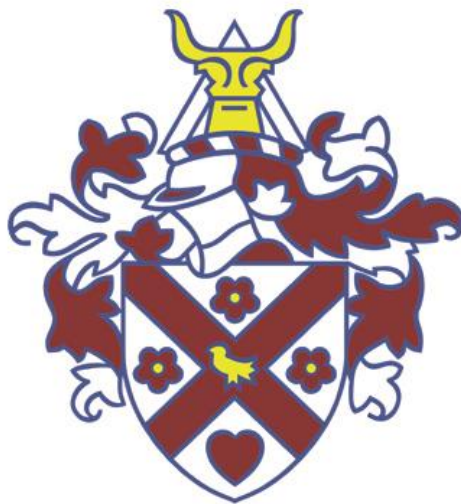


14-16 STUDY PROGRAMME

2025 – 2027



Emerson Park Academy

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1: Message from the Head Teacher

During your first three years at Emerson Park Academy you have studied a wide range of subjects, all of which have been important for your general education. The foundations that have been laid will be built upon over the next two years, after which you will leave us to continue your education elsewhere or enter employment.

In Years 10 and 11 all pupils will continue to follow a broad and balanced curriculum. It should be remembered that whilst some future employers may be looking for achievement in a particular subject, all will be looking for high standards in a broad range of subjects, showing that the prospective employee has had a good general education and is well prepared to benefit from further, more specialised training.

All pupils will study a compulsory core of subjects which will ensure the necessary breadth and balance: English, Mathematics, Science, Physical Education, Religious Education and Citizenship. (Religious Education and Citizenship will be delivered via tutor time and drop down days). Students who are identified as following the Ebacc pathway will also study a modern foreign language as part of their core curriculum.

To allow for individual needs and interests there will, in addition, be a group of subjects from which a choice can be made (**subject to availability**). Pupils following the open pathway will have the option to study a modern foreign language as one of their option choices.

Although the degree of choice is limited, great care must be taken when making it. Please bear in mind the following:

- Which subjects do you have the greatest aptitude and ability - what are you best at?
- Which subject you like best and will work at with greatest enthusiasm?
- Which subject might be of particular value as a qualification for a future career?

Do not choose a subject just because:

- Your friends are doing it.
- You like the teacher (he or she may not actually teach you next year).
- You have not studied the subject before.

This booklet has been produced to give further information about all subjects, whether compulsory or optional. Please read it carefully. Further help and guidance can be obtained from:

- The Options Assembly
- Your subject teachers
- Your Form Tutor
- Your Head of Year
- Careers staff
- Older pupils who have studied the subjects you are interested in and
- Your parents

Please discuss your choice of courses fully with parents or carers before making a final decision. I trust you will consider carefully and choose wisely, so that you find your work over the next two years both enjoyable and rewarding.

I wish you every success.

Scott McGuinness
Head Teacher

2: Examinations and Assessment

You will probably know that many of the courses you take in your chosen study programme will lead to public examinations for the General Certificate of Secondary Education (GCSE).

- All ability groups do the same examination (un-tiered) in English Literature and English Language.
- Mathematics is tiered with a higher tier covering grades 9 - 4 and foundation tier covering grades 5 – 1.
- Linear GCSEs, with assessment by external exam only will be taken at the end of the course in the months of May and June.
- There are re-sit opportunities offered for Year 12 in November for English Language and Mathematics only. These will be offered by your new School/College.
- English Language to have a Speaking assessment that will be recorded and reported separately.

Please note that, in all subjects, final examinations take place at the end of Year 11, although some courses may have modules examined throughout the course (see non-examination assessments (NEA) below).

We also offer the BTEC qualifications (Tech Award, First Certificate levels) and VCert Technical Awards. These courses are mainly assessed through regular coursework, with a formal examination at the end of the course. Many of these qualifications are equivalent of one GCSE. They are usually awarded at Pass, Merit, Distinction and Distinction* levels.

All of your courses and examinations will follow nationally agreed guidelines. These guidelines have been developed by teachers and examiners to cover what you do and the different ways that you will be assessed. The guidelines reflect current good practice. Assessment for your courses will take two forms:

- Non-examination Assessment
- Formal Examinations

Non-Examination Assessments - During Years 10 and 11 some GCSE courses will involve project work. This means that, **as part of the examination**, you will be required to produce certain pieces of work over the two years which will be marked and the marks will count towards your final GCSE grade. Your teachers will help you to plan this work and will give you guidance but they obviously **cannot and will not complete any part of it for you**.

Non-Examination Assessments are completed in school, under teacher supervision and to a strict time scale.

All your work is your responsibility and must be carefully looked after at all times. If you fail to complete your 'Non-Examination Assessment Portfolios' at the deadlines set, you will not pass the course. The examiners or moderators will not accept excuses for failure to present Non-Examination Assessment Portfolios. If you lose your work it is your misfortune and you could fail the course.

3: Careers

The aim of careers education in years 10 and 11 is to make you aware of the range of jobs available and to encourage you to examine your own personality, attitudes and abilities, which will help you make a suitable choice of career. You will also learn how to apply for jobs and prepare for interviews. Other events are held during the two years to give you information, support and guidance in a variety of ways to help you to prepare for your next career move.

During year 11 you will have an opportunity to meet the Careers Officer and discuss your 'post sixteen' plans in an individual interview. Your parents are invited to attend the interview with you if they so wish.

4: Your Options and Progression Routes for Further Studies after Year 11

When choosing your options it is a good time to consider your future and where you may wish to study upon leaving Emerson Park Academy at the end of Year 11. In order to help you understand qualifications and put them into an overall context of progression, please read the table on the next page carefully.

You must choose your Options carefully. The choices you make may affect your entry onto future courses when you leave Emerson Park Academy at the end of Year 11.

Points to consider

- If you wish to progress to a Sixth Form School rather than a Sixth Form College or FE College (College for Further Education) then you will need 8 (level 9-5) GCSE grades including English (grade 5) and Maths (grade 5), with at least grade 6 in the subjects you wish to study for A Level.
- Some schools will not recognise BTEC or VCert qualifications as an equivalent for GCSE grades. You therefore need to ensure you are taking 8 GCSE qualifications.
- If you want to progress in Art, Drama, Music, Sport and DT subjects then you need a Level 2 qualification in that subject area, this means a GCSE pass 9 to 5 or a BTEC/VCert equivalent.
- Many Sixth Form Schools/Colleges and Universities will be looking for pupils who have the English Baccalaureate (EBacc) package. **Not having this may limit your choice of Sixth Form or University in the future** (see page 8).
- However, any student who does not complete the Ebacc at Emerson Park can make up the package at College later on, as long as this is done before you reach the age of 18.

Progression routes according to the 'National Qualifications Framework'

Level	Qualifications	Place of study
Entry Level Qualifications (below level 1)	Entry level Awards and Certificates	All Schools and most Colleges
	Entry Level Skills for Life	
Level 1 Qualifications (usually measured as GCSE grades D and below)	All GCSE Qualifications at Grades 4-1	All Schools and most Colleges
	BTEC Level 1 Awards and Certificates	
	Other Vocational, GCSE level 1 equivalent, qualifications	
Level 2 Qualifications (usually measured as GCSE grades C and above)	All GCSE Qualifications at Grades 9-5	All Schools and most Colleges
	BTEC Level 2 Awards, Certificates and Diplomas	
	Other Vocational, GCSE level 2 equivalent, qualifications	
Level 3 Qualifications (usually studied post 16)	A Levels	Sixth Form Schools or Colleges and FE Colleges
	BTEC Level 3 Awards, Certificates and Diplomas	
	NVQ Level 3	
	Other Vocational, level 3 equivalent, qualifications	
Level 4 Qualifications (usually studies at Higher Colleges and Universities)	Professional Diplomas, Certificates and Awards	Colleges for Higher Education and Universities
	NVQ Level 4	
	Certificates of Higher Education	
Level 5 Qualifications	Higher Diplomas, Certificates and Awards	Colleges for Higher Education and Universities
Level 6 Qualifications	Bachelor Degrees	Colleges for Higher Education and Universities
	Graduate Certificates	
	Professional Diplomas	
Level 7 Qualifications	Masters Degrees	Universities
	Fellowship Diplomas	
Level 8 Qualifications	Doctorates	Universities

5: Funding

Parents of pupils choosing practical subjects will be asked to provide them with the necessary protective clothing. Costs will be incurred for ingredients and materials used in project work for many practical subjects. Pupils will be asked, in advance, if they wish to own the finished product/s. If this is the case, the materials used must be paid for by the pupil concerned.

Parents are also reminded that it continues to be the pupils' responsibility to look after any

textbooks and equipment loaned to them during GCSE courses. We will need to make a charge to replace any lost or damaged books and equipment. Please contact the Finance Office at the school, if there are any issues regarding the ability to provide funding.

6: Working Part-time

All pupils will have a heavy homework load and it will be unwise to undertake demanding part-time work. However, the law does permit young people over the age of 13 and under the statutory leaving age (16) to work in certain types of employment for a restricted number of hours. Young people undertaking such work are required by law to hold an employment card.

Applications should be made to the Academy before undertaking such employment.

7: Absence, Attendance and Punctuality

The continuous and demanding nature of GCSE studies also means that absence from school for any reason will create a backlog of work to be caught up. Parts of the syllabus will be less clear in pupils' minds than would have been the case if they had been present in lessons. In cases of absence for unavoidable reasons such as illness, staff will (as far as possible) ensure that missed work is issued and explained. If requested, work can be set for pupils who are ill at home but who may be able to work. This might be in electronic format via Google Apps if the pupil concerned has access to a PC and the Internet.

Absences from school should be avoided at all costs. It should be noted that leave for holidays will not be granted by the Academy. If pupils are absent from school because of holidays then this will count as unauthorised absence/s.

It is sometimes the case that GCSE examinations are taken during year 10 and Controlled Assessments in most subjects are on-going throughout years 10 and 11. It is therefore imperative that an outstanding attendance and punctuality record is maintained by all pupils at all times. The attendance record is forwarded to prospective Schools and Colleges as pupils progress into key stage 5.

8: Academic Review Meetings and Reports

Our year 10 Academic Review meeting is held in the autumn term to discuss how well pupils are progressing in their new courses. In addition, interim Progress Reports are issued and all parents have secure, online access to GO4SCHOOLS where updated assessment, progress and attendance data are published regularly throughout the year.

Our year 11 Academic Review Meeting is usually held in January each year to discuss progress and improvement strategies after the annual mock examinations in December. Pupils' progress is monitored throughout the two-year period and if we feel at any time that work or behaviour sub-standard, subject teachers will contact parents/carers who will then be invited in should there be no significant improvement.

However, we encourage parents not to hesitate to contact us at any time if they feel there is a problem or are concerned about a child's progress.

9: Your Programme of Study

This booklet contains details of a wide variety of courses available at Emerson Park Academy and is available on the Academy website: www.emersonparkacademy.org. Just search for 'Options Booklet 2025 - 2027'.

Your Key Stage 4 programme of study consists of the following categories:

- a) Compulsory Elements
- b) The English Baccalaureate
- c) Optional Courses

It is important to realise that you do not have a completely free choice.

Government requirements as well as what the Academy can practically offer impose some limitations. We cannot, for example, afford to run courses which very few pupils opt for. Some of the courses may be altered as they are updated or even terminated at the last minute on advice from the Department of Education. If this happens while the Options process is still in progress we will endeavour to inform pupils and parents as soon as possible and give information about suitable alternatives.

a) **Compulsory Element** – All pupils are required to study the following compulsory subjects:

- English and English Literature (2 GCSEs)
- Mathematics
- Combined Science (2 GCSEs)
- Physical Education
- Religious Education and Citizenship will be delivered via tutor time and drop-down days.

b) **The English Baccalaureate**

This is a package of core subjects that some universities recognise as an entry requirement for certain courses or career pathways. The English Baccalaureate is increasingly being regarded as a highly desirable group of qualifications in higher education and for entry to professional careers.

This package comprises of:

- English Language
- Mathematics
- Combined Science or Separate Sciences
- A Modern Foreign Language
- History or Geography

Pupils following the English Baccalaureate pathway and who gain a Grade 5 or higher in all subjects at GCSE will be counted as having achieved the English Baccalaureate.

All pupils have the option to study for the English Baccalaureate should they wish to.

c) **Optional courses**

In addition to your compulsory subjects, you will be left with optional subjects to select. You will also need to select two reserve subjects from the list below.

The two reserve subjects are chosen in case it is not possible to give you all your preferred options. Please select reserve choices that you will be willing to study.

Ebacc Optional courses:

- GCSE Computer Science – Python Coding
- GCSE Geography
- GCSE History
- GCSE Separate Sciences - Entry requirements apply to this course
- GCSE Spanish

Optional courses:

- GCSE Art & Design (Art, Craft & Design)
- GCSE Art & Design (Photography)
- GCSE Business
- GCSE Citizenship Studies
- GCSE Computer Science
- GCSE Dance
- GCSE Level 2 Award in Construction & Built Environment
- GCSE Design & Technology: Textiles *
- GCSE Design & Technology: Timbers*
- GCSE Drama
- GCSE Food Preparation and Nutrition
- BTEC Sport
- GCSE Information Technology – Creative I-Media Level 1/Level 2
- BTEC Media Studies
- GCSE Music- Entry requirements apply to this course
- GCSE Physical Education (Sport Science)
- GCSE Psychology

* Please note in certain circumstances it may be possible to take two Design Technology options.

**Please use the 'Year 9 Option Choice Form' to select your subjects.
Please BRING the form to your interview
(Spare copies can be downloaded from the school website).**

You may have already been receiving some guidance on the content of courses and the importance of thinking carefully about your choices. All of you will receive further guidance on the choices that are available to you. This will be done by interview with teaching staff before the end of term.

In the meantime, it is essential that you familiarise yourself with the **content** and **assessment requirements** of both the **compulsory elements** and the **optional courses** so that you can make an informed decision by Tuesday, 22nd April 2025.

You should also think carefully about the combination of subjects you choose, as some subjects can go well together, while others may be very similar.

All pupils will follow the Ebacc pathway or the Open pathway. This has been pre-determined and based upon your progress and achievements at Key Stage 3 so far. Your levels of attainment and target grades have also been taken into consideration.

Please return your signed Option Choice form to the Head's PA.

10: Important dates in the Options process

Year 9 Options Introductory Assembly: K Blaize	12th March 2025
Year 9 Options Information Evening for parents, carers and guardians	13th March 2025
Year 9 Options Interviews (all pupils are interviewed about option choices. Pupils should bring their completed Option Forms to the interviews even if this is not finalised)	17/03/2025-04/04/2025
Final Deadline for return of Option Forms to school (After this form has been returned no request for changes can be accepted unless accompanied by a signed, written request from parents)	22nd April 2025

11 Course Descriptions

The course descriptions give more details about what is on offer in each subject.

Please read this carefully.

The course descriptions have been divided into three sections:

Section 1:

These are the **Compulsory Elements** (also sometimes called 'The Core' or 'Core subjects'). All pupils must study these courses in Key Stage 4 (Years 10 and 11).

Section 2:

These are the **English Baccalaureate** Optional courses recommended for higher education (also sometimes called 'Options Subjects' or 'Chosen Subjects').

Section 3:

These are the **Optional Courses** that pupils can choose to study (also sometimes called 'Options Subjects' or 'Chosen Subjects').

Section 1: The Core Curriculum - Compulsory Courses

(A): GCSE English and English Literature

Core Subject – Compulsory

We offer all our students AQA GCSE English Language 8700 and AQA English Literature 8702. There are two exams for each and these will be sat at the end of Year 11. There is no coursework element for either qualification. The Speaking and Listening component appears as an endorsement on the candidate's result slip: it does not count towards their final result.

AQA: Code 8700 GCSE English Language

QAN: 601/4292/3

All texts in the examination will be **unseen**.

Paper 1: Explorations in Creative Reading and Writing

What is assessed

Section A: Reading

- One literature fiction text

Section B: Writing

- Descriptive or narrative writing

How it is assessed

- Written exam: 1 hour 45 minutes
- 80 marks
- **50% of GCSE**

Paper 2: Writers' Viewpoints and Perspectives

How it is assessed

Section A: Reading

- One non-fiction text and one literary non-fiction text

Section B: Writing

- Writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

NON examination Assessment: SPOKEN LANGUAGE.

What is assessed:

- Presenting
- Responding to questions and feedback
- Use of standard English

Assessed:

Marked by teacher

Separate endorsement (0% weighting of GCSE)

The students gain either PASS, MERIT or DISTINCTION.

It is a ten minute filmed/recorded presentation with an audience.

AQA: CODE 8702 GCSE English Literature

QAN: 601/4447/6

All assessments are **closed book**.

Paper 1: Shakespeare and the 19th –century novel

What is assessed

- Shakespeare
- The 19th century novel

How it is assessed

- Written paper: 1 hour 45 minutes
- 64 marks
- **40% of GCSE**

Paper 2: Modern texts and Poetry

What is assessed

- Modern texts
- Poetry
- Unseen poetry

How it is assessed

- Written paper: 2 hour 15 minutes
- 96 marks
- **60% of GCSE**

For GCSE, pupils should:

- Read fluently, and with a good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction.
- Use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions.
- Purchase copies of set texts to enable them to complete annotations for their literature exam.

(B): GCSE MATHEMATICS

Core Subject – Compulsory

Full course title:	Mathematics	
Course Code:	1MA1	QAN: 601/4700/3
Examination Board:	Edexcel	
Qualification to be obtained	GCSE	

All of you will have to study GCSE Mathematics in Years 10 and 11 although the work you do will differ according to your ability.

What we aim to do:

One of the main aims of the course is that you should find Mathematics to be a meaningful, interesting and useful activity and that you should see how it is used in the world about you. We hope to extend your mathematical knowledge to its fullest extent and to teach you a good understanding and working knowledge of number, shape, pattern and mathematical relationships. We shall teach you to recognise problems and show you how to solve them. You will have to read questions accurately and be able to understand and use mathematical symbols. You will be expected to explain your working and reasoning when you are writing or talking about your work.

The Course of Study

During Years 7, 8, and 9 you learnt and revised many basic facts and ideas, which you will need to use in your future studies. You will continue to do work in the following areas:

- Using and applying mathematics. You will have to use your knowledge, skills and understanding of number, algebra, shape and space and handling data in practical tasks to investigate and solve problems in mathematics;
- Numbers and Algebra. You will do more work with numbers, to estimate and approximate, to interpret results and to judge whether answers are sensible. You need to recognise and use symbols and graphs to simplify and solve problems;
- Space and shape. You will learn to recognise and use the properties of two-dimensional and three-dimensional shapes. You must use geometrical instruments to draw accurate diagrams;
- Handling data. You will learn to collect, use and interpret data and to work with probabilities.

As you progress through the course you will develop particular skills. Some of these are:

- Recall and use the facts you have learnt;
- Use numbers easily and quickly;
- Do calculations accurately;
- Recognise and solve problems;
- Read, understand and use mathematical words and symbols;
- Set out and explain work clearly and correctly;
- Use geometrical instruments;
- Carry out practical and investigational work;
- Show information by writing, in a table, as a graph or by a diagram;
- Do calculation in your head; to use a calculator properly and to give a sensible answer when using it;
- Collect and interpret statistical data

Entries

There are two tiers of GCSE entry; Higher Tier and Foundation Tier. It is essential that you are entered for the correct tier if you are to get the best result of which you are capable.

Examinations

Pupils will take their GCSE examination in the summer, at the end of year 11. They will sit their GCSE Mock examinations in December of year 11 and again in March of year 11.

The Pearson Edexcel Level 1/Level 2 GCSE (9 to 1) in Mathematics is a tiered qualification. There are two tiers:

- Higher tier - grades 9 to 4 available.
- Foundation tier - grades 5 to 1 available.

The assessment for each tier of entry consists of **three** externally-examined papers; all three must be from the same tier of entry. Pupils must complete all three papers in the same assessment series.

The first examination paper for all tiers will be a non-calculator paper. The second and third paper will need the use of a calculator. All papers are 1 hour and 30 minutes in length. All papers are worth 33.33% the final GCSE.

Each paper consists of short and long questions. All questions have to be completed; there are no optional questions in any of the exam papers. Pupils must bring their own equipment to all examinations. Using and applying Mathematics has been integrated into the written exam papers. The written exams count for 100% of the total marks required to achieve a GCSE grade in Maths. GCSE Mathematics has **no** Controlled Assessment components.

Pupils will need all the basic Mathematics equipment for every lesson; a ruler, pencil, compasses, protractor, set square and your own scientific calculator. The Casio F83 WA is recommended by the Mathematics Faculty. Pupils will need to bring their equipment to all lessons. This especially applies to a calculator.

Mathematics is a core subject of the National Curriculum. A qualification in Mathematics is required for many post-16 courses at college and is looked for by most employers.

For further information contact Mr Sharma, Faculty Leader for Mathematics.

(C): GCSE COMBINED SCIENCE

Core subject – Compulsory

Full Course Title:	Combined Science
Course Code:	8464 QAN: 601/8758/X
Examination board:	AQA
Qualification to be obtained:	GCSE

Science is compulsory for all students at Key Stage 4. All students, except those who opt for Separate Sciences, will follow the AQA Combined Science Trilogy course. This will lead to two GCSE grades in Combined Science. All examinations will be taken at the end of Year 11, as all courses in science are linear.

In addition to this, students may choose to study Separate Sciences (formerly Triple Science), leading to qualifications in biology, chemistry and physics. This will require additional time and would therefore occupy one of their option choices.

The programme of study has the flexibility to provide the basis for studying all further science qualifications, including Advanced Level sciences and vocational courses. However, it is recommended that any student wishing to study Advanced Level sciences takes Separate Science as one of their option choices.

Science matters. In this increasingly scientific and technological world, the importance and relevance of science as subject taught in schools is of paramount importance. This course aims to stimulate curiosity in the world around us and to bring science to life by making it relevant to students through interesting content and practical work. The assessments are shaped to encourage all students to best show what they know and can do, as well as supporting and stretching all students, whatever their ability.

Assessment:

The Combined Science course is a two year linear course. At the end of the course students will sit six examination papers, two each on biology, chemistry and physics. The papers are equally weighted at 16.7% of the qualification. 15% of the marks will be based on questions about a range of core practical tasks that all students must complete during the course. Students will take either higher or foundation papers, depending on ability. The grades achieved will conform to the new GCSE grading system of grades 1-9 (9 being the highest grade). All the examinations will have a mixture of different question styles, including multiple –choice questions, short answer questions, calculations and extended open response questions. There will be an increased emphasis on literacy and numeracy.

Course content:

Biology:

Cells and control, Genetics, Natural selection and genetic modification, Ecosystems and material cycles, Plant structures and functions, Animal coordination, control and homeostasis, Exchange and transport in animals, Health, disease and development of medicines.

Chemistry:

Atomic structure, the Periodic Table, bonding, calculations involving masses, States of matter, Separating and purifying techniques, Acids, Obtaining and using metals, Reversible reactions and equilibrium, Rates of reaction, Groups 1,7 and 0, Fuels, Heat energy changes in chemical reactions.

Physics:

Motion, forces, conservation of energy, Light and the electromagnetic spectrum, Particle model, Radioactivity, Astronomy, Energy – forces doing work, Forces and their effects, Electricity and circuits, Magnetism and the motor effect, Forces and matter.

For further information contact Mrs Gallimore, Faculty Leader for Science.

(D): PHYSICAL EDUCATION

Core subject – Compulsory

Examination Board: No qualification, assessment or examination

Examination Syllabus: None

Physical Education is a compulsory subject in years 10 and 11. An accredited course is also available in the form of a GCSE. This page deals with the compulsory, non-examination course.

In Years 10 and 11 you will have the equivalent of 1 hour per week over each year. The first thing which you will notice about your Physical Education lessons is that you will be offered more choice as to what activity you will take part in. Obviously, this is rather dependent upon the teaching staff, the facilities and the equipment available, not to mention the weather conditions. Some things remain the same: you will be expected to wear the correct clothing and footwear, and most importantly, you will be expected to take part.

The activities available may include football, hockey, basketball, volleyball, badminton, indoor hockey, table tennis, cricket, athletics, tennis, trampolining and fitness.

Physical Education is one of your non-examination subjects, and so you will not have any pressures or restrictions on you from the subject itself, and this means that hopefully you will enjoy your lessons. The emphasis will be upon activities which you will be able to carry on with when you leave school or even now, after 3:15, or at weekends by joining local clubs.

For further information contact Mr Reynolds, Faculty Leader for Physical Education.

(E): Spanish

Core for EBACC Pathway/Optional Subject

Full course title:	GCSE Spanish (Full Course)
Course code:	8692 QAN 610/3530/0
Examination Board:	AQA
Qualification to be obtained:	GCSE

Who is this option for?

If you are a keen and able linguist who has engaged well in French lessons over the past few years, this could be an exciting option for you. Studying any foreign language will significantly increase your job prospects and equip you with a range of transferrable skills that are highly valued by colleges and universities. Future employers will admire the motivation and commitment you will have demonstrated in learning a second language up to GCSE level, making you a desirable candidate in any employment sector.

This beginners GCSE course will take you from year 7 to GCSE in just 18 months. Please be aware that due to the accelerated pace of learning, students will receive a lot more homework than they would if continuing French beyond key stage 3.

Any student who is thinking about picking Spanish **must** speak to Ms Taylor before attending their options interview. Unfortunately, this course is not suitable for everybody and it is essential that you have approval from the MFL faculty before adding this subject to your options form.

Assessment Information

This qualification is linear, meaning that there will be no coursework or controlled assessment as part of the course. Depending on their progress over the first few terms, students will be entered at either foundation or higher tier level to ensure that they achieve their full academic potential. In the summer term of 2026, students will sit 4 exam papers:

Paper 1: Listening Examination	25%
Paper 2: Speaking Examination	25%
Paper 3: Reading Examination	25%
Paper 4: Writing Examination	25%

They will be graded against the following assessment objectives:

AO1: understand and respond to spoken language in speaking and in writing

AO2: understand and respond to written language in speaking and in writing

AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification.

General Course Information

During the GCSE course, you will study language based around 3 enjoyable and relevant themes:

- People and lifestyle
- Popular culture
- Communication and the world around us

These themes are divided into more recognisable sub-topics such as free time activities, holidays, school life, the environment, media, social issues, technology, and many more.

We teach Spanish using a wide range of teaching methods. Students will develop all 4 language skills evenly whilst developing their understanding of grammar and enhancing their vocabulary. We use a range of materials including presentations, digital textbooks, Google Classroom, film and video clips, online teaching tools and a variety of authentic texts and recordings in the target language. All of our GCSE language students are currently taught in mixed ability groups and teaching is adapted to meet the individual needs of each learner.

If circumstances permit, students will be given the opportunity to put their language skills into practice, with an optional visit to Spain.

If you wish to discuss whether or not this course might be suitable for your child, please contact Ms Taylor, Head of Modern Foreign Languages.

Section 2: The English Baccalaureate - Optional Courses

(A): Computer Science

Optional Subject

Full course title:	OCR GCSE COMPUTER SCIENCE 9-1 (J277)
QAN code:	601/8355/X
Examination Board:	OCR
Qualification to be obtained:	GCSE in Computer Science (J277)

Course Overview:

This qualification is **linear**. Linear means that students will sit all their exams at the end of the course. This specification encourages students to:

- Build on their knowledge, understanding and skills established through the computer science elements of the programme of study for computing at Key Stage 3 and Key Stage 4
- Enable students to progress into further learning and/or employment
- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply maths skills relevant to computer science.

OCR GCSE COMPUTER SCIENCE 9-1 (J277)

Paper 01: Computer Systems	Written exam: 1 hour 30 minutes	80 marks	50% of GCSE
Component 01: Computer systems: Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.			
Paper 02: Computational thinking, algorithms and programming skills	Written exam: 1 hour 30 minutes	80 marks	50% of GCSE
Paper Structure	We have a 'Section B' in our Computational thinking and algorithms paper.		
Component 02: Computational thinking, algorithms and programming: Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.			
Programming requirement	We have a Practical Programming requirement to engage students with practical experience of programming. These skills are then tested within our Paper 02 examination.		

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

For further information contact Mr Abbas, Head of IT

(B): Geography

Optional Subject

Full course title:	Geography (Linear)
Course code:	8035 QAN 601/8410/3
Examination Board:	AQA
Qualification to be obtained:	GCSE

This qualification is linear. Linear means that pupils will sit all their exams at the end of the course, for Geography, they will have **three** written exams. There is no controlled assessment for Geography. The examination makes up 100% of the final grade. Papers 1 and 2 are 1 hour 30 minutes long and together, they contribute to 70% of your final mark. Paper 3 is also 1 hour 30 minutes and contributes to the final 30% of your GCSE grade. Pupils are marked on SPAG, maths and statistical skills as well as their Geographical skills and knowledge in all three of these papers.

Subject content:

Paper 1- Living with the physical environment

3.1.1 Section A: The challenge of natural hazards (Tectonic Hazards, Weather Hazards and Climate Change)

3.1.2 Section B: The living world (Ecosystems, Tropical Rainforests and Hot Deserts)

3.1.3 Section C: Physical landscapes in the UK (UK landscapes, Rivers landscapes, Coastal landscapes)

Paper 2- Challenges in the human environment

3.2.1 Section A: Urban issues and challenges (Urbanisation in an LIC/NEE, Urban Change in the UK, Sustainable Urban Developments)

3.2.2 Section B: The changing economic world (Development Gap, a study of an NEE, Changing UK Economy)

3.2.3 Section C: The challenge of resource management (Resource management and the study of one resource which is of limited supply)

Paper 3- Geographical applications and Geographical skills

3.3.1 Section A: Issue evaluation (12 weeks prior to their year 11 exam a resource booklet will be released)

3.3.2 Section B: Fieldwork (students must go on both a human Geography fieldtrip and a physical Geography fieldtrip)

3.3.3 Geographical enquiry (students will complete two geographical enquiries where they are required to present, analyse and draw conclusions from the data gathered on their fieldtrips and they will then have to evaluate the enquiry)

3.4 Geographical skills (Map skills, Graph skills and Statistical skills)

, places and cultures leading to an improved understanding of societies and economies. You will study places in depth.

General course information

If you have enjoyed learning about Geography at key stage 3 and have achieved good results, then you should seriously consider taking Geography as one of your GCSE options. It is a demanding

course, and will require you to work hard and to make the most of the lessons. There is both a strong literacy and maths element in the course, and you will be required to answer both short and extended answers. You will learn to appreciate the differences and similarities between people
Geography is a new breed of GCSEs where the content is more focused allowing you more time to develop subject specific and transferable skills which colleges and employers wish to see. The course focuses on the interactions between human and physical geography and stresses the importance that people's perceptions and attitudes have upon different aspects of Geographical study. You will develop skills such as problem solving, decision making, synthesising ideas, identifying issues and communicating findings through the undertaking of a fieldwork investigation, individually and as part of a team. All of these are key skills employers crave.

The teaching of the GCSE in Geography aims to inspire intrigue into the world around you and equip you with the skills needed to understand the key issues within 21st Century Geography such as adapting to an urban future, economic progress, globalisation, the management of world resources, sustainable development, urban decay, environmental degradation, climate change, and natural disasters. It is a dynamic subject, where an appreciation of the world and current affairs is fundamentally important.

Fieldtrips:

In order for pupils to complete their GCSE in Geography it is essential that we complete two fieldtrips, we will request a voluntary contribution to ensure the successful running of these trips. A voluntary contribution of £40 will help to pay for the costs of running the trips (£20 per trip), which mainly consists of coach hire (for the Physical Geography trip) and insurance. We also will use this contribution towards hiring experts to give a guided tour which ensures students get the most up to date information from current leading experts in their field (human fieldwork). This fee also includes in entrance fees to sites for the trips.

Having Geography in your list of options can lead to a variety of jobs:

- With Art and Technology - Advertising, architecture, cartography, landscape architecture.
- With Science - Agriculture, environmental health, ecology, nature conservation.
- With Business Studies and Economics - Banking, business, marketing, finance, travel, tourism.
- With History and Religious Education - Archaeology, law, libraries, museums, publishing, research, social work.
- With Languages - Working overseas, translator, bilingual secretary, travel, tourism.
- There are also jobs in leisure services, sports and recreation, surveying, town planning, transport, ICT, GIS (Geographical Information Systems), teaching and many more.

For further information contact Mr Cannon, Head of Humanities, Mr Thurley, Assistant Head, Mr Hope, Assistant Head Teacher and/or visit aqa.org.uk/geographygcse

(C): History

Optional Subject

Full course title:	GCSE (9-1) History
Course Code:	1H10 QAN 601/8092/4
Examination Board	EdExcel
Qualification to be obtained:	GCSE

GCSE History is a linear exam, with three exam papers sat at the end of Year 11. There is no coursework or controlled assessment, the grade is based solely on the students' performance in the examinations.

Assessment Information

- Paper 1: Thematic study and historic environment. 30% of the GCSE Grade - 1 hour 20 minutes examination paper. 1 hour and 20 minutes.
- Paper 2: Period study and British depth study. 40% of the GCSE Grade – 1 hour 50 minutes examination paper. 1 hour and 50 minutes.
- Paper 3: Modern depth study. 30% of the GCSE Grade – 1 hour 30 minutes examination paper. 1 hour and 30 minutes.

Subject content:

Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city

This is assessed in paper 1. Students will study the following themes:

- Crime and punishment in medieval England. Includes a case study on the influence of the Church in the early 13th century.
- Crime and punishment in early modern England. Includes case studies on the Gunpowder Plot and the witch-hunts of 1645-1647
- Crime and punishment in 18th and 19th century Britain. Includes case studies of Pentonville prison in the mid-19th century and development of the Metropolitan Police Force.
- Crime and punishment in modern Britain. Include case studies of conscientious objectors in the world wars and the abolition of the death penalty.
- Whitechapel c1870-c1900: crime, policing and the inner city.

Early Elizabethan England (1558 – 1588)

This is assessed in paper 2. Students will study the following themes:

- Queen, government and religion, 1558-69
- Challenges to Elizabeth at home and abroad, 1569-88
- Elizabethan society in the Age of Exploration, 1558-88

Superpower relations and the Cold War, 1941–91

This is assessed in paper 2. Students will study the following themes:

- The origins of the Cold War, 1941-58
- Cold War crises, 1958-70
- The end of the Cold War, 1970-91

Weimar and Nazi Germany, 1918–39

This is assessed in paper 3. Students will study the following themes:

- The Weimer Republic 1918-29
- Hitler's rise to power, 1919-33
- Nazi control and dictatorship, 1933-39
- Life in Nazi Germany, 1933-39

General course information

If you have enjoyed History at key stage 3, have an interest in how society has developed and enjoy learning about where we have come from, have achieved good results, then GCSE History will be a very worthwhile option. It is a demanding course, with source evaluation work as well as extended writing. Not only will you further your own interest in history from a range of time periods, you will also develop many desirable skills, such as analysis, evaluation, piecing together evidence, etc. You will also learn about how not just British society and values have developed and changed over time, but also how other areas were affected by key events.

History gives students an opportunity to better understand the world around them, by understanding how we got to where we are today.

History is a highly desirable subject, not just for college and university, but also by many employers. History can lead to careers such as:

- Advertising Executive
- Civil Service
- Consultancy work
- Journalist
- Marketing
- Public Relations
- Solicitor

For further information contact Mr Paterson or visit

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

(D) Separate Sciences

Optional subject

Please note that pupils opting for this course must have achieved at least a Grade 5 at the end of Key Stage 3.

Examinations syllabus: **Separate Sciences (Biology, Chemistry and Physics).**

Course Code: **8461 Biology** **QAN 601/8752/9**
 8462 Chemistry **QAN 601/8757/8**
 8463 Physics **QAN 601/8751/7**

Examination board: **AQA**

Qualification to be obtained: **GCSE**

Students may opt to study Separate Science, leading to three GCSE qualifications in biology, chemistry and physics, instead of studying Combined Science. As this requires additional study time, this will occupy one of the option choices. All examinations will be taken at the end of Year 11, as all courses in science are linear.

Although this option is for students with a keen interest in and aptitude for science, it is particularly recommended to those students considering studying Advanced level science. The separate sciences broaden and deepen students understanding of the three sciences and maximises progression to Advanced Level. It provides an opportunity for further developing an understanding of scientific concepts and the role of science in an increasingly scientific and technological world. It also offers students a deep insight into the practical skills used by scientists in real life situations, by providing challenging and stimulating practical activities. Scientific understanding is changing our lives and is vital to the world's future prosperity. The skills developed are relevant to a variety of jobs, not those that involve science.

The three GCSE Science qualifications enable students to:

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

Assessment

The Separate Science course is a two year linear course. At the end of the course students will sit six examination papers, two each on biology, chemistry and physics. The papers are equally weighted at 50% of the qualification. 15% of the marks in the examinations will be based on a range of core practical tasks per subject that all students must complete during the course. Students will take either higher or foundation papers, depending on ability. The grades achieved will conform to the new GCSE grading system of grades 1-9 (9 being the highest grade).

For further information contact Mrs Gallimore, Faculty Leader for Science

(E): Spanish

Core for EBACC Pathway/Optional Subject

Full course title:	GCSE Spanish (Full Course)
Course code:	8692 QAN 610/3530/0
Examination Board:	AQA
Qualification to be obtained:	GCSE

Who is this option for?

If you are a keen and able linguist who has engaged well in French lessons over the past few years, this could be an exciting option for you. Studying any foreign language will significantly increase your job prospects and equip you with a range of transferrable skills that are highly valued by colleges and universities. Future employers will admire the motivation and commitment you will have demonstrated in learning a second language up to GCSE level, making you a desirable candidate in any employment sector.

This beginners GCSE course will take you from year 7 to GCSE in just 18 months. Please be aware that due to the accelerated pace of learning, students will receive a lot more homework than they would if continuing French beyond key stage 3.

Any student who is thinking about picking Spanish **must** speak to Ms Taylor before attending their options interview. Unfortunately, this course is not suitable for everybody and it is essential that you have approval from the MFL faculty before adding this subject to your options form.

Assessment Information

This qualification is linear, meaning that there will be no coursework or controlled assessment as part of the course. Depending on their progress over the first few terms, students will be entered at either foundation or higher tier level to ensure that they achieve their full academic potential. In the summer term of 2026, students will sit 4 exam papers:

Paper 1: Listening Examination	25%
Paper 2: Speaking Examination	25%
Paper 3: Reading Examination	25%
Paper 4: Writing Examination	25%

They will be graded against the following assessment objectives:

AO1: understand and respond to spoken language in speaking and in writing

AO2: understand and respond to written language in speaking and in writing

AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification.

General Course Information

During the GCSE course, you will study language based around 3 enjoyable and relevant themes:

- People and lifestyle
- Popular culture
- Communication and the world around us

These themes are divided into more recognisable sub-topics such as free time activities, holidays, school life, the environment, media, social issues, technology, and many more.

We teach Spanish using a wide range of teaching methods. Students will develop all 4 language skills evenly whilst developing their understanding of grammar and enhancing their vocabulary. We use a range of materials including presentations, digital textbooks, Google Classroom, film and video clips, online teaching tools and a variety of authentic texts and recordings in the target language. All of our GCSE language students are currently taught in mixed ability groups and teaching is adapted to meet the individual needs of each learner.

If circumstances permit, students will be given the opportunity to put their language skills into practice, with an optional visit to Spain.

If you wish to discuss whether or not this course might be suitable for your child, please contact
Ms Taylor, Head of Modern Foreign Languages.

Section 3: Optional Courses

(A): Art and Design (Art, Craft & Design)

Optional Subject

Course Title	Art & Design (Art, Craft & Design)
Course code:	8201/C QAN 601/8088/2
Examination Board:	AQA
Qualification to be obtained:	General Certificate of Secondary Education (GCSE)

Assessment	External/Internal Marking	% Total Mark	Duration
	Internally marked with visiting moderator	60% Coursework 40% Externally set task	No time limit 10 weeks preparation followed by 10 hour exam

Course content - Overview

The GCSE Art and Design course encourages creativity, problem-solving, and visual communication. You will learn about different art disciplines, explore a variety of materials and techniques, and develop a portfolio that reflects your personal style and progress. The qualification is assessed through your portfolio work and an externally set task, allowing you to show both your practical and analytical abilities.

This course offers a solid foundation for anyone interested in further art and design studies or creative careers. Students have the opportunity to work in one or more area(s) of Art, Craft and Design, such as:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art

They may explore overlapping or combined areas of study.

Component 1: Portfolio

During Year 10 and the first terms of Year 11, students create a portfolio of work. This portfolio must include two key parts:

1. A sustained project

Developed in response to a subject, theme, task, or brief, this project should show the journey from the first ideas to the final outcome.

2. Additional work

This may come from activities such as experiments, skills-based workshops, mini or foundation projects, gallery or museum visits, work placements, independent study, or group projects (with clear evidence of the student's individual role).

Component 1 is finished before the Christmas holidays in Year 11 and makes up 60% of the final mark.

Component 2: Externally Set Assignment

In early January (usually on 2nd January), AQA provides an assignment with seven different starting themes. Students choose one starting theme to explore under their chosen title. They develop their ideas over about 10 weeks, then have 10 hours of supervised exam time to produce a final piece. This component is 40% of the final mark.

Please note:

- Students will have the opportunity to choose from the following art subjects at GCSE: art and photography or both.
- Students wishing to take art must have attitude and homework assessed as “good” throughout Year 9.
- To be accepted for GCSE art, students must be working at “secure” or “advanced” above the expected standard in year 9. Students who are “working towards” may still be accepted based on an assessment of their motivation for the subject and independent learning skills. Please discuss your intention to select art with your class teacher.
- GCSE Art and Photography students are expected to stay behind after school for at least **one hour every week** so as to complete coursework. Teachers are expected to constantly monitor and supervise the student’s coursework as an exam requirement.

Additional resources and supporting activities**Subject Choices**

Students may choose Art, Photography, or both as GCSE options.

Entry Requirements

To take GCSE Art, students should have a “good” attitude in both classwork and homework record throughout Year 9.

Students must be working at a “secure” or “advanced” level of the expected standard in Year 9.

Students who are “working towards” secure may still be allowed to take GCSE Art if they show strong motivation and good independent learning skills. Please discuss any plans to choose Art with your class teacher.

Commitment and Supervision

GCSE Art and Photography students must stay after school for at least **one hour each week** to complete coursework.

Teachers will monitor and supervise coursework regularly, as required for the exam.

Resources and Facilities

Students studying Art have access to large, bright art rooms, and a range of equipment for different media and techniques, including screen printing and ceramics (with kilns available).

Photography students have access to digital cameras (DSLR), studio lighting, sublimation printers, sewing machines, a digital embroidery machine, and software like Adobe Photoshop.

Fabric dyeing and printing equipment (including batik materials) is also available.

Teacher Support and Catch-Up Sessions

The department has enthusiastic teachers who are keen to help you succeed.

Catch-up sessions are held after school throughout the week, and students are expected to attend them.

Trips and Visits

Regular trips are organised to art galleries, museums, parks, aquariums, and zoos for GCSE students. These usually cost around £30.

Art Kit

Students are expected to buy an art kit, costing about £30. This kit contains the essential materials needed for coursework at home.

Useful Websites

The BBC Bitesize website and other recommended sites below contain a wealth of information to support your coursework.

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

<https://www.bbc.co.uk/education/subjects/z6hs34j>

<https://www.tate.org.uk/art>

<https://www.npg.org.uk>

<https://saatchigallery.com>

For further information contact Mr Sunday, Head of Art and Photography

(B): Art and Design (Photography GCSE)

Optional Subject

Course Title	Art & Design (Photography)
Course code:	8206/C QAN 601/8088/2
Examination Board:	AQA
Qualification to be obtained:	General Certificate of Secondary Education (GCSE)

Assessment	Title	External / Internal Marking	% Total Mark	Duration
	Photography	Internally marked with visiting moderator.	60% Coursework 40% Externally set task	No time limit 10 weeks preparation time followed by 10-hour exam.

Course content

Overview

Photography is the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Students have the opportunity to work in one or more area(s) of photography, such as:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism
- moving image: film, video and animation
- fashion photography

They may explore overlapping or combined areas of study.

Component 1: Portfolio

During Year 10 and the first terms of Year 11, students create a portfolio of work. This portfolio must include two key parts:

1. A sustained project

Developed in response to a subject, theme, task, or brief, this project should show the journey from the first ideas to the final outcome.

2. Additional work

This may come from activities such as experiments, skills-based workshops, mini or foundation projects, gallery or museum visits, work placements, independent study, or group projects (with clear evidence of the student's individual role).

Component 1 is finished before the Christmas holidays in Year 11 and makes up 60% of the final mark.

Component 2: Externally Set Assignment

In early January (usually on 2nd January), AQA provides an assignment with seven different starting themes. Students choose one starting theme to explore under their chosen title. They develop their ideas over about 10 weeks, then have 10 hours of supervised exam time to produce a final piece. This component is 40% of the final mark.

Please note:

- Students may opt to study both art and photography at GCSE level.
- Students opting to take Photography must have attitude and homework assessed as “good” throughout Year 9. We recommend students complete all the photography homework options in Year 9 if they intend to select photography for GCSE.
- GCSE Art and Photography students are expected to stay behind after school for at least once a week so as to complete coursework. Teachers are expected to constantly monitor the student’s coursework as a requirement by the exams body.

Additional resources and supporting activities

Students studying photography have access to the Art department resources. These include: large, bright art rooms; resources and equipment for a wide range of media and techniques; screen printing equipment; ceramics equipment and kiln; sublimation printer; digital embroidery machine; sewing machines; fabric dyeing and printing equipment as well as batik equipment. In addition, students will have access to studio lighting for photographic shoots; digital DSLR cameras, industry leading, Creative Cloud range of creative software including Adobe’s Photoshop, Lightroom and Bridge software. To use both in school and at home.

- The department has full complement of enthusiastic teachers ready to help you succeed in your GCSE Photography course.
- Catch up sessions are offered after school throughout the week and students are expected to attend these sessions.
- Trips are often organised to art galleries, museums, parks, aquariums and zoos for GCSE students. This creates opportunities for various forms of photography shoots.
- The cost of these trips is normally in the region of around £30.
- The BBC Bitesize website and other websites below have a wealth of information that will help you with your coursework. They can be accessed via the links below:

Useful Websites:

- <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>
- <https://www.bbc.co.uk/education/subjects/z6hs34j>
- <https://www.npg.org.uk/collections/about/photographs-collection>
- <https://www.tate.org.uk/art>
- <https://www.theguardian.com/artanddesign/photography>
- <https://www.1854.photography>
- <https://www.vam.ac.uk/>

For further information contact Mr Sunday, Head of Art and Photography

(C): Business

Optional Subject

Full Course Title:	Business (9-1)
Course Code:	J204 QAN 603/0295/1
Examination Board:	OCR
Qualification to be obtained:	GCSE

Why choose Business?

- It is relevant to the world of work.
- There are real opportunities to progress in education or employment.
- You will gain valuable skills such as creativity, problem-solving and teamwork.
- When you leave school and wish to get a job, you will understand a little more about the way a business works.
- If you choose not to become an employee, you will perhaps have the skills and knowledge to start your own business.

Qualification content:

The course provides pupils with the skills and knowledge to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

Unit 1: Business activity, marketing and people

Pupils are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.

Unit 2: Operations, finance and influences on business

Pupils take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss and cash flow.

They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

Assessment

Component	Duration	Weighting
Unit 1: Business activity, marketing and people	1 hour 30 minutes	50%
Unit 2: Operations, finance and influences on business	1 hour 30 minutes	50%

Greater use is made of Business Maths (minimum of 10% of overall marks) at the level of Key Stage 3 Maths. Both question papers have a section with multiple choice questions. Greater focus is made of business decision making, requiring students to apply theoretical concepts to various business scenarios.

For further information contact Ms Bolger, Head of Business Studies

(D): Citizenship Studies

Optional Subject

Full course title:	GCSE (9-1) Citizenship Studies
Course code:	8100 QAN601/8595/8
Examination Board:	AQA
Qualification to be obtained:	GCSE

Assessment Information

Paper 1: 50% - 1 hour 45 minutes

Paper 2: 50% - 1 hour 45 minutes

General Course Information

Component 1: Active Citizenship

Pupils will be required to plan and carry out a campaign of their choice, the aim of which will be to influence a decision maker. Pupils will also learn about different methods of protest and examples of effective campaigns in the present and past.

Component 2: Politics and Participation

Pupils will learn about aspects of political life in Britain. We will look at different forms of democracy, how others are governed, the role of Government, Parliament, and the monarchy. We will look at the different law-making bodies in the country, the role of the police and judiciary.

Component 3: Life in Modern Britain

Pupils will explore the main principles and values that underpin British society, issues of diversity and migration in the UK and how the UK interacts with the wider world.

Component 4: Rights and Responsibilities

Pupils will be learning about laws in Britain and the underlying principles upon which our laws are based. We will be looking at the role of the U.K.s legal systems and how they have developed over time. We will also be looking at rights, how they are protected and how international law impacts Britain.

Pupils most suited to taking GCSE Citizenship Studies are those who may be:

- Interested in studying government and politics, sociology or law;
- interested in working in the legal system;
- interested in society and human rights;
- interested in Interested in working in law, politics, or the voluntary sector;
- interested in working in the public services.

Further Course Details

Citizenship complements the following A Level courses: Government and Politics, Law, Citizenship, Sociology and Philosophy. Pupils may also go on to study a BTEC in Public Services.

For further information please see Ms Hampton, Head of Social Sciences

(E): Dance Optional Subject

Full course title:	Dance	
Course code:	8236	QAN: 601/8549/1
Examination Board:	AQA	
Qualification to be obtained:	GCSE (9-1)	

Why Study GCSE Dance?

Studying Dance GCSE allows you to develop your creativity and self-expression through movement, helping you communicate emotions and stories in a unique way. Additionally, it promotes physical fitness and coordination, enhancing your overall health and well-being.

Dance GCSE encourages teamwork and collaboration, which not only builds social skills but also fosters a sense of community. You'll also gain a deeper understanding of various dance styles and cultures, broadening your artistic perspective.

Is this the right subject for me?

To be the right candidate for Dance GCSE, you need to answer 'yes' to the following questions:

- Do you enjoy expressing yourself in an active, physical and exciting way?
- Do you enjoy different styles of dance?
- Do you want to create and perform?
- Do you prefer being assessed practically with course work rather than 100% written exam?

If you answer "Yes!" then GCSE Drama is your ideal subject and WELCOME on board.

The Exam

Component 1: Performance and Choreography

Non-examination assessment 60% of the qualification – 80 marks

Performance – 30% 40 Marks

- Set phrases through a solo performance.
- Duet/trio performance

Choreography – 30% 40 Marks

- Solo or group choreography

Component 2: Dance appreciation

40% of GCSE Written exam: 1 hour 30 minutes - 80 marks

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

NB It is a requirement for GCSE students to see a number of live dance performances. These performances will be at a discounted price but will need to be paid for by the student.

For further information contact
Ms Harvey, Dance Teacher or Mr Milner-Pearce Faculty Leader Performing Arts

(F): Design & Technology: Level 2 Award in Construction & Built Environment

Optional Subject

Full course title:	BTEC Level 1/Level 2 Construction and the Built Environment
Course code:	603/7051/8
Examination Board:	Edexcel
Qualification to be obtained:	Level 2 BTEC Award

Assessment Information

Candidates will complete three core units.

The core modules are as follows:

- Construction Technology. This unit covers the different forms of construction that can be used for low-rise offices, retail units and homes. There will be an understanding of structural properties of buildings and the exploration of how substructures and superstructures are constructed. This unit will be externally assessed as an exam which will be held at the end of the course. The exam will be one hour thirty minutes.
- Construction in Practice. Students will develop a broad understanding of the construction industry, the sort of tasks it undertakes and the contribution it makes to the wider community. This involves working with a range of tools and carpentry processes. This component will introduce learners to commonly used hand tools, equipment and craft skills needed in the creation of the built environment and how to select and use materials in order to safely produce quality outcomes.
- Construction and Design. Learners will gain an understanding of clients' needs and develop skills in producing building design briefs and sketches that consider construction constraints.

The externally assessed unit uses an examination as its method of assessment; this will be completed at the end of the course. All other units are internally assessed. Candidates must earn enough points in all units to achieve an award. All work is practical based however there is research work to be undertaken, therefore the ability to work independently is important.

General Course Information

BTEC qualifications are designed to provide specialist work-related qualifications in a range of sectors. They have been developed to provide the knowledge, understanding and skills necessary to prepare learners for employment and/or provide career development.

Further Course details

This course is a BTEC Level 1/2 Award in construction and the built environment.

L1 Pass equivalent to a Grade 1.25 in GCSE	L2 Pass equivalent to a Grade 4 in GCSE
L1 Merit equivalent to a Grade 2 in GCSE	L2 Merit equivalent to a Grade 5.5 in GCSE
L1 Distinction equivalent to a Grade 3 in GCSE	L2 Distinction equivalent to a Grade 7 in GCSE
GCSE	L2 Distinction * equivalent to a Grade 8.5 in GCSE

For further information please contact Miss Boyse, Head of Design & Technology

(G): Design & Technology: Textiles

Optional Subject

Full course title:	GCSE (9-1) Design and Technology.
Course code:	C600QS QAN603/1121/6
Examination Board:	EDUQAS
Qualification to be obtained:	GCSE (9-1)

Assessment Information

Unit 1: Written exam (2 hours) – 50%

Unit 2: NEA Coursework (40 hours) - 50%

The course is assessed through two units.

- Unit 1 is a 2 hour written exam which consists of two sections. Section A assesses candidates' knowledge on core Design and Technology principles whilst section B focusses on Fashion and Textiles. Learners will develop a broad understanding of Design and Technology and will be asked to show a range of skills including their understanding of techniques and processes used in the industry, their knowledge of materials in reference to products and problem solving through innovative design.
- Unit 2 is a non-exam practical assessment where candidates produce a textile product alongside a supporting portfolio. The coursework is based on a theme that is decided by the exam board. Learners will explore the theme through a range of research tasks, develop design ideas, use fashion industry processes and techniques to make a useable prototype of a product and analyse and evaluate the successes of their outcome.

General Course Information

Throughout the course candidates will develop a broad understanding in the following areas:

- Materials and Components (fabrics, smart textiles and fastenings)
- Tools and Equipment (hand tools, sewing machine, overlocker, computer-aided design and manufacture)
- Industrial and Commercial Processes (scale of production, material construction, surface treatments, construction processes, shaping techniques, health and safety and quality control)
- Research and Analysing Products (specification criteria, materials and components, manufacturing processes)
- Designing Products (design process, communication techniques and application of knowledge and understanding)
- Sustainability and Environmental Issues (minimising waste production, renewable sources of energy and climate control)
- Ethical Design and Manufacture (moral, social and cultural issues)

Further Course Details

Some of the GCSE courses complement each other well and students do have the option to choose two or three Design and Technology and Art options. However, candidates should be mindful of workload and opting for more than one Design and Technology subject would require a large amount of coursework to be completed.

For further information contact Miss Boyse, Head of the Design & Technology

(H): Design & Technology: Timbers

Optional Subject

Full course title:	GCSE (9-1) Design and Technology
Course code:	1DTO QAN: 603/0698/1
Examination Board:	EDEXCEL
Qualification to be obtained:	GCSE (9-1)

Assessment Information

Unit 1: NEA Coursework (40 hours) - 50%
Unit 2: Written Exam (1 hour 45 minutes) - 50%

General Course Information

Materials used: Woods, metals, polymers (plastics), composites, modern and smart materials, textiles, mechanisms and Electronic systems.

The course will involve researching, designing, making, testing and evaluating products made from a wide range of materials including timbers, metal and plastics and learning about the materials and techniques needed to make them. CAD/CAM will be an integral part of the course.

All the areas below will be included in the course:

- Materials and Components (Woods, metals, polymers (plastics), composites, modern and smart materials, textiles, mechanisms and Electronic systems).
- Tools and equipment
- Industrial and commercial processes (Scale of production, material processing and forming, joining methods, adhesives, heat treatment, finishing techniques, manufacturing processes for batch production, health and safety)
- Analysing Products (specification criteria, materials and components, manufacturing processes)
- Designing Products (specification criteria, designing skills, application of knowledge and understanding)
- Technology (ICT, digital media and new technology, CAD/CAM)
- Sustainability (minimising waste production, renewable sources of energy, climate control)
- Ethical design and manufacture (moral, social and cultural issues)

Further Course Details

Some of the GCSE courses complement each other well and students do have the option to choose two or three Design and Technology and Art subjects. However, candidates should be mindful of workload and opting for more than one Design and Technology subject would require students to produce a large amount of coursework.

For further information contact Miss Boyse, Head of the Design & Technology

(I): Drama Optional Subject

Full course title:	Drama	
Course code:	1DR01	QAN: 601/8491/7
Examination Board:	Edexcel	
Qualification to be obtained:	GCSE (9-1)	

Why Study GCSE Drama?

The study of GCSE Drama can help encourage your focus, confidence, communication, concentration, self-esteem, social skills, leadership and teamwork skills, creativity, imagination and much more.

In 2013, the Russell Group asked the HR departments of all the FTSE 250 companies what the two most important qualities they looked for in an employee were.

The two most common answers were teamwork and communication - both implicit in drama lessons.

Is this the right subject for me?

To be the right candidate for Drama GCSE, you need to answer 'yes' to the following questions:

- Do you enjoy expressing yourself in an active, practical and exciting way?
- Do you like working in groups?
- Are you creative with a big imagination?
- Do you like exploring issues by putting yourself in other people's shoes?
- Do you want to create and perform?
- Do you prefer being assessed practically with course work rather than 100% written exam?

If you answer "Yes!" then GCSE Drama is your ideal subject and WELCOME on board.

The Exam

Component 1: Devising

Non-examination assessment 40% of the qualification – 60 marks Content overview

- Create and develop a devised piece from a stimulus.
- Performance of this devised piece or design realisation for this performance.
- 2000 word portfolio of analytical and evaluative documentation of process.
- Performer or designer routes available.

Component 2: Performance from Text

Non-examination assessment

20% of the qualification – 48 marks

- Students perform two published extracts from a performance text.
- 200 word character intentions.
- Performer or designer routes available.

Component 3: Theatre Makers in Practice

Written examination: 1 hour 45 minutes

40% of the qualification – 60 marks

- Section A - Practical exploration and study of one complete performance text – 45 marks.
- Section B - Live theatre evaluation – 15 marks.

NB It is a requirement for GCSE students to see a number of live theatre performances. These performances will be at a discounted price but will need to be paid for by the student.

For further information contact Ms Harvey, Drama Teacher

(J): Food Preparation and Nutrition

Optional Subject

Full course title:	Food Preparation and Nutrition
Course code:	8585 QAN: 601/8421/8
Examination Board:	AQA
Qualification to be obtained:	GCSE (9-1)

Assessment Information

Unit 1: 2 hour exam - 50%

Unit 2: Non Exam Assessment (NEA) – 50%

General Course Information

You will be taught how to cook a wide variety of food products, using a range of techniques and cooking methods. You will learn about nutrition and the importance of healthy food choices. You will look into where food comes from and how it is processed.

All the areas below will be included in the course:

- Food preparation skills
- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance
- Food preparation and cooking techniques.

The Non Exam Assessment (NEA) component will provide opportunities for a focussed investigation into the science behind the food that you make as well as a chance to create your own three course meal within a timed, three hour assessment period, at the end of year 11.

Further Course Details

Some of the GCSE courses complement each other and some students do have the option to choose two or three Design and Technology and Art subjects. However, candidates should be mindful of workload and opting for more than one Design and Technology subject would require students to produce a large amount of coursework.

For further information contact Miss Boyse, Head of the Design & Technology

(K): Information Technology - Creative iMedia Level 1/Level 2

Optional Subject

Full course title:	OCR - Cambridge Nationals Level 1/Level2 - IT(J834)
QAN code:	603/7090/7
Examination Board:	OCR
Qualification to be obtained:	Level 1/ Level 2 Cambridge National in Creative iMedia

Course Overview:

Cambridge Nationals J834 is a vocational qualification offered by Cambridge Assessment International Education. Successful completion of this qualification can provide you with skills and knowledge relevant to the digital media industries, and some of this will include IT. For this qualification, students must achieve three units: one externally assessed and two Non-Examined Assessment (NEA) units.

Cambridge National in Creative iMedia will inspire and equip you with the confidence to use skills that are relevant to the digital media sector and the wider industry. It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements.

As part of the **Cambridge National**, you may cover:

- How media products get their meaning across, create impact and appeal to people
- How to create original digital graphics for specific audiences
- Designing and creating original characters and comics
- How to plan and create animations with audio
- Creating, testing and making playable digital games

You'll develop a range of skills to help you succeed not only in the workplace but in other subjects too. These skills include:

Analytical skills	Digital presentation skills	Creative thinking	Problem solving	Research and planning
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No matter what you progress on to – the skills you'll learn from a Cambridge National will prepare you for the future.

OCR – Information Technology - Cambridge Nationals Level 1/Level2(J834)			
Non-exam assessment (Optional Modules)	Coursework	50 Marks (R094) 70 Marks (R095-99)	60% of CNAT
Final exam (Compulsory)	Written exam: 1 hour 30 minutes	70 Marks	40% of CNAT

Unit	Marks	Duration	GLH
Mandatory (students take both)			
R093: Creative iMedia in the media industry Written paper, OCR-set and marked	70	1 hour 30 mins	48
R094: Visual identity and digital graphics Centre-assessed task, OCR moderated	50	Approx. 10 to 12 hours	30
Optional (students take one)			
R095: Characters and comics Centre-assessed task, OCR moderated	70	Approx. 12 to 15 hours	42
R096: Animation with audio Centre-assessed tasks, OCR moderated	70	Approx. 12 to 15 hours	42
R097: Interactive digital media Centre-assessed tasks, OCR moderated	70	Approx. 12 to 15 hours	42
R098: Visual imaging Centre-assessed tasks, OCR moderated	70	Approx. 12 to 15 hours	42
R099: Digital games Centre-assessed tasks, OCR moderated	70	Approx. 12 to 15 hours	42

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

For further information contact Mr Abbas, Head of ICT

(L): Media Studies

Optional Subject

Full Course Title:	Creative Media Production
Examination Board	Edexcel/Pearson
Qualification to be obtained:	603/7053/1 BTEC Tech Award Level 1/2 from 2022

Media Studies has continued to enjoy high standards of both academic and practical success within the school. The new structure of the course builds on that success and meets the needs of future learners with a range of different progress needs.

- 60% coursework (Components 1 & 2 30% each) 40% exam (Component 3)
- Course duration: 2 years

The new BTEC Technical Awards are designed to provide specialist work-related and theoretical qualifications in a range of subjects. They can give learners the knowledge, understanding and skills that they need to prepare for both employment and for progression into further education. This BTEC Technical Award applies academic, theoretical and practical skills to the real world of the creative media industries and is the ideal option for anyone who wishes to go on to study media-based specialisms at key stage 5 (A-Level, BTEC higher) or pursue a career in this field.

Media is a long established and popular subject at Emerson Park. As a social science it is the ideal marriage of the practical and the academic, and suits the full spectrum of students at key stage 4, providing an opportunity to balance workload against continual exam preparation, whilst at the same time providing a much-needed outlet for creative and expressive work.

The BTEC Technical Award in Creative Media Production has the same weighting as any other option classed as 'GCSE' and will count as such on government performance tables and in points score towards further education courses at key stage 5.

Component 1 – Exploring Media Products (Coursework)

Students explore what the Media Industry is about, what it is like to work in the industry and learn the skills needed to follow a potential career in the field. Students will explore:

- moving image (TV & Film)
- publishing (Newspapers and Magazines)
- interactive (Websites, Apps and Games)

Component 2 – Developing Digital Media Production Skills (Coursework)

Students develop their academic knowledge and skills in media practices:

- experiment with production skills and techniques
- apply technical skills to make a product
- reflect on their own skills

Component 3 – Responding to a brief (Exam Unit)

Students apply everything they have learned in the coursework units to a real-life scenario.

- apply research, planning and production skills and techniques to a finalised production

For further information please contact Mr Diver, Head of Media Studies

(M): Music
Optional Subject

Full course title:	Music	
Course code:	J536	QAN: 601/8216/7
Examination Board:	OCR	
Qualification to be obtained:	GCSE (9-1)	

General Course Information

This course gives the opportunity to study a wide range of musical styles and maximises the pupil's creativity through performance and composition. The course is made up of three components;

- Component 1: Integrated Portfolio (30%)
- Component 2: Practical Component (30%)
- Component 3: Listening & Appraising (40%)

OCR's GCSE in Music will provide a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. It is recommended that students who wish to take this course can play or sing to a **Grade 3** standard or more and are taking private lessons.

Assessment Information

Component 1: Integrated Portfolio (30%)

This component is designed to enable learners to develop an understanding of performance and composition through exploration of their own instrument and styles and genres of their own choosing.

Learners should develop their playing skills and abilities through regular practice in order to be able to perform a piece musically, accurately and with appropriate interpretation. Within a composing context, learners should demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

Component 2: Practical Component (30%)

For performance, the focus of the assessment is on the demands of performing within an ensemble. For composition, learners are required to compose a piece of music in response to a brief set by OCR.

The total length of performance required in Component 1 & 2 combined is a minimum **four minutes** with at least **one minute** as part of an ensemble. Learners can perform several short pieces for either or both components.

The total length of Composing required in Component 1 & 2 combined is a **minimum of three minutes**.

Both Component 1 & 2 are assessed internally.

Component 3: Appraising (40%)

Through the investigation and in-depth study of the large variety of music, listed below, learners will further develop their knowledge and understanding of the **musical elements, musical contexts** and **musical language**.

The Concerto Through Time

Outline The Concerto and its development from 1650 to 1910 through:

- the Baroque Solo Concerto
- the Baroque Concerto Grosso
- the Classical Concerto
- the Romantic Concerto.

Rhythms of the World

Outline The traditional rhythmic roots from four geographical regions of the world:

- India and Punjab
- Eastern Mediterranean and Middle East
- Africa
- Central and South America.

Film Music

Outline Music used for films including:

- music that has been composed specifically for a film
- music from the Western Classical tradition that has been used within a film
- music that has been composed as a soundtrack for a video game.

Conventions of Pop

Outline Popular music from the 1950s to the present day, focussing on:

- Rock 'n' Roll of the 1950s and 1960s
- Rock Anthems of the 1970s and 1980s
- Pop Ballads of the 1970s, 1980s and 1990s
- Solo Artists from 1990 to the present day.

Component 3 will be assessed externally through a listening exam at the end of the course. The examination will be **one hour and 30 minutes**.

For further information please contact Mr. Milner-Pearce, Faculty Leader, Performing Arts

(N): Psychology

Optional Subject

Full course title: AQA GCSE PSYCHOLOGY 9-1 (8182)

QAN code: 603/0932/5

Examination Board: AQA

Qualification to be obtained: GCSE in Psychology (J203)

Who should choose Psychology?

Psychology is ideal for students who want to go on to AS or A Levels and higher education. Due to the wide range of skills acquired throughout the course, the career choice that can be varied, including but not limited to: Mental Health and Healthcare, Education, Government, Social Care, Community and Charity, Human Resources, Marketing and Research.

Course Overview: This inspiring subject content provides a balance of classic and modern psychological theory and research that's relevant to young people today. There's an emphasis on the importance of practical work and 'doing psychology', and there are research studies on the specification that can be replicated. It provides applications to the real world, increasing students' psychological understanding. This is a specification with a focus on mental health, encouraging greater awareness in young people and therefore reducing stigma and discrimination.

Structure of the Course:

Assessment: 100% examination

Paper 1: Cognition and Behaviour

1. Memory
2. Perception
3. Development
4. Research methods

How it is assessed:

Written exam: 1 hour 45 minutes

100 marks

50% of GCSE

Paper 2: Social context and behaviour

1. Social influence
2. Language, thought and communication
3. Brain and neuropsychology
4. Psychological problems

How it is assessed

Written exam: 1 hour 45 minutes

100 marks

50% GCSE

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

For further information contact Miss Collins

(O) BTEC Sport

Optional subject

It will not be possible to study this course alongside Sport Science

Full course title:	BTEC Level 1 / Level 2 Tech award in Sport
Course Code:	603/7068/3
Examination board:	Pearson
Qualification to be obtained:	BTEC Level 1/2

BTEC's are technical alternative qualifications to GCSEs at Key Stage 4 holding Department for Education (DfE) performance points and recognised in the Progress 8 Measure.

This qualification shows learners how to:

- understand and identify the **main body systems** and **their functions**
- understand the **Principles of Training** and **FITT**
- explore how **physical activities effect the body** in the **short- and long-term**
- understand how relevant **fitness tests** can be used for specific health and skill **components of fitness**
- understand different **lifestyle analysis tools** and how to apply them
- Create a **health and fitness programme**.

Component 1 – Preparing Participants to Take Part in Physical Activity

Internal assessment with 3 tasks. Coursework based - 30% of final grade

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. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2 – Taking Part and Improving Other Participants Sports Performance

Internal assessment with 4 tasks. Practical based - 30% of final grade

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

Component 3 – Developing Fitness to Improve Other Participants' Performance in Sports and Physical Activity

Externally assessed written exam (1hour 30 mins) - 40% of final grade

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

For further information contact Mr Reynolds, Faculty Leader for PE

(P): Sport Science

Optional subject

Full course title: Physical Education
Course Code: J587 QAN: 601/8442/5
Examination board: OCR
Qualification to be obtained: GCSE (9-1)

Examinations syllabus: Students will sit two exams which cover topics including Anatomy and Physiology, Physical Training, Psychology of Sports and Health, Fitness and Wellbeing.

Theory (60%)

Although PE is a practical subject, the GCSE Sport Science option is now an academic based subject that requires hard work and diligence in the classroom. The new 1-9 specification is more heavily weighted towards a candidate's examination performance and is now worth 60%.

Practical (30%)

Initially, we look for suitable candidates to be proficient in three practical based activities with at least one of these falling into the team or individual category. The practical element of this course is now worth a maximum of 30% of a candidate's overall grade.

Coursework (10%)

In addition to the practical and theory elements of this course already mentioned, students will also be asked to complete their own personal 'Action Plan'. Combined with this training programme, students will have to sit a sporting interview that is centred around any theory element of their 'Action Plan'. In total, this gives candidates a combined weighting of up to 10% towards their final grade.

What else would make a student suitable for this qualification?

- Someone who is motivated in the classroom and has a good attitude towards sport.
- Someone who enjoyed the Year 9 Sport Science theory taster lessons.
- Someone who is practically competent in at least three sporting activities.
- Someone who goes beyond PE lessons and is active outside school and takes an avid interest in the extra-curricular PE at Emerson Park Academy. Over years 7-9 you should have been taking part in at least 2 extra-curricular clubs at school.
- Someone who is organised and is prepared to complete challenges.

For further information contact Mr Reynolds, Faculty Leader for PE

