



Sybil Andrews Academy

Options 2026

Aims of the Key Stage 4 Curriculum:

The Sybil Andrews Academy Key Stage 4 curriculum aims to develop successful pupils who enjoy learning. They are confident individuals who have high aspirations, problem solvers who are able to solve complex problems, and leaders who make a positive contribution to our school, Trust and wider community.

The curriculum plan for 2026 reflects local and national priorities. At the heart of our curriculum design are the principles of academic achievement, progression, balance and choice. We know that when pupils see their study as a step towards achieving future goals this encourages motivation, determination and resilience. We provide every pupil with a clear sense of purpose and direction as they embark on their KS4 programme of study.

To achieve these goals the curriculum at Sybil Andrews Academy is:

- A three year Key Stage 3 curriculum and a two year Key Stage 4 curriculum;
- A curriculum which supports achievement of higher outcomes;
- A curriculum that meets the needs of students from different starting points.

At Sybil Andrews Academy, we believe in:

- Greater curriculum time for all examined subjects which will support student progress;
- An academic curriculum to challenge and support progress and attainment;
- A wider choice of subjects to broaden opportunities for all students, allowing them to pursue a range of interests.

We strongly believe that the curriculum has the interests of the students at its core, ensuring that they get a broad and balanced education, which is underpinned by progress and support for all, improving their chances of securing better post 16 options.

Now is the time for you to make important choices about your future. We are asking you to choose your Key Stage 4 subjects to study at Sybil Andrews Academy. The Academy and your teachers have worked hard to ensure that you have the widest possible choice to allow you to choose a curriculum that is interesting, exciting and relevant to you.

This will lead to a range of qualifications and will provide you with more life choices and better life chances for when you are 16. It is more vital than ever that you are thoroughly prepared with the qualifications and attitudes required for further study and the fast-changing world of work. It is very important that you take the process very seriously and that you gather as much information as you can about the subjects you might be interested in taking. You should make sure that you discuss your options with your parents, your teachers and your form tutor.

Good luck



Mrs M Gilligan
Head of Year 9



Mr Ruffell
Deputy Headteacher

The Options Timeline:

Monday 9th March	Year 9 Options Assembly This is the 'launch' of the options process to explain how it will work
Tuesday 10th March – Wednesday 18th March	Year 9 Subject Assemblies A series of assemblies by the leaders of the different subjects you can choose in Year 10 to help you make informed decisions
Monday 30th March	Year 9 Options Online Launch of the Sybil Options webpage with access to video recordings from our Subject Leaders with details and information about the the courses on offer.
Monday 30th March	Edval Choice opens At this point you can select your preferred option choices
Friday 17th April	Edval Choice closes This is the deadline for making your selections
Friday 10th July	Final Confirmation You will be contacted to confirm the allocations for your Year 10 Option subjects

Options Overview

As you move into Year 10 you can make choices about your study, which will be made up of three parts:

- **Core subjects** – all students will study English Language, English Literature, Mathematics, Science, PSHE (non-examined), and Core PE (non-examined).
- **Essential Subject(s)** – all students will select a subject which is considered an Essential subject: Geography or History.
- **Option subjects** – all students will have the opportunity to study two different option subjects which are not considered **Core** or **Essential** depending upon your pathway.

The choices you make will be personal to you, meeting your needs and matching your strengths, skills and talents. This combination will be the starting point for further studies at Sixth Form or college during Key Stage 5. The qualifications you achieve will also be important to future employers and universities.

These choices are very important. To help you make the best decisions there will be support available from your tutor, your head of year, subject teachers.

We hope you enjoy the challenge of making choices that will build on your hard work so far and will lead you towards future success.

The value of studying a language

Most students will have studied a language at key stage 3; we recommend most students to continue to do so.

Studying a language to GCSE is an important skill for business, cultural appreciation and development of a pupils's own language. It is also well regarded by many universities and employers.

Currently we offer:

- GCSE French
- Home language GCSE for individual students for whom this applies.

Options Table

Core subjects

English Language
English Literature
Mathematics
Science (Combined or Separate)

Essential Subject(s)

You will need to take one Humanities subject (GCSE Geography or GCSE History)
Pupils can choose to take both humanities subjects.

It is recommended that pupils study GCSE French, but it is not compulsory.

Option subjects

GCSE Art
GCSE Citizenship
GCSE Design Technology
GCSE French
GCSE Geography
BTEC Health & Social Care Level 1/2
Vocational Award Hospitality & Catering Level 1/2
GCSE History
GCSE PE
GCSE Music
GCSE Religion, Philosophy and Ethics
GCSE Statistics
GCSE Sociology

In total you will select 6 option subjects, one of which must be History or Geography. You will be assigned 4 of these subjects to study in Y10.

You should discuss these choices with your family and make use of the professional guidance from your tutor, Head of Year and subject teachers.

At the end of this process you will need to complete your KS4 Options Form online.

What to consider when making your choices:

Employment is changing and it is unlikely that you will have only one job during your working career. With this in mind, your curriculum should be **well balanced** and give you opportunities to progress to the next level in your learning.

Challenging as though it may be, consider this question:

What would I like to be doing in 2 years, 5 years, 10 years, and even 20 years?

With this in mind, think about:

- how will my qualifications help me?
- which personal qualities and skills are going to be beneficial?
- what experiences will be most helpful?

Wise choices will ensure that you select subjects that:

- **give you a strong foundation** for study after Year 11
- **you are good at**, as this will lead to better motivation and better results
- **which interest you**, which you enjoy and want to study for two years
- **which will help you with a range of future careers.**

Before you choose courses, think about your strengths, weaknesses and how you learn best.

The following tips will help you choose your options wisely. Thinking about:

- what you have enjoyed learning about so far
- how the option course is assessed and whether this suits you
- the balance of your choices to develop a wide range of skills for life
- talking to older students already studying the subject to gain insights
- the opportunities your choices offer for further study and employment.

Be aware that choosing a particular course because you can get on well with the teacher or because a friend chooses it is not such a good way to select an option, especially as you may have a different teacher next year and not be in the same class as your friend.

Support in making choices

There are a number of people who will be able to support you in your decision making. Time spent asking questions, discussing options and considering alternatives will be extremely beneficial and influence the quality of your decisions:

- your family know you best as a person
- your Tutor knows you and your strengths in school
- your Head of Year will be able to advise on your long term goals
- subject teachers can tell you about the individual courses

Will I get my first choices?

We will do our very best to give you your first choice of courses, but that is not always possible, so you will be asked to select reserves. For a course to be taught it must have been chosen by a sufficient number of students. However, most courses also have maximum numbers that they can accept and if a course has too many applicants we will discuss this situation with you.

What to do now

To begin

- read this information book carefully, it's also available on our website
- speak to your teachers
- ask questions
- talk things over with family, your tutor and teachers
- take time to consider the whole range of subjects available

Then

- select your option choices on the KS4 online Options form.

If you are finding it difficult to choose subjects relating to a possible future career then turn to the end of this booklet for a list of possible careers related to each subject and some helpful websites to use.

Important Note

Once all options forms have been completed, lists of students on each course will be prepared. When a course is oversubscribed, cannot be supported due to lack of numbers, or through other constraints it will be necessary to reallocate your choices. We will talk to you and offer support to make sure that you are happy with the final combination of subjects. We cannot guarantee that all the courses listed will run.

GCSE English Language

Course Leader: Mrs Dawson

Contact Email: ldawson@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 100% exam

What does the course involve?

The AQA English Language course has a dual focus; 50% of the overall marks focus on the comprehension and analysis of texts, and 50% focus on writing skills. This is split between two examined papers. The qualification is 100% examination, so the reading and analysis of a range of fiction and non-fiction texts from the 19th and 20th century is imperative to gain confidence going in to these exams.

Paper 1 focuses on the comprehension and analysis of a fiction text, asking students to analyse both the language and structure of the text, and to evaluate the way ideas are presented within that text. They are also asked to produce their own piece of creative writing, with marks awarded for creativity, use of descriptive techniques, accurate paragraphing, sentence construction, grammar, spelling and punctuation.

Paper 2 requires students to read and answer questions on two non-fiction texts, one modern and one from the 19th or 20th century, linked by a theme. Students are asked to demonstrate their comprehension skills, to summarise and compare viewpoints portrayed within the texts, analyse the use of language and compare the way writers present their ideas within the two texts. They are also asked to produce a non-fiction text putting forth a specific viewpoint, typically arguing or persuading their reader of a particular view. Here, marks are awarded for originality, the creation of a cohesive argument, their use of rhetorical techniques, and the accuracy of their paragraphing, spelling, punctuation and grammar.

The English Language examination provides effective preparation for further study of a range of courses, including English Language at A-Level, as well as other courses which require analytical thinking, such as History, Geography or Philosophy and Ethics. The course will enable you to become a critical thinker, and a more effective communicator in all aspects of your written work.

Knowledge and Skills developed

Students will develop and apply their knowledge of 19th, 20th and 21st century England to their reading of a range of non-fiction texts. They will consider a range of different viewpoints within texts, and how these viewpoints are shown. They will understand a range of text types and utilise different techniques to match these styles effectively.

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

GCSE English Literature

Course Leader: Mrs Dawson

Contact Email: ldawson@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 100% exam

What does the course involve?

The AQA English Literature course encourages students to develop their skills of comprehension and analysis of texts. Central to this analysis is the understanding of social and historical contexts, and the application of this knowledge to the texts studied. Students will come to understand the style and features of a wide range of written genres and text types, ranging from prose to play scripts and poetry.

This course is 100% examination, split between two papers. For Paper 1 they will study Shakespeare's 'Macbeth' and either R.L Stevenson's 'The Strange Case of Dr Jekyll and Mr Hyde' or Shelley's 'Frankenstein'. For Paper 2 they will study J.B Priestley's 'An Inspector Calls', and a range of poetry connected through the themes of 'Power and Conflict', developing their skills of analysis and comparison to explore unseen poetry too. As the qualification is 100% examination, it requires detailed note-taking and revision throughout the two years to enable effective preparation for those two exam papers.

English Literature provides effective preparation for further study of a range of courses, including English Literature at A-Level, as well as other courses which require analysis and essay writing skills, such as History or Geography. The course will enable you to become a critical thinker, and a more effective communicator in all aspects of your written work.

Knowledge and Skills developed

Students will explore a range of relevant historical periods, including Elizabethan/Jacobean England, the Victorian period, and 20th century Britain in the period encompassing the World Wars. They will explore the gothic genre throughout time, consider the typical features of prose, poetry and play texts, and consider the impact of social, political and moral ideas on the different texts.

<https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification>

GCSE Mathematics

Edexcel GCSE 9-1 Mathematics

Course Leader: Mrs Wilson

Contact Email: jwilson@sybilandrewsacademy.co.uk

Examination board: Edexcel

Assessment: 100% exam

What does the course involve?

The GCSE maths curriculum aims for pupils to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

As much as possible, pupils are made aware that mathematics can be used to develop models of real life situations. Pupils are also encouraged to recall, select and apply mathematical formulae.

Throughout years 10 and 11, pupils continue to build on their knowledge so far gained. The content is divided into topics:

- number
- algebra
- ratio, proportion & rates of change
- probability
- statistics

In year 11 pupils sit either the Foundation or Higher Tier exam. We give as many pupils as possible the chance to sit the Higher tier exam. Each tier comprises of three papers:

Paper 1- non calculator

Paper 2- calculator

Paper 3- calculator

What are the course requirements?

Pupils are required to apply their mathematical knowledge to a range of questions. Some questions require pupils to explain their thought process and give explanations to why an answer might be correct.

Knowledge and Skills developed

Whilst studying GCSE maths, pupils develop methods for solving problems, how to apply their knowledge and how to extract and use required information. Our pupils develop the skills needed to use a range of mathematical instruments. As pupils progress through Sybil Andrews, they revisit topics, building on their knowledge and making links to other subjects. Connections are made to real life situations as well as possible career paths.

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

GCSE Science Combined Science & Biology, Chemistry and Physics

Course Leader: Miss Wright

Contact Email: lwright@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 100% exam.

What does the course involve?

GCSE science provides pupils with a broad and detailed foundation in each of the three areas of science. From year 10 pupils will follow either the combined science course, resulting in two science GCSEs or the separate sciences (biology, chemistry and physics) resulting in a GCSE in each subject.

Course content:

Biology

- cell biology and cell division
- organisation in animal and plants: a study of organs & systems and how they function
- communicable and non-communicable disease and our bodies response to them
- bioenergetics: a study of respiration and photosynthesis
- homeostasis and response: a study of nervous and hormonal control
- inheritance, variation and evolution
- ecology: a holistic study of the environment and interdependence of organisms

Chemistry

- atomic structure and the periodic table
- bonding, structure, and the properties of matter
- quantitative chemistry
- chemical changes
- energy changes during reactions
- organic chemistry: a look at the breadth and importance of carbon and its compounds
- chemical analysis
- chemistry of the atmosphere

Physics

- energy types and transfer
- electricity
- particle model of matter and how it explains properties of materials
- atomic structure
- forces and motion
- waves their properties and behaviour
- magnetism and electromagnetism

Pupils are taught in distinct biology, chemistry, and physics lessons. Lessons include a variety of activities, which aim to develop an interest and enthusiasm for science, and an understanding of scientific theory, so they can apply this knowledge to a range of practical and written tasks. This comes from listening and debating with their teacher, reading textbooks, websites and completing practical activities.

Pupils will be expected to be able to apply their understanding of scientific concepts to new theoretical and practical situations, as well as analyse and evaluate experimental data and methods.

Pupils complete several 'required practicals' as part of the course which will help them to develop their experimental skills and develop their ability to apply mathematical ideas to scientific contexts.

Assessment

Combined Science: pupils sit six papers each 1 hour 15 minutes long with a total of 70 marks on each. Each of the papers is made up of multiple choice, structured, closed short answer and open response questions. Each paper contributes 16.7% to the final mark.

Separate Sciences: for each of the three sciences the pupils will sit two papers of 1 hour and 45 minutes carrying a total of 100 marks. Each of the papers is made up of multiple choice, structured, closed short answer and open response questions. Each paper contributes 50% to the final mark.

What are the course requirements?

Science is a compulsory GCSE for all. Pupil suitability for the separate science course will be assessed by an internal exam at the end of the summer term in year 9. Therefore, all pupils will be entered for two GCSE science qualifications and those high attaining pupils will be entered for three GCSE science qualifications. Throughout the course pupils will develop their understanding not only of scientific theory but also scientific method, they will use practical experiences to understand the process by which theoretical ideas can be demonstrated by practical investigation. Throughout the course there is the use of a wide range of mathematical skills.

Science is a well-regarded subject and sought after by universities and employers; it allows students to develop an understanding of ourselves and the world around us as well as developing a range of transferable skills such as critical thinking analysis and evaluation. Science qualifications lead to a wide range of careers such as medicine, healthcare, agriculture, industry, engineering, education, health and fitness, emergency services and the energy sector to name but a few.

Knowledge and Skills developed

The wide variety of topics and contexts in science make it an extremely interesting and valuable subject to study. From the tiniest particles to the largest celestial bodies, science allows us to understand how we, and the world around us, work and provides us with the tools to understand how our lives may change in future.

Specification links

Combined: <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Biology: <https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Chemistry: <https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

Physics: <https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

GCSE Art and Design

Course Leader: Mr Foreman

Contact Email: mforeman@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 40% exam, 60% coursework

What does the course involve?

Over the two years, students produce coursework on two given topics before completing an externally set assignment for one project.

Coursework projects- 60%

These projects comprise of a 'portfolio' of coursework on the themes 'Based in Nature', and 'I, me, mine'. These are timed controlled assessments so each lesson and homework counts. The assessment takes place under normal classroom conditions. The 'Based in Nature' project takes place in Year 10, where students will learn basic skills, before developing their project independently. At the end of year 10 students will then move onto 'I, me, mine' which counts as a mock project in preparation for the externally set assessment. The layout of this project will be similar to 'Based in Nature', just shorter. Students will sit a five hour mock exam during this time, where they will complete an 'out of book piece' linking to their project.

Exam project- 40%

They will then compose a portfolio for an externally set assignment which will also be the year 11 examination, lasting 10 hours. After initial research and observational studies you are required to develop a series of ideas before selecting one to be produced as their final project piece.

During the course you should expect to develop your art and design skills further through drawing, painting, printmaking and researching the work of other artists. You must show an understanding of historical and contemporary art work and be able to express yourself verbally and visually, as well as through written documentation in your sketchbook. Sketchbooks are compulsory for this GCSE and must be brought to every lesson as they form an essential part of every project set.

What are the course requirements?

Art and design is a demanding subject that requires high levels of dedication and motivation. The course will require a more individual and self-motivated approach. You will often be asked to collect research through drawing, making studies and taking photographs for homework and keeping up with the fast pace.

Knowledge and Skills developed

A wealth of creativity, experimentation, self-evaluation and review will be seen as you develop your artistic pieces and portfolio. Your skills in a wide range of artistic techniques will also grow through the course.

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

GCSE Citizenship Studies

Course Leader: Mr Hope

Contact Email: NHope@sybilandrewsacademy.co.uk

Examination board: Edexcel

Assessment: 100% Exam

What does the course involve?

Citizenship studies focuses on how we can be active and engaged citizens in the world around us. It looks into issues around democracy, power, government, the law and the role of the UK in the wider world. Students will explore, engage and learn about topical and controversial issues, to gain a broader understanding of how the world works. The course will allow opportunities to think about and debate some of the urgent and pressing questions that face society. There are five main areas of study which are outlined below:

- Theme A: living together in the UK. Key questions include: What is identity? How have communities developed in the UK?
- Theme B: democracy at work in the UK. Key questions include: Who runs the country? How does parliament work? How does government manage public money?
- Theme C: law and justice. Key questions include: What is the law? How does the criminal justice system work? Is crime increasing in society?
- Theme D: power and influence. Key questions include: What power do citizens have? What role and influence should the media have? Does the UK have power and influence in the wider world?
- Theme E: taking citizenship action.

What are the course requirements?

Citizenship studies would be an ideal course for anyone who is interested in the big issues affecting the UK and the wider world. The course would link well to other humanities subjects especially history, geography and RPE, as it looks to explain how certain ideas have developed, as well as the practicalities of these ideas in society today.

There are two exams which are both written. There is a combination of multiple choice, short and long answer questions. This does mean that there is a level of extended writing.

Knowledge and Skills developed

Students will be encouraged to develop skills such as critical thinking and communicating their own opinions. This will be centred on issues that are affecting people's lives every single day. They will be required to analyse evidence and use this to support their own ideas. They will be taught to understand key themes that underpin society such as democracy and values.

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

GCSE Design Technology

Course Leader: Mr Foreman

Contact Email: mforeman@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 50% exam, 50% coursework

What does the course involve?

GCSE design and technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental, and economic factors.

Students will also learn about contemporary technologies, materials, and processes, as well as established practices. There is a significant emphasis on understanding and applying iterative design processes where students will use their creativity and imagination to design and make prototypes that solve real and relevant problems. Students will need to consider their own and others' needs, wants and values.

The course comprises of four main areas of study: core technical principles, specialist technical principles, designing and making principles and the NEA (coursework) where students respond to a contextual challenge set by the exam board.

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

What are the course requirements?

Design and technology is best suited to students who enjoy creative problem solving. You will be able to apply the technical and theoretical aspects of the subject to designing and making. Students should be aware that this is a technically demanding and challenging GCSE which is not simply 'woodwork or metal work'.

Design technology works well with maths, science and art. 20% of the final examination will assess student ability to apply mathematics to design problems.

Knowledge and Skills developed

Students will study the core technical, designing and making principles that include investigating new and emerging technology, a range of modern and resistant materials, polymers, mechanisms, graphics, the working properties of materials and textiles. Students will also have the opportunity to study timbers and polymers in greater depth as a specialist focus area.

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-855>

GCSE French

Course Leader: Mrs Blake

Contact Email: lblake@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 100% exam (25% listening, 25% speaking, 25% reading, 25% writing Note: students are entered at either Foundation Tier (grades 5-1) or Higher - grades 9-3)

What does the course involve?

With 75% of the world not speaking English as their mother tongue, the ability to speak another language is a well-respected and highly sought-after skill in many sectors of work.

The GCSE course topics are centered around three main themes:

- Theme 1: People and Lifestyle
- Theme 2: Popular Culture
- Theme 3: Communication and the world around us

The course fosters an enjoyment of language-learning and enables students to take their place in a multilingual society. Lessons will be taught in a lively and engaging manner using a range of resources including authentic material and literary texts. In class, you will get regular practice at listening, speaking, reading, writing and translating. In addition, you will have access to our on-line vocabulary building subscriptions.

What are the course requirements?

We value the skills developed in learning a foreign language which is why French is compulsory at Sybil Andrews Academy. Further ahead, a grade 5 or above would be required to continue your French studies post 16. Languages literally 'open doors' and a GCSE in French would support you in pursuing a career in many fields including travel and tourism, journalism, hospitality and translation and interpreting. Furthermore, in the world of business, especially if working for a multinational corporation or for an exporting business, the ability to speak a foreign language is highly sought after.

Knowledge and Skills developed

The GCSE French course builds on the core skills, grammar and vocabulary taught at KS3. Alongside studying the French language, you will learn about the people, culture and festivals of the French-speaking world. Studying a foreign language also develops a wealth of skills useful to you in later life including communication skills, independence, memory skills and problem solving. The knowledge of a foreign language is rapidly becoming a necessity in today's global workplace.

Link to AQA Specification:

<https://www.aqa.org.uk/subjects/languages/gcse/french-8652/specification-at-a-glance>

GCSE Geography

Course Leader: Miss Watson

Contact Email: pwatson@sybilandrewsacademy.co.uk

Examination board: AQA

Assessment: 100% exam

What does the course involve?

In GCSE geography, you will build on the skills you have developed whilst studying geography at Key Stage 3. You will travel the world from the classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). You are also encouraged to understand your role in society, by considering different viewpoints, values and attitudes.

Your knowledge and understanding of human and physical geography is extended and integrated with a strong focus on topical issues and up-to-date case studies. You may undertake your own fieldwork, applying skills you learn to a real-life geographical scenario. This could involve carrying out investigations in the local area, as well as collecting, presenting and analysing data. You will understand how to discuss issues and understand different points of view, justify your opinions and evaluate as well as offer solutions to problems both in the United Kingdom and other parts of the world.

In GCSE geography, some of the topics you will cover may include the idea of living with the physical environment, the challenge of natural hazards, the living world and physical landscapes in the UK, challenges in the human environment, urban issues and challenges, the changing economic world and geographical skills and applications.

What are the course requirements?

Geography links well with other subjects, such as science and maths and some of the skills needed to be successful overlap with these subjects. Are you interested in where you live, how places are changing and who makes the decisions about the environment we live in? Are you interested in the way the economy works? Do you have a genuine interest in global affairs and a real passion to make a difference? If the answers are 'yes' to these questions, geography would be a good subject for you to consider at GCSE.

Knowledge and Skills developed

You will develop skills essential to the study of the world around us, such as data collection and analysis. This is an issues-based investigative course with an emphasis on enquiry and problem solving, which are important skills needed in today's rapidly changing world.

<https://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF>

BTEC Health and Social Care Technical Award Level 1/2

Course Leader: Miss Wright

Contact Email: lwright@sybilandrewsacademy.co.uk

Examination board: Edexcel

Assessment: 60% coursework, 40% external assessment

What does the course involve?

This BTEC award gives a fantastic grounding to build skills that show an aptitude for further learning both in the health and social care sector and more widely. The course aims to provide students with knowledge and understanding through applying their learning to work related contexts and gain the skills they need for further study or employment.

The two internally assessed components focus on:

- knowledge and understanding of human growth and development
- knowledge and understanding of how people deal with major life events
- knowledge and understanding of health and social care services

The three external examination assessments build directly on the two internally assessed components and enables learning to be brought together and related to a real-life situation. You will assess an individual's health and wellbeing and use this to create a health and wellbeing improvement plan.

What are the course requirements?

60% internal assessment; assessing the content and skills covered through an exam board set assignment, 40% external assessment; based on a key task that requires you to demonstrate that you can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification.

- Concept 1: Human lifespan development (internal)
- Concept 2: Health and social care services and values (internal)
- Concept 3: Health and wellbeing (external)

Knowledge and Skills developed

You will develop transferable skills, such as written communication, skills in applying care values which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers) and skills in analysing information and communicating for a specific purpose. All these will support your progression to level 3 vocational or academic qualifications.

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

Hospitality & Catering Vocational Award Level 1/2

Course Leader: Mr Foreman

Contact Email: mforeman@sybilandrewsacademy.co.uk

Examination board: WJEC

Assessment: 40% exam, 60% coursework

What does the course involve?

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups.

In this Level 2 vocational course, students will build theoretical knowledge about the hospitality and catering industry as well as developing practical skills in planning, preparing, and cooking a variety of dishes.

In unit 1, you will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

In unit 2, you will develop practical skills for planning, preparing, cooking, and presenting nutritional dishes to meet specific brief set by the exam board. This will lead to the completion of a 12-hour NEA (coursework) task where students will respond to a learner assessment brief through a written assignment and a four hour assessed practical.

What are the course requirements?

This course is most suitable as a foundation for further study, providing students with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

You will have a passion for cooking and developing high quality food, be prepared to experiment and have a willingness to learn about how the industry operates.

You will be expected to provide the ingredients required for each cooking lesson and your own apron/chef whites.

Knowledge and Skills developed

This vocational course will further develop your planning, cooking and presentation skills. You will acquire deeper knowledge of food hygiene and safety, nutrition along with the structure and operations within the wider hospitality and catering sector.

https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_keydocuments

GCSE History

Course Leader: Miss Hewson

Contact Email: mhewson@sybilandrewsacademy.co.uk

Examination board: Edexcel

Assessment: 100% Examination

What does the course involve?

The course involves studying four very different types of history:

- a study of the Superpower Relations and the Cold War; the course will focus on the struggle between USSR and America.
- a British depth study based on Norman and Anglo-Saxon England c 1060-1088. This is a topic based on the Anglo-Saxon's and then the Norman invasion under William the Conqueror and its impact on all aspects of English society.
- a period study of Weimar and Nazi Germany. This focuses on the impact of World War One all the way to 1939.
- a thematic study of Medicine in Britain from c 1250 to the present. We will consider why and how medical practice has changed and progressed through the centuries. As part of this section of the course a special study will be made of the historic environment in this case it will be injuries, treatment and the trenches in the British of the Western Front in the First World War.

What are the course requirements?

GCSE history is a course which is suitable to anyone intrigued by our past and who is wanting to learn how it may shape our future. This is a demanding, rigorous academic course, with an emphasis on extended writing, thinking skills and the application of historical knowledge. Some of the content studied at Key Stage Three will be developed further such as the Norman Conquest and the First World War, but most of the topics will be new. This course will allow you to develop your thinking and reasoning skills, as well as improve your analysis of different types of evidence, which means it fits well with many other subjects.

Knowledge and Skills developed

Knowledge of different eras, events and people across a breadth of time and places. The four topics (shown above) have many different knowledge basis. An example of this would be the thematic study in medicine which covers causes of disease, treatments and preventions from the Middle Ages all the way to the present day.

Hinterland knowledge for the GCSE history course allows students to be more widely knowledgeable about the world around them. For example, it develops students' skills in analysis of evidence which means they can judge reliable sources.

[https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_History_\(9-1\)_Specification_Issue_2.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_History_(9-1)_Specification_Issue_2.pdf)

GCSE Music

Course Leader: Mrs Hugill

Contact Email: shugill@sybilandrewsacademy.co.uk

Examination board: Eduqas

Assessment: e.g. Listening exam 40%, coursework 60% (solo and ensemble performance, composition 30%)

What does the course involve?

This course is excellent for musicians who currently play to a reasonable standard outside of the class - based lesson but also caters for those that have a yearning to develop their musical performance abilities and have the drive to rehearse and develop their skills in order to achieve success. Knowledge of music theory is the key to success with this course and is built upon the knowledge studied at KS3. It is strongly recommended that students should be of a grade 2 playing standard before the beginning of this course.

The course is divided into three sections:

Performing – You are required to perform **one solo piece** and **one ensemble piece**.

Composition – You compose **two pieces** of music using musical software. One composition brief is set by the exam board, the other is a free composition brief of your choice.

Appraising – A series of listening questions. Questions 1 and 7 will be on your set works:

- **AoS 1 - musical forms and devices** (including a set work: Bach “Badinerie.”)
- **AoS 2 - music for ensemble**
- **AoS 3 - film music**
- **AoS 4 - popular music** (including a set work: Toto “Africa.”)

Questions assess understanding of the elements of music, use of musical language and its context, and are based on what the learner can hear in the music, rather than what they have memorised. The two set works will always feature, giving candidates reassurance.

It is strongly advised that you are taking or are looking to uptake an instrumental or vocal lessons throughout the course as all work is centred around a basic knowledge of music. If you do not play an instrument or sing currently, it is expected that you begin lessons straight away for the duration of the course. You will be expected to perform in extra-curricular activities such as concerts and open evenings.

Music is a very academic subject with much focus on new vocabulary and music theoretical analysis. There are fewer practical lessons than in KS3 with the focus on independent study at home for performance work, however this does still feature alongside ensemble performance work.

What are the course requirements?

The music qualification is perfect for any student who is a confident performer and willing to study music theory in order to understand music theory and analytical elements within the course. There are extended writing tasks, particularly in the appraising listening section of the course. Key musical vocabulary will be built upon. It is imperative students are willing to delve into music theory as much of the course centres around this understanding.

Knowledge and Skills developed

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

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds
- reflect upon and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments

GCSE Physical Education

Course Leader: Mrs Gethin

Contact Email: RGethin@sybilandrewsacademy.co.uk

Examination Board: AQA

Assessment: 40% practical assessment (30% performance & 10% analysis performance), 60% examination - 2 x 1 hour 15 minute papers, 30% each examination.

What does the course involve?

GCSE physical education has two components that students will study.

Theory Component

In the theoretical component students will study the following topics: applied anatomy and physiology, including the skeletal, muscular, cardio-respiratory systems, movement analysis including levers and planes of movement. They will also study physical training including components of fitness and methods/ principles of training sports psychology is also taught including skill classification, information processing and feedback. The course introduces socio-cultural influences and how this affects performance and participation as well as health, fitness and well-being and the use of data.

Practical Component

In the practical component students will be assessed in three physical activities as a player or performer. Students will be assessed in one individual activity, one team activity and the third activity either a team or individual activity. Students will also complete an analysis and evaluation of performance to bring about improvement to one activity.

What are the course requirements?

Students will need to take part in sports activities outside of school to be successful in the course. Students require a developed cross curricular knowledge of science as the course covers many aspects of how the human body works in action. Please note, the theory side of the course has a higher weighting and therefore the majority of lessons will be classroom based.

Knowledge and Skills developed

Students will develop their knowledge in anatomy and physiology, principles of training, sports psychology, socio-cultural influences and the use of data.

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

GCSE RPE (Religion, Philosophy and Ethics)

Course Leader: Mr Handley

Contact Email: chandley@sybilandrewsacademy.co.uk

Examination Board: AQA

Assessment: 100% external examination, 2 x 1 hour 45 minutes exams

Why should I study this subject at Key Stage 4?

This is a very engaging course about people and what they believe. You will consider a range of beliefs and practices, which will help you understand the diverse world we live in.

What does the course involve?

Students will be following the AQA GCSE 'Religious Studies A' specification (Route A) which consists of two components:

- Component 1 is the study of religious beliefs and practices in Christianity and Islam.
 - Christian beliefs: Key beliefs in Christianity and how beliefs influence Christians today as individuals, communities and societies.
 - Christian practices: A study of how Christians put the teachings of Jesus into practice in their everyday lives. What impact does this have on society? How do Christians worship?
 - Islamic beliefs: Key beliefs in Islam and how they influence Muslims today as individuals, communities and societies.
 - Islamic practices: A study of how Muslims put their faith into action. How do Muslims pray? How can they put their beliefs into practice in their everyday lives? What impact does this have on society?
- Component 2 is the thematic study of four religious, philosophical and ethical themes.
 - relationships and families: This topical, current affairs unit will involve students learning about different societal attitudes, non religious and religious views on sex, marriage, family, contraception, divorce and gender equality.
 - religion and life: This is a philosophical and ethical consideration into questions such as Why are we here? How did the world begin? What is the purpose of human life? Issues of abortion, euthanasia and animal experimentation will be discussed.
 - crime and punishment: What are the different reasons people commit crime? What are the ethical and philosophical implications of capital punishment, corporal punishment and forgiveness?
 - human rights and social justice: A philosophical and ethical consideration into issues surrounding justice and injustice in the world. Human rights and social equality and justice.

Skills Developed

GCSE RPE will develop your communication skills through discussions and debating. The ability to listen, have empathy for others, express your opinions and consider the viewpoints of others will all be key skills as you learn more in this subject. This subject will also develop you as a critical and abstract thinker, your ability to write persuasively and with analytical skills.

GCSE Sociology

Course Leader: Mrs Middleditch

Contact Email: vmiddleditch@sybilandrewsacademy.co.uk

Examination Board: WJEC

Assessment: 100% external examination, 2 x 1 hour 45 minutes exams

Why should I study this subject at Key Stage 4?

Sociology helps you understand the world around you. We all live in families, go to school, watch the news and use social media – but sociology helps you ask questions about how and why society works the way it does.

If you're curious about people, enjoy discussing real-life issues, or want to make sense of inequality, crime, education, or social change, this subject is a great choice.

It also links well with many careers such as law, teaching, policing, journalism, social work and politics.

What does the course involve?

GCSE Sociology explores key aspects of society and examines how different groups experience life. The Eduqas course includes topics such as:

- Families – different family types, changing roles, and how family life is shaped by society.
- Education – why some students do better than others, and how schools affect individuals.
- Crime and Deviance – who commits crime, why people break the rules, and how society responds.
- Social Inequality – how class, gender, ethnicity and age influence life chances.
- Research Methods – how sociologists collect evidence and study society in a scientific way.

You'll learn through discussion, case studies, applying theories, and analysing real data.

Skills Developed

Studying sociology strengthens a wide range of valuable skills, including:

- Critical thinking – questioning assumptions and analysing information carefully.
- Research skills – understanding surveys, interviews, statistics and evidence.
- Written communication – explaining ideas clearly and building strong arguments.
- Empathy and understanding – recognising different views and social experiences.
- Problem-solving – exploring how social issues develop and how they could be improved.

These are skills that colleges, employers and universities look for across many subjects.

GCSE Statistics

Course Leader: Mrs Wilson

Contact Email: jwilson@sybilandrewsacademy.co.uk

Examination board: Edexcel

Assessment: 100% exam 1 ½ hours

What does the course involve?

GCSE statistics is for pupils who want to be able to understand facts and figures in the real world and want to be able to apply them to real life situations.

There is considerable overlap between GCSE maths and statistics. As well as building on the areas studied in the GCSE maths lessons pupils will also study:

- Statistical Enquiry Cycle (SEC)
- hypothesis testing
- using CENSUS data
- sampling methods
- producing & interpreting statistical advanced diagrams
- geometric and arithmetic means
- standard deviation

The course is linear meaning that students will gain their qualification by sitting their exams at the end of year 11. Students sit either the Foundation or Higher tier paper. Both tiers comprise of two written papers:

Paper 1

- 1 hour 30 minutes
- tiered Higher & Foundation
- 80 marks
- multiple choice, short answer & Statistical Enquiry Cycle questions
- 50% of the final grade

Paper 2

- 1 hour 30 minutes
- Tiered Higher & Foundation
- 80 marks
- multiple choice, short answer & Statistical Enquiry Cycle questions
- 50% of the final grade

Students sitting the higher tier paper will be awarded a grade 3-9, whilst those sitting the foundation tier will be awarded a grade 1-5

What are the course requirements?

Students need to be confident using a calculator. The main requirement is that they are interested in how to use, display and present data.

Knowledge and Skills developed

As students progress through the course they develop the ability to:

- understand the importance of the careful planning of a clear strategy for collecting, recording and processing data in order to address an identified question or hypothesis.
- recognise the opportunities, constraints and implications for subsequent mathematical analysis involved in obtaining appropriate data through careful design of primary data collection techniques or through the use of reference sources for secondary data to ensure unbiased research.
- generate data visualisation and understand the mathematics required to derive these visualisations.
- calculate statistical measures to compare data.
- use visualisation and calculation to interpret results with reference to the context of the problem, and to evaluate the validity and reliability of statistical findings.
- Statistical Enquiry Cycle (SEC) The Statistical Enquiry Cycle (SEC) underpins the study of Statistics. Students need to be able to apply the knowledge and techniques outlined in this section within the framework of the SEC.

The cycle covers five stages:

- initial planning
- data collection
- data processing and presentation
- interpretation of results
- evaluation and review.

Future

Careers involving statistics include: finance & analysts and advisors, accountancy, business manager, computer programmers, doctors, engineers, games developer.

<https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8382-SP-2017.PDF>

Your Future

Where could your subject choices lead you?

Art : illustrator, designer, animator, medical illustrator, art therapist, fine artist, art gallery curator, model maker

Design and Technology : materials engineer, fine craftsman, architectural technologist, marine craftsman, product designer

Citizenship : Politician, Lawyer, Social Worker, Journalist, Teacher, Police, Civil Service

French : translator, interpreter, diplomatic service, speech and language therapist, solicitor, international sales, journalist, travel agent, events manager, hotelier

Geography : teacher, cartographer, town planner, rural surveyor, landscape architect, meteorologist, travel agent

Health and Social Care: nursing, care assistant, mental health nurse, social worker, therapist, occupational therapist

Hospitality and Catering: chef, nutritionist, restaurant manager, hotelier, personal trainer

History: teacher, archaeologist, archivist, conservator, museum curator, art gallery curator, solicitor

Performing Arts: secondary teacher, stage manager, drama therapist, studio sound engineer, therapist, professional musician, tv and sound technician

Physical Education and Sport: sport and exercise psychologist, personal trainer, coach, sports therapist, scientist, fitness instructor or trainer

Religion, Philosophy and Ethics: teacher, advocate, counsellor, solicitor, adviser

Statistics: data analyst, statistician, market research analyst, actuary, economist, investment banker, stockbroker

Sociology: Police and probation services, Local and central government, Social and market research, Charitable, counselling and voluntary organisations, Public relations, journalism and communications, Media and marketing, Law firms and the criminal justice system, Teaching and education

Who's Who in The Option Process



H Stevenson
Headteacher



H Ruffell
Deputy Headteacher



Mrs M Gilligan
Head of Year 9