Sir Geoffrey Leigh Academy

Year 9

GCSE Options Programme 2026

GCSE Options Programme 2026
Introduction for Students and Parents/Carers

Welcome to the 2026 GCSE Options booklet!

It is now time to decide on your path into the future and today you begin that journey with GCSE (and equivalent qualification) subject choices.

Our academy motto of 'Opening Minds to Success' is at the heart of this process and has the end goal of ensuring that all students are equipped with the knowledge, skills and confidence to move on to the next stage beyond GCSEs. The breadth of opportunity our GCSE pathways provide students, combined with a co-curricular programme including educational visits, clubs, external speakers and careers guidance has been carefully planned to ensure each student has the tools available to them to fulfil their potential.

At Sir Geoffrey Leigh Academy, our Key Stage 4 commences in Year 10. This allows students to complete the IB MYP curriculum in Year 9 and gives them more time to experience a broad range of subjects and learning before deciding on the subjects they would like to focus on for their GCSE and equivalent courses. It is important to note that those key attributes developed through the IB MYP curriculum are reinforced through the GCSE courses and will be an important component of student success. Teachers will refer to the IB MYP skills and learner profiles as they deliver the GCSE course content, reminding students that implementing those skills and profile characteristics effectively will deepen their knowledge and understanding of the subject content they happen to be focussing on.
The IB MYP learner profiles our students focus on, lead our students to be:

- Open-minded
- Knowledgeable
- Risk-takers
- Balanced
- Caring
- Reflective
- Principled
- Thinkers
- Communicators
- Inquirers

You will have your own ideas, likes, and dislikes. Your personal qualities and skills will lead you to some subjects rather than others and you may find that it will not be possible to study every subject that you like.

Your parents/carers, who know you very well indeed, are in a strong position to advise you and help you to avoid mistakes.

Your teachers and tutor have followed your education for the past 3 years and know your strengths and weaknesses when it comes to your studies. They will be able to advise which subjects you could benefit from and those that you should not be following over the next 2 years.

You do not have to be alone when you make these important decisions, parents/carers, teachers and your tutor will help. There are many (including older students at Sir Geoffrey Leigh Academy), who will be only too pleased to offer you advice.

You will have already been given some information in lessons but the main section of this booklet consists of a "Directory of Subjects" which will give details of the subjects available next year and is divided into the following sections:

GCSE Options Programme 2026	
Core Subjects	The subjects you will have to study: English (Literature and Language) Maths Combined Science PE Healthy Minds / Religious Education Computing (through the tutor time programme)
Option Subjects	The GCSE and Vocational/BTEC subjects we have on offer

A link for the GCSE option choices will be sent in an email to students, along with an alert for parents on Friday 27th February. You will need to complete and return by the deadline, which is outlined in the timeline below. We hope you enjoy finding out about all of the exciting and successful courses on offer to you.

2026 GCSE Options Programme - Timeline

Tuesday 24th February:	GCSE Options Assembly for Year 9
Wednesday 25th February:	GCSE Options Evening
Friday 27th February:	GCSE Options form sent to Year 9 students and parents
Monday 2nd March - Friday 13th March:	Tutor -time support with subject decisions
Monday 16th March:	First deadline for submitting option choices
Monday 30th March:	FINAL deadline for option choices
Module 6:	Confirmation letter sent to parents with allocated GCSE options.

OUR KEY STAGE 4 CURRICULUM

At Sir Geoffrey Leigh Academy, all students in Key Stage 4 study these core subjects:

- English
- Mathematics
- Science
- Physical Education
- Healthy Minds
- Computing (tutor time)
- Religious Education

Students now need to decide on one subject choice from Block A and three subjects from Block B.

Please note that Separate Science is **Higher Tier Entry only** and students will need to be achieving an **IB MYP grade of 5 or higher by the end of Year 9** to show they have the necessary commitment for the course. Students will also need to achieve an **IB MYP grade of 5 or higher by the end of Year 9** to take the Computer Science, French, GCSE PE & Spanish.

Block A **Individuals & Societies** **(Choose 1)**	**Block B** **(Choose 3)**
GCSE History	Art and Design: Fine Art GCSE
GCSE Geography	Art and Design: Photography GCSE
	Business GCSE
	Computer Science GCSE
	Design and Technology GCSE
	Digital Information Technology BTEC
	Engineering BTEC
	Ethics / Religious Education GCSE
	Food Preparation and Nutrition GCSE
	Health and Social Care BTEC
	Media Studies GCSE
	Performing Arts (Acting) BTEC
	Physical Education GCSE/ NCFE Health and Fitness
	Separate Science (Higher Tier only) GCSE

Personal, Social, Health and Citizenship topics are integrated, and delivered, across the curriculum, and on discrete focus days, although not formally assessed. We plan this programme to give students a balanced view of society and the self-confidence and self-esteem to operate within society, in a mature and sensible way.

Healthy Minds

Sir Geoffrey Leigh Academy continues to be at the national forefront in the delivery of the Healthy Minds

programme. Mental health and resilience among our young people is vitally important, and the Healthy Minds programme can play a significant role in helping students cope with these difficult times. In Year 10, our students also build on their prior learning and apply their new skills to developing positive relationships and develop a deeper understanding of the risks associated with unhealthy relationships.

Careers support and guidance
A programme of careers support and guidance is in place across all year groups and is delivered primarily through the tutor time programme. As per the GCSE options schedule, Year 9 are having a week dedicated to careers and how they link to GCSE option choices this week. You can also see how careers are linked to each subject in a dedicated section on each subject information page in this booklet.

Year 10 and 11 will continue to build on this and is a key area of the Year 10 and 11 curriculum in which we provide high-quality, unbiased careers guidance. Work experience takes place in Module 6 of Year 10 with the onus on students to find these placements - something to start thinking about now even if it is over a year away! Year 11 is more focussed on 'next steps' after GCSEs such as Post-16 opportunities at Sir Geoffrey Leigh Academy, apprenticeships and college courses. Again, a wide range of internal and external support is available to support students and parents through this process to help you make the right decisions, tailored to your educational and career aspirations.

Religious Education
A core, non-examined Religious Education curriculum in Key Stage 4 is delivered to all students and provides them with the opportunity to apply their knowledge of a range of religions and world views acquired during Key Stage 3 to a variety of contemporary religious, moral and social issues. Topics such as mindfulness and meditation; poverty and inequality; gender and sexuality; and extremism and radicalisation are explored, as well as a spectrum of religious responses to such issues. Lessons are delivered alongside Healthy Minds in Year 10.

Subject Directory

Group	Subject	Level	No.
Option	Art and Design: Fine Art	GCSE	1
Option	Art and Design: Photography	GCSE	2
Option	Business Studies	GCSE	3
Option	Computer Science	GCSE	4
Option	Design and Technology	GCSE	5
Option	Design and Technology: Engineering	BTEC	6
Option	Design and Technology: Food Preparation and Nutrition	GCSE	7
Core	English Language & English Literature	GCSE	8
Option	Ethics / Religious Education	GCSE	9
Option	French	GCSE	10
Option	Geography	GCSE	11
Option	Health and Social Care	BTEC	12
Option	History	GCSE	13
Option	Digital Information Technology	BTEC	14
Core	Mathematics	GCSE	15
Option	Media Studies	GCSE	16
Option	Music	BTEC	17
Option	Performing Arts (Acting)	BTEC	18
Core	Physical Education	N/A	19
Option	Physical Education	GCSE	20
Option	Physical Education	NCFE	21
Core	Science Combined	GCSE	22
Option	Science (Separate)	GCSE	23
Option	Spanish	GCSE	24

Title of Course	Level	Exam Board	Block B	No. 1
Art and Design: Fine Art	**Level/Level 2 GCSE**	**Pearson Edexcel**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	Fine art is all about exploring ideas, experimenting creatively and developing a range of skills using different materials to the best of your ability. Students will always be asked to create a personal response. They are asked to be innovative and to take risks. The most successful students are the ones who really practise to develop their practical skills and develop their ideas in the most interesting and creative way. Students will be making their own work in response to a theme. The GCSE Fine Art course is exciting and will help develop problem-solving skills. Students will think and work like an artist.
What the students will learn	• Students will learn to develop a range of practical skills using paint, print and drawing. They will also learn other recording skills such as photography and will learn how to develop their work to make it as accessible as possible. • Students will write about their own work, ideas and influences. • To help students extend their ideas they will look at the work of other artists to explore and investigate the techniques and processes they have used and also develop an understanding of the motivation of the artist. • Students will use a sketchbook to record, research and develop ideas and practical skills
How the students will learn	Students will be making a personal response to a theme, set every year. Students will create a range of pieces in different ways and using different materials. Students will develop practical skills by working from observation. They will experiment with a range of different techniques sometimes inspired by the way other artists work in order that students can show how they have been influenced. Students will consider composition, scale, colour, and technique in their planning. Students will have the opportunity to work with good quality materials: acrylic paints/canvas/watercolours/cardboard /printing material and are expected to be creative and experimental. Students will reflect on what they have done, review their work, and make improvements. All art and design work develops as students develop their skills and understanding. Students will make an in-depth analysis of other artists' work. To be successful students need to be resourceful, imaginative, experimental, and creative.
Enrichment Opportunities	As part of the course we aim to visit art galleries to see the work of artists first hand.We have a planned visit to the National Gallery. Students will also have the opportunity to make work on location on our Whitstable trip in Year 11. This trip is designed to resource the work for Year 11.
Independent Learning	Students will be encouraged at all times to make a PERSONAL RESPONSE. They will therefore need to think creatively and they decide their work should be made in a particular way. Students will need to learn specific skills to make their work successful. Students need to be resourceful and do independent research.
Controlled Assessments, Coursework and Examination Information	60% - UNIT 1, Coursework (This will be a 'Portfolio of work' with a range of responses supported by work in sketchbooks). 40% - UNIT 2, Timed test (10 hours unaided work + 8 weeks preparation time). There are 4 assessment areas to address and to do well students have to work consistently across all 4 areas.
Career and other important information	This course will help to develop life-long skills. Students will build self-confidence and be able to express ideas. Students will become resourceful, independent and develop a creative approach to solving problems. They could develop their knowledge further by studying Fine art or other art-based courses at IBDP Visual Arts, A-Level or BTEC before pursuing a degree. Careers in Design, Fashion, Photography, or as a painter, printmaker, or sculptor are popular routes forward from these courses.
Staff Contact	Mrs R Blackledge Coordinator of Learning - Art rachael.blackledge@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No. 2
Art & Design: Photography	**Level/Level 2 GCSE**	**Pearson Edexcel**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	This Photography course will introduce students to new processes and techniques but above all it will ask them to take and make photographs for a purpose. Students will be able to make photographs that illustrate (that have a narrative or story). Students will be able to make photographs that show EFFECTS. Students will be able to make photographs that document EVENTS. Students will be able to make photographs that are EXPRESSIVE. Students will be able to make photographs that are MORE than just a record of what students can see in front of them. Students need to think creatively as they will have the opportunity to develop a range of photographic skills.
What the students will learn	• Students will learn to develop their photographic skills by understanding the technology of the camera. They will experiment with colour and black-and-white photography. • Students will be using their creativity to plan and develop ideas and express their feelings through photography. • Students need to look at what other photographers have done and analyse their work. This will help them extend their own practical work. • Students will have the opportunity to develop their PHOTOSHOP skills to manipulate and enhance images. • Students will learn how to develop their photographic responses through editing, considering lighting, composition, and balance as well as considering the idea, mood or feeling they want to convey. • Students will use a sketchbook/photography journal to record and develop their work and research.
How the students will learn	Students will be responding to a range of photographic briefs. Students will be responding to a theme, idea, emotion, style or technique. Students will need to develop their ideas, through drawing and painting as well as photographically - to be successful they need to be resourceful, experimental and creative. To have their own camera would be an advantage.
Enrichment Opportunities	As part of the course we aim to visit art galleries to see the work of artists first hand . We have a planned visit to the National Gallery and the Photographers Gallery. Students will also have the opportunity to make work on location on our Whitstable trip in Year 11.
Independent Learning	It will always be the students' aim to produce a PERSONAL RESPONSE. That means students need to be able to work independently on their ideas, experiments, and research. Students will therefore need to think creatively and decide if their work should be made in a particular way. They will need to learn specific skills to make their work successful. Students need to be resourceful and do independent research.
Controlled Assessments, Coursework and Examination Information	60% - UNIT 1, Coursework (This will be a 'Portfolio of work' with a range of photographic projects + sketchbooks/photography journals). 40% - UNIT 2, Timed test (10 hours unaided work + 8 weeks preparation time). There are 4 assessment areas to address and to do well students have to work consistently across all 4 areas.
Career and other important information	The course will help to develop lifelong skills. Students will learn how to solve problems creatively. They will become resourceful and be able to communicate their ideas effectively. Students could develop their knowledge of photography by studying at IBDP Visual Arts, A Level or BTEC level and then a degree in photography before becoming a photographer perhaps working in the fashion industry, in documentary journalism, as a sports photographer or as a portrait photographer.
Staff Contact	Mrs R Blackledge Coordinator of Learning - Art rachael.blackledge@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No. 3
Business Studies	**Level/Level 2 GCSE**	**Pearson Edexcel**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	Business studies is about understanding what makes successful businesses work, how they are organised, and how different types of businesses operate. The subject highlights local, national and international companies. The course provides an introduction to marketing, finance and operations management and explores some of the factors outside businesses' control.
What the students will learn	Students will learn about operations management, human resources, marketing, finance within a range of business scenarios. During the course, students will learn about ownership and control options available to businesses and develop an understanding of the many factors outside of a business control (politics, competition, demand, legal matters), as well as effective strategies to respond to these externalities. Critical thinking and professional business writing skills are developed in all business students throughout the course. In addition to improving formal writing skills, students are encouraged to improve their IT skills, along with teamwork and presenting ideas capability in line with the needs of the fast-paced world of commerce and the competitive international environment.
How the students will learn	In class we take notes, discuss and hot seat core ideas. Students participate in pair-work and group work to develop their understanding; with questions relating to what has been covered, as well as frequent case-study work responding to exam style questions. Students will complete worksheets, group and individual challenges as well as develop presentation skills with maths and english skills integrated throughout the course.
Enrichment Opportunities	During Year 10, students participate in the 10X challenge, creating their own business as part of a national competition. Business students also benefit from access to industry, whether through visiting speakers or trips to organisations offering students insight into how their learning applies in the real world.
Independent Learning	The course requires students to conduct a significant amount of independent research when they prepare for the end of year exams. Homework will also be required in order to fully understand the concepts of the course.
Controlled AssessmentsCoursework and Examination Information	The **Edexcel GCSE Business** assessment consists of **2 x 1h45m** exams. **Paper 1**: Investigating small business • Enterprise and entrepreneurship • Spotting a business opportunity • Putting a business idea into practice • Making the business effective • Understanding external influences on business **Paper 2**: Building a business • Growing the business • Making marketing decisions • Making operational decisions • Making financial decisions • Making human resource decisions **Both exams are worth 50%** of the GCSE and include Multiple Choice questions, Case study based questions and general subject questions. **There is no coursework with this course.**
Career and other important information	The subject provides good preparation for Post 16 business-related courses, specifically IB Business Management, the BTEC Diploma in Business Studies and the Certificate in Financial Studies (CeFS). Students will enhance their calculation and interpretation skills, practical for a range of non-business qualifications and further training.
Staff Contact	Mr C Walker Director of Learning – Business conroy.walker@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No. 4
Computer Science	**Level/Level 2 GCSE**	**AQA**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	This subject gives students an understanding of key computing concepts and the fundamentals of programming. It focuses on students creating applications, such as mobile and web apps and computer games. Students build skills over the course that lead to their ability to create computer programs, but also appreciate the changing landscape of computer technology around them. Students will also keep up to date with emerging technologies that will likely become commonplace in the years to come.
What the students will learn	Students will learn: • Independent learning skills for working and living in an increasingly digital world. • Creativity, logical thinking and self-evaluation. • Designing of apps and software technologies they use – mobile phones, games consoles and the Internet. • Computing, which is of enormous importance to the economy and focuses on computer technologies that are relevant in the modern world. • Elements of Microsoft Technology Associate certifications to give industry recognised skills. • A thorough grounding in computing, creating opportunities for students to move on to A-levels, vocational courses, industry recognised IT qualifications and employment. Progression in other areas such as technology, science, engineering and the creative industries.
How the students will learn	Students will cover the core principles and fundamentals in the early stages of the course and build upon these over time to harness them to start creating and evaluating computer programs for desktop and mobile environments. Assessments will be every module in an exam or controlled assessment style, depending on the particular content of that module.
Enrichment Opportunities	Students get the opportunity to visit Bletchley Park and have a guided tour of the buildings. Here they delve deeper into the story of Bletchley Park and the process of sending, intercepting and decrypting coded messages. Students also take part in interactive workshop sessions of their choice, using practical problem solving and team working skills as they begin to understand the scale of the task faced by Bletchley Park's codebreakers during World War Two.
Independent Learning	The course fully promotes and encourages independent learning throughout. Students are also heavily encouraged to foster their learning in their own time and complete personal projects relating to and extending the learning done in lessons.
Controlled Assessments, Coursework and Examination Information	Component 1 - **Computational thinking and problem solving** Written exam set in practical based scenario 1 hour 30 minutes Exam (paper-based) 50% of the GCSE Qualification Component 2 - **Written Assessment** 1 hour 30 minutes Exam (paper-based) 50% of the GCSE Qualification Component 3 - **Practical Programming Problem** The development of a computer program along with the computer programming code itself which has been designed, written and tested by the student to solve a problem. Students will need to produce an original report outlining this development.
Career and other important information	Employers in the computer industry are desperate for more students to have this kind of qualification and having this on your CV will set you apart from everyone else. The logical thinking and creative element will also lend itself to careers outside the computer industry, such as Business Management and working generally within Corporate Enterprise.
Staff Contact	Mr D Mills Coordinator of Learning - ICT david.mills@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No. 5
Design and Technology	**Level/Level 2 GCSE**	**Cambridge OCR**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	Students studying Design and Technology will be involved in activities that develop innovation, creativity and flair. The course has no material or technology bias; it anticipates that students will develop their skills through working with a wide range of appropriate materials, as well as the use of ICT, CAD/CAM and electronic systems. Students will be able to design, model, experiment, manufacture and become active risk takers within the boundaries of Design Technology challenging expectations and understanding the design process.
What the students will learn	Successful Design and Technology involves learning from existing commercial products, the impact technology has had on product development, social and moral implications and consider the impact of past and present designers. Students will be encouraged to develop their critical analytical skills to fully explore and evaluate the design process through the design and manufacture of commercially viable products. Students will understand the needs of different target groups and the constraints of materials and processes, all of this learning will be applied to their own designs; working to given and self generated briefs. Students will learn how to identify, comprehend, analyse, create, develop, evaluate and justify. These transferable skills will allow students to become real world participants.
How the students will learn	In Year 10, students will complete a series of mini-projects that will build upon their theoretical and practical knowledge of manufactured products and production methods. This will be further consolidated when students embark on a coursework project that is designed to enable them to learn a systematic approach to design and manufacture. This will allow students to develop their skills independently in preparation for the major coursework project, controlled 'non examined assessment', which begins in Year 11. Theory sessions will be run consistently alongside to compliment the coursework, embedding a deeper understanding and to prepare them for examinations.
Enrichment Opportunities	In Year 10, students will visit Jaguar Land Rover and the Museum of Mechanical Design. This will enhance their understanding of scales of production and mechanisms. As part of the mechanical toy project successful students will be entered into the Hasbro toy competition. There will also be various after school clubs throughout the year.
Independent Learning	Students will be required to showcase their independence in lessons through practical activities and complete a range of homework activities to support theoretical content to prepare for their controlled assessment and their external examination in Year 11.
Controlled Assessments, Coursework and Examination Information	The course consists of 2 Units, both examined in Year 11: Unit 1: 2 hour external examination Unit 2: Controlled Assessment of Major coursework project, consisting of an "efolio" and final manufactured product: Unit 1 = 50% of the total GCSE Unit 2 = 50% of the total GCSE
Career and other important information	There are many careers available that require problem-solving and practical skills. Students who wish to develop careers in these areas would also benefit from this option choice. Industries linked to this course are: Product Design, Graphic Design, Marketing, Electronic Design, Consumer Tester and Buyer, Interior Design, CAD CAM Design Engineers, Publishing, Architecture, Teaching, Web Design Engineering, Concept modelling, Advertising, Finishes and Application, Styling, Colourist, and Consultant Design roles. This course prepares students for the A Level Product Design course, offered at Post-16.
Staff Contact	Mrs R Coules Director of Learning - Design and Technology raina.coules@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No. 6
Level 1/2 Vocational Award in Engineering (Technical Award)	**Level 1/2 Vocational Award**	**Eduqas**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	Do you ever look around your home and think of handy products that could improve people's lives or get inspired by the amazing feats of engineering all around you? Are you creative, and want to start building the skills you need for a successful career in the Engineering industry? The course focuses on learning through manufacture with multiple-production techniques. Students learn the main principles of Engineering including Health & Safety and Environmental Implications whilst designing and making accurate products incorporating CAD where needed and selecting materials and components for strength and fitness-for-purpose. Projects are linked to 'real-world' learning. Students are required to produce designs and working drawings to British Standards and incorporate CAD/CAM into their work, where appropriate. Students will gain an understanding of the vast sectors encompassed in the engineering sector and the progression of new and evolving concept technologies for the future generations.
What the students will learn	Using realistic vocational contexts, students will acquire sector-specific applied knowledge and skills, studying mechanical, electrical/electronic and engineering design and how these sectors interrelate in industry. Students will develop a range of skills which are attractive to employers, colleges and universities including; communication, critical thinking, learning independently, research, taking on responsibility and time management.
How the students will learn	Students will learn through practical tasks and application of knowledge. Students will be required to demonstrate their understanding by carrying out practical tasks in the workshop. Learning will be supported by visits to local Engineering establishments where possible and industry experts in lessons. Students will learn how to identify, comprehend, analyse and evaluate through the written submissions required for each component.
Enrichment Opportunities	All students will have the opportunity to attend STEM clubs before and after school throughout the academic year. Educational visits to the London Eye and Thorpe Park to experience how a range of engineering sectors work together to design and manufacture. Competitions and events with local and international companies such as John Lewis.
Independent Learning	Students will need to be highly motivated to ensure that they keep up-to-date with assessment topics in preparation for their controlled assessment throughout both year ten and eleven. Enthusiastic students will take the time to further research principles learnt in class in order to enhance their learning. Students will be treated with expectations of industry to encourage responsibility for their actions and prepare them for a career in their field.
Controlled Assessments, Coursework and Examination Information	Students will be required to complete three units of study. **Unit One: Manufacturing engineering products.** Project work worth 40% of your qualification. • Students will have the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products successfully. • Students will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test a final product. **Unit Two: Designing engineering products.** Project work worth 20% of your qualification. • Students will explore how an engineered product is adapted and improved over time. It offers students the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the product that they would have manufactured for unit one. **Unit Three: Solving engineering problems**. 1 hour and 30 minute written exam worth 40% of your qualification. • Students will be introduced to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.
Career and other important information	During this course a wide range of disciplines are learnt, enabling students to apply for places on specialist Engineering courses at Colleges or Post 16 at the Leigh. Many of our past students have successfully progressed to study Engineering at degree level and to work in the industry as apprentices. This course leads into the Level 3 Engineering Extended Certificate in Engineering course offered at Post-16.
Staff Contact	Mrs R Coules Director of Learning - Design and Technology raina.coules@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No. 7
Design and Technology: Food Preparation and Nutrition	**Level/Level 2 GCSE**	**Eduqas**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	Students will plan, cook and present food, discovering food origins and various methods of food preparation, they will need to source and purchase ingredients for practical elements evaluating their finished dishes and applying their knowledge of flavours and techniques to improve. The subject content sets out the knowledge, understanding and skills common to all specifications in Food Preparation and Nutrition to ensure progression from the IB MYP and to enable the possibility of development on to further study.
What the students will learn	Students will learn how to demonstrate effective and safe cooking skills, preparing and cooking using a variety of food commodities, cooking techniques and equipment. They will develop knowledge and understanding of functional properties and chemical processes as well as the nutritional content of food and drinks.Students will learn about the science of cooking food and the function of different ingredients in a recipe. Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health, understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices. Students will also demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. They will understand and explore a range of ingredients and processes from different culinary traditions (traditional British and International), to inspire new ideas or modify existing recipes.
How the students will learn	Students will carry out a range of tasks in both theory and practical lessons. They will have to provide evidence in the form of practical demonstrations, evaluations and written theory assignments. Evidence can also be recorded photographically as well as through teacher observations, during practical work. Students will develop their analytical, questioning and evaluating skills for written work. They will be encouraged to work both independently, and within groups, using a range of media to present their ideas to appeal to a range of learning styles.
Enrichment Opportunities	Students have opportunities to: - enter food related competitions - attend specific food related enrichments after school - demonstrating skills to other students in class
Independent Learning	Via weekly practical lessons where they will be expected to produce dishes to develop competent practical skills and ensure a sound knowledge of dishes for all occasions e.g. buffets,picnics, three course evening meals and dishes which meet specific clients needs e.g. coeliac, vegetarians. Via simulated work experience/role-plays/watching case study videos, visits to different outlets etc.
Controlled Assessments, Coursework and Examination Information	1. Assessment 1: The Food Investigation Assessment, 15% of total Qualification – Food investigation 2. Assessment 2: The Food Preparation Assessment, 35% of total qualification 3. Written Exam: 1hr 45 minutes
Career and other important information	The Food Preparation and Nutrition course equips students with the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook and enables them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. Students are able to apply to local colleges or train within establishments for roles such as trainee chefs, hotel management, events management, restaurant and bar management and catering supervisors and many more food related careers.
Staff Contact	Mrs R Coules Director of Learning - Design and Technology raina.coules@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Core	No. 8
English Language GCSE and English Literature GCSE	**Level/Level 2 GCSE**	**Pearson Edexcel**	**No. of GCSEs or equivalent**	**2**

What is the subject about?	The English Language GCSE and English Literature GCSE are skills-based qualifications, with assessment in 2 key areas: 1. Reading for meaning 2. Writing The course aims that students will by the end of the course be: a) fluent, articulate speakers b) able to analyse and interpret meaning, in a wide range of texts c) able to produce articulate, well-structured writing, using a range of language devices, a full range of punctuation and a wide sophisticated vocabulary
What the students will learn	Over the course of 2 years, students will study a range of literary texts, including 19th century fiction, 20th and 21st century non-fiction, a Shakespeare play, a modern play or novel and a range of poetry. They will also study ways in which they can write for impact when creating a range of texts for different audiences and purposes.
How the students will learn	The students will learn these skills through a range of learning styles: a) reading a range of different textual genres b) accessing literary ideas through the media c) exploring writers' ideas through group work d) honing speaking & listening skills through speech delivery on a global issue
Enrichment Opportunities	- Students will be given opportunities to visit live theatre productions linked to the plays studied. - Students will also have opportunities to participate in expert workshops with a host of writers.
Independent Learning	Students will be encouraged to read independently, as much as possible; reading, in the first instance, texts that appeal to their interests and gradually moving to more challenging, exploratory texts.
Controlled Assessments, Coursework and Examination Information	We follow the Edexcel English Language GCSE and English Literature GCSE Specifications. Both GCSEs are examination only courses. There are **NO** Controlled Assessments. All students will sit exams for two English GCSEs: ● English Language GCSE ● English Literature GCSE
Career and other important information	Most Post-16 career paths require at least a 4 in an English GCSE. IB English Literature and Language requires at least a 6 in English Literature and Language GCSE respectively.
Staff Contact	Mr Eric F. McGarvey – Director of Learning for English eric.mcgarvey@sgla.latrust.org.uk Mrs Nina Adams – Director of Learning for English nina.adams@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No. 9
Ethics	**Level/Level 2 GCSE**	**AQA**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	Ethics is about our moral principles - in other words, what we believe is either right or wrong. Almost all societies have their moral principles based in religious teachings and therefore an understanding of religious beliefs and practices are an essential part of this course.
What the students will learn	Throughout the course students will learn about Christian, Jewish and other religious traditions as well as scientific and humanist views. Students will gain knowledge, understanding and be able to evaluate a range of topics including the following: ● The origins of the universe and life; ● Environmental issues and animal rights; ● The value of human life including abortion and euthanasia; ● Personal and sexual relationships; ● Marriage, Divorce, Cohabitation; ● Gender Equality; ● Conflict, Nuclear War and Terrorism; ● Peace, Pacifism, Forgiveness and Reconciliation; ● The causes of and impacts of crime; ● Punishments including the Death Penalty
How the students will learn	Students will learn through a range of activities including: ● debates ● film ● ICT ● educational visits, for example, Auschwitz Concentration Camp in Poland ● visitors ● textbooks ● online resources
Enrichment Opportunities	Students will be given opportunities to become involved in a range of trips. Some of these will be local to the academy, others might be further afield such as the Jewish London Tour or the Auschwitz trip to Poland. There are also a number of outside visitors who contribute to the students' learning such as our links with NetChurch and Diversity Role Models. Students are encouraged to take part in academy clubs, such as The Debate Club, The Diversity Club and The Unity Group.
Independent Learning	Students will develop a range of skills, including: research; debating and presentation skills, note taking and essay writing.
Controlled Assessments, Coursework and Examination Information	There are two examination papers. There are no Controlled Assessments. **For more information about GCSE Ethics, please visit the Humanities website:** https://sites.google.com/leighacademy.org.uk/humanities
Career and other important information	The knowledge, understanding and skills, which students will acquire, as a result of following this course, will be valuable because they are easily transferable to other subjects such as English, History, Sociology and Psychology, at both GCSE and Advanced levels. Many professions such as the medical, legal and public services professions welcome applicants who have studied Ethics.
Staff Contact	Mr S Simpson Director of Learning - Humanities sonny.simpson@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No. 10
French	**Level/Level 2 GCSE**	**AQA**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	Knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life-skill. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative. Learning a language combines the intellectual with the practical, as no other subject does. You need to be able to think on your feet, but when you can find exactly the right foreign word or phrase, you get a real sense of achievement. **NB: STUDENTS WILL NEED TO HAVE STUDIED FRENCH IN YEAR 9**
What the students will learn	Students will learn to discuss a wide range of topics from the following themes: ● People and lifestyle ● Popular culture ● Communication and the world around us Each theme contains a series of sub-themes that enable and encourage learners to develop real-life skills in a range of relevant contexts.
How the students will learn	Teachers will employ a wide range of strategies to communicate the essential skills and knowledge with students. This will often include: ● A range of presentation methods ● Finding out about France and the French Culture ● Pair work and group work ● Learning new vocabulary ● Learning and practising through games ● Language Learning websites ● Working with the Foreign Language Assistant ● Taking part in a visit to France
Enrichment Opportunities	Students are further immersed into languages from the minute they arrived in Year 10: ● Going to Greenwich University to interact with University students and professors to understand how languages open doors after Post-16 ● Alumni: Former Post-16 students at SGLA will come and discuss with students how languages changed their career path
Independent Learning	We expect students to complete Independent Learning, on a regular basis. This will include: ● Learning new vocabulary and spelling on a weekly basis ● Answering set questions ● Research Tasks ● Revising for the Speaking and Writing components ● Attending Weekly Revision Sessions
Controlled Assessments, Coursework and Examination Information	The French GCSE is divided into 4 components and follows the AQA syllabus: ● Listening Paper (Foundation/Higher): end of Yr 11 (25%) ● Reading Paper (Foundation/Higher): end of Yr 11 (25%) ● Writing Paper (Foundation/Higher): end of Yr 11 (25%) ● Speaking Paper (Foundation/Higher): end of Yr 11 (25%) ● Examination length depends upon the skill and the tier of entry, Foundation or Higher. Written examinations are between 70-75 minutes. The speaking examination is between 27 - 30 minutes.
Career and other important information	Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer, both in the UK and abroad. Languages form part of the English Baccalaureate subjects, in recognition of the importance of Language Skills for the future of students and the UK economy. As a result, many universities, including the Russell Group (the top Universities in the UK) have a language qualification as an entry requirement. In other words, a language qualification will often be the determining factor for recruitment by employers and universities alike. It is hoped that students will have the opportunity to visit France during the GCSE Course.
Staff Contact	Mr T Hurth, Director of Learning - Modern Foreign Languages thomas.hurth@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block A	No. 11
Geography	**Level/Level 2 GCSE**	**AQA**	**No. of GCSEs or equivalent**	**1**

What the subject is about	Studying Geography at GCSE gives you the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. You will understand how Geography impacts everyday life and discover the key opportunities and challenges facing the world. You will also develop academic and life skills from writing, teamwork and communication to analytical skills.
What the students will learn	In this course students will study both Human and Physical Geography whilst developing and applying their Geographical Skills. **Human Geography covers the following units:** ● 'Urban Issues and Challenges' ● 'The Changing Economic World' ● 'The Challenge of Resource Management' **Physical Geography covers the following units:** ● 'The Challenge of Natural Hazards' ● 'The Living World' ● 'Physical Landscapes in the UK' With this knowledge, students will be prepared for challenges in the future and aware of possible solutions to these challenges.
How the students will learn	Students will experience a range of learning opportunities while studying Geography. In lessons IT will be used, when possible, for students to individually and collaboratively research topics being investigated. Students will also take part in two fieldwork study trips, which they will be asked questions about in Paper 3's examination.
Enrichment Opportunities	Students must take part in two compulsory fieldwork trips. Both of these will involve gathering primary data which will then be analysed by students in the classroom: - **Physical Geography Fieldwork:** Day trip to a coastal location (for example, Herne Bay, to find evidence that Long-Shore Drift is taking place). - **Human Geography Fieldwork:** Day trip to an urban environment (for example, Faversham, to find the impacts of a 20mph speed limit that has been implemented throughout the town).
Independent Learning	As 100% of the students' grade is based on examinations, it will be important that students are able to work independently. Students will be set tasks regularly to complete in their own time.
Controlled Assessments, Coursework and Examination Information	Students will have three exams to complete at the end of Year 11: ● Paper 1 - Living with the physical environment (35% of GCSE) ● Paper 2 - Challenges in the human environment (35% of GCSE) ● Paper 3 - Geographical Applications (30% of GCSE) There is no coursework in this subject.
Career and other important information	In recent years the environment has become increasingly important to economic growth and new industries related to it will continue to emerge in the future. There are a variety of careers that are related to the study of Geography, including working for councils, environmental agencies, city/town planning and GIS (Geographical Information Systems). **For more information about GCSE Geography, please visit the Humanities website:** https://sites.google.com/leighacademy.org.uk/humanities/geography
Staff Contact	Mr S Simpson Director of Learning - Humanities sonny.simpson@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No. 12
Health and Social Care	**Level 1/Level 2 Tech Award**	**Pearson Edexcel**	**No. of GCSEs or equivalent**	**1**

What the subject is about	The Health and Social Care BTEC Tech Award is a vocational course designed for students who may go on to work in the Health and Social Care sector, or have a deep interest in it. The three assessed components focus on the knowledge, skills and practises required, developed through functional and independent learning activities. The components studied are interrelated and they are best seen as part of an integrated whole rather than as three separate topics. By the end of the two years, students will be ready to go onto further training on a pathway towards working in the Health and Social Care sector.
What the students will learn	The three core units the students will study are: **Component 1: Human Lifespan Development.(Pearson Set Assignment)** In this unit students will: a) explore human growth and development across life stages b) investigate factors that affect human growth and development and how they are interrelated **Component 2: Health and Social Care Values. (Pearson Set Assignment)** In this unit students will: a) explore the care values that underpin current practice in health and social care b) investigate ways of empowering individuals who use health and social care services **Component 3: Health and Wellbeing (Examination)** Component 3 builds on Components 1 and 2, and asks students questions Please look at our internal student support website for further details: https://sites.google.com/leighacademy.org.uk/humanities/health-and-social-care/hsc-ks4
How the students will learn	Students will be set assignments throughout the course to complete. These may take the form of role-plays, written reports, projects and presentations. Students will also have numerous opportunities to develop their personal, learning and thinking skills (PLTS) and functional skills (English, Maths and ICT) throughout the course.
Enrichment Opportunities	Students will use physiological equipment in healthcare to interpret data, such as: - Blood pressure monitors - Peak flow metres - Height and weight scales Throughout the two years, students will have the opportunity to hear from invited speakers, including representatives from the NHS. This will give students the opportunity to build skills that show an aptitude for further learning both in the sector and more widely.
Independent Learning	Many of the assignments in the Health and Social Care course require students to work independently. Students will be expected to work well under pressure and to meet all assignment deadlines.
Controlled Assessments, Coursework and Examination Information	This course has an externally assessed examination for component 3. This makes up a total of 40% external assessment. All other units are assignment based and internally assessed.
Career and other important information	There are a range of employment opportunities in health and social care services, such as a care assistant in a care home or community work with families or young people, or in associated services such as clerical and administration. Learners are required to have, first and foremost, a strong interest in and respect for the children, young people or adults they may come to work with.
Staff Contact	Mr S Simpson Director of Learning - Humanities sonny.simpson@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block A	No. 13
History	**Level/Level 2 GCSE**	**Pearson Edexcel**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	An academically rigorous and yet enjoyable subject, history is studied to improve a students skills and abilities, and bring a sense of understanding of the world around them. How did we get *'here'* in the present day and age? Students will no doubt be fascinated by the changes, discoveries and great scientists of Medicine in Britain over the last 770 years. They will be drawn into the dramatic Tudor period that ushered in a Golden Age in Britain and all under one of the most significant female leaders this country has seen. The pioneering spirit and tragic events of the American West will shock and inspire. Finally, the ever fascinating rise of the Nazis will warn our students of the most dangerous time for democracy.
What the students will learn	GCSE History Students study Paper 1 - The Thematic study and historic environment '**Medicine in Britain, c1250–present** and **The British sector of the Western Front, 1914–18: injuries, treatment and the trenches**.' Paper 2 - The period study and British Depth Study **'Early Elizabethan England, 1558–88.'** **'The American West, c1835–c1895'.** Paper 3 - The Modern Depth Study **Weimar and Nazi Germany 1918-1939** **For more information, sign into your school account and visit our internal google site:** **https://sites.google.com/leighacademy.org.uk/humanities/history/hi-ks4**
How the students will learn	Students will discuss and write about the key points and the main arguments in the various historical eras. They will learn through textbooks, videos, ICT, images and "hands-on" experiences.
Enrichment Opportunities	Debate Club is run by the Director of Learning for Humanities students every Tuesday from 3.15-4.15pm. We have a long-standing relationship with Greenwich Maritime Museum and run trips to their Spanish Armada day long sessions where students hear from historians and handle artefacts. We run trips abroad to the World War One trenches on the old Western Front in Belgium and to the World War Two Auschwitz Concentration Camp in conjunction with GCSE Ethics.
Independent Learning	Students will be set written work, research and revision activities.
Controlled Assessments, Coursework and Examination Information	There will be three examinations at the end of Year 11.
Career and other important information	The key skills used in History are desirable to many employers. Skills such as analysis, communication, independent research and evaluation are important in a range of careers. In the past students who have studied History have gone on to careers in Law, Journalism, Policing, Museums, Teaching, Public Services, Parliament and the Media.
Staff Contact	Ms J Wood Coordinator of Learning - Humanities jean.wood@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No.14
Tech Award in Digital Information Technology (DIT)	**Level 1/ Level 2 Tech Award**	**Pearson Edexcel**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	The content of this course encourages learners to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning.
What the students will learn	Students will learn: ● the development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data. ● process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct. ● attitudes that are considered most important in digital information technology, including personal management and communication. ● knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.
How the students will learn	In each module students will be taught the required skills and conceptual issues and then work independently to complete assignment based work.
Enrichment Opportunities	Students get an opportunity to have a live virtual tour of the Amazon Fulfilment Centre and question the employees that help make Amazon what it is. Here they can see first hand how Amazon collects and interprets data in order to make their delivery service as effective and efficient as possible. Students can get an understanding of the scale of the operation and the logistics involved from the moment you order a product to the moment it is delivered to your doorstep.
Independent Learning	The course fully promotes and encourages independent learning throughout.
Controlled Assessments, Coursework and Examination Information	Assessment for the qualification is 60% coursework. The remaining 40% comprises of an external assessment in the form of a practical examination. Component 1 - Exploring User Interface Design Principles and Project Planning Techniques (Coursework) Component 2 - Collecting, Presenting and Interpreting Data (Coursework) Component 3 - Effective Digital Working Practices (Examination)
Career and other important information	The qualification gives learners the opportunity to develop a broad knowledge and understanding of the digital sector and specialist skills and techniques in project planning, designing user interfaces and manipulating and interpreting data at Levels 1 and 2. Employers will look upon this certification as a worthwhile and relevant qualification for the 21st century workplace. There are a number of demonstrable skills within this course and students who complete this course will take away many relevant skills applicable to the modern workplace.
Staff Contact	Mr D Mills Coordinator of Learning - ICT david.mills@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Core	No. 15
Mathematics	**Level/Level 2 GCSE**	**Pearson Edexcel**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	Mathematics is a universal language, studied in order to help students develop numerical and problem-solving skills, higher-order thinking skills and the ability to make connections with other aspects of life. It helps students think logically and master the art and craft involved in manipulating the 4 main strands involved in the course namely: Number, Algebra, Geometry and Data-Handling. Mathematics is crucial in the natural sciences and specialised areas like Physics and Chemistry. It is also important in the social sciences such as Business, Economics and Sociology and the Sports Sciences. It is essential to have good skills in Mathematics to be successful in other areas like Arts, Dance, Music, Design & Technology and Humanities. Most universities/college courses require Mathematics. It is the key to unlocking the potential to a variety of career options in the future, hence Mathematics will provide the tools needed by all students, to ensure they are prepared and equipped for the challenges of later life.
What the students will learn	Students will build on the skills they have acquired in Year 7, 8 and 9 and learn how to speak the language of **Numbers**, formulate and articulate ideas, using **Algebra,** draw connections to other works of life through **Geometry** and improve their analytical skills via **Data-Handling and Statistics.** Students will also learn to appreciate the real-life applications of the different strands of Mathematics, by engaging in Functional Mathematics tasks regularly.
How the students will learn	Students will have the opportunity to learn collaboratively in pairs and also work in small groups and also have access to other IT facilities, which will enhance their learning. They will develop their numerical and analytical skills in **Numbers, Algebra, Geometry and Data-Handling.** The course is sub-divided into 6 modules, in each academic year of the Key Stage 4 course. Students will be assessed periodically, in order to ensure deep learning and that they are on target. There will be intensive use of Scientific Calculators and a more in-depth use of geometrical equipment, including a pair of compasses and protractors.
Enrichment Opportunities	There is an after school club/revision sessions offered to Year 10 and Year 11 students in their GCSE course in Mathematics. There is also an opportunity to take an extra qualification in Year 11 called Further Maths for those with higher and aspirational grades in Mathematics. We organise Mathematics challenges where KS4 students compete with their peers across the country and achieve various certificates. There will be opportunities for tutor time interventions and online tutoring for those who need it more.
Independent Learning	Independent Learning will be encouraged via tasks designed for students to use and apply the skills they have learnt during lessons. Students will be motivated to express themselves and articulate their ideas, in their small groups, and work collaboratively.
Controlled Assessments, Coursework and Examination Information	There is no coursework in the Mathematics course, only externally assessed examinations. Students will sit three examinations in Year 11. Paper 1 is a non-calculator paper and the other two papers are calculator papers. Each paper is worth 33.3% of their overall grade for GCSE Maths. Students will be entered for either the Foundation or Higher examination tier at the end of Year 11.
Career and other important information	Mathematics GCSE is a qualification that nearly all career pathways will require. Entry into Post-16 requires a grade 4 GCSE pass, and A-Level Mathematics requires a grade 7 or higher.
Staff Contact	Mrs E Ramic Director of Learning - Mathematics ermina.ramic@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No. 16
Media Studies	**Level/Level 2 GCSE**	**AQA**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	Media Studies encourages students to be inspired by the rapidly evolving world around them. The modern nature of the course is inspired by the electronic and digital world that has come to dominate our lives in recent decades. It explores how individuals and societies have been represented in film, TV, music and advertising.
What the students will learn	Media studies encourages students to think critically and work creatively. Students will not only analyse the effect of media but also have the opportunity to be creative in the making of a coursework production based around either including music video, posters or website design.
How the students will learn	Students will focus on four key concepts; Media language, Organisations, Audiences and Representation. These skills will help students prepare for two examination papers and the creation of a media production as part of their coursework.
Enrichment Opportunities	- Coursework catch up sessions - BFI visit to Media lectures - Insight into industry roles
Independent Learning	Independent learning is a key skill that is required to complete this course. Students will have to organise themselves within a group and individually to undertake research, planning and production tasks. In addition, they will need to prepare for examinations during class time and revision based at home - using extensive preparation materials and resources.
Controlled Assessments, Coursework and Examination Information	The course is divided into two elements - a coursework piece worth 30% and two examinations worth 70% of the overall mark. Students prepare the case study work for their examinations over a two year period - ready for two written papers in the summer of Year 11. The coursework element is researched/planned from the end of Year 10.
Career and other important information	The cross curricular nature of Media Studies means that students will have access to a wide area of expertise. Media Studies is linked with ICT, Art, Technology and English which offers many career options in film, television, advertising, marketing, journalism, website design, radio and creative writing - not to mention a variety of online and digital careers.
Staff Contact	Mr A Leadbeater Coordinator of Learning – Media adam.leadbeater@sgla.latrust.org.uk

Title of Course	Level	Exam Board	Block B	No.17
Music	**Level1/ Level 2 Tech Award**	**Pearson Edexcel**	**No. of GCSEs or equivalent**	**1**
What is the subject about?	Music encourages students to express themselves through art. Music promotes understanding, creating, experiencing and empathy for all cultures. Music allows students to listen and appreciate different styles, cultures, genres. Music encourages confidence through many different aspects such as performance, were students will learn performance techniques and development. Music also allows students to learn how music connects to history, emotions and society.			
What the students will learn	● Exploring music products and styles ● Music skills development ● Responding to a music brief (Just like a task a real client or employer might give) ● Performance and creative techniques ● How to set up and record a live performance at an industry standard ● Planning, collaboration and reflective skills			
How the students will learn	● Through practical music making ● Workshop style lessons ● Learning about music through real examples ● Learning through assignments and projects ● Reflection and improvement			
Enrichment Opportunities	● School productions ● Access to the school recording studio in lesson time ● Music performance trips			
Independent Learning	Students will be independently learning through practice and skill development, composition and production work. Students will plan and take part in project management, research activities and listening exercises . Students have to create and maintain a portfolio and complete evaluations and reflections			
Controlled Assessments, Coursework and Examination Information	The course is broken up into three different components as stated below; **Component one (Exploring music products and styles):** ● Weighting= 30% ● Aim= To explore musical styles and techniques, and gain an understanding of roles in the industry ● Assessment= Internally assessed assignments During component one students will; ● Explore different styles and genres of music ● Take part in practical workshops to understand stylistic features and characteristics ● Learn about the different products in the music industry ● Develop techniques in realising musical products **Component two (Music skills and development):** ● Weighting=30% ● Aim To develop musical knowledge, skills and techniques and then apply them to a music product ● Assessment= Internally assessed assignments During component two students will; ● Reflect on their progress and on areas for improvement ● Choose a job role and explore the skills needed for it ● Develop a range of skills ● Apply skills and techniques in a music performance, creation or production **Component three (Responding to a commercial music brief):** ● Aim= To put skills into practice by responding to a brief as a composer, performer or producer ● Assessment= Externally assessed task During component three students will; ● Choose an area of the industry that excites them (composer,performer or producer) ● Explore the brief and come up with possible responses and ideas ● Use relevant resources, skills and techniques to develop and refine musical material ● Present their final response (solo or in a group)			

	• Review and reflect their approach to the brief and their final outcome
Career and other important information	Following on from doing this qualification, students can then explore opportunities and jobs in the following; • Music producer • Music therapist • Musician • Music teacher • Song writer • Sound engineer • Sound technician • Artist manager • Promoter • Booking agent
Staff Contact	Mr M Harrison Teacher of Music macaulay.harrison@sgla.latrst.org.uk

Title of Course	Level	Exam Board	Block B	No. 18
Performing Arts (Acting)	**Level1/Level 2 Tech Award**	**Pearson Edexcel**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	Drama develops creativity, personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of the imagination. It promotes student involvement in and enjoyment of drama as performers, devisers, directors and designers. Students will be given opportunities to participate in and interpret their own and others' drama. They will investigate the forms, styles, and contexts of drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on their own and others' performances.
What the students will learn	Through a diverse range of activities students will explore: ● Different genres and performance styles ● The ways in which meaning is communicated through drama ● A range of staging and performance conventions ● Drama terminology and how to use it appropriately ● How plays are constructed and realised through the study of published plays ● How to create, interpret and communicate a role or character ● Drama within its social, cultural and historical context ● How to apply and work within the Performing arts industry Students will develop the ability to use improvisation skills in a range of drama contexts. Apply performance and/or production skills. Select, synthesise and use ideas and skills to create drama. Acquire reflective and evaluative skills in response to a range of dramatic texts. Work collaboratively and creatively to achieve shared dramatic intentions.
How the students will learn	Through workshops, collaborative learning, independent research, rehearsals, performing to an audience and analysing texts and performance.
Enrichment Opportunities	● Trips to see Live Theatre performances on the West End ● Access to Digital Theatre Plus and the National Theatre Online Library where students can access a plethora of live performances to stream for free ● School productions
Independent Learning	Students complete a range of independent activities, which include: research projects, keep a reflective diary, learn lines, arrange additional group rehearsals and write evaluations.
Controlled Assessments, Coursework and Examination Information	**Component One (Internally assessed)** - Students will explore THREE existing performance repertoire/plays to develop their understanding of what it is, who it is for, who made it and how it was made. To achieve this students will participate in research activities and discussions that explore a range of professional productions/repertoire in acting. They will then focus on the journey of one play from the initial idea through to the performance in practical detail. Logbooks, research and analysis will need to be submitted to successfully complete this element of the course. **Component Two (Internally assessed)** - Students will participate in a range of workshops to develop their skills and then focus on rehearsing a performance for a live audience, who will offer feedback. This will be completed in a specific style of acting. Logbooks and research will need to be completed as supporting evidence. **Component Three (Externally assessed)** - The examination board will release a stimulus in January and the students must work in groups of 3-7 to devise a unique piece of theatre. They will be expected to complete four milestone entry write ups documenting their progress in controlled assessments. Their final piece will be performed to a live audience, who will offer feedback.
Career and other important information	Students will be able to continue their education in this and related fields of Drama, Theatre Studies, Performing Arts, Media, Film, and English. Whilst the course focuses on developing their knowledge and skills for a career in the creative and performance industries, Drama is uniquely valuable in developing core life and enterprise skills, and personal confidence, plus communication skills, which increase student's opportunities for success in any field such as law, sales, marketing and interpersonal skills.
Staff Contact	Ms D Hudson Teacher of Drama daisy.hudson@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Core	No. 19
Physical Education	**N/A**	**N/A**	**No. of GCSEs or equivalent**	**N/A**

What is the subject about?	All students study Physical Education. The programme is designed to develop a healthy and positive attitude to sport and recreation and allow students to make healthy lifestyle choices. The themes of learning they will cover each year include; Tactics & Strategies, Developing skills & Techniques, Problem Solving activities, Aesthetic Activities, Participating in Competitive Activities.
What the students will learn	Students will take part in a variety of games, athletics, outdoor education and health and fitness activities consisting of team, racquet and individual sports. Some of these include: ● Football, Rugby, Netball, handball ● Badminton, Table Tennis, Tennis ● Trampolining, Athletics, Rounders ● Fitness, circuit training, dance, yoga
How the students will learn	Lessons will be predominantly of a practical nature.
Enrichment Opportunities	Students have access to a wide range of after school clubs such as football, trampolining, dance, basketball, handball, athletics, cricket, tennis and many more. In addition, we run a wide range of sports trips in the UK, Europe and the USA that range from cycling trips to the Gravesend Cyclopark to skiing trips in the USA and Europe and summer multisport trips to Spain.
Independent Learning	As well as the individual class sports students are encouraged to take part in the wide range of extra-curricular activities that the Physical Education Learning Area has to offer.
Controlled Assessments, Coursework and Examination Information	There is no formal assessment for this course.
Career and other important information	This course provides students with the key skills they need in order to be informed about all areas of healthy living. It encourages both teamwork and independent thinking. The course will provide a sound base for any student wishing to work in the Sport or Leisure industry.
Staff Contact	Mr A Pickett Coordinator of Learning - Physical Education andrew.pickett@sgla.latrust.org.uk

Title of Course	Level	Examination Board	Block B	No. 20
Physical Education	**Level/Level 2 GCSE**	**AQA**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	Physical Education provides students with the knowledge to make informed decisions about healthy lifestyles and activity. Students will learn how to work as a team, as well as developing individual thinking skills. They will be required to act as player/participant, in a wide variety of activities that are on offer.
What the students will learn	Students will study and participate in a range of sporting activities, looking at the many different roles within sport. They will learn to link physical activity with dietary needs, enabling them to make informed decisions and choices about their personal lifestyle and future. The theoretical side of the course is broken down into the following areas: ● Applied anatomy and physiology ● Movement analysis ● Physical training ● Sport psychology ● Socio-cultural influences ● Health, fitness and well-being
How the students will learn	30% of the course is assessed through three practical sports (10% each). Therefore, a proportion of lessons will be taught in a practical setting. For example, students may spend one module of practical lessons developing their skills and techniques in table tennis. 10% of the course is assessed through a piece of coursework where students will analyse and evaluate their performance in a chosen sport. Students will be given time in a series of theory lessons to complete this coursework. 60% of the course is assessed through two examinations worth 30% each. Therefore, a proportion of lessons will be taught in a classroom. During these theory lessons students will learn many aspects of physical education for example; how muscles and bones work together to create movement.
Enrichment Opportunities	Students have access to a wide range of after school clubs such as football, trampolining, dance, basketball, handball, athletics, cricket, tennis and many more. Throughout the Academic year there will also be a theory revision club that all GCSE PE students are encouraged to attend. In addition, we run a wide range of sports trips in the UK, Europe and the USA that range from cycling trips to the Gravesend Cyclopark to skiing trips in the USA and Europe and summer multisport trips to Spain. All of which give GCSE PE students the opportunity to develop their skills and take part in the assessed competition element.
Independent Learning	Practical physical education Although students learn and develop skills, techniques and an understanding of competitive tactics in a range of practical sports during lesson time, it is vital that students develop their practical sports further by being part of a sports team or club outside of school. We also recommend that students attend a range of our extra curricular clubs at school. Theoretical physical education The GCSE physical education course content changed recently and the theoretical element became substantially more scientific and requires a much deeper understanding. It is therefore vital that students complete the homework tasks set by teachers on our Google classroom platforms. We also recommend that students regularly read the AQA GCSE Physical Education text book and complete the activities and tests on the AQA PE BBC Bitesize website.
Controlled Assessments, Coursework and Examination Information	**Practical assessment:** ● 30% of overall qualification ● 75 marks ● Assessed in three activities (25 marks per activity) ● One assessment must be in a team sport, one assessment in an individual sport and a third can be from either a team or an individual sport or activity. ● Students can only be assessed in the activities listed in the specification. **Performance Analysis-coursework;** ● 10% of overall qualification

	• 25 marks: analysis 15 marks and evaluation 10 marks Students can analyse and evaluate their own performance or the performance of another person. Analysis can only be carried out on the listed sports in the specification. **Examinations:** • 2 papers, both 1hr 15 minutes, 78 marks per paper The 2 examinations will consist of multiple-choice, short-answer and long answer questions on the following topics: Exam 1 - Applied anatomy and physiology, Movement analysis, Physical training Exam 2 - Sport psychology, Socio-cultural influences, Health, fitness and well-being
Career and other important information	Due to the recent changes in the AQA GCSE PE course, it is much more difficult to access the higher grades in the practical component of the course. Ideally, students should be competing in at least 2 sports inside or outside school through the duration of the GCSE PE course.
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Title of Course	Level	Examination Board	Block B	No. 21
Health and Fitness	**Level/Level 2 Tech Award**	**NCFE**	**No. of GCSEs or equivalent**	**1**

What is the subject about?	The NCFE Health and fitness qualification provides students with the knowledge to make informed decisions about healthy lifestyles and activity.
What the students will learn	The course is broken down into the following units: ● Structure and function of body systems ● Effects of health and fitness activities on the body ● Health and fitness and the components of fitness ● Principles of training ● Testing and developing components of fitness ● Impact of lifestyle on health and fitness ● Applying health and fitness analyses and setting goals ● The structure of a health and fitness programme and how to prepare safely
How the students will learn	The course is assessed with 1 examination worth 40% of the overall qualification and a coursework project worth 60% of the overall qualification. Therefore, the course is mainly theory based and lessons will be predominantly in a classroom, however some topics such as fitness testing and types of training, will be taught via practical lessons as well as theory lessons.
Enrichment Opportunities	Students have access to a wide range of after school clubs such as football, trampolining, dance, basketball, handball, athletics, cricket, tennis and many more. Throughout the academic year there will also be a theory revision club that all NCFE Health and Fitness students are encouraged to attend. In addition, we run a wide range of sports trips in the UK, Europe and the USA that range from cycling trips to the Gravesend Cyclopark to skiing trips in the USA and Europe and summer multisport trips to Spain.
Independent Learning	Students will be expected to complete the homework tasks set by teachers on our Google Classroom platforms. This will be essential for students in order to achieve their potential during examinations and to meet coursework deadlines. We also recommend that students regularly read the NCFE Level 2 Health and Fitness textbook and complete the activities and tests on the NCFE website.
Controlled Assessments, Coursework and Examination Information	**Coursework project;** ● 60% of the overall qualification is broken down into 5 tasks. Students are given a health and fitness scenario prior to beginning their coursework. The project involves planning a health and fitness programme incorporating diet and nutritional needs, as well as an exercise plan. **Examination:** ● 1 paper, 1hr 30 minutes, 80 marks. The examination will consist of multiple-choice, short-answer and long answer questions on the following topics: ● Structure and function of body systems and how they apply to health and fitness ● Health and fitness activities on the body ● Health and fitness and the components of fitness ● Principles of training
Career and other important information	This course provides students with the key skills they need to be informed about all areas of healthy living. The NCFE health and fitness course provides an excellent basis for any student wishing to study sport at a higher level and then go onto a career in the Sport or Leisure industry. Careers within the industry include: Physical Education Teacher, Sports Coach, Personal Trainer, Fitness Instructor, physiotherapist, strength and conditioning coach, sports nutritionist, sports analyst and sports psychologist Further information can be found at www.careers-in-sport.co.uk.
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Title of Course	Level	Examination Board	Core	No. 22
Combined Science	**Level/Level 2 GCSE**	**AQA**	**No. of GCSEs or equivalent**	**2**

What is the subject about?	GCSE Combined Science: Trilogy takes all of the fundamental scientific concepts from GCSE Biology, GCSE Chemistry and GCSE Physics and brings them together into one specification worth 2 GCSE qualifications. This is the ideal course for providing students with a robust, well-rounded science education – developing both subject-specific scientific knowledge across all three sciences and the broader skills required to ensure that students are equipped for understanding and scrutinising science-related information in the world around them
What the students will learn	Students will cover content from across seven different biology topics ranging from cell biology, through to evolution and ecology; ten different chemistry topics starting with atomic structure and the periodic table – building up to quantitative chemistry, organic chemistry and beyond; and seven different physics topics covering fundamental concepts such as energy, matter, and forces.
How the students will learn	Lessons in science will be focused on three key aspects: the acquisition and understanding of scientific knowledge, the experience of hands-on practical work used to develop students' ability to manipulate equipment and further understand scientific concepts and the analysis and evaluation of data in a scientific context. In addition, science lessons will involve routine retrieval practice to ensure that all key concepts are well-understood and embedded
Enrichment Opportunities	• Science support and intervention sessions. • Revision and exam preparation sessions.
Independent Learning	Students are expected to complete sparx science homework once a week.
Controlled Assessments, Coursework and Examination Information	GCSE Combined Science is assessed solely by external examinations which are sat during May & June of Year 11. There are six external examinations, two for each science, which are 1 hour 15 minutes in duration, and each carries a maximum mark of 70. These can be accessed at either foundation tier or higher tier, a decision which is formalised during Year 11 and will involve discussions with both students and parents. It is not possible to mix-and-match tiers of entry between exams: all exams are either sat at higher tier or foundation tier. Students are required to have experience of a range of "Required Practical" activities and skills which will be embedded throughout their studies. The skills and knowledge from these "Required Practicals" are assessed within the six externally set examinations. Final grades are determined by combining the six raw marks from each external exam to form an overall Combined Science raw mark. Students will be awarded two grades from across a 17-point grading scale (1-1, 2-1, 2-2, 3-2 … 8-8, 9-8, 9-9).
Career and other important information	The Combined Science Trilogy pathway, completed at higher tier and achieving a suitable grade, provides a good foundation of knowledge for access to Post-16 courses in Biology, Chemistry and Physics – with each Post-16 science course picking up where Combined Science leaves off. As such, GCSE Combined Science is not only a suitable course for enabling access to further and higher scientific study at sixth form, college and beyond, but it also enables students to develop a wider range of skills that extend to areas beyond the sciences, opening up a wide range of careers and further studies opportunities. In addition, students can choose to study Separate Science by choosing it as their Option Block B subject choice. More details on this can be found on the Separate Science subject page.
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Title of Course	Level	Examination Board	Block B	No. 23
Separate Science (Higher)	**Level/Level 2 GCSE**	**AQA**	**No. of GCSEs or equivalent**	**3**

What is the subject about?	The GCSE Separate Sciences pathway offers students access to 100% of the GCSE Biology, GCSE Chemistry and GCSE Physics content and topics available from AQA. It incorporates all of the topics and content covered on the GCSE Combined Science pathway and extends on a number of the fundamental concepts, as well as adding a few new areas of study. This is the ideal pathway for students who want that bit more from their science studies and who might have a particular interest in science, with further scientific study in mind in the future. As with Combined Science, this pathway develops both subject-specific scientific knowledge across all three sciences and the broader skills required to ensure that students are equipped for understanding and scrutinising science-related information in the world around them.
What the students will learn	Students will cover content from across seven different biology topics ranging from cell biology, through to evolution and ecology; ten different chemistry topics starting with atomic structure and the periodic table – building up to quantitative chemistry, organic chemistry and beyond; and eight different physics topics covering fundamental concepts such as energy, matter, and forces – also including Space Physics as an additional eighth topic. This pathway includes additional content not covered in Combined Science.
How the students will learn	Lessons in science will be focused on three key aspects: the acquisition and understanding of scientific knowledge, the experience of hands-on practical work used to develop students' ability to manipulate equipment and further understand scientific concepts and the analysis and evaluation of data in a scientific context. In addition, science lessons will involve routine retrieval practice to ensure that all key concepts are well-understood and embedded.
Enrichment Opportunities	• Science support and intervention sessions. • Revision and exam preparation sessions.
Independent Learning	Students are expected to complete sparx science homework once a week.
Controlled Assessments, Coursework and Examination Information	The GCSE Separate Sciences are assessed solely by external examinations which are sat during May & June of Year 11. As with Combined Science, there are six externally set examinations – for the Separate Sciences, each exam is 1 hour 45 minutes in duration and carries a maximum mark of 100. For GCSE Separate Sciences, a GCSE qualification is awarded separately for each science, with the grade being determined by the corresponding exams taken specifically for that science.Students are required to have experience of a range of "Required Practical" activities and skills which will be embedded throughout their studies. The skills and knowledge from these "Required Practicals" are assessed within the six externally set examinations.
Career and other important information	The Separate Sciences pathway, completed at higher tier and achieving a suitable grade, provides a strong foundation of knowledge for access to Post-16 courses in Biology, Chemistry and Physics. The content covered by the Separate Science pathway at higher tier takes students slightly beyond the starting point of Post-16 courses. As such, the GCSE Separate Sciences pathway is excellent preparation for those students who know clearly that they wish to study sciences at a higher level at Post-16 and beyond. The pathway also enables students to develop a wider range of skills that extend to areas beyond the sciences, opening up a wide range of careers and further studies opportunities.
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Title of Course	Level	Examination Board	Block B	No. 24
Spanish	**Level/Level 2 GCSE**	**AQA**	**No. of GCSEs or equivalent**	**1**
What is the subject about?	Knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life-skill. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative. Learning a language combines the intellectual with the practical, as no other subject does. You need to be able to think on your feet, but when you can find exactly the right foreign word or phrase, you get a real sense of achievement. **NB: STUDENTS WILL NEED TO HAVE STUDIED SPANISH IN YEAR 9**			
What the students will learn	Students will learn to discuss a wide range of topics from the following themes: ● People and lifestyle ● Popular culture ● Communication and the world around us Each theme contains a series of sub-themes that enable and encourage learners to develop real-life skills in a range of relevant contexts.			
How the students will learn	Teachers will employ a wide range of strategies to communicate the essential skills and knowledge with students. This will often include: ● A range of presentation methods ● Researching about Spain and Spanish culture ● Pair work and group work ● Learning new vocabulary ● Learning and practising through games ● Language learning websites ● Working with the Foreign Language Assistant ● Taking part in a visit to Spain			
Enrichment Opportunities	Students are further immersed into languages from the minute they arrived in Year 10: ● Going on a trip to Spain (in the past we have been to Barcelona, Madrid and Cantabria) to practise speaking in the target language and experiencing the culture. ● Going to Greenwich University to interact with University students and professors to understand how languages open doors after Post-16 ● Alumni: Former Post-16 students at SGLA will come and discuss with students how languages changed their career path			
Independent Learning	We expect students to complete Independent Learning, on a regular basis. This will include: ● Learning new vocabulary and spelling on a weekly basis ● Answering set questions ● Research Tasks ● Revising for the Speaking and Writing components ● Attending Weekly Revision Sessions			
Controlled Assessments, Coursework and Examination Information	The Spanish GCSE is divided into 4 components and follows the AQA syllabus: ● Listening Paper (Foundation/Higher): end of Yr 11 (25%) ● Reading Paper (Foundation/Higher): end of Yr 11 (25%) ● Writing Paper (Foundation/Higher): end of Yr 11 (25%) ● Speaking Paper (Foundation/Higher): end of Yr 11 (25%) ● Examination length depends upon the skill and the tier of entry, Foundation or Higher. Written examinations are between 70-75 minutes. The speaking examination is between 27 - 30 minutes.			
Career and other important information	Languages form part of the English Baccalaureate subjects, in recognition of the importance of Language Skills for the future of students and the UK economy. As a result, many universities, including the Russell Group (the top Universities in the UK) have a language qualification as an entry requirement. A language qualification will often be the determining factor for recruitment by employers and universities alike. It is hoped that students will have the opportunity to visit Spain during the GCSE Course.			
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