

KNOLE ACADEMY



Year 9 Options Booklet

(+ Core Courses of Study)

2025 – 2027

Name: _____

Core

Combined Science

English Language & English Literature

Mathematics

Core Physical Education

not assessed

Combined Science

Subject Leader: Mr S Deighton

Examination Board: AQA

Syllabus: 8464

Aim of the course

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



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

GCSE Combined Science units

Biology	<ul style="list-style-type: none">• Cell biology• Organisation• Infection and response• Bioenergetics• Homeostasis and response• Inheritance, variation and evolution• Ecology
Chemistry	<ul style="list-style-type: none">• Atomic structure and the periodic table• Bonding, structure and the properties of matter• Quantitative chemistry• Chemical changes • Energy changes• The rate and extent of chemical change• Organic chemistry• Chemical analysis• Chemistry of the atmosphere• Using resources
Physics	<ul style="list-style-type: none">• Forces• Energy• Waves• Electricity• Magnetism and electromagnetism• Particle model of matter• Atomic structure

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

GCSE Chemistry, Physics and Biology

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

Future Opportunities

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

English Language and English Literature

Subject Leader: Mr G Hughes

Examination Board: Eduqas

Syllabi: English Language C720U

English Literature C700QS

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

English Language

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

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

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

English Literature

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

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



Future Opportunities

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

Mathematics

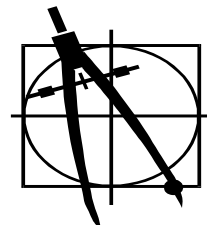
Subject Leader: Mrs J Barham

Examination Board: Edexcel

Syllabus: Linear IMA1

Aim of the course

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



General Description

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

Students in the top grammar classes will also study GCSE Statistics alongside maths. The course will focus on developing students' statistical understanding, data-handling skills, and analytical thinking. By integrating Statistics into the timetable, students will have dedicated time to engage with key concepts, apply problem-solving techniques, and develop confidence in interpreting and presenting data. This structured approach will also support their broader mathematical reasoning and exam performance.

Assessment

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

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

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

Future Opportunities

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

Options

All option subjects are studied over 2 years and examined in year 11.

All students **MUST** pick a 1st and 2nd choice subject from each column.

This **MUST** include at least ONE subject from a **BLUE** BOX in any column

AND at least ONE subject from a **PINK** BOX in any column

Option A	Option B	Option C	Option D
Graphic Communication	Fine Art	Business Studies	Child Development
Business Studies	Enterprise and Marketing	Design and Technology	French
Travel and Tourism	Dance	Music Practice	Geography
Drama	Design and Technology	Geography	Sport Science
Sport Science	Hair and Beauty Level 2	History	History
Religious Studies	History	Textile Design	Triple Science
Psychology	Geography	Physical Education	Photography
History	Food Preparation and Nutrition	Triple Science	Computer Science
Geography	Psychology	Food Preparation and Nutrition	Sociology
French	Creative Media Production	ICT	

Please note: subjects that do not meet minimum number requirements may not run.

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

Deadline for submission is 2 April 2025

Year 9 into 10 GCSE Option Choices



If you are unable to scan the QR code you can also access the option selection form via the link below:

<https://forms.office.com/e/Jq50MGKH2R>

Business Studies

Subject Leader: Mr M Bogan

Examination Board: Eduqas

Aim of the course

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

General Description and Assessment

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

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

All examinations are at the end of year 11.

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

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

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

Data response questions covering all of the specification content



Future Opportunities

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

Child Development

Subject Leader: Miss C Hurley

Examination Board: OCR

Syllabus: J809

Aim of the course

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

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



General Description

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

Assessment

All students will study three units:

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

Future Opportunities

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



Creative Media Production

Subject Leader: Mr K Kyle

Examination Board: Pearson

Aim of the course

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

General Description

The skills developed through an education in creative media are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including film, television, games, web and app development, and publishing. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what hasn't changed is that media products still have the power to enthrall, intrigue and affect audiences. Collectively, the creative sector in the UK contributed nearly £112 billion to the economy in 2019 and has grown by 7.4 per cent since 2017, a rate of growth five times that of the overall UK economy.

Assessment

Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production				
Component number	Component title	GLH	Level	How assessed
1	Exploring Media Products	36	1/2	Internal
2	Developing Digital Media Production Skills	36	1/2	Internal
3	Create a Media Product in Response to a Brief	48	1/2	External Synoptic

Future Opportunities

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



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

Dance

Subject Leader: Miss H Page

Examination Board: AQA

Syllabus: 8236

Aim of the course

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

General Description

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

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

Assessment

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

Future Opportunities

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

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

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



Design and Technology

Subject Leader: Miss T Sarton

Examination Board: AQA

Syllabus: 8552

Aim of the course

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

General Description

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

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

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

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

Assessment

The GCSE in Design and Technology consists of two components:

Paper 1: (50% of GCSE)

Written exam: 2 hours

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

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

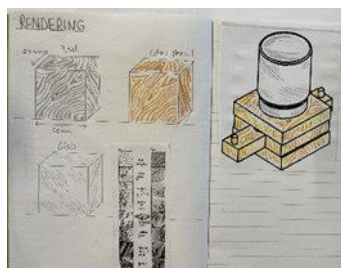
Non-Exam Assessment (NEA): (50% of GCSE)

Practical application of:

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

Future Opportunities

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



Drama

Subject Leader: Mrs V Hollidge

Examination Board: AQA

Syllabus: 8261

Aim of GCSE Drama:

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

General Description

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

Assessment

Candidates will be assessed on their ability to:

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

Component 1: Written Test (40% of GCSE)

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

What's assessed:

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



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

What's assessed :

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

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

What's assessed:

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

Future Opportunities

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

Cambridge Nationals Level 1/2 Enterprise and Marketing

Subject Leader: Miss C Shea

Examination Board: OCR

Syllabus: J837

Aim of the course

This course is tailored for students who aim to acquire practical knowledge and skills in the fields of enterprise and marketing. Combining both theoretical and hands-on elements, this program prepares students for advanced qualifications in enterprise, marketing, or business. This course may appeal to those who seek an engaging qualification that involves applying learning to practical, real-life scenarios, such as:

- Carrying out market research
- Planning a new product and pitching it to a panel of experts
- Reviewing whether a business proposal is financially viable



General Description

You will need to enjoy exploring business contexts and the working of a variety of different enterprises. It is important that you have a lively and enquiring mind, an interest in the workings of enterprise, a willingness to explore new theories and be able to communicate your ideas confidently and effectively. As part of the qualification, you will need to give a 'pitch' so being able to speak publicly in front of your peers is important as this counts for a proportion of your final grade.

Assessment

All students will study three units:

Coursework: 60% of final GCSE grade	Written Exam: 40% of final GCSE grade
R068: Design a business proposal (30%) In this unit you will learn how to develop market research tools and use these to complete your market research. You will use your research findings to decide who your customers will be, create a design mix and produce your product design ideas. To help decide on your final design, you will gain feedback and then assess the strengths and weaknesses of your initial ideas. You will complete financial calculations to determine whether your proposal is likely to make a profit. You will use the evidence you have generated to decide whether you think that your new product is likely to be financially viable.	R067: Enterprise and Marketing Concepts In this unit you will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding your target market's needs, you will learn how the marketing mix elements must be carefully blended to enhance business performance. You will examine each element individually and explore the decisions that an entrepreneur needs to make. You will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which you will learn about so that you can understand how to obtain timely and appropriate guidance. (75 minutes)
R069: Market and pitch a business proposal (30%) In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. Your promotional campaign will include you choosing different methods of promotion which you think are most suitable for your target customers. You will then need to create a presentation that you will pitch to an audience.	

Future Opportunities

This qualification will be a great starting point for students who may wish to study BTEC National in Enterprise and Entrepreneurship/Business Studies. In addition, this is a perfect introduction into understanding how businesses market and pitch ideas.

Fine Art

Subject Leader: Miss T Sarton

Examination Board: AQA

Syllabus: 8201

Aim of the course

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

General Description

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

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

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

Assessment

The GCSE in Art and Design consists of two components:

Component 1: Portfolio; the portfolio must include both:

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

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

Future Opportunities

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

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



GCSE Food Preparation and Nutrition

Subject Leader: Mrs M McGauley

Examination Board: AQA

Syllabus: 8585

Aim of the course

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

What will I study?

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



Assessment

All assessments take place in Year 11.

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

Future Opportunities

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



French



Subject leader: Mrs S Beaumont

Examination Board: Edexcel

Syllabus: 1FRO

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

Aim of the course

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

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

General Description

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

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

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

Assessment

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

Future Opportunities

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

Geography

Subject Leader: Ms N Croucher

Examination Board: AQA

Syllabus: 8035

Aim of the course

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

General Description

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

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

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

Assessment

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

Future Opportunities

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



Graphic Communication

Subject Leader: Miss T Sarton

Examination Board: AQA

Syllabus: 8203

Aim of the course

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

General Description

GCSE Graphic Communication covers a wide range of practices including:

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

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

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

Assessment

The GCSE in Graphic Communication consists of two components:

Component 1: Portfolio; the portfolio must include both:

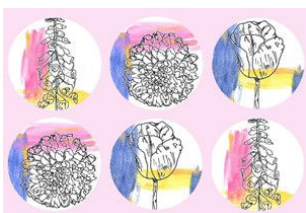
- 1) A sustained project developed in response to a subject, theme, task or brief.
- 2) A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects [60% of the marks].

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

Future Opportunities

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

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



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

Subject Leader: Mrs D Morgan-Suttle

Examination Board: City and Guilds

Syllabus: 3038-24

This qualification is designed for learners wishing to gain foundation knowledge of the hairdressing and beauty therapy industry.

Aim of the course

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

Lessons

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

Mandatory generic units:

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

Teaching Methods

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

Assessment

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

Homework

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

How Parents can help

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

Progression

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

History

Subject Leader: Miss C Kilby

Examination Board: Edexcel

Syllabus: 1 HI0

Aim of the course

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

General Description

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

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

Assessment

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

Future Opportunities

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

Cambridge Nationals Level 1/2 in Information Technology (IT)

Subject Leader: Miss C Shea

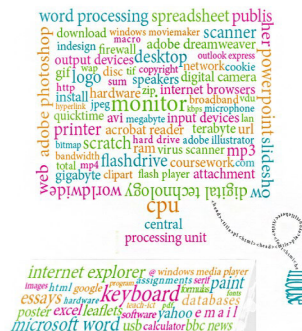
Examination Board: OCR

Syllabus: J836

Aim of the course

This course offers a comprehensive skill set across various ICT fields, which are applicable to any industry. With ICT skills and qualifications becoming essential for businesses and higher education institutions, this subject holds significant importance for both the present and the future. This course is ideal for those seeking an engaging qualification that applies practical learning to real-world scenarios, such as:

- Using different application and tools to design, create and evaluate IT solutions and products.
- Creating a data manipulation solution.
- Creating an augmented reality prototype.



General Description

You will:

- Explore current and emerging technologies and their impact on daily life.
- Work with a variety of digital tools and techniques.
- Learn to design websites, interfaces, financial models, and databases.
- Develop interactive digital products for others to use.
- Build key skills that are highly valued by employers and educational institutions.
- Follow a study program that supports progression to further education and ICT-related employment.
- Enhance your confidence through the development of independent learning skills.

Assessment

All students will study three units:

<p>Coursework:</p> <p>60% of final GCSE grade</p>	<p>Written Exam:</p> <p>40% of final GCSE grade</p>
<p>R060: Data manipulation using spreadsheets (30%)</p> <p>In this unit, you will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. You will be able to use a range of tools and techniques to create a spreadsheet solution based on their design, which you will test. You will be able to evaluate your solution based on the user requirements.</p>	<p>R050: IT in the digital world</p> <p>In this unit, you will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products.</p> <p>You will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.</p> <p>(90 minute examination)</p>
<p>R070: Using augmented reality to present information (30%)</p> <p>In this unit, you will learn the purpose, use and types of augmented reality (AR) in different contexts and how they are used on different digital devices. You will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. You will also be able to test and review you AR model and techniques.</p>	

Future Opportunities

The curriculum requires that every child leaves school 'digitally literate' and this course is well placed to achieve that, equipping students with the digital skills they will need as they progress to further education and employment. This course feeds nicely into the IB Digital Society course in the Sixth form.

Music (Music Practice)

Subject Leader: Mrs A Lawrie

Examination Board: Pearson (BTEC Tech Award Level 2)

Aim of the course

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

General Description

The Level 2 BTEC music course is a creative and analytical course, allowing students to build knowledge and appreciation of music from all over the world, both historical and current, and honing skills in performing and composing their own music. Students will learn to work independently as well as collaboratively in groups and take part in many exciting performance opportunities, both within the school and externally. No formal musical training is required although students are expected to be competent in an instrument or voice for the performance aspects of the course.

Assessment

Unit Number	Unit Title	What's involved?	Assessment
1	Exploring Music Products and Styles	Musical analysis (studying different genres & styles) Music Theory & aural listening skills	Internal exam paper (Summer of Year 10)
2	Music Skills Development	Performance (solo) Creating music	Internal (coursework) January of Year 11)
3	Responding to a Music Brief	Performance (ensemble) Creating music	External (project sent to Pearson) (Summer of Year 11)

Important Note:

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

Future Opportunities

There are many opportunities that follow on from studying Music at KS4. The course leads to progression to the Level 3 BTEC offered in Sixth Form. If you are interested in studying the subject further then the course would help you with further studies in Music, Performing Arts and Music Technology. After your studies, there are many options open to someone interested in music: performer, DJ, recording engineer, arrange, composer, teacher, arts management and the recording industry (management, promotions etc.). Lastly, music is also a fantastic hobby!



Photography

Subject Leader: Miss T Sarton

Examination Board: AQA

Syllabus: 8206

Aim of the course

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

General Description

GCSE Photography covers a wide range of practices including:

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

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

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

Assessment

The GCSE in photography consists of two components:

Component 1: Portfolio; the portfolio must include both:

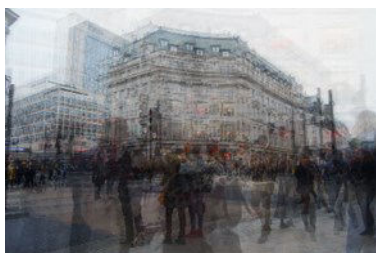
- 1) A sustained project developed in response to a subject, theme, task or brief.
- 2) A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects [60% of the marks].

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

Future Opportunities

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

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



Physical Education

Subject Leader: Mrs R Laker

Examination Board: Edexcel

Syllabus: 1PE0

Aim of the course

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

General Description

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

Assessment

The GCSE course is broken down into 4 components.

Component 1: Fitness & Body Systems. Written examination: 1 hour 30 minutes and 80 marks available. (36% of the qualification).

Component 2: Health & Performance. Written examination: 1 hour 15 minutes and 60 marks available. (24% of the qualification).

Component 3: Practical Performance - internally marked and externally moderated (30% of the qualification). Students will be assessed in 3 different sports. One must be a team sport, the second an individual sport and the third can be a team or individual sport. Each sport is worth 35 marks.

Component 3: Personal Exercise Programme (PEP). Internally marked and externally moderated (10% of the qualification).

Future Opportunities

GCSE PE allows progression to post 16 courses in PE, and vocational qualifications such as BTEC and National Diplomas. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the civil service.



Psychology

Lead Teacher: Miss O Martin

Examination Board: AQA

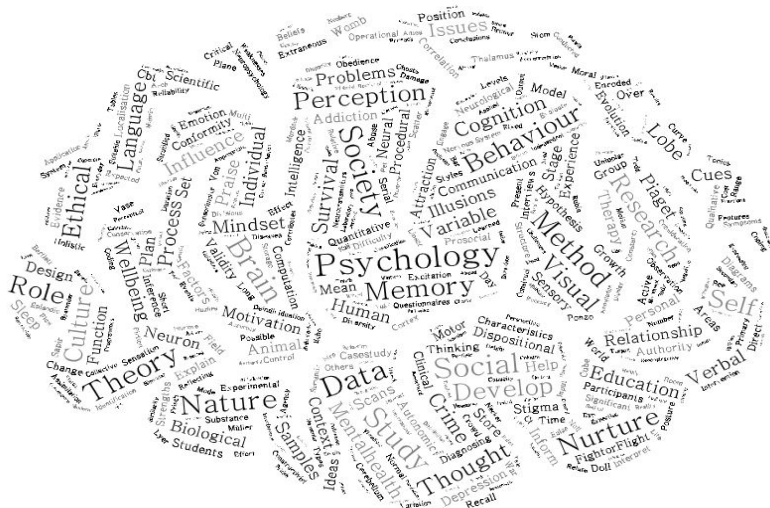
Syllabus: 8182

Entry requirement

You must be achieving expected or above in your actual outcome in science and maths to access this course.

Aim of the course

- To ensure that our young psychologists are equipped with the necessary scientific knowledge, skills and vocabulary to develop a better understanding of themselves and the wider world
- The psychology curriculum enables learners to value the importance of psychological research and will promote curiosity of the human mind and behaviour



General Description

Psychology is the scientific study of the human mind and it's functions, especially those effecting behaviour in a given context. This option is an opportunity to study a new and exciting subject which explores how the human mind works and why people behave in particular ways. It allows students to learn new skills, understand the world around us and how people interact within that world.

Psychology provides the opportunity to develop skills in critical thinking, analysis and evaluation which are considered valuable and transferable skills. It develops independent learners who are willing to think and question and who work well as part of a team. These are all qualities valued in both higher education and employers.

Assessment

100% Written Exam

Multiple Choice, Short Answers, Long Answers

Paper 1 (100 marks—1hr 45)

Paper 2 (100 marks—1hr 45)

- A) Memory
- B) Perception
- C) Development
- D) Research Methods

- A) Social Influence
- B) Language, Thought and Communication
- C) The Brain and Neuroscience
- D) Psychological Problems



Future Opportunities

The GCSE course also creates a good foundation for IB and A Level study as well as pathways towards careers in Forensics, Medicine, Counselling, Sports, Advertising and Education.



Religious Studies (RPE)

Subject Leader: Mrs A Maddox

Examination Board: AQA

Syllabus: 8062

Aim of the course

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

General Description

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

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

Assessment

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

Future Opportunities

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

Sociology

Subject Leader: Ms N Croucher

Examination Board: WJEC

Syllabus: C200QS

Aim of the course

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

General Description

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

Assessment

Written Assessment — 100% exam

Component 1—Understanding Social Processes

Written paper—1 hour 45 minutes

This component covers the following topic areas:

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

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

Component 2—Understanding Social Structures

Written paper—1 hour 45 minutes

This component covers the following topic areas:

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

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

Future Opportunities

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

Sport Science

Subject Leader: Mrs R Laker

Examination Board: OCR

Syllabus: J828

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

Aim of the course:

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

Assessment

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

Future Opportunities

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

Textile Design

Subject Leader: Miss T Sarton

Examination Board: AQA

Syllabus: 8204

Aim of the course

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

General Description

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

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

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

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

Assessment

The GCSE in Textile Design consists of two units:

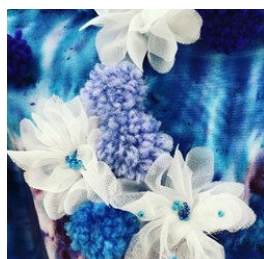
Component 1: Portfolio; the portfolio must include both:

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

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

Future Opportunities

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



Travel and Tourism

Subject Leader: Ms N Croucher

Examination Board: Edexcel Syllabus: 603/7048/8

Aim of the course

The course aims to provide students with practical skills, knowledge and understanding of the travel and tourism industry. These aims include:

- Understanding the key aspects of the travel and tourism sector, including types of organisations, destinations and the roles they play
- Developing an understanding of customer needs and how meeting expectations impact upon the travel and tourism industry
- Developing practical and employability skills such as research, data analysis and communication skills



General Description

Travel and tourism Btec provides students with knowledge and practical skills to work in the industry. It covers topics like tourism destinations, customer service, marketing, and business operations. Students explore travel trends, plan trips, analyse customer needs, and study the industry's impact.

Assessment

Unit 1 The travel and tourism industry	Unit 2 Customer service in travel and tourism organisations	Unit 3 Influences on global travel and tourism
Coursework	Coursework	Exam
This unit develops understanding of different travel and tourism organisations and the products and services that they offer	A positive customer experience is vital for success in the competitive travel and tourism industry. This unit explores how organisations meet customer needs through products, services, and facilities	In this component, you will explore the factors that can impact travel and tourism, as well as how travel and tourism organizations, destinations, and governments react to these influences and the rationale behind their responses.

Future Opportunities

BTEC travel and tourism level 2 award can lead onto further studies in travel and tourism at level 3 or A level.

Future careers include, event coordinator, air cabin crew, or ground staff, tour operator, working in customer service, hotel manager, working in the transport

Cabin Crew

Resort Representative

Hotel manager

Customer service representative

Children's entertainer

Cruise ship worker

Travel agent

Tour guide

Safari park ranger

Travel blogger

YouTube video producer

Event planner

Beach bar owner

Airbnb host

Animal conservationist

Triple Science

Subject Leader: Mr S Deighton

Examination Board: AQA

Syllabi: 8461 Biology

8462 Chemistry

8463 Physics

Aim of the course

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



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

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

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

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

All units are assessed in examinations, six in total.



Future Opportunities

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