

K E Y

# Stage 4 Options

Curriculum 2016



**WE SEE POSSIBILITIES**



Corby Business Academy

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## Executive Principal's Welcome

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### Dear Student

Welcome to the options booklet for the Year 9, 10 and 11 curriculum at Corby Business Academy.

This is your Academy and we want you to make the most of the opportunities it can offer you to prepare for a successful future.

I am pleased that we are able to offer a wide range of courses, to give you the greatest chance of future success.

The options process is about making sure we meet your learning needs. You should be honest with yourself, your parents and your teachers as you think about your future.

Even if you think you already know which courses you want to choose, it is important to seek advice.

Over the next few weeks you need to ensure you talk to your teachers about your potential choices. At the back of this booklet (page 18) there is a list of staff email addresses if you, your parent or carer requires further subject specific information. Do not hesitate to make contact if you need further information.

Please be aware some of the courses in this booklet can only run if they are chosen by enough students. If a course you have picked cannot go ahead, we will work with you to identify another option that will allow you to reach your future career goals.

Once you have completed your options form it should be returned to student reception by Tuesday, 22th March.

We will then look carefully at your choices to double check that what you have chosen is challenging but realistic and will result in you being successful.

Please speak to your teaching staff if you need subject specific information or contact Mrs Beckwith if you need further information about the process for picking your options.

John Henrys,  
Executive Principal, Corby Business Academy



## Associate Principal's Welcome

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Choosing your options for the next three years is an exciting time as you consider where your interests lie and the skills and subject knowledge you wish to develop in the future. As you look at the options available to you think about these five questions:

### What do others think you are good at?

Talk to your parents, friends, family, teachers, and careers adviser. What do they think would suit you and why? Ask for their opinions, and see how they weigh up with your own thoughts.

### How do you like to learn?

Do you like subjects where you like to learn through talk and discussion? Or do you like more practical subjects? Working out how you like to learn can help you choose your subjects.

### Where might the different options take you?

Do you know what you want to do after you leave school? Picking the right subjects could help you get there, or keep your options open if you are yet undecided.

### What subjects do you enjoy?

You are much more likely to make more progress in those subjects you enjoy studying.

What subjects are you good at?

In which subjects do you get your best results? What is it about that subject that helps you excel?

I hope thinking and talking about these key questions will support you to make the best choices for you.

Janet Duggan  
Associate Principal

# Introduction

The Department for Education (DfE) is currently in the process of making changes to the content and structure of GCSEs taken by all students in England. GCSE courses are currently being reformed and some exam courses will not be confirmed until September 2016. This booklet reflects the course information that was available at the time this booklet went to print. For some courses specific detail could not be provided. At Corby Business Academy we are committed to ensuring that our students access the most appropriate courses that will lead to the greatest success and provide them with the knowledge and skills to support their next steps; we will continue to closely monitor and review specification changes. Due to these reforms courses may be subject to change to reflect those changes made by the DfE; information will be shared with the students who select courses if there is significant change so informed choices can be made for their future.

Core Subjects					Core Option: (Choose 1)
GCSE English Language	GCSE Maths	GCSE Science	Citizenship and Religious Education	Active	GCSE Computer Science
GCSE English Literature*	GCSE Statistics*				GCSE French
					GCSE Geography
					GCSE History
					GCSE Spanish

\*Depending on the student's progression in English and Maths there may be an opportunity to study these additional courses.

Options: (Choose 3)	
GCSE Art and Design	GCSE Music
GCSE Business	GCSE Physical Education
BTEC Business	BTEC Sport
GCSE Design and Technology	GCSE Spanish
GCSE Food Preparation & Nutrition	BTEC Health and Social Care
GCSE French	BTEC Music Technology
GCSE Geography	BTEC Performing Arts (Dance)
GCSE History	Cambridge National Child Development
GCSE Lens Based Media	Cambridge National ICT
GCSE Media	Combined Cadet Force

The final options list will be influenced by student choice and may be subject to change as a result of Government GCSE reform.

## How do I indicate my choices?

On page 19 of this booklet there is a form to fill in which must be returned to student reception by **Tuesday, 22<sup>nd</sup> March**.

We advise that you discuss your option choices with the relevant subject teacher. Contact details are given on page 18.

# Key Stage 4 Core Subjects

Depending on a student's progress there may be the opportunity to study two English GCSEs and two Mathematics GCSEs.

## GCSE English Language

<b>Faculty:</b>	COMMS
<b>Assessment:</b>	• 100% external assessment

### DESCRIPTION:

The new English Language GCSE course is designed to equip students of all abilities with the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. Over the two year course, which is taught alongside English Literature, students will learn to engage with a range of fiction and non-fiction texts and develop the knowledge and skills needed to comment on their structure, language and impact on the reader. In addition, they will use these texts as starting points in their own writing journeys through description, narration and argument.

### Progression:

English is a vital GCSE needed for progression into almost all further academic and vocational courses. It is also necessary for entry into university.

**For further information contact Kerry Prior, Director of Subject for English**

## GCSE English Literature

<b>Faculty:</b>	COMMS
<b>Assessment:</b>	• 100% external assessment

### DESCRIPTION:

The new English Literature GCSE course encourages students to engage with a range of both classic and modern fiction. Over the two year course, which is taught alongside English Language, students will learn to explore settings, characters, themes and ideas from 19th century fiction, Shakespeare, modern drama and an exam-board prescribed poetry anthology. Learning new subject terminology together with the contexts in which texts are set will not only develop reading and analytical skills, but broaden their literary perspectives.

### Progression:

English is a vital GCSE needed for progression into almost all further academic and vocational courses. It is also necessary for entry into university.

**For further information contact Kerry Prior, Director of Subject for English**

## GCSE Mathematics and Statistics (2 GCSEs)

<b>Faculty:</b>	MAIT
<b>Assessment:</b>	• Mathematics: 100% exam • Statistics: 60% exam, 40% controlled assessment

### DESCRIPTION:

The course content of GCSE Mathematics has been grouped into the following areas of study: Statistics and Probability, Number and Algebra, Geometry and Measures, Ratio, Proportion and Rates of Change.

This GCSE gives students the opportunity to develop the ability to: acquire and use problem-solving strategies; select and apply mathematical techniques and methods in mathematical, everyday and real-world situations; interpret and communicate mathematical information in a variety of forms appropriate to the information and context and be able to draw suitable conclusions.

As part of the Mathematics provision, there may be an opportunity to complete an additional GCSE in Statistics.

GCSE Statistics focuses on analysing data and drawing conclusions from it. During the course students complete a controlled assessment, which is a single project in which students develop their own hypothesis, collect and analyse data and draw conclusions from it.

### Progression:

- A Level Mathematics
- A Level Further Mathematics

**For further information contact Heather Thompson, Director of Subject for Mathematics**

# Key Stage 4 Core Subjects

## Science

Students will take either the Combined Science Pathway or the Triple Science Pathway. This decision is made by the Science teachers to ensure that all students are on a pathway that enables them to achieve the best results for them. On the options form a preference can be made which will be considered and discussed with the student but the overall decision will be made by the Science department.



## Combined Science

<b>Faculty:</b>	PNS
<b>Assessment:</b>	• 100% external assessment

### DESCRIPTION:

The Combined Science GCSE covers key topics in Biology, Chemistry and Physics. It will result in two GCSEs. This will build on work covered at Key Stage 3. Practical work is embedded into the course and will equip students with the necessary scientific investigative techniques.

### Progression:

Possible progression routes are on to Further or Higher Education and routes are as diverse as Pharmacy, Nutrition and Dietetics, Physiotherapy, Diagnostic Radiotherapy and Sports Science.

**For further information contact Chris Conlon, Director of Subject for Science**

## Triple Science

<b>Faculty:</b>	PNS
<b>Assessment:</b>	• 100% external assessment

### DESCRIPTION:

Triple Science covers the content of Combined Science plus additional modules. These additional modules cover higher level work and are designed to bridge the gap between GCSE and A Level. The final results will provide three GCSEs in Biology, Physics and Chemistry.

### Progression:

Possible progression routes are on to Further or Higher Education and routes are as diverse as Pharmacy, Nutrition and Dietetics, Physiotherapy, Diagnostic Radiotherapy and Sports Science.

**For further information contact Chris Conlon, Director of Subject for Science**

# Key Stage 4 - Other Core Subjects

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## Active

Students are able to access a variety of sports to engage in a healthy lifestyle, such as football, basketball, fitness and dance. A choice of activities is presented to engage students in maintaining an active life into adulthood.

CBA has several links with external clubs and provides qualified coaches to develop a student's skill level into adulthood with the possibility of player development.

A variety of qualifications are also available with Core PE time in both sport and dance.

## Citizenship and Religious Education

All students at Key Stage 4 will continue with their studies in Citizenship through the structured tutor programme and assemblies. Students will study issues such as fair trade, human trafficking, domestic violence or local community issues in Corby. They will also cover topics such as identity and community in the UK, fairness and justice in decision-making and the law, democracy and voting, and the UK's relationships with Europe and the United Nations.

All students in Key Stage 4 will cover Religious Education and will study a variety of issues, including Philosophy and Ethics, during a structured tutor programme across Years 9, 10 and 11.

## Core Options

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Students will choose to study **one** subject from the core option subjects listed on pages 7 - 9:

### GCSE Computer Science

<b>Faculty:</b>	MAIT
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 40% external assessment</li><li>• 30% controlled assessment investigative task</li><li>• 30% controlled assessment programming task</li></ul>

#### DESCRIPTION:

The course gives students a real, in-depth understanding of how computer technology works.

The course is broken into three units:

- An external exam covering the body of knowledge about computer systems.
- A practical investigation. Students will carry out an investigative computing task which assesses: research, technical understanding, analysis of problem, historical perspective, use of technical writing skill, recommendations/evaluation.
- A programming project. Students will learn standard programming techniques; be able to design a coded solution to a problem including the ability to develop algorithms, design suitable input and output formats, identify suitable variables and structures, identify test procedures. They will then test their programmes and identify successes and limitation.

#### Progression:

A Level Computer Science, vocational courses, degree level courses in the areas of Computing, Engineering, Financial and Resource Management, Science and Medicine.

**For further information contact Kamruz Zaman, Director of Subject for Computer Science**

# Core Options

Students will choose to study **one** subject from the core option subjects listed on pages 7 - 9:

## GCSE Geography

<b>Faculty:</b>	BHE
<b>Assessment:</b>	• 100% external assessment

### DESCRIPTION:

GCSE Geography will enable learners to build on their Key Stage 3 knowledge and skills to:

- Develop and extend their knowledge of locations, places, environments and processes, different scales including global and social, political and cultural contexts
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues and develop well-evidenced arguments drawing on their geographical knowledge and understanding

Please note that GCSE Geography does involve fieldwork and there will be a financial cost linked to this activity.

### Progression:

A Level Geography, Environmental/Land based studies, Construction and the built environment.

**For further information contact Maxine Hopewell, Director of Subject for Humanities**

## GCSE History

<b>Faculty:</b>	BHE
<b>Assessment:</b>	• 100% external assessment

### DESCRIPTION:

GCSE History enables students to learn about different historical periods. The course covers three eras: Elizabethan, early modern history and modern history.

Topics studied are:

- Germany, 1890 – 1945: Democracy and Dictatorship – the development and collapse of democracy and the rise and fall of Nazism
- Conflict and Tension in Asia, 1950-1975 – the causes and events of the Cold War in Asia. This topic seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose
- Britain: Health and People: c1000 to the present day – how medicine and public health developed in Britain
- Elizabethan England, c1568-1603 – the last 35 years of Elizabeth I's reign

### Progression:

A Level History

**For further information contact Maxine Hopewell, Director of Subject for Humanities**



# Core Options

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Students will choose to study **one** subject from the core option subjects listed on pages 7 - 9:

## GCSE French

<b>Faculty:</b>	BHE
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 75% external assessment</li><li>• 25% speaking examination</li></ul>

### DESCRIPTION:

The course is divided into four areas: reading, writing, speaking and listening. Students will understand and provide information and opinions about three topics relating to their own experiences and that of other people including in countries where French is spoken.

The course covers three distinct themes:

- Identity and culture – family and friends, technology and free time
- Local, national, international and global areas of interest – home, social issues, global issues, travel and tourism
- Current and future study and employment – my studies, life at school, education post 16

### Progression:

Languages are a skill for life and are highly valued by employers.

**For further information contact Karen Turney, Director of Subject for Modern Foreign Languages**

## GCSE Spanish

<b>Faculty:</b>	BHE
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 75% external assessment</li><li>• 25% speaking examination</li></ul>

### DESCRIPTION:

The course is divided into four areas: reading, writing, speaking and listening. Students will understand and provide information and opinions about three topics relating to their own experiences and that of other people including in countries where Spanish is spoken.

The course covers three distinct themes:

- Identity and culture – family and friends, technology and free time
- Local, national, international and global areas of interest – home, social issues, global issues, travel and tourism
- Current and future study and employment – my studies, life at school, education post 16

### Progression:

Languages are a skill for life and are highly valued by employers.

**For further information contact Karen Turney, Director of Subject for Modern Foreign Languages**

# Options

Students will choose **three** subjects from the courses listed on pages 10-17.

In order to ensure you have a broad balanced curriculum students are only able to opt for a maximum of three BTEC or Cambridge National courses. The recommendation is two.

## GCSE Art and Design

<b>Faculty:</b>	AMID
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 60% portfolio</li><li>• 40% externally set coursework</li></ul>

### DESCRIPTION:

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes, new media and technologies. The course offers maximum opportunities for a stimulating experience of creativity and art, craft and design making activities.

The course is designed to encompass four principal areas:

- Contextual understanding – looking at the wider artistic world
- Creative making – working in a variety of media
- Reflective recording – recording ideas, observations and insights
- Personal presentation – presenting a personal, informed and meaningful response

### Progression:

The course is good preparation for progression to A Level Art and Design: Mixed areas of Study, or a suitable foundation course. Depending on the options students take, it could lead towards a wide range of careers in the art and design field, including fine art, new media, games development, games technologies and more.

**For further information contact Zoe Moore, Director of Subject for Art and Design**

## Business

We offer two pathways for students who are interested in business - GCSE Business and BTEC Business. Students can make a preference but the overall decision will be made by the teaching staff within the Business Department who will select the appropriate course that will enable individuals to gain the best possible grades.

## GCSE Business Studies

<b>Faculty:</b>	BHE
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 75% two written papers</li><li>• 25% controlled assessment</li></ul>

### DESCRIPTION:

GCSE Business Studies provides an understanding of the commercial world and how finance is raised and used by the government to pay for the nation's goods and services. It encourages students to consider the practical application of business and economic concepts and explores the theories and concepts in the context of events in the business world.

Students will study three units:

- Setting up a Business
- Growing as a Business
- Investigating a Business

### Progression:

- A Level Business Studies
- BTEC National Business Studies
- Whether a student's aim is to pursue an academic career, train for a profession or become an entrepreneur, the necessary knowledge and skills will be provided.

**For further information contact Alex Allan, Director of Subject for Business**

# Options

## BTEC Business

<b>Faculty:</b>	BHE
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 25% external assessment</li><li>• 75% internal assessment</li></ul>

### DESCRIPTION:

This course has been developed in the business sector to:

- Encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities
- Give learners a wider understanding and appreciation of the broad range of business specialisms through selection of optional specialist units

The two core units of enterprise in the business world and finance for business ensures students have the opportunity to develop the key enterprise and financial skills and knowledge necessary to enable them to understand how businesses recognise opportunities, and build on them to succeed. Learners will understand how a business makes and manages its money, and plans for the future.

Optional specialist units selected by the business department cover branding and promotion, customer service, sales, retail business, recruitment and career development, and business support. The units will be selected to meet the needs of both the students and the local employers.

### Progression:

The course provides a starting point of a route into employment in many of the diverse areas of business, including roles in specialist areas such as marketing, finance, customer service or human resources in large businesses, or a more generic role in a small, local business. It provides the skills to progress onto Level 3 business courses including A Levels.

**For further information contact Alex Allan, Director of Subject for Business**

## GCSE Design and Technology

<b>Faculty:</b>	AMID
<b>Assessment:</b>	TBC

### DESCRIPTION:

A GCSE course in Design and Technology offers an opportunity for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests.

As a fundamental part of their course, candidates should design and make products.

Design and Technology develops candidates' interdisciplinary skills, all six of the key skills, and their capacity for imaginative, innovative thinking, creativity and independence.

The government is in the process of reforming the Design Technology GCSEs. There will no longer be specialist courses such as Textiles or Resistant Materials. Instead there will be one course. The benefit of the one course will be to enable students to develop both breadth and depth of knowledge providing a range of materials for the students to work with. This will allow choice appropriate to design rather than creating around a particular material. For example a student may design and make a chair. Previously the Resistant Materials course would have prevented the students from accessing Textiles to make the soft furnishings for the chair cover but the new course will enable this to happen.

Students will be able to choose an area to focus on in greater depth so when completing the options form please indicate the preference of: Textiles, Resistant Materials, Graphics and Product Design.

### Progression:

Level 3 Design courses such as Graphic Design, Product Development, Foundation course in the Arts. Apprenticeships and training within industry.

**For further information contact Zoe Moore, Director of Subject for Art and Design**

# Options

## GCSE Food Preparation and Nutrition

<b>Faculty:</b>	AMID
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 50% external assessment</li><li>• 50% internal assessment</li></ul>

### DESCRIPTION:

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

Themes to cover: food commodities, principles of nutrition, diet and good health, science of food, where food comes from and food investigation and preparation

### Progression:

Product developer, Quality Assurance Inspector, Management, Research and Development, Food Critic, Branding, Advertising, Marketing, Chef, Catering, Technical Support, Regulations Officers.

For further information contact **Zoe Moore, Director of Subject for Art and Design**

## GCSE French

<b>Faculty:</b>	BHE
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 75% external assessment</li><li>• 25% speaking examination</li></ul>

### DESCRIPTION:

The course is divided into four areas: reading, writing, speaking and listening. Students will understand and provide information and options about three topics relating to their own experiences and that of other people including in countries where French is spoken.

The course covers three distinct themes:

- Identity and culture – family and friends, technology and free time
- Local, national, international and global areas of interest – home, social issues, global issues, travel and tourism
- Current and future study and employment – my studies, life at school, education post 16

### Progression:

Languages are a skill for life and are highly valued by employers.

For further information contact **Karen Turney, Director of Subject for Modern Foreign Languages**

## GCSE Geography

(Please note that GCSE Geography does involve fieldwork and there will be a financial cost linked to this activity).

<b>Faculty:</b>	BHE
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 100% external assessment</li></ul>

### DESCRIPTION:

GCSE Geography will enable learners to build on their Key Stage 3 knowledge and skills to:

- Develop and extend their knowledge of locations, places, environments and processes, different scales including global and social, political and cultural contexts
- Gain understanding of the interactions between people and environments, and the interrelationship between geographical phenomena at different scales and in different contexts
- Develop and extend their competence in a range of skills including those used in fieldwork
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts and develop well-evidenced arguments drawing on their geographical knowledge and understanding

### Progression:

A Level Geography, Environmental/Land based studies, Construction and the built environment.

For further information contact **Maxine Hopewell, Director of Subject for Humanities**

# Options

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## GCSE History

<b>Faculty:</b>	BHE	
<b>Assessment:</b>	• 100% external assessment	

### DESCRIPTION:

GCSE History enables students to learn about different historical periods. The course covers three eras: Elizabethan, early modern history and modern history.

Topics studied are:

- Germany, 1890 – 1945: Democracy and Dictatorship – the development and collapse of democracy and the rise and fall of Nazism
- Conflict and Tension in Asia, 1950-1975 – the causes and events of the Cold War in Asia. This topic seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose
- Britain: Health and People: c1000 to the present day – how medicine and public health developed in Britain
- Elizabethan England, c1568-1603 – the last 35 years of Elizabeth I's reign

### Progression:

A Level History

**For further information contact Maxine Hopewell, Director of Subject for Humanities**

## GCSE Lens Based Media

<b>Faculty:</b>	AMID	
<b>Assessment:</b>	• 60% portfolio • 40% externally set task	

### DESCRIPTION:

GCSE Lens Based Media (Photography) will help students gain knowledge and understanding of art, craft, design, media and technologies today and in the past, and in different societies and cultures. They will also develop an understanding of the different roles, audiences and consumers for art, craft and design. They will experience different work practices and look at relevant processes and equipment.

The course is designed to encompass four principal areas:

- Contextual understanding – looking at the wider artistic world
- Creative making – working in a variety of media
- Reflective recording – recording ideas, observations and insights
- Personal presentation – presenting a personal, informed and meaningful response

### Progression:

The course could lead towards a career in fine art, new media, games development, games technologies, digital photography or video.

**For further information contact Zoe Moore, Director of Subject for Art and Design**

## GCSE Media

<b>Faculty:</b>	Communications	
<b>Assessment:</b>	• 40% external assessment • 60 % Internal assessment	

### DESCRIPTION:

In Year 9 students are introduced to Media Studies through a variety of topics including advertising, promotion and film. Students will develop foundation skills in analysis, evaluation and practical production.

### Progression:

Events management, creative degree level subjects, graphic design, marketing, film studies.

**For further information contact Sarah Ghost, Director of Subject for Media**

# Options

## GCSE Music

<b>Faculty:</b>	AMID
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 30% performance on chosen instrument</li><li>• 30% ensemble performance</li><li>• 40% listening examination</li></ul>

### DESCRIPTION:

This course requires students to develop their ability in performing, composing, listening and appraising. The course is suited to students who have a real hands-on approach to music. Students who opt for this course must be prepared to perform. Options for the performance element could include performing on an instrument the student already plays or developing some of the skills started in Key Stage 3 such as ukulele, singing and keyboard skills.

### Progression:

A Level Music

For further information contact Clive Wears, Director of Subject for Music

## Physical Education

We offer two pathways for students that are interested in sports - GCSE Physical Education and BTEC Sport. Students can make a preference but the overall decision will be made by the teaching staff within the Active Team who will select the appropriate course that will enable individuals to gain the best possible grades.

## GCSE Physical Education

<b>Faculty:</b>	PNS
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 60% external assessment</li><li>• 40% practical performance in physical activity and sport</li></ul>

### DESCRIPTION:

GCSE Physical Education is comprised of three units:

- The human body and movement in physical activity and sport: applied anatomy and physiology, movement analysis, physical training and use of data
- Socio-cultural influences and well-being in physical activity: sport psychology, socio-cultural influences, health, fitness and well-being and use of data
- Practical performance in physical activities and sport. Students will be assessed on performance in three different physical activities in the role of player/performer: one in team activity, one in an individual activity and a third in either a team or in an individual activity.

### Progression:

A Level Physical Education, A Level Biology, BTEC Level 3 Sport

For further information contact Amy Harris, Director of Subject for Active

## BTEC Sport

<b>Faculty:</b>	PNS
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 25% external assessment</li><li>• 75% internal assessment</li></ul>

### DESCRIPTION:

BTEC Sport is a practical, work-related course. It provides a vocationally focused introduction to sport. It enables students to:

- Develop through practical participation and performance in a range of sports and exercise activities
- Develop a wider understanding and appreciation of health-related fitness, sports and exercise through specialist units

Units include: fitness for sport and exercise and practical sports and performance. Specialist units will be selected to address the needs of students choosing this course but may include: leading sports activities, training for personal fitness, the sports performer in action or the mind and sports performance.

### Progression:

A Level Physical Education, A Level Biology, BTEC Level 3 Sport

For further information contact Amy Harris, Director of Subject for Active

# Options

## GCSE Spanish

<b>Faculty:</b>	BHE
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 75% external assessment</li><li>• 25% speaking examination</li></ul>

### DESCRIPTION:

The course is divided into four areas: reading, writing, speaking and listening. Students will understand and provide information and options about three topics relating to their own experiences and that of other people including in countries where Spanish is spoken.

The course covers three distinct themes:

- Identity and culture – family and friends, technology and free time
- Local, national, international and global areas of interest – home, social issues, global issues, travel and tourism
- Current and future study and employment – my studies, life at school, education post 16

### Progression:

Languages are a skill for life and are highly valued by employers.

**For further information contact Karen Turney, Director of Subject for Modern Foreign Languages**

## BTEC Health and Social Care

<b>Faculty:</b>	AMID
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 75% coursework</li><li>• 25% exam</li></ul>

### DESCRIPTION:

Units include:

- Developing effective communication in Health and Social Care
- Development through the life stages
- Sociological perspectives for Health and Social Care
- Psychological perspectives for Health and Social Care
- Caring for children and young people, including childcare learning and development
- Values and planning in Social Care
- Safeguarding adults and promoting independence
- Working in the Social Care sector
- Promoting health education
- Nutrition for Health and Social Care
- Environmental health
- Technology in Health and Social Care services

### Progression:

Higher level study such as courses in Nursing, Occupational Therapy or Physiotherapy, Midwifery and Residential Care Management. Progress to HND in Health and Social Care or degrees in related areas such as Sociology or Psychology.

**For further information contact Amy Harris, Director of Subject for Active**

## BTEC Music Technology

<b>Faculty:</b>	AMID
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 25% exam</li><li>• 75% coursework</li></ul>

### DESCRIPTION:

The course is designed to provide a specialist work-related qualification and has been developed to provide the knowledge, understanding and skills necessary to prepare students for employment in the music industry. Students will have opportunities to make their own CD and visit local companies involved in the music industry, such as radio stations and recording studios.

Students will study two core units about the music industry and managing a music product. They also choose a further two optional units, such as music recording and sequencing.

### Progression:

- A Level Music
- BTEC Extended Certificate

**For further information contact Clive Wears, Director of Subject for Music**

# Options

## BTEC Performing Arts (Dance)

<b>Faculty:</b>	PNS
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 75% practical coursework</li><li>• 25% controlled practical assessment assessed externally</li></ul>

### DESCRIPTION:

The dance course is split into three units. The main unit of coursework is called Dance Skills and this consists of technique classes in the styles of contemporary and jazz dance as well as at least two group performance pieces. Students will have the opportunity to perform these at our annual Dance Show. For this unit students are expected to keep a running journal about the progress they are making in class.

The second coursework unit is called preparation, performance and production. This unit involves students forming their own small dance company and taking on a role in either performing or production. Students have the opportunity to create a dance piece based on either fairy tales or political issues, design the costumes, make up and lighting plots.

Finally the externally assessed unit is set by the exam board. Students are given a theme. They must then produce two dances a minute in length that reflect the theme in a different way. The pieces can be choreographed by the student but equally they can use material they have already performed. For the external unit a letter must also be produced in response to advertisement for a dancer.

### Progression:

This course is a fantastic stepping stone for Level 3 Dance or Performing Arts BTEC Subsidiary Diplomas or A Levels. If you are looking for a job within the Performing Arts it will give you some key skills that will be valuable in this area of work.

**For further information contact Amy Harris, Director of Subject for Active**

## Cambridge National Child Development

<b>Faculty:</b>	AMID
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 50% external assessment</li><li>• 50% internal assessment</li></ul>

### DESCRIPTION:

Cambridge National Child Development requires students to develop essential knowledge and understanding for child development covering the following areas: Reproduction, Parental responsibility, Antenatal care, Birth, Postnatal checks, Care, Conditions for development, Childhood illnesses and Child safety

### Progression:

Cambridge Nationals provide a strong base for progression to further education with lots of possible options including:

- Level 3 Cambridge Technicals
- A Levels in Early Years, Health and Social Care
- Apprenticeship

Please note that Child Development is a subject currently under review by the Government. As a result the course may change. As an Academy we will continue to review the specifications that are released and ensure that the appropriate course is selected to ensure that students get the best possible outcomes.

**For further information contact Zoe Moore, Director of Subject for Art and Design**



# Options

## Cambridge National ICT

<b>Faculty:</b>	MAIT
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 25% external assessment</li><li>• 75% internal assessments</li></ul>

### DESCRIPTION:

#### Unit 1 Understanding Computer systems

This unit focuses on the underpinning knowledge and understanding required to use computer systems effectively. Students will develop their knowledge and understanding of the systems they use both at home and at school and will explore how these same technologies are used by business organisations.

#### Unit 2 Using ICT to create business solutions

This unit will enable students to develop ICT skills that will equip them to operate effectively in a business environment. Students work with 'office' applications software to edit and format/create content to meet specified business purposes.

#### Unit 3 Creating an interactive product using multimedia components

This unit will enable students to demonstrate their creative flair by combining multimedia components to create webpages or interactive products.

#### Unit 4 Introduction to Computer Programming

Students will be able to appreciate the range of programming and scripting languages that are used and their applications and will be able to develop, test and evaluate working programs in one language of their choice. Students will have acquired the skills necessary to help develop their programming further into interactive websites, mobile phone and tablet apps and a range of computer applications and they will communicate technical concepts effectively using terminology appropriately.

#### Progression:

- A Level ICT
- Cambridge Technicals in ICT
- Apprenticeships
- Diplomas

A Cambridge National in ICT is not just for people wanting a career in the IT and computing industry – the skills and techniques you learn can be useful in any workplace. The creative and technical skills you learn are relevant to a host of careers in a range of sectors, from arts and graphics-based roles through to business roles.

**For further information contact Kamruz Zaman, Director of Subject for Computer Science**

## Combined Cadet Force (CCF)

<b>Faculty:</b>	Off-Site
<b>Assessment:</b>	No formal qualification offered

### DESCRIPTION:

Brooke Weston Trust has been working in partnership with the Ministry of Defence for three years to offer an army contingent. We are able to offer six places to Year 9 students at Corby Business Academy.

CCF offers students a broad range of challenging, exciting, adventurous and educational activities. It provides the opportunity for young people to exercise responsibility and leadership, and to learn from the services how they can best be developed. It also imparts a basic knowledge and understanding of the role of the Armed Forces. The military-themed activities that are offered include: Fieldcraft, Adventurous Training, First Aid, Sports and Shooting.

Due to limited places there is a selection process for CCF. Students will be required to write a letter of application and parents sign a consent form which must be handed into student reception by Monday 21st March 2016. Following this there will be a shortlisting and interview process.

All students who are interested in CCF should make a full selection of options. Students that access CCF may not access one of their options, this will be dependent on timetabling.

#### Progression:

Joining CCF does not mean students commit to a career in the Armed Forces but it provides relevant experiences that can support future applications. The skills learnt will support applications for future employment as a result of the skills developed and applications to both college and university.

**For further information contact Alice Beckwith, Senior Assistant Principal**

# Contact Information

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We encourage students to talk over their potential choices with the subject teacher.  
The email addresses for each of our Directors of Subject and our Senior Leadership Team are:

## Directors of Subject list

Alex Allan  
Director of Subject for Business  
[AAllan@corbybusinessacademy.org](mailto:AAllan@corbybusinessacademy.org)

Amy Harris  
Director of Subject for Active  
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Chris Conlon  
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Clive Wears  
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Heather Thompson  
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Kamruz Zaman  
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Karen Turney  
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Kerry Prior  
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Maxine Hopewell  
Director of Subject for Humanities  
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Zoe Moore  
Director of Subject for Art and Design  
[ZMoore@corbybusinessacademy.org](mailto:ZMoore@corbybusinessacademy.org)

## Senior Leadership Team

John Henrys  
Executive Principal  
[JHenrys@corbybusinessacademy.org](mailto:JHenrys@corbybusinessacademy.org)

Alice Beckwith  
Senior Assistant Principal  
[ABeckwith@corbybusinessacademy.org](mailto:ABeckwith@corbybusinessacademy.org)

Andrea Callendar  
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Janet Duggan  
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Jennifer Tomlin  
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Paul Wilson  
Vice Principal  
[PWilson@corbybusinessacademy.org](mailto:PWilson@corbybusinessacademy.org)



**If you require support or further advice on the options process please contact:**

Alice Beckwith  
Senior Assistant Principal  
[ABeckwith@corbybusinessacademy.org](mailto:ABeckwith@corbybusinessacademy.org)

# Options Form

Name: .....

Tutor Group: .....

Current Career Ideas/Interests (if any) .....

## Core Science Preference

Subject	Choice
Combined Science Pathway	<input type="checkbox"/>
Triple Science Pathway (Physics, Chemistry and Biology)	<input type="checkbox"/>

## Core Option

Please choose **one** 1st choice and **one** 2nd choice (tick). Do not select the same course for both your 1st and 2nd choice

Subject	1st Choice	2nd Choice
GCSE Computer Science	<input type="checkbox"/>	<input type="checkbox"/>
GCSE French	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Geography	<input type="checkbox"/>	<input type="checkbox"/>
GCSE History	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Spanish	<input type="checkbox"/>	<input type="checkbox"/>

## Options

Please choose **three** 1st choice and **three** 2nd choice options (tick)

Do not select the same courses for both your 1st and 2nd choices

Subject	1st Choice	2nd Choice
GCSE Art and Design	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Business	<input type="checkbox"/>	<input type="checkbox"/>
BTEC Business	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Design and Technology	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Food Preparation and Nutrition	<input type="checkbox"/>	<input type="checkbox"/>
GCSE French	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Geography	<input type="checkbox"/>	<input type="checkbox"/>
GCSE History	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Lens Based Media	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Media	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Music	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Physical Education	<input type="checkbox"/>	<input type="checkbox"/>
BTEC Sport	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Spanish	<input type="checkbox"/>	<input type="checkbox"/>
BTEC Health and Social Care	<input type="checkbox"/>	<input type="checkbox"/>
BTEC Music Technology	<input type="checkbox"/>	<input type="checkbox"/>
BTEC Performing Arts (Dance)	<input type="checkbox"/>	<input type="checkbox"/>
Cambridge National Child Development	<input type="checkbox"/>	<input type="checkbox"/>
Cambridge National ICT	<input type="checkbox"/>	<input type="checkbox"/>
Combined Cadet Force	<input type="checkbox"/>	<input type="checkbox"/>

The final options will be influenced by student choice.

.....  
Student Signature

.....  
Parent/Carer Signature

Please write any additional comments that you wish to add on the back of this form.

**PLEASE RETURN THIS FORM TO STUDENT RECEPTION BY TUESDAY, 22<sup>ND</sup> MARCH**



**Corby Business Academy**

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