

**KING EDWARD VI**  
HIGH SCHOOL



**King Edward VI High School**

**Year 9**

**Options**

**2022-2024**



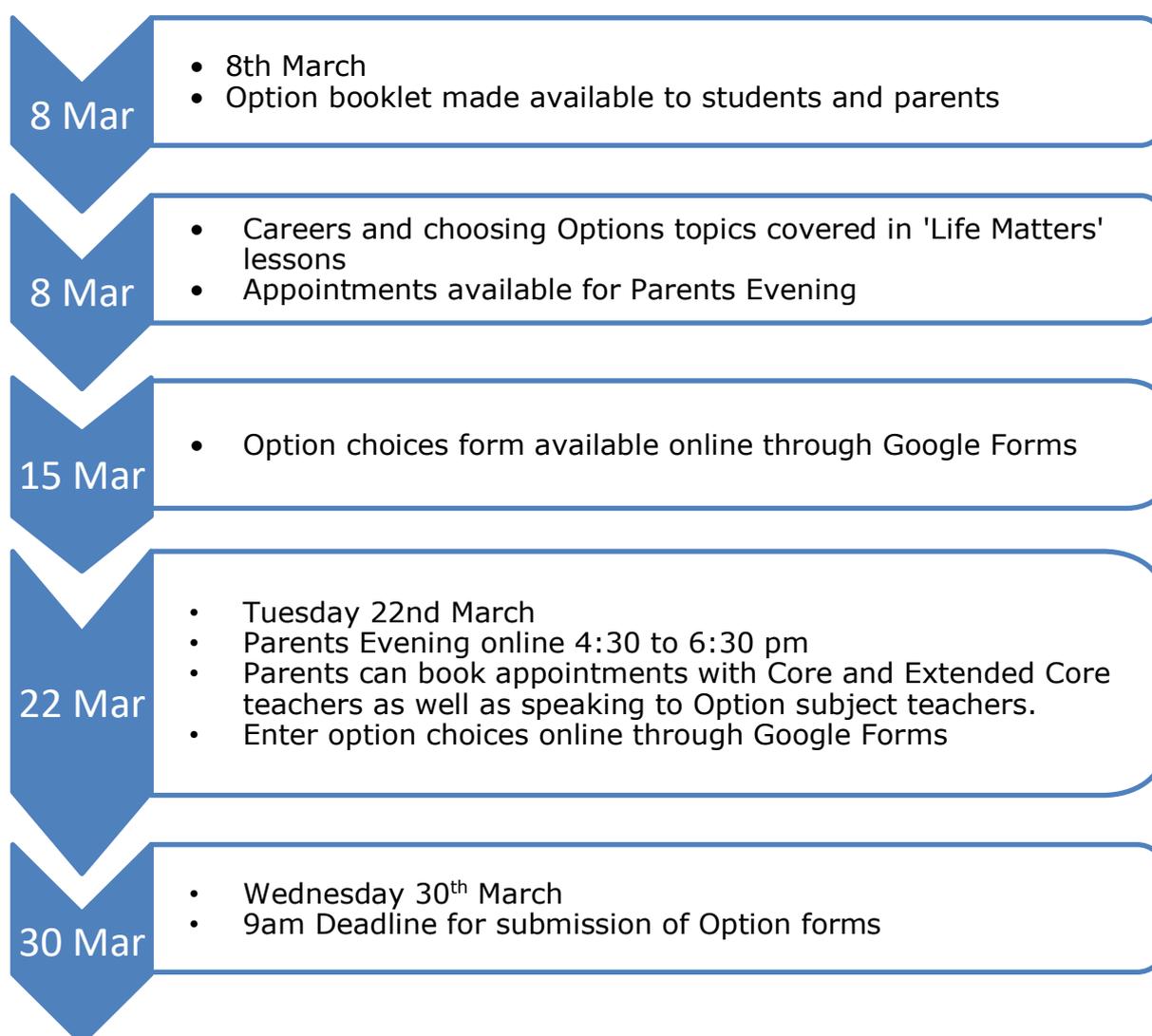


## Introduction

Welcome to the King Edward VI High School Option Booklet for 2022-24.

This is the first time since starting school that our pupils have had the opportunity to take control of a significant part of their curriculum. We sincerely hope you enjoy the process of learning about the different courses and subjects we offer as well as having conversations about the future – including further education choices and possible employment routes.

Choosing options for study in Key Stage 4 is an extremely important part of the year for our Year 9 students and therefore we devote time to supporting them in making the right decisions. The following dates represent the significant milestones along the way:



The following tables offer further clarification about how we organise Key Stage 4 as well as explaining the key staff involved in the options process.

## KEY STAFF

| FOR ANYTHING RELATING TO THE OPTIONS PROCESS |              |
|--|--------------|
| Role   | Name         |
| Assistant Headteacher                        | Ms E Knights |
| Progress Leader of Year 9                    | Mr D Dance   |

| FOR SPECIFIC 'NEXT STEPS' ADVICE AND GUIDANCE |  |
|---|--|
| Role  | Name   |
| Careers                                       | Miss D Tickell<br>Miss M Mee<br>Mrs J Lawton |
| Head of 6th Form                              | Mr D Abel                                    |
| Deputy Headteacher (SENDCO)                   | Mrs A von Elbing                             |

## THE STRUCTURE OF KEY STAGE 4

Key Stage 4 consists of Years 10 and 11 and is made up of 2 elements: the core and the options.

### THE CORE (21 lessons a week)

These subjects are the ones that all students study in KS4.

| Subject      | Lessons | Outcomes  |
|--------------|---------|---|
| English      | 5       | 2 GCSEs graded 9-1 (9 being the best) in English Language and English Literature              |
| Maths        | 4       | 1 GCSE graded 9-1   |
| Science      | 5       | 2 GCSEs graded 9-1. All 3 sciences are studied (biology, chemistry and physics)               |
| RE           | 1       | 0.5 GCSE grade 9-1 (Short course GCSE)  |
| Core PE      | 2       | This is a non-examined course focusing on students being active participants in sport.        |
| Life Matters | 1       | This is a non-examined course in personal, social, health, citizenship and economic education |

### EXTENDED CORE (3 lessons a week)

All students must choose either History or Geography GCSE

| Subject              | Lessons | Outcomes          |
|----------------------|---------|-------------------|
| History OR Geography | 3       | 1 GCSE graded 9-1 |

## OPTION SUBJECTS (9 lessons a week)

All students must study either Geography or History. They must then choose 3 further subjects to study.

Students need to choose ONE subject from each block. One of these subjects must be History or Geography

We recommend that students study an ICT qualification

| Block 1            | Block 2                                | Block 3                  | Block 4                                |
|--------------------|--|--------------------------|--|
| Triple Science     | Geography                              | French                   | History                                |
| History            | History                                | Music                    | ICT                                    |
| ICT                | ICT                                    | Art                      | Child Development                      |
| Travel and Tourism | Business                               | Hospitality and Catering | Business                               |
|                    | Computer Science                       | History                  | Design Technology                      |
|                    | Construction and the Built Environment | Geography                | Construction and the Built Environment |
|                    |  | GCSE PE                  | Princes Trust                          |

Please see subject pages for more information

## CAREERS AND UNFROG

We take careers education very seriously here at King Edward VI. We have a dedicated team of careers trained teachers who are able and willing to help your child in their choice of pathway for their adult life. The speed of change and innovation in the world is happening faster than ever before. There are many jobs and career opportunities available now that simply did not exist just a few years ago.

As well as dedicated careers-based lessons and direction from teachers at King Edward VI, we have invested in the Unifrog learning platform to help your child navigate their way through the various careers pathways that are opening to them. This platform will enable your child to investigate possible career pathways as well as investigate current labour market information for this area of the country. They can record their careers education as they progress through the school and this will in turn help them create a CV or build their personal statement ready for applying to university in Year 13. They have been using Unifrog since Year 7.



Please have a look at the table below and encourage your child to begin to think about what career pathway they might be interested in following.

| <b>Career Pathway</b>                         | <b>Possible GCSE choices</b>                                   |
|---|--|
| English Baccalaureate                         | Separate Science, French                                       |
| Engineering, Construction, Manufacturing      | Separate Science, Design Technology, Computer Science,         |
| Travel and Tourism Industry                   | Travel and Tourism, Hospitality and Catering, Business, French |
| Health Care e.g. nursing                      | Child Development  |
| Sport and Leisure                             | Separate Science, GCSE PE, Business                            |
| ICT / Technology                              | Design Technology, Computer Science,                           |
| Creative Industries e.g. design, architecture | Design Technology, Art, Music                                  |
| Public Services                               | Business   |
| Customer Interaction                          | Design Technology, Business                                    |
| Professional e.g. Law, Accounting, marketing  | Art, French, Music, Geography                                  |
| Education                                     | Art, French, Music, Geography,                                 |

### **What is Key Stage 4?**

Key Stage 4 begins at the start of Year 10 and is two years of study leading to GCSE or equivalent qualifications. Many students go on from Key Stage 4 to study A-Levels in KEVI Sixth form, and others may go to college or begin employment coupled with training. Whatever our students decide to do, the choices they make now are very important.

### **Why do students have to choose?**

There is not enough time in the curriculum to enable students to continue studying all of their Year 9 subjects to GCSE level therefore, they must opt and reduce the number of subjects studied.

### **Why do students only have 4 choices out of the 9 subjects they study in Key Stage 4?**

Some subjects are classed as core which means it is a statutory requirement to study them up to GCSE level; this includes English, Maths, Science, PE and PSHCEE. Schools are also encouraged by the government to ensure students take at least one other subject from the English Baccalaureate to ensure a broad and balanced curriculum.

### **What is the English Baccalaureate?**

This is a performance measure for schools that reports on how many students have achieved a good pass in 5 specific subject areas. Those subjects are as follows:

- English
- Maths
- 2 Sciences (including Computer Science)
- History or Geography
- A foreign language

### **Does this mean option subjects and those not included in the English Baccalaureate are less important?**

Absolutely not. We value all subjects as highly as each other and are particularly proud of our high achieving practical subjects. Students are strongly recommended to use their options to pursue their passions and the subjects they are most interested in. The core and core options ensure students have a solid foundation for further study so they should not be afraid to choose a combination of Art and DT (for example) if that is where their interests lie. As part of our commitment to strong IAG (Information and Guidance) at KEVI we will ensure that our Careers team work with students to guide them towards the right choices.

### **Why are GCSEs graded 9-1 now instead of A\*-G?**

The government has reformed all GCSE and A-Level qualifications over a 3-year period. Reformed qualifications at GCSE are now graded from 9-1 as well as being more challenging and having most of their assessment at the end of the 2-year course (see individual subject pages for more information). The new grade 9 is highly aspirational and will only be achieved by a small percentage of students across the country.

### **What is a BTEC and a Technical Award?**

BTECs and Technical Awards are alternative qualifications to GCSE that are equally as challenging but offer a different approach to learning. The final qualification (if passed at Level 2) is equivalent to a pass at GCSE.

Why is there a reserve option on the options form?

Despite our best efforts, we cannot offer an infinite combinations of subjects. Sometimes, students' option choices will clash and we will have to ask them to study their reserve instead. Furthermore, if there are insufficient numbers of students selecting the course, it may not be financially viable to run it. With this thought in mind, we advise students to put as much thought into their reserve choice as they do into their other 4.

### **What if students change their mind?**

We would hope this doesn't happen! Students will all have received high quality guidance and input as part of IAG with the aim of reducing anxiety or questioning choices. If students change their mind before the end of Year 9, they should see Ms Knights (Assistant Headteacher). Once the course has started, students will have to have a very strong reason for changing and no requests will be considered after the end of September. Again, queries should be directed to Ms Knights. In either case, course swaps are sometimes impossible due to timetable blocking and/or student numbers.

### **Why do students only study 9 GCSEs?**

As GCSEs have been reformed to be more challenging with more scope for top grades (only the top 25% of those who previously achieved an A\* will achieve a 9) and to have all the exams at the end of Year 11, we believe it would be too demanding for students to study more courses. It is better that they study fewer courses and achieve more highly than spread themselves too thin. No colleges, employers or universities stipulate more than 9 GCSEs as an entry requirement but they do stipulate specific grades.

### **How do GCSE choices affect students going to KEVI Sixth Form and university?**

Students will need to have at least 7 good GCSE passes (Grade 4 or above) to be accepted into KEVI Sixth Form and certain subjects will have other specific entry requirements. For some subjects, students will need to have studied the subject at GCSE level; for others they will not. In terms of university, some ask for students to have studied at least 2 'facilitating subjects' at A Level and students will need to have studied these subjects at GCSE too. Google 'Russell Group universities' for more information or ask our Head of 6th form Mr Abel. Facilitating subjects at A Level are essentially the same as English Baccalaureate subjects at GCSE.

### **How can students ensure they are matching their GCSEs to their chosen career?**

Students should do as much research and take as much advice as they can. We have excellent careers advice within school and both students and parents can make an appointment with one of the Careers team to discuss Option choices

## **What if students don't know what they want to do when they leave school?**

They do not need to worry about this! Our options process ensures a solid foundation for further study so we recommend that students focus on choosing the subjects they enjoy and do well at as that should ultimately lead to success

## **Final suggestions for students to consider when making their choices:**

What do I enjoy studying? What are my strengths?

What way do I learn best and will the course suit me?

If I choose this option now, will it keep more options open for me later for further study, training or work?

## **Some things for parents/carers to consider with students:**

- Some students might say they like a subject but really they believe it is an easier option. This isn't true – all subjects will be demanding at GCSE level and students will have to work hard to gain a good qualification.
- Some choose a subject to stay in the same class as friends
- Some students may be inclined to choose a subject because of the teacher but, due to the timetabling and potential staff changes, a specific teacher cannot be guaranteed.
- Remember, GCSEs have changed a lot since your day! Your experience may be totally different to your son or daughter's. Share your knowledge and experience but keep in mind as well that our students are preparing for a totally different world!

## **Course selection information you need to know:**

Course selection information you need to know:

Everyone must choose either Geography or History

- We recommend that everyone studies either ICT OR Computer Science. We don't recommend that you study both. Think about what you want to study (how computers work or how to use computers)
- If you choose Triple Science this takes up one of your options
- Think carefully about your choices - changing course is rarely possible
- All subjects are challenging but some challenge you in specific ways (e.g. maths content in Computer Science) – talk to staff about this during the parents evening

The following pages give information on all of the subjects offered at key stage 4.

# English Language and Literature

AWARD

EXAM BOARD

LESSONS

GCSE

Eduqas

5

## What grades could I achieve in this subject?

GCSE Grades 9 - 1

### Subject overview

English is one of the most important subjects you take. Not only is it compulsory for all students, it is a qualification which colleges, universities and employers look for. English can inspire and interest you through a range of media: non-fiction texts, plays, poems and novels.

Similarly, English Literature develops many of the skills needed for English Language. Literature is a fantastic subject for those who love to read a range of texts: Shakespeare, the 19th Century novel, poetry from different historical periods and modern plays and novels. The course will give you the opportunity to investigate, analyse and express your own point of view.

### Subject Assessment

**English Language:** The specification is examined by two exam papers, worth 40% and 60% respectively. Each paper has a distinct focus of either fiction or non-fiction texts.

Paper 1 (20th Century Literature Reading and Creative Prose Writing) looks at how writers use narrative and descriptive techniques to engage the interest of readers. You will also have to write a creative piece of fiction.

Paper 2, (19th and 21st Century Non-Fiction Reading and Transactional /Persuasive Writing) looks at how different writers convey their points of view in two linked non-fiction texts. You will also have to write two different transactional non-fiction texts of your own.

The specification offers a skills-based approach to the study of English Language in an untiered context. Questions are designed to take students on an assessment journey through lower tariff tasks to more extended responses.

Students also complete a speaking and listening presentation as part of the course.

**English Literature:** The specification is examined by two papers. Paper 1 has an extract-based and essay question from the Shakespeare play, and questions based on poems from an anthology (an individual analysis plus a comparison). Paper 2 is based on extract and essay questions on a pre-1900 novel, and a modern play; there is also an unseen poetry comparison.

### Where could English take you next?

The key English skills of reading, writing, speaking and listening are required in all academic courses and all careers. The study of English develops confidence and can provide a life-long love of literature. You will achieve critical skills that are applicable in a wide range of contexts.

### Contact

Mrs Sedgley-Chiles (Leader of English)  
sedgley-chiles.j@kevi.org.uk

# Mathematics

**AWARD**

GCSE

**EXAM BOARD**

Edexcel

**LESSONS**

4

## What grades could I achieve in this subject?

GCSE Grades 9 - 1

## Subject overview

In Mathematics you will learn how to apply a broad range of mathematical concepts to solve problems, both abstract and in context. You will learn about

- the number system and how to effectively work with numbers including percentages, fractions, decimals and ratios
- the use of algebra to solve problems involving unknowns
- properties of shapes and space and how to effectively use measures
- the use of statistics and data handling to collect, present and analyse data

## Subject Assessment

Three terminal examinations at the end of Year 11 each of which includes material from the entire syllabus. Each of the 3 papers are out of 80 marks, worth one-third of the overall GCSE and 1 hour 30 minutes in length)

Paper 1 (Non-calculator)

Papers 2 & 3 (Calculator)

## FAQs

### Do I need my own calculator?

You will need to bring a calculator to every lesson which should be a scientific calculator, preferably the calculator recommended by the school. (Casio FX83 GTPLUS or similar.) These can be bought directly through the school and can even be engraved with your child's name

## Where could Mathematics take you next?

Mathematics underpins the world around us and a good understanding of maths will help with many everyday life activities from catching a train to managing personal finances to baking a cake! Many other subjects have mathematical elements so GCSE Maths will help to support further studies in Science, Geography, Psychology, Economics and many more. Careers which require a good mathematical foundation include accountancy and finance, science and medicine, engineering and social sciences: the opportunities are endless!

## Contact

Ms E Knights (Assistant Headteacher)  
knights.e@kevi.org.uk

## COMBINED SCIENCE

**AWARD**

**EXAM BOARD**

**LESSONS**

GCSE

AQA

5

### **What grades could I achieve in this subject?**

GCSE Grades 9 - 1

### **Subject overview**

In Science you will learn

- how to interpret the world around you in a scientific context
- scientific problem solving and analysing complex information and science in the news
- topics in Biology, Chemistry and Physics split into equal units making up the Combined Science GCSE and giving you two GCSE qualifications
- practical experimental work which enables you to collect your own data and supplement your understanding of the content
- a wide range of topics including: cells, infection and ecology for biology; electricity, energy and forces for physics; and atomic structure, rates of reactions and analysis for chemistry

There is the option to choose to study Separate Sciences

### **Subject Assessment**

Two one hour and 15 minute exams for each of Biology, Chemistry and Physics (6 exams). (100% of final grade)

21 required Practicals (the knowledge and understanding you gain from these experiments will be assessed in the six exams)

### **Where could Science take you next?**

Science is all around us and a good overall scientific knowledge is essential to understand how things work in many careers and further education courses, not just scientific ones. Good grades of 6/6 or more in Combined Science will allow access to all the A Level Science subjects. Science can also lead to the further study of Science, Engineering and Medicine

### **Contact**

Mrs S Dolloway (Leader of Science)  
dolloway.s@kevi.org.uk

## RELIGIOUS STUDIES (SHORT COURSE)

### AWARD

Short course GCSE

### EXAM BOARD

Eduqas

### LESSONS

1

### What grades could I achieve in this subject?

GCSE Grades 9 - 1

### Subject overview

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. This course is designed to help you learn about the approaches of religion and the philosophy to some fundamental questions about human existence and how people behave and why.

### Subject Assessment

Component 1: Written examination: 60 minutes. Religious, Philosophical and Ethical Studies in the Modern World (50%)

Component 2: Written examination: 35 minutes. Study of Christianity (25%)  
25% of qualification

Component 3: Written examination: 35 minutes. Study of a World Faith (25%)

### FAQs

#### What topics will be included in the course?

- Christianity
- Buddhism
- Issues of Relationships
- Issues of Life and Death

#### What will I gain from the course?

All students will complete the short course. You can opt to take extra modules to complete the full course. This means you gain a full GCSE grade in RE. The full GCSE course will give you an extra understanding and knowledge of religious, moral and social issues. Additionally, you should find opportunities to examine your own opinions as well as those of others. RE is beneficial as it allows future employers to see that you are a well-rounded individual.

#### Do I need to be religious?

You do not need a personal belief in any religion but you should be interested in other people, their beliefs and ideas.

### Where could RE take you next?

Careers that like to see RE on your CV include Counselling, Journalism, Social Work and Youth Work.

### Contact

Miss D Tickell (Leader of Humanities)  
tickell.d@kevi.org.uk

# LIFE MATTERS / PHSE

## AWARD

This is a non-examined course

## EXAM BOARD

## LESSONS

1

### Subject overview

Students at King Edward VI follow the PSHE Association suggested programme of study. This is a rolling programme of various topics based on the 3 main issues of Health & Wellbeing; RSE (Relationships and sex education) and Living in the wider world. RSE lessons also comply with the DFE RSE Framework. PSHE is a school subject through which students develop the knowledge, skills and attributes they need to manage their lives; now and in the future. A growing body of research shows that students who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

### Subject Assessment

There is no assessment; this is a compulsory aspect of the student's education

### FAQs

#### Why is PSHE so important?

- Contributes to physical and mental health and wellbeing, encouraging individual responsibility for health.
- Contributes to the safety and protection of our children and young people, from staying safe online to understanding risks associated with drugs and alcohol.
- Promotes independence, resilience and responsibility — preparing children and young people for future roles as parents, employees and leaders.
- Supports employability by developing the personal and social skills demanded by commerce and industry.
- Supports pupils to be critical consumers of information, and develops the skills to identify misleading news or views on social media and elsewhere.
- PSHE education helps students to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

#### Do pupils build on their learning as they grow and progress through school?

Yes — like other subjects, when planned well, PSHE education gradually builds key concepts and skills through topics that are relevant to children and young people's age and stage of development. In year 10, students look at what makes a good role model and begin to investigate mental health issues and how to deal with them positively. They also complete first aid top up sessions on CPR and have more lessons on drug awareness as part of their Health & Wellbeing. In RSE they look at dealing with break ups, pornography & sexual images, forced marriage, domestic abuse, as well as more lessons on consent. Living in the wider world topics focus more on careers education including work experience options for student's, employability skills, volunteering and fundraising and also beginning to look at apprenticeship options in more detail.

In year 11, students have lessons on stress and mindfulness as well as different revision techniques as part of their lessons on Health & Wellbeing. They also have lessons on healthy choices as well as final lessons of self-esteem. RSE lessons focus on grooming, sex, teenage pregnancy, parenting skills, domestic abuse and date rape issues. Living in the wider world lessons look at issues surrounding debt and gambling.

#### As a parent how can I support my child's PSHE education?

The personal, social, health and economic development of our children is achieved through partnership between school and the family. To support your children, you could talk with your children about the issues explored in PSHE education.

### Contact

Miss D Tickell (Leader of Humanities and Personal Development)  
Miss M Mee (Leader of Careers and PHSE)

# GEOGRAPHY

**AWARD**

**EXAM BOARD**

**LESSONS**

GCSE

Eduqas

3

## **What grades could I achieve in this subject?**

GCSE Grades 9 - 1

### **Subject overview**

Geography GCSE covers the following themes.

**Component 1:** Investigating Geographical Issues (Changing places; Changing economies; Changing Environments and Environmental challenges)

**Component 2:** Problem Solving Geography Part A will introduce an issue and set the geographical context. Part B will outline a number of possible solutions to the issue. Part C will provide an opportunity for the candidates to choose a solution and justify their choice in an extended response.

**Component 3:** Applied Fieldwork Enquiry Part A will assess approaches to fieldwork methodology, representation and analysis. Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks. Part C will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

### **Subject Assessment**

**Component 1:** Written Examination: 1 hour 45 minutes 40% of qualification

**Component 2:** Written Examination: 1 hour 30 minutes 30% of qualification

**Component 3:** Written Examination: 1 hour 30 minutes 30% of qualification

### **FAQs**

**Will I need any particular equipment?** No, you will be supplied with all specialist equipment to complete the course.

**What is fieldwork?** This involves practical work outside the classroom to be planned and conducted by students for their controlled assessment.

### **Where could Geography take you next?**

Geography graduates have one of the highest rates of employment in a wide range of jobs such as chartered surveyor, architect, urban planner, estate agent, environmental engineer, cartographer, TV researcher, diplomat, lawyer, accountant and many more. Geography is a subject which links well with Science or Humanities subjects and will develop skills that will support and enhance your studies in lots of other subjects. It helps to keep your options wide and open.

### **Contact**

Miss D Tickell (Leader of Humanities)  
tickell.d@kevi.org.uk

# HISTORY

**AWARD**

GCSE

**EXAM BOARD**

Eduqas

**LESSONS**

3

## What grades could I achieve in this subject?

GCSE Grades 9 - 1

### Subject overview

Students will study four main topics, all of which are assessed by two exams.

**Conflict & Upheaval:** England 1337 - 1381: This topic focuses on the Hundred Years War, Black Death and Peasants revolt. It examines and analyses why there was so much conflict in this period and the consequences of the upheaval.

**Germany in Transition:** We will study what Germany was like by the end of WW1, the reasons for the Weimar Republic, the rise of Adolf Hitler and the rule of Nazi Germany.

**The Development of The UK:** Students will study the development of rights and power in Britain, from the end of WWI up to and including the Thatcher Years of the 1980's

**Changes in Crime & Punishment in Britain c500-2015:** Finally, students will study what crime and punishment was like throughout the last 1500 years. They will investigate how criminal activity has changed as well as the act of detecting and deterring the criminals. They will also look at how punishment has changed as well as how attitudes towards punishment has changed.

### Subject Assessment

Two written examinations that each last two hours

### Where could History take you next?

It is widely acknowledged that History is considered to be one of the established and respected subjects that many universities now look for in terms of benchmarking possible applicants. History would be attractive for most Degree courses including Law, Publishing and Intelligence work! History is a most rewarding subject and embeds a skills based knowledge in students that can be utilised throughout most of their lives.

### Contact

Miss D Tickell (Leader of Humanities)  
tickell.d@kevi.org.uk

# ART and DESIGN

**AWARD**

**EXAM BOARD**

**LESSONS**

GCSE

AQA

3

## **What grades could I achieve in this subject?**

GCSE Grades 9 - 1

### **Subject overview**

If you are a hard worker who enjoys Art and being creative with a good level of artistic ability, you will benefit from a GCSE in Art.

You will learn about:

- researching and analysing the work of other artists, past and present.
- experimenting with different materials and art tools to understand techniques and processes.
- applying a range of media to explore painting, print making, sculpture and digital photography and digital editing.
- developing observation skills through drawing, photography and annotation.
- developing an exciting sketchbook and portfolio of work

### **Subject Assessment**

- You will complete four coursework projects. Each requiring preparation and research to form a creatively presented sketchbook and a portfolio of work. This coursework will count for 60% of the final grade.
- An externally set assignment is set by the exam board. It will include all students developing their own project over a 12-week period, preparing for a 10hour exam for the final piece. The exam will count for 40% of the final grade.

### **FAQs**

#### **Do I need any specific skills to join the course?**

It is beneficial if you have achieved Secure or Mastery by end of Key Stage 3, and be willing to complete work in your own time.

#### **Will I need to purchase any equipment?**

You will need a sketchbook and your own equipment to do any homework, e.g. pencils, paints, paint brushes and glue. You can buy these from us as a pack at the start of the course. In lessons we will provide you with what you will need.

#### **Where could Art take you next?**

This can lead you onto A-Level, Foundation or Btec courses where you can build a portfolio ready towards gaining entry to a degree, be it in Art or Design related. It can be useful in a lot of creative careers including fashion, textiles, advertising, graphic design, architecture, make-up, stage design, jewellery making, teaching, special effects, illustration, photography, art therapy or curator amongst many more.

### **Contact**

Miss A Shepard (Art teacher)  
shepard.a@kevi.org.uk

## Business Studies

**AWARD**

GCSE

**EXAM BOARD**

Edexcel

**LESSONS**

3

### **What grades could I achieve in this subject?**

GCSE Grades 9 - 1

### **Subject overview**

1.1 Introduces the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on businesses.

1.2 Explores how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.

1.3 Focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspect.

1.4 Explores a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.

1.5 Introduces a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy.

2.1 Covering methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.

2.2 Explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.

2.3 Focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.

2.4 Explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.

2.5 Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity.

### **Subject Assessment**

Students will sit two examination papers. Covering the two topics mentioned above. Each paper is worth 50%. Both papers are 1hr 30 minutes.

### **FAQs**

#### **Do I have to be good at maths?**

Yes, it would help as you do need to complete various tasks using basic mathematical equations. You also need to have a mindset that includes problem solving.

#### **Where could Business Studies take you next?**

Business GCSE provides an excellent preparation for business and working life in general.

It is useful for a wide range of careers, including management, finance, law, media, psychology, engineering, accountancy, economics, environmental sciences and local government.

You will also know how to set up and run your own business!

### **Contact**

Mr D Abel (Leader of PE and Business)  
abel.d@kevi.org.uk

## CHILD DEVELOPMENT

**AWARD**  
OCR National

**EXAM BOARD**  
OCR

**LESSONS**  
3

### What grades could I achieve in this subject?

Level 1 or Level 2 Pass, Merit, Distinction, Distinction\*

### Subject overview

All students will study three topics:

- 1) Health and well-being for child development
- 2) Understand the equipment and nutritional needs of children from birth to five years
- 3) Understand the development norms of a child from birth to five years

### Subject Assessment

R018: Health and well-being for child development. Written exam 1 hour 15 mins. 50% of overall mark

R019: Understand the equipment and nutritional needs of children from birth to five years (Coursework task) 25% of overall mark

R020: Understand the development of a child from birth to five years (Coursework task) 25% of overall mark

### FAQs

**What skills will I develop?** Personal learning and thinking skills, evaluation, analysis, ICT, and a variety of presentation skills.

**Will I have to write in every lesson?** No. We will use a variety of methods to gather the information required for the assignments, including; written reports, graphs, posters, observations, audio-visual recordings and presentations.

### Where could Child Development take you next?

This subject supports all areas of education but can be particularly useful for those wanting to develop their understanding of the needs of children. It can lead to nursing, social care, childcare and many other social sciences.

**Contact** Ms K Mouat (Lead Teacher for Technology)  
mouat.r@kevi.org.uk

# CONSTRUCTING THE BUILT ENVIRONMENT

**AWARD**  
Vocational Award

**EXAM BOARD**  
Eduqas

**LESSONS**  
3

## What grades could I achieve in this subject?

Level 1 Pass, or Level 2: Pass, Merit, Distinction,

### Subject overview

By studying for the Level 1/2 Award in Constructing the Built Environment you will develop practical skills in Wood, Brick, Plaster, Decorating and Tiling. In addition to these practical skills you will gain other construction related skills including budgeting and project planning.

You will also be able to gain essential employability skills that are valued by employers, critical thinking and problem-solving, planning and organisation.

### Subject Assessment

**All students complete Unit 1:** Safety and security in construction – consist of a 1 hour, 30 minute on-screen examination (40%)

*Students then choose between*

**Unit 2:** developing skills, knowledge and understanding of the design of the built environment, including exploring what is needed to interpret and produce drafts, drawings, and models of design plans (60%)

**OR**

**Unit 3:** developing skills, knowledge and understanding of three construction trade areas of the built environment, including planning, undertaking and evaluating construction tasks (60%)

### FAQs

**Do I have practical every lesson?** No. You will learn lots of practical skills on this course but there are written exams and there will be written work and theory to learn alongside the practical skills.

**What kind of things might I make?** You will learn practical skills working with wood, brick, plaster, decorating and tiling. An example coursework task is on the next page.

### What safety equipment will I need?

The school will provide hard hat and ear defenders but students must provide their own steel capped boots.

### Can I do more than one Design and Technology course?

We do not recommend this because of the high amount of non-examined assessment (NEA) and practical work you will be involved in. Students will not be able to study Design and Technology and Constructing the Built Environment as the subjects are too similar to each other.

### Where could Constructing the Built Environment take you next?

This subject supports many areas of career choices and Post 16 courses, including Engineering and Construction and any occupation where there is a design or making aspect.

### Contact

Mrs N Wright (Construction and STEM teacher)

[wright.n@kevi.org.uk](mailto:wright.n@kevi.org.uk)

# COMPUTER SCIENCE

AWARD

EXAM BOARD

LESSONS

GCSE

OCR

3

## What grades could I achieve in this subject?

GCSE Grades 9 - 1

### Subject overview

Students will be familiar with the use of computers and other related technologies from their KS3 ICT and Computer Studies work. The Computer Science course offers students the opportunities to gain a more in-depth understanding of the way computers work, and to create and review computer programs for real-life purposes.

The course really encourages students to create their own programming solutions, applications and other systems, rather than simply use those designed by others.

The course covers 8 interlinked themes covering all aspects of Computer science: 1. Fundamentals of algorithms, 2. Programming, 3. Fundamentals of data representation, 4. Computer systems, 5. Fundamentals of computer networks, 6. Fundamentals of cyber security, 7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy, 8. Aspects of software development

### Subject Assessment

Assessment is equally divided between 2 papers:

**Paper 1.** Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science. (1hr 30min written exam worth 50% of the GCSE)

**Paper 2.** Theoretical knowledge (1hr 30min written exam worth 50% of the GCSE)

### FAQs

#### Are there specific skills required to succeed in the course?

Yes; the course is more suited to those who are more technically, scientifically or mathematically inclined. Ideally students should have target grades in Maths and Science of at least a grade 4

#### Where could Computer Science take you next?

The course will make an excellent preparation for students who wish to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include Engineering, Financial and Resource Management, Science and Medicine. Jobs include: Computer programming, Software engineering, Website/app design/development, Computer game development and Cybersecurity.

### Contact

Mr D Dance (Computer Science Teacher)

[dance.d@kevi.org.uk](mailto:dance.d@kevi.org.uk)

Mrs J Lawton (Computer Science Teacher)

[Lawton.j@kevi.org.uk](mailto:Lawton.j@kevi.org.uk)

# DESIGN AND TECHNOLOGY

**AWARD**

GCSE

**EXAM BOARD**

Eduqas

**LESSONS**

3

## **What grades could I achieve in this subject?**

GCSE Grades 9 - 1

## **Subject overview**

If you have enjoyed designing and workshop sessions at Key Stage 3 and you are interested in design and acquiring skills when using tools and CAD/CAM, then you will enjoy the challenges of the tasks in this course. In GCSE Design and Technology you will design and make using wood, metal and plastic.

**Please note: This is not a purely practical course!**

## **Subject Assessment**

The course is assessed throughout Year 10 / 11 and the design folder produced will contribute 50% of your final grade. The other 50% will come from the final GCSE examination taken at the end of Year 11.

## **FAQs**

**Do I have practical every lesson?** No. The subject teaches a range of theory and practical skills, so there will be a range of topics including, research, analysis, drawing - including Computer Aided Design (CAD) and Computer Aided Manufacture (CAM), modelling in different materials and the safe use of machine tools and hand tools.

**What kind of things might I make?** You are expected to complete a Design and Make task chosen from a range of possible contexts provided by EDUQAS; this could include sustainability, sport and leisure, educational toys, and designing for the elderly.

### **Can I do more than one Design and Technology course?**

We do not recommend this because of the high amount of non-examined assessment (NEA) and practical work you will be involved in.

## **Where could Design Technology take you next?**

This subject supports many areas of career choices and Post 16 courses, including Engineering, Product Development, Construction and any occupation where there is a design or making aspect. There is no better time to think about a career in the field of design and Britain has always produced world-class designers such as: Sir Jonathan Ive (Apple); James Dyson (Product Designer); Sir Norman Foster (Architecture); Richard Seymour & Dick Powell (Product Design) and Ian Callum (Automotive) to name but a few. Our creativity is a key strength of our economy, and British designers are among the best in the world.

## **Contact**

Mr N Bradbury (Leader of Technology and ICT)  
bradbury.n@kevi.org.uk

| <b>FRENCH</b>   |   |                |
|---|---|----------------|
| <b>AWARD</b>  | <b>EXAM BOARD</b>   | <b>LESSONS</b> |
| GCSE  | AQA   | 3              |
| <p><b>What grades could I achieve in this subject?</b></p> <p>GCSE Grades 9 - 1</p> <p><b>Subject overview</b></p> <p>You will learn about</p> <ul style="list-style-type: none"> <li>▪ another culture and a different way of life</li> <li>▪ how to express yourself at length in everyday situations in another language - always an impressive skill!</li> <li>▪ how to develop your personal communication skills and have the confidence to talk in a variety of contexts</li> <li>▪ interesting topical social issues in the French speaking worlds</li> </ul> <p>In the GCSE course the themes studied are:</p> <ul style="list-style-type: none"> <li>▪ Identity and culture</li> <li>▪ Local, national, international and global areas of interest</li> <li>▪ Current and future study and employment</li> </ul> <p><b>Subject Assessment</b></p> <ul style="list-style-type: none"> <li>▪ Paper 1 Listening Examination 25% (exam paper)</li> <li>▪ Paper 2 Speaking Examination 25% (conducted by your French teacher but marked by AQA)</li> <li>▪ Paper 3 Reading Examination 25%(exam paper)</li> <li>▪ Paper 4 Writing Examination 25% (exam paper)</li> </ul> <p><b>FAQs</b></p> <p><b>Will there be any opportunity to practise the language abroad?</b></p> <p>In previous years we have participated in the French Exchange programme during year 10, however future participation in the scheme will be dependent on Covid restrictions in place at the time.</p> <p><b>What do I do if I am stuck?</b></p> <p>You are very welcome to attend one of our help sessions. We have French clubs taking place at lunchtime and after school on various days of the week.</p> <p><b>Where could French take you next?</b></p> <ul style="list-style-type: none"> <li>▪ Studying a language at A Level.</li> <li>▪ A language GCSE is considered highly by all employers due to the cognitive skills required to be successful.</li> <li>▪ It is a requirement of some university degree courses that are not language based.</li> <li>▪ It opens a world of communication and cultural awareness as well as opportunities within business, travel and tourism.</li> </ul> |   |                |
| <b>Contact</b>  | Mrs C Vincent (Lead teacher of French)<br>vincent.c@kevi.org.uk |                |

# Hospitality and Catering

**AWARD**  
Vocational Award

**EXAM BOARD**  
WJEC

**LESSONS**  
3

## What grades could I achieve in this subject?

Level 1 or Level 2 Pass, Merit, Distinction, Distinction\*

## Subject overview

If you have enjoyed Key Stage 3 Food Technology and if you enjoy both practical and theoretical aspects of food, then this could be the option for you. This course equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Please note this not just a 'cooking course'. There will be theory knowledge and written tasks needed to be done. It also requires a commitment from students and families to be organised with ingredients that can be prepared and cooked within school, the bonus being that the food can be taken home and enjoyed by the family.

## Subject Assessment

Unit 1: The Hospitality and Catering Industry. Externally assessed through a written exam (40% of the final grade)

Unit 2: Hospitality and catering in action. Internally assessed through a 'live' task. (60% of final grade)

## FAQs

### Do I need to bring ingredients in?

We expect student to provide their own ingredients as you will be taking the items home to eat.

### Will I do practical work every lesson?

No, this is not a purely practical course. You will do practical work most weeks during Year 10, however, when you are doing your controlled assessment you will complete practical work as it is required.

### Can I do more than one Design and Technology course?

We do not recommend this because of the high amount of non-examined assessment (NEA) and practical work you will be involved in.

### Where could Hospitality and Catering take you next?

The one thing we all need in life and will continue to need for survival is food and the food industry. There will always be jobs in the food industry and this could be the stepping stone to further food related. A-Levels, College and University courses.

**Contact** Ms K Mouat (Lead Teacher for Technology)  
mouat.r@kevi.org.uk

| <b>ICT</b>  |  |                |
|---|--|----------------|
| <b>AWARD</b>  | <b>EXAM BOARD</b>  | <b>LESSONS</b> |
| Tech Award  | OCR  | 3              |
| <p><b>What grades could I achieve in this subject?</b></p> <p>Level 1 or Level 2 Pass, Merit, Distinction, Distinction*</p> <p><b>Subject overview</b></p> <p>You will apply your learning in practical, real-life situations, such as:</p> <ul style="list-style-type: none"> <li>• using different applications and tools to design, create and evaluate IT solutions and products</li> <li>• creating a data manipulation solution</li> <li>• creating an Augmented Reality prototype.</li> </ul> <p>This will help you to develop independence and confidence in using skills that would be relevant to the IT sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:</p> <ul style="list-style-type: none"> <li>• planning and designing IT solutions and products for a given purpose</li> <li>• solving problems by exploring different software application tools and techniques</li> <li>• creating IT solutions and digital products</li> <li>• finding imaginative ways to solve IT problems.</li> </ul> <p><b>Subject Assessment</b></p> <p>R050: IT in the digital world. (40%) This is assessed by taking an exam. In this unit you will learn about design and testing for creating an IT solution or product</p> <p>R060: Data manipulation using spreadsheets. (30%) This is assessed by completing a set assignment. In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client’s requirements.</p> <p>R070: Using Augmented Reality to present information. (30%). This is assessed by completing a set assignment. In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client’s requirements.</p> <p><b>FAQs</b></p> <p><b>Why should I take ICT?</b></p> <p>ICT comes into almost every sector of employment and good ICT skills can support all of your other subjects. Because ICT is so prevalent in a wide variety of careers we strongly recommend that students study either Computer Science or ICT as one of their chosen subjects.</p> <p><b>Where could ICT take you next?</b></p> <p>The skills, knowledge and understanding developed through ICT are very relevant to both work and further study. They will support a range of subject areas such as A Levels in IT, Computer Science, Business or Geography. They can also support progression into employment in areas such as Business Analyst, Applications development, Games development, Web designer, Systems analyst and Computer forensics, to name but a few.</p> |  |                |
| <b>Contact</b>  | <p>Mrs J Lawton (ICT Teacher) lawton.j@kevi.org.uk<br/> Mr D Dance (ICT Teacher) dance.d@kevi.org.uk</p> |                |

| <b>MUSIC</b>   |  |                |
|--|--|----------------|
| <b>AWARD</b>   | <b>EXAM BOARD</b>  | <b>LESSONS</b> |
| GCSE   | OCR  | 3              |
| <p><b>What grades could I achieve in this subject?</b><br/>GCSE Grades 9 - 1</p> <p><b>Subject overview</b><br/>Our GCSE in Music provides an accessible and creative musical education, integrating the three main components: performing, composing and appraising. Students broaden their musical horizons within five areas of study as they explore musical context, language, performance and composition. Students' knowledge of these musical styles is assessed through a listening examination at the end of the course (40%). The non-examined assessments make up 60% of the course, requiring students to perform two pieces, one solo and one ensemble (Performance - 30%) and create two original compositions; One free composition completed in year 10 and a composition set to a brief, provided by OCR in Year 11 (composition - 30%).</p> <p><b>Subject Assessment</b><br/>60% controlled assessment (performing 30% and composing 30%)<br/>40% Listening examination</p> <p><b>FAQs</b></p> <p><b>What skills will I develop?</b><br/>During the course, you will develop your listening and appraising, performing and composing skills, whilst covering a range of musical styles through the Areas of Study. You will also become confident solo and ensemble performers.</p> <p><b>Will I have to write in every lesson?</b><br/>Not every lesson, no. Each area of study is explored practically to ensure students develop musical understanding as well as performing and composing skills. There will be regular practice papers and rehearsal lessons where you will be expected to independently rehearse your solo/ ensemble music.</p> <p><b>What topics will be included in the course?</b><br/>Students will be introduced to each area of study through listening, composing and performance tasks. There are five areas of study: My music, The concerto through time, Rhythms of the world, Film music and Conventions of pop</p> <p><b>Where could Music take you next?</b><br/>It gives a perfect foundation for the skills required at A Level Music or Music Technology. You could write music for your own band or group or become a professional composer! Practical skills could lead you in the direction of being a professional musician and performer.<br/>As music is skill-based it covers a wide range of skill sets which are useful in any field and it is a great contrast to more knowledge-based subjects.</p> |  |                |
| <b>Contact</b>   | Mrs C Sargent (Leader of Expressive Arts)<br>sargent.c@kevi.org.uk |                |

# PHYSICAL EDUCATION

AWARD

EXAM BOARD

LESSONS

GCSE

Edexcel

3

## What grades could I achieve in this subject?

GCSE Grades 9 - 1

### Subject overview

PE will offer you the opportunity to develop your skills in a wide range of sports and activities and help you improve your own performance.

Participation in a range of practical based activities forms the foundation for the course along with the development of knowledge to improve your own ability in these activities. **YOU MUST** participate in a team outside of school or play regularly for the school in games against other schools. This is a pre-requisite for the course.

### Subject Assessment

There are three aspects to be completed. Paper 1 and 2 are external exams and a Non-Exam Assessment (NEA) which assesses your practical performance.

**Paper 1:** The human body and movement in physical activity and sport.

This unit covers applied anatomy and physiology, movement analysis, physical training and use of data. It is assessed during a 1hr 15 min exam paper and is worth 30% of the final GCSE Grade.

**Paper 2:** Socio-cultural influences and well-being in physical activity and sport. This unit covers, sports psychology, socio-cultural influences, health and fitness and well-being. It is assessed during a 1hr 15 min exam paper and is worth 30% of the final GCSE grade.

**Non-Exam Assessment (NEA):** Practical performance in physical activity and sport. This unit covers practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). In addition to this students must complete a piece of coursework called a Personal Exercise Plan. This is where you will plan, participate and evaluate the effectiveness of a training programme.

This is worth 40% of the final GCSE Grade.

### FAQs

#### Will I do practical work every lesson?

No. Although this is a practical based course 60% of the final mark comes from a theory based exam.

#### Where could Physical Education take you next?

This course provides a natural progression into AS, A2 and Level 3 BTEC. Possible future pathways would include careers in Physiotherapy, Personal Training and Teaching.

#### Contact

Mr D Abel (Leader of PE and Business)

abel.d@kevi.org.uk

## SEPARATE SCIENCES (Triple Science)

AWARD  
GCSE

EXAM BOARD  
AQA

LESSONS  
3

### What grades could I achieve in this subject?

GCSE Grades 9 - 1

### Subject overview

In Triple Science you will learn

- how to gain a deeper understanding of some of the topics covered in Combined Science
- extra content which supplements each topic in Biology, Chemistry and Physics to make up the three separate GCSEs in all three sciences
- (in Biology) monoclonal antibodies and their uses in medicine. The brain and the eye, thermoregulation in mammals
- (in Chemistry) transition metals, uses of nanoparticles, yield and atom economy of chemical reactions
- (in Physics) lenses, seismic and ultrasound waves, nuclear fission and fusion, the physics of space, life cycles of stars and red shift

### Subject Assessment

- Two 1 hour and 45 minutes written exams for each of Biology, Chemistry and Physics (6 exams in total). (Each exam is worth 50% of final grade for each of the 3 separate GCSEs)
- 8 standard experiments that you are required to do for each of the three sciences. These are statutory requirements to complete because the methods and analysis of these will be assessed in the main exams
- regular formal internal assessments at the end of each topic which will make up the information for your current attainment grades during the learning cycles

### FAQs

#### Why should I study separate sciences?

For those students who wish to study Advanced Level Sciences, it is recommended that they choose to study for a third Science GCSE. This will lead to Separate Science GCSE qualifications in Biology, Chemistry and Physics.

#### Are there any entry requirements for Triple Science?

This is a very challenging set of qualifications and would normally only suit students who attained High scores (or greater depth) in their Y6 SATs and are currently in Set 1 or a high achiever in Set 2.

#### Where could Triple Science take you next?

Any of the individual Sciences can be taken as 'A' levels, there are also numerous College and University courses that require GCSE Science.

The career options are huge! Scientists are found in all walks of life: health care, the media, the Armed Forces, law, business .....even teaching!

**Contact** Mrs S Dolloway (Leader of Science)  
dolloway.s@kevi.org.uk

# TRAVEL AND TOURISM

**AWARD**  
BTEC Tech Award

**EXAM BOARD**  
Edexcel

**LESSONS**  
3

## **What grades could I achieve in this subject?**

Level 1 or Level 2 Pass, Merit, Distinction, Distinction\*

## **Subject overview**

Travel & Tourism gives you an insight into the whole of the travel and tourism sector. You will learn about UK and worldwide destinations, how different destinations appeal to different customers and which organisations contribute to making the tourism industry so successful. Travel and tourism contributes over £120 billion to the UK's GDP. There are a host of different and exciting jobs and roles in this sector, and a wide ranging knowledge of the different issues and roles in the sector will help you take advantage of the opportunities it presents. The course also has elements of various other subject areas within the unit content. If you have an interest in geography, business, law, history or the media, then this course would help develop your skills in these subject areas. Case studies included in the Travel & Tourism course include the Peak District and Alton Towers.

## **Subject Assessment**

- 75% internal assessment
- 25% external assessment

## **FAQs**

### **What topics will be included in the course?**

- Travel & Tourism Organisations (Internal Assessment)
- Travel and Tourism Destinations (Internal Assessment)
- Influences on Global Travel & Tourism (External Assessment)
- Identifying Travel & Tourism Trends (Internal Assessment)
- Meeting the needs of Travel & Tourism Customers (Internal Assessment)

### **Where could Travel and Tourism take you next?**

The Travel industry is a huge global industry. A qualification in Travel and Tourism could lead to an interest or development of careers such as Event Planner, Air Cabin Crew, Tour guide, interpreter, Meeting Planner, Tour Operator, Hotel Management.

**Contact** Miss D Tickell (Leader of Humanities)  
tickell.d@kevi.org.uk

# PRINCES TRUST

**AWARD**

**EXAM BOARD**

**LESSONS**

Princes Trust

3

## What grades could I achieve in this subject?

Level 1 Prince's Trust Level 1 Certificate In Personal Development and Employability Skills

## Subject overview

The Prince's Trust Level 1 Certificate In Personal Development and Employability Skills will help you develop your employability skills using, teamwork, visits, and problem solving activities to ensure that you have the skills that employers want, helping you realise your full potential.

You will be able to develop practical skills that will help make a positive impression. You will see your confidence and self-esteem grow, and you will find that you are able to have a "can-do" attitude.



YOUTH  
CAN  
DO IT

So if you like learning by getting involved in enterprising activities, and you want to do more team activities, then this course will help you to succeed.

## Subject Assessment

There are no exams in the subject. Students complete a portfolio of work throughout the course which is assessed and moderated

## FAQs

### Who teaches Princes Trust?

Princes Trust is taught by an external provider called the Youth Net. The group is taught by two teachers from the YouthNet

### Can anyone choose the Princes Trust as an option subject?

There are no entry requirements for the Princes Trust and anyone can say that they would like to be considered for the course, but usually, students are invited onto the course if we feel that it would be particularly suited to them.

## Where could Princes Trust take you next?

Princes Trust qualifications helps you develop the skills and qualities that employers and colleges like to see. After completing the Princes Trust course you should be able to apply for college courses or apprenticeships, knowing that you have the skills that they are looking for.

## Contact

Ms E Knights (Assistant Headteacher)  
knights.e@kevi.org.uk

## CHOOSING OPTION SUBJECTS

A link will be sent to all parents and carers (and will be available through the school website) to subject Option choices online.

Students will be asked to choose one subject from each block and to pick a reserve subject. Occasionally we may need to make changes to option blocks and subjects depending on students' choices and if there are insufficient numbers for a course then a subject may not run. We aim to meet the needs of the vast majority of students and will consult with you further if your choices cannot be accommodated but it does mean that students should put as much thought into their reserve choice, as their other choices.

| Block 1            | Block 2                            | Block 3                  | Block 4                            |
|--------------------|------------------------------------|--------------------------|------------------------------------|
| Triple Science     | Geography                          | French                   | History                            |
| History            | History                            | Music                    | ICT                                |
| ICT                | ICT                                | Art                      | Child Development                  |
| Travel and Tourism | Business                           | Hospitality and Catering | Business                           |
|                    | Computer Science                   | History                  | Design Technology                  |
|                    | Constructing the Built Environment | Geography                | Constructing the Built Environment |
|                    |                                    | GCSE PE                  | Princes Trust                      |

### The EBacc Pathway:

Students should choose Geography or History along with French and a further two subjects. Taking these subjects, along with your core options, will give you balance and breadth in your options. Taking them will also ensure that you are studying a range of subjects at GCSE which will lead to 'facilitating subjects' at A Level in preparation for university. This option allows you TWO free choices

### The Flexible Pathway

Not all students will want to follow an EBacc pathway and may wish to follow particular interests or specialisms. We would still suggest that students study a breadth of subjects. This allows you to choose Geography or History and a further THREE free choices (you can still pick another humanities or language from the list as part of your THREE free choices if you want to do so).

## FINAL DEADLINE

All option forms should be submitted online by Wednesday 30th March at 9am

## Option form – this will be submitted online

Name:

Tutor Group:

Name of parent submitting the form:

Choose ONE subject from each block

- Students must choose History or Geography as one of their choices
- We recommend students choose ICT as one of their choices

|                 |  |
|-----------------|--|
| Block 1         |  |
| Block 2         |  |
| Block 3         |  |
| Block 4         |  |
| Reserve Subject |  |

**Deadline for online submission – Thursday 31<sup>st</sup> March 9am**

PLEASE NOTE:

Some courses have limited numbers due to staffing restrictions or physical room restrictions.

Hospitality and Catering – maximum class size 20

Construction – maximum class size 10

Design Technology – maximum class size 24

Princes Trust – maximum class size 12

We work very hard to accommodate as many first choices as we can but sometimes this is not possible. Please put as much thought into your Reserve Subject as you do the other four choices.