

KNOLE ACADEMY



Year 9 Options Booklet

(+ Core Courses of Study)

2024 – 2026

Name: _____

Core

Combined Science

English Language & English Literature

French (G BAND ONLY)

Mathematics

Core Physical Education

not assessed

Relevance

not assessed

Combined Science

Subject Leader: Mr S Deighton

Examination Board: AQA

Syllabus: 8464

Aim of the course

- To acquire a body of scientific knowledge and develop an understanding of science.
- To develop experimental and investigative abilities.
- To develop an understanding of the nature of scientific ideas.
- To develop an understanding of the technological and environmental applications of science and of the economic, ethical, and social implications of these.



Science is a National Curriculum core subject and is studied by all students in Key Stage 4. All courses will follow the programmes of study and will cover a wide range of scientific topics incorporating aspects of biological, physical and chemical science. Students follow different pathways according to interest and aptitude.

GCSE Combined Science units taught in Years 9, 10 and 11

Biology	<ul style="list-style-type: none">• Cell biology• Organisation• Infection and response• Bioenergetics• Homeostasis and response• Inheritance, variation and evolution• Ecology
Chemistry	<ul style="list-style-type: none">• Atomic structure and the periodic table• 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	<ul style="list-style-type: none">• Forces• Energy• Waves• Electricity• Magnetism and electromagnetism• Particle model of matter• Atomic structure

All units are assessed in examinations - six in total. Students will gain two GCSEs for combined science.

GCSE Chemistry, Physics and Biology

Students can opt to take the separate sciences. Information on these can be found in the options section of the booklet. **Students who do not select the triple science option will not be able to enter triple science, they will enter combined trilogy only.**

Future Opportunities

Science is a good starting point for many Post 16 courses such as Biology, Chemistry, Physics, Psychology and studies in Health & Social Care. Science forms an important basis for many careers including medical professions, research, engineering, sport science and teaching. It also develops many transferable skills, which will be useful in a variety of other careers not directly linked to science.

Language and English Literature

Subject Leader: Mr G Hughes

Examination Board: Eduqas

Syllabi: English Language C720U

English Literature C700QS

Students will be taking the Eduqas (formally WJEC) English Language and English Literature courses at GCSE. Both courses are now 100% exam and will result in two distinct GCSEs. The Literature course offers students the opportunity to study at least one Victorian novel; a modern play; a Shakespeare play and a selection of poetry.

English Language

Component 1 – 20th Century Literature Reading and Creative Prose Writing. Written exam of 1 hour and 45 minutes, 40% of the qualification.

Component 2 – 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing. Written exam of 2 hours, 60% of qualification.

Component 3: Spoken Language. Non-exam assessment. Will be reported as part of the qualification, but it will not form part of the final mark and grade.

English Literature

Component 1 – Shakespeare and Poetry. Written exam of 2 hours, 40% of qualification.

Component 2 – Post 1914 Prose/Drama, 19th Century Prose and Unseen Poetry. Written examination of 2 hours and 30 minutes, 60% of qualification.



Future Opportunities

English Language and Literature GCSEs are vital in order to pursue a number of careers and further education choices. English Literature also provides a perfect introduction to the A Level course, which is offered as part of the post 16 programme.

French (G BAND ONLY)



Subject leader: Mrs S Beaumont

Examination Board: Edexcel

Syllabus: 1FRO

Languages improve the quality of your life and your understanding of how other people live and think. You can travel more and meet new people. You could earn more in your job one day!

Aim of the course

To improve important communication skills, in listening, speaking, reading and writing.

- To develop a knowledge and understanding of French-speaking countries.
- To enable students to enjoy developing and improving language skills, by understanding how the language is structured, and learning how to use it at a higher level.
- To provide a suitable foundation for practical use of French and future language study.

General Description

The course covers 8 topic areas which are up-to-date and relevant:

- Out and about – local amenities, weather, accommodation, public transport, directions and visitor information and international and global dimension.
- Customer service and transactions – cafés and restaurants, shops and dealing with problems.
- Personal Information – general interests, leisure activities, family and friends.
- Future plans, education and work – basic language of the internet, simple job advertisements, simple job applications and CV, school and college.
- International and global dimension.

The course encourages students to develop their ability to communicate effectively in French and to develop their knowledge and understanding of French grammar. Students have the benefit of a course book written specifically for this course, and they also have access to various software programs and the internet. Emphasis is placed on the ability to use the language for practical communication.

Assessment

The GCSE French syllabus is based on final exams in May and June in Year 11. The student completes an examination in listening, speaking, reading and writing at either Foundation or Higher level.

Future Opportunities

Foreign language skills have become very important and form part of the English Baccalaureate. The ability to communicate in French will enable students who have achieved a grade at GCSE to take advantage of many opportunities, and help them in years to come both in their careers and in their leisure activities.

Mathematics

Subject Leader: Mr J Cason

Examination Board: Edexcel

Syllabus: Linear IMA1

Aim of the course

- To develop students' mathematical skills and knowledge through oral, written, graphic and practical work.
- To encourage confidence to apply skills in both everyday and theoretical situations.
- To develop skills in problem solving, in the practical needs of everyday life at work, at home and in leisure activities.

General Description

Students are taught in sets where their learning experience is reviewed and developed to allow them to consolidate and extend their own level of achievement. A range of learning activities and teaching techniques are used which include practical, group and individual working. There will be an ongoing reinforcement of numeracy skills at the appropriate level through oral and mental work, in conjunction with textbook work for consolidation of learning and investigational tasks to enhance problem solving skills. The students are encouraged, at every opportunity, to improve their skills in talking mathematically; to develop precision, reasoning, articulation and clarity. Practical activity features regularly in classwork, so that techniques can be learned and developed through application to real situations.

Assessment

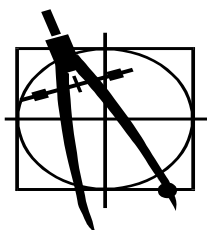
Students will follow the linear course leading towards the Edexcel Syllabus IMA1 (linear) Examination, which will be taught using a variety of resources. Assessment is in the form of an examination taken in May/ June of Year 11. There are three examination papers, a non-calculator paper and two calculator papers, each 1.5 hours in length. There are two tiers of examination entry. The class teacher and subject leader will decide on the tier of entry, using class work and achievement data as evidence:

Foundation:	GCSE Grades available	1 - 5
Higher:	GCSE Grades available	4 – 9 (Grade 3 is available to some)

Progress will be monitored regularly and this will include termly assessments and an end of year exam in Year 11.

Future Opportunities

Virtually all employers use mathematics GCSE grades as a necessary qualification. For technical, professional and administrative jobs, you may need at least a grade 5 in the examination. A successful grade at GCSE can open up a whole world of opportunity. To progress onto an A or AS Level the student will need to gain at least a grade 7.



Options

G Band

Option A is studied and examined in year 10. Options B and C are studied over 2 years and examined in year 11. All students **must** study geography or history (but can do both) and pick a 1st and 2nd choice subject from each column

Option A	Option B	Option C
Completed in 1 yr	Completed in 2 yrs	Completed in 2 yrs
Business Studies	Fine Art	Business Studies
Hair and Beauty Level 2	Business Studies	Child Development
Sport Science	Dance	Design and Technology
Photography	Design and Technology	Drama
ICT	Food Preparation and Nutrition	Geography
Computer Science	History	History
Sociology	PE	Textile Design
Film Studies	Music	Hair and Beauty Level 1
Graphic Communication	Geography	Music
Psychology (entry requirement-see option page)	Triple Science	Physical Education
	Psychology (entry requirement-see option page)	Triple Science
		Food Preparation and Nutrition
		Religious Studies (RPE)

H Band

Option A is studied and examined in year 10. Options B, C and D are studied over 2 years and examined in year 11. Students must pick a 1st and 2nd choice subject from each column EXCEPT Option D

Option A	Option B	Option C	Option D
Completed in 1 yr	Completed in 2 yrs	Completed in 2 yrs	Completed in 2 yrs <i>H Band only</i>
Business Studies	Fine Art	Business Studies	French
Hair and Beauty Level 2	Business Studies	Child Development	Geography
Sport Science	Dance	Design and Technology	History
Photography	Design and Technology	Drama	
ICT	Food Preparation and Nutrition	Geography	
Computer Science	History	History	
Sociology	PE	Textile Design	
Film Studies	Music	Hair and Beauty Level 1	
Graphic Communication	Geography	Music	
Psychology (entry requirement-see option page)	Triple Science	Physical Education	
	Psychology (entry requirement-see option page)	Triple Science	
		Food Preparation and Nutrition	
		Religious Studies (RPE)	

Please scan the relevant QR Code below to access the option selection form.

Deadline for submission is 27 March 2024

**G BAND Year 9 into 10 GCSE
options**



**H BAND Year 9 into 10 GCSE
options**



Business Studies

Subject Leader: Mr M Bogan

Examination Board: Eduqas

Aim of the course

The Eduqas course aims to give students knowledge and understanding of business concepts, terminology and business objectives. Students will be able to apply their knowledge and evaluate concepts where appropriate in national and global contexts of business functions from a local to a global perspective.

General Description and Assessment

Students are taught a wide range of concepts which cover the six major themes in business:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

All examinations are at the end of year 11.

Component 1: Business Dynamics
Written examination: 2 hours
62.5% of qualification

A mix of short answer and structured questions based on stimulus material covering all of the specification content

Component 2: Business Considerations
Written examination: 1 hour 30 minutes
37.5% of qualification

Data response questions covering all of the specification content



Future Opportunities

Students can progress onto a range of post-16 qualifications, including vocational and academic courses. In the longer term students can look to university courses and advantages in the job market.

Cambridge Nationals Level 1/2 Child Development

Subject Leader: Miss C Hurley

Examination Board: OCR

Syllabus: J809

Aim of the course

This is an exciting course that aims to encourage students to:

- understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years and the development of children from one to five years.
- develop learning and practical skills that can be applied to real-life contexts and work situations.
- think creatively, innovatively, analytically, logically and critically.
- develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.



General Description

- The syllabus focuses on the development of children aged from birth to five years.
- The family, planning for a baby and a safe environment.
- Pregnancy, preparation for birth of a baby, birth and the newborn baby.
- Physical, intellectual, social and emotional development of children within the framework of the family and the community. The importance of play for children and the selection of toys to aid in the development of the child.
- Diet, health and care of the child.
- Support for parents and their child.

Assessment

All students will study three units:

Coursework: 60% of final GCSE grade	Written Exam: 40% of final GCSE grade
Research into a range of equipment and nutritional and hygiene requirements of children from birth to five years, and then demonstrate in a practical activity how these needs are met to promote a child's development and well-being. (30%)	The roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care and the importance of creating the best conditions for a child to thrive. (1¼ hour examination)
Students investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They apply and demonstrate their knowledge and understanding through practical activities with a real child. (30%)	

Future Opportunities

The Child Development course is an ideal platform for Level 3 Health and Social Care and Intermediate Health and Social Care in the sixth form and is a firm foundation for entry into the caring professions. Students who have followed these courses have gone on to study Primary Teaching, Nursing, Midwifery, Health and Social Care and Social Work at University. Some students chose the apprenticeship route to continue studying in Nursing and Child Care.



Computer Science

Subject Leader: Mr L Challenor

Examination Board: AQA

Syllabus: 8525

Details listed subject to change

Aim of the course

Courses based on this specification enable students to:

- Build on their knowledge, understanding and skills established through the computer science curriculum.
- Enable students to progress into further learning and/or employment.
- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to computer science.

General Description

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically aware individuals. This is even more so in the gaming, mobile communication and web related industries and this specification has been designed with this in mind. In addition they will:

- Learn how to create simple computer games.
- Gain an understanding of the fundamental concepts involved in creating software applications.
- Have opportunities to work collaboratively.

Assessment

There are 2 components which make up the computer science qualification, both are examinations taken in Year 11 at the end of the course.

Topics included

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
- Aspects of software development

Future Opportunities

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself, and as an 'underpinning' subject across science and engineering, is growing rapidly.



Dance

Subject Leader: Miss H Page

Examination Board: AQA

Syllabus: 8236

Aim of the course

- To engage students in the process of dance by developing independent and reflective learners.
- To develop students' skills, knowledge and understanding of a range of dance styles through the process of performing, creating and evaluating a range of dances.
- To develop individual qualities as a performer and communicate choreographic ideas.
- To develop choreography skills through which students must show the ability to communicate ideas, thoughts and meanings drawn from a range of dance styles.
- To develop knowledge and understanding of physical, technical and expressive practices relevant to performing and choreographing dances.
- To develop an appreciation of other professional works and how current dance companies are creating and performing dance works.
- To develop the understanding of teamwork and how this applies to the world of work.

General Description

Students are required to study different styles of dance through taught material, workshops and video analysis. Students will study a list of professional dance works where they will need to confidently compare and contrast the factors such as costume, movement, style and music. Students will use their own ideas and knowledge from professional dance artists to choreograph their own dances in a variety of different styles showing that they understand the principles of choreography.

Important note: Students wishing to take this course must be attending at least one weekly dance lesson, preferably in the contemporary dance style. After school classes are available or outside of school class is also sufficient. This is essential due to the demands of the performance unit. Students will also be expected to participate as a class in the annual dance production.

Assessment

Component 1: Performance and choreography	Component 2: Written appreciation
Performance <ul style="list-style-type: none">• Set phrases through a solo performance (1 minute)• Duet/trio performance (3½ minutes) Choreography <ul style="list-style-type: none">• Group choreography – a group dance for two to five dancers (3½ minutes)	Knowledge <ul style="list-style-type: none">• Knowledge and understanding of choreographic processes and performing skills• Critical appreciation of own work• Critical appreciation of professional works
How it's assessed <ul style="list-style-type: none">• Internally marked and externally moderated Performance <ul style="list-style-type: none">• 30% of GCSE• 40 marks (15 marks for set phrases and 25 marks for duet/trio performance) Choreography <ul style="list-style-type: none">• 30% of GCSE• 40 marks Total component 60%	How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 30 minutes• 80 marks Questions <ul style="list-style-type: none">• Based on students' own practice in performance and choreography and the GCSE Dance anthology Total component 40%

Future Opportunities

Students successfully completing the course can progress on to a variety of different courses and careers.

Courses: AS/A Level Dance, BTEC Performing Art, Performing Arts Degree Courses, Modular Degree Courses, BA QTS Dance (Teaching), Performance Courses, Diplomas in Dance/Performing Arts.

Careers: Performer, Choreographer, Teacher, Production, Dance Therapist, Arts Education, Arts Administration, Dance/Arts Critic, Occupational Therapist, Fitness Instructor, Theatre and Events Management.



Design and Technology

Subject Leader: Miss T Sarton

Examination Board: AQA

Syllabus: 8552

Aim of the course

- To develop an understanding of core technical, designing and making principles.
- To introduce new skills and ways of working using Design and Technology materials, techniques and processes.
- To foster practical skills that show materials and their working properties.

General Description

GCSE Design and Technology covers a wide range of practices including:

- Research and investigation
- Designing software
- Prototype development
- Technical drawing
- Materials and their working properties

Throughout the course great emphasis will be put upon students' ability to work creatively when designing and making and applying technical and practical expertise. So, the documentation of their work, both in school and at home, is essential.

An understanding of maths and science is an important part of the course.

Assessment

The GCSE in Design and Technology consists of two components:

Paper 1: (50% of GCSE)

Written exam: 2 hours

- Core technical principles
- Specialist technical principles
- Designing and making principles

At least 15% of the exam will assess maths. At least 10% of the exam will assess science.

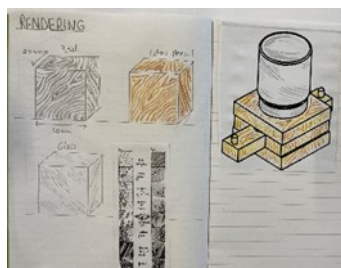
Non-Exam Assessment (NEA): (50% of GCSE)

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Future Opportunities

Students can go on to take an A Level qualification in Design and Technology: Product Design. Possible careers a qualification in Design and Technology can lead to include, product designer, architect, civil engineer, carpenter and industrial designer.



Drama

Subject Leader: Mrs V Hollidge

Examination Board: AQA

Syllabus: 8261

Aim of GCSE Drama:

- To develop a range of theatrical skills and apply them to create performance.
- To work collaboratively to generate, develop and communicate ideas.
- To develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance.

General Description

Candidates will explore scripted plays and devised work chosen from a list of inspirational sources and options. They will also experience live theatre performances.

Assessment

Candidates will be assessed on their ability to:

- Demonstrate practical skills in drama.
- Respond with knowledge and understanding to plays and other types of drama from a performance and technical perspective.
- Analyse and evaluate the effectiveness of their own and others' work.

Component 1: Written Test (40% of GCSE)

How it's assessed – written exam 1 hour and 45 minutes

What's assessed:

- Knowledge and understanding of drama and theatre.
- Study of one set play from a choice of six.
- Analysis and evaluation of the work of live theatre makers.



Component 2: Devising Drama (written/practical) (40% of GCSE)

What's assessed :

- Initial response to stimuli—written log (10%).
- Process of creating devised drama—written log of practical development (10%).
- Performance of devised drama (students may contribute as performer or designer) (10%).
- Analysis and evaluation of own work—written log (10%).

Component 3: Texts in Practice (practical) (20% of GCSE)

What's assessed:

- Performance of two extracts from one play (students may contribute as performer or designer).
- Free choice of play but it must contrast with the set play chosen for Component One.

Future Opportunities

Students successfully completing this course can progress on to the Level 3 LAMDA speech and drama examinations plus take part in the annual school productions. LAMDA examinations act as a foundation for a career in the performing arts after further training

Film Studies

Subject Leader: Mr K Kyle

Examination Board: Eduqas (GCSE)

Aim of the course

- To enable students to develop critical thinking and decision-making skills through the study of the film.
- To develop an appreciation and critical understanding of films and filmmaking skills.
- To develop a range of practical skills through personal engagement and creativity.
- To understand how filmmaking theory informs practical filmmaking skills.

General Description

Film Studies is a dynamic course which helps students to develop a variety of useful skills. It encourages students to form an understanding of the film industry which is ever present and influential on our daily lives. Assessment is through a wide range of written and practical tasks from essays analysing the representation of groups of people in society, to the production of short films. Topics studied could include American film, International film and making a short film.

Assessment

Component 1: Key Developments in US Film 35% of total GCSE

70 marks (exam)

1hr 30 minutes

Component 2: Understanding Media Forms and Products

35% of total GCSE

70 marks (exam)

1hr 30 minutes

Component 3: Filmmaking Practical (Coursework - worth 30% of total GCSE)

60 marks

Future Opportunities

The theory and skills taught can facilitate a wide-range of potential future studies and professional roles, such as filmmaking, editing, film criticism, production, and many more. The practical skills taught are transferable skills which can be used in a wide range of contexts, not just in film or media, but also any business since the skills taught can help in PR roles etc.



Fine Art

Subject Leader: Miss T Sarton

Examination Board: AQA

Syllabus: 8201

Aim of the course

- To build upon the work from Key Stage 3.
- To introduce new skills, techniques and processes.
- To produce work which reflects an individual's interests and abilities.
- To encourage creativity and confidence in the handling of materials and ideas.

General Description

GCSE Art and Design covers a wide range of practices including:

- Research and investigation
- Designing and making
- Drawing, painting and collage
- Printmaking
- Digital photography and manipulations

Throughout the course, great emphasis will be put upon investigation, experimentation and the development of ideas, so the imaginative use of a sketchbook, both in school and at home, is essential. An understanding of the history of art and how artists and designers work is important.

Assessment

The GCSE in Art and Design consists of two components:

Component 1: Portfolio; the portfolio must include both:

- 1) A sustained project developed in response to a subject, theme, task or brief.
- 2) A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects [60% of the marks].

Component 2: Externally set assignment consisting of a preparatory project and a 10 hour exam [40% of the marks].

Future Opportunities

Students can go on to take A Level qualifications in Fine Art, Graphic Communication and Textile Design.

Knole Academy has a very good record for sending students on to art colleges to further their studies in the subject. Students who want to apply for a place at a college are given help with their application and in putting together their portfolio of work.



GCSE Food Preparation and Nutrition

Subject Leader: Mrs M McGauley

Examination Board: AQA

Syllabus: 8585

Aim of the course

This is an exciting, thought provoking course which aims to encourage healthy eating throughout life, developing practical abilities and confidence.

What will I study?

- Food Preparation Skills
- Food Nutrition and Health
- Food Safety
- Food Science
- Food Provenance
- Food Choice



Assessment

All assessments take place in Year 11.

September – December NEA Task 1 – Food Science Investigation (10 hours)	15% of GCSE
December – February NEA Task 2 – Food Preparation Assessment (20 hours, including a 3 hour assessment)	35% of GCSE
May – June 1 hour 45 minute examination	50% of GCSE

Future Opportunities

The food industry is a major employer and offers a wide range of career opportunities. The study of food and nutrition is also an important aspect of Health & Social Care and Catering and Hospitality courses which are offered at Post 16 level at Knole Academy.



French (H BAND ONLY)



Subject leader: Mrs S Beaumont

Examination Board: Edexcel

Syllabus: 1FRO

Languages improve the quality of your life and your understanding of how other people live and think. You can travel more and meet new people. You could earn more in your job one day!

Aim of the course

To improve important communication skills, in listening, speaking, reading and writing.

- To develop a knowledge and understanding of French-speaking countries.
- To enable students to enjoy developing and improving language skills, by understanding how the language is structured, and learning how to use it at a higher level.
- To provide a suitable foundation for practical use of French and future language study.

General Description

The course covers 8 topic areas which are up-to-date and relevant:

- Out and about – local amenities, weather, accommodation, public transport, directions and visitor information and international and global dimension.
- Customer service and transactions – cafés and restaurants, shops and dealing with problems.
- Personal Information – general interests, leisure activities, family and friends.
- Future plans, education and work – basic language of the internet, simple job advertisements, simple job applications and CV, school and college.
- International and global dimension.

The course encourages students to develop their ability to communicate effectively in French and to develop their knowledge and understanding of French grammar. Students have the benefit of a course book written specifically for this course, and they also have access to various software programs and the internet. Emphasis is placed on the ability to use the language for practical communication.

Assessment

The GCSE French syllabus is based on final exams in May and June in Year 11. The student completes an examination in listening, speaking, reading and writing at either Foundation or Higher level.

Future Opportunities

Foreign language skills have become very important and form part of the English Baccalaureate. The ability to communicate in French will enable students who have achieved a grade at GCSE to take advantage of many opportunities, and help them in years to come both in their careers and in their leisure activities.

Geography

Subject Leader: Ms N Croucher

Examination Board: AQA

Syllabus: 8035

Aim of the course

- Geography is an exciting course that will equip the student for further study or the world of work.
- This highly regarded GCSE course helps develop skills that will be used later in life which includes decision making, problem solving and enquiry.

General Description

Geography covers issues that are up-to-date, relevant and directly applicable to everyday life. These issues arise from the relationships between people and their environments. They include:

- Living in the physical environment, which focuses on the dynamic nature of physical processes and systems and human interaction with them, in a variety of different places, at a range of scales.
- Challenges in the human environment, which explores human processes, systems and outcomes and how they change both spatially and temporally.
- Geographical applications, which is a synoptic unit designed to enable students to draw together knowledge, understanding and skills from across their studies.

The lessons are enquiry-based, using topical resources from newspapers, organisations and the internet. Students are encouraged to engage in the world around them and to consider the reasons behind and the impacts of many topical issues.

Assessment

Written Examinations		
Paper 1	Paper 2	Paper 3
Living within the physical environment	Challenges in the human environment	Geographical applications Pre-release paper
Section A The challenge of natural hazards	Section A Urban issues and challenges	Section A Issues evaluation
Section B The living world	Section B The changing economic world	Section B Fieldwork
Section C Physical landscapes in the UK (1 hour and 30 minute exam) 35%	Section C The challenge of resource management (1 hour and 30 minute exam) 35%	Section C Geographical skills (1 hour and 15 minute exam) 30%

Future Opportunities

Due to the nature of the course and the assessment procedures, many students are able to reach their potential in geography, culminating with an academic qualification that is well respected and will set them in very good stead in the future. It provides many of the skills and knowledge required for a variety of IB Diploma courses and vocational A Levels, including the geography A Level course, travel and tourism, leisure and tourism and leisure and recreation. Employers regard geography GCSE as evidence that potential employees are aware of their surroundings and possess the higher level skills of decision-making, problem solving, analysis and enquiry. Future careers include environmental management, scientific services, management & administration, business & finance, education, law and social services.



Graphic Communication

Subject Leader: Miss T Sarton

Examination Board: AQA

Syllabus: 8203

Aim of the course

- To build upon the work from Key Stage 3.
- To introduce new skills and ways of working.
- To produce work which reflects an individual's interests and abilities.
- To encourage creativity and confidence in the handling of materials and ideas.

General Description

GCSE Graphic Communication covers a wide range of practices including:

- Research and investigation
- Designing and making
- Packaging
- Advertising
- Illustration
- Typography
- Magazine and poster design
- Digital manipulation

Throughout the course great emphasis will be put upon investigation, experimentation and the development of ideas, so the imaginative use of a sketchbook, both in school and at home, is essential.

An understanding of how graphic designers work is an important part of the course.

Assessment

The GCSE in Graphic Communication consists of two components:

Component 1: Portfolio; the portfolio must include both:

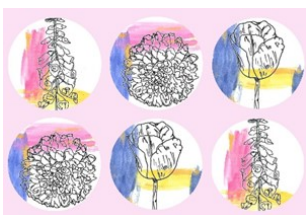
- 1) A sustained project developed in response to a subject, theme, task or brief.
- 2) A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects [60% of the marks].

Component 2: Externally set assignment consisting of a preparatory project and a 10 hour exam [40% of the marks].

Future Opportunities

Students can go on to take A Level qualifications in Graphic Communication, Fine Art and Textile Design.

Knole Academy has a very good record for sending students on to art colleges to further their studies in the subject. Students who want to apply for a place at a college are given help with their application and in putting together their portfolio of work.



Introduction to the Hair and Beauty Sector (Level 1)

Subject Leader: Mrs D Morgan-Suttle

Examination Board: City and Guilds

Syllabus: 3001

This qualification is designed for learners with an interest in pursuing a career in the Hair and Beauty sector **who are targeted a grade 1-4 in English.**

Aim of the course

- To provide a broad background of understanding of the hair and beauty sector and the vocational skills required.
- To provide a knowledge of the range of jobs and work settings in the sector to enable students to make an informed choice of career, or career change.
- To enable students to make an informed assessment of their own aptitude for work in this sector.
- To help the students reach a level of knowledge and skills which will facilitate progress into employment in the sector, to further vocational learning or to continued general education.
- To introduce the student, in particular key stage 4 learners, to the disciplines of the working environment, to motivate and re-engage students in the continuing learning process.

Teaching methods

The learner will carry out practical skills in the realistic learning environment (RLE). **These skills will be carried out and received by peers. So learners need to be happy having personal contact with others and professional products used in the classroom.** Other activities will include individual and group work, completion of questions and answers, taking part in research and discussion. Note taking will be required and ICT interactive activities will also be used.

Assessment

In general terms, the practical assessment for each unit comprises two components – practical observation and assignments and/or a short test. There are a few units however that do not require observations that are assessed by assignment only.

Assignments are simple research tasks that are intended to encourage learners to explore trends and fashions in the hair and beauty sectors. Though they are, of course, assessment devices, they should also be an enjoyable experience for the learner and aid the learning process.

Entry requirement and contractual conditions

Suitable applicants will have good interpersonal skills, be **targeted a grade 1-4 in English** and **need to sign an contract agreeing to partake in treatments, such as, Skin Care, Face Painting and Manicure during their learning. During the delivery and assessment of these activities learners will not be able to wear false eyelashes and or nail enhancements.**

Homework

Learners will be expected to complete their homework book and practice their practical skills

How parents can help

Learners will require support through their learning programme - access to ICT facilities is advantageous.

Progression

Upon successful completion of this qualification the learner may progress, subject to a successful interview, to a full-time Level 2 qualification in Hair and or Beauty Therapy. Alternatively they may take an apprenticeship and complete a Level 2 qualification in Hairdressing, Barbering or Beauty Therapy.

Level 2 (Technical) Award in Hair and Beauty Studies Pre-16

Subject Leader: Mrs D Morgan-Suttle

Examination Board: City and Guilds

Syllabus: 3038-24

This qualification is designed for learners wishing to gain foundation knowledge of the hairdressing and beauty therapy industry **who are targeted a grade 5 or above in English.**

Aim of the course

- To provide an understanding of the industry as a whole.
- To enable students to make an informed assessment of their own interest for work in this sector.

Lessons

To achieve this qualification, candidates must achieve all of the mandatory units below:

Mandatory generic units:

201	Exploring the world of hair & beauty	30GLH
202	Science of hair and beauty	60GLH
203	Design in the hair and beauty sector	30GLH

Teaching Methods

The learner will take part in classroom activities that will include: observation and imitation of practical skill, **(skills will be carried out and received by peers. So learners need to be happy having personal contact with others and professional products used in the classroom)**, practical experiments, the use of oral questions, individual and group work, note taking, project work, written questions and answers and participation in discussion. Mock assessment / testing and use of ICT will also be used to facilitate learning.

Assessment

There is an externally set, externally moderated, synoptic assignment and an externally set and marked exam. **During assessment and some aspects of course delivery learners will not be able to wear false eyelashes and or nail enhancements.**

Homework

Learners will be expected to revise for knowledge testing and practice their practical skills.

How Parents can help

Learners will require support through their learning programme. Access to a PC at home is advantageous, although not essential. The school provides ICT facilities that learners can access outside of their timetabled study periods. The purchase of a tuition head to practice practical skills at home can be advantageous.

Progression

The qualification **has** been mapped to provide underpinning knowledge towards the relevant VRQ / Technical and or Apprenticeship programme, however, successful completion of this qualification does not imply occupational competence. This qualification does not require the learner to demonstrate skills on 'paying clients' in the realistic working environment, under commercial pressures and within commercially acceptable service times.

History

Subject Leader: Miss C Kilby

Examination Board: Edexcel

Syllabus: 1 HI0

Aim of the course

- The history GCSE is a stimulating and rewarding course, which will help students develop a greater understanding of the world we live in today.
- It is a well-respected course that cultivates the vital life skills required for numerous careers, such as analysis, research and empathy.

General Description

Over the course of the two years of study you will focus on: a thematic study over 1,000 years, a period study over 50 years, a study of the historic environment, 40% of your study will be concentrated on British history, you will have to study a British depth study and a non-British depth study from different eras (modern, early modern and medieval).

Thematic study: Medicine in Britain, c1250 to present plus the British sector of the Western Front	The thematic studies allow students to grasp a sense of chronology. We will study the history of medicine. Starting in Roman Britain with the influence of brilliant Greek physicians, we shall investigate how developments have come about and formed the medicine and public health that we have in our country and the world today.
Period study: Superpower relations and the Cold War, 1941-91	The period study allows students to delve into a particular period of time. During this unit students will develop an understanding of the causes of tension between superpowers; how the conflict of the Cold War developed including an insight of the Berlin crisis and construction of the Berlin Wall, finally students will look at the end of the Cold War and how tensions between countries were reduced.
Modern Wider World depth study: Weimar and Nazi Germany, 1918-39	This depth study allows students to ascertain a great insight into a particular historical event outside the British Isles. Students will look at the situation Germany was in post WWI which will include an insight into the social and economic position the new Weimar government were in. Students will study how Hitler became a dictator by challenging political events and methods of control. Finally, students will find out what life was like in Nazi Germany for different sections of society including women, the young, workers and minorities.
Medieval or Early Modern British Depth study: Henry VIII and his ministers	This is similar to the modern world depth study except students will solely focus on Britain. During this study students will learn about Henry as a prince of England and his relationship with his chief minister Wolsey; especially his involvement in England's policies, foreign affairs and the divorce of Henry and Catherine. After Wolsey's fall students will look at the rise of Cromwell and his input in Henry's subsequent marriages, the government and his fall from power. Lastly, students will look at the reformation of the English church including the break with Rome, the impact of the reformation, the dissolution of the monasteries and opposition to the reformation including the Pilgrimage of Grace.

Assessment

All of the taught units will have an exam at the end of the course in Year 11. There will be three examinations on the four units studied. The first exam will be 1 hour and 15 minutes, the second exam is 1 hour and 20 minutes and the third exam is 1 hour 45 minutes.

Future Opportunities

History is a highly regarded qualification and teaches important skills relevant to many future career opportunities. For example, history develops clear analytical and communication skills that are useful beyond the study of history. A GCSE in this subject would be very useful for a number of post 16 courses including law, media studies, English and, of course, history. History qualifications lead to careers in areas such as conservation (conservator), cultural heritage (heritage consultant), museums (collections manager), research (TV researcher, archaeologist), education (teacher, tour guide), information (records manager, historian).

ICT (Vocational Award)

Subject Leader: Miss C Shea

Examination Board: WJEC

Aim of the course

Vocational context ICT usage is becoming increasingly widespread in day-to-day life, as people become progressively dependent on their digital devices. In 2018, Ofcom6 reported that 78% of UK adults owned a smartphone and 64% of adults described the internet as 'an essential part of their life'.

In the workplace, ICT is also vital for the smooth running of many everyday tasks, as well as enabling organisations to operate in a more efficient manner. There are a number of key skills that employers look for which centre around having an understanding of, and the practical ability to use, a range of computer programmes, software and other applications.

Jobs in ICT exist in a variety of contexts. However, there are key areas of knowledge that any ICT specialist will be required to know. This base knowledge allows them to provide the best service and advice possible for their clients and the industries they are working in.

General Description of the course

The qualification is made up of 2 units. The course has been created with the following aims/foci:

- 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.
- Gain a working knowledge of databases, spreadsheets, automated documents and images.
- Learn to apply your knowledge and understanding to solve problems in vocational settings.

Assessment

Component	Assessment Type	Weighting	Unit Description
Unit 1: ICT in Society	Exam	40%	This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use. <ul style="list-style-type: none">• How IT can be used to fulfil the needs of organisations and individuals• How data and information is used and transferred• Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity
Unit 2: ICT in Context	Coursework	60%	This unit enables learners to gain a broad working knowledge of databases, spreadsheets, automated documents and images and to apply their knowledge and understanding to solve problems in vocational settings. Learners will need to draw on knowledge of: <ul style="list-style-type: none">• How IT can be used to fulfil the needs of organisations and individuals• How data and information is used and transferred• Planning, creating, modifying and using databases• Planning, creating, modifying and using spreadsheets• Planning, creating and modifying an automated document• Planning, creating, manipulating and storing images

Grading Structure

You will be assessed through a mixture of exams and controlled assessments.

Unit 1 - will be assessed through an exam which is worth 40% of your qualification. The exam will last 1 hour and 20 minutes and will be made up of short and extended response questions.

Unit 2 - will be assessed with project work which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks. Students will be awarded a grade from Pass at Level 1 through to Distinction* at Level 2.

Future Opportunities

The new curriculum requires that every child leaves school 'digitally literate' and the Vocational Award in ICT is an important building block, equipping students with the digital skills they will need as they progress to further education and employment.



Music

Subject Leader: Mrs A Lawrie

Examination Board: Edexcel

Aim of the course

- Music is an exciting and varied course which equips students for further study at Post-16 or in the field of performing arts.
- To have an understanding of music theory and analysis for a range of genres.
- It gives the students a chance to be creative and imaginative, both in composing their own music and performing as a soloist and in ensembles.

General Description

The GCSE music course is a creative and analytical course, allowing students to build knowledge and appreciation of music from all over the world, both historical and current, and honing skills in performing and composing their own music. Students will learn to work independently as well as collaboratively in groups and take part in many exciting performance opportunities, both within the school and externally. No formal musical training is required although students are expected to be competent in an instrument or voice for the performance aspects of the course.

Assessment

The course is 60% coursework, comprising two performances and two own compositions (each worth 15% of the final grade). Students will be encouraged to use software, such as Cubase, to complete these tasks in the Music Technology Suite and will record their performances in the studio. There are several formal and informal performing opportunities during the year for students to record their solo and group performance pieces. Students will need to be responsible for preparing assessment material, including recordings, to meet the deadlines set. At the end of the course students take the final exam paper to make up the remaining 40% of the mark.

Written Examinations 40%	Coursework 60%
Listening test covering theory and subject knowledge of the studied set works.	Composition work: two compositions of the student's own choice. Performance: one solo performance and one ensemble.

Important Note:

All students taking this course will be expected to have instrumental or vocal tuition for the duration of the course, either through the school or privately, as this will prepare them for the performance component. Students who take Music GCSE will have their instrumental lessons at Knole heavily subsidised by the school as long as they attend a music club or ensemble.

Future Opportunities

There are many opportunities that follow on from GCSE music. If you are interested in studying the subject further then music would help you with further studies in Music, Performing Arts and Music Technology. After your studies, there are many options open to someone interested in music: DJ, recording engineer, performer, composer, teacher, arts management and the recording industry (management, promotions etc.). Lastly, music is a fantastic hobby!



Photography

Subject Leader: Miss T Sarton

Examination Board: AQA

Syllabus: 8206

Aim of the course

- To develop new skills and ways of working within photography.
- To produce work which reflects an individual's interests and viewpoints.
- To encourage creativity and confidence in the handling of equipment and ideas.

General Description

GCSE Photography covers a wide range of practices including:

- Location photography
- Studio photography
- Photo-journalism
- Editing techniques
- Portraiture
- Experimental imagery
- Installation
- Documentary photography

Throughout the course great emphasis will be put upon investigation, experimentation and the development of skills using a range of photographic techniques. The use of a sketchbook or portfolio to document and present work, both in school and at home is essential.

An understanding of how photographers are inspired by ideas and themes from the world around us is an important part of the course.

Assessment

The GCSE in photography consists of two components:

Component 1: Portfolio; the portfolio must include both:

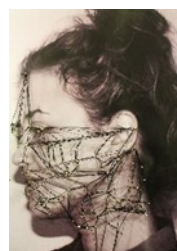
- 1) A sustained project developed in response to a subject, theme, task or brief.
- 2) A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects [60% of the marks].

Component 2: Externally set assignment consisting of a preparatory project and a 10 hour exam [40% of the marks].

Future Opportunities

Students can go on to take A Level qualifications in Photography, Graphic Communication, Fine Art and Textile Design.

Knole Academy has a very good record for sending students on to art colleges to further their studies in the subject. Students who want to apply for a place at a college are given help with their application and in putting together their portfolio of work.



Physical Education

Subject Leader: Mrs R Laker

Examination Board: Eduqas

Syllabus: 601/8444/9

Aim of the course

- Develop your knowledge and practical skills in a range of physical activities.
- Examine the effects of exercise and how training can improve performance.
- Find ways to improve your own performance in a variety of roles.
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.
- Appreciate the benefits of promoting 'sport for all'.

General Description

The course builds on the knowledge, understanding and skills established in key stage 3 Physical Education. It will give you exciting opportunities to be involved in a number of different physical activities, promoting an active lifestyle. You can perform and be assessed in a variety of sports. You should have an interest in PE and sport, enjoy being active and appreciate the benefits of keeping fit and healthy. As a minimum, you will be expected to take part in at least one sport outside of school and another in school representing the academy.

Assessment

The GCSE course is broken down into 3 components.

Component 1: Introduction to Physical Education. Written examination: 2 hours (60% of the qualification).

Component 2: Practical Performance - internally marked and externally moderated (30% of the qualification). Students will be assessed in 3 different sports. One must be a team sport, the second an individual sport and the third can be a team or individual sport.

Component 3: Personal Analysis and Evaluation (PAE). Internally marked and externally moderated (10% of the qualification).

Future Opportunities

GCSE PE allows progression to A Level PE and vocational, such as BTEC and National Diplomas. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the civil service.



Religious Studies (RPE)

Subject Leader: Mrs A Maddox

Examination Board: AQA

Syllabus: 8062

Aim of the course

- A GCSE in religious studies will allow students to study in depth two major world religions and allow them to investigate ethical themes which will allow the students to develop their own philosophical thinking towards religious issues.
- Students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical, leadership and research skills, as well as the ability to work with abstract ideas. This course encourages students to develop skills of empathy, critical thinking and debate.

General Description

Over the two year course, students will look at the beliefs, teaching and practices of Buddhism and Christianity; in addition to this they will also look at religious, philosophical and ethics themes: This includes relationships and families, religion and life, the existence of God and revelation, crime and punishment. In studying these religions and themes it will allow students to understand the diversity and religious traditions that exist within the United Kingdom; alongside their study of their main religions, students will also become accustomed with non-religious beliefs too such as atheism and humanism.

<p>Component 1: The study of religions: beliefs, teachings and practices.</p> <p>1hr45mins</p>	<p>Within this paper students will have studied two religions: Buddhism and Christianity. Alongside the main religious tradition in the UK, being Christianity, students will develop an understanding of the traditions of Buddhism. For both religions students will look at beliefs they hold; teachings they accept; practices they take part in. In doing this students should be able to refer to scripture and sacred texts to allow them to answer relevant questions with academic rigor.</p> <p>For Buddhism students will look at: Dharma, the Three Marks of Existence, the Buddha and the Four Noble Truths, different practices such as the use of temple, meditation, karma, the five moral precepts and the six perfections.</p> <p>For Christianity students will look at : the nature of God , belief in the afterlife, Salvation the importance of prayer, and the role of the church in communities.</p>
<p>Component 2: Thematic studies: Religious, philosophical and ethics studies.</p> <p>1hr45mins</p>	<p>For this paper students will look at four different themes and they will be studied looking at different religious (Buddhist and Christian) and non-religious perspectives. Students will look at the impact of the issues raised on the modern world. The themes that we will look at are: <i>relationships and families</i> investigating contraception, sexual relations before marriage, relationships; <i>religion and life</i> studying issues of abortion, and animal experimentation; <i>the existence of God and revelation</i> focusing on visions, miracles and nature as a general revelation; <i>religion, crime and punishment</i> where students will develop an understanding of corporal punishment, the death penalty and forgiveness.</p>

Assessment

All of the taught units (above) will have an exam at the end of the course in Year 11. There will be two examinations on the six units studied, both papers have equal weighting for the final grade awarded.

Future Opportunities

Religious studies is a highly regarded qualification and is recognised by Russell Group universities. The GCSE teaches important skills relevant to many future career opportunities. For example, it allows students to have clear, analytical and communication skills that are useful in many fields of employment. A GCSE in this subject would be very useful for a number of post 16 courses, including law, history, English and, of course, the study of religion or philosophy and ethics. Career opportunities for those with a religious studies qualification are vast as it allows you to work well with people, including social services, counselling, lecturing, teaching, charity work, human rights advocates, journalist, political consultants. Furthermore the ability to use the skills they learn in Religious Studies ensure that they will fit well into fields of work in business due to the ethical studies, which are a running theme throughout.

Sociology

Subject Leader: Ms N Croucher

Examination Board: WJEC

Syllabus: C200QS

Aim of the course

- Sociology is an exciting course that will equip the student for further study or the world of work.
- This highly regarded GCSE course develops students' understanding of the interdependence between individuals, groups, institutions and societies.

General Description

The course covers issues that are up-to-date, relevant and directly applicable to everyday life. Sociology encourages an understanding of the nature and significance of cooperation and conflict and continuity and change, including individual and social differences in the students' own and other societies. It encourages students to analyse critically the nature and source of information and to base judgements and arguments on evidence. Students have the opportunity to reflect on their own experiences of the social world in which they live and to acquire knowledge and develop skills that enable them to play informed roles within the community.

Assessment

Written Assessment — 100% exam

Component 1—Understanding Social Processes

Written paper—1 hour 45 minutes

This component covers the following topic areas:

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods

A written assessment with a mix of short answer, structured questions and extended response questions.

Component 2—Understanding Social Structures

Written paper—1 hour 45 minutes

This component covers the following topic areas:

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

A written assessment with a mix of short answer, structured questions and extended response questions.

Future Opportunities

Sociology develops many different skills that can be transferred across a wide range of different IB diploma courses and vocational A Levels such as analytical skills, communication skills and problem solving skills. Sociology gives students the opportunity to distinguish between primary and secondary sources of data and to describe the use, value and limitations of the latter.

Cambridge Nationals Certificate in Sport Science Level 1/2

Subject Leader: Mrs R Laker

Examination Board: OCR

Syllabus: J828

The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science, including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

Aim of the course:

- Understand and apply the fundamental principles and concepts of Sport Science.
- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely.
- Prepare participants for physical activity in ways which keeps them safe, as well as learning how to react should injuries happen and how to recognise common medical conditions.
- Learn how to conduct fitness tests, including interpreting and feeding back on the data you get from these, as well as how to design, implement and evaluate fitness training programmes.
- Develop knowledge of either how the body responds to exercise and understand how technology helps inform us of these changes.

Assessment

Coursework 60% of the final mark	Written Exam 40% of the final mark 1 hour 15 minutes examination (70 marks)
Applying the principles of training: fitness and how it affects skill performance (40%)	Reducing the risk of sports injuries and dealing with common medical conditions
The body's response to physical activity and how technology informs this (20%)	

Future Opportunities

The Sport Science course is an ideal platform for a Level 3 Sport and Physical Activity course in Sixth Form.

Textile Design

Subject Leader: Miss T Sarton

Examination Board: AQA Syllabus: 8204

Aim of the course

- To combine designing and making skills with knowledge and understanding to create quality textiles.
- To apply skills, knowledge and understanding from other subjects.
- To develop practical abilities and confidence.

General Description

The course leads to a GCSE in Textile Design and covers:

- Research and investigation
- Designing and making
- Fibres and fabrics
- Fabric enhancements and finishes
- Dyed and printed fabrics
- Weaving and quilting
- Fashion accessories
- Hand and machine embroidery

Throughout the course great emphasis will be put upon investigation, experimentation and the development of ideas, so the imaginative use of a sketchbook, both in school and at home, is essential.

An understanding of how textile artists and designers work is an important part of the course.

Assessment

The GCSE in Textile Design consists of two units:

Component 1: Portfolio; the portfolio must include both:

- 1) A sustained project developed in response to a subject, theme, task or brief.
- 2) A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects [60% of the marks].

Component 2: Externally set assignment consisting of a preparatory project and a 10 hour exam [40% of the marks].

Future Opportunities

Students can go on to take A Level qualifications in Textile Design, Graphic Communication and Fine Art. Knole Academy has a very good record for sending students on to art colleges to further their studies in the subject. Students who want to apply for a place at a college are given help with their application and in putting together their portfolio of work.



Triple Science

Subject Leader: Mr S Deighton

Examination Board: AQA

Syllabi: 8461 Biology

8462 Chemistry

8463 Physics

Aim of the course

- To acquire more in-depth scientific knowledge and develop an understanding of science.
- To enhance experimental and investigative abilities.
- To explore the nature of scientific ideas.
- To evaluate technological and environmental applications of science and of the economic, ethical and social implications of these.



Students that choose this option will take this option to enter triple science. They will learn additional content to complement the combined science lessons. They will gain three GCSEs in Biology, Chemistry and Physics.

GCSE triple science topics in Years 10 and 11. These are in addition to the combined science units.

Biology	<ul style="list-style-type: none">• Growth and study of pathogens• Monoclonal antibodies• Functional human anatomy and physiology• Genetics, gene expressions, evolution theories and cloning• Biodiversity, biomass and global security
Chemistry	<ul style="list-style-type: none">• Transition elements• Application of nanoparticles• Yields of reactions• Molarity• Chemical cells• Organic chemistry• Resources on earth• Chemical sample analysis
Physics	<ul style="list-style-type: none">• Infrared radiation• Nuclear reactions and issues• Static electricity• Matter• Light• Applications of momentum• Pressure• Seismic waves• Electromagnetism in depth• Space

Students not opting to study triple science will have to sit combined science papers.

All units are assessed in examinations, six in total.



Future Opportunities

Science is a good starting point for many Post 16 courses such as Biology, Chemistry, Physics, Psychology and studies in Health & Social Care. Science forms an important basis for many careers including medical professions, research, engineering, sport science and teaching. It also develops many transferable skills, which will be useful in a variety of other careers not directly linked to science.

