growth, low unemployment, fair distribution of income and price stability, and other roles of government. Other aspects are the importance of international trade and the impact of globalisation.</p>			
Career Opportunities and Further Education	Market Research Analyst	Economic Consultant	Actuary	Credit Analyst
	Financial Analyst	Policy Analyst	Statistician	Management Consultant
Further Information	<p><b>Mr Andy Major</b> andrewmajor@kba.uk</p>			



# GCSE Drama



Subject	GCSE Drama		
Exam Board	OCR (J316)		
Overview	<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>		
Course Structure	<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>
Assessment	<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>		
Career Opportunities and Further Education	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.		
Further Information	<p>Mrs Tracy Childs</p> <p><a href="mailto:tracychilds@kba.uk">tracychilds@kba.uk</a></p>		



# GCSE ICT



Subject	ICT			
Exam Board	OCR (J461)			
Overview	<p>The Cambridge National in ICT has been designed to give students a real understanding of their digital environment, develop key skills and prepare them for their future use of ICT in their chosen careers across a wide range of job roles. It also covers how they can safely interact with ICT at work, home and in study.</p> <p>The qualification is about applying understanding and skills to use technologies to select data, manipulate, store, analyse and present it as information, and follow a project life cycle to structure how it's done.</p> <p>There are two assessments – a practical project and a written exam paper, with each being worth 50% of the course.</p>			
Course Structure	<p>There are two units:</p> <p>Written exam: R012: Understanding tools, techniques, methods and processes for technological solutions. <u>This exam is 1 hour 45 minutes</u> - 50%</p> <p><u>Centre assessed task: R013: Developing technological solutions</u> - 50%.</p> <p>This is internally marked and moderated by OCR.</p>			
Assessment	<p>Written exam: R012: Understanding tools, techniques, methods and processes for technological solutions</p> <p>Students develop their knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.</p> <p>Centre assessed task: R013: Developing technological solutions</p> <p>Students create a technological solution that processes data and communicates information, following the phases of the project life cycle using different hardware and software technologies to create an integrated technological solution. They develop practical skills such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and presenting data through web-based technologies.</p>			
Career Opportunities and Further Education	Management Consulting	Project management	Business Analyst	Computer Support and Systems Manager
	Database Administrator	Sound Technician	Armed Forces Technical Officer	Satellite Technician
Further Information	Mrs Mairead Wall Maireadwall@kba.uk			





Subject	GCSE Music				
Exam Board	Eduqas				
Overview	<p>When business bosses across the world were surveyed, they voted creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions! At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community. Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep learning of transferable abilities and practice applying these to new situations, developing analytical and problem-solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.</p>				
Course Structure	<p>The Eduqas GCSE Music course has three components: Performing, Composing and Appraising (Listening). Typical activities could be:</p> <p>Performing (playing music) on your own and in a group. You <u>must</u> be prepared to perform. This could be in any style, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments.</p> <p>Exploring how great pieces of music were put together, then when you have learnt some of the techniques, composing your own music. This could involve using computer software, writing for a specific purpose, writing songs etc.</p> <p>Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3 lessons. At GCSE you focus on how these are used for different purposes.</p>				
Assessment	<p>Component 1: Performing (30% of qualification) Non-exam assessment. A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.</p> <p>Component 2: Composing (30% of qualification) Non-exam assessment. Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.</p> <p>Component 3: Appraising (40% of qualification) Written examination. This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music Two of the eight questions are based on pieces set by WJEC.</p>				
Career Opportunities and Further Education	Accompanist	Composer	Conductor	DJ	Musician
	Teacher	Music Therapist	Producer	Sound Engineer	Vocal Coach
Further Information	Miss Louise Chapman louischapman@kba.uk				

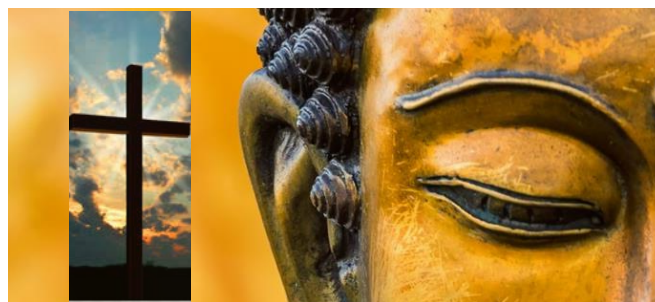


# GCSE Physical Education



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>Theoretical content-60%</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>Practical content-30%</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>Analysis of performance-10%</p> <p>Analysis and evaluation of performance to bring about improvement in one selected sport.</p>		
Assessment	<p>2 hour written exam - 120 marks - 60%</p> <p>Learners will be assessed through a range of short and extended answers.</p> <p>The questions will be based on stimuli/ sources.</p>	<p>Non-exam assessment - 80 marks - 40%</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	Mr Ben Williams benwilliams@kba.uk		

# GCSE Religious Studies



Subject	GCSE Religious Studies	
Exam Board	AQA (8062)	
Overview	The study of two traditional world religions is fused together with exploration into philosophical, ethical and contemporary issues. Learners will be challenged to examine what they believe and do and compare and contrast this with the two faiths studied. They will be required to provide reasoning and evidence for beliefs and practices as well as the ethical and philosophical positions held by the religions studied.	
Course Structure	<p><u>Component 1: The study of religious beliefs, teachings and practices.</u></p> <p>Beliefs, teachings and practices from the following religions:</p> <ul style="list-style-type: none"> <li>* Buddhism</li> <li>* Christianity</li> </ul>	<p><u>Component 2: Thematic Studies</u></p> <p>Four religious, philosophical and ethical themes from the choice below:</p> <p>Theme A: Relationships and families. Theme B: Religion and life. Theme C: The existence of God and revelation. Theme D: Religion, peace and conflict. Theme E: Religion, crime and punishment. Theme F: Religion, human rights and social Justice</p>
Assessment	<p>Written exam: 1 hour 45 minutes 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG).</p> <p>50% of GCSE Questions</p> <p>The questions within each religion have a common structure of two five-part questions of 1, 2, 4, 5 and 6 marks plus one 12 mark question.</p> <p>Each religion is marked out of 48.</p>	<p>Written exam: 1 hour 45 minutes. 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG).</p> <p>50% of GCSE Questions</p> <p>Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.</p> <p>Each theme is marked out of 24.</p>
Career Opportunities and Further Education	<p>Careers using Philosophy, Religion and Ethics include; advertising, PR and communications, media, journalism, publishing, politics, teaching, law, medicine, social work, event management, marketing, working with charities and much more!</p> <p>Philosophy, Religion and Ethics is a highly regarded academic subject. It is traditional enough to be highly respected by employers and Universities but modern enough to engage with people of any age... the content affects everyone!</p>	
Further information	<p>Miss Laura Shocklidge or Mrs Wendy O'Sullivan laurashocklidge@kba.uk or wendyosullivan@kba.uk</p>	



# GCSE Sociology



Subject	GCSE Sociology		
Exam Board	AQA (8192)		
Overview	<p>Sociologists study people in society, looking at small groups in the immediate family, larger ones such as school or workplace, very large institutions of the education system or the political system, and whole societies that could include Scotland or Britain. Put simply, sociology is the attempt to understand how society works. It provides description and analysis of the patterns and structures in human relationships and encourages us to see the world through the eyes of other people. KBA students will investigate the democratic process in making anti-discrimination legislation, family law, and educational policies and will gain a stronger understanding of our criminal justice system.</p>		
Course Structure	<p>This is a linear GCSE course (all exams at the end of year 11) with no coursework. GCSE Sociology is made up of 4 topics all linking to research methods.</p>		
Assessment	<p>At the end of each GCSE there are two 1 hour 45-minute exams. Each exam focuses on half of the topics within the GCSE as shown below:</p> <p>Paper 1 exam (1 hour 45 minutes): The sociology of families with relevant areas of social theory and methodology The sociology of education with relevant areas of social theory and methodology</p> <p>Paper 2 exam: (1 hour 45 minutes) The sociology of crime and deviance with relevant areas of social theory and methodology The sociology of social stratification with relevant areas of social theory and methodology</p>		
Career Opportunities and Further	Police Force	Justice Service	Media Industry
	Government	Social Services	Support Workers
Further information	Miss Amy Coates Amycoates@kba.uk		





# BTEC

## Level 1/2

### First Award in Sport



Subject	BTEC Level 1/Level 2 First Award in Sport (=600/4779/3)		
Exam Board	Pearson		
Overview	This course is over two years and is 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	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 Applying the principles of personal training.
Assessment	Unit 5 The sports performer in action.		
	<p>EXAMINATION</p> <p>Unit 1 - externally assessed (approx 25%)</p> <p>COURSEWORK</p> <p>3 coursework units - (approx 75%)</p> <p>The course will equate to one GCSE.</p> <p>The grades that can be achieved range from a Pass Level 1, Pass Level 2, Merit Level 2, Distinction Level 2 and Distinction* Level 2.</p>		
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) at KBA 6th form.		
Further Information	Mr Ben Williams Benwilliams@kba.uk		



# Combined Cadet Force



Subject	Combined Cadet Force – Teamwork, Leadership and Management Training
Exam Board	EXAM BOARD: NCFE Technical Award in Health and Fitness
Overview	<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. Year 10 students will be able to work towards their Duke of Edinburgh (D of E) Awards, a First Aid qualification, and a VCERT in Health and Fitness 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.</p> <p>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 £65 and, for this, the students will receive boots, at least one long-weekend camp and a one week camp. A total of 10 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. <u>We have 40 places available this year and students will be interviewed if we are over-subscribed.</u></p>
Course Structure	<p>Year 9 Club: <u>Do not worry if you were not part of the club this year because you can still apply to do this course.</u> 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>Year 10: Advanced military based training developing leadership and instructional skills. Students will plan, organise and deliver their own Silver D of E course and expedition. VCERT Health and Fitness lessons are interwoven so cadets can use their practical experiences to compliment their exam and coursework preparation.</p> <p>Year 11: 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 VCERT course using these 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>Year 12 and 13: 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 <b>E Gold</b> expedition and award completion.</p>



# ...Combined Cadet Force continued

## Assessment

The Duke of Edinburgh Award Scheme is an internationally recognised award comprises of up to five components:

**Volunteering:** undertaking service to individuals or the community.

**Physical:** improving in an area of sport, dance or fitness activities.

**Skills:** developing practical and social skills and personal interests.

**Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad (Gold).

At Gold level, participants must do an additional fifth **Residential** section, which involves staying and working away from home for five days, doing a shared activity.

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. The cost for non-Cadets (CCF have already contributed to this program) is £12 per pupil for the first Bronze Award.

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 their VCERT in Health and Fitness

KBA CCF also offers an academic qualification to compliment the military, teamwork and leadership training undertaken during this course. The Level 1/2 Technical Award in Health and Fitness is designed to provide learners with the skills, knowledge and understanding of the applied study of good health and fitness practices. This helps with the understanding of working in the military and fitness sector as well as helping students prepare for the arduous of Duke of Edinburgh expeditions.

The V Cert Technical Awards are a suite of high-quality technical qualifications which are appropriate for Key Stage 4 learners. They are a technical alternative to GCSEs with equivalent levels of rigour and challenge. Year 9 students can choose this option for study in Years 10 and 11 only if they are not choosing BTEC PE/Sport This course compliments GCSE PE and careers in the military, fitness and sports sector or outdoors.

Qualification Title Level 1/2 Technical Award in Health and Fitness

Qualification number (QN) (603/2650/5)

Total Qualification Time (TQT) 157

Guided Learning Hours (GLH) 120 plus 1 hour 30 minutes for the external assessment

Qualification overview

Throughout this qualification, cadets will gain valuable knowledge of:

- the principles of training and FITT
- how physical activities affect the body in the short and long term
- how relevant fitness tests can be used for specific health and skill components of fitness
- different lifestyle analysis tools and how to apply them
- creating a health and fitness programme.

The assessment is a mixture of exam (taken in Year 10) and Coursework submitted in Year 11:

Unit 01 Introduction to body systems and principles of training in health and fitness

40% Weighting Externally Assessed:

Written Examination (externally marked)

Unit 02 Preparing and planning for health and fitness

60% Weighting Internally Assessed:

Synoptic Project (externally quality assured Coursework)



# ...Combined Cadet Force continued

## Career Opportunities and Further Education

What's next?

Depending on the grade the learner achieves in this qualification, they could progress to:

- A Level in Physical Education and Sport
- Level 2 Technical Certificate in Sport & Physical Activity
- Level 3 Applied General in Sport Studies

Apprenticeships in occupations within the Health & Fitness sectors such as Health Assistants, Fitness Instructors or Personal Trainers.

## Further Information

**Mr Jon Teare**  
[jonteare@kba.uk](mailto:jonteare@kba.uk)





# Kettering Buccleuch Academy

Weekley Glebe Road  
Kettering  
Northamptonshire  
NN16 9NS

01536 515644  
[www.kba.uk](http://www.kba.uk)



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