

**THE BOURNE ACADEMY**

# Year 8 Options Booklet 2026

A guide to the courses and  
qualifications available to year 9, 10  
and 11 students

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## Welcome to Options Evening

Dear Year 8,

Options time is an important point in your education, as it is here that you get to choose some of the subjects that you will study for the next three years. We know that it can be a difficult time and can cause anxiety because there are a lot of questions that you might have: Which subject is right for me? What if I don't know what I want to do at all? Rest assured that we will help you to make the right choices to support your future learning.



This booklet and the options process are designed to make this time less worrying for you and your parents/carers. They will help you to start making decisions about your learning and to choose subjects that suit your aspirations, skills and needs.

Please use all the information available to you: this booklet; advice from teachers; your tutors and your parents. All these people know you in some way and may be able to suggest whether they think a subject would suit you as a learner.

There will be further opportunities to discuss options choices at the Parents' Evening on Wednesday 21 January 2026.

The deadline for submitting your Options Form will be Friday 30 January. The completed form should be returned to the Academy by the deadline.

We hope that the information allows you to make the right choices that will see you succeeding over the next three years and beyond.

Mr Avoth

Principal

## What is Key Stage 4?

The curriculum at Key Stage 4 consists of a mixture of Core Learning and Options Learning.

Students will be able to choose subjects for their Options Learning according to their strengths and interests. They will be guided through their choices by subject teachers, tutors and other staff to ensure that their choices are appropriate.

The Key Stage 4 (KS4) curriculum reflects the National Curriculum requirements and the curriculum policy of the school. We want to offer as much individual choice as we can, so that the students can follow courses they need for interest and their future career paths, while also ensuring the school meets the government measures for school accountability.

It is important to understand that there are also certain constraints and requirements that govern students' choices: the following pages explain what these are.

We urge that all students opt for a broad and balanced curriculum. Our pathways are structured to support this for all students. Whilst all GCSEs have equal status, they do stress different skills and ways of learning. When making choices students must balance their skills and learning styles in order to keep options open for later life, such as choosing A level or college courses.

### Core Learning: What does everyone do?

All students are taught a core programme. These are the subjects and skills that are statutory for all children aged 11-16, with the addition of English Literature, a Humanities and/or Modern Foreign Language and/or a Creative Arts GCSE which enable breadth of study in line with the curriculum expectations in place by the Government.

### Essential Learning comprises:

- English
- English Literature
- Mathematics
- Science (Combined or Triple award)
- Two subjects selected from Humanities and/or Modern Foreign Language and/or Creative Arts subject. The two subjects must be selected from across disciplines and cannot be from the same discipline (see below regarding pathways)
- PE
- SMSC

### Option Learning: Pathways

We want our students to be committed to their subjects and so we allow them to choose the subjects that make up their Options Learning.

Whilst we do give as much choice as possible by offering four options over three years, all students will need to select a pathway. These pathways are chosen by the student based on their interest and are not predetermined by the Academy based on prior performance.

A minority of students will be offered the purple pathway in line with guidance from the SENDCo. This pathway has been designed to support a minority of students with an alternative pathway, to better support those who may benefit from a more vocational based pathway.

**It is important to be aware that there is currently a Government review of curriculum, and school accountability measures. Should the current proposals be confirmed in the Summer, then the courses offered for Dance and Drama will be changed from vocational courses to GCSE courses.**

**Pathway A:** student selecting this pathway will be expected to take a Humanities subject (History or Geography) and a Modern Foreign Language (Spanish). They will then study two further options.

**Pathway B:** students selecting this pathway will be expected to take a Humanities subject (History or Geography) and a Creative Arts qualification (Music, Dance, Drama, Design Technology, Art). They will then study two further options.

**Pathway C:** students selecting this pathway will be expected to take a Modern Foreign Language (Spanish) and a Creative Arts qualification (Music, Dance, Drama, Design Technology, Art). They will then study two further options.

**Purple Pathway:** selected students will be offered this pathway, guided by the SENDCo. Students cannot request to go on this pathway. Students on this pathway will study travel & tourism and a Creative Arts qualification (Music, Dance, Drama, Design Technology, Art). They will then study two further options. Students are encouraged to opt for vocational and BTEC courses, which involve a greater percentage of coursework as their two other options. Students offered this pathway may decide it is not right for them and in discussion with Mrs Deane and the SENDCo may request to move to pathway B. Students offered this pathway are not able to move to pathway A or C, as they have not studied enough content to continue their studies of Spanish.

We make every effort to ensure that students study the pathway and courses they opt for. We are however, constrained by constructing a timetable, staffing and group sizes. Therefore, it is important to note that despite our best efforts, we are not always able to give everyone their first choices.

Any student who does not get offered a subject they have selected within the choices process will be seen by the data team and/or the Head of Year to discuss alternatives.

If a student would like to review their pathway after they have submitted their options form, then please contact the data team via email at [jennifer.thornley@thebourneacademy.com](mailto:jennifer.thornley@thebourneacademy.com)

## Submitting option choices:

All parents/carers will be emailed with links to the different pathways available to them. These links will take parents/carers to an online form. When submitting the options choice, please select the link for the pathway your child would like to take. The online form will request that a student chooses **seven** options in **order of preference**. The first two options to be selected will be directed based on the pathway the student has selected. It is important that students select seven different options. While we endeavour to provide students with their top four subjects, when we block the subjects to timetable them, it means some students cannot have their top four chosen subjects. There are also occasions when subjects are full, this may result in a student being given their reserve choice subjects.

The form is submitted electronically to the school. The form cannot be submitted prior to the Options evening, as we want all students, parents and carers to be able to discuss the different courses available before submitting options. The deadline to submit the options choice form is 3pm on Friday 30 January 2026. Forms submitted earlier than this will not be given a higher priority of choice, however forms submitted after the deadline will not be given a higher order of preference in over-subscribed subjects. If there are any reasons why a family is unable to meet the deadline, please

contact [tracie.deane@thebourneacademy.com](mailto:tracie.deane@thebourneacademy.com) or the students Head of Year to confirm the reasoning, so that we can support you.

## What are GCSEs?

GCSE stands for General Certificate of Secondary Education. It is a qualification that is highly valued by schools, colleges and employers, so will be useful whatever students are planning to do afterwards. The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. GCSEs are at levels 1 and 2 on the National Qualifications Framework, depending on the grade you get (see page 6 for an explanation of levels).

## What are BTECs, Cambridge Nationals, VCerts and NCFEs?

These are particular types of work-related qualifications. Courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice.

## What do the qualifications mean?

A qualification is intended to show employers, teachers and learners what someone has learnt and can do as a result of that achievement. There are a large number of qualifications and the way they are described and marketed can be confusing.

**Qualifications and Credit Framework (QCF)** sets out the levels against which a qualification can be recognised in England, Wales and Northern Ireland. This framework helps learners to make informed decisions about the qualifications they need, and help employers and providers assess what qualifications a candidate has. The QCF has nine levels and sets out the basis on which qualifications are approved, so that it is easier to compare one type of qualification with another.

Qualifications are best understood by their level of difficulty, size and of course, their content. Each accredited qualification has a level according to the qualifications framework it is on. Levels are a standard way of comparing how challenging a qualification is and what learners should be able to do once they have successfully completed it. For example, an NCFE or BTEC level 1/level 2 qualification is equivalent to a GCSE at grade 9 - 1.

NQF level	Examples of qualifications	What they give you
<b>Entry</b>	<ul style="list-style-type: none"> <li>• Entry Level Certificates</li> <li>• English for Speakers of Other Languages (ESOL)</li> <li>• Skills for Life</li> <li>• Functional Skills at entry level (English, Maths and ICT)</li> </ul>	<ul style="list-style-type: none"> <li>• basic knowledge and skills</li> <li>• ability to apply learning in everyday situations</li> <li>• not geared towards specific occupations</li> </ul>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• GCSEs grades 1-3</li> <li>• BTEC Certificates Level 1</li> <li>• OCR Nationals</li> <li>• Skills for Life</li> </ul>	<ul style="list-style-type: none"> <li>• basic knowledge and skills</li> <li>• ability to apply learning with guidance or supervision</li> <li>• may be linked to job competence</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• GCSEs grades 4-9</li> <li>• BTEC Certificates Level 2</li> <li>• OCR Nationals</li> <li>• Skills for Life</li> </ul>	<ul style="list-style-type: none"> <li>• good knowledge and understanding of a subject</li> <li>• ability to perform variety of tasks with some guidance or supervision</li> <li>• appropriate for many job roles</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• AS and A Levels</li> <li>• International Baccalaureate</li> <li>• BTEC Nationals Level 3</li> <li>• OCR Nationals</li> <li>• T Levels</li> <li>• EPQ</li> </ul>	<ul style="list-style-type: none"> <li>• ability to gain or apply a range of knowledge, skills and understanding, at a detailed level</li> <li>• appropriate if you plan to go to university, work independently, or (in some cases) supervise.</li> </ul>

## Some Advice for Students

### Who decides what I study?

Basically, **YOU** do.

We want you to choose the subjects that you want to do. Everyone is happier that way. But you need to think things out very carefully and remember all these points.

First, you must consult:

- Your parents
- Your teachers
- Your tutor
- Your Head of Year

Secondly, you should think whether the option subjects you are choosing NOW fit in with what you will need for a FURTHER EDUCATION or CAREER choice in two, three or four years' time.

Thirdly, you must check any particular requirement of the *course*. *You will not be allowed to begin any option course if your lower school work indicates that you will not benefit from it.*

### To help you to choose:

You can speak to Mr Roberts-Wray, Careers, Employability and enterprise, either in school or at the Parents' Evening on 21 January 2026. At ANY time, you can sign up for an appointment by requesting an appointment through your tutor.

All of these people will have a very good idea of your abilities and the subjects that will give you a broad set of skills that you will need for future success.

## Top Tips for Choosing Subjects

**You should remember these:**

### Dos

- DO choose subjects which you like
- DO choose subjects which you feel successful in
- DO choose subjects which you may need for a career or further education
- DO find out everything that you can about the subject before you choose it. Once you have started a subject we expect you to stick with it for three years
- DO talk to the people who know you
- DO listen to the advice your subject teachers give you

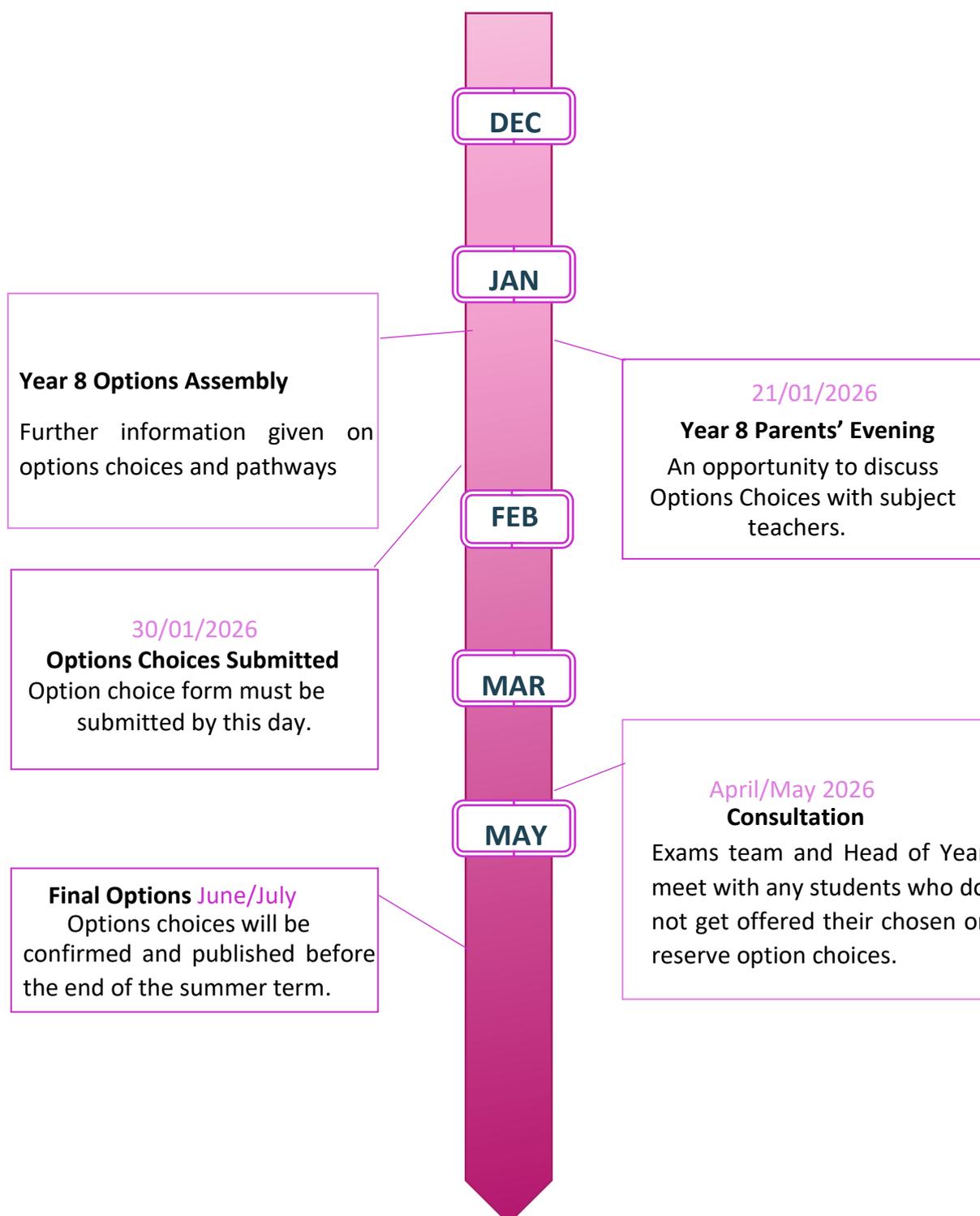
### Don'ts

- DON'T choose a subject just because your friend has chosen it
- DON'T choose a subject just because you like - or dislike - a particular teacher, they may not end up teaching you

## What happens once options have been chosen?

- All options forms have to be submitted online by the 30<sup>th</sup> January.
- You will meet with Mrs Deane or the exams team if there is a significant problem with your choices.
- In the Summer term you will receive a letter with your Options.

## Options Timeline and Key Dates



# GCSE English Language

CORE

**Subject Leader: Ms C Bailey**

**Specification:** AQA English Language

All students study English Language. These lessons provide students with the reading, writing, speaking and listening skills they need in order to access the world around them. English Language lessons are also valuable in that they provide students with opportunities to be creative as well as improving their analytical skills. We want our students to finish the course with strong communication skills that will help them in their future careers.

## What will I study?

The English Language course enables students to explore a range of topics such as appearances, the environment, relationships and revenge while developing their reading and writing skills. Students also research, plan and deliver a presentation to the rest of their class on a topic of their choice to develop their speaking and listening skills.



- Reading comprehension
- Language analysis
- Structural analysis
- Making comparisons
- Evaluating
- Learning new vocabulary
- Writing stories & descriptions
- Writing articles, letters, essays, speeches and the text for leaflets.
- Presenting on an issue and answering related questions.

## How will I be assessed?

Two (2) written papers. **Each paper lasts:**

- 1 hour 45 minutes

**Each paper contains 80 marks**

- Paper 1: Explorations in Creative Reading and Writing
- Paper 2: Writers' Viewpoints and Perspectives

**Non- exam assessment**

- Presenting in a formal context

**English Language is assessed through four reading, two writing and one speaking and listening skills-based strands.**

# GCSE English Literature

CORE

**Subject Leader: Ms C Bailey**

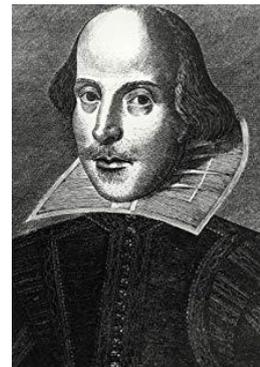
**Specification:** AQA English Literature

All students study English Literature. This course provides students with the opportunity to explore a range of texts and gain an understanding of the lives of others. Students can draw on topics studied in their other subjects and apply this information to the texts they are analysing as well as having the chance to express their own opinions.

## What will I study?

The English Literature course gives students the opportunity to read drama, prose and poetry. They are required to explore both pre-studied and unseen texts.

- Macbeth
- A Christmas Carol
- An Inspector Calls
- Power & Conflict Poetry
- Unseen Poetry



## How will I be assessed?

Two (2) written papers. **Each paper lasts:**

- Paper 1: 2 hours
- Paper 2: 2 hours 15 mins

**Paper 1 contains 64 marks**

- Shakespeare and the 19<sup>th</sup> century novel

**Paper 2 contains 96 marks**

- Modern texts and poetry

**English Literature is assessed through three analysis-based strands and one communication-based strand.**

A01 Read, understand and respond to texts (Percentage of final mark: 37%)

A02 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate (Percentage of final mark: 42.5%)

A03 Show understanding of the relationships between texts and the contexts in which they were written (Percentage of final mark: 15%)

A04: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Percentage of final mark: 5%)

# GCSE Mathematics

CORE

**Director of Faculty: Mr A Linklater**

**Specification:** Edexcel (9-1) Mathematics

All students study Mathematics. It is one of the fundamental subjects underpinning all sciences and technology. We want students to see the learning of Mathematics as a lifelong experience, which will help them to approach situations with confidence. We want them to appreciate that Mathematics will be useful outside the classroom and can also be used to help in other GCSEs such as Psychology, Business Studies and Geography.

## What will I study?

The Mathematics course enables students to develop knowledge, skills and understanding of mathematical methods and concepts, including:

- Number
- Algebra
- Ratio, proportion, rates of change
- Geometry
- Statistics
- Probability



## How will I be assessed?

Three (3) written papers **Each paper lasts:**

- 1 hour 30 minutes (Foundation)
- 1 hour 30 minutes (Higher)

**Each paper contains 80 marks**

- Papers 1F and 1H: Non-calculator, Papers 2F, 2H and 3F, 3H Calculator allowed

**Tiered papers:**

- Foundation Tier grades 1 - 5 available
- Higher Tier grades 4 - 9 available

**Each paper assesses the functional elements of mathematics called crossover material across each tier:**

- 30-40% on Foundation Tier papers
- 20-30% on Higher Tier papers

**Mathematics is assessed in three strands across all three papers:**

A01 Use and apply standard techniques (Percentage of final mark: 50% Foundation, 40% Higher)

A02 Reason, interpret and communicate mathematically (Percentage of final mark: 25% Foundation, 30% Higher)

A03 Solve problems within mathematics and other context (Percentage of final mark: 25% Foundation, 30% Higher)

# GCSE Science

Director of Faculty: Mr J Fry

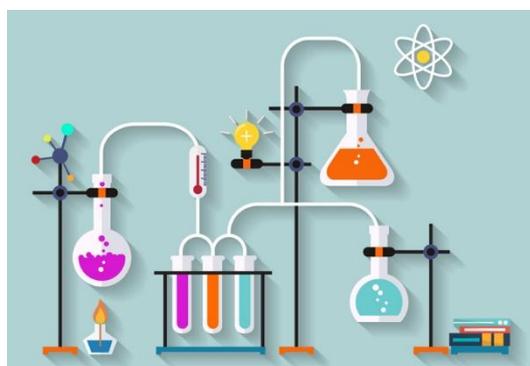
CORE

**Specification:** AQA Combined Science (Trilogy)

All students study Science. In an ever-changing world, scientific understanding has never been more important; it allows students to understand the phenomena they perceive in the world around them and to appreciate the mysteries and opportunities of the human realm, from the bacteria that help digest their food, to the forces that hold our planet in orbit. Most importantly, it helps them learn through enquiry and problem solving, both critical skills for the careers of tomorrow.

## What will I study?

Most students will study Combined Science (2x GCSE grades) which covers a range of topics from Biology, Chemistry and Physics, including:



- Cells
- Human Biology and Inheritance
- Chemical structures and formulae
- Chemical reactions
- Managing the environment and pollution
- Forces and waves
- Radiation and magnetism

## How will I be assessed?

Six written papers, of which two Biology, two Chemistry and two Physics. **Each paper lasts:**

- 1 hour 15 minutes (Combined Science)

**Each paper contains 70 marks**

**Tiered papers:**

- Foundation Tier grades 1 - 5 available
- Higher Tier grades 4 - 9 available

**Each paper assesses student subject knowledge and numeracy skills with a question mix including:**

- Multiple choice questions
- Structured questions
- Closed short answers
- Open response (or extended writing) questions

## What about Triple Science?

Triple Science offers three separate GCSEs in Biology, Chemistry and Physics with each topic covering a greater depth and more demanding breadth of content. One or more Triple Science classes are selected each year by the Science Department based on attitude and performance; it is therefore not an “option” for students to choose and does not use up any of their subject choices, but it does mean that the Triple students will have a more in-depth learning adventure within our subject!

Assessment is also six written papers. **Each paper lasts:**

- 1 hour 45 minutes (Triple Science)

# GCSE Art & Design

Subject Leader: Mr D MacAulay

Option

**Specification:** AQA Art, Craft and Design



## What will I study?

**Course Content:** The basic structure of the course is broken down into two Components:

**Component 1** is a 'Portfolio of Work' which accounts for 60% of the GCSE grade and

**Component 2** is an 'Externally set task' which completes the final 40% of the GCSE grade.

### Component 1- Portfolio of Work (60% of GCSE)

Students will work on a range of themes, skills & techniques and complete at least one sustained project evidencing the journey from initial engagement to the realisation of intentions. Within their portfolio students will need to provide evidence of research, development of ideas and a clear understanding of critical and contextual sources. Projects aim to help students to develop technical skills and become confident using a range of materials.

### Component 2- Externally set assignment (40% of GCSE)

For this unit, students are required to produce a personal response from their chosen starting point, given by the exam board. Students will be expected to develop their own investigation through a range of experimental preparation work. The examination will take place at the end of this unit and will be 10 hours over 2 days.

## How will I be assessed?

Assessment will take a variety of forms. Verbal assessment is continuously provided, and written assessment is completed regularly throughout each project. Students are encouraged to self-access and peer-assess their work, and all assessment will follow the Assessment Objectives of the exam board (AQA).

### Progression Opportunities and Future Pathways:

Following successful completion of GCSE Art, Craft and Design, students could progress on to A level, BTEC or a National Diploma in Art and Design. These are offered at The Bourne Academy and some other local colleges.

### Additional Information:

A real interest in the subject is an absolute must, as we expect our students to be motivated to work independently as well as under guidance. Students must be prepared to commit a minimum of two hours per week to art homework tasks and must be happy to come back after school if necessary to complete unfinished tasks.

# GCSE Business Studies

**Department Leader: Mr A Linklater**

Option

**Specification:** Edexcel GCSE Business Studies

In business, you will develop a broad knowledge of business operations as well as gaining targeted skills in specific areas, such as consumers, marketing, finance, operations, strategy, communications human resources. You will also gain key transferable skills such as communication, analytical and leadership skills. You will develop your understanding of Business in a national and global context.

## What will I study?

The course allows students to develop knowledge, skills and understanding of business-related concepts, including:



### Theme 1

- Enterprise and entrepreneurship
- Spotting a Business opportunity
- Putting a business idea into practice
- Making the business effective
- Understand external influences on business

### Theme 2

- Growing the business
- Making marketing decision
- Making operational decision
- Making financial decisions
- Making human resource decision

## How will I be assessed?

This qualification has two exams each related to Theme 1 and Theme 2. Each exam is worth 50% of the final exam grades. The exams are taken at the end of the course.

Theme 1 – 50% of the final exam – 90 marks – 1hr 45 minutes

Theme 2 – 50% of the final exam – 90 marks – 1hr 45 minutes

Students can pursue further to studying Business at Level 3, as well as a University Degree. Business compliments subjects such as English, Maths, Computing, Law and even Psychology. There really is no limit with business.

# Child Development Level 2

Option

**Subject Teacher: Mrs. T Coslett**

**Specification: NCFE/CACHE**

In Child Development and Care, you will develop a broad knowledge and understanding of child development and wellbeing for working with children in a variety of settings. You will also develop transferable skills such as:

- Understanding roles and responsibilities in various working settings.
- Understanding equality and diversity within a childcare setting.
- Observing children and how it supports their development.
- Understanding the stages and sequence of child development.

## What will I study?

The course allows students to develop knowledge, skills and understanding of child development concepts, including:

- An introduction to working with children 0-5 years
- Types of childcare settings available for children
- Responsibilities of early years workers
- Identifying ways that treat children fairly while following diversity and inclusive policies
- Methods of observing children
- Holistic child development pattern
- The importance of routine to encourage independence
- Maintaining good hygiene routines
- How to safeguard children
- How to support children through transitions

## How will I be assessed?

This qualification has two assessments: one external written examination and one internal synoptic project (N.E.A.)

- One (1) written paper. 50% of final grade. **Paper lasts:** 1 hour 30 minutes
- Two (6) Assessment tasks covering all 9 topics studied. 50% of final grade **N.E.A lasts:** 14 hours over three days.

The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area

Students can pursue their skills further on, studying level 3 childcare and development. Childcare and development compliments subjects such as English, Maths, Catering, and Psychology.

# GCSE Media Studies

**Subject Teacher: Mr D Williams**

**Specification:** Eduqas GCSE Media Studies



Option

Media is about communication. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at the same time. Whenever you are watching television, streaming films, scrolling through social media or listening to a podcast, you are consuming media. It's not just about watching TV; you will need to explore lots of different media products. The power that the media has is huge. Think about the idea that the average adult consumes media for almost 8 hours a day, and within that time, they are being bombarded by other people's ideas, opinions and images of the world and its people. How someone responds to that will affect their ideas about people, places and society, of politics and culture, of themselves and of their place in the world. Doesn't that sound like something we should know more about?

## What will I study?

As a GCSE Media Studies student, you will:

- Analyse how media products like TV programmes use images, sounds, language, and representations to create meaning.
- Learn about the media industry and how it affects the making of media products.
- Investigate media audiences, exploring who are the people who consume the products, considering how different people might be affected, and why.
- Study lots of different media forms like Magazines, Television, Music Videos, Newspapers, Video Games, Radio and many more.
- Apply what you've learned about the media in the production of your own media products.



## How will I be assessed?

Assessment will consist of a mixture of examinations and non-examined assessment.

**Component 1: Exploring the Media** - Written examination - 1-hour 30mins, 40% of qualification

- Advertising, Film Marketing, Newspapers, Magazines, Radio and Video Games

**Component 2: Media Products** - Written examination: 1-hour 30mins, 30% of qualification

- Television (Crime Dramas), Music Videos, Online Media

**Component 3: Creating Media** - Non-exam assessment: Media Production, 30% of qualification

- A set brief will be released, and students will respond by making a product of their own.

## Additional Information

During the GCSE Media course you'll develop and practise a range of skills which will equip you for progression to A Level study. They will also help you hugely in other areas such as English, Humanities and Social Sciences. An A Level qualification in Media Studies, informed by study at GCSE level, helps you to move towards university courses, as well as to those in a range of other areas. There is also the opportunity to get involved with lots of extra-curricular activities within Media including a trip to Harry Potter Studio Tours, creating content for school and more.

# Dance



**Subject Teacher: Miss M Percy-Bell**

**Specification:** BTEC Level 2 in Dance. **Please be aware that this qualification may change to a GCSE course, if the new Government proposals for school measures are confirmed in the Summer term.**

## Why study Dance?

Would you like to take a hands-on, practical course along-side your GCSEs that gives you a taste of what the Dance industry is like? This course allows you the chance to perform, but also develop valuable skills and techniques in different disciplines of Dance and the opportunity to explore potential careers in the industry not just as a performer, but behind the scenes.

Performance is key to improving skills and confidence and as a faculty, we strive to provide students with numerous opportunities to shine throughout the academic year. These include our annual Dance Evening, as well as the Christmas Cabaret, School Musical and reach-out performances to our school and local communities.

Several students have proceeded to pursue a career in Dance, studying BA (Hon) Dance degrees at universities and professional Dance Schools.

## What does it prepare you for in the future?

With a BTEC level 2 award in Dance, you can explore, challenge and realise your potential. During the course, you can see whether the industry is one you want to be in, where you could go, and gain knowledge and skills you need to succeed in your next steps either as a performer or in production. After completing the course, you could continue to further vocational and academic study, as well as apprenticeships and traineeships. What's more, the transferable skills you master during your studies, such as self-reflection, communication, teamwork, leadership, and problem solving, will support your progress in the present and future.

## What will I study?

This a practical course is based on developing your skills as a dancer and choreographer. The types of dance styles and performances you will be involved in are listed below:

- Street Dance
- Musical Theatre
- Contemporary
- Jazz
- Annual Dance Evening
- Work with Pavilion Dance South West



## How will I be assessed?

There are 3 components to the BTEC

Explaining dance

Developing skills and techniques

Performing to a brief

here is Practical and Theory and these are assessed internally and externally

# Drama

Option

**Subject Leader: Mrs G Parsons**

**Specification:** BTEC Level 2 in Performing Arts. **Please be aware that this qualification may change to a GCSE course, if the new Government proposals for school measures are confirmed in the Summer term.**

We have a vibrant and active drama course which offer students a wide variety of opportunities to develop their skills as a performer. We have links both nationally and locally which enhance the opportunities for our students to excel in drama. Students may take place in the National Theatre Connections Festival, Shakespeare Schools Festival, our in-house performances as well as completing workshops with visiting practitioners.

Several students who have studied the course previously have gone on to gain the Canford Sixth Form scholarship as well as go on to university to study a wide range of subjects including Economics and Politics, Acting and Events Management. This has included Russell Group universities.

## What will I study?

This a practical course is based on developing your skills as an actor. The types of acting styles and performances you will be involved in are listed below:

- Naturalistic Theatre
- Non-Naturalistic Theatre
- Devising Performance
- Scripted Performance
- Contemporary Theatre Performance
- Musicals



## How will I be assessed?

**Two internal components and one external component makes up the structure of this course.**

Component One: Exploring the Performing Arts - Internal

Students will study in depth the roles, responsibilities and what it take to realise a piece of theatre. Students will focus on one specific piece of theatre and relate it to a theme set by the exam board. This includes looking at on-stage opportunities as well as off-stage design (costume, lighting, set, etc)

Component Two: Developing Skills and Techniques in the Performing Arts -Internal

Students will rehearse and perform a piece of scripted theatre that will be selected in response to a brief set by the exam board.

Component Three: Responding to a Brief – External

Students will be provided with a brief set by the exam board, the brief will have a set theme which will be used as a stimulus to devise a piece of original theatre. Students will complete written milestone log books as well as their final performance which will form the basis of the assessment.

# GCSE Design & Technology

Director of Faculty: Mr M Dunn



**Specification:** OCR GCSE Design and Technology

**Pathway:** A level, University, Higher apprenticeship, Level 3 Engineering Qualifications, Apprenticeships, College.

Design and Technology is a subject that brings learning to life, requiring learners to apply their learning to real-life situations. This qualification aims to relate authentic real-world awareness of design practices and strategies used by the creative, engineering and manufacturing industries. Learners will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.



## Who the course will suit...

The Design and Technology GCSE course suits students who are creative, innovative, enjoy problem solving and design work and have enjoyed their time throughout KS3 TED. Students must have a good understanding of mathematics and be confident with their literacy skills. Students who are aiming to study Design and Technology at A level must pick this course.

## How will I be assessed?

One written paper **The paper is worth 50% of the GCSE grade:**

- Duration: 2 hours
- 15% of the paper assesses student's Mathematical skills. 85% of the paper assesses subject knowledge through written responses.
- Students will be assessed on their understanding of materials, manufacturing and design technologies, sustainability and mathematics within industry. Preparation for the exam is largely carried out during years 1 and 2.

**The paper contains 100 marks**

One Research, Design and Prototyping portfolio **The portfolio is worth 50% of the GCSE grade:**

- Duration: July year 2 – March year 3.
- The design portfolio assesses student's independent research skills, their ability to interact with primary users and stakeholders, their ability to respond to a set design context, their ability to communicate design ideas and their ability to manufacture a single prototype.
- 20% of the portfolio marks are from practical workshop activities. This accounts for 10% of the overall qualification grade.
- 80% of the portfolio marks are achieved through research, design and evaluation tasks.

**The portfolio contains 100 marks**

## Important to remember...

This course has a 50% written examination. The coursework portfolio requires students to carry out independent research, develop their own design ideas and then manufacture a prototype.

# GCSE Geography

**Subject Leader: Miss A Gardiner**

Option

**Specification:** AQA GCSE Geography

The study of geography can lead you to a variety of paths in further education as well as various job opportunities. Job areas, and degree options, which involve geographic knowledge, include: earth & the environment; landscape architecture; travel consultancy; geology; meteorology; nature conservation; forestry; town and housing planning; waste management; hydrography; oceanography and many more. Whether studying for or working within the geography industry you can be sure that it can give you opportunities to see the world and make a difference.

## What will I study?

The Geography course enables students to develop knowledge, skills and understanding of geographical processes and concepts, including:

- Earthquakes and volcanoes
- Tropical storms
- Tropical rainforests & deserts
- Rivers & coasts
- Urban areas
- Sustainability
- Economic development
- Resource management
- Geographical skills e.g., maps, graphs, analysing data
- Fieldwork
- Investigation booklet



## How will I be assessed?

Geography GCSE is assessed through three examinations at the end of year 11. There is no coursework or controlled assessments, but students will undertake two fieldtrips as part of their studies.

Three (3) written papers. **Each paper lasts:**

- 1 hour 30 minutes (Paper 1 – Physical Geography) – 88 marks
- 1 hour 30 minutes (Paper 2 – Human Geography) – 88 marks
- 1 hour 30 minutes (Paper 3 – Skills & Investigation Paper) – 76 marks

**Each paper is weighted as follows:**

- Paper 1 – 35% of final mark
- Paper 2 - 35% of final mark
- Paper 3 – 30% of final mark

## Health & Fitness with Outdoor Education

Option

**Head of Department/Subject Lead: Ms K Plunkett / Ms E Timlett**

**Specification:** NCFE Level 2 Technical Award in Health, Fitness and Outdoor Education Activities.

Health & Fitness with outdoor education offers students the opportunity to gain a nationally recognised qualification in Health and Fitness, through a curriculum that is linked to Outdoor Education Activities. This additional experience proves invaluable to students as a means of understanding the potential for careers in Outdoor Education.

The practical activities that students take part in will support their NCFE Health & Fitness qualification which also links into the fitness theory they will be learning for the 2 assessed areas, exam and coursework. The course will make use of our onsite Outdoor Education facilities as well as including classroom-based teaching for theory aspects. Students will have the opportunity to enhance their study through participation in activities as part of our ACE programme. Activities are likely to include mountain biking, sailing, surfing, paddleboarding and climbing. Students are also recommended to complete their DofE Bronze in Year 9 and Silver in Year 10 as part of the curriculum.

### What will I study?

The course provides students with the opportunity to take part in a wide range of outdoor and adventurous activities. They will draw theory and practical ideas together to gain a wider understanding of concepts in the outdoor industry.



The Outdoor Education course provides students with the opportunity to take part in a wide range of Outdoor Education activities, including:

- Fitness, Lifestyle factors
- Practical Outdoor Education Activities
- Leadership
- Diet/Nutrition
- Fitness programmes
- Health and Safety
- Anatomy & Physiology

### How will I be assessed?

Two areas of assessment, one written coursework assessment which is internally assessed through a synoptic coursework assignment and one exam which is an externally assessed exam.

NCFE Health & Fitness content areas: Structure and Function of body systems, Effects of Health & Fitness on the body, Components of fitness, Principles of training, Testing and developing components of fitness, Impact of lifestyles, Applying health and fitness analysis, Structure of health and fitness training programme.

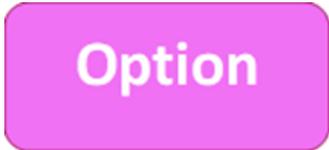
– Outdoor Education context

**Optional:** Completion of Duke of Edinburgh Bronze and Silver Awards.

**Please note that if a student opts to study Health & Fitness with Outdoor Education they cannot study Sport, Health and Fitness.**

# GCSE History

**Subject Leader: Mrs K Longrigg**



**Specification:** Edexcel History

**The study of History at GCSE will enable you to:**

- Develop sharp written and oral communication skills.
- A qualification in an academic subject favoured by colleges and universities.
- Character building through hard work and disciplined revision.
- Confidence through a deep understanding of the political and social history of the modern world.
- Integration with Google Classroom and access to all learning resources outside of lessons

## What will I study and how will I be assessed?

Three (3) written papers:

<b>PAPER 1: British Thematic Study with Historic Environment</b>	
<b>52 marks</b>	<b>30% weighting</b>
<b>Thematic Study (20%)</b>	<b>Historic Environment (10%)</b>
Medicine in Britain, c1250 to present	The British sector of the Western Front: injuries, treatment and the trenches

<b>PAPER 1: British Thematic Study with Historic Environment</b>	
<b>64 marks</b>	<b>40% weighting</b>
<b>Period Study (20%)</b>	<b>British Depth Study (20%)</b>
Superpower Relations and the Cold War, 1941-1991	Early Elizabethan England, 1558-1588

<b>PAPER 3: Modern Depth Study</b>	
<b>52 marks</b>	<b>30% weighting</b>
<b>1 hour 30 minutes</b>	
The USA, 1954-1975: Conflict at home and abroad (Civil Rights movement and Vietnam War)	

**History is assessed in four skill-based strands:**

- AO1** Demonstrate knowledge and understanding of key features and characteristics of the periods studied.
- AO2** Explain and analyse historical events and periods studied using secondorder1 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.

# Hospitality and Catering Level 1/2

Option

**Subject Leader: Mr N Constant**

**Specification:** WJEC Vocational Award, Hospitality and Catering Level 1/2 (Technical Award)

The Hospitality and Catering sector is Britain's fourth largest industry. This exciting course has been designed to enable students to gain a good foundation of knowledge and skills to progress into further training or a career in the industry. Learners will have the opportunity to develop a variety of skills, including food preparation and practical skills as well as transferable skills such as organisation, time management, planning, communication and problem solving.

## What will I study?

Hospitality and Catering is not just about cooking; it is a challenging and well-rounded course that develops both practical and academic skills. The subject is taught through a blend of theory and practical lessons. While students will still take part in hands-on cooking sessions, a strong focus is placed on written work, research, and analysis, especially in Years 9, 10 and 11.

In Year 11, students complete a detailed piece of coursework worth **60% of the final grade**, which includes around 10,000 words written under controlled conditions, alongside a written exam paper. This means students must demonstrate not only practical ability, but also strong written communication, planning, evaluation, and problem-solving skills.

The course is made up of 2 units:

### **Unit 1: The Hospitality and Catering Industry (40%) exam**

- Hospitality and Catering Provisions
- How Providers Operate
- Health and Safety
- Food Safety

### **Unit 2: Hospitality and Catering in Action (60%) coursework**

- In this unit, students will plan, prepare, cook and serve dishes of their choice, demonstrating a range of skills and techniques safely and hygienically. Dishes must be suitable for specific scenario and customer needs.

## How will I be assessed?

Learners must complete both units to pass this course.

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

You will need to demonstrate your knowledge of all parts of the Hospitality and Catering Industry  
Written exam, externally assessed.

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

You will need to demonstrate your knowledge to carry out preparation, cooking and the presentation of dishes to a high standard. Assessed as a piece of coursework and practical assessment. Internally assessed.

# ICT

Option

**Teacher in Charge: Mr D Orme**

**Specification:** WJEC Level 2 Technical Award in ICT

Are you passionate about technology? Do you like solving problems? Are you curious about all things digital, and want to learn some fantastic new skills? If so, it's time to develop your potential. ICT is an ever-changing fast paced practical subject equipping you with the skills to design solutions to new challenges due to the speed the industry is evolving. The ICT industry offers a wide range of exciting career opportunities. A select few among these include roles such as IT Technician, Web Developer, Cyber Security, Programmer, Network Engineer, Data Scientist, System Analyst, Digital Content Producer, and numerous other careers.

## What skills will I develop?

- Digital Communication
- Coping with rapid changes in technology
- Critical thinking
- Learning independently
- Numeracy and data handling
- Problem solving
- Research skills
- Time management
- Designing, programming, testing and evaluating software systems

To succeed in this qualification, you should have a genuine interest in IT, such as working with data in Excel spreadsheets and be able to keep your work organised to manage project work.

## Course Structure:

### Unit 1: ICT in Society (weighting 40%)

Exam Paper 1hr 20mins

- Explore the wide range of uses of hardware, application and specialist software in society
- Investigate how information technology is used in a range of contexts, including business and organisations, education and homes.

### Unit 2: ICT in Context (weighting 60%)

Coursework assessment - you will create a range of IT solutions for a given scenario, such as building databases, spreadsheets, automated documents and digital graphics. You will learn to apply your knowledge and understanding to solve problems in real-world situations.

# GCSE MFL Spanish

**Subject Leader: Ms A Bellingham**



Option

**Specification:** Edexcel GCSE Spanish

We encourage all students to choose a GCSE language because of the massive benefits it provides. Employers prioritise applicants with a second knowledge & students gain an extra qualification, the “E- baccalaureate”, if they gain a GCSE pass in a second language. In fact, 16 out of the top 24 universities now require applicants to have a second language.

## What will I study?

The Spanish GCSE course is a three-year course during which we develop their listening, reading, writing and speaking skills. They will gain an excellent knowledge of a wide range of vocabulary and grammar, which covers the following topics:

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

## How will I be assessed?

**Speaking exam (25%):**

- Read aloud - Read aloud a short text and undertake a short, unprepared interaction relating to the text.
- Role play - A real life scenario conversational exchange with the teacher
- Photo card – Students describe a photo and then answer two short follow up questions. This is then followed by a conversation based on the same theme as the photo.

**Listening paper (25%):**

- 45 minutes (Foundation), 1 hour (higher)

**Reading paper (25%):**

- 45 minutes (Foundation), 1 hour (higher)

**Writing paper (25%):**

- 1 hour 15 minutes (Foundation), 1 hour 20 minutes (higher)

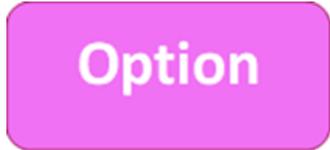
**Tiered papers:**

- Foundation Tier grades 1 - 5 available
- Higher Tier grades 4 - 9 available



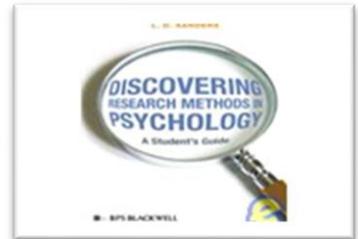
# GCSE Psychology

**Subject Leader: Mrs V Ellison**



**Specification:** AQA GCSE

This qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. Students will use the scientific method to understand human behaviour and how psychologists conduct research. This course has been designed so that students can study subjects relevant to society today. The units contain key psychological questions and debates. This GCSE is particularly useful for students who are considering a career in the Mental Health field, education, Human Resources, social work, Armed Forces, the legal sector and the police force.



## What will I study?

**Development** – How do humans develop?

**Perception** – How we interpret the world around us?

**Language, thought and communication** – How we develop and use communication?

**Memory** – How do our memories work?

**Psychological problems** – Why do some people get depressed and develop addictions?

**The brain and neuropsychology** – How do our brains actually work?

**Social influence** – How do others affect the ways we behave?

**Research methods** – how do we design psychological research?

## How will I be assessed?

Two (2) written papers

**Each paper lasts:**

Paper 1 - 1 hr 45 minutes

Paper 2 - 1 hr 45 minutes

**Paper weightings**

Paper 1 = 50%

Paper 2 = 50%

**Psychology is assessed in three skill-based strands:**

A01 Description and Explanation.

A02 Application to context or study.

A03 Evaluation



# GCSE Religious Studies

Option

**Subject Leader: Mrs H Hardcastle**

**Specification:** WJEC EDUQAS Religious Studies Route A GCSE (9-1)

This GCSE course explores key religious, philosophical, and ethical themes through the lens of Christianity and Islam. It encourages students to think deeply about beliefs, practices, and moral issues in the modern world.

This course offers students a rich and thought-provoking exploration of two major world religions—**Christianity and Islam**—while also engaging with contemporary ethical and philosophical issues. It is designed to develop students' understanding of religious beliefs, practices, and their impact on individuals and society.

## What will I study?

Students will:

- **Explore key beliefs and teachings** from Christianity and Islam, such as the nature of God, life after death, and moral decision-making.
- **Understand religious practices** including worship, festivals, and daily rituals, and how these shape the lives of believers.
- **Engage with big questions** about life, death, good and evil, and human rights, considering religious and non-religious perspectives.
- **Develop critical thinking skills** by analysing and evaluating different viewpoints and constructing well-reasoned arguments.
- **Reflect on their own beliefs and values**, fostering empathy and respect for others in a diverse society.

The course is suitable for students of all backgrounds—whether religious or non-religious—and encourages respectful dialogue and thoughtful reflection. It lays a strong foundation for further study in philosophy, ethics, theology, sociology, or law.

## How will I be assessed?

**Component 1 (50% of grade, 2 hour exam):**

**Ethics - Christian, Islamic and non-religious viewpoints on:**

**Issues of Relationships** (sex, gender equality, marriage, divorce)

**Issues of Life & Death** (creation, medical ethics, life after death)

**Issues of Good & Evil** (crime & punishment, good & evil, forgiveness)

**Issues of Human Rights** (social justice, prejudice & discrimination, wealth & poverty)



**Component 2 (25% of grade, 1 hour exam): A study of Christianity** - Who or what is God? How did we get here? Who was Jesus Christ? What authority does the Bible have? What happens when we die? What are the Christian practices? (e.g. worship, sacraments, festivals).

**Component 3 (25% of grade, 1 hour exam): A study of Islam** – What are Islamic beliefs? Who or what is Allah? What is the importance of prophets and angels in Islam? What happens when we die? What are the Muslim practices? What is jihad? How is Islam celebrated through festivals?

# Sport, Health and Fitness

Option

**Department leader/Subject Leader: Ms K Plunkett / Ms E Timlett**

**Specification:** NCFE Level 2 Technical Award in Sport, Health and Fitness

NCFE Sport will create a learning program that gives students opportunities to explore a wide range of sports, sporting topics and leadership activities over 3 years. Students obtain points through an online exam and coursework. They will study 8 content areas in total over 3 years.

Each area covers a different topic, which will lead to a qualification in NCFE Sport, Health and Fitness equivalent to one GCSE. Students will sit one exam and complete written coursework and practical application of skills.

In year 9 students will complete practical lessons in a wide range of sports to widen their knowledge and understanding of sporting anatomy and fitness. These practical sessions will be backed up with written tasks that will provide the foundation for the assessment components and exam that will be undertaken in years 10 and 11. The hope is that with a deeper level of understanding leading into the assessment higher grades will be achieved, and students can progress to study Sport at 6<sup>th</sup> Form.

## What will I study?

The NCFE Sport course provides students with the opportunity to take part in a wide range of sporting activities. They will draw theory and practical ideas together to gain a wider understanding of concepts and sporting theory.

The NCFE Sport course enables students to develop knowledge, skills and understanding of sporting theory and activities, which lead into our Level 3 BTEC Sport course at 6<sup>th</sup> Form.

Content areas and activities including:

Structure and Function of body systems, Effects of Health & Fitness on the body, Components of fitness, Principles of training, Testing and developing components of fitness, Impact of lifestyles, Applying health and fitness analysis, Structure of health and fitness training programme.

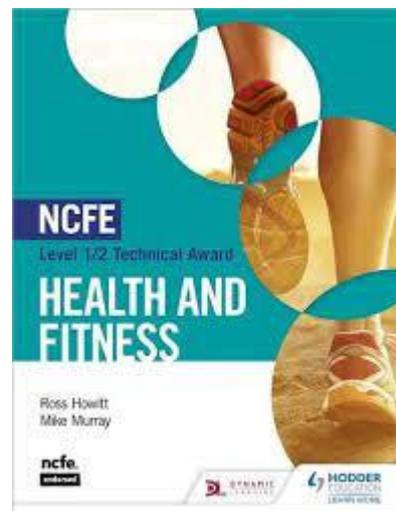
- Practical sports (Football, Netball, Badminton, Volleyball etc)
- Leadership opportunities with primary festivals

## How will I be assessed?

Two types of assessment, one written coursework which is internally assessed through a synoptic coursework assignment and one exam which is an externally assessed exam on NCFE Health and Fitness content areas.

NCFE Level 2 Technical Award in Sport, Health and Fitness is the equivalent to one GCSE

**Please note that if a student opts to study Sport they cannot study Health & Fitness with Outdoor Education**



# Travel and Tourism

Option

**Subject Leader: Miss A Gardiner**

**Specification:** Pearson Level 1/Level 2 Tech Award

**Please be aware this option is only available to students on the purple pathway.**

Tourism is a worldwide industry with many different areas for career opportunities including: Flight Cabin Crew, Holiday Rep, Hotel Management as well as working at exciting locations like Nature or Theme Parks. The skills and knowledge you will acquire during this course are easily transferable into these real-life roles and will give you a greater understanding of the industries and whether any of these pathways might be part of your future.

You will learn about the different reasons that people travel, including leisure, business and to visit friends and relatives. Also, you will study tourist destinations and how they have several features that appeal to visitors such as coastal scenery, or city attractions, different types of accommodation and ways to get around. You will gain an understanding of how marketing and research play an important role in companies deciding how to develop their businesses.

## What will I study?

Students will develop knowledge, skills and understanding of topics taught in 3 components:

Component 1	Component 2	Component 3
<ul style="list-style-type: none"> <li>- Accommodation providers</li> <li>- Transport operators</li> <li>- Visitor attractions &amp; destinations</li> <li>- Tour operators &amp; Travel agents</li> <li>- Tourism promotion</li> <li>- Ancillary services</li> <li>- Ownership &amp; Aims of organisations</li> <li>- How organisations work together</li> <li>- Consumer technology</li> <li>- Travel and Tourism activities</li> <li>- Visitor Profiles</li> <li>- Modes of transport, hubs and routes</li> </ul>	<ul style="list-style-type: none"> <li>- Types of market research</li> <li>- Customer needs and preferences</li> <li>- Identifying trends</li> <li>- Products and services</li> <li>- Types of travel</li> <li>- Travel Planning</li> </ul>	<ul style="list-style-type: none"> <li>- Factors that influence global travel and tourism.</li> <li>- Response to factors</li> <li>- Impacts of tourism</li> <li>- Sustainable tourism</li> <li>- Sociocultural impacts</li> <li>- Economic impacts</li> <li>- Environmental impacts</li> <li>- Tourism development</li> <li>- The role of local and national governments in tourism development</li> <li>- Importance of partnerships</li> </ul>



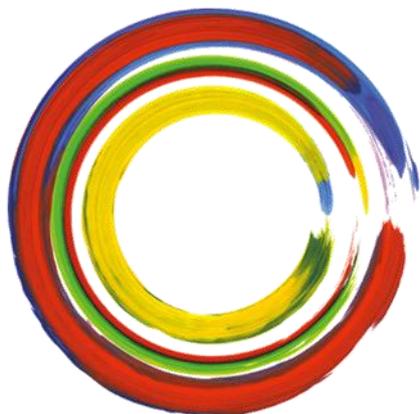
## How will I be assessed?

The three components are graded on a pass, merit or distinction basis using the following formats:

Component 1	Component 2	Component 3
<p>Assessed in 6 hours of Controlled Assessment with 4 hours of preparation beforehand. 30% of the final mark.</p>	<p>Assessed in 6 hours of Controlled Assessment with 4 hours of preparation beforehand. 30% of the final mark.</p>	<p>Assessed by a 2 hour external exam board paper. 40% of the final mark.</p>

The format of the internally assessed components are students' choices of writing a report using a Word Processor or Presentation Slide software.

# Notes



**THE BOURNE ACADEMY**