

# Year 9 Options

2024-2026



**OPTIONS EVENING**  
Thursday, 29th February, 4.00-7.00pm

## INTRODUCTION

Welcome to the 2024-2026 options process at Bexhill Academy. This is an exciting time for students in Year 9 as they embark upon the next stage of their education.

At Bexhill Academy we pride ourselves on the range and breadth of subjects that we offer. With over 20 different possible options choices, alongside the core subjects of English, Mathematics and Science, PE and PSHE we hope that you and your child will be inspired by the range on offer and feel supported to make choices that will open a world of opportunities for their future.

It is vitally important that you have a good read about all of the subjects that are available and have the full information about each one, before making any decisions. There are also videos available on our website under the "Learning" tab, under "Year 9 Options".

This booklet is split into 4 sections. The first section provides information, advice and guidance to students and parents concerning the overall process of selecting your options, including a specimen option choice form. The others explain in detail all the Key Stage 4 courses that will start from September 2024. There are many subjects to choose from, some of which are more familiar such as History and Geography. Others are new to students, for example, Child Development, Photography, or Health and Social Care.

### Things to consider

There are many things that students need to consider before any decisions are made. Students should consider:

- What subjects they enjoy and have an interest in?
- What type of learner are they? Do they prefer practical things or to work independently or in groups?
- If they know or have a strong idea of what they want to do at 18+ then do look at the entry requirements for those courses which will explain the A-Levels or equivalents you need so that this will inform your choice at GCSE. Links to some of the post 16 providers and their entry requirements can be found later in this booklet

All of these considerations have to be made before finalising any decisions for the future. The most important advice I can give to you all, is to discuss and "seek help" from as many different people involved with this process as possible. It is crucial that you make your decisions about Key Stage 4 when you have all the information that you can gather.

### Where can I get information?

- Information for all of the subjects is available in this booklet
- Talk to friends and family
- Talk to students currently taking the subjects that you are interested in
- Talk to teachers or form tutors here at school

Many Year 9 students in the UK are unsure about what they may want to do in the future, this is not a problem as courses at Key Stage 4 all provide a good foundation for any choices that may be made later on in life. My general advice would be that you should aim for a well-balanced range of courses to leave options open for when the school leaving age is reached. Please remember that the more information you have the easier and better your decisions will be.

**Good luck!**



**Luke Borland**

**Assistant Headteacher**



**Bexhill**  
Academy

# SECTION ONE

## Information, Advice and Guidance

## THE OPTION CHOICES

### Making Choices – Advice for Students

**1) Take time:** There is plenty of time for thought and discussion. Your tutor time and assemblies have been and will be dedicated to considering and discussing the opportunities available.

**2) Collect information and advice:** This booklet gives some information about the different courses available. You need to follow this up with conversations with your subject teachers and subject leaders to find out even more. Teachers and tutors, the school's careers adviser and the Year 10 and 11 students already studying the courses will all be able to help you.

**3) Look back and reflect:** Think about what you have done already and about your strengths and areas for development. Build on your strengths but do not ignore your areas for development. You will need to work on these too.

**4) Look carefully at new courses:** Some of the courses in this booklet will be familiar to you, although you will need to find out about how they are different at KS4. Other subjects are not taught in Year 9 and will be completely new to you. Find out as much as you can about new courses. Talk to your teachers. Don't think that any subject is easier than another – they all require hard work and commitment!

**5) Plan a balanced choice:** Make sure you make a 'balanced' choice by keeping all your options open, when considering a future career or future education. We strongly recommend avoiding multiple subjects with significant internal assessment demands; e.g. Health and Social care and Child Development or Engineering and Design Technology.

**6) Choose for yourself:** Do not be influenced by what your friends are choosing or by the teacher who has taught you this year. Next year will be different and you will have your lessons in different teaching groups. Do not be influenced if people say a subject is a "boy's" or a "girl's" subject. All our courses are for everyone.

**7) Will everyone get their first choice?** We will do our best to fit in everyone's choices but it may not be possible. We can only run courses if a reasonable number of students choose to study them (20 students). We also need to make sure we can timetable the combination of choices. If we need to make some adjustments or change option choices and/or courses running, we will inform students when this affects them individually.

**8) Qualifications and Assessment:** Most of the courses we offer lead to GCSE or a Technical Qualification. GCSEs are now mainly assessed through examinations at the end of two years, although a few still have a combination of examination and controlled assessments (which replaces coursework). Technical Awards are assessed through a combination of coursework and exams over 2 years.

**9) And now...** It is important that whatever opportunities you choose for KS4, that you do your best in Year 9. You need to work hard in all your subjects now so that you make good progress in Year 9, that will provide a firm foundation for the beginning of Key Stage 4.

## THE OPTION CHOICES

### Making Choices – Advice for Parents/Carers

We are fully aware that education keeps moving forwards. Subject names change, exam systems change and schools sometimes use a language that can be difficult to unpick. Please participate in your child's decisions and contact us if more information would help.

You, of course, play a vital role in the decision making process and the support you can offer your son/daughter. Questions to think about with your child might be:

#### Your child

- How does your child see the future? What ambitions do they have?
- Are these ideas influencing their choices now?
- What are your child's interests and abilities?
- Which subjects would best use and develop these?

#### Your child's future

- What careers will be available at 18+ if your child follows the subjects they like?
- With education and training compulsory up to 18, how will decisions made now prepare them?
- How do I ensure that decisions made now, leave all available options open for 16+?

Any questions that remain unanswered following Options Evening can be followed up through the members of staff identified at the end of this document.

### The Qualification Curriculum Framework

The Qualification Framework lets us know what each qualification is worth in terms of GCSE grades or Technical Award levels. Each qualification will require 2 years of study.

#### Qualification Framework Levels

At KS4 we offer courses that give students the opportunity to gain a level 2 qualification. This level will prepare students for Level 3 courses in the future. Some vocational courses will also enable students to gain a level 1 qualification if they do not achieve the required standard to meet level 2. This is outlined where relevant in the subject pages.

#### Level 1

Courses at this level are worth **GCSE Grades 1 – 3**. They are called Level 1 in Technical Awards.

#### Level 2

Courses at this level are worth **GCSE Grades 4 – 9**. Technical Awards at this level are graded Distinction\*, Distinction, Merit and Pass. Courses at this level help prepare students for Level 3 courses in the future.

#### How many GCSE Grades are the courses worth?

All courses on offer in this booklet are worth one GCSE grade, with the exception of Combined Science which is a double award.

## WHAT DOES THE CURRICULUM IN YEAR 10 AND 11 CONTAIN?

### Subject Options

#### The Core Curriculum

All students will study the subjects in the Core Curriculum (Only English, Maths and Science are examined)

#### Compulsory Subjects

English	Maths	Science
PSHE		Physical Education

#### Option A - Compulsory Choice (1 Subject)

Students must choose one of the subjects below

French	Computer Science
Spanish	History
Latin	Geography

and 2 more from the Options below, plus a reserve

#### Option B - Open Preference (2 Choices, Plus 1 Reserve)

#### The Options

Art and Design	Engineering	History
Ceramics	Food Preparation & Nutrition	Latin
Child Development	French	Music
Computer Science	Further Maths & Statistics	Physical Education
Dance	Geography	Religious Studies A
Design and Technology	Geology	Photography
Drama	Health and Social Care	Spanish

## HOW DO WE MAKE THE CHOICES AND RETURN THE FORM?

Students have to choose **one** subject from the **Option A** section.

Students should then choose **two** from the **Option B** section. The third choice is the “**reserve**” option.

### Year 9 - 2024 Option Choice

#### Option A: Compulsory Choice (You must choose **one** from below)

Computer Science GCSE	French GCSE	History GCSE
Geography GCSE	Latin GCSE	Spanish GCSE

Preferred choice: French ● Emma's one choice from compulsory section

#### Option B: Open Preference (You must choose **two** and **one reserve** from below)

Art and Design	Ceramics	Child Development
Computer Science	Dance	Design & Technology
Drama	Engineering	Food Preparation & Nutrition
French	Further Maths & Statistics	Geography
Geology	Health and Social Care	History
Latin	Music	Photography
Physical Education	Psychology	Religious Studies A
Spanish		

1st Choice Music ● 2nd Choice Engineering ●  
Emma's 1st and 2nd choices from Option Section

Reserve Choice Drama ●  
Emma's reserve subject choice

*I wish / do not wish* to be considered for  
**Triple Science. Delete as appropriate**

Students Name Emma Walker Tutor Group 9BA2

Students Signature Emma Walker Parent Signature Anne Walker

This form must be completed and returned to the Dance Studio on  
Thursday 7th March, 2024 between 7.45 am and 8.25 am.

## Year 9 Options Form 2024—2026

Dear Parents and Carers

To ensure that the options process runs as efficiently as possible the following guidelines must be followed.

**Option Choices-** Students should select:

- One subject from the Option A: Compulsory Choice section
- Three subjects from the Option B: Open Preference section, one of which will be a reserve

Any subject that has less than 20 students may not run. Due to timetabling constraints we can only run two Food Preparation and Nutrition groups, so it will be on a first come basis.

I hope these guidelines are easy to follow, however if you require any further assistance please contact your child's form tutor in the first instance

Many thanks for your co-operation,



Dr. C Neal

Headteacher

[craig.neal@bexhillacademy.org](mailto:craig.neal@bexhillacademy.org)

## REMEMBER

All forms must be returned by  
8.25am on Thursday 7th March



# Core Curriculum



Key Stage 4 Examined Core Courses from  
September 2024



# KEY STAGE 4 SUBJECT PREFERENCES



## English Language

Qualification- GCSE  
Exam Board - AQA  
Duration – 2 Years

Further information contact;  
Sarah Glen - Deputy Director of English  
[sarah.glen@bexhillacademy.org](mailto:sarah.glen@bexhillacademy.org)

### GCSE ENGLISH LANGUAGE

#### How do you learn?

You will learn through analysis of various types of writing and reading – you will then put that learning into practice, by writing in similar styles to demonstrate your ability to manipulate the written and spoken word for effect.

#### How are you assessed?

You will be assessed through 100% exam – all texts in the examination will be unseen.

#### Paper 1: Explorations in Creative Reading and Writing

Written Exam: 1 hour 45 50% of the GCSE

##### Section A: Reading: One literature fiction text

**Questions: Reading (40 marks) (25%)** – one single text. 1 short form question (4 marks), 2 longer form questions (2 x 8 marks), 1 extended question (20 marks)

##### Section B: Writing: Descriptive or narrative writing, written exam.

**Questions: Writing (40 marks) (25%)** 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

#### Paper 2: Writers' Viewpoints and Perspectives

Written Exam: 1 hour 45 50% of the GCSE

##### Section A: Reading: One non-fiction text and one literary non-fiction text

**Questions: Reading (40 marks) (25%)** – two linked texts - 1 short form question (4 marks) 2 longer form questions (1 x 8, 1 x 12 marks), 1 extended question (16 marks)

##### Section B: Writing: Writing to present: Written exam: 1 hour 45 minutes (80 marks) 50% of GCSE

**Questions: Writing (40 marks) (25%)** 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

#### Non-examination Assessment: Spoken Language

##### What's assessed?

Presenting; responding to questions and feedback; use of Standard English.

Teachers set throughout course (normally in Year 10) - marked by teacher - separate endorsement (0% weighting of GCSE – but will be on the overall GCSE results).

##### Where can it lead?

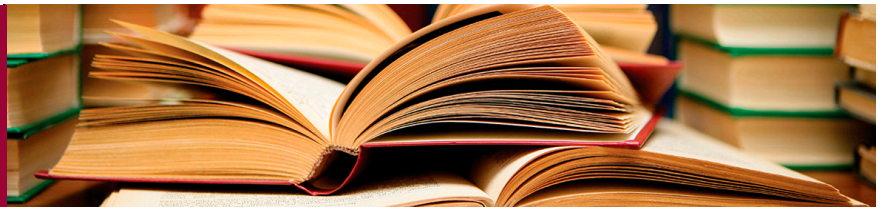
English Language is a prerequisite qualification for entry into college or any form of tertiary education. It is also an essential qualification for anyone who is considering a career where communication of any sort is valued.

##### How can parents/carers support?

Parents can support their children by encouraging them to read widely and independently, to take interest in their writing and helping them to be as accurate as possible and to speak as accurately as possible in a variety of different contexts. Completing all the homework's set to their best ability and encourage them to take pride in their learning. You can contact their English teacher at any time and access their google classroom for lessons and resources.



# KEY STAGE 4 SUBJECT PREFERENCES



## English Literature

Qualification- GCSE  
Exam Board: AQA  
Duration: 2 Years

Further information contact;  
Sarah Glen - Deputy Director of English  
[sarah.glen@bexhillacademy.org](mailto:sarah.glen@bexhillacademy.org)

### GCSE ENGLISH LITERATURE

#### How do you learn?

You will study a variety of different literature texts including Shakespeare, Victorian prose and poetry, contemporary drama and poetry and more modern texts too.

#### How are you assessed?

You will be assessed through 100% exam

#### Paper 1 – Shakespeare and the 19th century novel

Written exam: 1 hour 45 minutes, 64 marks, 40% of GCSE

#### Questions

**Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

#### Paper 2 – Modern texts and poetry

Written exam: 2 hour 15 minutes, 96 marks, 60% of the GCSE

#### Questions

**Section A: Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B: Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C: Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

#### Where can it lead?

English Literature is a subject which lends itself to most aspects of life – it is accepted by most colleges and universities as a background to most other subjects. Specifically it can lead onto any academic job: Teaching, Journalism, Advertising and Media, Acting, Medicine and many more ...

#### How can parent/carers support?

For students to achieve their very best, they must be encouraged to read widely and independently – students would benefit hugely from owning their own copies of the exam texts studied so that they are able to annotate and take ownership of them. They would also benefit by independently reading the texts before the start of the course. Completing all the homeworks set to their best and encourage them to take pride in their learning. You can contact their English teacher at any time and access their Google Classroom for lessons and resources.



## KEY STAGE 4 SUBJECT PREFERENCES



### Maths

Qualification- GCSE  
Exam Board: Edexcel  
Duration: 2 Years

Further information contact;  
Michael Hutchins - Director of Maths  
[michael.hutchins@bexhillacademy.org](mailto:michael.hutchins@bexhillacademy.org)

#### GCSE MATHS

##### Our Vision statement:

“By teaching students Mathematics, we don’t just teach how to add numbers but how to add value to students’ lives.”

The language of mathematics is international and universal. The basic skills of mathematics are vital for the life opportunities of our students. Our aim is for all students to think mathematically, embrace challenge, and enable them to reason, solve problems, develop questioning and enrich lives

We currently follow the EDEXCEL syllabus for GCSE Mathematics for KS4 (years 10 and 11) and use the 9-1 grading system.

We are forward looking in all that we do and have been commended for our approach to assessment. The adopted approach is to ensure we pre-assess topics that are due to be taught two weeks later. This allows us to ensure we can intervene and re-assess to check for impact.

In KS4 ***“We want to grow the skills that have been implemented in KS3 but go deeper, having provided a sound foundation of basic skills. KS4 is designed for students to apply these skills within Mathematics and other subjects across the Academy.”***

##### Where can it lead?

Maths is a vital, and is used in daily life for all careers. A good understanding of mathematics is needed to pursue careers in finance, accounting, engineering, science, architecture, banking and business.

##### How can parent/carers support?

The best way of supporting your child in Maths is to ensure they practice little and often, e.g. 30 minutes every day. They can do this by:

- Ensure they are completing their Maths homework (Sparx tasks set each week)
- Ensure they are doing independent work extra to their homework – Method Maths is excellent for this as you can monitor what they are doing
- Watch video clips with them together on how to do different topics, to give them extra support and encouragement on Sparx Maths
- Encourage them to attend after school support and revision
- Help your child make revision flip cards and then test them on key formulae and words every day - little and often will ensure that they remember them!
- Check [class charts](#) to ensure students are completing homework.

## GCSE MATHS CONTINUED...

### Revision Websites and Support

#### ***www.methodmaths.com***

This is a website with all past papers on it. When the students complete questions it is marked so they can instantly see if they are correct and what grade they have achieved. It also gives hints and tips on how to answer the questions. Login details are year joined (17), first 3 letters of forename and first 3 letters of surname

**Centre:** *bexhill*

**Username:** *17magmag*

**Password:** *method123*

***www.sparxmaths.com***



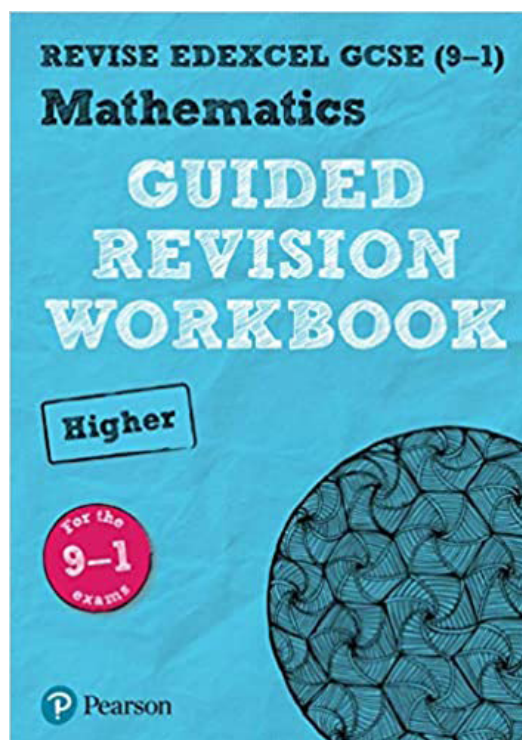
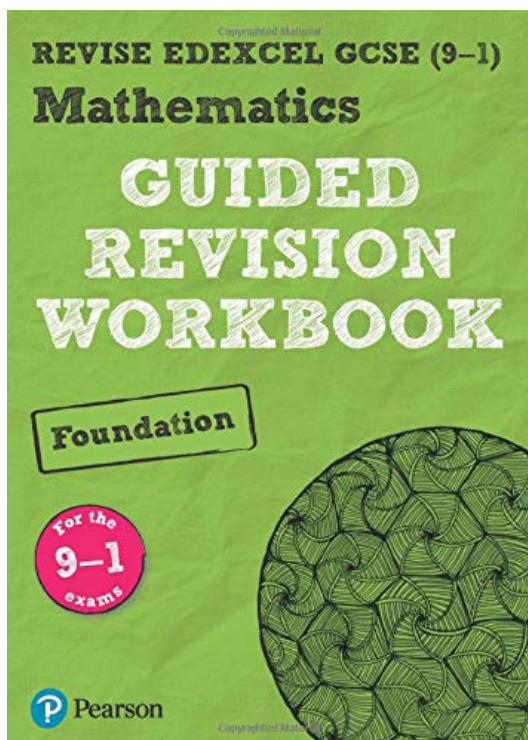
Students will be asked to find their school, then for first name, surname and date of birth. They can then set their own password and access all videos and tasks.

All homework and independent learning tasks will be set and due on Sparx every Wednesday of every week



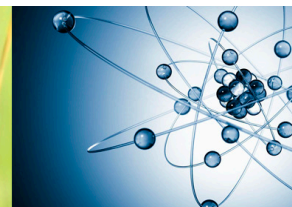
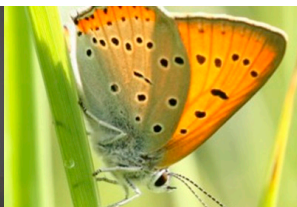
### Revision Guide

There is a revision guide that covers all topics and a corresponding “work book” with practice questions. These are both available from the school library for £2.50 each.





## KEY STAGE 4 SUBJECT PREFERENCES



### Combined Science

**Qualification-** GCSE  
**Exam Board -** AQA  
**Duration –** 2 Years

**Further information contact;**  
**Dan Russell - Director of Science**  
[dan.russell@bexhillacademy.org](mailto:dan.russell@bexhillacademy.org)  
**Oliver Mundell - Head of KS3 Science**  
[oliver.mundell@bexhillacademy.org](mailto:oliver.mundell@bexhillacademy.org)

#### GCSE COMBINED SCIENCE

The GCSE Combined Science course provides a KS4 Science learning experience for all students.

#### How do you learn?

Combined Science students will gain 2 GCSEs in this subject.

Students will have to use a large number of mathematical equations, and remember many of these for their examinations. This means that all students will be taught how to improve their recall and retention as well as their mathematical fluency.

However, Science is also a practical subject, with the exam board requiring each student to have access to 21 assessed practical investigations. This means students will regularly carry out practical work and will be taught how to answer exam questions about practical science.

#### How are you assessed?

Combined Science is assessed with 6 examinations taken in the Summer of Year 11.

**Biology** - 2 x 1 hour and 15 minute exams

**Chemistry** - 2 x 1 hour and 15 minute exams

**Physics** - 2 x 1 hour and 15 minute exams

All exams will have a mixture of multiple choice, structured, closed short answer and open response questions. A minimum of 10% of the marks will test maths skills in Biology, 20% in Chemistry and 30% in Physics.

#### Where can it lead?

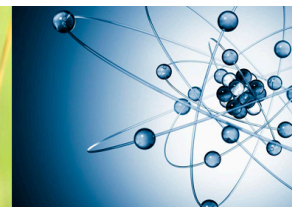
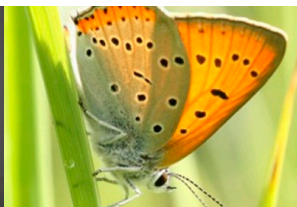
Combined Science students are very well prepared for either entering a career requiring a good understanding of sciences or continuing with the study of Science at A Level. Equally it will form a good foundation of scientific understanding for adult life, if the student no longer wishes to study science post-16. The combined science course gives students the opportunity to develop many transferable skills such as, logical problem solving, graphical skills, and the retention of information.

#### How can parent/carers support?

- Provide a quiet, clutter free space for learners to complete homework and revision
- Talk to them about and test them on their learning regularly
- Encourage learners to read about science in newspapers, magazines and books



## KEY STAGE 4 SUBJECT PREFERENCES



### Triple Science

**Qualification- GCSE**  
**Exam Board - AQA**  
**Duration – 2 Years**

**Further information contact;**  
**Dan Russell - Director of Science**  
[dan.russell@bexhillacademy.org](mailto:dan.russell@bexhillacademy.org)  
**Oliver Mundell - Head of KS3 Science**  
[oliver.mundell@bexhillacademy.org](mailto:oliver.mundell@bexhillacademy.org)

#### GCSE COMBINED SCIENCE

The GCSE Triple Science course provides a KS4 Science learning experience that sets students up well to further qualifications in science, such as A-Levels.

#### How do you learn?

Triple Science students will gain 3 GCSEs. One in Physics, one in Chemistry and one in Biology. Students will have to use a large number of mathematical equations, and remember many of these for their examinations. This means that all students will be taught how to improve their recall and retention as well as their mathematical fluency. However, Science is also a practical subject, with the exam board requiring each student to have access to 21 assessed practical investigations. This means students will regularly carry out practical work and will be taught how to answer exam questions about practical science

#### How are you assessed?

Triple Science is assessed with 6 examinations taken in the Summer of Year 11. Each Science subject has two exams.

**Biology** - 2 x 1 hour and 45 minute exams

**Chemistry** - 2 x 1 hour and 45 minute exams

**Physics** - 2 x 1 hour and 45 minute exams

All exams will have a mixture of multiple choice, structured, closed short answer and open response questions. A minimum of 10% of the marks will test maths skills in Biology, 20% in Chemistry and 30% in Physics.

#### Where can it lead?

Triple Science students are very well prepared for either entering a career requiring a good understanding of sciences or, in particular, continuing with the study of specific sciences at A Level. Equally it will form a good foundation of scientific understanding for adult life, if the student no longer wishes to study science post-16. The triple science course gives students the opportunity to develop many transferable skills such as, logical problem solving, graphical skills, and the retention of information.

#### How can parent/carers support?

- Provide a quiet, clutter free space for learners to complete homework and revision
- Talk to them about and test them on their learning regularly
- Encourage learners to read about science in newspapers, magazines and books



# Option Subjects that are 100% Examination



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## SECTION THREE

Key Stage 4 Courses from September 2024





# KEY STAGE 4 SUBJECT PREFERENCES



## Computer Science

Qualification: GCSE  
Exam Board: OCR  
Duration: 2 Years

Further information contact;  
Emma Morris  
[emma.morris@bexhillacademy.org](mailto:emma.morris@bexhillacademy.org)

### GCSE COMPUTER SCIENCE

#### How do you learn?

Students will study the course over two years. During the two years of the course, students will cover both computer science theory and programming. The course is comprised of the following components:

#### Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, binary and hexadecimal number systems, representation of sound, characters and images, wired and wireless networks, network connections and protocols, network security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

#### Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, programming languages and integrated development environments. The skills and knowledge developed within this component will support the learner when completing the programming project.

#### Practical Programming Project

Students complete a series of programming tasks to demonstrate their practical ability in the skills developed in components 01 and 02. In a controlled environment they will, define success criteria from a given problem, and then create suitable algorithms to achieve success criteria. Students then code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan.

#### How are you assessed?

Component	Marks	Duration	Weighting
Computer systems (01)	80	1 hour 30 mins	50%
Computational thinking, algorithms and programming (02)	80	1 hour 30 mins	50%

## GCSE COMPUTER SCIENCE CONTINUED...

### Where can it lead?

GCSE Computer Science links extremely well to A-Level Computer Science and other similar L3 IT and ICT related courses. It is a good foundation for any student who wishes to pursue a career in the world of IT and Computer Science.

### How can parents/carers support?

This GCSE course requires a high level of literacy. Parents/carers can support their child by encouraging regular revision of key words and key terms.

Encouraging students to practice programming at home will help consolidate their learning and understanding of good programming practice. There are many excellent and free websites available, including:

**Codecademy:** <https://www.codecademy.com/>

**Repl.it:** <https://repl.it/>

Further information can also be found on the OCR website:

### OCR GCSE Computer Science (9-1) J277

Qualification number: **601/8355/X**.

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Other useful websites include:

### BBC Revision

<http://www.bbc.co.uk/education/subjects/z34k7ty>

### YouTube OCR Computing Topic Videos:

[https://www.youtube.com/watch?v=rxSWH6hIO5k&list=PL04uZ7242\\_M5n3zzAhcX-esIHud2Lyycd](https://www.youtube.com/watch?v=rxSWH6hIO5k&list=PL04uZ7242_M5n3zzAhcX-esIHud2Lyycd)



# KEY STAGE 4 SUBJECT PREFERENCES



## Further Maths & Statistics

**Qualification- GCSE Statistics  
and Level 2 Further Maths  
Exam Board - Edexcel/AQA  
Duration – 2 years**

**Further information contact;  
Michael Hutchins - Director of Maths  
[michael.hutchins@bexhillacademy.org](mailto:michael.hutchins@bexhillacademy.org)**

### GCSE STATISTICS AND LEVEL 2 FURTHER MATHS

“By teaching students Mathematics, we don’t just teach how to add numbers but how to add value to students’ lives.”

In Statistics Students are introduced to the skills of statistical enquiry, and practise the underpinning statistical calculations and interpretation using real world data and authentic contexts.

In further maths, students will enhance their knowledge of gcse maths and learn extra topics, this course is appropriate for students who are looking to continue studying maths into A-Level.

#### What are the assessments?

Further Maths	Statistics
Two papers – 1hr 45 minutes each One calculator, One non calculator 50% weighted each	Two papers – 1hr 30 minutes each 50% weighted each

#### Where can it lead?

The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:

- The use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.
- Identifying trends through carrying out appropriate calculations and data visualisation techniques
- The application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- Critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- Understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors
- Understand ways that data can be organised, processed and presented, including statistical measures to compare data
- Applying appropriate mathematical and statistical formulae, and building on prior knowledge

#### Revision Websites and Support

Sparx Maths

<https://www.sparxmaths.uk/>

Students will be asked to find their school, then for first name, surname and date of birth. They can then set their own password and access all videos and tasks.





# KEY STAGE 4 SUBJECT PREFERENCES



## French

**Qualification- GCSE**  
**Exam Board -Eduqas**  
**Duration –2 Years**

**Further information contact;**  
**Diane Lindsay**  
[diane.lindsay@bexhillacademy.org](mailto:diane.lindsay@bexhillacademy.org)

### GCSE FRENCH

French GCSE is an exciting new course which provides the opportunity to discover and extend your ability to use the four key skills we use when communicating in a language – Listening, Speaking, Reading and Writing - by exploiting authentic resources in a ‘real world’ scenario.

#### How do you learn?

You will learn in a wide variety of ways designed to get you to understand how languages work and to be able to reach a level of competency and fluency required in the terminal exams.

There will be three main themes:

- Identity and local culture (self & relationships, health, festivals & customs)
- Local, national and international areas of interest (towns, holidays, the environment)
- Current and future study and employment (school, college, career plans)

#### How are you assessed?

There will be 4 papers to be completed.

Papers 2,3 and 4 are sat terminally in the summer of Year 11. The speaking (Paper 1) is in a 6 week period April/May Year 11. There is no longer any coursework.

<b>Component 1</b>	<b>Speaking</b>	1 – A role-play task 2 – Picture card discussion, describe the photo and answer questions on the related topic 3 – A conversation on two topics, one chosen by the candidate and one allocated at random from the three themes.	25% Foundation : 7 – 9 mins Higher : 10 -12 mins
<b>Component 2</b>	<b>Listening And Understanding</b>	Multiple-response and short-answer open response questions. The majority of the questions will be set in English with two questions set in the Target Language.	25% Foundation: 35 mins Higher: 45 mins
<b>Component 3</b>	<b>Reading and Understanding</b>	Question types will comprise both multiple response and short answer open response questions, and one translation question. There will be four questions set in the Target Language.	25 % Foundation: 1 hour Higher: 1h 15
<b>Component 4</b>	<b>Writing</b>	A range of open response tasks including one cross over task, one translation and an extended writing.	25% Foundation: 1h 15 Higher: 1h 30

## GCSE FRENCH CONTINUED...

### Where can it lead?

French is a highly respected academic subject which colleges and universities welcome as a great foundation for further and higher education. People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE French means you will:

- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- Be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
- Be able to work or study in a French-speaking country in later life
- Be able to study A level French courses to further your knowledge of the language and culture
- Find it easier to learn other languages later

### Learning languages also allows you to:

- Meet people from different countries and find out more about them
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- Add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers want
- Have greater opportunities to work and/or study abroad, or work for companies in the UK with international links
- Discuss your interests, ideas and opinions with other people who speak the language
- Learn more about countries where the language is spoken, and the people who speak it.

### How can parents/carers support?

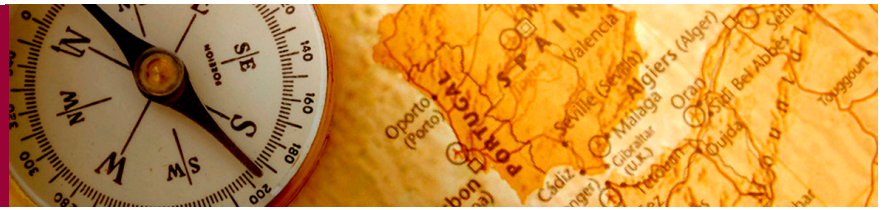
Occasionally parents can feel a challenge in supporting their pupils in a language but there are many ways in which this support can be invaluable. The department has placed the resources (both for listening and reading) on google classroom to support revision and homework.

Effective language learning relies on 'distributed practice' – doing a little, frequently. Although apps like duolingo are popular, they practice 'holiday' French rather than GCSE vocabulary. We recommend using quizlet and memrise, available online and as mobile apps, to practise the vocabulary needed for your exam, set by your teacher. Just 10 minutes a day makes a huge difference!

Just being there to listen to your son/daughter practise their speaking can prove a great help and assistance.



# KEY STAGE 4 SUBJECT PREFERENCES



## Geography

**Qualification- GCSE Exam Board -Eduqas Syllabus B**  
**Duration –2 Years**

**Further information contact;**  
**Rebecca Jones**  
[rebecca.jones@bexhillacademy.org](mailto:rebecca.jones@bexhillacademy.org)

### GCSE GEOGRAPHY SYLLABUS B

**Eduqas Syllabus:** This is a GCSE that focuses on the following areas:

**Changing Places, Changing Economies, Changing Environments, Environmental Challenges:** Urbanisation in contrasting global cities, Urban and Rural Change in the UK, Global Development, Coastal Management, River Systems, Weather and Climate, Climate Change, Ecosystems under Threat, Water Resources and Management, Desertification.

**Problem Solving Geography:** This part of the course will introduce a geographical issue and concept. You will consider a range of possible solutions, choose a solution and justify your choice as an extended response.

**Applied Fieldwork Enquiry:** This part of the course will assess fieldwork methodology, data representation and analysis. You will take part in a fieldwork visit.

#### How do you learn?

Geography is a subject which requires you to think about the world around you. You will investigate modern issues using a number of skills including; cartographic (maps), numerical (maths), statistical (handling data) and formulate an argument. Fieldwork is an essential part of the course and the exam board requires students to undertake two contrasting investigations.

#### How are you assessed?

There will be three papers and the course is assessed 100% by terminal examinations.

<b>Paper 1</b>	Investigating Geographical Issues	Changing Places, Changing Economies, Changing Environments, Environmental Challenges.	40% 1hr 45
<b>Paper 2</b>	Problem Solving Geography	Introduction to a geographical issue and proposing a solution.	30% 1hr 30
<b>Paper 3</b>	Applied Fieldwork Enquiry	Fieldwork Investigative question, fieldwork data presentation and analysis.	30% 1hr 30

#### Where can it lead?

Geography is a respected academic subject which can lead to future study or the world of work.

Geography and the <b>Sciences</b>	Environmental studies, conservation, geophysics, agriculture, sport & health studies.
Geography and the <b>Humanities</b>	Social studies, archaeology, law, politics, business studies, transport, civil service.
Geography and <b>Mathematics</b>	Civil engineering, meteorology, mining, navigation, research, banking.
Geography and the <b>Arts</b>	Advertising, architecture, cartography, landscape design, surveying, youth work.

#### How can parent/carers support?

Students benefit from an understanding of events taking place around them; locally, national and globally. An interest in current events and national news stories with a geographical angle can help students a great deal. Discussion and debate can support students to generate ideas and form their own opinions. Homework helps students to develop the independent study skills required for successful revision.



# KEY STAGE 4 SUBJECT PREFERENCES



## History

**Qualification-** GCSE  
**Exam Board -** Edexcel  
**Duration –** 2 Years

**Further information contact;**  
**Keir Anstey**  
[keir.anstey@bexhillacademy.org](mailto:keir.anstey@bexhillacademy.org)

### GCSE HISTORY

History GCSE is an exciting and engaging course, which provides the opportunity to experience five different types of History. These include: a British Thematic Study, (**Medicine in Britain 1250 to the present**); a study of the historic environment, (**the British sector of the Western Front in the First World War, injuries, treatment and the trenches**); a British Depth Study (**Early Elizabethan England, 1558-88**); a Modern Depth Study (**Weimar and Nazi Germany, 1918-1939**) and a period study (**The American West, c1835-c1895**).

#### How do you learn?

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.

#### How are you assessed?

There will be 3 papers in the summer of Year 11, and no coursework.

<b>Paper 1</b>	British Thematic Study with the Historic Environment	Medicine in Britain, 1250-present The British sector of the Western Front: injuries, treatment and the trenches	30% 1hr 15
<b>Paper 2</b>	Period Study and British Depth Study	American West 1 Early Elizabethan England, 1558-88	40% 1hr 45
<b>Paper 3</b>	Modern Depth Study	Weimar and Nazi Germany 1918-1939	30% 1hr 20

#### Where can it lead?

History is a highly respected academic subject which colleges and universities welcome as a great foundation for further and higher education. History also prepares you for a wide range of careers and interests because it involves:

- Learning about people - how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause.
- Learning about countries, societies and cultures - so many of today's conflicts and alliances have their roots in the past.
- Learning to locate and sift facts - to identify truth and recognise myth, 'fake news', propaganda and downright lies (useful in every aspect of life.)
- Presenting what you have learned in a way that makes sense to others - whether in essays or illustrated reports - and having the confidence to defend your findings.

#### How can parent/carers support?

Talking to your son or daughter about the events and people they are learning about will be of great benefit. Watching documentaries or films on relevant topics would be fun and valuable.



## KEY STAGE 4 SUBJECT PREFERENCES



### Latin

Qualification- GCSE  
Exam Board - Eduqas  
Duration – 2 Years

Further information contact;  
Diane Lindsay  
[diane.lindsay@bexhillacademy.org](mailto:diane.lindsay@bexhillacademy.org)

#### GCSE LATIN

The GCSE Latin course enables learners to gain knowledge and understanding of the Roman world through reading and responding to its language and literature. It also encourages them to deploy their knowledge and understanding of the ancient language to deepen their understanding of English and other languages, as well as developing research and analytical skills which will empower them to become independent students and enquirers, equipping them for further study in arts, humanities and sciences.

#### How do you learn?

As the qualification is split into three components, (language, literature and civilisation) lessons will be split accordingly. We will concentrate on language and civilisation in the first year, and hope to include field trips to further students' knowledge.

#### How are you assessed?

The GCSE is comprised of 3 separate written exams.

- **Component 1: Latin Language (50% of total mark)**  
Students must answer comprehension questions in English on an unseen Latin text, and translate from Latin into English.
- **Component 2: Latin Literature and Sources (30% of total mark)**  
Students must demonstrate knowledge of a prescribed theme, in Latin and in translation, which has been studied in class. Each theme, comprising both prose and poetry, is accompanied by a selection of ancient source materials (e.g. paintings, mosaics, sculptures, buildings, graffiti) on which one or more questions will be asked.
- **Component 3: Roman Civilisation (20% of the total mark)**  
Students must demonstrate knowledge of an area of Roman culture and civilisation. For 2024, the prescribed topics are Romans in the Countryside and Love and Marriage.

#### Where can it lead?

Learning Latin gives students an understanding of the mechanics and structure of any modern language, including our own. Students who have an interest in furthering their education into Ancient or Medieval History, Modern Languages, Medicine, Theology, Philosophy and the Sciences, will find background knowledge of Latin extremely beneficial. They will be able to understand many of the Latin names and phrases used at the higher levels of studying these subjects, and also the discipline of Latin will have already instilled in them the logical thought processes and enquiring minds needed for advanced academic study.

#### How can parents/carers support?

- Ensure that all homework is completed in full and presented well to support learning
- Encourage regular home use of the online vocabulary practice sites used in class





## KEY STAGE 4 SUBJECT PREFERENCES



### Religious Studies A

Qualification- GCSE  
Exam Board - AQA  
Duration – 2 Years

Further information contact;  
Joshua Rudd  
[joshua.rudd@bexhillacademy.org](mailto:joshua.rudd@bexhillacademy.org)

#### GCSE RELIGIOUS STUDIES

If you like asking questions and having discussions and you want to have knowledgeable answers not just opinions this is for you! If you are interested in learning what people believe and how they behave because of their beliefs in order to better understand the world around you then consider studying Religious Studies A.

#### How do you learn?

Lesson activities will include watching, reading, writing, discussion and creative tasks. In addition, appropriate visits and visitors will enhance learning.

#### What do you learn?

A study of four religious, philosophical and ethical Themes are studied from the list below:

**Religion and life** – covers the origins of the universe and human life as well as a study of abortion, euthanasia and life after death.

**Religion, peace and conflict** – covers violence, terrorism and war.

**Religion, crime and punishment** – looks at the causes of crime, punishment and the treatment of criminals.

**Religion, human rights and social justice** – covers human rights as well as wealth and poverty. A study of two world Religions are studied from the list below:  
Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism.

#### How are you assessed?

It is 100% externally assessed and consists of two written exam papers. There is no multiple choice questions, all answers require extended writing.

**Paper 1** is 50% of the GCSE and is assessed in a 1 hour 45 minute written exam on the world religions.

**Paper 2** is 50% of the GCSE and is assessed in a 1 hour 45 minute written exam on the Themes.

#### Where can it lead?

It is valued by colleges, universities and employers as you develop your reading and writing skills, your listening and speaking skills and your thinking and reasoning skills. It will complement a career which requires you to make informed decisions, whether it is law, sociology, psychology, the armed forces, medicine, the civil service and the caring profession.

#### How can parents/carers support?

Ensure that all lessons are attended and your son/daughter has the correct equipment for learning every lesson.



# KEY STAGE 4 SUBJECT PREFERENCES



## Spanish

**Qualification- GCSE**  
**Exam Board - Eduqas**  
**Duration – 2 years**

**Further information contact;**  
**Diane Lindsay**  
[diane.lindsay@bexhillacademy.org](mailto:diane.lindsay@bexhillacademy.org)

### GCSE SPANISH

Spanish GCSE is an exciting course which provides the opportunity to discover and extend your ability to use the four key skills we use when communicating in a language – Listening, Speaking, Reading and Writing - by exploiting authentic resources in a ‘real world’ scenario.

#### How do you learn?

You will learn in a wide variety of ways designed to get you to understand how languages work and to be able to reach a level of competency and fluency required in the terminal exams.

There will be three themes:

- Identity and local culture (self & relationships, health, festivals & customs)
- Local, national and international areas of interest (towns, holidays, the environment)
- Current and future study and employment (school, college, career plans)

#### How are you assessed?

The exam is comprised of four components.

Component 1, the speaking exam, will be completed in April of Y11.

Components 2, 3 and 4 are part of the normal exam season at the end of Y11

<b>Component 1</b>	<b>Speaking</b>	1 – A role-play task 2 – Picture card discussion, describe the photo and answer questions on the related topic 3 – A conversation on two topics, one chosen by the candidate and one allocated at random from the three themes.	25% Foundation : 7 – 9 mins Higher : 10 -12 mins
<b>Component 2</b>	<b>Listening And Understanding</b>	Multiple-response and short-answer open response questions. The majority of the questions will be set in English with two questions set in the Target Language.	25% Foundation: 35 mins Higher: 45 mins
<b>Component 3</b>	<b>Reading and Understanding</b>	Question types will comprise both multiple response and short answer open response questions, and one translation question. There will be four questions set in the Target Language.	25 % Foundation: 1 hour Higher: 1h 15
<b>Component 4</b>	<b>Writing</b>	A range of open response tasks including one cross over task, one translation and an extended writing.	25% Foundation: 1h 15 Higher: 1h 30

## GCSE SPANISH CONTINUED...

### Where can it lead?

Spanish is a highly respected academic subject which colleges and universities welcome as a great foundation for further and higher education.

People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE Spanish means you will:

- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- Be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
- Be able to work or study in a Spanish-speaking country in later life
- Be able to study A level Spanish courses to further your knowledge of the language and culture
- Find it easier to learn other languages later if you want to

Learning languages also allows you to:

- Meet people from different countries and find out more about them
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- Add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers want
- Have greater opportunities to work and/or study abroad, or work for companies in the UK with international links
- Discuss your interests, ideas and opinions with other people who speak the language
- Learn more about countries where the language is spoken, and the people who speak it.

### How can parents/carers support?

Occasionally parents can feel a challenge in supporting their pupils in a language but there are many ways in which this support can be invaluable. The department has placed the resources (both for listening and reading) on google classroom to support revision and homework.

Effective language learning relies on 'distributed practice' – doing a little, frequently. Although apps like duolingo are popular, they practice 'holiday' Spanish rather than GCSE vocabulary. We recommend using quizlet and memrise, available online and as mobile apps, to practise the vocabulary needed for your exam, set by your teacher. Just 10 minutes a day makes a huge difference!

Just being there to listen to your son/daughter practise their speaking can prove a great help and assistance.



# Option Subjects that Contain a Coursework Element



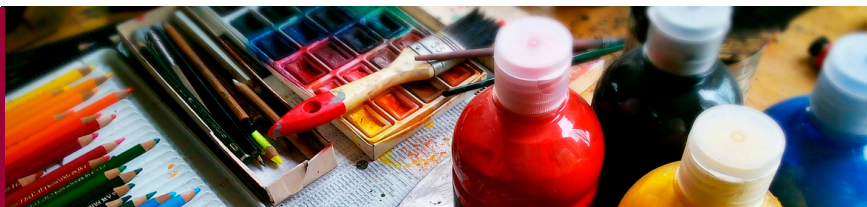
**Bexhill**  
Academy

## SECTION FOUR

Key Stage 4 Courses from September 2024



## KEY STAGE 4 SUBJECT PREFERENCES



### Art & Design

**Qualification- GCSE**  
**Exam Board - Edexcel**  
**Duration – 2 Years**

**Further information contact;**  
**Mary Watts**  
[mary.watts@bexhillacademy.org](mailto:mary.watts@bexhillacademy.org)

#### GCSE ART AND DESIGN

##### About this subject

Art & Design is a two-year course for students with an interest in developing confidence in being creative; who wish to gain visual skills and who are willing to experiment with different approaches to Art, Painting, Drawing, Mixed Media, Photography and 3D skills. GCSE Art & Design is a coursework subject and is individually highly rewarding, but equally demanding in terms of the time needed to complete projects. Students will be expected to plan and develop work beyond lesson time. It is essential for you to visit Art and Photography exhibitions throughout the two-year course; this will help you develop your ideas and understanding of REAL Artworks.

##### What topics does the course cover?

Art & Design GCSE gives students the opportunity to use a wide range of media including painting, collage, pastels, pencils, charcoal, ceramics, textiles, watercolours, stains, inks, photography, relief work and 3D sculpture. You will work to a theme, with structured exercises to guide you and give you confidence in the first year, which then broadens out to allow your own individual response in year 11.

##### How is the course assessed?

###### 60% - Coursework (Personal Portfolio)

Students will complete two or three thematic coursework projects, responding individually to a given theme. Students will be given guidance in how to structure their projects to meet the assessment objectives, which are based on 4 categories:

1. Recording: drawing and taking photos from observation.
2. Using your knowledge and understanding of Artists' work for inspiration to develop ideas.
3. Experimentation.
4. Producing final outcomes that draw together the different aspects of your research.

###### 40% - Exam (Externally Set Assignment)

Working to the same assessment objectives you will respond to a theme given by the exam board, which is issued in January of year 11, before then completing a final piece in 10hrs (usually 2 days) in April / May.

Students will be required to

- Submit evidence of using **drawing** to support the development process in both coursework (40%) and final exam (60%).
- Use **written** annotation and appropriate specialist terminology alongside your design work.

##### What can I study in the future with this qualification?

In addition to A level Art, it is possible to carry onto A level Textiles or A level Photography if you have completed this course at Sussex Coast College- Hastings, Eastbourne or Lewes Campus, Bexhill College, Brighton City College and BASVIC.

Also a BTEC National in Art and Design (level 3 qualification) at Sussex Coast College- Hastings, Eastbourne or Lewes Campus. After both A Levels and or BTEC courses, you can complete a foundation year and then apply for a Degree course. Some universities accept an exceptionally gifted student with a BRILLIANT portfolio straight from BTEC courses- the world is your Oyster!

Finally, T Levels, which are classroom-based, level 3 study programmes that last two years (full time) and will be based on standards designed by employers to train individuals to be ready to work in an ARTS occupational field. You can progress from the T Level on to either an apprenticeship or further technical training at a higher level where available.

There are a vast number of courses at University under the umbrella of Art, Craft & Design. Some possible careers in Art, Craft and Design are: Advertising designer, Animator, Architect, Art therapist, Ceramicist, Corporate identity designer, Editorial illustrator, Electronic image designer, Exhibition designer, Fashion illustrator, Fashion stylist, Film director/producer, maker, Fine art conservator, Furniture designer, Gallery administrator, Gaming designer, Illustrator, Image animator, Industrial designer, Interior designer, Landscape designer, Lettering artist, Magazine designer, Model maker, Photographer, Printmaker, Publicity designer, Sculptor, Silversmith/jeweller, Teacher, Technical illustrator, Theatre designer and Typographer to name a few.



## KEY STAGE 4 SUBJECT PREFERENCES



### Photography

Qualification- GCSE  
Exam Board - Edexcel  
Duration – 2 Years

Further information contact;  
Mary Watts  
[mary.watts@bexhillacademy.org](mailto:mary.watts@bexhillacademy.org)

#### GCSE PHOTOGRAPHY

##### About this subject

Today, photography has become a powerful means of communication and a mode of visual expression that touches human life in many ways.

Photography GCSE is a two year course for those with an interest in developing visual skills through digital photography and who are willing to experiment with different approaches to the subject. Camera controls, compositional, lighting and Photoshop skills are developed, as well as written contextual skills, which form an important part of the course. GCSE Photography is a coursework subject, and is individually highly rewarding but equally demanding in terms of the time needed to complete projects. Students will be expected to plan and develop work beyond lesson time. It will be an expectation to take photographs at least once a week in your own time, in the local community and other locations in the surrounding areas. It is essential for you to visit Art and Photography exhibitions throughout the three year course, this will help you develop your ideas and understanding of REAL Artworks.

##### How do you learn?

The word photography could be taken to mean 'a graphic representation with light'. In this way a photograph can take on the qualities of a drawing. Drawing methods such as pen or pencil on paper may enhance students' development and understanding of photographic ideas, for example to plan shots, analyse and deconstruct their own imagery, or record ways in which practitioners have used formal elements and visual language. Students MUST use a variety of tools and materials, as appropriate, for recording their surroundings and source materials. Students will also understand that Photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as photographers.

##### How are you assessed?

###### 60% - Coursework (Personal Portfolio)

Students will complete two or three thematic coursework projects, responding individually to a given theme. Students will be given guidance in how to structure their projects to meet the assessment objectives, which are based on 4 categories:

1. Recording: taking photographs that explore different aspects of composition.
2. Using your knowledge and understanding of Photographers' work for inspiration to develop ideas.
3. Experimentation.
4. Producing final outcomes that draw together the different aspects of your research.

###### 40% - Exam (Externally Set Assignment)

Working to the same assessment objectives you will respond to a theme given by the exam board, which is issued in January of year 11, before then completing a final piece in 10hrs (usually 2 days) in April / May.

Students will be required to

- Submit evidence of using **drawing** to support the development process in both coursework (40%) and final exam (60%).
- Use **written** annotation and appropriate specialist terminology.

##### What can I study in the future with this qualification?

A level Photography is on offer at Sussex Coast College Hastings, Eastbourne and Lewes Campus, Bexhill College, Brighton City College and BASVIC.

Also a BTEC National in Art and Design (level 3 qualification) at Sussex Coast College Hastings, Eastbourne and Lewes Campus.

There are a vast number of courses at University under the umbrella of Art, Craft & Design. Some possible careers in Art, Craft and Design are :Advertising designer, Animator, Art therapist, Computer graphics, Corporate identity designer, Editorial illustrator, Electronic image designer, Exhibition designer, Fashion illustrator, Fashion Designer, Fashion stylist, Film director/producer, maker, Film media – art direction, animation design, Gallery administrator, Gallery curator, Gaming designer, Illustrator, Image animator, Industrial designer, Interior designer, Landscape designer, Lettering artist, Magazine designer, Model maker, Photography printing/publishing, Printmaker, Publicity designer, Teacher, Technical illustrator, Theatre set designer and Typographer to name a few.



## KEY STAGE 4 SUBJECT PREFERENCES



### Ceramics

**Qualification- GCSE**  
**Exam Board - Edexcel**  
**Duration – 2 Years**

**Further information contact;**  
**Mary Watts**  
[mary.watts@bexhillacademy.org](mailto:mary.watts@bexhillacademy.org)  
**Chris Mayne**  
[chris.mayne@bexhillacademy.org](mailto:chris.mayne@bexhillacademy.org)

#### **GCSE CERAMICS - You cannot choose both Art and Ceramics GCSE.**

##### **About this subject**

Ceramics is a two year course for students with an interest in developing confidence in being creative; who wish to gain the making skills and who are willing to experiment with different approaches to Art, through the media of Ceramics. Drawing, Painting, Mixed Media, Photography and 3D skills will all be developed. GCSE Ceramics is a coursework subject, and is individually highly rewarding but equally demanding in terms of the time needed to complete projects. Students will be expected to plan and develop work beyond lesson time. It is essential for you to visit Art, Photography and Sculpture exhibitions throughout the two-year course; this will help you develop your ideas and understanding of REAL Artworks.

##### **What topics does the course cover?**

Ceramics GCSE gives students the opportunity for designing, prototyping, modelling or making of functional and aesthetic consumer products, interiors and architectural designs. Students should engage with appropriate processes, materials and construction techniques, using maquettes, models and working drawings to help take their initial ideas through to realisation. You will work to a theme, with structured exercises to guide you and give you confidence in the first year, which then broadens out to allow your own individual response in years 11.

##### **How is the course assessed?**

###### **60% - Coursework (Personal Portfolio)**

Students will complete two or three thematic coursework projects, responding individually to a given theme. Students will be given guidance in how to structure their projects to meet the assessment objectives, which are based on 4 categories:

1. Recording: drawing and taking photos from observation.
2. Using your knowledge and understanding of Artists' work for inspiration to develop ideas.
3. Experimentation.
4. Producing final outcomes that draw together the different aspects of your research.

###### **40% - Exam (Externally Set Assignment)**

Working to the same assessment objectives you will respond to a theme given by the exam board, which is issued in January of year 11, before then completing a final piece in 10hrs (usually 2 days) in April / May.

Students will be required to

- Submit evidence of using **drawing** to support the development process in both coursework (40%) and final exam (60%).
- Use **written** annotation and appropriate specialist terminology alongside their design work.

##### **What can I study in the future with this qualification?**

In addition to A level Art, it is possible to carry onto A level Textiles or A level Photography if you have completed this course at Sussex Coast College- Hastings, Eastbourne or Lewes Campus, Bexhill College, Brighton City College and BASVIC.

Also a BTEC National in Art and Design (level 3 qualification) at Sussex Coast College- Hastings, Eastbourne or Lewes Campus.

After both A Levels and or BTEC courses, you can complete a foundation year and then apply for a Degree course. Some universities accept an exceptionally gifted student with a BRILLIANT portfolio straight from BTEC courses- the world is your Oyster!

Finally, T Levels, which are classroom-based, level 3 study programmes that last two years (full time) and will be based on standards designed by employers to train individuals to be ready to work in an ARTS occupational field. You can progress from the T Level on to either an apprenticeship or further technical training at a higher level where available.

There are a vast number of courses at University under the umbrella of Art, Craft & Design. Some possible careers in Art, Craft and Design are :Advertising designer, Animator, Architect, Art therapist, Ceramicist, Corporate identity designer, Editorial illustrator, Electronic image designer, Exhibition designer, Fashion illustrator, Fashion stylist, Film director/producer, maker, Fine art conservator, Furniture designer, Gallery administrator, Gaming designer, Illustrator, Image animator, Industrial designer, Interior designer, Landscape designer, Lettering artist, Magazine designer, Model maker, Photographer, Printmaker, Publicity designer, Sculptor, Silversmith/jeweller, Teacher, Technical illustrator, Theatre designer and Typographer to name a few.





# KEY STAGE 4 SUBJECT PREFERENCES



## Child Development

**Qualification- BTEC  
Exam Board -Edexcel  
Duration – 2 years**

**Further information contact;  
Jolene Deeprise  
[jolene.deeprise@bexhillacademy.org](mailto:jolene.deeprise@bexhillacademy.org)**

### **BTEC CHILD DEVELOPMENT**

Child Development is an exciting course which provides the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

The qualification will broaden the learners experience and understanding of the varied progression options available to them.

#### **How do you learn?**

In a practical learning environment, learners will have the opportunity to develop knowledge and technical skills in the following areas:

- the characteristics of children’s development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children’s learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children’s play, learning and development.

#### **How are you assessed?**

Learners are required to complete and achieve all the components included in the qualification.

Component Number	Component Title	Level	How Assessed
1	Children’s Growth and Development	1/2	Internal
2	Learning Through Play	1/2	Internal
3	Supporting Children to Play, Learn and Develop	1/2	External

## **GCSE CHILD DEVELOPMENT CONTINUED...**

Internal assessment is through assignments that are realistic tasks and activities that are subject to external standards verification.

The external assessment is taken under supervised conditions, completed in two hours within the period timetabled by Pearson, and is then marked and a grade awarded by Pearson.

The qualification is graded from Level 1 Pass to Level 2 Distinction\*.

Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification.

### **Where can it lead?**

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC Level 3 National in Children's Care, Learning and Development or a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care. These qualifications prepare learners to enter employment or apprenticeships, or for a move to higher education to study a degree in the early childhood or childhood and youth areas or in related sectors such as nursing and social care.

### **How can parent/carers support?**

Occasionally parents can feel a challenge in supporting their pupils in a new subject area. Resources are available on the school website to support revision and homework.

All homework is placed with resources on Class Charts and lessons and coursework materials are available in the Google Classroom.

Just having conversations with your son/daughter can prove a great help with this subject as they can use your experience to enable them to develop their understanding.



## KEY STAGE 4 SUBJECT PREFERENCES



### Dance

Qualification- BTEC  
Exam Board - Edexcel  
Duration –2 Years

Further information contact;

Emma Baker

[emma.baker@bexhillacademy.org](mailto:emma.baker@bexhillacademy.org)

#### BTEC DANCE

##### How do you learn?

Students will study the Dance course over two years. Students will complete both practical and theoretical work. They will learn specialist skills such as exploring professional work, reproducing repertoire and responding to a stimulus.

The three components of the course focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components:

1. Exploring the Performing Arts (Written and Practical Coursework)
2. Developing Skills and Techniques in the Performing Arts (Practical Coursework)
3. Responding to a Brief. (Practical Exam)

##### How are you assessed?

**Coursework (60%)** will be produced through components 1 and 2; knowledge and understanding of a range of performance techniques, rehearsal and performance skills, reflective practice, responding to feedback and identify areas for improvement.

**The exam (40%)** will be a response to a Brief given 12 weeks before the performance date. Students will have to apply all of the skills they have developed throughout their coursework and perform to a selected audience. It is a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson.

##### Where can it lead?

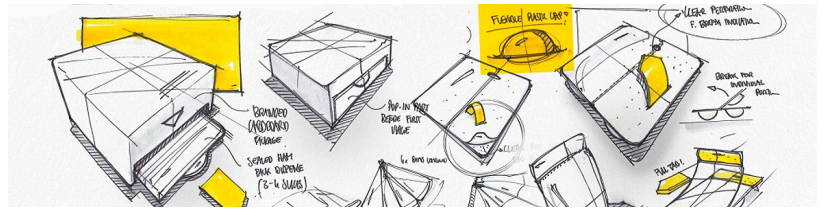
This course links extremely well to the Level 3 Tech Award in Performing Arts or A level; Dance. It is a good foundation for any student who wishes to pursue a career in the world of dance.

##### How can parents/carers support?

Parents and carers can provide support through encouraging students to attend extra-curricular clubs / rehearsals and provide help and support with homework. Students will need to wear black leggings, a black leotard or tshirt and have bare feet every lesson.



## KEY STAGE 4 SUBJECT PREFERENCES



### Design and Technology

Qualification- GCSE  
Exam Board - OCR  
Duration – 2 years

Further information contact;  
**Julian Kupper**  
[julian.kupper@bexhillacademy.org](mailto:julian.kupper@bexhillacademy.org)

#### GCSE DESIGN AND TECHNOLOGY

When considering your options for Year 9, Design and Technology (D&T) presents an exciting opportunity to engage with practical and theoretical aspects of design, engineering, and technology. Opting for D&T, especially within the framework of the Cambridge Nationals exam board at GCSE level, can be a gateway to understanding the processes of designing and making products that solve real-life problems. This subject combines creativity with scientific and technological understanding to innovate and create.

#### How do you learn?

#### Areas of Study

The Cambridge Nationals in Design and Technology curriculum is designed to develop a broad range of skills, providing a strong foundation for further education or a career in related fields. The course covers several key areas:

- 1. Design Thinking:** This area focuses on the creative process of identifying needs and opportunities for design. Students learn to think like designers, developing ideas and making decisions that lead to innovative solutions.
- 2. Materials and Technologies:** Students explore a variety of materials (including modern smart materials) and technologies, understanding their properties and how they can be manipulated through different manufacturing processes.
- 3. Engineering Principles:** This includes the study of mechanical systems, structures, and electronics within products, providing a technical foundation that enables students to understand how products function and are constructed.
- 4. Product Analysis and Development:** Learners analyze existing products to understand their design decisions, functionality, and market appeal. This knowledge is then applied in the development of their own design projects.
- 5. Sustainability and Environmental Impact:** An essential aspect of modern design, students learn about the environmental impact of products and the importance of considering sustainability in design choices.
- 6. Digital Design and Manufacture:** This area covers the use of computer-aided design (CAD) and computer-aided manufacture (CAM) technologies, reflecting the industry's move towards digital design processes.

## How are you assessed?

### Assessment Methods

The assessment for Cambridge Nationals in Design and Technology is structured to evaluate both practical and theoretical understanding:

- 1. Written Examination (50%):** A written paper assesses students' knowledge of materials, technologies, and design principles. This exam tests theoretical understanding, including critical analysis of products and understanding of design processes.
- 2. Non-Exam Assessment (NEA) (50%):** The NEA involves a substantial design and make project where students identify a problem, develop a solution, and create a prototype of their design. This project assesses students' ability to apply design processes, from initial ideas to the final product, including planning, development, and evaluation.

**Choosing Design and Technology as a GCSE option under the Cambridge Nationals exam board offers a comprehensive education that balances theoretical knowledge with practical skills. It prepares students for further education in design, engineering, and technology fields, as well as providing valuable skills for a wide range of careers. This subject encourages creativity, problem-solving, and critical thinking, skills that are highly valued in today's world.**

### Where can it lead?

#### A levels

A levels or Advanced Levels are two-year subject-based qualifications for students aged 16 or older who plan to go to university or want much deeper knowledge of a study area. Courses such as A-level product design and Architecture Design at College.

#### T Levels

New qualifications, T Levels which are broadly equivalent in size to three A Levels are proving hugely popular. Courses include Construction, Engineering and manufacturing.



## KEY STAGE 4 SUBJECT PREFERENCES



### Drama

Qualification- GCSE  
Exam Board - AQA  
Duration –2 Years

Further information contact;  
**Matthew Lewis**  
[matthew.lewis@bexhillacademy.org](mailto:matthew.lewis@bexhillacademy.org)  
**Rachel Leadley**  
[rachel.leadley@bexhillacademy.org](mailto:rachel.leadley@bexhillacademy.org)

#### GCSE DRAMA

##### How do you learn?

Students of GCSE Drama actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. They work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas. They reflect on and evaluate their own work and that of others and develop and demonstrate competence in a range of practical, creative and performance skills. Our students also consider and explore the impact of social, historical and cultural influences on drama texts and activities. They will create a range of theatre pieces utilising a variety of styles, in addition to staging a range of dramatic texts.

##### How are you assessed?

GCSE Drama is split into three assessments:

**Component 1: Written exam** of 1 hour 45 mins, **40% of GCSE**. This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed (AO3), including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others (AO4).

- Section A: Theatre roles and terminology
- Section B: Study of set text (e.g. Blood Brothers, The Crucible, Midsummer Night's Dream)
- Section C: Review of a live theatre production.

##### Component 2: Devising drama

**Practical performance and written coursework log** worth **40% of GCSE** which is marked by teachers and moderated by AQA. Students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance (AO1), apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4).

For this component students are required to complete the following **two** assessment tasks:

- Produce an individual Devising log documenting the devising process split into three sections – 60 marks
- Contribute to a final devised duologue or group performance- 20 marks.

## GCSE DRAMA CONTINUED...

### Component 3: Texts in practice

This unit is a **practical exam** in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (AO2) and forms **20% of the GCSE**. It is marked by AQA.

For this component students must complete **two** assessment tasks worth 40 marks :

- Study and present a key extract (monologue, duologue or group performance) - 20 marks.
- Study and present a second key extract (monologue, duologue or group performance) from the same play - 20 marks.

### Where can it lead?

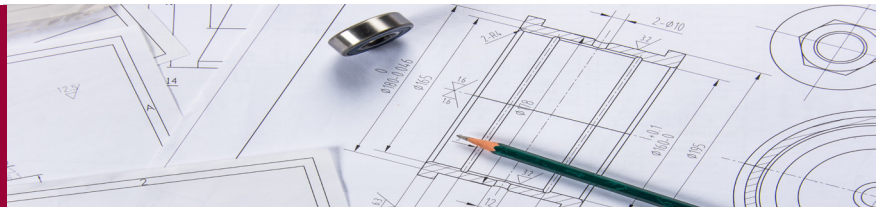
GCSE Drama is a direct progression on to the AS level performing courses such as, Drama and Dance and also BTEC level 3 courses or level 3 Diploma courses in Drama, Dance and Performing Arts. From here you can go to further education or jobs within the professional arts industry such as an Actor, Dancer, Theatre Director, Arts Administrator, Stage Manager, Technician and Designer. In addition, many other careers are available including Community Arts Workers, Drama therapists, Broadcast Presenter on TV, Film Director, in Teaching and in Marketing/Advertising.

### How can parents/carers support?

- Support learners in the importance of the theory work and completion of their homework, some of which will be research based, others practical.
- Ensure that learners are participating in the practical performance content – it is expected that students will perform as 30% of the course is practically assessed.
- Encourage learners to practice and participate in performance activities at school clubs or outside of school.
- Encouraging learners to watch, listen and read about performances outside of school.
- Take students to the theatre to see performances (many of which are available free at local arts festivals in Hastings, Bexhill and Brighton).
- Encourage learners to read plays and fiction books in their spare time.
- Support learners to practice their written skills – answering past papers and practise questions for revision.



## KEY STAGE 4 SUBJECT PREFERENCES



### Engineering

Qualification- GCSE  
Exam Board - AQA  
Duration –2 Years

Further information contact;  
Julian Kupper  
[julian.kupper@bexhillacademy.org](mailto:julian.kupper@bexhillacademy.org)

#### GCSE Engineering

##### How do you learn?

When considering Year 9 options, it is crucial to select courses that align with your interests and future aspirations. The Engineering Design course offered under the Cambridge Nationals, represents an excellent choice for students with a passion for engineering, design, and technology. This course is meticulously structured to introduce the foundational principles of engineering design, providing students with essential skills for further education and career development.

##### Overview of Engineering Design

Engineering Design is a field that blends creativity with technical prowess to address problems and forge innovative solutions. The course is designed to immerse students in the core principles of design, the engineering design process, and the utilization of computer-aided design (CAD) software. Key learning outcomes include interpreting design briefs, devising innovative solutions, and understanding the societal and environmental impacts of design decisions.

##### Detailed Areas of Study

The curriculum of the Engineering Design course is comprehensive, covering several crucial areas to ensure a well-rounded education:

- 1. Understanding the Design Brief:** Students learn to meticulously analyse design briefs, identifying the needs and expectations of clients and end-users. This includes understanding the problem, constraints, and opportunities presented in the brief.
- 2. Research and Specification:** This segment focuses on conducting targeted research into existing solutions, materials, technologies, and market trends. Students learn to synthesize this information into a detailed design specification that outlines the criteria for a successful solution.
- 3. Concept Generation and Development:** Students are encouraged to employ creative thinking techniques to generate a range of design ideas. They then refine these ideas, using both manual sketching and CAD tools, to develop feasible design proposals that meet the specifications.
- 4. Realization of Design Ideas:** This area teaches students the practical skills needed to bring their designs to life. It covers the selection of materials, manufacturing processes, and the creation of prototypes or models, considering cost, durability, and performance.
- 5. Evaluation of Design Solutions:** Students critically assess their design solutions against the original brief and specifications. This evaluation considers the design's functionality, aesthetic appeal, sustainability, and potential market impact.



## GCSE ENGINEERING CONTINUED...

### How is the course assessed?

#### Methods of Assessment

The assessment strategy for the Engineering Design course is designed to evaluate students' theoretical knowledge and practical skills comprehensively:

**1. Internal Assessments (Coursework):** Design evaluation and Modelling, These assessments form a significant part of the final grade and involve practical, project-based tasks. Students undertake design projects from conception to evaluation, documenting their research, design development, and final outcomes. This hands-on approach allows for the demonstration of problem-solving skills, creativity, and the ability to work independently.

**2. External Examination:** Principles of engineering design, In addition to coursework, students sit for an external exam that tests their grasp of engineering design principles, materials science, and the societal and environmental considerations of engineering projects. This exam ensures a balanced assessment, combining theoretical knowledge with practical application.

**Portfolio Submission:** Communicating Designs; Students compile a portfolio of their work, showcasing their design process, research, CAD skills, and prototype development. This portfolio provides tangible evidence of their capabilities and creativity in engineering design.

**Opting for the Engineering Design course not only equips students with a profound understanding of engineering principles but also instils valuable skills in problem-solving, critical thinking, and innovation. This course lays a solid foundation for further studies in engineering, design, and technology, preparing students for a range of career paths in these dynamic fields.**

#### Where will this take me in the future?

This course will give you an overview into the world of engineering and what it involves. There will be the chance to explore and understand many of the possible career options in engineering as well as being able to practice and develop the engineering skills that are the building blocks to higher level engineering study. Careers in engineering spread to nearly all areas of life- medical engineering, aerospace engineering, chemical engineering, automotive engineering and so many more.

It is thanks to the current engineers, that we live in the modern world that we do. Can you be the engineer of the future to take our world to the next level?



# KEY STAGE 4 SUBJECT PREFERENCES



## Food Preparation and Nutrition

Qualification- GCSE  
Exam Board –AQA  
Duration – 2 years GCSE

Further information contact;  
**Deborah Holroyd**  
[deborah.holroyd@bexhillacademy.org](mailto:deborah.holroyd@bexhillacademy.org)

### GCSE FOOD

#### How do you learn?

This GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on balancing theoretical knowledge and understanding with practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on using a range of practical and theory skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics which will be taught through 1 practical and 2 theory lessons per week:

- Food, nutrition and health – The functions and sources of macro and micro nutrients and how to make informed choices for a varied and balanced diet. What our energy needs are and how to carry out nutritional analysis. These are then related to how diet can affect health.
- Food science – looking at the chemical and functional properties of food. How this food is cooked and prepared. The science behind the transfer of heat and selecting appropriate cooking methods for different foods.
- Food safety – Food spoilage and contamination and how to reduce the risks of food poisoning. The signs of food spoilage and how to control the environment through storing, cooking and preserving food. We also study how microorganisms can be used in a positive manner in food production
- Food choice – food choices in relation to religion, culture, moral, social and ethical factors. Including how food is labelled, packaged and marketed. British and international cuisines will be studied, prepared and tasted and then the importance of using accurate sensory evaluation techniques to analyse success and to develop adaptation.
- Food provenance – the environmental impact and sustainability of food. Where we source our food and how ethically it is produced. The impact of organic and free range food products will be investigated along with the impact of packaging on the environment.

#### How are you assessed?

Method of assessment		Duration	Marks	%
Written examination	Written paper	1Hr 45mins	100	50
Non examined assessments	Food Investigation	10 GLH*	30	50
	Food preparation	20 GLH*	70	

\*GLH – guided learning hours

## GCSE FOOD CONTINUED...

### Written examination:

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

### Non-exam assessment (NEA)

#### Task 1: Food investigation

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

#### Task 2: Food preparation assessment

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

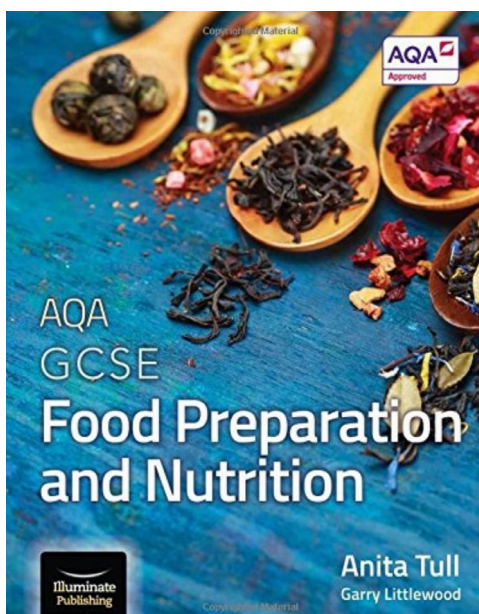
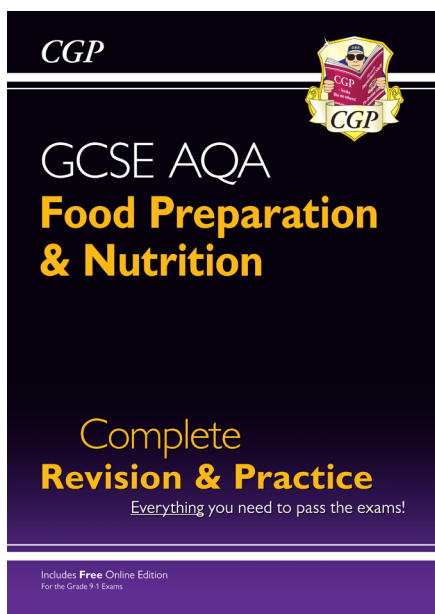
Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

### Where can it lead?

Studying Food Preparation and Nutrition can lead to exciting and well paid opportunities such as a nutritionist or in catering, food marketing, product development and diet related industries and more.

### How can parent/carers support?

- Make sure your son/daughter comes to school with the correct equipment – pen, pencil, ruler etc. EVERY day and ingredients as required
- Try to ensure they have a quiet space or time to complete homework
- Be aware of homework tasks they have been set through classcharts and google classroom.
- Encourage your son/daughter to attend after school session where available
- Encourage the use of revision materials for the subject
- Obtain the current textbook for the course and encourage them to use it





## KEY STAGE 4 SUBJECT PREFERENCES



### Geology

Qualification- GCSE  
Exam Board - Eduqas  
Duration – 2 years

Further information contact;  
Kerri Honeysett  
[kerri.honeysett@bexhillacademy.org](mailto:kerri.honeysett@bexhillacademy.org)  
Natalie Bishop  
[natalie.bishop@bexhillacademy.org](mailto:natalie.bishop@bexhillacademy.org)

#### GCSE GEOLOGY

##### How do you learn?

A wide variety of in-class lessons and field work/trip. Geology is an exciting hands-on science, using lots of rock, mineral and fossil samples which makes this branch of science very different to the others! The use of samples means it is easier to visualize ideas and concepts because you can see what is being studied. As 50% of the course is examined on-line, GCSE Geology is particularly good for those who enjoy and work hard in science, but whose literacy needs support. You will be taught by two expert teachers with substantial experience in Geology which includes mining, field work and palaeontology.

***The course is endorsed by The Geological Society and supported by ESTA.***

##### How are you assessed? –

###### Component 1: Geological Principles.

- On-screen examination: 1 hour 15 minutes.
- 50% of qualification.

###### Component 2: Investigative Geology

- Written examination: 1 hour 30 minutes
- 50% of qualification

##### Where can it lead?

***Earth is our home planet, a bright blue marble spinning through space. The Earth is certainly beautiful, but why study Geology? Geology provides the opportunity for a 'future ready' career. With a rapidly changing climate, we need scientists who understand how those processes work and how we can ensure we have enough land, space and resources for the future.***

- Geology studies both modern and ancient environments, deciphering the processes at work on our planet
- Geology is a means and a method for understanding and discovering the natural resources upon which the modern world is based
- Geology is a study of history, a long view of history that extends back billions of years
- Geology helps us identify and mitigate natural hazards such as earthquakes, coastal erosion, flooding, and landslides.
- Geology is an excellent reason for travel as the Earth itself provides geologists with their primary data

## GCSE GEOLOGY CONTINUED...

### Where can Geology take you?

- ✓ A Levels
- ✓ Degrees (but not always needed), then:
- ✓ Teaching (any science!)
- ✓ Museums, communication and government
- ✓ Mining and quarrying
- ✓ Energy
- ✓ Hydrogeology
- ✓ Engineering geology
- ✓ Environmental geology
- ✓ Natural hazards and risk
- ✓ **Other sectors** - Geologists may apply their transferable skills, such as numeracy and problem-solving, in a broad range of other sectors, from forensic geology to charities and aid organisations.

### How can parent/carers support?

Support students in the importance of the theory work and completion of their homework.

Support learners to practice their written skills – answering past papers and practice questions for revision.

Ensure that students are able participate in field work. There may be funds available to support this,

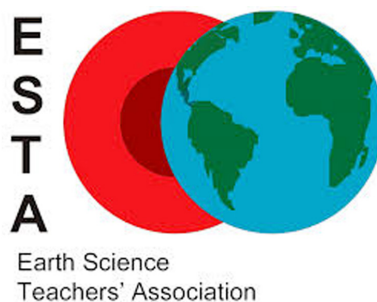
Encouraging Students to watch, listen and read about Geology outside of school. Your teachers will direct you to quality sources.

Talk to your child about current affair that have a geological aspect. These are often examples of environmental issues, such as earthquakes and volcanic eruptions. The Fukishima disaster is an example of an environmental disaster caused by geological events, as is the

Take students to Museums that hold geological and paleontological samples. There are excellent museums in Hastings and Bexhill, as well as the Natural History Museum in London.



The  
Geological  
Society





## KEY STAGE 4 SUBJECT PREFERENCES



### Health & Social Care

Qualification- BTEC  
Exam Board -Pearson  
Duration – 2 years

Further information contact;  
Sarah-Jane Bigby  
[sarah-jane.bigby@bexhillacademy.org](mailto:sarah-jane.bigby@bexhillacademy.org)  
Tel: 01424-730722

#### HEALTH AND SOCIAL CARE

##### How do you learn?

We are offering you the opportunity to take part in an engaging, practical and inspiring course that aims to equip you with a sound, specialist subject knowledge. You will spend 5 hours a fortnight attending a variety of lessons that examine all aspects of Health and Social Care including:

- How we develop throughout life from birth to later adulthood gaining a clear understanding of human growth and development across the life stages and the different factors that can affect it.
- Investigating different life events whilst developing an understanding of how individuals deal with them. Looking at how these events can impact on the individual physically, intellectually, emotionally and socially.
- Investigating different health and social care services and possible barriers to accessing them.
- An in depth look at health and wellbeing and factors that can affect it.
- Learning to interpret health indicators, recommendations and actions to improve health and wellbeing as well as barriers and obstacles that may prevent service users from following recommendations.

##### How are you assessed?

This course is assessed by completing three modules, the first two are coursework and the third is a formal exam.

This is the equivalent of one GCSE and is graded as Pass, Merit, Distinction and Distinction\* at level 2 and Pass, Merit and Distinction at level 1.

##### Where can it lead?

On completion of this course you could go on to college to study this subject at A Level/Level 3 with a view to a career in many fields including:

Paramedic, midwife, nurse, uniformed services, occupational therapist, medical laboratory technician, carer, nursery nurse, child minder, hospital play worker, social worker, health visitor and many more.....

##### How can parent/carers support?

Parents can support you by using the revision material supplied both online and given to you in preparation for your exam. Encourage you to attend the after school session (optional) where you will receive extra guidance and support. Contact me as soon as any issues arise so they can be sorted as quickly as possible.



## KEY STAGE 4 SUBJECT PREFERENCES



### Music

**Qualification- GCSE**  
**Exam Board - AQA**  
**Duration - 2 Years**

**Further information contact;**  
**Matthew Lewis**  
[matthew.lewis@bexhillacademy.org](mailto:matthew.lewis@bexhillacademy.org)

#### GCSE MUSIC

GCSE Music is an absorbing, interesting, highly challenging, academic and fun course. It is helpful that students reach a reasonable standard on their chosen instrument, or be confident singers, before starting the course. If students are unsure if they meet the requirements of this GCSE, they should speak to the Music department before making their choices. It is worth noting that if students do not play (or have a desire to play) an instrument, or sing to a good standard, then they will most likely find this course extra challenging. Students who are interested in music technology and software are encouraged to study music the course, as they can use computer software as a form of performance. Instrumental/singing lessons are highly encouraged and are available in school to support the course.

#### How do you learn?

Lessons are primarily focussed on practical application of skills and knowledge. Students participate in ensemble performing, solo performing and learning of key concepts & musical terminology in a practical nature. Students learn to listen to music with an analytical ear and explore music across different periods of time. They will study some set works by the composer Mozart and the musical icon, Paul Simon. Students will also regularly consolidate their understanding through composition – creating their own music. Much learning is required outside the classroom to make extended musical progress. Therefore, students are expected to practice regularly as part of their homework expectation. They are also required to join an extra-curricular activity and all GCSE students regularly perform in department concerts throughout the year.

#### How are you assessed?

Assessment is divided between three components:

- **Component 1: Understanding Music (40%)** = 1hr30m Listening & Analysis exam exploring 4 key Areas of Study and Set Studies including; Popular Music, Western Classical Tradition 1650-1910, Western Classical Tradition since 1910 and Traditional Music. Your set studies will include 'Bohemian Rhapsody' by Queen & Beethoven's 'Symphony No.1'
- **Component 2: Performing Music (30%)** = 1x solo performance + 1x ensemble performance or 1 x solo technology performance + 1 x ensemble technology performance
- **Component 3: Composing Music (30%)** = 1x composition to a brief + 1x free composition

#### Where can it lead?

GCSE music could lead onto higher education courses that along with further training could result in employment in the music industry such as a film composer, professional musician, and sound technician.

It is a highly regarded qualification for entry to a wide range of courses at Universities & Colleges of Higher Education. Higher education courses include A Level Music, A Level Music Technology, BTEC Level 3 Music, Multiple degrees in music study such as majors in; performance, composition, musicology, ethnomusicology, music industry, song-writing, popular music studies, music technology, creative music technology.

The course will also provide students with the skills, understanding and knowledge to access employment in many other industries, as well as develop skills to be able work independently in the music industry.

#### How can parent/carers support?

- Ensure that all home learning is completed in full and presented well to support the maximum outcomes.
- Encourage interest in a wide variety of music – assist in listening to music across a breadth of genres and styles.
- Encourage regular instrumental practice.
- Attend, support & celebrate your child's performances and contributions in concerts and events.



## KEY STAGE 4 SUBJECT PREFERENCES



### Physical Education

Qualification- GCSE  
Exam Board - AQA  
Duration – 2 Years

Further information contact;  
Ben Petty  
[ben.petty@bexhillacademy.org](mailto:ben.petty@bexhillacademy.org)

#### GCSE PHYSICAL EDUCATION

##### How do you learn?

Students will study the AQA GCSE PE Course over two years. Over the two years students will complete both practical work (40%) and theoretical work (60%).

In practical lessons students will be expected to take an active role, as players/performers, in all activities that are covered within lesson time. Students will learn skills and techniques that are associated with each sport as well as developing knowledge and understanding of tactics and strategies used in competitive situations.

The theoretical element of the course is based around two key areas and will involve individual, paired and small group work.

1. The human body and movement in physical activity and sport.
2. Socio-cultural influences and well-being in physical activity and sport.

When taking GCSE Physical Education you will have one practical lesson per week and two theory lessons.

##### How are you assessed?

###### Practical

You will be assessed in your practical ability in 3 different sports selected from a list of 31 and through a piece of written coursework. Your ability to perform skills in progressive drills (10 marks per activity) and your performance in the full context (15 marks per activity) will be assessed to produce your practical grade. Through written coursework you will also be assessed in your ability to analyse (15 marks) and evaluate (10 marks) to bring about improvement in one activity. The practical element of the course is marked out of 100 and makes up 40% of your final grade.

###### Theory

The theory element of the course is assessed through 2 separate exam papers that each last 1 hour and 15 minutes and are worth 78 marks each.

###### Paper 1 – The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data.

###### Paper 2 – Socio-cultural influences and well-being in physical activity and sport.

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data.

##### Where can it lead?

GCSE Physical Education links extremely well to A-Level Physical Education and other similar courses such as Sports Science and Sports Studies. It is a good foundation for any student who wishes to pursue a career in the world of sport and exercise and in particular physiotherapy, personal training, PE teaching and sports coaching.

##### How can parent/carers support?

Parents and carers can provide support through encouraging students to attend extra-curricular clubs as well as becoming members of sports clubs outside of school hours.

Parents and carers can also provide help and support with homework as well as testing student's knowledge using the specimen exam questions that are available on-line at the AQA website.





## KEY STAGE 4 SUBJECT PREFERENCES



### BTEC Sport

Qualification- BTEC  
Exam Board - Edexcel  
Duration – 2 Years

Further information contact;  
Emma Baker  
[emma.baker@bexhillacademy.org](mailto:emma.baker@bexhillacademy.org)

#### BTEC TECH AWARD IN SPORT

##### How do you learn?

Students will study the Sport course over two years. Students will complete both practical and theoretical work. They will learn how to prepare athletes for sport (anatomy and physiology, movement analysis and physical training), the effect fitness has on performance, researching equipment and technology, the role of officials and coaching others.

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the sport sector, and specialist skills such as analysis, leadership, and teaching and communication.

1. **Preparing Participants to Take Part in Sport and Physical Activity** - (Coursework - predominantly written work - 30%)
2. **Taking Part and Improving Other Participants Sporting Performance** - (Coursework - predominantly practical work – 30%)
3. **Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity** (Exam - 1 ½ hours - 40%)

##### How are you assessed?

Students will study one component at a time. At the end of the period of learning time they will receive a coursework assignment brief. Students will then have 5 hours to complete the piece of coursework (30%).  
x2 components = 60%

The exam (40%) will be a written paper based on facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise. Students will be assessed on 4 criteria:

**AO1 Knowledge, AO2 Understanding, AO3 Application, AO4 Making connections with concepts.**

##### Where can it lead?

This course links extremely well to the Level 3 Tech Award in Sport or A level Physical education. It is a good foundation for any student who wishes to pursue a career in the world of Sport.

##### How can parent/carers support?

Parents and carers can provide support through encouraging students to attend extra-curricular clubs and provide help and support with homework and revision.

# Links to further education providers:

## **Bexhill College**

<https://www.bexhillcollege.ac.uk/international/courses-overview/>

## **Sussex Downs College**

<https://www.escg.ac.uk/support/qualifications-explained/>

## **Ark Alexander Academy VI form**

<https://arkalexandra.org/about/welcome/sixth-form>

## **Hailsham Community College VI form**

<https://www.hccat.net/sixth-form/>

## **Heathfield Community College VI form**

[https://www.heathfieldcc.co.uk/?page\\_id=3153](https://www.heathfieldcc.co.uk/?page_id=3153)

## **Plumpton College**

<https://www.plumpton.ac.uk/>

# NOTES



# NOTES





# **Bexhill** Academy

Bexhill Academy,  
Gunters Lane,  
Bexhill-on-Sea,  
East Sussex,  
TN39 4BY

Tel 01424 730722