



Year 9

GCSE Options Information Booklet



Dear Parents/Carers & Students,

We are approaching a key moment in your child's academic journey, as they must decide on the subjects they will study during Years 10 and 11. Our Key Stage 4 curriculum spans two years, providing students with the best opportunity to prepare for their exams.

This booklet is designed to support you in making an informed decision about the available courses. It also includes details about the compulsory core subjects that all Key Stage 4 students will study. We have designed a new curriculum to help support your children to be on the correct pathway, this being either the Brave, Strong or Kind Pathway so that they will be set for the next stage in their educational journey.

Our goal is to offer a curriculum that will:

- Meet individual needs and aspirations.
- Be broad, challenging, and engaging.
- Encourage learning participation up to the age of 16.
- Prepare students for a successful future.

Some GCSE subjects require Non-Exam Assessment (NEA) to be completed at regular intervals. The Academy provides a detailed summary of NEA deadlines, assessment dates, and exam requirements for both Year 10 and Year 11. We kindly ask parents to support us by ensuring students meet deadlines and that their work consistently reflects their true ability.

Things to consider when making subject choices:

- While some students may be drawn to a subject because they believe it will involve less work, they will need to put in effort in all subjects to achieve strong qualifications.
- Some students select a subject to stay with friends. However, due to the complexity of timetabling, your child may be placed in a different class from their friends, so this should not be the deciding factor.
- The availability of GCSE subjects will depend on various factors, including student demand, staffing, and timetabling. Therefore, the list of subjects offered is provisional at this stage.
- Choosing a subject based solely on the current teacher is not advisable. Changes in staffing or timetabling may result in a different teacher. It's important that students are confident in enjoying the subject regardless of who teaches it.
- Based on students' current progress, they will be guided toward subject pathways that are most suitable for them. Our aim is for all students to succeed in every option they choose.

Subject choices should be made by Thursday 20th March. Prior to this, students will have received presentations on each subject option. However, we strongly emphasise the importance of attending the Parents' Evening, where you will have the opportunity to meet with subject teachers, ask any remaining questions, and if you wish to, speak to a member of the Senior Leadership Team.

Warm regards,

Mr. D Skelton

Lead Practitioner & Pathways Coordinator

Options Process Key Dates

Autumn Term

All students in Year 9 had the opportunity to take part in taster lessons during Being Bold Values Day.

Spring Term

- 15th January:** Year 9 Options Assemblies start
- 10th February:** Invitations and a link to join the Virtual Options Talk will be shared via Parent Mail
- 27th February:** Virtual Options Talk for all parents and carers from 6:00 – 6:30pm
- 28th February:** GCSE Options video added to Academy website
- 6th March:** Year 9 Parents/Carers Evening
Suggested pathways for each student will be distributed upon arrival.
- 6th March:** Options submission form opens
- 20th March:** Submission deadline

Summer Term

Option choices finalised and shared with students in the final two weeks of term

Making your Option Choices

CORE Subjects	Options Overview
<p>English Language & Literature 10 Periods</p> <p>Mathematics 10 Periods</p> <p>Science 12 Periods</p> <p>Double Award or Separate Sciences</p> <p>Physical Education (Core: Non-Examined)</p> <p>PSHCE (Non-examined program of study)</p>	<p>Core subjects are compulsory. Full details of each subject are contained in the brochure (Link below), with clear guidance about how to choose optional subjects.</p> <p>What is Ebacc?</p> <p>The Ebacc is a key performance indicator which recognises students' achievements in five academic subjects:</p> <ul style="list-style-type: none"> • English Language and/or Literature • Mathematics • Science • French or Spanish (or another language) • History or Geography
<p>Options (6 periods per fortnight)</p> <p>Art & Design *</p> <p>Business Studies *</p> <p>Business & Enterprise *</p> <p>Computer Science</p> <p>Citizenship</p> <p>Design Technology</p> <p>Drama</p> <p>Step up into English</p> <p>Food Preparation and Nutrition</p> <p>French (if you studied it in year 9)</p> <p>Geography</p> <p>Graphic Design *</p> <p>History</p> <p>Music</p> <p>Physical Education *</p> <p>Sports Studies *</p> <p>Spanish (if you studied it in year 9)</p> <p>Religious Studies</p> <p>Maths Functional Skills</p> <p>ASDAN Qualification</p>	<p>The English Baccalaureate (Ebacc) is not compulsory. For some colleges, universities and employers, the Ebacc shows that students have gained a broad academic education.</p> <p>Making the right choice?</p> <p>When considering what choices to make in the optional part of the curriculum, students should think about the following questions:</p> <ul style="list-style-type: none"> • What am I good at? • What do I enjoy? • What are my aspirations and expectations? • Am I making choices for the right reasons? • Have I gathered all the advice and guidance before making decisions? <p>Choosing the right and most appropriate subjects is essential if students are to achieve their full potential however choices made at this point will; not define a student's future career path. It is important to us that the choices that you make are informed. Please take time to read this booklet, visit the individual subject areas of interest and speak to the teachers within those areas.</p> <p>Vocational Qualifications</p> <p>Vocational courses are equivalent to GCSE courses and should not be viewed as easier or less important options. Vocational courses enable students to acquire skills which are related to a specific trade, occupation or vocation</p> <p>Please note</p> <ul style="list-style-type: none"> • Subjects which are similar in content these cannot be taken together: <ul style="list-style-type: none"> ○ Art & Design or Graphics ○ PE or Sports Studies ○ Business Studies or Business & Enterprise <p>Additional Key considerations</p> <ul style="list-style-type: none"> • If you are selecting Music as an option subject, you will have to be able to play an instrument/sing to a high level. Alongside this you will need to be participating in peripatetic music lessons in Year 10 and 11 or a lunchtime extra-curricular club. • If you have studied French in Key Stage 3 (Years 7 to 9) then you will not be allowed to do Spanish at GCSE • If you have studied Spanish in Key Stage 3 (Years 7 to 9) then you will not be allowed to do French at GCSE.

Summary of Courses

Subject	Qualification	Exam Board	GRADE
Art & Design	GCSE	AQA	9-1
Business	GCSE	OCR	9-1
Business & Enterprise	V-Certification L2	NCFE Level 2	P/M/D
Computer Science	GCSE	OCR	9-1
Citizenship	GCSE	EDEXCEL	9-1
Design and Technology	GCSE	AQA	9-1
Drama	GCSE	EDEXCEL	9-1
English Step up	V-Certification L1	AQA	P/M/D
English Language	GCSE	AQA	9-1
English Literature	GCSE	AQA	9-1
Food Preparation & Nutrition	GCSE	AQA	9-1
Functional Skills Maths	V-Certification L1	EDEXCEL	P/M/D
French	GCSE	AQA	9-1
Geography	GCSE	AQA	9-1
Graphic Design	GCSE	AQA	9-1
History	GCSE	OCR	9-1
Mathematics	GCSE	EDEXCEL	9-1
Music	GCSE	EDUQAS	9-1
Physical Education	GCSE	EDEXCEL	9-1
Sports Studies	V-Certification L2	OCR	P/M/D
Religious Education	GCSE	AQA	9-1
Spanish	GCSE	AQA	9-1
Combined Science (Double)	GCSE	AQA	9-1
Triple Science	GCSE		
Biology		AQA	9-1
Chemistry		AQA	9-1
Physics		AQA	9-1

Post year 11 study

It is important that you think carefully about the subjects you want to take in Year 10 and 11, to help with a smooth transition for future study after year 11. This is because you will need to continue in education or training until your 18th birthday. This could be through:

- Full-time study in a school, college or a training provider
- Full-time work or volunteering combined with part-time education or training
- An Apprenticeship
- Self-employment

As a school we will provide you with secure, independent and impartial careers guidance (IAG) for everyone in Years 7-13. This will include details of the full range of post-16 education and training options, including Apprenticeships. Remember, you can talk to your teachers and careers adviser about what guidance is available.

Key actions for you to consider

To help you decide what you want to select as your options, we recommend that you:

1. Read this booklet from start to finish, even if you think you have already made your mind up!
2. Discuss the options process with your parents/carers. They know you as well as anyone, they also know 'the real world' and can help you a lot more than you may think. Ask for their advice and listen to what they say.
3. Discuss different subjects with your teachers, including your form tutor and parent/carer.

Key Questions your parents/carers may ask you

- What do you think you would do well in at GCSE and why?
- What do you think you would find the most enjoyable/challenging part of the course?
- How would you organise yourself if you select a coursework-based subject?
- What things have you done this year in subjects that you have really enjoyed?
- What grade would you like to get at the end of Y11? (Please look at your latest's grade collection)
- What careers would this subject help you prepare for?

Complete the table below giving yourself a X, or? in each box.

Subject	Enjoyment	Abilities & Skills	Future
Art and Design			
Business Studies			
Business & Enterprise			
Computer Science			
Citizenship			
Design and Technology			
Drama			
Geography			
Graphic Design			
History			
Food Preparation & Nutrition			
MFL - French			
MFL - Spanish			
Music			
Physical Education			
Religious Education			
Sports Studies			

Useful Information

- Read this booklet carefully and discuss it with your parents/carers, teachers, and tutor before deciding.
- If you have any questions, ASK. It is better to ask now than make the wrong choice. Either speak to a member of staff, pastoral leader or email: dskelton@bolderacademy.co.uk
- Make your choices using a blank piece of paper – then leave it a day and come back to it to see if the choices you made still make sense.
- When you have finally decided on your choices, make sure you complete and return your form ahead of the deadline.
- It is very important that this form is **returned on time** so that the Academy can start to fit everyone's choices into the timetable.
- The school will try to let you study the options you have chosen, but please remember:
 - Not all combinations of subjects are possible
 - There is a limit to the numbers in some subjects
 - **If too few students, select a subject, then the course may be cancelled**
 - If too many students choose a course and it becomes oversubscribed, allocation will be by lottery

See links below for more help choosing:

If you are looking online please click on the pictures below to go to the websites holding Ctrl, Alt at the same time.



- **START PROFILE** is an invaluable platform designed specifically for students seeking comprehensive insights into various career paths and academic subjects. It serves as a versatile resource where students can thoroughly research and explore a wide array of career options and subjects of interest. (<https://www.careers.startprofile.com>)
- The **National Careers website** is a comprehensive online platform dedicated to assisting young individuals in navigating their career journeys effectively. This website serves as a vital hub, offering a wealth of guidance and resources for those exploring diverse career options, courses, job search strategies, and skills assessment. It provides tailored advice to aid individuals in discovering potential career paths, understanding different courses available, honing job-seeking techniques, and evaluating their skill sets. (www.nationalcareersservice.direct.gov.uk)
- The **iCould** offers an interactive and insightful tool known as the 'Buzz quiz,' a brief yet impactful personality assessment designed to guide individuals toward potential career areas aligned with their unique traits and interests. By taking this quiz, users gain valuable insights into various professional domains that may suit their personality, preferences, and strengths. (www.icould.com/buzz-quiz)

GCSE OPTION Pathways – Kind, Brave & Strong

As you embark on selecting your GCSE options, it's important to consider your interests, strengths, and future aspirations. You can choose subjects that will not only enrich your learning experience but also pave the way for your future academic and career pathways.

All students in year 9 will follow one of these pathways:

- **Brave Pathway:** students must choose a Language or a Humanities subject and will also be asked to choose 3 additional options.
- **Strong Pathway:** students must choose a Language or a Humanities subject and will be given extra support with additional Maths and / or English lessons. They will also be asked to choose 2 additional options.
- **Kind Pathway:** students will be given extra support with additional Maths and / or English lessons. They will complete an ASDAN Qualification that focuses on personal development. They will select two additional options alongside these.

Additionally, **you will also be asked to pick one reserve option** in case your preferred choices are not available due to scheduling conflicts, or the subject being oversubscribed.

IMPORTANT Please note

- **Subjects which are similar in content, these cannot be taken together:**
 - **Art & Design or Graphics**
 - **PE or Sports Studies**
 - **Business Studies or Business & Enterprise**

Additional Key considerations

- If you are selecting Music as an option subject, you will have to be able to play an instrument/sing to a high level. Alongside this you will need to be participating in peripatetic music lessons in Year 10 and 11 or a lunchtime extra-curricular club.
- If you have studied French in Key Stage 3 (Years 7 to 9) then you will not be allowed to do Spanish at GCSE
- If you have studied Spanish in Key Stage 3 (Years 7 to 9) then you will not be allowed to do French at GCSE.

Brave Pathway

Core

English, Maths, Science

Select ONE from the following:

French

Spanish

Geography

History

Select a RESERVE from the following:

French

Spanish

Geography

History

Select THREE from the following:

Art & Design*

Computer Science

Graphic Design*

PE or Sports Studies

Business Studies**

Design Technology

Geography

Religious Studies

Business & Enterprise**

Drama

History

Spanish

Citizenship

French

Music

Triple Science

Select ONE RESERVE from the following:

Art & Design*

Computer Science

Graphic Design*

PE or Sports Studies

Business Studies**

Design Technology

Geography

Religious Studies

Business & Enterprise**

Drama

History

Spanish

Citizenship

French

Music

Triple Science

Strong Pathway

Core			
English, Maths, Science			
Select ONE from the following:			
French	Spanish	Geography	History
Select a RESERVE from the following:			
French	Spanish	Geography	History
Option 2: Additional English and / or Maths			
AQA Step Up English			
Functional Skills Maths			
Select Two from the following:			
Art & Design*	Computer Science	Graphic Design*	PE*
Business Studies*	Design Technology	Geography	Religious Studies
Business & Enterprise*	Drama	History	Spanish
Citizenship	French	Music	Sport Studies*
Select ONE RESERVE from the following:			
Art & Design*	Computer Science	Graphic Design*	PE*
Business Studies*	Design Technology	Geography	Religious Studies
Business & Enterprise*	Drama	History	Spanish
Citizenship	French	Music	Sport Studies*

Kind Pathway

Core			
English, Maths, Science			
Option 1: ASDAN Personal Development			
ASDAN Award			
Option 2: Additional English and / or Maths			
AQA Step Up English			
Functional Skills Maths			
Select Two from the following:			
Art & Design*	Computer Science	Graphic Design*	PE*
Business Studies*	Design Technology	Geography	Religious Studies
Business & Enterprise*	Drama	History	Spanish
Citizenship	French	Music	Sport Studies*
Select ONE RESERVE from the following:			
Art & Design*	Computer Science	Graphic Design*	PE*
Business Studies*	Design Technology	Geography	Religious Studies
Business & Enterprise*	Drama	History	Spanish
Citizenship	French	Music	Sport Studies*

Compulsory Subjects



Assistant Head

Ms F Gibney

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Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8700



COURSE DETAILS

Examination

The course is now linear and will be examined at the end of Year 11.

Paper 1 – Explorations in creative reading and writing (1 hr 45mins) 50% of GCSE (80 Marks)

Section A Reading: Students answer a series of questions, worth progressively more marks, on an extract from a literary fiction text. (For example, Jamaica Inn)

Section B Writing: Students produce a piece of creative writing from a choice of two topics. (e.g. Write the opening part of a story about a place that is severely affected by the weather)

Paper 2 – Writers' viewpoints and perspectives (1 hr 45mins) 50% of GCSE (80 Marks)

Section A Reading: Students read two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader.

Section B Writing: Students produce a written text to a specified audience, purpose, and form in which they give their own perspective on the theme that is introduced in Section A.

Non-exam assessment

Speaking and Listening: The assessment allows students to demonstrate their speaking and listening skills by giving a presentation (on a topic chosen by their teacher) in a formal context, responding appropriately to questions and asking questions to elicit clarification. Standard English should be used throughout. The assessment will be separately endorsed and will cover AO7, AO8 and AO9.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- **AO1:** Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
- **AO2:** Explain, comment on, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- **AO4:** Evaluate texts critically and support this with appropriate textual references.
- **AO5:** Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes, and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- **AO6:** Use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation.
- **AO7:** Demonstrate presentation skills in a formal setting.
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback.
- **AO9:** Use spoken Standard English effectively in speeches and presentations.

What we Aim to do?

At Bolder Academy, our English curriculum is designed to develop our students into kind, strong, brave young adults where a Bolder future awaits. We aim to provide a carefully planned and academically rigorous curriculum, offering students a robust English education in line with the National Curriculum as well as fostering a love of the subject. Students study a wide range of texts and cover all the important skills our subject demands to prepare them not just for their GCSEs but for communication in the worlds of academia and work

What we Study

The specification offers the attraction of two equally balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper. Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, Explorations in Creative Reading, and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time. Our approach to spoken language (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students. The endorsed unit will draw on good practice to suggest how engaging formative tasks can lead to a single summative assessment.

Possible Career Pathways

Effective communication is vital in the world of work. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following professions:

Writer, speaker, teacher, journalist, PR, law, social media manager, HR and political careers such as civil service.

Post 16 Study

GCSE English Language will prepare students for the study of Language and Literature at AS and A-level by developing their skills of analysis and evaluation of literary texts, analysis and study of written and spoken language and adopting linguistic and literary approaches to a wide range of texts.

Assistant Head

Ms F Gibney

fgibney@bolderacademy.co.uk

Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8702



COURSE DETAILS

Examination

The course is now linear and will be examined at the end of Year 11. The course is “closed book” so students will not be allowed copies of set texts in the examination room.

Paper 1

Shakespeare and the 19th century novel (1 hr 45mins) 40% of GCSE

Section A Shakespeare: Students answer one question on the Shakespeare play they have studied: first they respond to an extract from the play and then they develop their answer to cover the whole text (Macbeth).

Section B 19th century novel: Students answer one question on the text they have studied: first, they respond to an extract from the text and then they develop their answer to cover the whole text (Dr Jekyll and Mr Hyde).

Paper 2

Modern texts and poetry (2 hrs 15mins) 60% of GCSE

Section A Modern texts: Students answer one essay question from a choice of two on modern prose or drama (An Inspector Calls).

Section B Poetry: Students answer one comparative question on one named poem and one other poem from the anthology of poetry they have studied on the theme of Power and Conflict.

Section C Unseen poetry: Students answer one question on each of two unseen poems and then a comparative question.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- **AO1: Read, understand, and respond to texts.**
 - Maintain a critical style and develop an informed response.
 - Use textual references, including quotations, to support and illustrate interpretations.
- **AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.**
- **AO3: Show understanding of the relationships between texts and the contexts in which they were written.**
- **AO4: Use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation.**

What we Aim to do?

At Bolder Academy, our English curriculum is designed to develop our students into kind, strong, brave young adults where a Bolder future awaits. We aim to provide a carefully planned and academically rigorous curriculum, offering students a robust English education in line with the National Curriculum as well as fostering a love of the subject. Students study a wide range of texts and cover all the important skills our subject demands to prepare them not just for their GCSEs but for communication in the worlds of academia and work.

What we Study

At GCSE level for English Literature, students embark on a comprehensive exploration of diverse literary forms and periods. Their curriculum encompasses a broad spectrum of compelling works. To delve into the world of classic drama, students engage with Shakespeare's iconic tragedy 'Macbeth,' navigating its themes of ambition, power, and the consequences of unchecked desire. Transitioning to the 19th century, they delve into the psychological depths of 'The Strange Case of Dr. Jekyll and Mr. Hyde,' contemplating the duality of human nature and societal expectations. In the realm of modern texts, the exploration leads them to 'An Inspector Calls,' a thought-provoking play that critiques social responsibility and class divisions. The poetic realm widens their understanding through the 'Power and Conflict' cluster, comprising fifteen thematically linked poems from different periods, encouraging students to discern nuances in structure, language, and theme. Additionally, students hone their analytical prowess by encountering unseen poetry, honing their skills in scrutinizing, and comparing elements like content, theme, structure, and language in unfamiliar verses. This multifaceted curriculum aims to foster a deep appreciation for literary works while nurturing critical thinking and analytical abilities in students.

Possible Career Pathways

Effective communication is vital in the world of work. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following professions:

Writer, speaker, teacher, journalist, PR, law, social media manager, HR and political careers such as civil service.

Post 16 Study

GCSE English Literature will prepare students for the study of Language and Literature at AS and A-level by developing their skills of analysis and evaluation of literary texts, analysis and study of written language and adopting linguistic and literary approaches to a wide range of texts. Students will also have the opportunity to develop skills in analysing the relationships between different texts and their contexts.

MATHEMATICS (GCSE)

Head of Department

Mrs A Palumbo

apalumbo@bolderacademy.co.uk

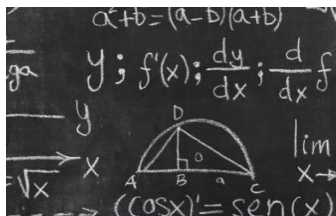
Exam Board

EDEXCEL

<https://qualifications.pearson.com>

[Link to Specification](#)

1MA1



COURSE DETAILS

Examination

The course is now linear and will be examined at the end of Year 11.

- The new GCSE Mathematics Specification is designed for two ability levels: Foundation and Higher.
- Foundation Tier covers grades 1 to 5 and focuses on the key skills.
- Higher Tier prepares students for AS/A Level Mathematics and covers grades 4 to 9. This covers topics to a greater depth and includes more advanced techniques

How will I be assessed?

100% externally marked examination.

Paper 1 – 33.33%

Non-Calculator paper: 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics, and probability.

Paper 2 – 33.33%

Calculator paper: 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics, and probability.

Paper 2 – 33.33%

Calculator paper: 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics, and probability.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: AO1: Use and apply standard techniques

AO2: AO2: Reason, interpret and communicate mathematically

AO3: AO3: Solve problems within mathematics and in other contexts

	Foundation	Higher
AO1:	50%	40%
AO2:	25%	30%
AO3:	25%	30%

What we Aim to do?

The course aims to build on the skills and knowledge developed in years 7-9, with a focus on developing conceptual understanding and applying skills and knowledge to higher order problem solving. The main objectives of this GCSE (9-1) Mathematics course is to enable students to: develop fluent knowledge, skills and understanding of mathematical methods and concepts, acquire, select, and apply mathematical techniques to solve problems, reason mathematically, make deductions and inferences, and draw conclusions. They will also be equipped with the skills to comprehend, interpret, and communicate mathematical information in a variety of forms appropriate to the information and context.

What we Study

The course will cover the following key areas:

- **Number:** Structure and calculation, Fractions, decimals and percentages, measures, and accuracy
- **Algebra:** Notation, vocabulary and manipulation, equations and inequalities, graphs, problem solving, sequences
- **Ratio:** proportion and rates of change: similarity, congruence, direct and inverse proportion
- **Geometry and measures:** Properties of shapes, constructions, theorems, trigonometry, area, volume, vectors, using standard units of measure for length, mass, capacity, weight, volume
- **Probability:** Calculating probabilities by calculation and the use of relevant diagrammatic representations
- **Statistics:** Collect, collate, analyse, and make inferences about data using relevant calculations and diagrams

Post 16 Study

The completion of the Higher Tier GCSE mathematics gives students the best possible starting point for studying A Level mathematics.

It also provides a very solid base for any post-16 education in Science related subjects, such as Geography, Geology or Environmental Sciences and courses comprising of units that require data analysis or mathematical reasoning, such as Psychology, Sociology, Computer Science, Business Studies and Economics.

Possible Career Pathways

Mathematics is vital in the world of work. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following professions:

Engineering, accountancy, statistician, data analyst, doctor, scientist, teaching, computer programmer, software developer, risk assessment analyst, actuarial scientist, banking, researcher.

COMBINED SCIENCE (2 GCSE'S)

Head of Department

Mr A Saund

asaund@bolderacademy.co.uk

Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

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Key Leaders

Ms Al-Janabi - Head of Chemistry

Dr Pandya – Head of Physics

Ms Seward – Head of Biology



COURSE DETAILS

1. Cell biology
2. Organisation
3. Bioenergetics
4. Infection and response
5. Homeostasis and response
6. Inheritance, variation, and evolution
7. Ecology
8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources
18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

TYPICAL ACTIVITIES

Practical experiments, group and pair work, individual research topics, class discussions, demonstrations.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas; scientific techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

HOW WILL I BE ASSESSED?

100% externally marked exam

Exam Papers	% of GCSE	
Biology Paper 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 1-4. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Biology Paper 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 5-7. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open response.
Chemistry Paper 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 8-12. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open response
Chemistry Paper 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 13-17. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open response
Physics Paper 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 18-21. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open response.
Physics Paper 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 22-24. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open response
Practical		There will be sixteen required practicals during the course

What we aim to do?

We aim to generate curious thoughtful and skilful scientists who can hypothesise, analyse, evaluate, and link their science knowledge to the real world. We do this through providing students with a thorough grounding in the three disciplines of Science; Biology, Chemistry and Physics and the opportunity to apply their knowledge in a range of practical activities.

Possible Career Pathways

Any job with a strong basis in Science will be open to those who study sciences;

Medical careers, Veterinary, Radiographer, Psychology, Forensics, Nutritionist, Mechanic, Teacher, Nurse, Laboratory Technician.

Post 16 Study

The completion of Combined Science GCSEs gives students a strong starting point for studying sciences at A & AS Level. Combined science is also a pathway into sixth form courses such as the BTEC Applied Science course.

Triple Science: Biology, Chemistry & Physics (3 GCSE'S)

Head of Department

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Exam Board

AQA

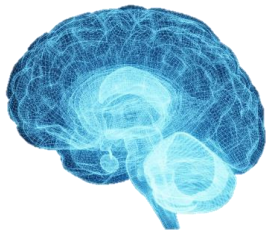
<https://www.aqa.org.uk>

Links to Specification

[GCSE Biology](#) - 8461

[GCSE Chemistry](#) - 8462

[GCSE Physics](#) - 8463



REQUIREMENTS Combined Science is compulsory for all students. However, Triple Science differs to Combined Science in that there is additional content to learn, and it is more academically challenging. Therefore, to choose the Triple Science pathway, each student must meet the following three criteria:

- **Consistently high grades within their science assessments across KS3.**
- **A committed and focussed attitude to science which has been seen consistently by their teachers.**
- **A strong aptitude for Maths and English as seen in their NGRT and PTM assessments.**

The Science department will be in contact with individual students and their parents if they meet the criteria outlined above and therefore if Triple Science is a recommended option choice for them.

Some examples of additional content are highlighted in blue include:

- Biology Topics**
- 1) Cell biology
 - 2) Organisation
 - 3) Infection and response
 - 4) Bioenergetics
 - 5) Homeostasis and response
 - 6) Inheritance, variation and evolution
 - 7) Ecology

Biology: **Culturing microorganisms, monoclonal antibodies, DNA structure, cloning, the brain, the eye, plant hormones and ecology pyramids and transfers.**

- Chemistry Topics**
- 1) Atomic structure and the periodic table
 - 2) Bonding, structure, and the properties of matter
 - 3) Quantitative chemistry
 - 4) Chemical changes
 - 5) Energy changes
 - 6) The rate & extent of chemical change
 - 7) Organic chemistry
 - 8) Chemical analysis
 - 9) Chemistry of the atmosphere

Chemistry: **Further organic chemistry, further quantitative, titrations, corrosion, alloys, the Haber process.**

- Physic Topics**
- 1) Energy
 - 2) Electricity
 - 3) Particle model of matter
 - 4) Atomic structure
 - 5) Forces
 - 6) Waves
 - 7) Magnetism and electromagnetism
 - 8) Space physics

Physics: **Static electricity, space, nuclear fission and fusion, sound and light waves, loud speakers, microphones, generator effect, transformers, moments and pressure in fluids.**

KEY DIFFERENCES BETWEEN COMBINED AND TRIPLE SCIENCE

AQA Combined Science (Trilogy)	AQA Triple Science (Separate Sciences)
2 GCSE grades at end of course	3 GCSE grades at end of course
6 exams (2 Biology, 2 Chemistry, 2 Physics)	6 exams (2 Biology, 2 Chemistry, 2 Physics)
Each exam is 1 hour & 15 min	Each exam is 1 hour and 45 min
All exams are 16,7% of final 2 grades	Each exam is 50% of grade for each subject
All papers are out of 70 marks	All Exams are out of 100 Marks

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas; scientific techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

What we aim to do?

We aim to generate curious thoughtful and skilful scientists who can hypothesise, analyse, evaluate, and link their science knowledge to the real world. We do this through providing students with a thorough grounding in the three disciplines of Science; Biology, Chemistry and Physics and the opportunity to apply their knowledge in a range of practical activities.

Possible Career Pathways

Any job with a strong basis in Science will be open to those who study sciences;

Medical careers, Veterinary, Radiographer, Psychology, Forensics, Nutritionist, Mechanic, Teacher, Nurse, Laboratory Technician.

Post 16 Study

The completion of Triple Science GCSEs gives students a very strong starting point for studying sciences at A & AS Level and moving into STEM subjects at University

Option Subjects



ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

Head of Department

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Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8201



- **AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- **AO2:** Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- **AO3:** Record ideas, observations, and insights relevant to intentions as work progresses.
- **AO4:** Present a personal and meaningful response, that realises intentions and demonstrated understanding of visual language.

What we aim to do?

Students to develop individual powers of creative expression through a wide range of different materials, techniques and processes including paint, print, ceramics, photography, drawing and collage. Students build a portfolio of coursework and keep an on-going sketchbook related to each themed project throughout their GCSE, taking them into the creative field of the Arts.

COURSE DETAILS

The two-year AQA GCSE course in Art and Design consists of coursework, now called the personal portfolio, and an externally set assignment (Timed Exam).

ASSESSMENT

Personal Portfolio – (Coursework) 60%

The personal portfolio is based on a theme. It must consist of a body of research, supporting studies and developmental work leading up to one or more outcomes or to a variety of resolutions. The portfolio includes 1 sustained project and further work from skilled based workshops.

Your sketchbook will be used to record, analyse work, experiment in, and develop ideas in class time and for prep.

Exam – 40%

The final exam theme is set by the examining board and is in two parts:

- **SUPPORTING STUDIES:** Fourteen school weeks allowed for students to develop ideas (30%).
- **TIMED TEST:** 10 hours allowed to complete the final piece of work based on the supporting studies (10%).

Possible Career Pathways

Opportunities in the following careers and many more;

Illustration, Architecture, Animation, Interior Design, Graphics, Photography, Media, Fine Art, Gaming Design and all other visual arts related professions.

What we Study

Throughout the course we focus our attention on gaining practical skills using a range of materials. Within the course students develop their analytical skills and understanding of both historical and contemporary artists/ craftspeople and designers. Art & Design is a course in which students are required to respond to a given theme. The skills element is the “traditional” Art area where we use both 2D and 3D materials, such as clay, card, wire, mud, rock, crayons, paint, etc. Students are encouraged to use software packages in IT to develop their own work. Students are required to produce sketchbooks of work for their portfolio during years 10 and 11 that will be assessed. We will be covering 3 units of coursework through the first year. Students are required to produce work that is individual to them and a creative response to the theme/brief. They will receive regular, focused, specific written feedback to aid their progress. There will be opportunities to visit art galleries and other appropriate locations to help inspire and develop their own work.

Post 16 Study

There are many routes you can take such as: A levels, Applied Art and Design, Apprenticeships and College. Art or Photography at A Level; BTEC Art & Design; Foundation in Art & Design; B.A. Degrees in Creative Arts subjects; Creative

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Exam Board
NCFE
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[Link to Specification](#)
603/7004/X



COURSE DETAILS

Pearson BTEC Level 1/Level 2 Tech Award in Enterprise

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences. It is distinct from GCSE Business Studies, as it encourages the learner to use knowledge and practical enterprise tools to prepare them for business. They will develop significant personal and vocational business skills that can be transferred to further study or employment.

Assessment

Unit 1 – Written Exam (40% of the award)

Externally assessed written exam (1hour30 minutes)

A mixture of multiple choice, short answer and extended response questions

Exploring Enterprises – 30% Internally assessed Coursework

Learners can sit the exam twice. Their best score will count towards the final grade

Unit 2 – Synoptic Project (60% of the award)

The completion time for the Synoptic Project is 21 Hours of supervised time. The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The synoptic project will be externally set by NCFE, internally graded by the centre and externally quality assured by NCFE.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

The exams will measure how students have achieved the following assessment objectives.

AO1: Apply business knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks

AO2: Develop practical and technical skills, including ICT, literacy and numeracy.

AO3: Develop generic skills for work e.g. organisation, working in a team, communication and presentation skills.

What we aim to do?

The aims of a Business and Enterprise course are to equip students with a comprehensive understanding of how businesses operate and succeed in a competitive environment while fostering entrepreneurial skills and critical thinking. The course aims to develop students' ability to identify opportunities, solve problems creatively, and make informed decisions in business contexts. It seeks to build competence in essential areas such as management, marketing, finance, and communication while instilling an awareness of ethical, legal, and global considerations. By combining theoretical knowledge with practical applications, the course prepares students to confidently navigate the challenges of starting or managing a business, contributing effectively to organizational success or pursuing further education in business-related fields.

Possible Career Pathways

A Business and Enterprise course can lead to careers in Entrepreneurship and Start-ups (e.g., Business Owner, Founder, Start-up Consultant), Management and Leadership (e.g., Business Manager, Operations Manager, Project Manager), Marketing and Sales (e.g., Marketing Manager, Sales Executive, Digital Marketing Specialist), Finance and Accounting (e.g., Financial Analyst, Accountant, Auditor), Human Resources (e.g., HR Manager, Recruitment Specialist).

What we Study

In Business and Enterprise studies, students explore key concepts such as the role of businesses in society, different business types, and the entrepreneurial mindset, including creativity, risk-taking, and problem-solving. The curriculum covers essential areas like management and leadership, marketing and sales strategies, financial principles, and accounting basics, as well as the operational aspects of supply chain management and production processes. Students also delve into legal and ethical considerations, economic environments, and the impact of global and local markets on businesses. Effective communication, strategic planning, and analysing real-world case studies are integral components, fostering skills in professional writing, negotiation, and crafting business plans. Practical experiences, such as internships and simulations, prepare students for careers in entrepreneurship, corporate roles, or further academic pursuits, equipping them with a comprehensive understanding of business operations and strategy.

Assistant Head

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Exam Board

OCR

<https://www.ocr.org.uk/>

[Link to Specification](#)

J277



COURSE DETAILS

A simple and intuitive assessment model, consisting of two papers, one focusing on computer systems and one with a focus on programming, computational thinking, and algorithms. Both papers have identical weighting and mark allocations.

ASSESSMENT

Paper 1 – 50% (1hr & 30 Mins) 80 Marks

This component will assess:

- (1.1) Systems Architecture,
- (1.2) Memory and Storage
- (1.3) Computer Networks, Connections & Protocols
- (1.4) Network Security
- (1.5) Systems Software
- (1.6) Ethical, Legal, Cultural & Environmental impacts of Digital Technology.

Paper 2 – 50% (1hr & 30 Mins) 80 Marks

This component will assess:

- (2.1) Algorithms
- (2.2) Programming Fundamentals
- (2.3) Producing Robust Programs
- (2.4) Boolean Logic
- (2.5) Programming Languages & Integrated Development Environments.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Candidates should understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.

AO2: Candidates will analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs

AO3: Candidates will think creatively, innovatively, analytically, logically, and critically

AO4: Candidates understand the components that make up digital systems, and how they communicate with one another and with other systems

AO5: Candidates understand the impacts of digital technology to the individual and to wider society

AO6: Candidates apply mathematical skills relevant to Computer Science.

What we aim to do?

A modern and fascinating subject, Computer Science helps us to progress from the past and influence our future. The world now depends on computers/technology. Through studying this course, we aim for students to become highly competent and confident digital citizens. We aim to equip students with a strong understanding of how technology can be used to cause, prevent, and solve problems that occur in both their personal and professional lives as well as in society.

Possible Career Pathways

GCSE Computer Science is attractive to employers in a diverse range of career paths, including but not limited to:

Network Security, Games Design, Software Engineers, Digital Forensics and Mobile Application development. Inevitably, all careers have some aspect relating to the computer science field.

What we Study

As part of the course, students will continue to develop practical python programming skills and further enhance logical thinking and problem-solving skills. Critical and analytical thinking, resilience, creativity, and teamwork are also developed throughout!

Post 16 Study

A GCSE in computer science provides a strong foundation for further study at A-Level, particularly with the practical programming aspect. The GCSE also equips students with invaluable skills, desirable for a wide range of industries.

Apprenticeships in technology and similar industries will particularly benefit from the technical skills and knowledge gained from the course. Employers will appreciate the personal qualities that this GCSE helps deliver, such as the ability to problem solve; plan and project manage; be strong at decision-making; and demonstrate resilience and teamwork.

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EDEXCEL
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ICSO



COURSE DETAILS

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

ASSESSMENT

Paper 1 – 50% (1hr & 45 Mins) 80 Marks

This component will assess:

Section A Theme – Living in the UK

Section B Theme – Democracy at work in the UK

Section C Theme – Law & Justice

Section D – Extended questions linked to themes A to C

Paper 2 – 50% (1hr & 45 Mins) 80 Marks

This component will assess:

Section A - Taking Citizenship Action

Section B - Power & Influence

Section C – Power & Influence & Extended question linked to Sections A - C

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of citizenship concepts, terms and issues

AO2: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.

AO3: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.

What we aim to do?

This course aims to provide students with an understanding of how our country works and its place in the wider world. Students will study Themes (units) covering communities in the UK, Politics in the UK, Law and Justice and The Media and Democracy around the world. If you like to debate, are interested in Politics, Law, the Media and who has power, then Citizenship might be a good option for you.

Possible Career Pathways

Citizenship works well with other Humanities subjects such as History, Geography and RE. Citizenship provides you with essential skills to help you formulate arguments, weigh up evidence and have an opinion on big issues of the day. Citizenship helps you to develop critical thinking skills and link the everyday world to your studies at school. Citizenship can therefore be applied to all career paths, as well as giving you an understanding of 'how the real-world works.'

What we Study

In Edexcel Pearson Citizenship, students study democracy and government, rights and responsibilities, and global issues such as poverty and sustainability. They explore identity, diversity, and the importance of community participation, alongside learning about the legal system and justice. The qualification aims to equip students with the knowledge and skills necessary to engage actively in society, understand their rights and responsibilities, and contribute positively to local and global communities.

Post 16 Study

GCSE Citizenship provides a strong foundation for future study in the humanities and social sciences. This course nurtures critical thinking and the art of having your own opinion, based on evidence, and arguing for it! Citizenship offers a strong foundation to study subjects such as Government and Politics, Law, Sociology and Criminology as well as supporting with subjects such as History and Geography at A-Level.

Lead Practitioner

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Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8552



COURSE DETAILS

Students should be advised that the significant NEA (coursework) element of the subject means that students must be self-motivated, independent learners and are expected to put in significant effort outside of lesson time to be successful.

ASSESSMENT

Written Exam 50% (2hrs) 100 Marks

- **Section A:** Core technical principles (20 marks):
 - A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding
- **Section B:** Specialist technical principles (30 marks):
 - Several short answer questions (2-5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
- **Section C:** Designing and making principles (50 marks):
 - A mixture of short answer and extended response questions.

Coursework Non-Exam Assessment 50% 100 Marks

Substantial design and make task assessment criteria:

- **Section 1** - Identifying and investigating design possibilities
- **Section 2** - Producing a design brief and specification
- **Section 3** - Generating design ideas
- **Section 4** - Developing design ideas
- **Section 5** - Realising design ideas
- **Section 6** - Analysing & evaluating
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA.
- **Students will produce a prototype and a portfolio of evidence which will be 30 pages of A3. Students will need access to the internet and a computer to complete the work at home and will be given 10 months to complete this investigation.**

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

AO1: Identify, investigate, and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate design decisions & outcomes, including for prototypes made by themselves & others wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of:

- technical principles
- designing and making principles.

What we aim to do?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques, and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

What we Study

Throughout the course all students will focus on theory and practical aspect of the subject. Our GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating, and evaluating. Most of the specification should be delivered through the practical application of this knowledge and understanding.

Possible Career Pathways

GCSE Design Technology is attractive to employers in a diverse range of career paths, including but not limited to:

Product Design, Engineer, Industrial Design, User Experience Design, Interior Design, Architectural Design, Automotive Design, Sustainable Design, Human Centered Design, 3D Prototyping Design.

Post 16 Study

Students in Design Technology post-16 can explore a diverse array of subjects and career pathways. Post-16 Design Technology education equips students with a versatile skill set to thrive in various creative, technical, 3D and problem-solving roles across industries.

Head of Department

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Exam Board

EDEXCEL

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[Link to Specification](#)

1DR0



Post 16 Study

Drama school, A-Levels, BTEC, diplomas and degrees in a range of performing arts, literary-based or technical fields.

COURSE DETAILS

Examination: The course is examined at the end of Year 11

Component 1: Devising

This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli to create an original performance piece, genre, in response to a stimulus

In the study of this component students will:

There are three areas of focus.

- 1) Creating and developing a devised piece from stimuli.**
- 2) Group performance/design realisation of the devised piece.**
- 3) Analysing and evaluating the creative process and group devised performance**
 - Students may complete this component either as a performer or designer

Component 2: Performance from text

Performance texts have been at the core of drama since the inception of theatre. The need to hand down stories has been fundamental to human development and for thousands of years, people have written, performed, watched, and enjoyed innumerable plays.

There are two areas of focus.

- 1) Interpreting and exploring two key extracts from a chosen performance text.**
- 2) Performing or realising a design of two key extracts from this text.**
 - Students may complete this component either as a performer or designer

Component 3: Theatre Makers in Practice

This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance.

There are two areas of focus.

- 1. Study of one complete performance text.**
- 2. A live theatre evaluation.**

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Apply knowledge & understanding when making, performing, and responding to drama

AO2: Explore performance texts, understanding their social, cultural, and historical context including the theatrical conventions of the period in which they were created.

AO3: Develop a range of theatrical skills and apply them to create performances

AO4: Work collaboratively to generate, develop and communicate ideas

AO5: Develop as creative, effective, independent & reflective students & make informed choices in process & performance

AO6: Contribute as an individual to a theatrical performance alongside reflecting on their own work and that of others

AO7: Develop an awareness and understanding of the roles & processes in contemporary professional theatre practice

AO8: Adopt safe working practice

What we aim to do?

We aim to give our students a well-rounded view of Drama and Theatre. The course includes many opportunities to act with scripts, devise original work, and explore various themes and issues through drama. We also experiment with various design elements, such as lighting, costume, and sound. Students will learn how to analyse and evaluate both their own work and the work of other theatre makers. In addition, we organise several theatre trips, which all students are expected to attend.

What we Study

Students will explore a play text through practical performance, analysing character portrayal. They will devise original work from a stimulus, study various practitioners and performance styles, potentially specialising in performing or design aspects like set, costume, lighting, or sound. The course emphasizes skills in vocal and physical performance, teamwork, concentration, creativity, problem-solving, while also fostering an understanding of theatre dynamics. Attendance in theatre trips is mandatory to prepare

for the exam's live theatre production response, requiring strong English writing skills and critical analysis abilities

Possible Career Pathways

GCSE Drama is linked to the following careers and many more;

Theatre, Television and Film, including Set Design, Costume, Sound, Lighting Design and Operation and Acting.

Food Preparation & Nutrition (GCSE)

Lead Practitioner

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Exam Board

AQA

<https://aqa.org.uk>

[Link to Specification](#)

8585



COURSE DETAILS

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The food industry is one of the largest across the globe – everyone has to eat every single day. Skills can be utilised for many different aspects of the food world, with jobs in marketing, safety, quality management, nutrition and sales. Students will spend an almost equal amount of time on written tasks and practical application throughout the course and will be able to make informed choices about a wide range of food related topics.

A mini assessment will be required to be completed to be accepted on the course. If you choose to complete this course you will need to bring the correct ingredients with you each week when you are cooking.

ASSESSMENT

Written Exam 50% (1hr 45min) 100 Marks

- **Covers the five food preparation skills**

- Nutrition & Health, Food Science, Food Safety, Food Choice, Food Provenance
- It will include 20 multiple choice questions and five questions with a number of sub questions based on the five topics above.

Coursework Non-Exam Assessment

NEA 1 – Food Investigation (15%) (1500 – 2000 words) including photographic evidence of the practical investigation

- Students understanding of the working characteristics, functional and chemical properties of ingredients.

NEA 2 – Food Preparation Assessment (35%) (15 A4 pages) including photographic evidence of the three final dishes.

- Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.
- Students will prepare, cook and present a final menu of three dishes within a single period on no more than three hours, planning in advance how this will be achieved.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare and present dishes, combining appropriate techniques.

What we aim to do?

In the AQA GCSE Food Preparation and Nutrition course, the aim is to provide students with a comprehensive understanding of food preparation, nutrition, and their importance in maintaining a healthy lifestyle. Overall, the aim of the AQA GCSE Food Preparation and Nutrition course is to equip students with the knowledge, skills, and understanding necessary to make healthy food choices, prepare nutritious meals, and promote lifelong wellness.

What we Study

Students learn about the different nutrients required by the body, their functions, sources, and the importance of a balanced diet. They gain hands-on experience in food preparation, learning various cooking techniques, food safety practices, and how to adapt recipes to meet dietary needs. They study the chemical and physical properties of food, including the effects of cooking methods, food additives, and food preservation techniques. The course emphasises the importance of making informed food choices and encourages students to develop healthy eating habits that support overall well-being. Students learn about different dietary requirements, such as vegetarianism, veganism, allergies, and intolerances, and how to accommodate these needs in meal planning and preparation.

Possible Career Pathways

Studying food preparation and nutrition can open up a variety of career pathways in the food industry and beyond. Some potential career options include:

Chef, Dietitian, Nutritionist, Food Scientist, Food product Developer, Food writer/blogger, Health Specialist, Teacher

Head of Department

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Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8658



COURSE DETAILS

Students will study 3 topics which are an extension of KS3 topics:

- Identity and Culture.
- Local, national, international, and global areas of interest.
- Current and future study and employment

ASSESSMENT – 100% externally marked

Paper 1 – Listening 25%

- Students will listen to a CD with several extracts and answer questions to assess their ability to understand spoken French (available at Higher and Foundation level).

Paper 2 – Speaking 25%

- Students will have a role play, a photo card to discuss and a general conversation (available at Higher and Foundation level).

Paper 3 – Reading 25%

- Students will read a several texts and answer questions to assess their ability to understand written French (available at Higher and Foundation level). There will also be a translation task from French into English.

Paper 4: - Writing 25%

- Students will answer structured and open-ended writing tasks and translate from English into French (available at Higher and Foundation level)

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Listening – understand and respond to different types of spoken language.

AO2: Speaking – communicate and interact effectively in speech.

AO3: Reading – understand and respond to different types of written language.

AO4: Writing – communicate in writing.

What we aim to do?

At GCSE we shall continue to take a mastery approach to reach an elevated level of fluency, passion, and confidence in French. You will understand and appreciate different Francophone countries, cultures, people, and communities - and as you do so, understand your role as global citizens. In Key Stage 4 you will use your foreign language more independently, building your knowledge of vocabulary and grammar to use a wider, more complex range of language.

Possible Career Pathways

GCSE French is linked to the following careers and many more;

Translation & Interpreting, Law, Politics, Teaching, Journalism, International Relations Specialist/Diplomat, Tourism & Hospitality, Intelligence Analyst.

What we Study

The AQA GCSE French curriculum offers a comprehensive study of the language, focusing on four key components: listening, speaking, reading, and writing. Students engage in exercises to enhance listening to comprehension, honing their ability to understand spoken French in diverse scenarios. Through discussions, role-plays, and presentations, they develop speaking proficiency. Written comprehension involves understanding and responding to French texts, while writing tasks refine skills in constructing essays, letters, and descriptions. Alongside vocabulary expansion and grammar learning, students explore cultural facets of French-speaking countries, delving into traditions, societal aspects, and contemporary issues. Assessments cover these skills across exams, evaluating comprehension, fluency, accuracy, and communication, enabling students to communicate effectively and appreciate the cultural richness of the French language.

Post 16 Study

Foreign language skills are increasingly valued in the world of work and are highly regarded by higher education institutions. In fact, many universities now expect a modern language GCSE from their applicants as part of the EBacc. GCSEs in MFL are usually followed by AS and A level courses although more sixth forms and colleges are now also offering the International Baccalaureate. A Modern Foreign Language also opens up possibilities of joint-honours degrees in, e.g. International Law and French or International Relations with Spanish. Equally, a language can be combined with History, Music, Science, English and many other subjects.

Head of Department

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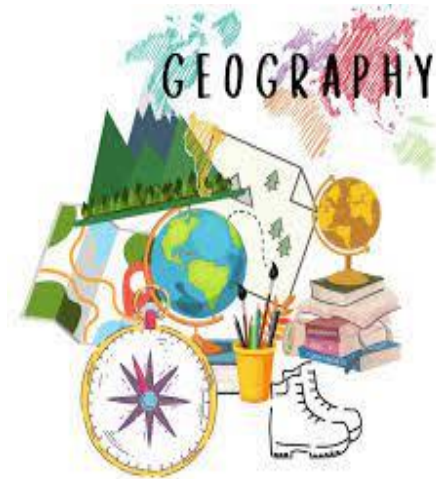
Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8035



COURSE DETAILS

100% externally marked examination

Unit 1 - Living with the physical environment 35% - 1hr 30min (88 Marks)

This Unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological, and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Unit 2 - Challenges in the human environment 35% - 1hr 30min (88 Marks)

This Unit is concerned with human processes, systems, and outcomes and how this changes both spatially and temporally. The aims of this Unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Unit 3 - Geographical applications 30% - 1hr 15min (76 Marks)

Section A: Issue evaluation

This section contributes a critical thinking and problem-solving skills. A resource booklet will be available twelve weeks before the date of the exam so that students can work through the resources, enabling them to become familiar with the material. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.

Section B: Fieldwork (NOT Controlled Assessment)

Fieldwork is an essential aspect of Geography. It ensures that students are given the opportunity to consolidate and extend their geographical understanding by relating learning to real experiences of the world. Students need to undertake two fieldwork enquiries, one physical and one human - they will not be submitted but questions will be asked about this when they do exam paper 3.

Geographical skills

In addition, students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge of locations, places, processes, environments, and different scales (15%).

AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments, and processes; the interrelationships between places, environments, and processes (25%).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

What we aim to do?

At Bolder Academy, the Geography curriculum is designed to develop our students into kind, strong, brave young adults where a Bolder future awaits. We aim to develop in students a curiosity and fascination about the world and its people, and an understanding of the physical and human processes that shape our world and the interactions between these. Our hope is that students will gain knowledge of both local, national, and global issues and this will result in them becoming engaged global citizens.

Possible Career Pathways

Geography provides a strong background for a range of interesting and diverse careers including:

Geographical Research, Surveying, Cartography, Environmental Consultancy, Teaching, Town Planning, Meteorology, Government Analysts, Policy Makers.

Post 16 Study

This course provides an excellent foundation for candidates wishing to study A-Level Geography. It also provides students with a broad skills base and an excellent academic grounding for a wide range of future study paths across the wider curriculum.

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AQA
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[Link to Specification](#)
8203



COURSE DETAILS

The two-year AQA GCSE course in Graphics course consists of coursework, now called the personal portfolio, and an externally set assignment (Timed Exam).

ASSESSMENT

Personal Portfolio – (Coursework) 60%

The personal portfolio is based on a theme. It must consist of a body of research, supporting studies and developmental work leading up to one or more outcomes or to a variety of resolutions. The portfolio includes 1 sustained project and further work from skilled based workshops.

Your sketchbook will be used to record, analyse work, experiment in, and develop ideas in class time and for prep.

Exam – 40%

The final exam theme is set by the examining board and is in two parts:

- SUPPORTING STUDIES: Fourteen weeks allowed for students to develop ideas (30%).
- TIMED TEST: 10 hours allowed to complete the final piece of work based on the supporting studies (10%).

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- **AO1: Develop ideas through investigations, demonstrating critical understanding of sources.**
- **AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes.**
- **AO3: Record ideas, observations, and insights relevant to intentions as work progresses.**
- **AO4: Present a personal and meaningful response, that realises intentions and demonstrated understanding of visual language.**

What we aim to do?

The GCSE Graphic Design course focuses on the creation of visual content to communicate information, ideas, and emotions in response to specific briefs. Students explore various areas within graphic communication, such as communication graphics, advertising, typography, interactive design, and more, often blending these areas together. They develop knowledge in sourcing inspiration relevant to graphic communication, considering commercial, social, or environmental aspects. This involves understanding how to effectively convey meanings and intentions through visual and tactile elements, including colour, line, form, texture, and composition. Practical skills are honed in typography, illustration, photography (both digital and non-digital), and the use of diverse media and materials like graphic media, paint, digital tools, and printmaking, empowering students to realize their creative intentions within the realm of graphic communication.

What we Study

This graphic course gives pupils the opportunity to learn a wide variety of graphic techniques and processes, and to develop design solutions to a professional standard. Pupils will complete the course with a broad knowledge and understanding of graphics and the practical skills to apply their ideas.

The first year serves as a foundation, building up skills so that students can complete a major coursework project and examination in year 11.

Possible Career Pathways

Graphics provides a strong background for a range of interesting and diverse careers including:

Illustration, Architecture, Animation, Fashion, Textiles, Interior Design, Computer Aided Design, Graphics, Photography, Media, Product Design, Fine Art, Gaming Design and all other visual arts related professions.

Post 16 Study

There are many routes you can take such as: A levels, A Level Graphic Communication, Applied Art and Design, Apprenticeships in Art & Design; B.A. Degrees in Creative Arts subjects; Creative Arts Apprenticeships.

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Exam Board
OCR
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[Link to Specification](#)
History B
J411



COURSE DETAILS

Learners complete 3 components and investigate 5 different topics during Yr10 and 11.

ASSESSMENT

Component 1, British History - Paper 1 - 40% (1hr & 45min Exam) (40 Marks x2)

- Migrants to Britain, c.1250 to present – **Thematic Study** 20%
- The Norman Conquest, 1065 -1087 – **British Depth Study** 20%

Component 2, History around us - Paper 2 – 20% (1 hr Exam) (40 Marks)

- Local Field Trip looking at the past and present – **The Site Study**

Component 3, World History - Paper 3 - 40% (1hr & 45min Exam) (40 Marks x2)

- Viking Expansion, c750 – c1050 – **Period Study**
- Living under Nazi Rule, 1933 – 1945 – **World Depth Study**

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: Explain and analyse historical events and periods studied using second-order historical concepts.

AO3: Analyse, evaluate and use sources (contemporary to period) to make substantiated judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

What we aim to do?

We aim to challenge and inspire students' thinking and understanding of history to create global citizens who can make independent judgements about the past, present and future. We hope to ensure students leave year 11 with a clear chronological understanding of aspects of global history, who can consider and evaluate change and continuity, identify the causes of different events, scrutinise evidence and determine events from our past which resonate with modern Britons.

What we Study

Component 1

Thematic Study - Students explore 'Migrants to Britain,' spanning from around 1250 to the present day. This study illuminates the diverse individuals and communities who migrated, enriching Britain's cultural tapestry. By tracing this narrative over centuries, students gain insight into the profound and enduring impact of migration on Britain's social and cultural fabric.

British Depth Study - Students explore the impactful Norman Conquest, 1065-1087 AD. This study delves into William the Conqueror's era, revealing significant cultural shifts and historical changes that shaped England profoundly.

Component 3

Period Study - Students delve into Viking Expansion, circa 750-1050 AD. This study unveils the Vikings' far-reaching influence across Europe, offering insights into their adventurous spirit and cultural impact during this transformative historical era.

World Depth Study - Students explore life under Nazi Rule from 1933-1945, gaining insight into the profound impact of the era. This study unveils the varied challenges faced and the resilience shown amidst the regime's pervasive influence.

Possible Career Pathways

History provides a strong background for a range of interesting and diverse careers including:

Historian, Archivist/Librarian, Teacher, Museum Curator, Journalist, Researcher, Heritage Manager, Government/Public Service, Law, Business/Corporate Careers.

Component 2

Site Study - Students explore Osterley Park, examining how local history has shaped our community. This site study offers a window into the past and present, revealing the evolution of our surroundings and providing insights into the influences that have moulded our community's identity.

Post 16 Study

This course will allow you to practise skills needed to study History at A-level and provides an excellent foundation for aspiring historians!

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Exam Board

Eduqas

<https://www.eduqas.co.uk>

[Link to Specification](#)

C660QS - 601/8131/X

COURSE DETAILS

Learners complete 3 components over the course of year 10 & 11.

ASSESSMENT

Component 1: Performing, 30%

Total duration of performances: 4 – 6 minutes

- A minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing 30%

Total duration of Compositions: 3 – 6 Minutes

- Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Component 3: Appraising, 40%

Examination – 1hr 15 mins

- Formal examination, featuring 8 questions. There are 2 questions for each area of study (above). The questions focus on listening to music set by the exam board. There are 2 set works which will be studied in detail.



ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Musical Forms and Devices

AO2: Music for Ensemble

AO3: Film Music

AO4: Popular Music

Whilst looking at each Area of Study, pupils will practise playing and writing music in each of these styles, as well as answering listening questions about them.

What we aim to do?

GCSE Music **does not** require prior knowledge of how to read music or instrumental tuition e.g. 1-1 piano or group guitar lessons in or outside of school. Instead, pupils develop these skills through their study of the 3 assessment components: performance, composition, and appraisal. GCSE music provides pupils with the freedom to explore the instrument(s) of their choice, the styles of music they choose to compose in and the songs / pieces they choose to perform, whilst also offering a study of key musical concepts, cultures, and composers. Using our network which includes record labels, management companies, streaming services, events and theatre companies and orchestras, we aim to provide pupils with real industry experience opportunities.

What we Study

The EDUQAS GCSE Music course, students explore four key areas of study. Focusing on musical forms and devices, covering music for Ensemble, delving into Film Music, and examining Popular Music. Through performance, composition, and a written paper on listening examples, students gain insight into diverse musical structures, collaborative ensemble work, film scores, and the evolution of popular music genres."

Post 16 Study

After GCSEs, students keen on music have diverse post-16 routes. A-Level Music offers subject specialization, while vocational courses like BTECs provide practical training. IB covers music studies broadly. Apprenticeships in music production or sound engineering offer work-based learning. Considering a music-focused T-Level develops technical skills for the music industry.

Possible Career Pathways

Music provides a strong background for a range of interesting and diverse careers including:

**Musician/Performer, Teacher,
Composer, Sound Engineer/Producer,
Music Therapist, Music Journalist, Arts
Administration, Music Technologist,
Conductor/Choir Director,
Entertainment Law**

Physical Education (GCSE)

Assistant Head

Mr M Needham

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Exam Board

EDEXCEL

<https://qualifications.pearson.com>

[Link to Specification](#)

1PEO



COURSE DETAILS

ASSESSMENT

Component 1: Fitness & Body Systems, 36% (1hr & 30min) 80 Marks

- This assessment focuses on four key topics related to fitness and body systems.
 - Applied anatomy and physiology,
 - Movement analysis,
 - Physical training,
 - Use of data.

Component 2: Health & Performance, 24% (1hr and 15min) 60 Marks

- This assessment focuses on four key topics related to health & performance
 - Health, Fitness & wellbeing
 - Sport psychology
 - Socio-cultural influences
 - Use of data

Component 3: Practical Performance 30% 105 Marks

- This assessment consists of students completing three physical activities from a **set list**. All students must participate in three **separate** activities.
 - One must be a team activity,
 - One must be an individual activity
 - The final activity can be a free choice

Component 4: Personal Exercise Plan, 10% 20 Marks

- 1500 written word document assessed internally and externally.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport.

What we aim to do?

Our objectives revolve around fostering a comprehensive understanding of physical activity and sports within a global context. We aim to enhance theoretical knowledge, recognising the diverse factors influencing performance. This includes grasping how physiological and psychological states impact one's abilities during physical activities. Moreover, we prioritize skill development, tactical utilisation, and creative approaches to excel in various physical activities. Additionally, we strive to refine analytical and evaluative skills, crucial for performance improvement. Understanding the profound contributions of physical activity and sports to health, fitness, and overall well-being is another key aspect we focus on. Lastly, exploring the socio-cultural influences impacting participation in physical activities and sports forms an integral part of our learning.

What we Study

The GCSE in Physical Education empowers students with essential knowledge, skills, and values necessary to enhance and sustain their performance in physical activities. Moreover, students will acquire an understanding of how engaging in physical activities contributes positively to health, fitness, and overall well-being.

Post 16 Study

GCSE Physical Education acts as a springboard to diverse post-16 paths. It forms a strong base for A-Level PE and further education in sports science or coaching. Additionally, it opens doors to apprenticeships in fitness instruction and various careers in sports coaching, therapy, or management. For higher education, it provides pathways to degrees in sports science or related fields. Beyond academics, it fosters life skills and promotes personal well-being, emphasizing teamwork and a healthy lifestyle.

Possible Career Pathways

Physical Education provides a strong background for a range of interesting and diverse careers including:

Sports scientist, PE teacher, Physiotherapist, Professional sportsperson, Sports coach/consultant, Sports policy at local or national level, fitness instructor, personal trainer

Sports Studies (Cambridge National Certificate)

Assistant Head

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Exam Board

OCR

<https://www.ocr.org.uk>

[Link to Specification](#)

J829



COURSE DETAILS

The Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issue's unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media.

Assessment

This course is made up of three units

- Units R184 and R185
- And one other unit from either R186 or R187 (Worth 40 Marks each)

Exam Paper R184 – 50% (1hr & 15 Mins) 70 Marks

The question paper has three parts:

- SECTION A – short answer questions focused on PO1
- SECTION B – includes PO1 and PO2, short and medium answer questions
- SECTION C – includes PO2 and PO3, short and medium answer questions, and the final question is a PO3 extended response question
-

Assignments – Students will have 3 assignment tasks to complete on:

- R185 Unit - Performance and leadership in sports activities – 80 Marks
 - This set assignment contains 5 tasks
- R186 Unit – Sport and the Media
 - This set assignment contains 3 tasks
- R187 Unit – Increasing Awareness of Outdoor and adventurous Activities
 - This set assignment contains 4 tasks

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate Knowledge and Understanding

AO2: Apply Knowledge and Understanding

AO3: Analyse and Evaluate

AO4: Practical Performance (specific to vocational or practical courses)

AO5: Assessment of Planning and Reviewing

What we aim to do?

The Cambridge National in Sport Studies aims to provide students with a broad understanding of sport and its impact on individuals and society. It combines theoretical and practical elements, helping students develop skills in sports performance, leadership, and analysis. The course promotes healthy lifestyles, critical thinking, and problem-solving, while encouraging lifelong engagement with physical activity. By exploring the societal, cultural, and economic roles of sport, it prepares students for further study and careers in fields like sports science, coaching, and management, while fostering teamwork, communication, and leadership skills.

Possible Career Pathways

Physical Education provides a strong background for a range of interesting and diverse careers including:

Sports scientist, PE teacher, Physiotherapist, Professional sportsperson, Sports coach/consultant, Sports policy at local or national level, fitness instructor, personal trainer

What we Study?

In the Cambridge National in Sport Studies, students explore the practical and theoretical aspects of sport, including sports performance, leadership, and officiating. They study topics such as contemporary issues in sport, the role of physical activity in promoting health and well-being, and the impact of sport on society. Students also develop skills in planning and delivering sports activities, understanding the rules and safety considerations of different sports, and analysing performance to improve techniques and outcomes. This comprehensive approach helps them understand the wider context of sport and its influence on individuals and communities.

Spanish (GCSE)

Head of Department

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Exam Board

AQA

<https://www.aqa.org.uk>

[Link to Specification](#)

8698



COURSE DETAILS

Students will study 3 themes which are an extension of KS3 topics:

- **Theme 1:** Identity and Culture (me, family, friends, technology, free time, customs, and festivals).
- **Theme 2:** Local, National, International and Global Areas of Interest (home and local area, global issues including environment, travel, and tourism).
- **Theme 3:** Current and Future Study and Employment (school, work experience, further education, jobs).

ASSESSMENT

Paper 1: Listening, 25%

Students will listen to a CD with several extracts and answer questions to assess their ability to understand spoken Spanish. Section A will require non-verbal or English responses, Section B will require Spanish responses.

Paper 2: Speaking, 25%

A three-part oral to be taken in early May of Year 11: Role play card, discussion of photo card and general conversation covering themes 1-3 above. Foundation: 7-9 minutes (with 10-12 mins prep time). Higher: 10-12 minutes (with 10-12 mins prep).

Paper 3: Reading, 25%

Students will read several texts and answer questions to assess your ability to understand written Spanish. Section A: Non-verbal or English responses. Section B: Spanish responses. Section C: Translation from Spanish into English (a minimum of 35 words at Foundation and 50 words at Higher).

Paper 4: Writing, 25%

Foundation Tier

The Foundation Tier exam comprises four sections: a four-sentence response to a photo prompt, a 40-word message based on four bullet points, an English-to-Spanish translation (min. 35 words), and a choice of two structured writing tasks requiring around 90 words in total based on four compulsory bullet points.

Higher Tier

In the Higher Tier exam, students complete three tasks: a structured writing task similar to Foundation Tier's Question 4, an open-ended writing task with a 150-word response to two bullet points, and an English-to-Spanish translation task of at least 50 words.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Understand spoken language (listening)

AO2: Communicate in speech (speaking)

AO3: Understand written language (reading)

AO4: Communicate in writing (writing)

What we aim to do?

At GCSE we shall continue to take a mastery approach to reach a prominent level of fluency, passion, and confidence in Spanish. You will understand and appreciate different Spanish-speaking countries, cultures, people, and communities - and as you do so, understand your role as global citizens. In Key Stage 4 you will use your foreign language more independently, building your knowledge of vocabulary and grammar to use a wider, more complex range of language.

Possible Career Pathways

GCSE Spanish is linked to the following careers and many more;

Translation & Interpreting, Law, Politics, Teaching, Journalism, International Relations Specialist/Diplomat, Tourism & Hospitality, Intelligence Analyst.

Post 16 Study

Foreign language skills are increasingly valued in the world of work and are highly regarded by higher education institutions. In fact, many universities now expect a modern language GCSE from their applicants as part of the EBacc. GCSEs in MFL are usually followed by AS and A level courses although more sixth forms and colleges are now also offering the International Baccalaureate. A Modern Foreign Language also opens up possibilities of joint-honours degrees in, e.g. International Law and French or International Relations with Spanish. Equally, a language can be combined with History, Music, Science, English and many other subjects.

Religious Studies (GCSE)

Head of Department

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Exam Board

AQA

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[Link to Specification](#)

8062



COURSE DETAILS

Learners complete 2 components over the course of year 10 & 11.

Component 1: Study of Religions, 50% (1hr & 45min)

- Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.
- Each religion is marked out of 48 + 6 marks for SPAG

We will look at two religions for this unit

- **Christianity**
 - Key Beliefs
 - Jesus Christ and salvation
 - Worship & festivals
 - The role of the church in the local and worldwide community
- **Islam**
 - Key beliefs
 - Worship & practices
 - Authority
 - Worship, duties, and festivals

Component 2: Thematic Studies, 50% (1hr & 45min)

- Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.
- Each theme is marked out of 24
- Component 2 focuses on religious, philosophical, and ethical studies
 - Religion & Life
 - Religion, peace & conflict
 - Religion, crime & punishment
 - Religion, human rights and social justice

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of religion and beliefs

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence

What we aim to do?

Religious Studies allows students to acquire knowledge and understanding of the world of religion, as well as encouraging them to think deeply about their own opinions on faith. An understanding of religion helps students to understand the world around us, as religion is a major force in contemporary politics, societies, and cultures, just as it has been throughout history. The Religious Studies course will encourage students to explore a range of ethical issues, encouraging them to question, discuss and debate their views as well as those of different belief systems. The course will develop students' skills of research, empathy, debating, and their ability to make balanced judgements. Students will also acquire a cultural understanding and awareness of the prominent issues of today.

Possible Career Pathways

GCSE Religious Studies is linked to the following careers and many more;

Teacher, Religious Consultant, Religious Leader, Publisher/Writer, Chaplain, Missionary/Evangelist, Community Outreach worker, Museum Curator, Interfaith Coordinator

Post 16 Study

Completing GCSE Religious Education sets the stage for diverse post-16 opportunities. Continuing with A-levels in Religious Studies & Philosophy expands on foundational knowledge, exploring intricate concepts. Its interdisciplinary nature harmonises well with subjects like Sociology, History, and Politics, nurturing critical thinking. This advanced understanding prepares students for higher education, whether aspiring to be scholars, philosophers, historians, or pursuing various paths.

Additional Subjects



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Exam Board

AQA

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[Link to Specification](#)

5970



COURSE DETAILS

The Step Up to English course by AQA is designed to help students develop their literacy skills at Entry Levels 1, 2, and 3, providing a foundation for further study or practical use. The course offers two pathways: Silver Step, which focuses on everyday literacy skills like understanding simple texts and writing clearly for practical purposes, and Gold Step, which prepares students for more advanced study, including GCSE English. It covers key areas such as reading comprehension, writing for different purposes, and speaking and listening. The course uses real-world themes to engage students and is assessed through tasks that are tailored to each level and pathway, ensuring students build confidence in their literacy skills.

ASSESSMENT

- **Component 1 introduces students to literacy skills through real-world, engaging transactional topics.** The topics are structured over several sessions, with a focus on spoken language to provide an accessible route into study. Students will read three real-life texts, such as adverts or leaflets, and respond to questions. They will also complete a transactional writing task, like writing an email or letter. The component assesses reading (AO1, AO2, AO4), writing (AO5, AO6), and spoken language (AO7, AO8, AO9), with equal weight for reading and writing and marks allocated for spoken language.
- **Component 2 encourages students to engage with creative texts and write their own inspired pieces.** Students will read two texts, either fiction or literary non-fiction, and write a creative response based on the topics explored. The component assesses reading (AO1, AO2, AO3) and writing (AO5, AO6), with equal marks for each. Reading texts will cover literature from the 19th, 20th, or 21st centuries, preparing students for GCSE. For writing, students choose from two tasks, including a visual prompt, related to the reading topic. Each task is worth a maximum of 60 marks.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Reading Skills: Ability to understand and interpret a variety of texts, including fiction, non-fiction, and real-life material

AO2: Writing Skills: Writing clearly & coherently for different purposes and audiences, such as emails, letters, or creative writing.

AO3: Speaking & Listening Skills: Engaging in conversations and discussions, presenting ideas effectively, and listening to others

AO4: Transactional Writing: Writing practical, real-world documents like letters, emails, or reports that reflect everyday communication

AO5: Communication: Developing effective verbal & written communication, building confidence in expressing ideas.

What we aim to do?

The aim of the Step Up to English course is to develop students' literacy skills, including reading, writing, speaking, and listening, with a focus on real-world, practical language use. The course supports progression by preparing students for further study, such as GCSE English, and equips them with the confidence to engage with everyday texts and communication tasks. Through familiar, real-life themes, students build essential skills for personal, academic, and professional success.

Possible Career Pathways

The Step Up to English course helps develop essential communication and literacy skills that are valuable in a variety of careers. These include customer service, retail, administration, teaching, healthcare, social work, and hospitality.

What we Study

In the Step Up to English AQA course, students will study a range of literacy skills through real-world, engaging topics. They will focus on reading and responding to various texts, such as advertisements, leaflets, and webpages, to develop comprehension and analysis skills. Students will also work on writing tasks, including transactional writing like emails and letters, to improve their ability to communicate clearly and effectively. Additionally, they will develop speaking and listening skills through presentations and discussions, building confidence in expressing ideas. The course is structured to help students progressively improve their literacy and communication abilities, preparing them for further study or real-life tasks.

Maths Functional Skills (ELC)

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[Link to Specification](#)
8361/8362



COURSE DETAILS

Maths Functional Skills is all about helping you develop the everyday maths skills you'll need for life, work, and your future. It's designed to be practical, engaging, and focused on real-world situations, so you can see how maths applies to things you do every day. With AQA's Functional Skills qualifications, you'll explore how maths works in real life, giving you the confidence to solve problems and make decisions. It's not just about numbers—it's about learning how to use maths to achieve your goals, whatever path you choose to take. The exams are designed to help you feel comfortable and confident, giving you the best chance to show what you know and what you can do. With this qualification, you'll gain the skills to succeed—not just in school, but in life.

ASSESSMENT

Paper 1 - Non-Calculator, 30 minutes (20 Marks)

- Section A - Mix of Multiple-Choice Questions & Short Response Answers
- Section B - Problem Solving & Short Response Questions

Paper 2 - Calculator, 1hr 30 minutes (60 Marks)

- Section A - Mix of Multiple-Choice Questions & Short Response Answers
- Section B - Problem Solving & Short Response Questions

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Representing: Identify what the problem is asking and decide on the best mathematical approach to solve it.

AO2: Analysing: Use maths to work through the problem logically and find a solution.

AO3: Interpreting: Check your work and explain your results clearly in the context of the problem.

What we aim to do?

The AQA Functional Skills Maths course is taught in a practical and engaging way, focusing on real-life situations to help you build confidence and skills you can use in everyday life. Lessons are interactive and include activities like group problem-solving, discussions, and hands-on tasks. Teachers provide step-by-step guidance and adapt lessons to suit your learning pace, offering personalized support when needed. You'll also practice with past papers and sample questions to prepare for the exam, with clear feedback to help you improve. The course covers practical topics, such as:

- **Managing budgets:** Calculating costs for groceries or planning savings.
- **Measuring quantities:** Working out recipes or measuring for DIY tasks.
- **Working with data:** Reading charts or analysing trends, like household bills or weather data.
- **Solving problems:** Calculating time for journeys or comparing prices in stores.

This approach ensures you gain the maths skills you need to succeed in work and everyday situations.

Possible Career Pathways

AQA Functional Skills Maths equips you with practical skills that are valuable across many career paths. It supports roles in skilled trades like construction, plumbing, and engineering, as well as jobs in retail and customer service, where you might handle money, stock, or data. Careers in administration, hospitality, health and social care, and

What we Study

In AQA Functional Skills Maths, students focus on practical skills such as arithmetic, working with fractions, decimals, and percentages, as well as measurements like length, weight, and time. They also learn to calculate area, perimeter, and volume, and develop skills in handling data by organizing and interpreting information in charts and graphs. The course encourages applying these skills to everyday situations like budgeting, planning tasks, and analysing data, helping students build the confidence to use maths effectively in daily life, work, and future studies.

ASDAN Qualification

Miss P Malhotra

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Exam Board

AQA

<https://aqa.org.uk>

[Link to Specification](#)

8361/8362



COURSE DETAILS

ASDAN qualifications offer practical, skills-based courses that help young people develop important life and vocational skills. Aimed at students aged 14-19, these courses focus on personal development, teamwork, communication, and problem-solving. They complement traditional education and are often used alongside GCSEs or vocational awards. ASDAN courses are designed to prepare students for further education, work, and life challenges.

This broad, activity-based course has a track record in developing students' personal, social and employability skills

Benefits

- Boosts students' confidence by helping them recognise and develop their personal qualities
- Empowers students by giving them ownership of their learning
- Broaden students' experiences through a wide range of challenges
- Reward achievement through certification by 10 hours of work upwards
- Structured activities inside and outside of school with ready-made curriculum

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Personal Development – Demonstrate self-awareness, confidence, and the ability to set and achieve personal goals.

AO2: Skill Application – Apply practical skills such as teamwork, communication, problem-solving in real-world contexts.

AO3: Project Completion – Complete and reflect on projects and tasks that build specific skills and knowledge.

AO4: Evidence of Learning – Provide evidence (e.g., portfolios, reports) to demonstrate the skills and knowledge acquired.

AO5: Collaboration – Work effectively in group activities and contribute to collaborative tasks.

AO6: Achievement of Criteria – Meet the set criteria for each qualification through task completion and reflection.

What we aim to do?

The ASDAN qualification is designed to help you develop important life skills through practical activities, projects, and self-reflection. The course will begin by introducing the main goals, such as building personal confidence, improving teamwork, and setting clear expectations for assessment.

Throughout the course, you will work on real-world tasks like planning events and completing group projects. These activities allow you to apply your skills in a practical setting. You will also keep a journal or portfolio to reflect on your progress, helping you track your development and identify areas for improvement.

Collaboration is a key part of the course, with opportunities to work in groups and share ideas. Your progress will be assessed through evidence like your portfolio, and you will receive regular feedback to guide your learning. You'll also set personal goals to track how you're improving over time. This course provides a supportive environment where you can develop the essential skills needed for success in school and beyond.

Possible Career Pathways

The ASDAN course supports career pathways by helping students develop key skills like teamwork, problem-solving, communication, and leadership, which are highly valued by employers. Through project-based learning, students gain practical experience that is directly transferable to the workplace. The course encourages self-reflection, helping students identify strengths and career goals, while building confidence and preparing them for future job opportunities or further education.

What we Study

In an ASDAN course, students study a range of practical subjects designed to develop life skills and prepare them for future education or work. They focus on personal development, setting and achieving goals while building self-awareness and confidence. Teamwork and collaboration are emphasized, helping students develop communication and leadership skills through group projects. Problem-solving is a key area, encouraging students to tackle real-world challenges and think critically. Additionally, they learn work-related skills such as time management and organisation, which are valuable in any career. The course also encourages reflection and self-assessment, helping students identify their strengths and areas for improvement while setting future goals.

For any questions please email Mr Skelton
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