



# Tollbar Academy

For current Year 9 students



# CURRICULUM OPTIONS 2022

Key Stage 4

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WELCOME FROM THE PRINCIPAL

# NIGEL WHITTLE



Welcome to the Options Booklet for Year 9 students at Tollbar Academy. This is an exciting time for you as students, your parents and your teachers - and the following pages will guide you through the process of choosing the subjects you wish to study at Key Stage 4. Here you will discover information regarding the important decisions to be made by you and your parents before September 2022.

Please make sure that you read all the information in this booklet and on the Academy website, discussing your choices with family members, carers, members of staff and other students so that you can make the best choice for you. Don't forget that Curriculum Leaders and your current teachers are invaluable sources of information and advice. Read all the material and follow useful links to a range of websites so that you understand how the Key Stage 4 curriculum works.

The next two academic years are a very important part of your education. Key Stage 4 courses have changed a lot over recent years, with more courses ending in examinations in the summer of Year 11, with coursework forming part of the assessment in only a few practical or technical qualifications. You will study fewer subjects than in Key Stage 3 – but you will have more time to learn deeply, becoming skilled and confident in each subject you select.

Making the right decision now will give you the opportunity to achieve the best results you can. Your success in Year 11 will pave the way for your next steps in your education, so choose wisely and keep as many doors open to your future as you can.

We want you to leave Tollbar Academy feeling proud of your achievements and moving on to the courses, training and careers that will enable you to realise your dreams – whatever they may be. I can assure you that all my staff are looking forward to working with you to help you achieve your potential. Make the most of this opportunity; be open-minded, curious and ensure you select the right option choices for you.

# CURRICULUM PRINCIPLES

The Key Stage 4 curriculum balances creativity and academic rigour within a broad and varied, knowledge-led curriculum, in order to reinforce all students' cultural understanding and general knowledge. Our curriculum supports all learners and we have the highest expectations of each and every student.

The curriculum emphasises our ethos that students should know the best that has been thought and said. Importance is placed on knowledge being delivered in a well-sequenced and coherent progression of learning. Our curriculum is mapped and structured, and we are clear with what we expect students to know at each stage of their learning - allowing students to connect ideas, concepts and knowledge in order to develop confidence and independence.

## THE ASSESSMENT FRAMEWORK

The assessment mechanism which the year group will be assessed against in 2024 will be numerical. Students no longer receive A\*-G grades; the table below gives an idea of conversation rates. Tollbar Academy sets targets for students in each subject, based on our knowledge of each child formulated throughout Key Stage 3 and the data passed up from primary school, so you can be certain that each student will have aspirational and appropriate target grades.

Grades Issued:	Conversion Chart:									
GCSE 9-1 Grade:	9	8	7	6	5	4	3	2	1	U
BTEC Grade	Di*	Di	M			P		Level 1 Pass		
GCSE A*-G:	A*	A	B			C	D	E	F	G



# WHAT IS THE ENGLISH BACCALAUREATE (EBACC)?

The English Baccalaureate (EBacc) is a combination of subjects which provide an important range of knowledge and skills for young people. The EBacc is not a qualification but an 'expectation' that students should have a mix of the more 'traditional' subjects; there is no certificate that students will receive to show that they have achieved the EBacc.

**To fulfil the requirements for the EBacc, selecting and passing the following subjects is required:**

- English Language
- English Literature
- Mathematics
- Science (Combined Science) or Triple Science (Biology, Chemistry and Physics as separate GCSEs)
- A language (French or Spanish)
- Either History or Geography

In order to achieve the EBacc, students will need to attain grades 9-5 in English, Mathematics, 2 Sciences, History or Geography and French or Spanish. The government's ambition is to see 90% of students studying the EBacc subject combination at GCSE by 2025.



# KEY STAGE 4 CURRICULUM

## Compulsory Core GCSE Subjects:

- English Language
- English Literature
- Mathematics
- Science – Combined (2 GCSEs) or Triple (3 separate GCSEs – this will count as one option choice)

## Compulsory Core Subjects (non-GCSE):

- Careers and Personal Development
- Physical Education



# KEY STAGE 4 CURRICULUM

Students will select 4 option choices, from across 3 'blocks' of subjects. Students will select reserve choices too. Please note: due to limited staffing, students can select either Creative iMedia or Photography.

## EBacc Choices GCSE:

- French
- Geography
- History
- Spanish

## Option Choices GCSE:

- Art and Design
- Business Studies
- Dance
- Design & Technology: Resistant Materials
- Design & Technology: Textiles
- Music
- Photography
- Physical Education
- Religious Education

## Option Choices Technical Award Level 2

(equivalent to 1 GCSE):

Hospitality & Catering

## Option Choices BTEC Level 2 (equivalent to 1 GCSE):

- Music
- Sport
- Travel & Tourism

## Option Choices CNAT Level 2 (equivalent to 1 GCSE):

- Creative iMedia



# HOW TO DECIDE?

Firstly, please bear in mind that this is the first set of a series of choices you will make on what you study as you progress through education. Focus on the very best reasons to help you make your choices.

## Good Reason



**I am good at the subject.** The quality of grades will be important when it comes to progressing on to post-16 options such as colleges and universities.

**I really enjoy the subject.** If you like a subject, enjoy the challenge and feel you learn a lot in the lessons, this is a good reason to select it.

**It is more creative and will be a good balance for my well-being.** Having a broad mix of different subjects that are practical, physical and essay-based is always helpful.

**It has some practical assessments, so it is not all based on written exams in the summer of 2023.** Consider the demands of the final exam for each subject. Some students prefer having assessment part-way through a course.

**It will open up choices for me in the future.** Make a decision based on whether the subject will help you in a particular career you wish to pursue - ***but do not worry if you don't know what you want to do career-wise at this stage.***

## Wrong Reason



**My friends are doing this subject.** There is no guarantee that you will be in the same class and friendship groups do change.

**Everyone says it is easy!** This is entirely subjective; just because one person thinks a subject is easy, it is not the case for everyone.

**I like / don't like the teacher.** There is no guarantee you will get the same teacher next year.

**My sister did this course a few years ago, so she can help me with the coursework assessments.** Specifications for all courses vary over time and all practical/technical assessments are not the same from year group to year group.

**I don't really know - I'll just put this subject down.** Not knowing enough about the course or thinking you can change your mind later is unwise. It is far better to select a course that you like so you can excel at it.



## OTHER POINTS TO CONSIDER

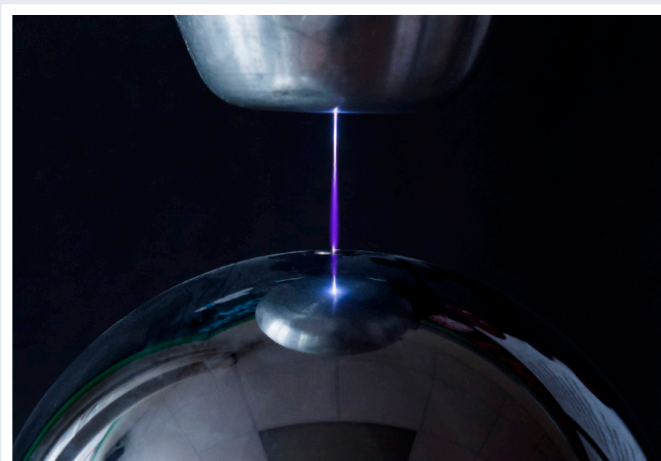
**Consider a broad range of subjects. It is advisable to achieve a balance between the arts, sciences, humanities, practical, technical and physical subjects.**

You are not just choosing subjects for the next two years. Options need to be kept open for choices at 16+ and 18+. If you are looking ahead to Higher Education, it would be sensible to think about possible A Level subjects. Some subjects can be taken up just at A Level, whilst others are better taken at GCSE level first.

You should be realistic about matching your combination of subjects with your ability, interests and aptitude.

If you wish to take Triple Science, this uses up one of your option choices and leads to separate Biology, Chemistry and Physics GCSEs.

Your parents/carers and teachers are here to help, but you need to be making your own informed choices. It is essential that you make these choices based upon good information. Ill-informed choices are often regretted.



## ADDITIONAL INFORMATION

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**Make sure you complete your research. Subject information is available in this booklet, on the Academy website and subject teachers will be very happy to discuss each qualification with you.**

START - the online careers platform will help you access information about subjects, routes to further and higher education, apprenticeships and a vast number of careers.

There are various websites which students and parents/carers can access to support decision-making and where key subject choices could determine future job choices.

<https://nationalcareers.service.gov.uk> - Provides information, advice and guidance to help individuals make decisions on learning, training and work. Young people can explore over 800 different career profiles and learn more about skills needed for potential new careers.

<https://icould.com> - Young people can explore a range of different career options and be inspired by real life stories from those who are currently following those career pathways.

<https://www.bbc.co.uk/bitesize/careers> - This website is packed full of resources for young people to understand more about the world of work, including advice from people who have found the right path for them. The website also provides access to many BBC programmes featuring careers and the world of work.

<https://successatschool.org> - Careers Advice for students and parents. Young people and parents can explore careers, find out about top employers, and search for the latest advice, jobs, courses and more. Parents can register for their own newsletter and you can download student and parent guides.

<https://www.informedchoices.ac.uk/> - This guide has very useful information aimed at students choosing A Level courses and therefore is helpful when choosing GCSE options.

<https://www.ucas.com> - The University Admissions service website allows you to search any course interest across all UK universities. It will also indicate which subjects and grades are required to access specific courses and careers.

All further education and training providers, university and apprenticeship providers have key subject and career information on their own websites.

# POST-16 PROGRESS AND CAREERS ADVICE

Wherever you decide to go at the end of Year 11, you will need to enrol in some form of training or education until the age of 18. The pathway you choose at Key Stage 4 will give you skills that might be relevant in the workplace, as well as help you move on to the next stage of your education.

The options available at the end of Year 11:

- To continue in full-time education at Tollbar Sixth Form or another College
- To continue learning through Work Based Learning programmes, such as a Traineeship or Study Programme
- To gain work experience and qualifications through Apprenticeship

Advice and guidance on the full range of options open to you will be available through the Tollbar Sixth Form team and the independent careers provision at the Academy, as well as the National Careers Service. In Year 11, students have an informal and independent consultation interview with an experienced Careers Advisor, support from the Tollbar Academy Sixth Form team and a bespoke post-16 programme of study as part of the Careers and Personal Development curriculum.

**This is an important time for students and parents, but it is only the first step in a long process. Give yourself time to think, ask lots of questions and you will make good decisions for all the right reasons.**



**As you come to the end of Year 11 and GCSE courses, you will have important decisions to make. If you do go into post-16 education, there are a lot of courses to choose from, but we hope that if we have the right course for you that you will choose Tollbar Sixth Form College.**

Tollbar has a thriving Sixth Form College attracting a significant number of students from our own Academy and from schools in the surrounding area. Tollbar Sixth Form College aims to build upon the Academy's academic excellence in Key Stages 3 and 4, enabling our Sixth Form students to access their higher education and career ambitions.

All the advanced courses lead to university entrance and a large percentage of our Sixth Formers move on to university, attaining places at many different establishments across the country, studying a huge range of degree courses. In addition, many students have been successful in securing advanced apprenticeships across a number of industries.

There are many opportunities for becoming involved in lots of activities - both in and out of the Sixth Form - including sport, music, art, enrichment, community and charity work.

Tollbar Sixth Form is a new experience and very different from the main Academy. The process of enrolment and induction into the Sixth Form is always explained to you via Year 11 Careers and Personal Development lessons and you will have the opportunity to speak with the Sixth Form Leadership team and experience subject taster lessons.

If you would like to find out more, please visit the Tollbar Sixth Form College website: [www.tollbarsixthform.co.uk](http://www.tollbarsixthform.co.uk)





# USEFUL INFORMATION

- Website and Options Booklet: The Options Page on the Tollbar Academy website - [www.tollbaracademy.co.uk](http://www.tollbaracademy.co.uk) has plenty of information available. The Options Booklet is an essential source of information on the course content, skills, expectations and potential pathways for each subject, as well as general advice on how to choose options.
- Curriculum Leaders have composed presentations on each curriculum subject offered to give all students an insight into the demands of each qualification. These will be viewed in subject lessons during 'Options Focus Week' which will take place **week beginning Monday 25 April 2022**. Here, students will be able to ask questions to subject specialists about each course. Life skills, aspirational thinking and pathways into further education have already formed part of the Careers Personal Development lessons this year. However, a presentation recapping on these important elements, as well as the options process in general, will be shown to all students during Options Focus Week.



# OPTION SELECTION PROCEDURE

- The process for documenting which subject choices each student would like to complete in Key Stage 4 has altered, moving to an online system. This will entail the following steps:

<b>STEP 01</b>	Parents/Carers <b>register online</b> .
<b>STEP 02</b>	Each Year 9 student <b>registers online</b> . This will take place in ICT lessons.
<b>STEP 03</b>	The student logs in and will see the <b>Options form</b> . They will be able to make their option subject selections on this form.
<b>STEP 04</b>	There are <b>3 Option 'blocks'</b> of subjects called <b>A, B and C</b> .
<b>STEP 05</b>	In <b>Option A</b> , to select a particular subject as a choice, click on the box featuring the name of that subject. This will turn that subject box blue. To select a <b>'reserve'</b> in <b>Option A</b> , press on the <b>'reserve'</b> button next to the subject selected as the reserve choice. This will turn the box orange. Follow the instructions for each Option block.
<b>STEP 06</b>	In <b>Option B</b> , follow the same format as above. Select the choice(s) for subject(s) which turn those choice boxes blue, and a reserve option which will turn the box orange.
<b>STEP 07</b>	In <b>Option C</b> , follow the same format as above. Select the choice(s) for subject(s) which turn those choice boxes blue, and a reserve option which will turn the box orange.
<b>STEP 08</b>	Ensure all <b>Option blocks</b> have been completed with the right number of choices - <b>totalling 4</b> , with the relevant reserve choices.
<b>STEP 09</b>	Click <b>'save'</b> (this is above the student's details). This will then send the option choices to the account of the parent/carer.
<b>STEP 10</b>	The parent/carer will be able to log in and can confirm the subject choices that their child has made.
<b>STEP 11</b>	If the parent/carer has some concerns about their child's choices, this is when conversation can take place and further research/discussion can be conducted. Any amendments will need to be made by the student and re-saved.
<b>STEP 12</b>	Parents can confirm they are happy for their child to select these subject choices.
<b>STEP 13</b>	Once parents/carers have confirmed the subject choices, the form is sent electronically to the Academy. Our Timetable team will construct the timetable and allocate subject choices to our students.

# FREQUENTLY ASKED QUESTIONS

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## Why do we study so many different subjects?

GCSE stands for 'General Certificate of Secondary Education'; these qualifications are designed to prepare you for choosing a specialist route at the age of 16. Completing GCSEs in a variety of subjects gives you a broad, balanced education so you can make informed choices later on.

## Why does everyone have to study English, Maths and Science?

Some subject material you learn at the Academy will be useful in a job - for instance, you may study GCSE Photography and then work in the photography industry later on. There are some subjects that you study that are central to our wider understanding of the world and these are 'core' subjects. English, Mathematics and Science fall into this category because, no matter what you do or where you go, it is essential that you are able to use language well, comprehend numbers and understand the way the natural world works.

## What if I cannot decide?

Making sure you are informed about all the different courses available to you is very important. Basing your decision on what you enjoy, what you are interested in and what you are good at is vital - and sound advice when you are unsure about which courses to take. It is easy to become anxious about making the wrong decision; what is crucial is your mindset and attitude when you start the course. Giving it your best shot and working hard, showing resilience even when some parts of the qualification may be challenging, is what is necessary.





# FREQUENTLY ASKED QUESTIONS



## **Can I change my mind?**

Once you have made your option choices and have begun the courses in Year 10, it does become more difficult to alter option choices. This is because of a number of factors: there may not be a place available for you to move into in another option subject; the subject you wish to change to may not fit on your timetable; you will have missed a number of lessons and it may be difficult to catch up. This is why thinking carefully about the courses you wish to take in Key Stage 4 is so important.

## **Once I have submitted my options form, am I guaranteed to study those subjects?**

Sometimes it is not possible to timetable particular combinations of subjects, even though we try to build the timetable 'blocks' around students' option choices. Some subjects may be undersubscribed and it will not be viable to run as many teaching groups as we would like. We try to limit the impact of such changes but, in some cases, we may have to ask students to reselect choices. This is why you select 'reserve' choices.

# FREQUENTLY ASKED QUESTIONS

## **Do I need to select Triple Science if I want to study Science A Levels in Tollbar Sixth Form or at College?**

No - but it is strongly encouraged. This is because studying separate sciences at GCSE provides a deeper foundation for A Level study.

## **Why have you not offered the same suite of qualifications as last year?**

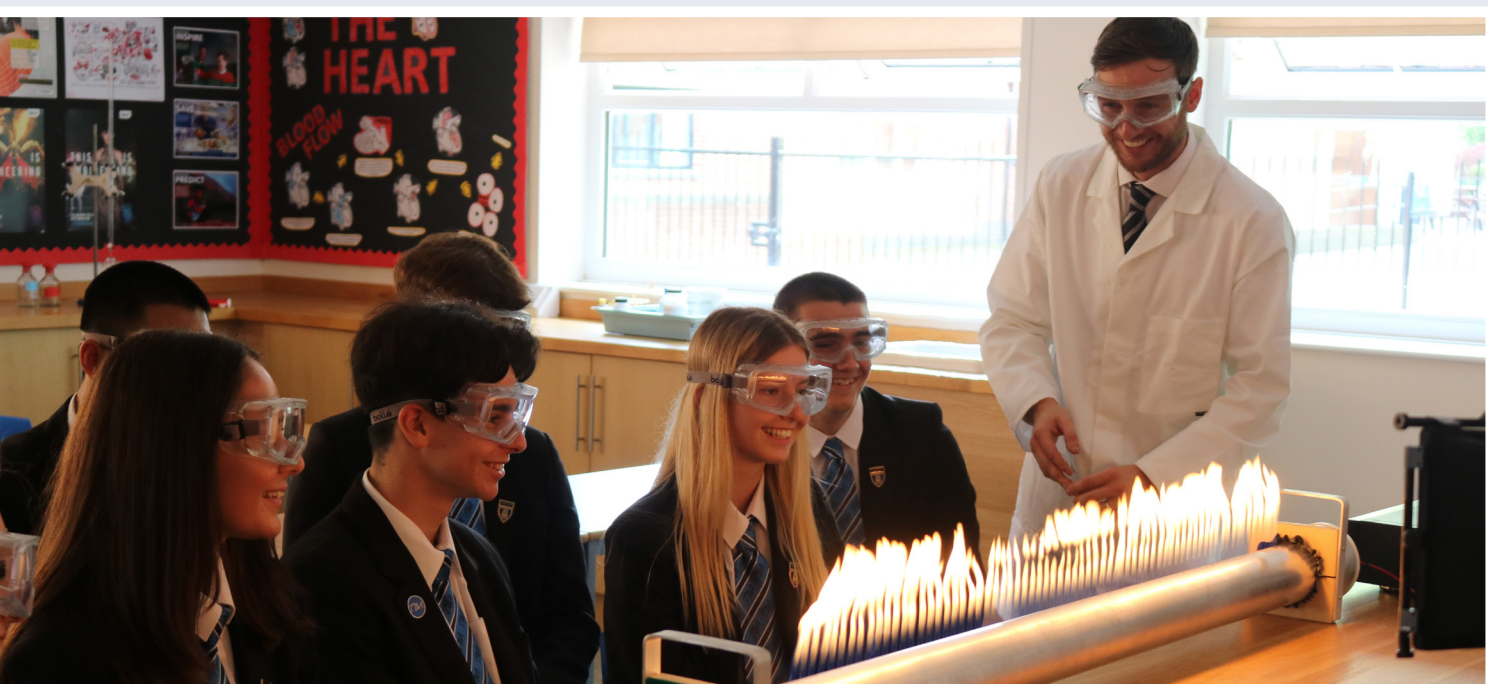
We have to consider our staff numbers when deciding on the courses that are running each year. There is a range of rigorous GCSE qualifications to choose from that will prepare students for a wide range of A Level courses and further study pathways. Certain subjects – for example Psychology – can be selected at A Level with no need to have studied the subject at GCSE. You do not need to have studied Psychology at GCSE to pursue a Psychology-related degree course.

## **What is the deadline for the return of Options Forms?**

All Options Forms should be submitted by **Friday 20 May 2022**.

## **When will I find out what subjects I have been allocated?**

Summer 2022 – after the Academy timetable has been completed and our offer has been finalised.



# DATES TO REMEMBER

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- Year 9 Options Booklet Release: **Friday 22 April 2022.**
- Year 9 Options Focus Week: **Monday 25 April – Friday 29 April 2022.**
- Year 9 Parents' Evenings: **Tuesday 3 May 2022 and Wednesday 4 May 2022.**
- Deadline for Submission of Option Choices: **Friday 20 May 2022.**

*Whilst we wish to provide students with their chosen option subjects, due to timetable and staffing constraints, this may not always be possible. It should also be noted that we may not be able to run some courses if the numbers of students choosing them are too low to be viable.*

If a course is oversubscribed, the following criteria will be taken into consideration:

- Meeting the Options deadline;
- A good attendance record;
- A good behaviour record;
- Subject reports;
- Possible career path.

We hope that you have found the information in this booklet useful. The selection process for options is important and it can be difficult; please remember that all members of staff want the best outcomes for you, so if you do have any questions they will be more than happy to answer them.





**CORE SUBJECTS**

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## These are subjects that all students have to study:

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- English Language
- English Literature
- Mathematics
- Science (Combined Science (2 GCSEs) or Triple Science (3 separate GCSEs). If you select Triple Science, this is one of your Option Choices.
- Careers Personal Development
- Core Physical Education



## Curriculum Overview

GCSE English language promotes opportunities for you to practise, develop and refine your skills as speakers and writers of the English Language. The course encourages you to appreciate the role English plays beyond the classroom and its significance in all aspects of life. Through the delivery of a range of interesting topics and texts, you will explore how writers craft their work for different purposes, and you will use these ideas to support the progression of your own written responses. Additionally, you will be encouraged to actively listen and appropriately challenge ideas and opinions of others through class discussion and spoken presentations.

### Course Assessment Breakdown

The course is examined at the end of Year 11 through two papers each lasting 1 hour 45 minutes. There is no tiering of papers. In addition, you will be expected to complete a speaking and listening presentation for which a separate grade is awarded.

#### Paper 1: Explorations in Creative Reading and Writing (80 marks) - 50% of the grade

##### Section A: Reading

Focus upon one literature fiction text

- 1 short form question (4 marks)
- 1 language analysis question (8 marks)
- 1 structural analysis question (8 marks)
- 1 extended analysis (20 marks)

##### Section B: Writing

- Description or narrative writing (24 marks for content; 16 marks for technical accuracy)

#### Paper 2: Writers' Viewpoints and Perspectives (80 marks) - 50% of the grade

##### Section A: Reading

Focus upon one non-fiction text and one literary non-fiction text

- 1 short form question (4 marks)
- 1 comparative summary question (8 marks)
- 1 language analysis question (12 marks)
- 1 extended comparative response (16 marks)

##### Section B: Writing

- Extended writing question (24 marks for content; 16 marks for technical accuracy)

#### Non-Examination Assessment: Spoken Language Endorsement (SLE)

- One 6-8-minute presentation on a topic of your choice;
- You are expected to present your ideas and then respond to questions using appropriate Standard English;
- Marked by the teacher;
- A separate grade of: pass, merit or distinction is awarded;
- The SLE component does not contribute to the overall GCSE English Language grade.

## Equipment Needed

Whilst there is no specific equipment required for this course, it would be beneficial to have access to a range of fiction and non-fiction material at home in order to support study in class.

## Enrichment Opportunities

Weekly revision sessions are available to support you with your studies at Key Stage 4. As well as this, you are encouraged to participate in a range of national competitions celebrating the student voice and creative writing. Local employers are invited to the Academy to share their experiences of the role English has played in their careers and their field of employment.

## How Can Parents/Carers Help their Child?

Parents and carers can support their child through asking them about their studies and the topics studied in class. A good knowledge of the wider world, local issues and those on a global scale will aid learners in their progression. Viewing documentaries, videos and exploring relevant websites on these topics will assist their child with acquisition of knowledge and being able to write about ideas in a thoughtful and interesting way. In addition to the recommended GCSE English Language revision guides, CGP and BBC Bitesize, there is also an abundance of high quality, free materials available online and we would recommend using these.

## Future Pathways:

### **Education:**

Having a GCSE in English is a minimum for all post-16 education or training. You will need to continue to study GCSE English until you either pass, or leave education. The pathways below are examples of what you could move onto if you enjoyed GCSE English, although there are hundreds more potential options.

- CTEC opportunities in Creative Media and Media Production;
- BTEC Level 3 Performing Arts;
- Post 16 apprenticeships in communications, Leisure, Tourism and Hospitality, Legal and Law;
- A level options – English Language, English Literature, History, Media, Philosophy and Ethics, Sociology, Psychology, Law;
- University Degree Courses – BA or MA in English, History, Law, Media, Social Sciences.

### **Careers:**

Having a GCSE in English is a requirement for most jobs. The careers below are relevant to those who choose to study English at university:

- Social Media Manager;
- Technical Writer;
- Public Relations Specialist;
- Lawyer;
- Journalist;
- Advertising Copywriter;
- Marketing Executive;
- Primary or Secondary School Teacher;
- Author;
- Publisher;
- Arts Administrator;
- Events Management;
- Linguistics;
- Local government;
- Media.

## Who to Contact for Further Information:

Mrs. C. Hodgson – Curriculum Leader of English.

## Curriculum Overview

GCSE English Literature offers a wealth of opportunities for you to engage with poetry, prose and plays across a range of time periods. This exciting course explores a host of topics, themes and issues still relevant in society today. You will study contextual factors surrounding each of the set texts, exploring the motivation for text production and considering how such factors shape meaning and writer intent. As well as supporting you in making sense of issues around you, the course develops a range of reading and writing skills transferable to life beyond the classroom.

### Course Assessment Breakdown:

The qualification is examined at the end of Year 11 through two papers. There is no tiering of papers and copies of the set texts are not permitted in the final examinations. You will have some extracts from the set texts and one poem to rely upon in the examinations, as outlined below:

#### Paper 1: Shakespeare and the 19th Century Novel\* (64 marks) – 40% of the grade

##### Set Texts:

- 'Macbeth' by William Shakespeare
- 'A Christmas Carol' by Charles Dickens

##### How you are assessed:

- 1 hour 45 minute written examination;
- 1 extended response on 'Macbeth', based upon a given extract and the text as a whole;
- 1 extended response on 'A Christmas Carol', based upon a given extract and the text as a whole;
- 30 marks per question;
- 4 marks awarded for spelling, punctuation and grammar.

\*Please note, the course is entirely closed book.

#### Paper 2: Modern Texts and Poetry\* (94 marks) – 60% of the grade

##### Set Texts:

- 'An Inspector Calls' by J. B. Priestley;
- AQA Poetry Anthology: Power and Conflict cluster.

##### How you are assessed:

- 2 hour 15 minute written examination;
- 1 extended response from a choice of two questions on 'An Inspector Calls' (30 marks + 4 marks for spelling, punctuation and grammar);
- 1 comparative response of one named poem from the anthology and any other of the student's choice from the taught cluster (30 marks);
- 1 extended response to an unseen poem (24 marks);
- 1 comparative response of 2 unseen poems (8 marks).



## Equipment Needed

The Academy will provide copies of the set texts and the poetry anthology. You may wish to purchase your own copies however, in order to support with revision and independent study.

## Enrichment Opportunities

The course content ensures that you will have ample opportunity to watch a range of theatre productions for each of the relevant set texts. Visiting theatre groups, access to digital media and external visits will support learners in their understanding of each of the texts. In addition, you will have access to weekly revision sessions in the Academy to support with the study of each text taught.

## How Can Parents/Carers Help their Child?

Parents and carers can support their child by taking an interest in the texts being studied and discussing the texts in order to support retention of meaning and understanding. Watching performances together at home and within the wider community will also aid with consolidation of each text. We recommend the CGP revision guides to support study of GCSE English Literature; however, there is a wealth of additional free material available online which we would also recommend using.

## Future Pathways

### **Education:**

Having a GCSE in English is a minimum for all post-16 education or training. The pathways below are examples of what you could move onto if you enjoyed GCSE English Literature, although there are hundreds more potential options.

- CTEC opportunities in Creative media and Media Production;
- BTEC Performing Arts;
- A level options – English Language, English Literature, History, Media, Philosophy and Ethics, Sociology, Psychology, Law;
- University Degree Courses – English, History, Law, Media, Social Sciences.

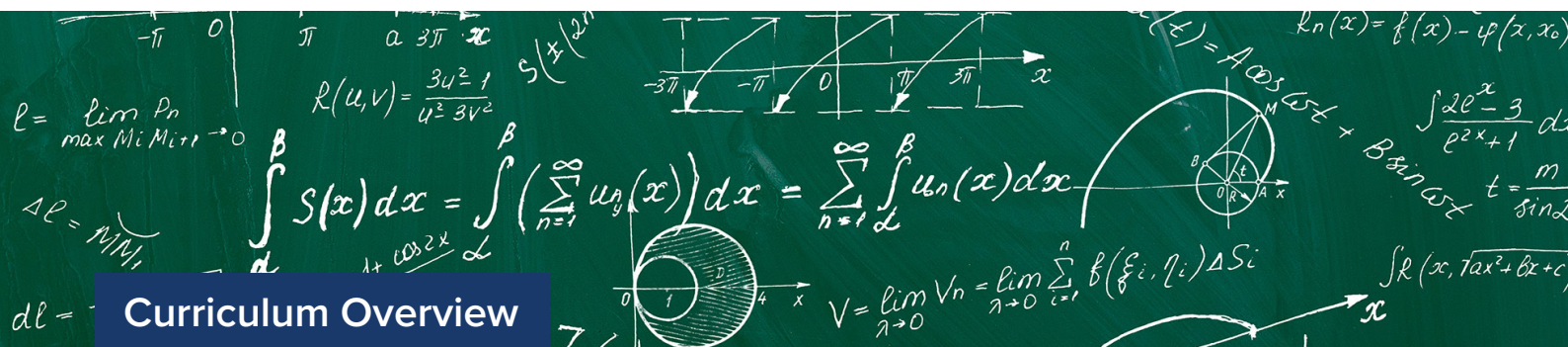
### **Careers:**

Having a GCSE in English is a requirement for most jobs. The careers below are relevant to those who choose to study English Literature at university:

- Lawyer;
- Novelist;
- Script Writer;
- Poet;
- Academic Librarian;
- Primary or Secondary Education;
- Further Post Graduate Study.

## Who to Contact for Further Information:

Mrs. C. Hodgson – Curriculum Leader of English.



## Curriculum Overview

Maths is for everyone! Diverse, engaging and essential in equipping students with the right skills to fulfil their aspirations, the study of mathematics provides a foundation for understanding the world and making a positive contribution to society.

There are 5 topic areas within mathematics; these are listed below:

- Number
- Algebra
- Ratio & Proportion
- Geometry
- Probability & Statistics

### Course Assessment Breakdown

The three assessment objectives evaluated in the examinations and the proportion of marks allocated for these are:

	Foundation	Higher
<b>AO1:</b> Using and Applying Standard Techniques	50%	40%
<b>AO2:</b> Reasoning, Interpreting, and Communicating Mathematically	25%	30%
<b>AO3:</b> Solving Problems within Mathematics and Other Contexts	25%	30%

The course is solely assessed at the end of Year 11 through 3 final examinations. There is no coursework element to complete. You will be entered for either the Higher tier, which allows grades 4-9 to be achieved, or the Foundation tier, which allows grades 1-5 to be achieved.

#### Paper 1:

- Written examination - 1 hour 30 minutes
- 80 marks
- Non-calculator
- 33.3% of the GCSE

#### Paper 2:

- Written examination - 1 hour 30 minutes
- 80 marks
- Calculator permitted
- 33.3% of the GCSE

#### Paper 3:

- Written examination - 1 hour 30 minutes
- 80 marks
- Calculator permitted
- 33.3% of the GCSE

Content from any part of the specification may be assessed in a mix of question styles - from short, single-mark questions to multi-step problems. The mathematical demand increases as you progress through each paper.

## Equipment Needed

You will be required to have the following in every lesson and for the final examinations: a black pen, pencil, eraser, a ruler marked with metric measurements only, a pair of compasses, a clear protractor and a scientific calculator.

## Enrichment Opportunities

You will have access to weekly study support sessions where the core skills and knowledge taught across lessons will be revised. Leading up to examinations, the focus may be on examination technique and examination practice, whereas at other times, the support may be tailored to current topics or your specific mathematical needs.

## How Can Parents/Carers Help their Child?

Parents/Carers can encourage their child to revise and recap key skills in small, manageable chunks. They could also encourage their child to make revision tools – mind maps, posters, flashcards etc. Towards the end of the course, they can help time their child sitting past papers/completing questions and mark their work. Whilst there are lots of different maths revision guides to buy, there is also an abundance of high quality, free materials available online and we would recommend using these.

## Future Pathways

### **Education:**

Having a GCSE in maths is a minimum for all post-16 education or training. You will need to continue to study GCSE maths until you either pass, or leave education. The pathways below are examples of what you could move onto if you enjoyed GCSE maths, although there are hundreds more potential options.

- Apprenticeship in Engineering, Business, Finance and IT;
- A Level options – Maths, Physics, Chemistry, Further Maths;
- BTEC Level 3 Qualifications;
- LCCI Qualifications in Finance and Accounting;
- University Degree Courses – BSc or MSc in Mathematics, Physics, Computer Science, Economics; BEng or MEng in Engineering.

### **Careers:**

Having a GCSE in Maths is a requirement for most jobs. The careers below are relevant to those who choose to study Maths at university:

- Accountancy;
- Banker;
- Analyst;
- Software Engineer;
- Researcher;
- GCHQ;
- Education;
- Engineering;
- Cybersecurity Specialist;
- AI researcher;
- Cryptanalyst;
- Economist;
- Actuary;
- Aerospace Technician;
- Mathematical Psychologist.

## Who to Contact for Further Information:

Mrs. J. Leshone – Curriculum Leader of Mathematics.



## Curriculum Overview

Most students will study GCSE Combined Science as part of our Core curriculum. Students will study all three science disciplines and receive 2 Science GCSEs. GCSE study in Combined Science provides the foundation for understanding the material world; this understanding is changing our lives and is vital to the world's future prosperity, and all students will be taught essential aspects of the knowledge, methods, process and uses of science. The 21st Century course is a concept-led subject that applies student knowledge to real world scenarios and problems. Key issues are raised throughout this course which highlight the contributions made by scientists and that the future of the planet lies in the hands of the next generation of scientists. Information regarding the topics taught at GCSE are highlighted in the examinations table. Each student will study three chapters in each science in their first year and three chapters in each science in the second year. Students will have six lessons of science a week (2 from each discipline) which are delivered by subject specialists.

### Who Should Consider this Subject?

As a Core subject, Science is studied by all students. The Combined Science course sets students up for taking an A Level in one of the sciences, progressing further in their education to university - if so desired. It is also a good basis for any science-related career.

### Course Assessment Breakdown

100% written examinations taken at the end of Year 11. In GCSE Combined Science you will sit 4 examination papers. In comparison, if you were to study separate sciences, a total of 6 examination papers would be completed.

Content:	Assessment:	Weighting:
B1: You and Your Genes B2: Keeping Healthy B3: Living Together – Food and Ecosystems B4: Using Food and Controlling Growth B5: The Human Body – Staying Alive B6: Life on Earth – Past, Present and Future BCP 7 and 8	<b>Biology Written Paper</b> 1 hour 45 minutes examination 95 marks	<b>26.4% of total GCSE</b>
C1: Air and Water C2: Chemical Patterns C3: Chemicals of the Natural Environment C4: Material Choices C5: Chemical Analysis C6: Making Useful Chemicals BCP 7 and 8	<b>Chemistry Written Paper</b> 1 hour 45 minutes examination 95 marks	<b>26.4% of total GCSE</b>
P1: Radiation and Waves P2: Sustainable Energy P3: Electric Circuits P4: Explaining Motion P5: Radioactive Materials P6: Matter - Models and Explanations BCP 7 and 8	<b>Physics Written Paper</b> 1 hour 45 minutes examination 95 marks	<b>26.4% of total GCSE</b>
Combined Science assesses all modules above	<b>Combined Science Written Paper</b> 1 hour 45 minutes examination 75 marks	<b>20.8% of total GCSE</b>

## Equipment Needed

Students do not need to purchase their own safety equipment. All students will require a pen, pencil, ruler and a scientific calculator in Science lessons.

## Enrichment Opportunities

Students will have the opportunity to participate in extra-curricular clubs. Links to new and exciting developments in Science will be made in lessons, with students having the opportunity to research ideas further if they wish. A large focus is made on new and exciting research which is built into the curriculum and focuses on our everyday lives!

## How Can Parents/Carers Help their Child?

Parents could encourage their child to research and read into the theories they learn in lessons to promote a love of learning of Science. Within science lessons we make links to recent events in the news regarding events/scientific breakthroughs, therefore promoting the need to keep abreast of news websites and current affairs would help each child to have more informed discussions.

## Future Pathways

### Education:

- A Level in any of the three scientific disciplines: Biology, Chemistry, Physics;
- BTEC Level 3 Applied Science Diploma;
- BSc in any of the scientific disciplines;
- MSc in any of the scientific disciplines;
- BSc Biochemistry;
- BSc Biological Science;
- BSc Pharmaceutical Science;
- Medicine;
- Veterinary Science;
- Pharmacy;
- Psychology.

### Careers:

A raft of careers can be accessed from studying science as many of the skills taught are transferrable to various career paths. Some examples are:

- Doctor / Dentist / Veterinarian / Nurse;
- Biomedical Scientist / Research Scientist;
- Pharmacist / Pharmacologist;
- Optometrist;
- Chemical Engineer / Marine Engineer;
- Forensic Scientist;
- Geneticist;
- Marine Biologist / Oceanographer / Zoologist;
- Sports Scientist;
- Seismologist;
- Meteorologist / Climate Scientist;
- Ecologist / Environmental Consultant;
- Laboratory Technician.

## Who to Contact for Further Information:

Mr. A. Wilkins – Curriculum Leader of Science.



## Curriculum Overview

Biology is the science of living organisms, including animals, plants, fungi and microorganism, and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations. You will explore, through the ideas of biology, the complex and diverse phenomena of the natural world. Key ideas, which are of universal application, are split into the following chapters:

- B1: You and Your Genes**
- B2: Keeping Healthy**
- B3: Living Together - Food and Ecosystems**
- B4: Using Food and Controlling Growth**
- B5: The Human Body - Staying Alive**
- B6: Life on Earth - Past, Present and Future**
- B7: Ideas about Science**
- B8: Practical Skills**

### Who Should Consider this Subject

If you wish to gain an understanding of how scientific knowledge is obtained, how theory is developed and its wider impact on society, then this course is for you! Importantly, this course would be particularly relevant for those with a biological and scientific curiosity wishing to pursue a career within a biology-based field.

### Course Assessment Breakdown

Content:	Assessment:	Weighting:
B1: You and Your Genes B2: Keeping Healthy B3: Living Together - Food and Ecosystems B4: Using Food and Controlling Growth B5: The Human Body - Staying Alive B6: Life on Earth - Past, Present and Future B7: Ideas about Science B8: Practical Skills	<b>Paper 1: Breadth in Biology</b> <ul style="list-style-type: none"><li>• 1 hour 45 minutes written examination paper</li><li>• 90 marks</li></ul> <b>Paper 2: Depth in Biology</b> <ul style="list-style-type: none"><li>• 1 hour 45 minutes written examination paper</li><li>• 90 marks</li></ul>	<b>50% of total GCSE</b>  <b>50% of total GCSE</b>

It is worth noting that this GCSE will be taken alongside GCSE Physics and GCSE Chemistry. Therefore, there will be a total of 6 GCSE Science examinations and you will receive three separate science grades.

## Equipment Needed

Students do not need to purchase their own safety equipment. All students will require a pen, pencil, ruler and a scientific calculator in Science lessons.

## Enrichment Opportunities

You will have the opportunity to participate in extra-curricular clubs. Links to new and exciting developments in Science will be made in lessons, where you have the opportunity to research ideas further if you wish. A large focus is made on new and exciting research which is built into the curriculum and focuses on our everyday lives!

## How Can Parents/Carers Help their Child?

Parents/Carers could encourage their child to research and read into the theories they learn in lessons to promote a love of learning of Science. Within science lessons we make links to recent events in the news regarding events/scientific breakthroughs, therefore promoting the need to keep abreast of news websites and current affairs would help each child to have more informed discussions.

## Future Pathways

### Education:

- A Level Biology;
- BTEC Level 3 Applied Science Diploma;
- BSc in Biology;
- MSc in Biology;
- Doctorate.

### Careers:

- Doctor;
- Dentist;
- Veterinarian;
- Nurse;
- Physiotherapist;
- Pharmacist;
- Research Scientist;
- Teacher;
- Nutritionist.

## Who to Contact for Further Information:

Mr. A. Wilkins – Curriculum Leader of Science;  
Miss R. Reynolds – Assistant Curriculum Leader.

## Curriculum Overview



GCSE Chemistry provides the foundation for understanding the material world. It is the science of the composition, structure, properties and reactions of matter. Chemistry teaches us to use problem-solving and analytical skills to explain the world around us. You will learn GCSE Chemistry through a narrative-based approach, where key ideas are introduced within relevant and interesting settings, allowing you to relate scientific ideas to the wider world. You will study a number of topics relevant to you as citizens. These topics include ideas about pollution and responsibility; climate change; having access to clean water; how scientific ideas are developed; how we obtain and use finite materials and how we manufacture and analyse chemicals in industry. The Chemistry course is also embedded with ample opportunities for you to develop your practical, evaluative and critical thinking skills. The list below outlines the topics covered:

- C1: Air and Water
- C2: Chemical Patterns
- C3: Chemicals of the Natural Environment
- C4: Material Choices
- C5: Chemical Analysis
- C6: Making Useful Chemicals
- C7: Ideas about Science
- C8: Practical Skills

### Who Should Consider this Subject

If you have a curiosity and interest regarding the world's most pressing concerns – including climate change, energy, materials and human health - this is the course for you. This course is suitable for those who are attracted to a career in the field of science, or wish to take studies further.

### Course Assessment Breakdown

100% written examinations taken at the end of Year 11.

Content:	Assessment:	Weighting:
C1: Air and Water C2: Chemical Patterns C3: Chemicals of the Natural Environment C4: Material Choices C5: Chemical Analysis C6: Making Useful Chemicals C7: Ideas about Science C8: Practical Skills	<b>Paper 1: Breadth in Chemistry</b> • 1 hour 45 minutes Written Examination Paper • 90 marks  <b>Paper 2: Depth in Chemistry</b> • 1 hour 45 minutes Written Examination Paper • 90 marks	<b>50% of total GCSE</b>  <b>50% of total GCSE</b>

Both papers assess content from all 8 chapters.



It is worth noting that this GCSE will be taken alongside GCSE Biology and GCSE Physics. Therefore, there will be a total of 6 GCSE Science examinations and you will receive three separate science grades.

## Equipment Needed

Students do not need to purchase their own safety equipment. All students will require a pen, pencil, ruler and a scientific calculator in Science lessons.

## Enrichment Opportunities

You will have the opportunity to participate in extra-curricular clubs. Links to new and exciting developments in Science will be made in lessons, where you have the opportunity to research ideas further if you wish. A large focus is made on new and exciting research which is built into the curriculum and focuses on our everyday lives!

## How Can Parents/Carers Help their Child?

Parents/Carers could encourage their child to research and read into the theories they learn in lessons to promote a love of learning of Science. Within science lessons we make links to recent events in the news regarding events/scientific breakthroughs, therefore promoting the need to keep abreast of news websites and current affairs would help each child to have more informed discussions.

## Future Pathways

### **Education:**

- A Level Chemistry;
- BTEC Level 3 Applied Science Diploma;
- BSc in Chemistry;
- MSc in Chemistry;
- MChem in Chemistry;
- BSc in Biochemistry.

### **Careers:**

- Chemical Engineer;
- Analytical Chemist;
- Toxicologist;
- Pharmacologist;
- Forensic Scientist;
- Biochemist;
- Biomedical Scientist;
- Research Scientist.

## Who to Contact for Further Information:

Mr. A. Wilkins – Curriculum Leader of Science;

Miss H. Taylor – Assistant Curriculum Leader with responsibility for Key Stage 4.



## Curriculum Overview

*“If I have seen further than others, it is by standing on the shoulders of giants.” - Isaac Newton*

GCSE Physics provides opportunities for you to develop your understanding of how the ideas of physics can describe the complex and diverse phenomena of the natural world with key perceptions which are of universal application. Physics is the science of the fundamental concepts of field, force, radiation and particle structures, which are inter-linked to form unified models of the behaviour of the material universe. During this course, you will study six content-based modules which are intertwined with practical skills which allow the development of key skills such as: problem-solving, data handling, fine motor skills and making conclusions based on evidence and research. In Physics you will study three modules (P1, P2 and P3) in the first year and three modules (P4, P5 and P6) in the second year. The aim of the 21st Century Science course allows you to gain a better understanding of the world around us and raises key issues, such as climate change and using renewable energy, to looking at the use of radiation in tackling diseases such as cancer.

Details of all of the modules are listed below:

- P1: Radiation and Waves
- P2: Sustainable Energy
- P3: Electric Circuits
- P4: Explaining Motion
- P5: Radioactive Materials
- P6: Matter - Models and Explanations
- P7: Ideas about Science
- P8: Practical Skills

### Who Should Consider this Subject?

If you have a love of science and want to develop your understanding of the wider world, you should consider this subject. Select Physics if you wish to take your studies of science further - for example, to A Level or university and would like to pursue a scientific career.

### Course Assessment Breakdown

100% written examinations taken at the end of Year 11.

Content:	Assessment:	Weighting:
P1: Radiation and Waves P2: Sustainable Energy P3: Electric Circuits P4: Explaining Motion P5: Radioactive Materials P6: Matter - Models and Explanations P7: Ideas about Science P8: Practical Skills  Both papers assess content from all 8 chapters.	<b>Paper 1: Breadth in Physics</b> • 1 hour 45 minutes Written Examination Paper • 90 marks <hr/> <b>Paper 2: Depth in Physics</b> • 1 hour 45 minutes Written Examination Paper • 90 marks	<b>50% of total GCSE</b> <hr/> <b>50% of total GCSE</b>

It is worth noting that this GCSE will be taken alongside GCSE Biology and GCSE Chemistry. Therefore, there will be a total of 6 GCSE Science examinations and you will receive three separate science grades.

## Equipment Needed

Students do not need to purchase their own safety equipment. All students will require a pen, pencil, ruler and a scientific calculator in Science lessons.

## Enrichment Opportunities

You will have the opportunity to participate in extra-curricular clubs. Links to new and exciting developments in Science will be made in lessons, where you have the opportunity to research ideas further if you wish. A large focus is made on new and exciting research which is built into the curriculum and focuses on our everyday lives!

## How Can Parents/Carers Help their Child?

Parents/Carers could encourage their child to research and read into the theories they learn in lessons to promote a love of learning of Science. Within science lessons we make links to recent events in the news regarding events/scientific breakthroughs, therefore promoting the need to keep abreast of news websites and current affairs would help each child to have more informed discussions.

## Future Pathways

### Education:

- A Level Physics;
- BTEC Level 3 Applied Science Diploma;
- BSc in Physics;
- MSc in Physics.

### Careers:

- Astrophysicist;
- Engineer;
- Laboratory Technician;
- Meteorologist;
- Careers in the Renewable Energy Sector;
- Research Scientist;
- Archaeologist;
- Astronaut.

## Who to Contact for Further Information:

Mr. A. Wilkins – Curriculum Leader of Science.



## Curriculum Overview

This subject aims to prepare you for life in modern Britain, so that you can be healthy, happy and successful people who contribute to society and live fulfilling lives. Careers and personal development is divided into four key themes and within these themes, there are different topics to learn about:

### Relationship and Sex Education

- Personal values and assertive communication in relationships;
- Managing romantic relationship challenges;
- Tackling domestic abuse and forced marriage;
- Understanding different families;
- Sexual health.

### Health Education

- Mental health, including exploring the influences on body image;
- Tackling the stigma of mental health, managing emotions and coping with stress;
- The importance of having a healthy lifestyle, including the importance of self-examination and taking responsibility for own health.

### Living in the Wider World

- Staying safe and assessing risk, including attitudes to risk;
- Assessing risk;
- Gambling, drug and alcohol use;
- Challenging extremism and radicalisation;
- Online life, including managing your 'personal brand';
- Negotiating online relationships;
- Protecting yourself financially.

### Careers

- Preparing for the workplace, including progression routes;
- Making an application, including personal statements and CV writing;
- Interview skills;
- Post-16 progression routes and applying for post-16 education and training;
- Employability skills.

In Year 11, you will focus specifically on post-16 progression routes and will be assisted with completing your college applications through the Lincs2 application process.

Throughout Careers and Personal Development programme, you will have the opportunity to develop essential transferable employability skills which will prepare you for any career pathway. You will also have the chance to look in detail at different job families and sectors of the labour market, so you will be equipped with the knowledge to inform the decisions you make about your future career.

### Course Assessment Breakdown

This course gives you the opportunity to understand how to develop into a healthy, independent and responsible member of society. Activities and tasks will vary; assessments will be based around class discussion, self and peer assessment, presentations, group work and role play. All students will be expected to participate in all lessons. This is not an examination subject - therefore, no formal qualifications will be gained at the end. However, this course is seen as crucial in assisting you in managing your academic, personal and social lives in a positive way.

# CORE CAREERS & PERSONAL DEVELOPMENT

## Equipment Needed

This course requires no specialist equipment beyond what students would normally bring to the Academy. It is important students bring pens, pencils and a ruler to all lessons.

## Enrichment Opportunities

Outside of your Personal Development lessons each week, there will be numerous opportunities for you to find out more about future career pathways. Extra events are scheduled throughout Years 10 and 11 which include:

- **Presentations and talks by employers, training providers and further / higher education providers;**
- **Taster sessions at Grimsby Institute so that you can try out some of the subjects on offer;**
- **Attending the annual Careers Fair, giving you the chance to speak directly to employers, training and education providers;**
- **Trips and visits to employers, education and training providers.**

Impartial information, advice and guidance from the independent careers service available to you, in collaboration with the planned programme of careers education, will help you understand where different education and training choices could take you in the future. Further discussion with the independent careers advisor, if required, will ensure you have a clear plan for post-16 study.

## Future Pathways

### **Education:**

Post-16 options including:

- A Levels;
- BTEC Level 3 qualifications;
- Vocational courses;
- Apprenticeships or traineeships;
- Part-time education or training plus employment or volunteering.

## How Can Parents/Carers Help their Child?

There are various websites which you and your parents/carers can access to support decision making and where key subject choices could determine future job choices.

<https://nationalcareers.service.gov.uk/> Provides information, advice and guidance to help individuals make decisions on learning, training and work. Young people can explore over 800 different career profiles and learn more about skills needed for potential new careers.

<https://icould.com/> Young people can explore a range of different career options and be inspired by real life stories from those who are currently following those career pathways.

<https://www.bbc.co.uk/bitesize/careers> This website is packed full of resources for young people to understand more about the world of work, including advice from people who have found the right path for them. The website also provides access to many BBC programmes featuring careers and the world of work.

<https://successatschool.org/> Careers advice for students and parents, where you can explore careers, find out about top employers, and search for the latest advice, jobs, courses. Parents can register for their own newsletter and you can download student and parent guides.

<https://www.startprofile.com> This is a digital platform which provides information about hundreds of different jobs. As part of the Careers and Personal Development programme of study, students follow a range of structured and progressive activities which are designed to help them make more informed decisions about future study and careers options. Students have been registered for an account so that they have full access to all of the facilities available on this website.

<https://www.apprenticeships.gov.uk/> Information about apprenticeships, including how to apply and current vacancies.

<https://www.gov.uk/apply-apprenticeship> This is where you can create an account to manage apprenticeship applications and receive alerts about new apprenticeships and traineeships which are available.

### **Careers:**

The skills you acquire and develop in Personal Development lessons prepare you for all career pathways. Skills which are focused upon include:

- Speaking and listening;
- Problem-solving;
- Creativity;
- Staying positive and resilient;
- Aiming high;
- Team work and communication;
- Leadership.

## Who to Contact for Further Information:

Mrs. L. Willoughby – Curriculum Leader of Careers and Personal Development.

# CORE PHYSICAL EDUCATION (PE)



## Curriculum Overview

All students are expected to take part in two Physical Education (PE) lessons per week, as part of the statutory curriculum requirement. Key Stage 4 lessons will involve consolidating the key skills, processes and concepts you have acquired in Key Stage 3, as well as developing these further, using more advanced techniques and tactics. Activities will be both recreational and competitive, with an emphasis on allowing you to take responsibility for choosing the sports you wish to take part in; this is because we believe it is important to encourage lifelong participation in sport. We want to cultivate an environment where you can use your knowledge of sport and healthy lifestyles to make positive choices about the activities you are interested in and wish to pursue in Core PE lessons.

### Course Assessment Breakdown

You will develop your knowledge and understanding across a range of sports, taking part in six activities per year. These activities will vary, depending upon the options you select from a wide choice available to you. All students will be expected to participate in all lessons. This is not an examination subject - therefore, no formal qualifications will be gained at the end. However, this course is seen as a vital part of maintaining a healthy lifestyle; we would hope that you take away positive experiences from Core PE and continue to participate in sport during your years in Tollbar Sixth Form, or other Colleges, and in your own time after you leave the Academy.

### Equipment Needed

Tollbar Academy PE kit will be required.

### Enrichment Opportunities

The Academy offers many extra-curricular sports that alter with the seasons; these range from the traditional team sports such as Football and Netball, right through to Fitness and Athletics. There are multiple opportunities to get involved with the Inter House Sports programme that runs throughout the year. If students wish, they can also train to represent the Academy at local, county and national level competitions.

### How Can Parents/Carers Help their Child?

Parents/Carers can help by ensuring their child has full PE kit and brings this to every lesson. In addition, encouraging their child to take part in extra-curricular activities at the Academy, as well participating in health and fitness pursuits in their time, will be helpful.

# CORE PHYSICAL EDUCATION (PE)

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## Future Pathways

### **Education:**

- A Level Physical Education;
- Apprenticeships;
- BTEC Level 3 Sport.

### **Careers:**

- Sports Scientist / Nutritionist;
- Professional Sportsperson;
- Sports Coach / Consultant / Diet and Fitness Instructor;
- Leisure Industry;
- Armed Forces;
- Civil Service.

### **Who to Contact for Further Information:**

Mrs. A. Pharaoh – Curriculum Leader of Physical Education.



**EBacc SUBJECTS**

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## EBacc Choices GCSE:

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- French
- Geography
- History
- Spanish

## Curriculum Overview

Studying French at GCSE gives you a fantastic opportunity to enhance your language skills further. Not only do you study topics from Key Stage 3 in more depth, including family and friends and free-time activities, you can also explore more complex subjects, such as homelessness and environmental issues, as well as increasing your understanding of French grammar. You will develop the four skills of reading, writing, listening and speaking in French, through paired work, small group and whole class activities, and this is supplemented by the study of Francophone culture too.

### Who Should Consider this Subject?

If you love learning about the language, culture and customs of a different country, GCSE French offers this and so much more. Those wanting to continue with language studies at Further Education and beyond would also benefit from studying GCSE French. As well as improving your language skills, you also learn cultural understanding and awareness - skills which complement a range of other subjects too. It is also important to have good self-motivation, when studying independently and practising the language.

### Course Assessment Breakdown

You will complete four examinations in GCSE French, each worth 25% of the final grade. The Speaking exam is conducted with your class teacher during late spring; the Listening, Reading and Writing papers are completed in the summer of Year 11, alongside other external examinations.

Component:	Assessment:	Overview:
<p><b>Paper 1: Listening</b></p> <p>Written examination</p>	<p>Foundation Tier: 35 minutes Higher Tier: 45 minutes</p> <p>Each examination involves 5 minutes' reading time of the question paper before the listening stimulus is played.</p> <p>25% of overall grade</p>	<p>This listening paper involves understanding and responding to different types of spoken language.</p> <p>The paper focuses on all the topics studied and has a range of question types, including multiple choice, gap fill and short written responses.</p> <p>Each question will be heard twice and pauses for students to answer will be built into the test.</p>
<p><b>Paper 2: Speaking</b></p> <p>Verbal examination - non-examined assessment</p>	<p>Foundation Tier: 7-9 minutes, plus additional preparation time</p> <p>Higher Tier: 10-12 minutes, plus additional preparation time</p> <p>25% of overall grade</p>	<p>This speaking component assesses communicating and interacting effectively in speech for a variety of purposes. All three GCSE themes are covered, via the three sections of role play, photocard and general conversation.</p> <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the photo card exercise and different stimulus materials for the role play.</p> <p>There is also a general conversation question section.</p>
<p><b>Paper 3: Reading</b></p> <p>Written examination</p>	<p>Foundation Tier: 45 minutes Higher Tier: 60 minutes</p> <p>25% of overall grade</p>	<p>The reading paper assesses understanding and responding to different types of written language.</p> <ul style="list-style-type: none"> <li>• Section A has questions in English to be answered in English;</li> <li>• Section B has questions in French to be answered in French;</li> <li>• Section C has a short translation task from French into English.</li> </ul>

Component:	Assessment:	Overview:
<b>Paper 4: Writing</b>  Written examination	Foundation Tier: 60 minutes Higher Tier: 1 hour 15 minutes  25% of overall grade	The writing paper assesses communicating effectively in writing for a variety of purposes.  Foundation level involves: <ul style="list-style-type: none"><li>• describing a photograph;</li><li>• writing a 40-word paragraph, responding to bullet-points given;</li><li>• translating sentences into French;</li><li>• writing a 90-word paragraph, responding to bullet-points given.</li></ul> Higher level requires students to: <ul style="list-style-type: none"><li>• complete a 90-word paragraph;</li><li>• complete a 150-word task;</li><li>• translate a paragraph from English into French.</li></ul>

## Equipment Needed

The MFL department has a wealth of resources to aid you with your learning. You can access a variety of textbooks, as well as online resources including Kerboodle. It is also recommended that students of GCSE French purchase a French-English dictionary. Optional extras would be reading French books or listening to French music; the Languages teachers can always make suggestions to classes and there is a wealth of resource material which you can access online.

## Enrichment Opportunities

The Languages Department offers lunchtime language culture clubs, at which GCSE students often volunteer, working with lower school pupils. There is also the opportunity to attend regular weekly after-school revision sessions to consolidate your language skills further in Year 11. Class teachers hold one-to-one or small-group speaking practice, especially in the lead-up to the speaking exams.

## How Can Parents/Carers Help their Child?

Parents/Carers can support their child at home by testing them on new vocabulary or key questions to help them with speaking in French. They can also encourage their child to explore different aspects of Francophone culture, such as watching a French film online or trying French food.

## Future Pathways

### Education:

- A Level French;
- Further Language GCSEs;
- Languages Apprenticeships;
- BA (Hons) in French;
- BA (Hons) in French with other Joint Honours subjects, such as English, Law, History, Psychology, other Languages.

### Careers:

- Interpreter;
- Journalist;
- Secondary School Teacher;
- Flight Attendant;
- Hotel Management;
- Translator;
- International Development Officer;
- Academic Researcher;
- Travel Blogger;
- Lawyer;
- Civil/Diplomatic Services.

## Who to Contact for Further Information:

Mrs. K. Hall – Curriculum Leader of Modern Foreign Languages (MFL).

## Curriculum Overview

The GCSE Geography course involves in-depth study of this dynamic and thought-provoking subject. The AQA qualification focuses on physical and human geography, embracing topics such as natural hazards, climate change, the challenges faced by urban areas as well as environmental impacts of resource management. You will develop your understanding of your role in society, by considering different viewpoints, values and attitudes, as well as building your geographical skills through the use of maps, graphs and photographic interpretation. The world is your oyster; explore it and learn how today's world was shaped and understand the challenges we all face in the future...

### Who Should Consider this Subject?

Having a passion and interest in the subject, as well as showing commitment to undertake independent study, are critical elements to consider when selecting this course. Geography is a traditional academic subject; there is a requirement to complete extended written responses and respond in detail to questions raised - honing literacy, numeracy and geographical skills. GCSE Geography has a strong legacy of successful results at Tollbar Academy, across all ability ranges. If you are interested in the issues of today - climate change, poverty, conflict, environmental destruction and economic opportunities, then this is the subject for you!

### Course Assessment Breakdown

Geography GCSE is assessed at the end of Year 11 through 3 written examination papers.

Component:	Assessment:	Overview:
<b>Paper 1 – Living with the Physical Environment</b>	1 hour 30 minutes – written examination paper  35% of GCSE	Section A: The Challenge of Natural Hazards Section B: The Living World Section C: Physical Landscape in the UK
<b>Paper 2 – Challenges in the Human Environment</b>	1 hour 30 minutes – written examination paper  35% of GCSE	Section A: Urban Issues and Challenges Section B: The Changing Economic World Section C: The Challenge of Resource Management
<b>Paper 3 – Geographical Applications</b>	1 hour 15 minutes – written examination paper  30% of GCSE	Section A: Issue Evaluation Section B: Fieldwork

### Component Overview

#### Living in the Physical Environment

You will study the topics of natural hazards, investigating the causes, impact and responses to a range of tectonic hazards and climatic hazards. In addition, you will investigate the impact of climate change. Case studies of hazards such as: Typhoon Haiyan, the Christchurch earthquake and the Beast from the East help to put the learning into the context of a real-world situation. You will investigate the challenges and opportunities in two major ecosystems, studying the Amazon Rainforest and the Great Western Desert in the USA. Within the United Kingdom, you will investigate the natural processes and landforms of both coastal and river environments.

## Challenges in the Human Environment

This human geography unit investigates the growth of urban areas in both the developed and the developing world. You will consider how cities can create social, economic and environmental issues, as well as understanding how they develop opportunities and solutions. You will learn about the complex globalised world we live in and how trade and aid can initiate economic development. The topic of resource management looks at 3 areas: food, water and energy, as well as the concept of supply and demand. You will consider improvements in environmental awareness through food miles, the use of fossil fuels as well as the solutions to these issues, such as large-scale irrigation schemes.

## Geographical Applications

As part of this unit, you will undertake 2 pieces of fieldwork - visiting a physical and a human landscape. We study the coastal management along Europe's fastest eroding coastline by visiting Hornsea on the Holderness coast. The urban environment that we study is Hull, by investigating changes in the urban landscape. During both field work visits, you will be carrying out skills and techniques in order to develop your understanding of establishing a hypothesis, data collection, analytical skills as well as conclusion and evaluation of work. This forms part of the Paper 3 examination. In addition, you will focus on decision-making exercises; resources are released prior to the examination by the examination board.

## Equipment Needed

Geography requires no specialist equipment beyond what students would normally bring to the Academy. It is important that students bring pens, pencils, a 30 cm ruler and calculators to all lessons; colouring pencils would be advisable. AQA produce student revision guides for the course and these can be purchased for students if parents/carers wish.

## Enrichment Opportunities

Students will undertake two outside learning opportunities as they take part in physical and urban fieldwork. Learning in the field is a traditional cornerstone of Geography and this will allow you to experience the theory you have learnt about in action. Our experienced staff also offer a range of extra sessions of revision and intervention in order to foster the love of learning and improve academic outcomes.

## How Can Parents/Carers Help their Child?

Parents/Carers can assist in supporting their child with the revision of key topics and ensuring that homework is completed. Encouraging their child to engage in current affairs will increase their views and opinions.

## Future Pathways

### **Education:**

- A Levels such as Geography, Geology, Law, Science, English and many others;
- Apprenticeships;
- Level 3 BTEC awards in a range of subject areas such as Tourism.

### **Careers:**

- Environmental Officer;
- Leisure and Tourism;
- Town and Country Planning;
- Teaching;
- Law;
- Journalism;
- Government and Politics;
- Armed Forces;
- Public Services;
- Media;
- Economics.

## Who to Contact for Further Information:

Mr. P. Dann – Deputy Curriculum Leader of Humanities.



## Curriculum Overview

Welcome to GCSE History! The study of History allows you to engage with the past in a creative and academic way. In History we wish to broaden your horizons in looking at a range of other cultures and their impact on societies, so that you develop detailed understanding of history in a local, national and international context. We aim to tackle complex issues such as the role of race and gender, and topics such as migration and war. We will do this through the study of a range of historical periods from the Normans and Viking England through to Hitler's Germany and Migration in the 20th Century. In addition, we also hope to develop your skills so as to help you in the wider world and the transition to the next key stage of your education.

### Who Should Consider this Subject?

The History GCSE is a course that has seen successful results from students of all abilities. We strongly recommend that you have an interest in the subject, as well as the commitment to undertake independent work and revision to consolidate classroom learning. It is important to note that History is an academic GCSE and all the answers on the final papers require long pieces of extended writing - therefore, you should be prepared for a lot of written work when completing the History GCSE. It is not an easy subject, but it is definitely a rewarding and enjoyable one for students who are willing to put their all into the course.

### Course Assessment Breakdown

History will be examined through two papers, each completed at the end of Year 11.

Component:	Assessment:	Overview:
<p><b>1B: Germany – Democracy and Dictatorship 1890-1945</b></p> <p><b>2B: International Relations 1918-1939</b></p>	<p>Paper 1: 2 hour written examination paper</p>	<p>The unit will start with Kaiser Wilhelm II's Germany and you will progress through the period studying the Weimar Germany era, the Rise of Hitler and a depth study of Hitler's Germany and the Holocaust.</p> <p>You will study the period between the end of the First World War and the outbreak of the Second World War. This will include the Treaty of Versailles, the formation and failure of the League of Nations and the causes and outbreak of World War Two, with a focus on the actions of Hitler and the appeasement policies of Britain and France.</p>
<p><b>1C: Migration, Empires and the People c790-Present Day</b></p> <p><b>2A: Norman England 1066-1105</b></p>	<p>Paper 2: 2 hour written examination paper</p>	<p>This is a thematic unit looking at the reasons for the migration of people and the development of the British Empire across a period of over 1000 years. You will study a range of areas such as Viking England, the British Empire and ending with 20th century History, focusing on the Windrush Migrations and EU Migration.</p> <p>You will study the Norman period of England in a depth study looking at the events of 1066, the Norman government and society, and the role of the church and religion under the Normans. Alongside this, you will be given a site study to analyse in detail. Previous examples of this have been: 'Durham Cathedral'; 'Pevensey Castle' and 'The White Tower'.</p>

## Equipment Needed

History requires no specialist equipment beyond what students would normally bring to the Academy. It is important students bring pens, pencils and a ruler to all lessons. Colouring pencils and glue would be advisable. AQA publish student revision guides for all 4 units being studied and these can be purchased for students if parents wish.

## Enrichment Opportunities

Students will have the opportunity to engage in a variety of revision and intervention sessions with us. The History department is currently looking at a wide range of educational visits and we hope to have these running shortly. Teachers will make students aware of a range of local historical sites that students can visit as well.

## How Can Parents/Carers Help their Child?

Parents can assist by encouraging their child to be revising and completing any homework set in History. Parents could help by quizzing their child on key historical events and by supporting them with their revision. Encouraging their child to watch and discuss the news on a regular basis is helpful in gaining an understanding of how global politics can affect everyone on a range of scales.

## Future Pathways

### Education:

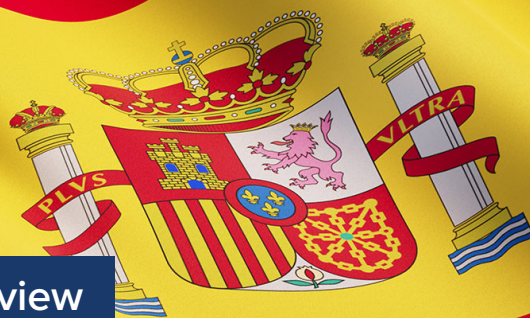
- A Levels in History, Politics, Law, English and many others subjects;
- Apprenticeships;
- Level 3 BTEC awards in a range of subject areas;
- BA in History;
- BA in International Relations;
- BA in Politics;
- BA in Law.

### Careers:

- Law;
- Journalism;
- Education;
- Politics and Government;
- Armed Forces;
- Public Services;
- Archaeology and Archiving;
- Media.

## Who to Contact for Further Information:

Mr. O. Fothergill – Curriculum Leader of Humanities.



## Curriculum Overview

GCSE Spanish offers you the opportunity to develop your spoken and written skills so as to communicate effectively in the target language. At Key Stage 4 you will revise topics explored during Key Stage 3 and will deepen your knowledge using sophisticated opinions and more complex language and structures. You will study an interesting range of topics, for instance the environment, poverty, festivals and volunteer work, that allow you to link with theoretical concepts in real life. In lessons, you will take part in a variety of activities to practise your listening, reading, speaking, writing and translation skills, whilst enjoying the exciting, captivating and varied Hispanic culture.

### Who Should Consider this Subject

Spanish is a fascinating subject that attracts students who have an inquisitive mind and are keen to learn the language, whilst exploring interesting cultural issues related to the Hispanic speaking world. Learning Spanish will help you to understand others and to increase your understanding of another culture. GCSE Spanish is a valuable subject for those of you who wish to pursue a career in languages and Latin American Studies when going to Further and Higher Education; it also helps build other skills such as communication, problem solving and cultural understanding which is of benefit to all students.

### Course Assessment Breakdown

You will complete four examinations in GCSE Spanish, each worth 25% of the final grade. The Speaking exam is conducted with your class teacher during late spring; the Listening, Reading and Writing papers are completed in the summer of Year 11, alongside other external examinations.

Component:	Assessment:	Overview:
<b>Paper 1: Listening</b>  Written examination	Foundation Tier: 35 minutes Higher Tier: 45 minutes  Each examination involves 5 minutes' reading time of the question paper before the listening stimulus is played. A 25% of overall grade	This listening paper involves understanding and responding to different types of spoken language.  The paper focuses on all the topics studied and has a range of question types, including multiple choice, gap fill and short written responses.  Each question will be heard twice and pauses for students to answer will be built into the test.
<b>Paper 2: Speaking</b>  Verbal examination – non-examined assessment	Foundation Tier: 7-9 minutes, plus additional preparation time  Higher Tier: 10-12 minutes, plus additional preparation time  25% of overall grade	This speaking component assesses communicating and interacting effectively in speech for a variety of purposes. All three GCSE themes are covered, via the three sections of role play, photocard and general conversation.  The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the photo card exercise and different stimulus materials for the role play.  There is also a general conversation question section.
<b>Paper 3: Reading</b>  Written examination	Foundation Tier: 45 minutes Higher Tier: 60 minutes  25% of overall grade	The reading paper assesses understanding and responding to different types of written language.  <ul style="list-style-type: none"> <li>• Section A has questions in English to be answered in English;</li> <li>• Section B has questions in Spanish to be answered in Spanish;</li> <li>• Section C has a short translation task from Spanish into English.</li> </ul>



Component:	Assessment:	Overview:
<p><b>Paper 4: Writing</b></p> <p>Written examination</p>	<p>Foundation Tier: 60 minutes Higher Tier: 1 hour 15 minutes</p> <p>25% of overall grade</p>	<p>The writing paper assesses communicating effectively in writing for a variety of purposes.</p> <p>Foundation level involves:</p> <ul style="list-style-type: none"> <li>• describing a photograph;</li> <li>• writing a 40-word paragraph, responding to bullet-points given;</li> <li>• translating sentences into Spanish;</li> <li>• writing a 90-word paragraph, responding to bullet-points given.</li> </ul> <p>Higher level requires students to:</p> <ul style="list-style-type: none"> <li>• complete a 90-word paragraph;</li> <li>• complete a 150-word task;</li> <li>• translate a paragraph from English into Spanish.</li> </ul>

## Equipment Needed

The MFL department has a wealth of resources to aid you with your learning. You can access a variety of textbooks, as well as online resources including Kerboodle. It is recommended that students of GCSE Spanish purchase a Spanish-English dictionary. Optional extras would be reading Spanish books or listening to Spanish music; the Languages teachers can always make suggestions to their classes and there is a wealth of resources which you can access online. You can also research cultural aspects of society and access more complex reading, including newspapers, to broaden your horizons.

## Enrichment Opportunities

You can get involved in a variety of clubs that are held during lunchtime and after school. You will have the opportunity to develop a new language such as Italian or German. Once you reach Year 11, you will have the opportunity to attend weekly after school revision sessions to practise reading, listening and writing skills. The MFL department will also respond to individual needs by offering one to one revision sessions, particularly in the run-up to the speaking assessment, as well as additional group lessons to help you to reach their potential.

## How Can Parents/Carers Help their Child?

The contribution of Parents/Carers is invaluable when learning a language. Parents/Carers can discuss cultural aspects of the Hispanic Speaking World such as food, holidays and festivals. They can watch TV programmes as well as listen to music and watch films in Spanish. They can even ask their child to teach them some Spanish so they can practise the skills/vocabulary they have been learning in the Academy!

## Future Pathways

### Education:

- A Level Spanish;
- Further Language GCSEs;
- Languages Apprenticeships;
- BA (Hons) in Spanish;
- BA (Hons) in Spanish with other Joint Honours subjects, such as English, Law, History, Psychology, other Languages.

### Careers:

- Journalist;
- Civil/Diplomat Service;
- Marketing Manager;
- Hotel Management;
- Flight Attendant;
- Travel Blogger;
- Translator;
- Secondary School Teacher;
- International Development Officer;
- Lawyer.

## Who to Contact for Further Information:

Mrs. K. Hall – Curriculum Leader of Modern Foreign Languages (MFL).

# OPTION SUBJECTS

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## Option Choices GCSE:

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- Art and Design
- Business Studies
- Dance
- Design & Technology: Resistant Materials
- Design & Technology: Textiles
- Music
- Photography
- Physical Education
- Religious Education

## Option Choices Technical Award Level 2 (equivalent to 1 GCSE):

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- Hospitality & Catering

## Option Choices BTEC Level 2 (equivalent to 1 GCSE):

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- Music in Practice
- Sport
- Travel & Tourism

## Option Choices CNAT Level 2 (equivalent to 1 GCSE):

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- Creative iMedia



## Curriculum Overview

This course offers you the freedom to study Art and Design in ways that inspire and bring out the best in you. You will learn about different styles of art and artists, developing your drawing skills, refining ideas and exploring different media and artists' techniques to produce creative outcomes that are purposeful and meaningful. Expressing your own thoughts, concepts and ideas is central to the course, allowing you to make sense of the world around you and interpret this artistically.

All students keep an Art portfolio that supports each project and assignment you complete. Themes such as 'Natural Forms', 'Still Life' and 'Portraiture and Identity' are popular projects previous students have enjoyed. The portfolio is where you store the ideas and processes you have explored, including artist research, contextual references with supporting annotations, and all evaluations of your work. Students may work in any medium or combination of media; this includes digital media or a mixture of both digital and non-digital media.

Possible media studied at GCSE:

- Painting & Drawing
- Mixed Media
- Collage/Assemblage
- 3D Design

The skills you will gain make this GCSE a great complement to other subjects, as well as refining organisational and time-management skills which assist you with further study and prepare you for the world of work.

### **Who Should Consider this Subject?**

If you have a passion to create art through drawing, painting, mixed-media and other art-based processes, and want to increase your practical skills and improve your analytical, communication and research abilities, then Art and Design is an excellent choice for you. It is an essential element in a balanced education, allowing personal expression, personal development, creativity and real practical involvement in the subject. Students gain confidence and appreciate others' talents, finding the subject both rewarding and therapeutic.

The study and creation of art is strongly linked to mental health benefits and this course provides an opportunity to self-reflect as each component is expected to be personal and meaningful to the artist. Therefore, a genuine interest is very important, as is the courage to develop ideas - whilst understanding that first attempts may need to be improved upon. Drawing skills are a foundation of the subject but these are not everything; determination, organisation and open-mindedness are features that will enhance your studies.

## Course Assessment Breakdown

### Component 1 - Portfolio

This is selected from the body of work you create during the GCSE - both in lessons and out of school. You will select a project title from a range on offer, studying a theme or issue which is both personal and meaningful to you as an individual. The project will have a clear starting point and will have a developing narrative that explores experimentation with a wide range of media in order to arrive at a final outcome. Project work can be presented as sketch books, mounted sheets, as a journal or digitally. This is worth 60% of your overall marks.

### Component 2 - Externally Set Assignment

There is an externally set task paper that features seven tasks, and you have to complete one of them. You get plenty of preparation time, plus ten hours of supervised time. This is worth 40% of your total marks. This project will be your individual choice and you decide how you approach it, including the choice of materials. It is a real opportunity to show off those Fine Art skills in a fully independent assignment.

### Equipment Needed

A selection of art materials will help you continue your work at home; these can consist of pencils, pens, crayons and pastels, as well as watercolour and acrylic paint. Having materials at home is advantageous but not essential, as the Academy has a vast selection of media to work with in lessons.

### Enrichment Opportunities

You can attend after school sessions to develop your art work and create works of personal interest, to support portfolios. You will be able to enhance your skills by entering art work for internal and external competitions. Opportunities to visit galleries and other establishments of artistic merit will be available.

### How Can Parents/Carers Help their Child?

Parents/Carers could encourage their child to practise their skills at home. Asking your child about what they are learning, what artists/photographers they have studied and the development of their ideas helps them understand the purpose and intentions behind their creative journey. Being exposed to art outside the classroom, through materials such as books and TV programmes, as well as visiting galleries and museums, would also be advantageous.

### Future Pathways

#### **Education:**

- A Level Art and Design;
- A Level Photography;
- A Level Design & Technology - and other Art-related courses;
- Art Foundation Course;
- After A Level/Level 3 studies, apply to Colleges, Universities for Further Education and Degree courses related to the Creative Art sector.

#### **Careers:**

- Art and Design can lead to exciting careers:
- Artist / Illustrator / Animator / Photographer;
  - Art Therapist;
  - Fashion Design / Fashion and Media Journalism / Visual Merchandising;
  - Graphic / Product / Gaming Design;
  - Theatre / Exhibition Design;
  - Museum Curation;
  - Architecture;
  - Hair and Beauty Design; Stage Make-up;
  - Retail / Jewellery Design;
  - Teaching.

### Who to Contact for Further Information:

Mrs. C. Stephen – Acting Curriculum Leader of Art and Design.



## Curriculum Overview

You will study 6 topic areas including: Business in the Real World; Influences on Business; Business Operations; Human Resources; Marketing and Finance. You will apply your knowledge and understanding to different business contexts – ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. You will develop an understanding of how these contexts impact on business behaviour and the real world we live in, exploring the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of real events in the business and economic world. The knowledge and skills gained from this specification will provide you with a firm foundation for further study and prepare you for working in real life business environments in the future.

### Who Should Consider this Subject?

Anyone who has an interest in business, who may wish to start their own business and become a successful entrepreneur, or wants to find out more about successful managers and businesses around the world, should consider choosing this subject as an option. No previous knowledge is needed; however, the financial aspects of the course link closely with Maths. The majority of you will one day own or work for a business – and this course will give you a huge advantage when moving into the working environment, whether you have taken your studies further or not.

By choosing Business Studies you will have gained an insight into many careers and the GCSE will inform employers you have the knowledge and understanding to make a business a success. It will give you an insight into the type of skills and qualities employers will be looking for, giving you an advantage in the job market.

### Course Assessment Breakdown:

You will study 6 topic areas and sit 2 examinations at the end of Year 11.

Component:	Assessment:	Overview:
<p><b>Paper 1: Influences of Operations and Human Resources Management on Business Activity</b></p> <ul style="list-style-type: none"> <li>• Business in the Real World;</li> <li>• Influences on Business;</li> <li>• Business Operations;</li> <li>• Human Resources.</li> </ul>	<p>Written Examination: 1 hour 45 minutes</p> <p>90 Marks</p> <p>50% of GCSE</p>	<ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions, worth 20 marks;</li> <li>• Section B has one case study/data response stimuli with questions, worth approximately 34 marks;</li> <li>• Section C has one case study/data response stimuli with questions, worth approximately 36 marks.</li> </ul>
<p><b>Paper 2: Influences of Marketing and Finance on Business Activity</b></p> <ul style="list-style-type: none"> <li>• Business in the Real World;</li> <li>• Influences on Business;</li> <li>• Marketing;</li> <li>• Finance.</li> </ul>	<p>Written Examination: 1 hour 45 minutes</p> <p>90 Marks</p> <p>50% of GCSE</p>	<ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions, worth 20 marks;</li> <li>• Section B has one case study/data response stimuli with questions, worth approximately 34 marks;</li> <li>• Section C has one case study/data response stimuli with questions, worth approximately 36 marks.</li> </ul>

## Equipment Needed

A calculator is required, but all other equipment will be provided by the Academy. The examination board will publish a student revision guide and a student workbook which it is advisable to purchase. All other resources will be made available.

## Enrichment Opportunities

It is hoped that all students studying GCSE Business will be able to undertake at least one educational visit during the course. In the past, visits to large organisations such as 'Amazon' have been a huge success.

## Future Pathways

### Education:

#### Tollbar MAT Sixth Form / College:

- A Level Business;
- A Level Economics;
- BTEC Business.

#### University:

- Business Management Degree;
- Marketing Degree;
- Accounting and Finance Degree;
- Financial Management Degree;
- Human Resources Degree;
- Economics Degree.

#### Apprenticeships:

- Business Administration;
- Business Management;
- Business Development.

### Careers:

- Business Management;
- Accountancy;
- Marketing;
- Human Resources;
- Advertising;
- Entrepreneur - be your own boss and start your own business!
- Banking and Finance;
- Teaching;
- Charities and Foundations;
- Media;
- Law;
- Leisure and Tourism.

## Who to Contact for Further Information:

Mr. S. Mayall – Curriculum Leader of Business, Economics, ICT and Media.



## Curriculum Overview

The GCSE Dance course offers students the opportunity to learn how to choreograph, perform and appreciate dance as an art form, enabling them to develop as creative and artistic individuals. In order to broaden their physical, artistic, aesthetic and cultural experiences, the students will explore a range of dance styles and topics, both practically and theoretically. This will assure and understanding of how to critically appreciate professional dance works and all elements involved in performance. A range of skills will be developed during this course including expressive, physical, and technical skills, mental attributes and the ability to choreograph dance routines.

Students will use interpretation, evaluation and appreciation of professional dance works which will aid the improvement of their own work through analysis, evaluation and self-reflection activities.

The course is predominantly practical-based and students will be expected to perform as a soloist and as part of a duet, trio and group.

### Who Should Consider this Subject:

Students who are planning to study Dance or Performing Arts-related courses in Further Education, or those considering a career relating to Dance or Performing Arts, would benefit from this course. In addition, any students who have a strong interest in Dance and the effects of exercise on the mind and body and who are committed to classroom-based learning would find this course useful.

Students will need to show strong commitment to extra-curricular and Inter House Dance activities, alongside the continued retention of theory-based knowledge in preparation for written examinations completed at the end of the course.

### Course Assessment Breakdown:

Component:	Assessment:
<p><b>1: Performance and Choreography</b></p> <p><b>Performance 30% (40 marks)</b></p> <p><b>Choreography 30% (40 marks)</b></p>	<p>Solo Performance – Students must develop and apply knowledge, understanding and skills to perform dance as a soloist for approximately <b>1 minute</b>. The teacher then selects <b>2</b> of the following set phrases for each student to perform as a soloist, from the choice of four set by AQA.</p> <p>Duet/Trio Performance - Students must learn how to perform as part of a duet/trio dance. The duet/trio dance may be choreographed by teacher(s), dance artist(s) or by collaboration between teacher(s) and/or dance artist(s) and students.</p> <p>Solo or Group Choreography – this must be the student's own complete dance, either a solo (<b>2 to 2 and a half minutes</b>) <b>OR</b> a group dance for <b>2 to 5 dancers (3 to 3 and a half minutes)</b>.</p>
<p><b>2: Dance Appreciation</b></p> <p><b>Written Examination 40% (80 marks) - 90 minute examination</b></p>	<p>Students will study 6 set works in the GCSE Dance Anthology. Examination questions will be based on students' own practice in Performance and Choreography, as well as analysis and understanding of the content of the GCSE Dance Anthology.</p>



## Equipment Needed

Tollbar Academy PE kit will be required.

## Enrichment Opportunities

Students will have the opportunity to participate in 'Showcases' and 'Performances' in and out of Tollbar Academy to develop their rehearsal and performance skills and techniques. They will also have the opportunity to watch professional works via live link/stream or by visiting performance venues. In addition, students will have the opportunity to take part in practical workshops to develop understanding of professional works.

## How Can Parents/Carers Help their Child?

Parents/Carers could encourage their child to practise any choreography at home, or by joining a Dance School outside of Academy hours. Parents could quiz and test their child on the knowledge found in knowledge organisers and topic booklets.

### **Education:**

- Further Education A Level Dance
- Higher Education Degree Level Dance
- Apprenticeships with Dance Companies or Cruise Ship work etc.
- BTEC Level 3 Physical Dance/ Performing Arts
- OCR Level 2/3 Cambridge Tech Diploma in Performing Arts
- Dance Leadership Award
- Graded Syllabus Exams 5-8
- Dance Ambassador/Leadership Schemes

### **Careers:**

- Primary, Secondary, A level or University Dance Teacher
- Private Dance School Teacher/ Owner
- Dance Instructor
- Dance Photographer
- Professional Choreographer
- Dance Film Maker
- Dance Producer
- Dance Journalist and Critic
- Dance Movement Therapist
- Dance Researcher and Scientist

## **Who to Contact for Further Information:**

Miss D Black – Assistant Curriculum Leader for Physical Education.



This course provides you with the opportunity to develop an awareness of the nature and importance of Design & Technology (D&T) in a rapidly changing society. It enables you to develop your application of knowledge, skills and understanding of materials, processes and construction techniques within an overall 'design and make' approach. Through the use of mini projects, you will develop a variety of practical skills in order to prepare you for your final product in Year 11. You will work with woods, metals and plastics and experience our CAD/CAM facilities (laser cutting / 3D printing) along with other modern manufacturing techniques.

## Who Should Consider this Subject?

If you are considering a role in industry and design, or if you are a creative thinker who has a keen eye for current design/technology trends and enjoys problem solving, drawing and making things, then you will find this subject interesting. The future growth of industries, both locally and nationally, is reliant on the development of innovative designers, engineers and problem solvers.

If you wish to take this course you need to understand that, although there will be many opportunities to participate in practical activities, you will need to develop your level of technical knowledge, informal and formal drawing skills and your understanding of 'Design'.

## Course Assessment Breakdown

The course is split evenly between a Non-Examination Assessment and a written examination paper.

### 50% Non-Examination Assessment (Coursework) Project:

This is assessed by your teachers and moderated by the examination board. This is worth 50% of your overall qualification.

Students are expected to undertake a substantial research, design and make task. Students will receive an option of a context to choose from; this will be the focus of the independent project.

Please note, that within the project, only 20% of the marks are awarded for the making of the final product. The remaining 80% is folder / portfolio work consisting of researching, designing, developing and testing products using a selection of methods including drawing, CAD and modelling.

## **50% Written examination – 2 hour written examination**

50% of the final qualification grade, based on all areas of Design and Technology - including technology core knowledge.

The exam is split into 3 sections:

- Section A is core principles based on all areas of Design and Technology in a multiple-choice format;
- Section B is specialist principles based on materials, components and manufacturing processes in the material area chosen;
- Section C tests the designing capability of the students.

Please be aware 15% of the paper will assess mathematical skills and 10% will assess science skills.

## **Equipment Needed**

Students are encouraged to be well stocked with drawing equipment to allow for design work to be completed to a high-quality standard. This includes: pencil, pencil crayons, eraser, 30cm ruler, set squares, protractor. Students are required to purchase an A3 project folder. The examination board will publish a student revision guide and a student workbook which it is advisable to purchase.

## **Enrichment Opportunities**

You will have the opportunity to attend additional D&T theory support clubs, as well as after-school sessions to support practical skills building.

## **How Can Parents/Carers Help their Child?**

Parents/Carers could encourage their child to become problem solvers, to discuss current projects and to offer inspiration and support. Parents can practise building their child's knowledge by quizzing them on information found in their folders.

## **Future Pathways**

### **Education:**

- A Level Design & Technology, Resistant Materials, Product Design or Graphics;
- Apprenticeships – Engineering, Manufacturing, Design;
- BSc Architectural Technology, Product Design or Engineering;
- BEng Automotive Engineering.

### **Careers:**

- Engineering;
- Joinery;
- Manufacturing;
- Teaching;
- Graphic Design;
- CAD/CAM Design;
- Product Design;
- Technician.

## **Who to Contact for Further Information:**

Mrs. C. Norris – Curriculum Leader of Technology.



## Curriculum Overview

This course provides you with the opportunity to develop an awareness of the nature and importance of Design & Technology (D&T) in a rapidly changing society. It enables you to develop your application of knowledge, skills and understanding of fabrics, use of production processes and construction techniques within an overall 'design and make' approach. You will work with natural, SMART and man-made fabrics, as well as experience CAD/CAM facilities (3D printing and laser cutting). The content of the specification provides a coherent, satisfying and challenging course of study for all.

### Who Should Consider this Subject?

If you are considering a role in industry and design, or if you are a creative thinker who has a keen eye for current design/technology trends and enjoys problem solving, drawing and making things, then you will find this subject interesting. The future growth of industries, both locally and nationally, is reliant on the development of innovative designers, engineers and problem solvers.

If you wish to take this course you need to understand that, although there will be many opportunities to participate in practical activities, you will need to develop your level of technical knowledge, informal and formal drawing skills and your understanding of 'Design'.

### Course Assessment Breakdown

The course is split evenly between a Non-Examination Assessment and a written examination.

#### 50% Non-Examination Assessment (Coursework) Project

This is assessed by your teachers and moderated by the examination board. This is worth 50% of your overall qualification.

Students are expected to undertake a substantial research, design and make task. Students will receive an option of a context to choose from; this will be the focus of the independent project.

Please note, that within the project, only 20% of the marks are awarded for the making of the final product. The remaining 80% is folder / portfolio work consisting of researching, designing, developing and testing products using a selection of methods including drawing, CAD and modelling.

## **50% Written examination – 2 hour written examination**

50% of final qualification grade, based on all areas of Design and Technology, including textiles core knowledge. The exam is split into 3 sections:

- Section A is core principles based on all areas of Design and Technology in a multiple-choice format;
- Section B is specialist principles based on materials, components and manufacturing processes in the material area chosen;
- Section C tests the designing capability of the students.

Please be aware 15% of the paper will assess mathematical skills and 10% will assess science skills.

## **Equipment Needed**

Students are encouraged to be well stocked with drawing equipment to allow for design work to be completed to a high-quality standard. This includes: pencil, pencil crayons, eraser, 30cm ruler, set squares, protractor. Students are required to purchase an A3 project folder. The examination board will publish a student revision guide and a student workbook which it is advisable to purchase.

## **Enrichment Opportunities**

You will have the opportunity to attend additional D&T theory support clubs, as well as after-school sessions to support practical skills building.

## **How Can Parents/Carers Help their Child?**

Parents/Carers could encourage their child to become problem solvers, to discuss current projects and to offer inspiration and support. Parents can practise building their child's knowledge by quizzing them on information found in their folders.

## **Future Pathways**

### **Education:**

- A Level Textile Design or Product Design;
- Apprenticeships - Manufacturing, Design;
- BA (Hons) Textiles, Costume Design, Fashion Design, Fashion Creative Direction.

### **Careers:**

- Fashion Design;
- Illustration;
- Alterations;
- Costume Design;
- Manufacturing;
- Teaching;
- Pattern Cutting;
- Upholstery;
- Interior Design.

## **Who to Contact for Further Information:**

Mrs. C. Norris – Curriculum Leader of Technology.



## Curriculum Overview

Studying GCSE Music allows you to develop the four main musical disciplines you have already begun to explore in your KS3 lessons: Performance; Composition; Critical Listening and Analysis. You will learn that music is constantly evolving, inspiring creativity and expression in a way that no other subject can. During the course you will study a wide range of genres and styles, with lots of opportunities for practical learning. As well as focusing on specific styles of music, you will also explore theory, listening and composition skills in an engaging way, linking to the world around you.

### Who Should Consider this Subject?

If you are considering GCSE Music, you should have a thirst for performance and creativity. Throughout the course there are numerous opportunities to perform in many different situations, which will develop your confidence and skills over time. Being open-minded will be very beneficial as you will study a wide variety of different styles, from many different periods of music history.

### Course Assessment Breakdown

The course is divided into the three components: Understanding Music; Performing Music and Composing Music. The areas of study provide an appropriate focus for you to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. The four areas of study can also provide a rich source of material for you to work with when developing performance and composition skills. There are four areas of study: Western Classical Tradition 1650-1910; Popular Music; Traditional Music and Western Classical Tradition since 1910.

Component:	Assessment:	Overview:
<b>1: Understanding Music</b> <b>Listening and Contextual Understanding</b> <b>40% Examination (96 marks)</b>	Examination paper with listening exercises and written questions, using excerpts of music.  1 hour 30 minutes examination.	Section A: Listening – unfamiliar music (68 marks);  Section B: Study Pieces (28 marks).
<b>2: Performing Music</b> <b>Performance</b> <b>30% Coursework (72 marks)</b>	A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.	As an instrumentalist and/or vocalist and/or via technology: • Performance 1: Solo performance (36 marks); • Performance 2: Ensemble performance (36 marks).
<b>3. Composing Music</b> <b>Composing</b> <b>30% Coursework (72 marks)</b>	A minimum of three minutes of music in total is required.	• Composition 1: Composition to a brief (36 marks); • Composition 2: Free composition (36 marks).

## Equipment Needed

Ideally, you will have access to your chosen instrument whilst at home, enabling you to practise your instruments/voice at home, in addition to the time given in lessons for performance. If you do not have access to your chosen instrument at home, we can arrange hire through MAPAS, our peripatetic music service. Usually you will have additional one to one music lessons on your chosen instrument/voice outside of their timetabled music lessons; this can be done privately, or in the Academy, again through MAPAS - our peripatetic music service. If students are eligible for Free School Meals, this provision is fully funded, including private exam entry (ABRSM or Trinity), by the Academy. You will have access to scores for all of the set works.

## Enrichment Opportunities

There are lots of opportunities for enrichment in the music department – with activities that take place in the Academy, as well as events that take place in the community. Here are some of the ensembles you can take part in:

**Tollbar Little Big Band** - This group of musicians meet once a week to rehearse for concerts. All students who play a brass or woodwind instrument are encouraged to come along. Students develop skills in this setting that they do not get by just attending a lesson each week; it is also much more fun to perform in a larger group!

**String Ensemble** - Members of this group also meet once a week under the direction of the string teacher. They play in a number of concerts as well as the Carol Service at All Saints Church, Waltham.

**Tollbar Show Choir** - This is open to anyone that enjoys singing in a group and students from Years 7 to 11 are involved. There is always opportunity for students to take on solo parts in the concerts we hold. One of our biggest events is our Academy Presentation Evening, held at Grimsby Auditorium; the Tollbar Show Choir is one of the main entertainment acts at the evening, performing a wide variety of different genres and styles.

## How Can Parents/Carers Help their Child?

Encourage your child to practise regularly. In addition, speak to your son or daughter about how music has evolved in your lifetime. Music is so accessible now and it is difficult for them to understand when music was not instantaneous. If you can, attend a variety of local and wider field concerts. Encourage students to research the contextual background behind the pieces they have experienced at the concert - even better, do it retrospectively, then students can engage more with the music. Encourage students to involve themselves musically in the community - MAPAS are specialists in this field. You can share likes and dislikes in music and justify them. Often, we find students struggle to justify their preferences and resort to the opinion that 'it's on the radio' or 'my friends like it'. Most importantly, have a variety of music playing in the house!

### Education:

- A Level Music;
- A Level Music Technology;
- A Level Performing Arts;
- BTEC Level 3 Music;
- After A Level/Level 3 studies, BA/BMus degree in Music.

### Careers:

- Professional Musician;
- Sound Engineer;
- Music Therapist;
- Music Teacher;
- Events / Arts Management;
- Composer;
- Musicologist.

## Who to Contact for Further Information:

Mr. J. Longden – Curriculum Leader of Music.



## Curriculum Overview

GCSE Photography offers you the opportunity to gain knowledge of different styles of photography and photographers, developing your skills when composing imagery, as well as refining your ideas and exploring image manipulation to produce a personal, creative response.

All students will keep a digital journal that supports and underpins each project and assignment you complete. Themes such as 'Key Concepts', 'Texture and Closing', 'Portraiture' and 'Natural and Urban Environments' are popular projects previous students have enjoyed. The journal is where you store the ideas and processes you have explored, including artist research, contextual references with supporting annotations, and all evaluation commentaries of your work.

Screen shots, showing process and understanding, will also need to be evident. Students may work in a combination of media, but you will predominantly be using your own photographic responses as the basis for your work. Digital media, entirely non-digital media, or a mixture of both can be explored - providing the aims and assessment objectives of the course are met.

Possible media studied at GCSE:

- Camera Mechanics
- Composing Photographs
- Image Manipulation / Photoshop Editing

The skills you will gain make this GCSE a great complement to other subjects, as it helps to increase your practical skills and improve your analytical, communication and research abilities.

### Who Should Consider this Subject

If you enjoy being creative and recording images through a camera lens, in addition to using digital editing software, then GCSE Photography is a great choice for you! Manipulating and refining images into aesthetic works can be achieved through skilful use of camera, lighting and supporting software. Be aware that a significant amount of your time will be spent using a PC and at no time will you be allowed to wander freely around the Academy taking photographs.

Art and Design / Photography is an essential element in a balanced education, allowing personal expression, personal development, creativity and real practical involvement in the subject. Students gain confidence and appreciate others' talents, finding the subject both rewarding and therapeutic.

The study and creation of art through photography is strongly linked to mental health benefits and this course provides an opportunity to self-reflect as each component is expected to be personal and meaningful to the artist. Therefore, a genuine interest in developing your knowledge of photography and exploring composition, processes and techniques is very important. Having a solid interest in using a camera creatively as well as being willing to explore ideas beyond Academy hours will be crucial to your success.



## Course Assessment Breakdown

### Component 1 - Portfolio

This is selected from the body of work you create during the GCSE - both in lessons and out of school. You will select a project title from the range on offer, studying a theme or issue which is both personal and meaningful to you as an individual. You will develop your own ideas and responses digitally, with some opportunities to work on print outs in artistic ways. You will learn the use of a camera along, with supporting digital editing skills, as a part of the course. This is worth 60% of your overall marks.

### Component 2 - Externally Set Assignment

There is an externally set task paper that features seven tasks, and you have to complete one of them. You get plenty of preparation time, plus ten hours of supervised time. This is worth 40 % of your total marks. This project will be your individual choice and you decide how you approach it, including the way that you create your outcomes using photography-based approaches. It is a real opportunity to show off those photography and digital editing skills in a fully independent assignment.

### Equipment Needed

The means to take photographs at home is important. Having access to a camera or mobile phone will help you take photographs outside of the Academy. The Academy has SLR camera that will be used when developing cameras skills. A portance memory stick is also advantageous, as it will help you transfer your digital work so you can work from home.

### Enrichment Opportunities

You will have the opportunity to attend after school sessions to develop your photography work and create work of personal interest. You will be able to enhance your skills by entering work for internal and external competitions. Opportunities to visit galleries and other establishments of artistic merit will be available.

### How Can Parents/Carers Help their Child?

Parents/Carers could encourage their child to practise their skills at home. Asking your child about what they are learning, what artists/photographers they have studied and the development of their ideas helps them understand the purpose and intentions behind their creative journey. Being exposed to photography outside the classroom, through materials such as books and TV programmes, as well as visiting galleries and museums, would also be advantageous.

### Future Pathways

#### Education:

- A level Photography and other Art and Design courses;
- After A Level: Apply to Colleges, Universities for Further Education and Degree courses related the Creative Art sector.

#### Careers:

Art and Design and Photography can lead to lots of exciting careers:

- Photographer;
- Commercial and Advertising Photographer;
- Corporate Photographer;
- Editorial and Press Photographer;
- Fashion Photographer;
- Fashion and Photographic Stylist;
- Fine Art Photographer.

### Who to Contact for Further Information:

Mrs. C. Stephen – Acting Curriculum Leader of Art and Design.



## Curriculum Overview

The GCSE course offers you the opportunity to develop your knowledge and understanding of theory-based Physical Education (PE), as well as developing various practical skills. You will study a number of theory topics - from the anatomy and physiology of the body and the psychological impact of sport and exercise to the relationship between society and sport. The course is predominantly theory based; however, you will be expected to develop your practical skills in preparation for practical assessments. You will also hone your knowledge of fitness and your ability to analyse and evaluate performance, in order to suggest and practise methods to improve.

### Who Should Consider this Subject

If you are planning to study PE or Sport-related courses in Further Education, or are considering a career relating to PE or Sport, you would benefit from this course. In addition, if you have a strong interest in PE and the effects of exercise on the mind and body, and you are committed to classroom-based learning, you would find this course useful. The majority of the course is classroom-based, with specific lessons devoted to the practical components. You will need to show strong commitment to extra-curricular activities, alongside the continued retention of theory-based knowledge in preparation for written examinations completed at the end of the course.

### Course Assessment Breakdown

#### Paper 1: The Human Body and Movement in Physical Activity and Sport

Written Examination: 1 hour and 15 minutes - worth 30% of the qualification

##### Content Overview:

This paper will assess 4 topic areas -

- Applied Anatomy & Physiology
- Movement Analysis
- Physical Training
- Use of Data

##### Assessment Overview:

This written examination has a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

#### Paper 2: Socio-Cultural Influences and Well-being in Physical Activity and Sport

Written Examination: 1 hour and 15 minutes - 30% of the qualification

##### Content Overview:

This paper will assess 4 topic areas -

- Sports Psychology
- Socio-Cultural Influences
- Health, Fitness and Well-being
- Use of Data

##### Assessment Overview:

This written examination has a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

## Non-Examination Assessment: Practical Performance in Physical Activity and Sport

This is assessed by your teachers and moderated by the examination board. This is worth 40% of the qualification.

### Content Overview

Your practical performance will be assessed in all activities completed in lesson time, as well as any that you compete in off-site (through video evidence). The best three physical activities, in the role of player/performer (one in a team activity; one in an individual activity and one in either a team or an individual activity) will then be selected for external moderation. You will also be assessed on your ability to analyse and evaluate performance to bring about improvement in one activity.

### Assessment Overview

For each of your three activities, you will be assessed on skills in progressive drills and in a full context scenario. You will also be assessed on your analysis and evaluation of performance to bring about improvement in one chosen activity.

## Equipment Needed

Tollbar Academy PE kit will be required. If you wish to be assessed in an activity not covered as part of our usual curriculum, you may have to provide specialist equipment and be prepared to submit video evidence of your performance(s).

## Enrichment Opportunities

You will have the opportunity to participate in as many sports clubs as you like to help improve your practical and analysis of performance skills. In addition, you can participate in Inter House events throughout the year which the PE faculty organises. In Year 11 there will be a dedicated GCSE PE Theory extra-curricular session each week for you to improve your theoretical knowledge and examination based skills further.

## How Can Parents/Carers Help their Child?

Parents/Carers could encourage their child to practise their chosen sports/activities at home, or by joining a club outside of Academy hours. Parents could quiz and test their child on the knowledge learned in lessons and through revision materials.

## Future Pathways

### Education:

- A Level Physical Education;
- Apprenticeships;
- BTEC Level 3 Sport;
- BSc in Sport Science, Physical Education, Recreational Management, Sports Nutrition or Physiotherapy.

### Careers:

- Sports Scientist / Nutritionist;
- Professional Sports person;
- Sports Coach / Consultant;
- Diet and Fitness Instructor;
- Leisure Industry;
- Armed Forces;
- Civil Service.

## Who to Contact for Further Information:

Mrs. A. Pharaoh – Curriculum Leader of Physical Education.



## Curriculum Overview

The GCSE course offers you the opportunity to develop your knowledge and understanding of comparative religions and applied ethical topics. You will complete depth studies of two religions: Christianity and Hinduism. These will focus on the core beliefs of each religion and the practices associated with them. The study of each religion constitutes 25% of the overall examination grade. The remaining 50% of the course is dedicated to the study of ethical and philosophical topics such as abortion, euthanasia, capital punishment and environmental ethics. You will consider a range of religious and secular perspectives and be expected to formulate your own conclusions based on a range of evidence.

### Who Should Consider this Subject?

If you enjoy learning about your own and others' faiths, and wish to understand the different aspects of society and the influences that shape the community in which you live, this course is for you. It is focused upon academic skills such as extended writing, research and debate - therefore, it would suit students who wish to progress to further study in a range of academic disciplines such as Philosophy, Politics, History, English, Psychology and Law. It would also benefit those who wish to pursue careers in fields such as journalism, politics, fundraising, public services, education and healthcare. Anyone who enjoys reasoned debate and exploring other points of view would find this course beneficial and engaging.

### Course Assessment Breakdown

#### Paper 1: Philosophy and Ethics

Written Examination: 2 hours – worth 50% of the qualification

Content Overview: This paper will assess 4 topic areas:

- Human Rights
- Issues of Life and Death
- Good and Evil
- Relationships

Assessment Overview: Students complete a range of mandatory questions. All questions are open ended and require extended writing.

#### Paper 2: Christianity

Written Examination: 1 hour - 25% of the qualification

Content Overview: This paper will assess 2 topic areas:

- Christian Beliefs
- Christian Practices

Assessment Overview: Students complete a range of mandatory questions. All questions are open ended and require extended writing.

#### Paper 3: Hinduism

Written Examination: 1 hour - 25% of the qualification

Content Overview: This paper will assess 2 topic areas:

- Hindu Beliefs
- Hindu Practices

Assessment Overview: Students complete a range of mandatory questions. All questions are open ended and require extended writing.

## Equipment Needed

No specialist equipment is required – other than the usual stationery for lessons. The examination board will publish a student revision guide and a student workbook which you may choose to purchase. All students will receive a copy of a revision guide produced by the Academy.

## Enrichment Opportunities

You will have the opportunity to participate in a debate club. In addition, attending talks from visiting speakers and going on educational visits to places of religious, spiritual and topical interest will be woven into the course.

## How Can Parents/Carers Help their Child?

Parents/Carers could encourage their child to watch the news to gain better awareness of developments in current affairs. Parents could quiz and test their child on the knowledge found in knowledge organisers and topic booklets.

## Future Pathways

### **Education:**

- A Level Philosophy, Politics, History, English, Law, Sociology, Psychology and Criminology;
- Apprenticeships;
- BA in Religious Studies, Theology, Philosophy, Ethics, Politics, PPE (Politics, Philosophy and Economics), Anthropology, Sociology, Law.

### **Careers:**

- Journalism;
- Politics;
- Education;
- Public Services (e.g. Police);
- Medical Care;
- Civil Service.

## **Who to Contact for Further Information:**

Mr. L. Walker – Acting Curriculum Leader of Religious Education and Philosophy.

# TECHNICAL AWARD IN HOSPITALITY & CATERING



## Curriculum Overview

This qualification will provide you with the opportunity to develop knowledge and understanding of the Hospitality and Catering sector, as well as give you opportunities to develop the associated practical skills. The course explores a wide range of topics including: hygiene and safety; roles and responsibility of the EHO; food laws and regulations; exploration of food allergies and intolerances. You will also learn about the job roles in the hospitality and catering industry, as well as the structure of the front and back of house in catering establishments and how they affect successful hospitality and catering operations. In this qualification, you will improve your food preparation and cooking skills as well as developing the transferable skills of problem-solving, time-management, planning and communication.

### Who Should Consider this Subject:

The Hospitality and Catering industry is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities; it is tremendously important culturally, socially and economically to the UK. The sector is a major contributor to the UK economy, employing 2.9 million people and generating £130bn in economic activity, while paying £38bn in taxation to fund important local and national services. Hospitality is the third largest private sector employer in the UK.

If you are considering a role in the Hospitality and Catering industry and enjoy creating new, innovative dishes then you will find this subject interesting. If you wish to take this course you need to understand that, although the course will incorporate a range of practical activities, you will need to develop your level of technical knowledge, dietary nutritional needs and advance your awareness of the sensory appeal of any dishes you create.

### Course Assessment Breakdown:

The course is split into 2 units which consist of a written exam paper and a Non-Examination Assessment.

Unit:	Type of Assessment:	Assessment Content:
<b>Unit 1 – The Hospitality Industry</b>	Written Examination Externally Marked 40% of the Technical Award	The examination focuses upon the following areas of the Hospitality and Catering Industry: <b>1.1</b> Hospitality and Catering Provision <b>1.2</b> How Hospitality and Catering Providers Operate <b>1.3</b> Health and Safety in Hospitality and Catering <b>1.4</b> Food Safety in Hospitality and Catering
<b>Unit 2 – Non-Examined Assessment (Coursework)</b>	Non-Examined Assessment Internally Marked and Verified 60% of the Technical Award	Students are expected to understand substantial research linked to nutritional needs, cooking methods and sensory properties of different dishes, in order to produce 2 complete dishes within a designated timeframe.  Students will receive a design brief and allocated 12 hours for completion of the independent project in a controlled environment.

# TECHNICAL AWARD IN HOSPITALITY & CATERING

## Equipment Needed

Students will be expected to cook once a week to develop their skills; this will have financial implications.

This qualification requires various stationery, much of which students would normally bring to the Academy. It is important that students bring pens, pencils, an eraser and highlighter pens to theory lessons. In addition, the Examination Board will publish a student textbook and a revision workbook which it is advisable to purchase.

## Enrichment Opportunities:

Students will have the opportunity to attend an additional Hospitality and Catering support club, as well as after-school practical skills building. There will be opportunities to visit relevant local colleges and businesses to enable a deeper insight into the industry.

## How Can Parents/Carers Help their Child?

Parents/Carers can encourage their child to engage in practical cooking activities at home. Supporting creative thinking and technical knowledge by discussing current TV cooking shows and discussing potential dishes for assessment purposes would be advisable. Parents/carers could build on their child's knowledge by quizzing them about dietary needs and adapting dishes to suit people with food allergies/various religious beliefs.

## Future Pathways:

### Education:

- Level 3 Award in Food Safety;
- City and Guilds Diploma in Advanced Professional Cookery;
- Apprenticeships e.g. Food and Beverage Apprenticeship; Graduate Trainee Food Technologist; Chef Apprentice; Food Production Apprenticeship; Food Quality Manager Apprenticeship
- Degrees in Food with Nutrition; Food with Technology; International Hospitality Management; Hospitality and Events Management; Culinary Industry Management; Food Science.

### Careers:

- Food Technologist
- Food Production and Manufacture
- Cookery
- Chef – Hospitality Industry
- Dietetics
- Health, Nutrition and Social Care
- Events Management
- Catering Assistant
- Hotel and Bar Management

## Who to Contact for Further Information:

Mrs. C. Norris – Curriculum Leader of Technology;  
Mrs. B. Morgan – Teacher of Food, Hospitality and Catering.



## Curriculum Overview

BTEC Music gives you the opportunity to develop musical knowledge and skills in a practical learning environment, concentrating on music that is going on in the current industry.

### Focus is on four areas of equal importance

- The development of key skills in music, such as responding to a musical brief using musical skills and techniques;
- The processes that underpin effective ways of working in the music industry, such as the development of musical ideas;
- Using skills and techniques for rehearsal and performance to respond to a music industry brief;
- Considering attitudes that are most important in the music industry, including personal management and communication.

### Who Should Consider this Subject?

BTEC Music is for those who wish to develop technical knowledge and technical skills (performance) through more vocational contexts; this is executed by exploring and developing musical skills and techniques, and by responding to a music industry brief. The qualification recognises the value of learning skills and knowledge.

### Course Assessment Breakdown

Component:	Assessment:	Overview:
<b>1: Exploring Music - Products and Styles</b>	Internally assessed  30% of the overall grade	The aim of this component is to explore the musical styles and techniques and gain an understanding of roles in the industry.  During Component 1, students will: <ul style="list-style-type: none"> <li>• Explore different styles and genres of music;</li> <li>• Take part in practical workshops to understand stylistic features and characteristics;</li> <li>• Learn about the different products in the music industry;</li> <li>• Develop techniques in realising musical products.</li> </ul>
<b>2: Musical Skills Development</b>	Internally assessed by Music staff  30% of the overall grade	The aim of this component is to develop musical knowledge, skills, and techniques and apply them to a musical product.  During Component 2, students will: <ul style="list-style-type: none"> <li>• Reflect on their progress and on areas for improvement;</li> <li>• Choose a job role and explore the skills needed to fulfil it;</li> <li>• Develop a range of skills;</li> <li>• Apply skills and techniques in a music performance, creation or production.</li> </ul>
<b>3: Responding to a Commercial Music Brief</b>	Externally assessed by the exam board  40% of the overall grade	The aim of this component is to put skills into practice, by responding to a brief as a composer, performer or producer.  During Component 3, students will: <ul style="list-style-type: none"> <li>• Choose an area of the industry that excites them (composer, performer or producer)</li> <li>• Explore the brief and come up with possible responses and ideas;</li> <li>• Use relevant resources, skills and techniques to develop and refine musical material;</li> <li>• Present their final response (solo or in a group);</li> <li>• Review and reflect their approach to the brief and their final outcome.</li> </ul>



## Equipment Needed

Ideally, you will have access to your chosen instrument whilst at home, enabling you to practise your instruments/voice at home, in addition to the time given in lessons for performance. If you do not have access to your chosen instrument at home, we can arrange hire through MAPAS, our peripatetic music service. Usually you will have additional one to one music lessons on your chosen instrument/voice outside of their timetabled music lessons; this can be done privately, or in the Academy, again through MAPAS - our peripatetic music service. If students are eligible for Free School Meals, this provision is fully funded, including private exam entry (ABRSM or Trinity), by the Academy. You will have access to scores for all of the set works.

## Enrichment Opportunities

There are lots of opportunities for enrichment in the music department - with activities that take place in the Academy, as well as events that take place in the community. Here are some of the ensembles you can take part in:

**Tollbar Little Big Band** - This group of musicians meet once a week to rehearse for concerts. All students who play a brass or woodwind instrument are encouraged to come along. Students develop skills in this setting that they do not get by just attending a lesson each week; it is also much more fun to perform in a larger group!

**String Ensemble** - Members of this group also meet once a week under the direction of the string teacher. They play in a number of concerts as well as the Carol Service at All Saints Church, Waltham.

**Tollbar Show Choir** - This is open to anyone that enjoys singing in a group and students from Years 7 to 11 are involved. There is always opportunity for students to take on solo parts in the concerts we hold. One of our biggest events is our Academy Presentation Evening, held at Grimsby Auditorium; the Tollbar Show Choir is one of the main entertainment acts at the evening, performing a wide variety of different genres and styles.

## How Can Parents/Carers Help their Child?

Encourage your child to practise regularly. In addition, speak to your son or daughter about how music has evolved in your lifetime. Music is so accessible now and it is difficult for them to understand when music was not instantaneous. If you can, attend a variety of local and wider field concerts. Encourage students to research the contextual background behind the pieces they have experienced at the concert - even better, do it retrospectively, then students can engage more with the music. Encourage students to involve themselves musically in the community - MAPAS are specialists in this field. You can share likes and dislikes in music and justify them. Often, we find students struggle to justify their preferences and resort to the opinion that 'it's on the radio' or 'my friends like it'. Most importantly, have a variety of music playing in the house!

### Education:

- A Level Music;
- A Level Music Technology;
- A Level Performing Arts;
- BTEC Level 3 Music;
- After A Level/Level 3 studies, BA/BMus degree in Music.

### Careers:

- Professional Musician;
- Sound Engineer;
- Music Therapist;
- Music Teacher;
- Events / Arts Management;
- Composer;
- Musicologist.

## Who to Contact for Further Information:

Mr. J. Longden – Curriculum Leader of Music.



## Curriculum Overview

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise as well as practical sports performance. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

### Who Should Consider this Subject?

This would appeal to any student who has a strong interest in sport and the effects of exercise on the mind and body. You will need to be committed to classroom-based learning as large sections of the course involve written computer-based tasks.

You will need to show strong commitment to extra-curricular activities in preparation for the practically assessed components. There is also continued retention of theory-based knowledge in preparation for the on-screen assessment completed at the end of Component 3.

### Course Assessment Breakdown

#### Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity.

##### Component Content:

- Explore types and provision of sport and physical activity for different types of participant;
- Examine equipment and technology required for participants to use when taking part in sport and physical activity;
- Be able to prepare participants to take part in sport and physical activity.

#### Component 2: Taking Part and Improving Other Participants' Sporting Performance

Learners will investigate the components of fitness and their effect on performance; take part in practical sport; explore the role of officials in sport; learn to apply methods and sporting drills to improve other participants' sporting performance.

##### Component Content:

- To understand the definition of each component of physical fitness and their potential impact on sporting performance;
- To practically demonstrate skills, techniques and tactics in selected sports and be able to review sports performance.

#### Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity

Learners will be introduced to, and develop an understanding of, the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

##### Component Content:

- To understand what exercise intensity is and how it can be measured or worked out. They will also understand the target zones and the related technical vocabulary;
- To understand the purpose of fitness testing, know how to administer and select fitness tests for different types of sports and participants and interpret the fitness test results.

Each component of the course is worth one third of the final grade.

## Equipment Needed

Tollbar PE kit will be required.

## Enrichment Opportunities

You will have the opportunity to participate in as many extra-curricular sports clubs as you like to help improve your practical and analysis of performance skills. You can participate in Inter House events throughout the year which the PE faculty run. There will be a revision sessions and interventions for you to improve your theoretical knowledge and examination based skills further.

## How Can Parents/Carers Help their Child?

Parents/Carers could encourage their child to practise their chosen sports/activities at home, or by joining a club outside of Academy hours. Parents could quiz and test their child on the knowledge learned in lessons and through revision materials.

## Future Pathways

### **Education:**

- A Level Physical Education;
- Apprenticeships;
- BTEC Level 3 Sport;
- BSc in Sport Science, Physical Education, Recreational Management, Sports Nutrition or Physiotherapy.

### **Careers:**

- Sports Scientist / Nutritionist;
- Professional Sportsperson;
- Sports Coach / Consultant;
- Diet and Fitness Instructor;
- Leisure Industry;
- Armed Forces;
- Civil Service.

## Who to Contact for Further Information:

Mrs. A. Pharaoh – Curriculum Leader of Physical Education;  
Mr. R. Allenby – Deputy Curriculum Leader of Physical Education.



## Curriculum Overview

This qualification has particular relevance to our students as, not only does the Travel and Tourism sector of the UK make it the third largest employer, it is a highly significant employer in the local area; careers in this industry contribute enormously to the local economy. The value of tourism to the UK is approximately 7.1% of the GDP and the sector continues to expand.

The Travel and Tourism curriculum aims to give our students sector-specific knowledge and skills in a practical and supported learning environment. This course is designed to provide students with meaningful understanding of an ever-changing industry and will broaden their horizons as learning embraces the study of a range of societies, people and places.

### With the Travel and Tourism Technical Award you will:

- Acquire a taste of what the Travel and Tourism sector is like;
- Gain transferable skills that will help you in the world today and in the future;
- Receive an introduction to vocational study;
- Have an opportunity to apply learning to every day and work contexts;
- You will build applied knowledge and skills that will help you show an aptitude for further learning, both in the travel and tourism sector, as well as more widely.

### Who Should Consider this Subject?

This qualification is for learners interested in taking a 'hands-on' course alongside their GCSEs, that will offer them a practical introduction to life and work in the dynamic Travel and Tourism industry, allowing them to make an informed decision about their future learning and career. Our learners will investigate their own specific case studies of both the local and international Travel and Tourism industry, through independent coursework components.

### Course Assessment Breakdown:

Component:	Type of Assessment:	Length of Assessment:
<b>Component 1: Travel and Tourism Organisations and Destinations</b>	Internal Assessment (PSA*) with 5 tasks  Externally moderated  30% of the Technical Award	4 hours of monitored preparation and 6 hours of supervised sessions
<b>Component 2: Customer Needs in Travel and Tourism</b>	Internal assessment (PSA*) with 4 tasks  Externally moderated  30% of the Technical Award	5 hours of monitored preparation and 6 hours of supervised sessions
<b>Component 3: Influences on Global Travel and Tourism</b>	External synoptic examination  Externally Marked  40% of the Technical Award	2 hours

\*Pearson Set Assignments (PSAs) are set by Pearson, marked by the centre, and moderated by Pearson

## Equipment Needed

The Travel and Tourism qualification requires no specialist equipment beyond what students would normally bring to the Academy. It is important that students bring pen, pencils and a 30cm ruler to lessons; colouring pencils would be advisable.

All students will receive a copy of a revision guide produced by the Academy.

Access to ICT at home would be preferable to assist with preparation for specific aspects of the qualification.

## Enrichment Opportunities:

Students will have the opportunity to celebrate World Tourism Day. In addition, visits to local tourist attractions are feasible and part of the course will embrace students planning such excursions. The qualification itself encourages students to discover new places – many of which they may end up visiting in the years to come.

## How Can Parents/Carers Help their Child?

Travel and Tourism is a subject in which students can immerse themselves outside the classroom. We are fortunate to live in an area that has been dominated by this vast industry for years, so we encourage all our students to apply their study of Travel and Tourism to the local area by visiting places such as Cleethorpes seafront, Mablethorpe, Boston or Skegness where they can see what they have learned in Travel and Tourism lessons in action. This can be supported by parents and carers.

Due to the ever-changing nature of the industry, we also encourage students to keep up to date with current trends in the industry. There are always new forms of tourism developing, such as eco-tourism, and we encourage our students to study and evaluate the different strains tourism can cause to both a local area and the wider world. This can be supported at home by encouraging your child to stay up to date with news programmes and travel documentaries.

## Future Pathways:

### Education:

- Level 3 Travel and Tourism BTEC;
- A Level Travel and Tourism;
- NVQ;
- Apprenticeships;
- Degrees in Tourism Management; International Hospitality Management; Tourism, Hospitality and Events Management; Aviation, Travel and Tourism.

### Careers:

- Travel Agent
- Tour Operators
- Cabin Crew
- Hospitality
- Management
- Marketing
- Customer Service
- Events Management
- Occupations in Visitor Attractions / Centres

## Who to Contact for Further Information:

Mr O. Fothergill– Curriculum Leader of Humanities;  
Mrs J. Clarke – Teacher of Travel and Tourism.



## Curriculum Overview

The Cambridge National qualification in Creative iMedia will equip students with a range of creative media skills and provide opportunities to develop transferable skills – such as research, planning, and reviewing, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products, including interactive PowerPoints, websites and information kiosks. Students will use a number of different creative software applications to enhance their skills including Photoshop, Audacity, Dreamweaver and Movie Maker so as to create, edit and enhance images, audio, websites and video.

### Who Should Consider this Subject?

Anyone with a passion for developing skills, wishing to increase knowledge of digital media and who has an interest in computing will engage with this course. The qualification's practical approach has strong relevance to the way young people use the technology required in creative media.

### Course Assessment Breakdown

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and one optional unit. The units below are the units we will complete.

#### **R093: Creative iMedia in the Media Industry**

In this unit students will learn about the sectors, products and job roles that form the media industry. Focus will be on learning the legal and ethical issues considered and the processes used to plan and create digital media products.

This unit features a written examination paper, set and marked by OCR, and is 1 hour and 30 minutes in length, equating to 70 marks and 40% of the qualification. This is a mandatory unit.

The examination has two sections: Section A includes multiple choice questions and shorter answer responses. Section B includes context-based questions, featuring a short scenario which appears throughout the paper.

#### **R094: Visual Identity and Digital Graphics**

In this unit students will learn how to develop visual identities for clients. Students will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their own visual identities to engage a target audience.

This is a centre-assessed task (coursework) which is marked by teachers and moderated by OCR. This response takes approximately 12 hours to complete and is worth 50 marks; it equates to 30% of the qualification. This is a mandatory unit.

## **R097: Interactive Digital Media**

In this unit students will learn to design and create interactive digital media products for chosen platforms. Students will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

This is a centre-assessed task (coursework) which is marked by teachers and moderated by OCR. This response takes approximately 15 hours to complete and is worth 70 marks; it equates to 30% of the qualification. This is a unit selected by the Academy out of a number of options provided by the examination board.

Students must complete all 3 units.

## **Equipment Needed**

No equipment is needed as all hardware and software requirements will be provided by the Academy. The centre-assessed units are completed in a controlled environment so must be carried out in the Academy using the equipment offered. The examination board will publish a student revision guide and a student workbook which it is advisable to purchase; any other resources will be made available.

## **Enrichment Opportunities**

Students will have the opportunity to develop their creative skills further in a number of different extra-curricular clubs - focusing upon the use of Photoshop, website design and coding which will all enhance the skills needed for the course.

## **How Can Parents/Carers Help their Child?**

Parents/carers could encourage their child to practise and develop their skills using different software such as Photoshop, Audacity and Movie Making software. In addition, supporting the development of subject knowledge and theoretical understanding, through revision or completing quizzes and testing their child on the knowledge found in knowledge organisers and topic booklets, would be highly beneficial.

## **Future Pathways:**

### **Education:**

- Media Studies CTECH ;
- A Levels in Computer Science;
- BTEC Level 3 in ICT;
- BTEC Level 3 in Creative iMedia;
- Apprenticeships.

### **Careers:**

- Web/App Designer;
- Graphic Designer;
- Visual Effects Artist;
- 3D Animator;
- Cinematographer..

## **Who to Contact for Further Information:**

Mr. S. Mayall – Curriculum Leader of Business, Economics, ICT and Media.