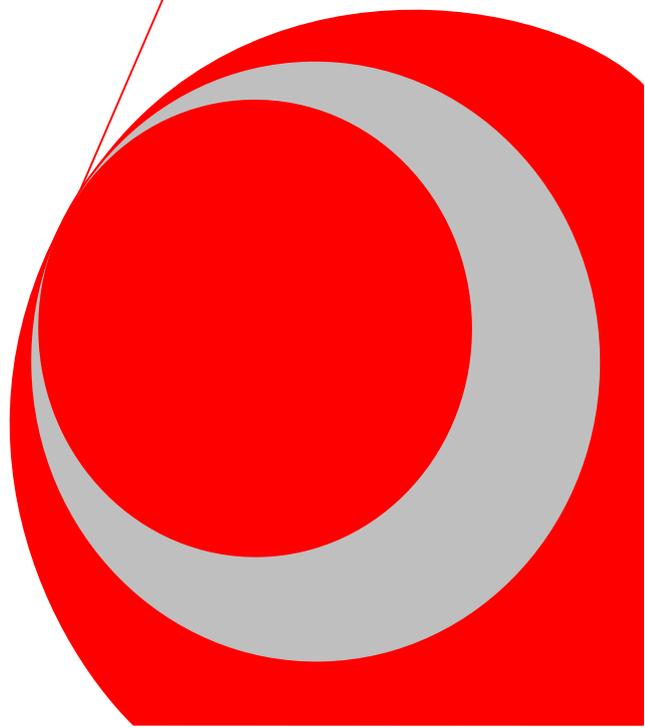


**THE SKINNERS'  
KENT ACADEMY**

**OPTIONS  
BOOKLET  
Year 8**

**2018-2021**



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## INTRODUCTION TO THE OPTIONS BOOKLET 2018-2021

Dear Parents/Carers

This booklet outlines the range of 3-year courses (except English Literature and LIBF which are studied in Years 9 and 10 and English Language which is studied in Year 11) which will be available for your son/daughter to study as they move into Year 9 at The Skinners' Kent Academy. It includes information about the core subjects which are compulsory for all students and also the list of option subjects from which the students can choose. The choices are being offered subject to the availability of staff and student interest.

This is a very important stage in your son/daughter's life and the choices made now will have a significant impact on their future opportunities and prospects. It is important that you and they engage fully in the process of choosing the most appropriate and beneficial courses for them as individuals.

The world which the current generation of young people face is a very different one to the one faced by the generations before them. It is fast changing and the job market is a global and highly competitive one. Our students will need to ensure that they make the best choices about learning and achieving whilst they are at the Academy. They need to aim high, believe in themselves and work hard! Our job is to support them in this process so that they do well in their examinations, are well prepared for the world of work and are able to embrace the challenges which they will face positively and successfully.

There has also been a change of emphasis with the way that the curriculum is designed to match national trends and student needs. This change of emphasis is clearly demonstrated in the choices and curriculum that is on offer to students.

The choice of courses is only the start of this process. We will be talking to the students individually about their choices related to their aspirations and what they want to do as a career. Please do not hesitate to contact the Academy if you have any questions or concerns. The main contact person in regard to the Options process is: Mrs Read, Vice Principal Student Learning and Progress.

Kind regards



Sian Carr  
Executive Principal



Principal

## **ASSESSMENT and EXAMINATIONS**

A range of assessment procedures exist so all students can demonstrate their positive achievements. Our aim is to give every student the best possible opportunity for success. All courses are assessed through the GCSE, LIBF and CIDA examination systems.

### **KS4 COURSES**

- All qualifications will have a grading system of 1-9 (except LIBF and CIDA)
- For the majority of subjects there is a terminal examination
- Controlled Assessments may be an element of some subjects
- Some have 2 tiers of entry while others have only 1

Students and their parents need to be aware that external assessments are scheduled by the examination boards and the dates are not negotiable. Students should ensure that they are familiar with the dates for examinations, practical sessions, orals and moderation sessions if applicable to a subject. It is vital that all of these are attended, otherwise, it may lead to an award not being completed. We will ensure you have full details of all external assessment dates at the beginning of the Academic year in September. We ask that parents check the calendar for dates of assessments prior to booking appointments for their child which cannot be done outside the Academy day. If in doubt please contact us and ask.

The main examination sessions occur in late May/June. Results usually take 6 to 8 weeks to be processed. Controlled assessments will take place at other times. Attendance at controlled assessments and examinations is essential.

Parents will have the opportunity to follow the progress of their individual child through the normal Academy channels of reports and Parent Review Meetings.

## KS4 Options

### What You Have To Do!

KS4 courses in all subjects will be taught over three years (Yrs 9- 11), to ensure that the increased demands of the content and assessments are met. In the tables below you will find tables outlining those subjects that are compulsory and those which are optional, beginning September 2018.

**CORE SUBJECTS (Compulsory)** - *English Language, English Literature, Mathematics, Science, French*

**First subject choice:** please make **three** choices - select **one** subject from **each** option block.

**Reserve subject choice:** please make **three** choices - select **one** subject from **each** option block.

		First subject choice (✓)	Reserve subject choice (✓)
<b>Option A</b>	History		
	Geography		
<b>Option B</b>	Art		
	Music		
	Drama		
	PE		
	History <i>(if not selected as Option A)</i>		
	Spanish		
<b>Option C</b>	Design & Technology		
	Food Preparation and Nutrition		
	LIBF Certificate in Personal Finance		
	Religious Studies		
	Certificate in Digital Applications		

You should have a total of six ticks on this page, three in the first subject choice column and three in the reserve subject choice column.

**You are not permitted to select the same choice for both first and reserve subject choices.**

Please bring this form with you to your House Tutor meeting.

## **INFORMATION, ADVICE AND GUIDANCE FOR STUDENTS**

While some careers require specific qualifications and the study of certain identified subjects, all need an education that has a broad base. Many students are still unsure of their future career at this stage but should be mindful that the current employment environment is one where those joining the job market will change direction several times during a working life which is likely to span forty years or more.

In order to assist us to fulfil our advisory role we ask that students think carefully about the reasons for their subject choices. This will focus their minds on their motives and will enable us to give the correct advice about the suitability of these choices as well as to offer further guidance.

At the Academy we have a Careers Education, Information, Advice and Guidance Area which has up-to-date information from a range of sources, including printed materials and websites. These outline opportunities and progression routes in education, training and work.

Students can access this support by either visiting Mr Alistair Holmes, CEIAG (Careers Education Information and Guidance) Administrator or sending an email to arrange an appointment with a member of the CEIAG team, via: [alastair.holmes@skidderskentacademy.org.uk](mailto:alastair.holmes@skidderskentacademy.org.uk)

## MAKING THE CHOICE

The following pages outline the various courses available to give some help in making the right choices. If you are unsure about the contents of a subject ask the subject staff.

## HOW TO MAKE CHOICES

Remember the following points as you make your decisions about your option choices

- *Which subjects are you good at?*
- *Which subjects do you enjoy?*
- *Which subjects will be useful in your future career?*
- *If you intend to go on to training or further education to study which subjects should you take now?*
- *You should not choose a subject just because your friends say that they are taking it!*
- *Do not choose a subject because you like a teacher, or discard a subject because you do not like the teacher!*
- *All courses last for three years and culminate in a qualification (except LIBF, which is studied over two years).*
- *Although the Academy cannot guarantee that you will get your chosen preference, we will make every effort to enable you to get your choice.*
- *If a student chooses a course which in our professional judgement is considered unsuitable for him/her, we reserve the right to advise accordingly.*
- *Think carefully about the subjects you do not choose. Might you need any of these for further study at a later date?*

## WHAT NOW?

You are now aware of the options available to you and the choices you have to make, but before you decide, think very carefully - no decision about your future should be made in a hurry. If you need further guidance or help please contact Mr Bull or a member of the CEIAG team via: [alastair.homes@skidderskentacademy.org.uk](mailto:alastair.homes@skidderskentacademy.org.uk).

Remember to think about reasons for your choices. A broad curriculum at this stage gives a solid foundation from which to choose Post 16 opportunities. Students will be meeting with their House Tutors at designated times (to be arranged) to discuss their chosen options. Please bring your choices form with you to this meeting.

If courses are under/over-subscribed, students' reserve choices will be taken into consideration. Students will be consulted if their first choices cannot be met. All students should be informed of their final courses before **Thursday 29<sup>th</sup> March 2018**.

THE SKINNERS'  
KENT ACADEMY



# CORE SUBJECTS

# GCSE ENGLISH LANGUAGE (Studied in Year 11)

English is a core component of the curriculum. The specification will be 100% examination; it will require students to answer questions on unseen 19<sup>th</sup>, 20<sup>th</sup> and 21st century texts.

## SUBJECT DETAILS

- The curriculum is divided into two examination units and one additional component that does not form part of the final grade:
  - Component 1 : **Reading and Prose writing** 40% of the qualification (1 hour 45 minute examination)
  - Component 2 : **Non-fiction reading and Persuasive writing** 60% of qualification (2 hour examination).
  - Component 3 : **Spoken Language** (this will not form part of the final grade but is a GCSE requirement)
- The specification will be untiered.
- The qualification will enable successful students to access college and Sixth Form, as well as apprenticeships.

## ASSESSMENT

Name of Assessment:	GCSE English
Examination Board	WJEC
Syllabus Number:	Syllabus A

Assessment Criteria:

- Two externally assessed examinations, outlined above.

## FUTURE CAREER OPPORTUNITIES

Achieving a good grade in GCSE English is vital in opening career pathways for all young people; it is essential for successful applications to further and higher education and a very wide range of employment. It is a qualification that all employers will use as a way to learn how effective a communicator and how literate a potential employee is likely to be.

# GCSE ENGLISH LITERATURE (Studied in Years 9 & 10)

English Literature will form part of compulsory English for the majority of students to study at GCSE. The new specification will be externally assessed by two examinations. Students will study a Shakespeare text, a range of poetry and prose from the 19<sup>th</sup> and 20<sup>th</sup> century.

## SUBJECT DETAILS

- The new curriculum is divided into two examination units:
  - Component 1 : **Shakespeare and Poetry** 40% of the qualification (2 hour examination)
  - Component 2 : **Prose/Drama, 19<sup>th</sup> Century Prose and Unseen Poetry** 60% of qualification (2 hour 30 minute examination).
- The specification is untiered.
- The qualification will enable successful students to access college and Sixth Form, as well as apprenticeships.

## ASSESSMENT

Name of Assessment:	GCSE English
Examination Board	WJEC
Syllabus Number:	Syllabus A

Assessment Criteria:

- Two externally assessed examinations, outlined above.

## FUTURE CAREER OPPORTUNITIES

Achieving a good grade in GCSE English is vital in opening career pathways for all young people; it is essential for successful applications to further and higher education and a very wide range of employment. It is a qualification that all employers will use as a way to learn how effective a communicator and how literate a potential employee is likely to be.

# GCSE MATHEMATICS

## SUBJECT DETAILS

This specification has particular benefits for learners:

- Content is taught in any order to help students make connections across the different topic areas of Mathematics.
- Time is made available for cross-curricular work, for example to support work done in subjects which requires Mathematics (e.g. Science, Geography).
- There is an emphasis on project work as a different style of learning approach; although no longer formally assessed, this is a very effective teaching and learning style for a linear Mathematics programme of study.

## ASSESSMENT

The assessments will cover the following content headings:

Number	Algebra
Ratio, proportion and rates of change	Geometry and measures
Probability	Statistics

Two tiers are available: Foundation and Higher (content is defined for each tier). The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

All three papers must be at the same tier of entry and must be completed in the same assessment series. Paper 1 is a non-calculator assessment; a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long. Each paper has 80 marks. The content outlined for each tier will be assessed across all three papers. Each paper will cover all Assessment Objectives, in the percentages outlined for each tier. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts. A formulae sheet is given at the front of each examination paper.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade.

Individual papers are not graded.

- **Foundation tier:** Grades 1 to 5.
- **Higher tier:** Grades 4 to 9

## FUTURE CAREER OPPORTUNITIES

Having a good grade in GCSE Mathematics is vital in opening career pathways for all young people. It is essential for successful applications to further and higher education and a very wide range of employment. It is a qualification that all employers will be keen to look at as an indicator of how numerate a potential employee is likely to be.

Successful completion of Mathematics will support you in applications for many courses at college or Sixth Form, as they require a pass in Mathematics as well as other more specifically related subjects. Similarly apprenticeships require a pass in Mathematics

Students who are strong in Mathematics will find this course will support applications for:

- Engineering; Sciences; Accountancy; Teaching; Business Studies; ICT.

# GCSE SCIENCE

There have been major advances in Science over the last 100 years and the world is a complex place of new technology. Studying Science sets out to help students understand the world around them and explore some of the new technological advances that have been made. All students will study the AQA Trilogy course which is a double award qualification.

## GCSE TRILOGY

This is a combination of Biology, Chemistry and Physics and will be taught over the three years of GCSE.

GCSE specifications in the three sciences should enable students to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- develop understanding of the nature, processes and methods of Science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Furthermore the sciences should be studied in ways that help students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives. The scope and nature of such study should be broad, coherent, practical and satisfying, and thereby encourage students to be inspired, motivated and challenged by the subject and its achievements.

The course will be assessed by six exams at the end of Year 11, two each for Biology, Chemistry and Physics. Each paper is 1hr 15mins long. There are also 21 practical experiments which the students are required to do by the exam board. Science GCSEs will be tiered: foundation tier for grades 5 to 1 (or unclassified); higher tier for grades 9 to 4 or unclassified.

## YEAR 9

In Year 9 students will study the following units during their lessons.

### **Biology**

- Cell Biology, Organisation, Infection and Response

### **Chemistry**

- Atomic structure and periodic table, Bonding and Structure, Quantitative Chemistry and Chemical changes

### **Physics**

- Energy, Electricity, Particle Model of Matter and Atomic Structure

## YEAR 10

In Year 10 students will study the following units during their lessons.

### **Biology**

- Bioenergetics, Homeostasis and Response, inheritance and Variation and Ecology

## **Chemistry**

- Energy changes, Organic chemistry, The Rate and Extent of Chemical Change and Chemical Analysis

## **Physics**

- Forces, Waves and Magnetism and Electromagnetism

## **YEAR 11**

In Year 11 students study the following units during their lessons.

## **Biology**

- Finishing the modules, revising the 21 required practicals and revision

## **Chemistry**

- Chemistry of the Atmosphere and Using Resources

## **Physics**

- Finishing the modules, revising the 21 required practicals and revision

## **FUTURE CAREER OPPORTUNITIES**

Many further courses and careers look for successful qualifications in Science. Scientists don't just wear white coats! The career opportunities open to you when you study Science further are endless from game creation to race car engineers. Other careers in Science include: forensic scientist; environmental scientist; animal scientist; food scientist; biomedical scientist; doctor; pharmacist and many more. If you would like more information about the opportunities that studying Science further can offer please speak to the Science Team.

# GCSE FRENCH (Full Course)

The aim of the course is to encourage learners to derive enjoyment and benefit from language learning. We wish to provide them with the skills required to take their place in a multilingual global society and prepare them to make informed decisions about further learning opportunities and career choices.

## SUBJECT DETAILS

GCSE French enables students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

Students are expected to understand and provide information and opinions about three distinct themes relating to their own experiences and those of other people, including people in countries/ communities where the target language is spoken.

- **Theme 1:** Identity and culture: Relationships; Technology; Free time Activities; Customs;
- **Theme 2:** Local, national, international and global areas of interest: Home; Social issues; Healthy Living; Environment; Travel and Tourism
- **Theme 3:** Current and future study and employment: My studies, Education Post-16

## ASSESSMENT

We follow the AQA specification and all examinations will take place at the end of Year 11 in each of the four skills, Listening, Reading, Speaking and Writing.

Each skill is worth 25% of the total GCSE.

Knowledge of grammar and vocabulary are essential.

## FUTURE CAREER OPPORTUNITIES

GCSE French may prove a useful qualification in many employment situations, from lorry driving to estate agency and from banking to work of many types in the travel industry. It is also a highly regarded qualification for further and higher education applications. In addition, the learning of a Modern Foreign Language serves in many cases to improve a student's overall communication skills.



# SUBJECT OPTIONS

# GCSE ART and DESIGN

Board: OCR, Specification: **Fine Art (J171)**, Grades: 9-1

GCSE Art and Design is a vibrant, exciting and challenging subject. Students create a range of 2D and 3D artworks in response to briefs covering a large scope of subject matter. Students create work that is conceptual and aesthetic and are taught a variety of skills, techniques and processes. Students will work with wet and dry media, ceramics, printmaking and textiles among others. Students will produce a body of work (portfolio) in the form of sketchbook work and final artworks in preparation for their Year 11 final exam and assessment.

## Art and Design students are encouraged to:

- actively engage in the creative process of art, craft and design in order to *develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds*
- *develop creative, imaginative and intuitive capabilities* when exploring and making images, artefacts and products
- *become confident in taking risks and learn from experience* when exploring and experimenting with ideas, processes, media, materials and techniques
- *develop critical understanding* through investigative, analytical, experimental, practical, technical and expressive skills
- *develop and refine ideas and proposals*, personal outcomes or solutions with increasing independence
- *acquire and develop technical skills* through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- *develop knowledge and understanding of art, craft and design* in historical and contemporary contexts, societies and cultures
- *develop an awareness of the different roles and individual work practices* evident in the production of art, craft and design in the creative and cultural industries
- *develop an awareness of the purposes, intentions and functions of art, craft and design* in a variety of contexts and as appropriate to learners' own work
- *demonstrate safe working practices* in art, craft and design.

## This is no 'soft' option.

The qualification is made up of two components.

### **Component 01: Portfolio** (60% of the overall qualification) (COURSEWORK COMPONENT)

Students should produce a portfolio of practical work showing their personal response to either an Academy or student set starting point, brief, scenario or stimulus. This portfolio consists of a variety of projects completed over Year 9, 10 and 11.

### **Component 02: Externally set task** (40% of the qualification) (EXAM COMPONENT)

The early release paper will be issued on 2 January each year and will provide students with five themes, each with a range of written and visual starting points and stimuli, their response (exam practical piece) should be based on one of these options. This exam piece is completed over two terms at the end of Year 11.

**Art students need to be focussed, hard-working and have a passion for the subject. Art work includes Independent Learning, there is an emphasis on observational drawing skills and sketchbook work involves a fair amount of written tasks.**

## How is the qualification marked?

Art students are assessed in four key areas:

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

## What about the future?

Study a subject that feeds our creative industries which is now a major part of the economy bringing in £76.9 billion in 2015. The creative industries have moved into first place for being the fastest growing economic sector in the UK, responsible for 5.6% of jobs. Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to him “hiring artists and musicians fascinated by technology rather than computer geeks”.

## Why would I want to study

### Art and Design at GCSE?

- The arts make self-starters and develop emotional intelligence.
- The arts are stretching, meaning they require long hours of hard work and dedication which teaches invaluable organizational and time-management skills.
- Arts students are highly sought-after by employers because they have self-discipline, confidence and the ability to accept criticism.
- The arts develop the broader dimensions of the human being – mind, body and soul.
- The Arts provide vital cultural education.
- The teachers at Skinners Kent Academy are subject specialists and are truly passionate about the teaching of Art!

# Pearson Level 2 Certificate in Digital Applications

**Qualification Title:** Pearson Edexcel Certificate in Digital Applications

**Qualification Level:** Level 2

The qualification has been developed to reflect the increasing use of creative digital computing in everyday life, with emphasis on creative design and development.

## Qualification objectives

- Equip young people with the knowledge, understanding and skills they need to design and make, effective digital products for others to use
- Enable young people to use digital tools as a means of expression to inform, persuade and entertain
- Foster young people's creativity and develop their independent learning skills
- Challenge young people to reflect on what they produce and strive for excellence
- Increase young people's awareness of their responsibilities in the digital world and their respect of other people's rights
- Equip young people with professional, real-world skills in planning, project management and communication
- Give young people the knowledge, understanding and skills they need to support future learning and exploit the creative digital industries.

## Course Structure

Unit 1: Developing Web Products (50% of final grade)

- Create a web product that demonstrates good awareness of audience and purpose, as outlined in a client brief
- Create a site structure which meets client requirements
- Use a consistent layout and design, including the ability to apply the template consistently
- Create a web product that presents content in an effective way
- Use appropriate accessibility features
- Select and use content appropriately
- Meet the coding requirements in the client brief
- Testing your web product
- Evaluate the web product that has been produced

Unit 2: Game Making (50% of final grade)

- Demonstrate an awareness of purpose by designing a game, including a mood board for the game, and preparing appropriate content for it
- Consider and develop the functionality of the game, including challenge and logic
- Consider and develop the user experience, including usability testing
- Produce a promotional product to attract interest in the game
- Produce a realistic evaluation of the game with consideration of feedback from reviewers

## External Assessment

Unit 1: Developing Web Products – 2.5 hour Practical Examination

Unit 2: Game Making – Coursework Project (based on Brief supplied by the Examination board)

## Future Career Opportunities

In this sector various careers exist, such as software developer, game designer and website editing and design. The opportunity for career advancement, self-development and financial reward is excellent, if you work hard and are prepared to keep on learning all the time.

# LIBF CERTIFICATE IN PERSONAL FINANCE

**Qualification title:** LIBF Certificate in Personal Finance

**Qualification Level:** Level 2

As a Technical Award, the LIBF Certificate in Personal Finance provides an introduction to public finance and the economy, financial management skills and enterprise. Through developing this knowledge and a valuable range of applied and transferable skills, Certificate in Personal Finance provides a foundation for further study in business and finance-related disciplines, as well as a wide range of other fields.

## **Key content areas:**

Public finance and the economy, including how these relate to:

- social, political and cultural factors,
- political institutions and processes,
- impacts on individuals, businesses and society.

Financial management, including:

- financial planning,
- budgeting and financial management tools for managing money,
- spending and borrowing.

Enterprise and business, including how these relate to:

- financial management,
- benefits to, and consequences for, businesses, individuals and society.

## **Key skills developed**

The qualification will encourage students to:

- understand the key content areas and how they relate to each other,
- identify, understand and use information from a range of sources,
- use appropriate tools to manage a personal budget and apply these concepts to enterprise,
- apply the concept of financial planning and make informed financial decisions,
- demonstrate numeracy skills, including the ability to manipulate financial and other numerical data (such as calculating the costs of borrowing and spending),
- communicate ideas and arguments clearly in writing.

The content and skills covered in the qualification ensure that it is a valuable part of a broad programme of study at Key Stage 4, particularly complementing GCSE Mathematics. Beyond Key Stage 4, it can also complement A Level/IB programmes or vocational programmes at Level 2 or 3 as an additional course of study that broadens or deepens understanding of the financial context of other content areas.

## **PREPARATION FOR FUTURE STUDIES**

The financially-related content and skills of this qualification provide an initial foundation for continued study within accountancy, finance and business-related qualifications at Level 3. The transferable skills developed are also valuable for further study in unrelated disciplines.

## **PREPARATION FOR EMPLOYMENT**

This qualification develops initial knowledge, skills and understanding of financial management and enterprise, which are valued in the financial services sector and most organisations, but does not qualify students for direct entry to a particular occupational role.

## **FUTURE CAREER OPPORTUNITIES**

Having a good grade in GCSE Certificate in Financial Education is central in opening career pathways for all young people looking for a career in the financial sector. It is a qualification that all employers will be keen to look at as an indicator of how numerate a potential employee is likely to be.

# GCSE DESIGN AND TECHNOLOGY

This course has been designed to encourage students to be able to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities possible to develop their skills. For their Controlled Assessment task, students will independently work through a design brief of their choice in order to create a high level outcome that is commercially viable. They will consider each element of the design cycle from the first idea right up to the final product appearing on the supermarket shelf.

## SUBJECT DETAILS

Students develop their understanding of a vast range of materials to work with, such as wood, plastic, metal, food packaging and textiles as well as a range of modern and smart materials to further develop the students' prior subject knowledge. Students will look in greater detail at sustainability and the 6 R's as well as social, moral and cultural issues that can impact on a designer's decision making. They will have to design, make and market products to meet the needs of specific clients and consumers, generating design proposals against stated design criteria. Students will be encouraged to modify their proposals in the light of on-going analysis, evaluation and product development. They will develop their knowledge of Computer-Aided Design and Manufacture (CAD/CAM) and ensure, through testing, modification and evaluation, that the quality of their products is suitable for intended users. Students will further their understanding of production methods for the mass market, point of sale, packaging design and advertising.

## ASSESSMENT

Name: Design and Technology  
Board: AQA  
Syllabus number: TBC

Assessment criteria (Based on draft details from the examining body):

### Unit 1: Written Paper

2 hours – 50% (20% of this paper is related to **Mathematic** calculations used in Design)

### Unit 2: Design and Making Practice

Approximately 35 hours - 50%

Details of levels: 1-9

## FUTURE CAREER OPPORTUNITIES

Successful candidates will be equipped to progress to Further Education to study a wide range of courses including A-Level Product Design, Physics, Engineering and Graphic Design. This can lead students into a range of fast paced and challenging careers including Architecture, Advertising, Product Design and Manufacturing, Digital Gaming, Fashion Design and Fashion Marketing, Illustration, Carpentry and so much more.

# GCSE DRAMA

Board: OCR, Specification: J316, Grades: 9-1

## Subject Details

This exciting specification for GCSE (9–1) Drama gives students the opportunity to explore the subject from a range of perspectives by devising their own, original work; by bringing to life the work of a playwright; as theatre reviewers, developing their own thoughts on what makes drama and theatre successful; and as creative artists building and bringing a character to life through exploration and rehearsal.

## Assessment

Students can choose to be assessed as either a performer or as a designer in the non-exam components. This means that students have the choice to complete the course as a performer, as designer or through a combination of both roles. The designer option (lighting; sound; set; costume) has its own marking criteria and specification requirements, ensuring students are well supported in taking these options, and are credited for the individual skills needed for each discipline.

The qualification is made up of three components.

There are two non-exam assessments (60% of the overall qualification) and one exam assessment (40% of the overall qualification).

Theory and practical work will be integrated throughout the course and all texts studied are explored practically. Students need to be able to work well individually, in pairs and in groups to ensure success and high attendance is essential.

## How is the qualification marked?

Through four key assessment objectives; that assesses students at different points of the creative process:

- When creating and rehearsing;
- When reflecting on how meaning has been communicated on stage;
- When demonstrating their theatrical skill in performance;
- When evaluating their own work or the work of others.

## What about the future?

Drama as an art form feeds our creative industries which is now a major part of the economy bringing in £76.9 billion in 2015 alone. The creative industries have moved into first place for being the fastest growing economic sector in the UK, responsible for 5.6% of jobs.

Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to him hiring artists and musicians fascinated by technology rather than technology obsessed employees.

## Possible Future Career Opportunities

- Technical and Design careers in Theatre
- Work in Radio, Television and Film
- Drama Therapy
- Drama Education (Teacher, Lecturer, Early Years)
- Actor, Director, Playwright

# GCSE FOOD PREPARATION & NUTRITION

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

## ASSESSMENT

Name: GCSE Food Preparation & Nutrition (Formerly Food Technology)  
Board: AQA  
Specification No: 8585  
Grades: 1-9

**Examination:** Theoretical knowledge of food preparation and nutrition - **50%** of final GCSE grade

**Non-Exam Assessment:** Two controlled tasks – **50%** of final GCSE grade

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.

## FUTURE CAREER OPPORTUNITIES

Even if students do not wish to study this area at a higher level this course includes important life skills which allow students to become confident and competent consumers and young adults. It enables them to make healthy food choices and understand how this impacts upon their future.

However, for students who wish to do further study, level 3 courses can include A Levels or BTECs in Food, Nutrition or Hospitality. The course will also be useful to students who wish to apply for courses or employment in the catering or hospitality industry.

# GCSE GEOGRAPHY

GCSE Geography inspires students to develop a sense of ownership of the world they live in and seeks to develop ideas in our every changing planet. Now more than ever, geographic literacy is necessary for us to understand global events and cultures, as President Obama said at the start of his second term “This is the moment when we must come together to save this planet”

## SUBJECT DETAILS

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

- build on their Key Stage Three knowledge and skills, extending and developing their knowledge of location, places, environments and processes and of different scales and social, political and cultural contexts.
- gain understanding of the interaction between people and environments, change in places and processes over time and space, and the relationship between geographical phenomena at different scales and in different contexts.
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in recording secondary evidence, including secondary evidence, including digital sources; and applying the cycle of collecting, presenting and analysing geographical data, including categorising and evaluating information and hypotheses.
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced geographic arguments drawing on their knowledge and understanding

## EXTERNAL ASSESSMENT

Component 1: Global Geographical Issues:

- Hazardous earth
- Development dynamics
- Challenges of an urbanising world

Component 2: UK Geographical Issues

- The UK’s evolving physical landscape
- The UK’s evolving human landscape
- Fieldwork

Component 3: People and Environment Issues – Making Geographical Decisions

- People and the biosphere
- Forests under threat
- Consuming energy resources

## FUTURE CAREER OPPORTUNITIES

The skills and knowledge you will develop while studying GCSE Geography will support you in applications for IB/A-Levels in Social Studies (Law, Psychology, and Sociology), History and English, as well as links with Mathematics, Sciences and Languages. Many jobs also appreciate the skills GCSE Geography will give you, including: tourism officer, travel agent, geologist, civil engineer, social work, medicine, retailer, diplomatic work, market research, architect, teaching and many more.

# GCSE HISTORY

GCSE History enables students to become reflective and curious about the past, so that they can make informed judgements to plan for the future. To quote Martin Luther King “We are not makers of History, we are made by History.”

## SUBJECT DETAILS

The study of History at GCSE will allow 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 independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues continually and to make valid historical claims by using a range of sources in their historical context
- advance an awareness of why people, events and developments have been awarded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and make substantiated conclusions.

## TOPICS

Paper 1- Understanding the modern world

**Section A:** Period studies

- Germany- Democracy and dictatorship (1890-1945)

**Section B:** Wider world depth studies

- Conflict and tension (1990-2009)

Paper 2- Shaping the Nation

**Section A:** Thematic studies

- Britain- Health and the People (c1000 to the present day)

**Section B:** British depth studies including the historic Environment

- Elizabethan England, c1568–1603

## EXTERNAL ASSESSMENT

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

- AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- AO2: explain and analyse historical events and periods studied using second-order historical concepts.
- AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

## FUTURE CAREER OPPORTUNITIES

Successful completion of GCSE History could support you in applications for further and higher education courses leading to possible future careers in law, politics and accountancy, for example, where skills in reasoning and arguing your point are useful. There are also areas more directly related, such as travel and tourism, museums, leadership and management, the media industry, libraries, research and teaching.

# GCSE MUSIC

Board: WJEC eduqas, Qualification Accreditation Number: 601/8131/X, Grades: 9-1

This exciting specification for GCSE (9–1) Music encourages an integrated approach to the three distinct components of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context- Musical Forms and Devices (area of study 1), Music for Ensemble (area of study 2), Film Music (area of study 3) and Popular Music (area of study 4).

## Developing as ‘all-round’ musicians

Students will have the opportunity to compose music in a variety of genres as well as appraising the musical works of famous composers and music artists across a wealth of different periods in time. Students will also further develop their knowledge, understanding and practical abilities as Solo and Ensemble musicians through class workshops, rehearsals and private practice.

## Assessment

The qualification is made up of three components.

There are two non-exam assessments- Performing and Composing (60% of the overall qualification) and one exam assessment- a written paper focusing on Appraising music (40% of the overall qualification).

Theory and practical work will be integrated throughout the course. Students need to be able to work well individually and as part of an ensemble. Students should ideally be able to play a musical instrument and/or be prepared to sing. Music Tuition is available outside of classroom music lessons.

## How is the qualification marked?

Students are assessed on the key components of Performing, Composing and Appraising throughout the course:

- **Performing-** Demonstrating your ability to perform as an ensemble (compulsory) and solo (optional) musician
- **Composing –** Demonstrating your ability to create your own music
- **Appraising-** Demonstrating your knowledge and understanding of music across the four Areas of Study

## What about the future?

- Performer
- Composer
- Classroom Teacher
- Sound Technician
- Music Therapist
- Music Journalist
- Music Administrator
- Roadie
- Peripatetic Tutor
- Lyricist
- Session Musician
- Conductor

## Why would I want to study Music at GCSE?

Research has found that the study of music can cultivate social skills, refine discipline and patience, improve academic skills and boost self-esteem. These are all essential skills that continue to be utilised by all.

Music can be an incredibly rewarding subject to study. To get the most out of this qualification, you must be prepared to work hard as an individual as well as part of an ensemble- practising regularly on your chosen instrument and learning to appreciate a wide variety of musical genres from the past to the present day.

# GCSE PE

Board: AQA, Specification 8582: Grades: 9-1

This exciting specification for GCSE (9–1) Physical Education provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development.

## So much more than ‘just’ playing sport.

Students will be assessed as a sports performer but also on their applied knowledge of Anatomy, physical training, use of data, psychology, socio-cultural influences and health and well-being.

The qualification is made up of two components. The non-exam assessment which is your practical performance in sport (40% of the overall qualification) and two written exam assessments (60% of the overall qualification). The non-exam element will be calculated from the student’s best performance in three sports, including at least one team sport and one individual sport. Students choosing GCSE PE must take part in competitive Sport.

Students need to be able to work well individually, in pairs and in groups/teams to ensure success and high attendance is essential.

## Am I suitable for the course?

To score well on the non-exam element (40% overall) of the course, students need to take part in competitive sport on a regular basis and have a good level of physical fitness and determination. The written exam element (60% overall) will require good levels of literacy and contains a lot of scientific subject knowledge, particularly Biology.

## How is the qualification marked?

Through four key assessment objectives; that assesses students at different points of the creative process:

- Demonstrate, apply and analyse knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

## What about the future?

Study a subject that feeds the fitness industries which is now a major part of the economy. The UK now has over 9 million gym members, making the industry £4.4 billion in gym memberships alone.

Many employers now actively seek those who have studied a practical subject like P.E, due to the skills that are developed, such as team work, leadership, communication, determination, strategic thinking and self-motivation.

## Why would I want to study P.E at GCSE?

Physical Education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE? Some careers that you could consider doing with PE include:

- Sports scientist
- PE Teacher/Coach
- Physiotherapist
- Professional sportsperson
- Sports consultant/agent
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer
- Armed forces

# GCSE RELIGIOUS STUDIES

Religious Education gives all students, regardless of their background, a chance to study society and reflect upon their own beliefs and values. This will enable them to become well informed and compassionate citizens of the global community.

## SUBJECT DETAILS

A GCSE in Religious Education will:

- develop students' knowledge and understanding of a range of religions and non-religious beliefs (including Christianity, Islam, Atheism and Humanism)
- develop students' knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a multicultural society and global community

## EXTERNAL ASSESSMENT

**Component 1 (Exam paper worth 50%):** The study of religions: beliefs, teachings and practices

- Christianity
- Islam

**Component 2 (Exam paper worth 50%):** Thematic studies: Religious, philosophical and ethical studies

- Crime and Punishment
- Relationships and Families
- Religion, Human Rights and Social Justice
- Peace and Conflict

## FUTURE CAREER OPPORTUNITIES

Successful completion of this particular choice could support you in applications for IB/A-Levels in Social Studies (Law, Psychology, and Sociology), History and English. Many jobs also appreciate the skills GCSE Religious Studies will give you, e.g. Medicine, police, armed forces and the caring professions (social services, nursing and the probation service).

# GCSE SPANISH (Full Course)

The aim of the course is to encourage learners to derive enjoyment and benefit from language learning. We wish to provide them with the skills required to take their place in a multilingual global society and prepare them to make informed decisions about further learning opportunities and career choices.

## SUBJECT DETAILS

GCSE Spanish enables students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

Students are expected to understand and provide information and opinions about three distinct themes relating to their own experiences and those of other people, including people in countries/ communities where the target language is spoken.

- **Theme 1:** Identity and culture: Relationships; Technology; Free time Activities; Customs;
- **Theme 2:** Local, national, international and global areas of interest: Home; Social issues; Healthy Living; Environment; Travel and Tourism
- **Theme 3:** Current and future study and employment: My studies, Education Post-16

## ASSESSMENT

We follow the AQA specification and all examinations will take place at the end of Year 11 in each of the four skills, Listening, Reading, Speaking and Writing.

Each skill is worth 25% of the total GCSE.

Knowledge of grammar and vocabulary are essential.

## FUTURE CAREER OPPORTUNITIES

GCSE Spanish may prove a useful qualification in many employment situations, from lorry driving to estate agency and from banking to work of many types in the travel industry. It is also a highly regarded qualification for further and higher education applications. In addition, the learning of a Modern Foreign Language serves in many cases to improve a student's overall communication skills.

# THE SKINNERS' KENT ACADEMY

## OPTIONS BOOKLET

### KEY DATES AND IMPORTANT CONTACT INFORMATION

#### KEY DATES

- 8 February - Options Evening for current Year 8 students
- From 19 February to 2 March – students meet with their House Tutor
- 9 March – Deadline for Option Choice Form to be handed in
- 29 March - Students advised of the outcome of the options process by this date

#### IMPORTANT CONTACT INFORMATION

The Academy telephone: 01892 534377

The Academy email: [info@skidderskentacademy.org.uk](mailto:info@skidderskentacademy.org.uk)

Please use this information if you wish to contact either:

Mr Bull, Vice Principal Student Progress and Learning or

Mr Alistair Holmes, CEIAG (Careers Education Information and Guidance) Administrator who can arrange contact with a member of the CEIAG team.

## The Skinners' Kent Academy GCSE Options Choice Form 2018

Name .....

House Tutor Group .....

**CORE SUBJECTS (Compulsory)** - *English Language, English Literature, Mathematics, Science, French*

**First subject choice:** please make **three** choices - select **one** subject from **each** option block.

**Reserve subject choice:** please make **three** choices - select **one** subject from **each** option block.

		First subject choice (✓)	Reserve subject choice (✓)
<b>Option A</b>	History		
	Geography		
<b>Option B</b>	Art		
	Music		
	Drama		
	PE		
	History <i>(if not selected as Option A)</i>		
	Spanish		
<b>Option C</b>	Design & Technology		
	Food Preparation and Nutrition		
	LIBF Certificate in Personal Finance		
	Religious Studies		
	Certificate in Digital Applications		

You should have a total of six ticks on this page, three in the first subject choice column and three in the reserve subject choice column.

**You are not permitted to select the same choice for both first and reserve subject choices in the same option block.**

Please bring this form with you to your House Tutor meetings

