



POOL ACADEMY

DREAM BIG | TAKE RESPONSIBILITY | BE KIND

Key Stage 4 Option Choices

From September 2026

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Application Forms are online - use the QR code on p7.

KEY STAGE 4 OPTIONS BOOKLET



This booklet is designed to provide you with information about the core curriculum (the subjects you have to take) and to help you make your optional subject choices for Key Stage 4. It is important that you take time to think everything through very carefully. Your teachers will be very happy to support you through this process to help you make the best decisions for you and your future.

KEY DATES

Thursday 22nd Jan 2026 Options assembly

Thursday 26th Feb 2026 Options launch evening and subject fair
Options booklet issued.

3pm Monday 9th March 2026

Deadline for the return of online application forms

July 2026 Students notified of courses for 2026 – 2028

September 2026 Key Stage 4 courses begin

This booklet has been produced to help students choose the right options. Remember that subject teachers are there to help when it comes to talking about courses and examinations.

If you have any questions regarding the process, then please do not hesitate to contact Mr Roberts as Head of Year.

A LETTER FROM Mr WARD



Dear Students,

You are approaching a critical point in your education as you decide which subjects to study at examination level during Key Stage 4. It is important to take account of many factors when deciding and listen carefully to advice from your parents and teachers. This is a good time to remind you that you must be in some form of education or training until the end of the academic year in which you turn 18.

The Options Booklet outlines the courses on offer at Key Stage 4, so please read the information carefully. Consider the idea that certain combinations of subjects provide a good foundation for further study, leading to broad career groups. At Key Stage 4 it is important to keep career options open as interests and your Big Dream may change over the next few years. This is why all students have to study core subjects such as English, Maths, Science, Beliefs & Ethics, Character Education and Physical Education.

Please ensure that you carefully consider the advice provided by the school and your family, as making informed choices often leads to future success.

I wish you all the very best during this exciting decision making process, and always remember we are here to support and help you.

Yours faithfully,

Mr Nick Ward
Principal

THE CURRICULUM



From September 2024, the curriculum will consist of the following at Key Stage 4:

The Core Curriculum	The Optional Curriculum
English Language and English Literature GCSEs Maths GCSE Combined Science GCSE Physical Education Beliefs and Ethics Character (PSHE) lessons	Options include: A range of GCSEs and vocational courses

The optional subjects are a range of GCSE and vocational qualifications that are arranged into three blocks on the timetable. We construct the blocks to maximise the number of students who can study their first choice subjects, once initial requests are known from the application form (provided separately from this booklet).

There are different courses and pathways to be aware of when choosing GCSE options.

GCSEs

These are the most common type of qualifications for KS4 and consist of formal exams and class work rather than the sort of coursework activities about which older friends and relatives might tell you about. These are graded 9-1.

Vocational courses

These are work-related qualifications that are assessed through classroom based assignments and an external examination. These courses are ideal for students who have a strong interest in the subject area and enjoy this method of learning and assessment. These are usually graded Distinction, Merit or Pass and are equivalent to 9-4 grades. BTEC's are one example that many people have heard of.



Try to choose subjects

- that you think you will enjoy and feel you are good at.
- that you may need for future education and/or your career.
- that you are most likely to work enthusiastically in and succeed at.
- that provide a balance and variety. By keeping a balance at this stage, you will not restrict future options.

DO

- **DO** talk to parent(s), carer(s), subject teachers, and students who are in Key Stage 4 and are studying the particular subject.
- **DO** read the subject details in this booklet carefully and ask if you need to know more.
- **DO** opt for a balanced choice of subjects to keep future careers and study options open.
- **DO** get your choices form in on time

DON'T

- **DON'T** choose a subject just because you like a particular teacher (or avoid a subject because you dislike a teacher) - it is likely you will have a different teacher next year.
- **DON'T** choose a subject just because your friends are choosing it. You are deciding about *your* future and your friends may not be in the same group as you.
- **DON'T** be misled by the title of a subject into thinking you need it for a career.

Make sure you have thought about your reserve choice.

Pool Academy offers a range of option subjects but these can only run if enough students choose them. We cannot allow classes to be too big either. The Academy always does its best to provide you with your first choices but if we cannot, we will discuss with you the reasons why and ask you to move to a reserve choice

KEY STAGE 4 SUBJECTS



There are two curriculum pathways available to students at Pool Academy this year. As we have got to know our students over the last 3 years we have been able to assign a student a curriculum pathway based upon reading ages following NGRT tests, information from primary and secondary school teachers and in some circumstances using external professionals. Both curriculum pathways consist of core curriculum subjects which every student will study.

The Core Curriculum Subjects

English Language and English Literature GCSEs
Maths GCSE
Combined Science GCSE
Core Physical Education
Beliefs and Ethics - no exam
Character Curriculum (PSHE) - no exam



QR Code for the online application form

Students, once allocated their curriculum pathway must then follow the criteria and choices below;

High Performance pathway	Main pathway
✓ Choose 1 subject from option list 1	✓ Choose 1 subject from option list 2
✓ Option 2 is Spanish	✓ Choose 2 subjects from option list 3
✓ 1 subject from option list 3	

The Optional Curriculum Subjects

Option list 1

Further maths + Statistics*
Geography
History

Option list 2

Geography
History
Spanish
Enterprise and Marketing
Further maths + Statistics*



QR Code for the options booklet

Option list 3

Art & Design
BTEC Music
BTEC Drama
Hospitality and Catering
Enterprise and Marketing
BTEC Sport and Fitness
Creative iMedia
Geography
History
Spanish

Use the online application form to make the option choices and then hand it in to student reception by 3pm on Monday 9th March.



Careers Education at Pool Academy

At Pool Academy, our ambition is simple: every student will leave us fully prepared for their next step — whether that is A-level study, technical education, an apprenticeship, further training, or employment — and equipped to build a happy, successful future. Careers education is woven through our curriculum and wider school experience. Students develop the knowledge, skills and confidence to make informed choices about their future.

A Progressive Careers Programme

From Year 7 onwards, students take part in a structured careers programme designed to broaden horizons and raise aspirations. This includes:

- Careers-focused tutor sessions and assemblies
- Encounters with employers and industry professionals
- Workshops and talks from a range of sectors
- Opportunities to explore higher education and training pathways

We work closely with Camborne College, Cornwall College and Truro & Penwith College so students understand the full range of post-16 pathways available. Campus visits, assemblies and direct engagement with college staff help students make confident, informed decisions.

Meaningful Employer Encounters

Our annual Careers Fair brings together employers, training providers and organisations, giving students direct access to real-world insight and advice. Throughout the year, visiting employers, Universities and apprenticeship providers help students understand different career routes and how to access them.

Work Experience

In Year 10, all students complete a dedicated week-long Work Experience placement. This provides valuable first-hand experience of the workplace and helps students develop professional skills and confidence.

Personalised Guidance

Students receive impartial careers guidance to support them in choosing the right pathway for their strengths, interests and ambitions. We are committed to ensuring every young person understands that there are multiple routes to success — and that all are valued.



THE CORE SUBJECTS

ENGLISH LANGUAGE & LITERATURE

Teacher Responsible: Mrs Clark



Course Outline

Students will study two compulsory GCSEs over two years: English Language and English Literature, following the AQA specification. Assessment is through four final examinations: two English Language papers and two English Literature papers, alongside a formal spoken presentation which forms part of the Language qualification.

Students will explore a rich range of texts including Macbeth, A Christmas Carol, An Inspector Calls and Conflict poetry, as well as a variety of fiction and non-fiction texts. They are taught how to analyse texts effectively and understand how writers use language and structure to create meaning and impact.

The course also develops accurate, purposeful and creative writing for different audiences, making English both essential and enjoyable, and equipping students with skills that extend well beyond the exam and into further education and working life.

Qualification: GCSE

Current Exam Board: AQA

ASSESSMENT METHOD: 100% EXAM

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 with 9 as the highest grade.

English Language

Paper 1: Responding to a fiction extract/Writing creatively.

Paper 2: Responding to pre and post 20th century non fiction/Transactional Writing.

Spoken Language Endorsement

A single formal presentation graded with either a Pass, Merit or Distinction.

English Literature

Paper 1 Macbeth/A Christmas Carol

Paper 2 An Inspector Calls/Conflict Poetry/Unseen Poetry.

Students will sit the exams in May / June at the end of Year 11.

POST 16

Opportunities and careers

English Language and Literature are essential qualifications that shape future opportunities. They develop vital skills in reading, writing, speaking, listening and independent thinking that are required in all areas of study and employment.

Through English, students learn to analyse texts, interpret information and communicate ideas clearly and confidently — skills used daily in professional contexts such as writing reports, giving presentations and working with others.

A strong GCSE grade in English is a key requirement for further education, apprenticeships and many careers, including teaching and education, law and legal services, journalism and media, marketing and PR, business and management, healthcare and social work, policing and public services.

Success in English GCSEs supports academic progression, employability and lifelong confidence, making commitment to the subject an investment in future independence and achievement.





Qualification: GCSE

Current Exam Board:
Edexcel

ASSESSMENT METHOD: 100% EXAM

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 where 9 is the highest grade.

Two tiers are available: Foundation and Higher.

Foundation tier: grades 1 to 5.
Higher tier: grades 3 to 9.

The qualification consists of three equally-weighted written examination papers at either tier.

Papers 2 and 3 are calculator papers while paper 1 is completed **without** the use of a calculator.

Each paper is 1 hour and 30 minutes long.

Each paper is marked out 80..

Students will take the exams in June at the end of Year 11.

Course Outline

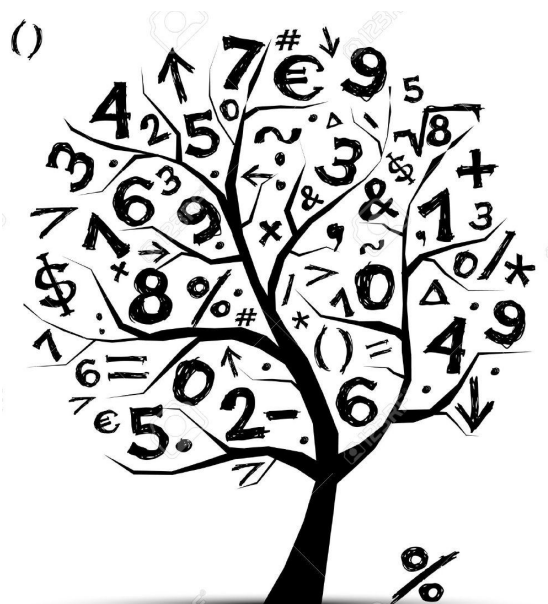
The course will cover the following content:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Learners are tested to identify the correct starting point to ensure they are in groups where prior knowledge is revised and new knowledge is learnt. The maths teaching approach is didactic using effective teaching and learning methods from a research informed approach..

Revision and consolidation sessions will occur throughout the two-year course and all learners are encouraged to attend. All learners will have personalised learning through our homework platform (SPARX Mathematics) which will allow everybody involved to know their mathematical strengths and areas which they could improve upon.

Homework is set weekly. There are also regular assessments throughout the course to identify where individual learners are, and to ensure that their needs are met in order to make progress and achieve at the highest level they can..



POST 16

Opportunities and careers

Mathematics is a core subject within school but it is also highly prized by employers and further education establishments.

The entry requirement for many courses and job vacancies include a mathematics grade, depending on what you chose to apply for.



Qualification: GCSE

Current Exam Board: AQA
(Trilogy)

ASSESSMENT METHOD: 100% EXAM

The qualification will be graded and certificated on a nine-grade scale from 9-1 where 9/9 is the highest grade.

Tiers of entry available.

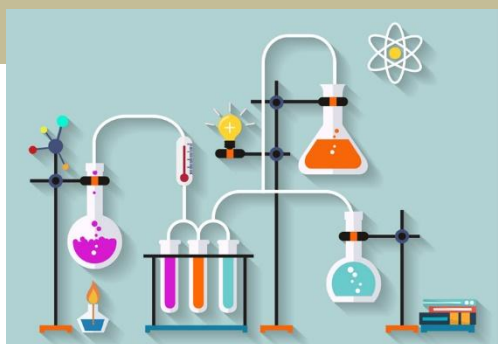
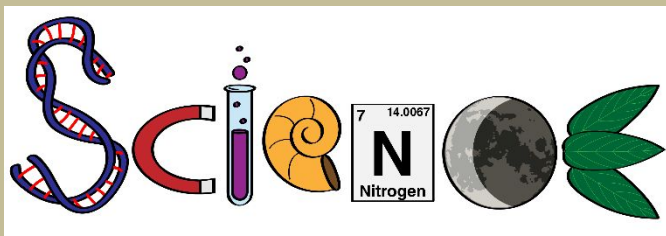
Foundation tier grades **1/1 – 5/5**

Higher tier grades **4/3 – 9/9**

There are six exams covering all three disciplines; Biology, Chemistry and Physics with two exam papers per discipline.

All papers are 1hr 15 minutes.

Students will take the exams in May and June at the end of Year 11.



POST 16

Opportunities and careers

Students who study GCSE Combined Science can go on to study A-Level sciences as well as a number of vocational science-based courses such as Forensic Science, Medical Science and Applied Science. It is also the first step into an exciting STEM-based career. As a core subject, a strong pass in science is still a benchmark that will allow students the opportunity to be able to study a huge range of further education courses and apprenticeships.

Course Outline

All students will take **Combined Science** and be awarded with two GCSE's.

Over the course of 2 years, students will cover Biology, Chemistry and Physics content as well as the skills required to perform practical experiments.

The course content is as follows:

Biology

Cell Biology

Organisation

Infection and Response

Homeostasis and Response

Inheritance, Variation and Evolution

Ecology

Chemistry

Atomic Structure

Bonding, Structure and the Properties of Matter

Quantitative Chemistry

Chemical Changes

Energy Changes

The Rate and Extent of Chemical Change

Organic Chemistry

Chemical Analysis

Chemistry of the Atmosphere

Using Resources

Physics

Energy

Electricity

Particle Model of Matter

Atomic Structure

Forces

Waves

Magnetism and Electromagnetism

CORE PHYSICAL EDUCATION

Teachers Responsible: Mr Ford, Mr Hosking, Mrs Bright, Mrs Croker, Mr Durant



Students have two hours of Core PE throughout Key Stage 4, each week, in which we offer a broad range of activities. We strive to empower students with the skills, knowledge and confidence so they can go on to lead active and healthy lives. Through a range of challenging activities, they will develop their team work, skills, application of strategies and management of stress.

Extra-Curricular Physical Education and School Sport -

The department provides an outstanding provision of PE and Sport. All students will continue to be provided with opportunities for competition at all levels; this includes clubs.

Training for these clubs takes place during lunch times and after school. Further provision is offered to students through inter-form competition, District, County and National fixtures/competitions.

Core Physical Education

pupil PROGRESS

Assessment in PE

Head



1. Knowledge
2. Understanding
3. Analysis
4. Feedback
5. Responsibility
6. Rules

Heart



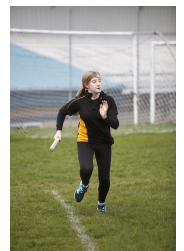
1. Communication
2. Leadership
3. Respect
4. Resilience
5. Effort
6. Confidence

Written by the PE community

Hands



1. Physical Ability
2. Fitness Levels
3. Competitive
4. Technique
5. Tactics
6. Problem Solving



THE OPTIONAL SUBJECTS

Students will be given opportunities to ask questions of key subject teachers at the options evening and during the subsequent two weeks by asking to speak to them during the school day.

ART & DESIGN

Teacher Responsible: Mrs. Ellis



Course Outline

In Art, Craft and Design students will explore ideas, experiences and cultures before responding to a theme or issue of personal significance. They will look at different approaches to art and use a variety of different materials, techniques and processes including drawing, painting, sculpture, photography, textiles and mixed media. Students will gain a knowledge of Art history as they research and analyse the work of others.

As a coursework-based subject, students will gain valuable time management skills and a commitment to finishing work independently at home, or in the after school clubs. This is vital to success. The work is produced in a sketchbook and the course does require a small amount of writing, mainly documenting how artists have inspired your work and the processes you have used. During the GCSE students will develop their artistic ability and confidence. Through exploring a wide range of artists and media, students will find there is a type of art out there for everyone!

There are two components that have to be completed to achieve the GCSE. These will cover the following assessment objectives:

AO1 - Artist research

AO2 - Materials and techniques

AO3 - Drawing and recording

AO4 - Final outcomes



Qualification: GCSE

Current Exam Board: AQA

ASSESSMENT METHOD:

Both components are coursework based, and include both internal assessment and external moderation.

Component 1 Portfolio (60% of GCSE)

Project 1 - Teacher lead mini project worth 20% completed in Year 10

Project 2 - Students personal major project worth 40% started in Year 10 and completed in Year 11.

Component 2 Externally Set assignment (worth 40% of GCSE)

Exam Paper - Project based on one of the exam titles given by the examining board and completed in Year 11 over 12 weeks before sitting the final 10 hour practical exam.

If you have any queries relating to Art and Design, please contact Mrs. Ellis

POST 16

Opportunities and careers

The skills learnt in studying a GCSE will aid progression to further study and prepare learners to enter the workplace in due course. In the art and design sector, learners would be aiming to move into entry-level roles, such as assistants in design and craft production, the fashion and textiles sector, product design services, or the visual arts and visual communications sectors.

Students will be able to progress onto other Art and Design courses at Level 3 or equivalent.

CREATIVE iMEDIA

Teacher Responsible: Mr Rogers and Ms Palmer-Round



Course Outline

This Cambridge National course in Creative iMedia will inspire the development of real-world transferable skills that are relevant to the digital media sector and the wider tech industry.

Throughout the course, students will engage in hands-on, practical learning experiences that mirror real-life scenarios. They will create two portfolios of coursework, showcasing their creativity and development of graphical products. This includes designing a visual identity, including a brand, logo and slogan, which they will then apply to the design and development of product packaging. They will also explore visual storytelling by developing a character's backstory and appearance before crafting their own storyline. This process will involve producing / sourcing all necessary images and assets and culminate in the design of a fully developed multi-page comic ready for print.

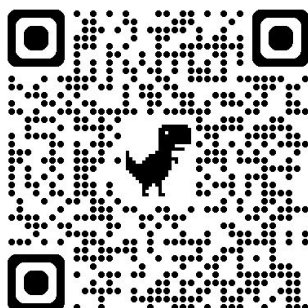


 To learn more about a Cambridge National in Creative iMedia speak to your teacher. 

Transferable Skills:

- Creative Thinking
- Problem Solving
- Digital Presentation
- Planning
- Analytic Skills
- Independent Working
- Time Management
- Graphic Design
- Project Planning
- Branding

Scan the QR code to find out more about what the course entails and how it is ran at Pool Academy in our dedicated website.



Qualification: LEVEL 1/2
VOCATIONAL

Current Exam Board: OCR

ASSESSMENT METHOD:

Students are awarded either a Level 1 or 2 pass, merit, distinction or distinction*.

Unit R093: Creative iMedia in the media industry

(External exam)

Unit R094: Visual identity and digital graphics

(Internal assignment)

Unit R095: Characters and comics

(Internal assignment)

All 3 units must be completed.

POST 16

Opportunities and careers

These programmes give you the skills and confidence to be able to progress onto a Level 3 programme, such as A-Levels or advanced BTECs and apprenticeships.

Career aspirations could be in the following sectors:

- Content creator
- Graphic design
- Animation
- Web design
- Comic Strip creation
- Games design
- Marketing or promotional manager
- Journalist
- Video editor / Audio technician
- Set design
- Business promotion manager and much more...

DRAMA

Teacher Responsible: Mrs Day



Course Outline

Drama is suitable for students who enjoy rehearsing, creating, and performing for live audiences, as well as those who are intrigued by how theatre moves from page to stage. Students who choose Drama should enjoy working practically and exploring ideas in a creative environment, as well as engaging with theory. They should enjoy voicing their own opinions and building on the ideas of others.

Students will reflect on their progress, set targets to refine their performance skills, and receive constructive feedback, with a commitment to working hard to improve.

Those who thrive in an active, collaborative, creative, and vibrant environment should consider BTEC Drama.

What will you study?

Component 1: You will explore three different styles of performance through three differing professional performance pieces including Blood Brothers and Othello by Frantic Assembly. You will workshop and research different approaches professionals take towards creating performance work and the skills and techniques that are required for those working in the industry.

Component 2: You will prepare a scripted performance including monologues, duologues or small group pieces, to perform in front of a live audience. You will be directed and respond to feedback to improve. You will set targets to develop drama skills and techniques during rehearsals and reflect upon your progress.

Component 3: Devise a group performance in response to a brief. Apply your own creativity and perform in front of a live audience



Qualification: BTEC Level 1/Level 2 Tech Award in Performing Arts Acting

Current Exam Board: Pearson

ASSESSMENT METHOD:

BTEC Drama is made up of three Components. Components 1 and 2 will be completed in Year 10 and Component 3 in Year 11.

Component 1: Exploring the Performing Arts (30%)

Task 1: Research and workshop Blood Brothers by Willy Russell

Task 2: 8-12 page written portfolio

Component 2: Developing Skills & Techniques in the Performing Arts (30%)

Task 1: Rehearsals

Task 2: Performance

Task 3: Review of Rehearsal Process and Performance typed 2 sides of A4

Component 3: Responding to a Brief (40%)

Task 1: Ideas Log 800 words typed

Task 2: Skills Log 800 words typed

Task 3: Performance (minimum 7mins)

Task 4: Evaluation 800 words typed

POST 16

Opportunities and careers

Learners who achieve this BTEC qualification could progress onto level 3 vocational qualifications and A Levels, such as:

- Level 3 BTEC- Acting
- A Level Drama
- BTEC/A Level Performing Arts courses
- Drama/Performing Arts degree

Drama complements a number of other subjects including Music, Art, and English. It will support any student whose big dream is to pursue acting, performing, directing, teaching, stage management and other theatre roles. However the skills gained in drama such as communication, resilience, creativity, self-motivation, perseverance can be transferred to any course and career goal and are valued by all employers.

ENTERPRISE & MARKETING

Teacher Responsible: Mr Rogers



Course Outline

This Cambridge National Business course will develop understanding of the fundamental principles and concepts of business operations, product design and marketing.

Through the course, students will engage in practical, real-life scenarios to develop real-world transferable skills. They will produce two linked coursework portfolios that demonstrate their understanding and application of key knowledge. As part of the process, students will conduct market research, create a customer profile, and develop a design mix to inform their proposed product ideas and final design, while also assessing the financial viability of their product. Additionally, they will establish a strong brand identity and develop a promotional plan. To bring their ideas to life, students will create and deliver a professional pitch, complete with slides and a handout, before reflecting and evaluating their proposal and marketing campaign.

Qualification: LEVEL 1/2
VOCATIONAL

Exam Board: OCR

ASSESSMENT METHOD:

Students are awarded either a Level 1 or 2 pass, merit, distinction or distinction*.

Unit R067: Enterprise and Marketing Concepts

(External exam)

Unit R068: Design a business proposal

(Internal assignment)

Unit R069: Market and pitch a business proposal

(Internal assignment)

All 3 units must be completed.

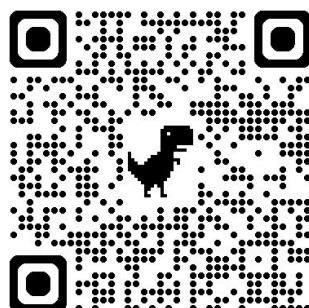


Transferable Skills:

- Problem Solving
- Market Research
- Project Planning
- Creative Thinking
- Finance Management
- Digital Presentation
- Verbal Communication
- Decision Making
- Pitching
- Time Management

 To learn more about a Cambridge National in Enterprise and Marketing speak to your teacher. 

Scan the QR code to find out more about what the course entails and how it is ran at Pool Academy in our dedicated website.



POST 16

Opportunities and careers

These programmes are designed to give you the skills and confidence to be able to progress onto a Level 3 programme of study, such as A-Levels or advanced BTECs and apprenticeships.

Career aspirations could be in the following sectors:

- Entrepreneur
- Business owner
- Digital marketer
- Retail manager
- Public speaker
- Market researcher
- Finance sector
- Business analyst
- Digital Platform manager
- Product / brand manager and much more...

HOSPITALITY AND CATERING

Teacher Responsible: Ms Strana



Course Outline

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for 10% of the total workforce. Over the last 10 years, 25% of all new jobs have been within the hospitality and catering sector with the majority of roles falling within the 18-24 age groups.

The ability to plan, prepare and present food is an essential life skill as well as providing a possible career route. The WJEC Vocational Award in Hospitality and Catering equips learners with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing and cooking a variety of dishes.



Scan the QR code to find out more about what the course entails and how it is ran at Pool Academy in our dedicated website.

Qualification: LEVEL 1/2
VOCATIONAL

Exam Board: WJEC

ASSESSMENT METHOD:

UNIT 1 (EXAM 90 minutes)

THE HOSPITALITY AND CATERING INDUSTRY (40%)

- 1.1 Hospitality and Catering provision
- 1.2 How Hospitality and Catering providers operate
- 1.3 Health & Safety in Hospitality and Catering
- 1.4 Food Safety in Hospitality & Catering

UNIT 2 (NEA 12 hours)

HOSPITALITY & CATERING IN ACTION (60 %)

- 2.1 The importance of Nutrition
- 2.2 Menu Planning
- 2.3 The Skills and techniques of preparation, cooking and presentation of dishes
- 2.4 Evaluating cooking skills

Assessment: • 40% Written Exam • 60% NEA

POST 16

Opportunities and careers

Careers are as diverse as the food we eat! Careers that feed and inform the nation. Whether it's processing food, food science, product development, production, engineering, cooking, designing, writing, advertising, events management, food styling or marketing there is a wealth of career routes from college course through to university or apprenticeship routes. There are always going to be careers in the food industry whatever happens. We have to eat!

GEOGRAPHY

Teacher Responsible: Mrs Bareham



Course Outline

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, earthquakes, hurricanes, poverty & deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Paper 1: Living with the physical environment

The challenge of natural hazards – tectonic hazards and weather hazards

The living world – tropical rainforests and hot deserts

Physical landscapes in the UK – rivers and coasts

Paper 2: Challenges in the human environment

Urban issues and challenges – urbanisation, megacities, opportunities and challenges in cities.

The changing economic world – the development gap, Nigeria and the UK case studies.

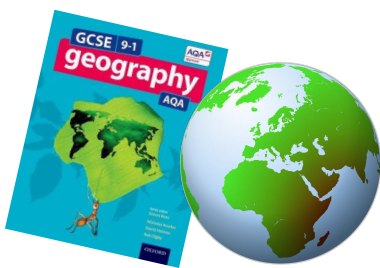
The challenge of resource management – global patterns and water unit

Paper 3: Geographical applications

Issue evaluation – a pre-release booklet based upon a topic in the specification.

Fieldwork

Students need to undertake geographical fieldwork. Students currently visit St Ives in Year 10. This is a day trip and is compulsory in order to access the questions and marks in Paper 3.



Qualification: GCSE

Current Exam Board: AQA

ASSESSMENT METHOD:

Students are awarded a GCSE grade.

Paper 1: Living with the physical environment

(35%)

Paper 2: Challenges in the human environment

(35%)

Paper 3: Geographical applications

(30%)

Question types: multiple choice, short answer, levels of response, extended prose.

POST 16

Opportunities and careers

Geography at GCSE level provides a wide and varied base for entry into academic and vocational post 16 courses. It can be successfully combined with both arts and science subjects as a foundation for higher or ongoing education. Opportunities for geography graduates include cartography, surveying, environmental and ecological work, teaching, travel and tourism, town planning and conservation to name but a few.

Skills developed on the Geography course include data gathering and manipulation, enquiry work and decision making, independent research, statistical analysis, team work, report writing and summarising and synthesising information for presentation.

HISTORY

Teacher Responsible: Mrs Smith and Mr Turner



Are you hard working?
Are you interested in the major events of the past?
Do you search for the "truth" via research?
Are you a keen reader?
Are you interested in solving mysteries?

Then History GCSE is for you.

"Those who cannot learn from history are doomed to repeat it"

Course Outline

The History GCSE offers a diverse and exciting range of topics and events from world history. It is divided into four different topics to be taught over the two year GCSE and they are split into three different exam papers. The paper 2 exam is split in half and consists of two different topics:

Paper 1: Crime & Punishment from 1000 - Present day

This covers all of the major crimes, punishments and law enforcement methods over the past thousand years, from being put in the stocks and public executions to Highway men and smuggling. This also features a Historic environment case study on: **Whitechapel in the 1880s and the Jack the Ripper police investigation.**



Paper 2: American West 1835 - 1895

This covers the settlement of the American West. The Native American Indian way of life on the Great Plains, Cowboys and the Gold Rush as well as conflicts and the destruction of the Native American Indians way of life.

Paper 2: Anglo-Saxon and Norman England

This covers the Norman invasion and conquering of England by William of Normandy. Including The battle of Hastings 1066, The Domesday book, Motte & Bailey Castles and rebellions that he faced.

Paper 3: Weimar & Nazi Germany 1918 - 1939

This paper covers the creation of the Weimar Republic after WW1 the problems that the Treaty of Versailles caused and the recovery in the 'Golden Years'. It then looks at the rise of the Nazi Party, life in Nazi Germany, rearmament and the persecution of minorities.



Qualification: GCSE

Current Exam Board: Edexcel

ASSESSMENT METHOD:

Students will sit three exam papers at the end of Year 11. Many answers are extended essays and will test the following Assessment Objectives:

- AO1:** Knowledge and Understanding (35%)
Remembering facts and using them correctly.
- AO2:** Explanation skills (35%)
Writing clear, focused paragraphs as answers.
- AO3:** Source Work, picking out information from different sources (15%)
Analysing evidence, explaining if you trust it.
- AO4:** Interpretation (15%)
Comparing different opinions about an event.

Results are in the 9-1 GCSE grades based on the following breakdown of the marks:
Paper 1 = Crime & punishment □ 30%
Paper 2 = Normans & American West □ 40%
Paper 3 = Germany □ 30%

POST 16

Opportunities and careers

History GCSE graduates have proven that they can retain large amounts of knowledge and facts. History students have also proven that they can write well-structured and focused essay answers to explain their views and points. Historians are very good at analysing evidence and arguing their case. These qualities can lead to the study of Law, Journalism and work in the Media.

Academically, students can progress to History A-level which develops students ability to analyse rather than explain events.

History is a respected subject by both employers and education institutions. There is much more to History than working in a museum, archaeology or a becoming a History Teacher (although those are available too!). Many in business today have studied History.



Course Outline

Music will give you the opportunity to develop knowledge and technical skills in Music and Musicianship in a practical learning environment. You will develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments. You will also develop an understanding of the music industry including various genres and musical elements. Students who select Music should be able to securely play an instrument and enjoy performing to live audiences.

What will you study?

- **Exploring Music Products and Styles** - exploration of the techniques used in the creation of different musical products and investigation of the key features of different musical styles and genres.
- **Music Skills Development** - development of two musical disciplines through engagement in practical tasks, while documenting their progress.
- **Responding to a Music Brief** - developing and presenting your own music in response to a given music brief.

POST 16

Opportunities and careers

Many employers view a Music qualification highly. It shows that the student is capable of individual discipline and also of having a creative and analytical mind.

The study of Music can help you develop transferable skills which you can take into any job or career as it enhances your self-confidence and ability to communicate effectively.

This is an ideal course if you wish to go on to study Music Performance Level 3, Performing Arts, Music Technology or A Level Music.

Qualification: BTEC Level 1/Level 2 Tech Award in Music Practice
Current Exam Board: Pearson

ASSESSMENT METHOD:

Component 1: Exploring Music Products and Styles (30%)

Task 1: Styles portfolio - Write about 4 different genres of music

Task 2: Explore techniques used to create music products - Three 30 - 60 seconds examples of a Live Performance, Music for film & DAW project, supported by written commentary

Component 2: Music Skills Development (30%)

Task 1: Demonstrate professional and commercial skills for the music industry
Task 2: - Apply development process for music skills and techniques

Non-exam internal assessment set by

Component 3: Responding to a Music Brief (40%)

Task set and marked by Pearson completed under supervised conditions. Learners will be given the set task in January of Year 11, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the final music product. The set task will be completed in 3 hours within the period timetabled by Pearson. **60 marks.**



BTEC: Sport Activity and Fitness

Teacher Responsible: Mr Ford



Qualification: BTEC Tech Award in Sport Activity and Fitness

Current Exam Board: Pearson Qualification

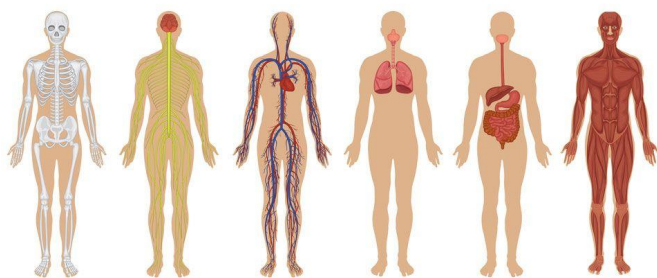
Due to amount of practical assessment, it is recommended that you play for either a school team or a club outside of school.

ASSESSMENT METHOD:

Component 1: Preparing participants to take part in sport and physical activity
(30%) Coursework

Component 2: Taking part and improving other participants performance in sport and physical activity
(30%) Coursework

Component 3: Developing fitness to improve other participants performance in sport and physical activity
(40%) Exam



POST 16

Opportunities and careers

Students who study on this course have gone on to study at both Truro College and Cornwall College to pursue careers in Health and Fitness, Nutrition, Coaching, Teaching, Sciences and many more.

Course Outline

Component 1 - Coursework

Task 1 – Exploring types and provision of sport and physical; activity for different types of participant

Task 2 - Examine equipment and technology required for participants to use when taking part in sport and physical activity.

Task 3 - Be able to prepare participants to take part in sport and physical activity

Component 2 - Coursework

Task 1 – Understand how different components of fitness are used in different physical activities

Task 2 - Be able to participate in sport and understand the roles and responsibilities of officials (participating)

Task 3 - Be able to participate in sport and understand the roles and responsibilities of officials (officiating)

Task 4 - Demonstrate ways to improve participants sporting techniques

Component 3 - Exam - 1.5 hour written

Developing fitness to improve other participants performance in sport and physical activity

Content

Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise .

Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise .

Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise .

Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise





Course Outline

Students opting for GCSE Spanish will be following a new specification which has been created to make the course more accessible and enjoyable for students.

The thematic contexts covered on the course are:

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

Students will learn to speak and write about these topics in a variety of tenses, expanding on the knowledge they have acquired throughout Key Stage 3.

Students have the opportunity to work with a foreign language assistant in small groups and may be offered the chance to take part in an overseas visit.

POST 16 opportunities and careers

Students will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Spanish speaking countries and their cultures.

Knowledge of a foreign language is a very useful advantage to any type of employment. In addition, you will have the basis for learning additional languages later in life. Speaking more than one language fluently can lead to careers in teaching, translating and interpreting, finance, sales and marketing in many different business sectors.

In an increasingly competitive job market, employers value students who have a language qualification, as it demonstrates not only the ability to speak another language, but also that a student has a clear understanding of the wider world.

Qualification: GCSE

Exam Board: Edexcel

ASSESSMENT METHOD:

Each of the four skills are tested separately and each is worth 25% of the final grade awarded.

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Paper 1 Speaking

A reading aloud task.

A transactional role play.

A picture description and follow on conversation.

Paper 2 Listening and understanding

Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.

Section B: Dictation

Paper 3 Reading and understanding

Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.

Section B: Translation into English

Paper 4 Writing

Picture description task (foundation only)

Two open response writings (Foundation = 40–50 words & 80–90 words. Higher = 80–90 words and 130–150 words) with a choice of two for each so you can pick the one you feel more confident with.

Translation into Spanish – 5 sentences for Foundation, a short paragraph for higher.

All the vocabulary tested in the listening and reading papers has been taken from the top 2000 most frequently used Spanish words.

Statistics and Further Maths

Teacher responsible: Mr Kirby



Course Outline

Students opting for GCSE Statistics and GCSE Further Maths will be capable mathematicians aspiring to progress onto studying A Level maths at college or sixth form. This option will give students 2 GCSE qualifications.

Statistics helps students understand how to interpret and apply data in real-life contexts, enhancing their ability to make informed decisions.

- **Practical Skills:** Develops the ability to collect, analyze, and interpret data accurately.
- **Critical Thinking:** Enhances logical reasoning and the ability to question data sources and their reliability.

GCSE AQA Further Maths is ideal for high-achieving students who enjoy mathematical challenges and want to extend their understanding beyond the standard GCSE Maths curriculum.

- **Advanced Understanding:** Deepens knowledge in algebra, geometry, and calculus.
- **Enhanced Problem-Solving:** Builds resilience and analytical thinking through complex problems.
- **University and Career Readiness:** Valued by universities and employers for developing advanced mathematical reasoning.

POST 16 opportunities and careers

Both GCSE Edexcel Statistics and Further Maths provide students with essential skills that are valuable across multiple disciplines. They foster a deeper understanding of the world through data and mathematical reasoning while enhancing academic and career prospects. These qualifications are particularly beneficial for students aiming for STEM-related fields or analytical careers in the future.

Qualification: GCSE

Exam Board: Statistics - Edexcel

Exam Board: Further Maths - AQA

ASSESSMENT METHOD:

Year 10

GCSE Statistics

Two written exams (Paper 1 and Paper 2) assessing both procedural and interpretative statistical skills.

- **Data Collection Methods:** Understanding how to gather reliable data.
- **Representing Data:** Using charts, graphs, and other visual tools.
- **Probability:** Calculating likelihoods and understanding risk.
- **Statistical Analysis:** Interpreting averages, variation, and correlation.
- **Real-World Applications:** Applying statistics to practical problems.

Year 11

GCSE Further Maths

One non-calculator paper and one calculator paper, both focusing on advanced mathematical skills and problem-solving.

- **Algebra:** Quadratics, simultaneous equations, and functions.
- **Geometry:** Trigonometry, vectors, and coordinate geometry.
- **Calculus:** Introduction to differentiation and integration.
- **Number Theory:** Complex numbers and sequences.
- **Proof:** Mathematical reasoning and logical arguments.









