

K E Y

# Stage 4 Options

Curriculum 2015



**WE SEE POSSIBILITIES**



Corby Business Academy

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## 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 Wednesday, 25th 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 Tomlin if you need further information about the process for picking your options.

John Henrys,  
Principal, 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.”

# 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. The new GCSEs will be taught in schools from 2015. At the time of going to print with this booklet specifications were being written. For some subjects specific detail could not be provided. Due to these reforms courses may be subject to change to reflect changes made by the DfE; information will be shared with 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 Media
GCSE Business	GCSE Music
GCSE Catering	GCSE Physical Education
GCSE Child Development	GCSE Resistant Materials
GCSE Dance	GCSE Textile Technology
GCSE French	GCSE Travel and Tourism
GCSE Geography	GCSE Spanish
GCSE History	BTEC Health and Social Care
GCSE ICT	BTEC Music Technology
GCSE Lens Based Media	

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 **Wednesday, March 25<sup>th</sup>**.

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 and Literature (2 GCSEs)

<b>Faculty:</b>	COMMS
<b>Assessment:</b>	<ul style="list-style-type: none"><li>Literature: 75% exam 25% controlled assessment</li><li>Language: 40% exam 60% controlled assessment</li></ul>

### DESCRIPTION:

#### Literature

Students will read and analyse a range of drama, prose and poetry covering both contemporary and heritage texts: Of Mice and Men – John Steinbeck, Blood Brothers – Willy Russell, Romeo and Juliet – Shakespeare, Lord of the Flies – William Golding.

#### Language

Students will learn to write a range of functional text types. They will read a range of media and non-fiction texts and learn how to locate information, make inferences and compare texts. They will also write creatively, producing a descriptive piece and a first person narrative.

#### Progression:

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

It is recommended that students hoping to go on to study AS and A level English Literature have passed GCSE English Language.

**For further information contact Alice Beckwith, Director for English**

## GCSE Mathematics and Statistics (2 GCSEs)

<b>Faculty:</b>	MAIT
<b>Assessment:</b>	<ul style="list-style-type: none"><li>Mathematics: 100% exam</li><li>Statistics: 60% exam 40% controlled assessment</li></ul>

### 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 for Maths**

# Key Stage 4 Core Subjects

## Science

Students will take either Double Science Pathway or the Triple Science Pathway as advised by their Science teachers.



## Double Pathway GCSE

<b>Faculty:</b>	PNS
<b>Core Assessment:</b>	• 3 x 1 hour written exams – 25% of qualification each
<b>Controlled Assessment Unit:</b>	• 25% of qualification
<b>Additional Assessment:</b>	• 3 x 1 hour written exams – 25% of qualification each
<b>Controlled Assessment Unit:</b>	• 25% of qualification

### DESCRIPTION:

Course content includes: Genetics, Health and Evolution; Air quality and Material Science; Geology and Astronomy.

## Triple Pathway GCSE

<b>Faculty:</b>	PNS
<b>Assessment:</b>	• Double Pathway with three additional written exams – Biology, Chemistry, Physics – 25% each and a controlled assessment – 25%

Triple Science is taught during Core Science time. It will require an option slot to provide the additional time required to prepare for the three GCSEs.

### DESCRIPTION:

Course content includes: Biological technology; Organic Chemistry and Astrophysics.

#### Progression for Double and Triple Pathways:

- A level Biology
- A level Chemistry
- A level Physics

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 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:

Geography enables students to make sense of the world around them. It is hands on, it is relevant and it is fun. The new specifications will have a variety of topics such as urban issues, world development, extreme environments, rivers and hazards to name but a few. The course will provide students with the opportunity to get to grips with some of the big questions that affect our world and understand the social, economic and physical forces and processes which shape and change our world.

#### Examples of topics include:

Physical geography - The Restless Earth; Rocks, Resources and Scenery; Challenge of Weather and Climate; Living World; Water on the Land; Ice on the Land; The Coastal Zone

Human geography - Population Change; Changing Urban Environments; Changing Rural Environments; The Development Gap; Globalisation; Tourism

#### Progression:

- AS/A level Geography
- Environmental/land based studies
- Construction and the build environment

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

## GCSE History

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

### DESCRIPTION:

History enables students to learn about different historical periods. The course covers 3 eras: medieval, early modern and modern history and the DfE has announced there will be a concentrated focus on British history.

#### Examples of topics that may be studied are:

The People's Health c200 - present

Britain in Peace and War 1900-1918

The Making of America 1789-1900

Living under Nazi Rule 1933-1945

#### Progression:

AS/A level History

For further information contact **Samantha Stacey, Director of Subject for History**

# Core Options

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>	• 100% external assessment

### DESCRIPTION:

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

Topics may include

- Socialising - meeting people, personal interests, friendships and relationships.
- Travelling abroad - going on a trip, holiday preferences and experiences, being a guest and a host.
- Being part of a community - home and local issues, school and college, helping others.
- Making choices, lifestyle choices and impact, material choices, future plans and ambitions.

### Progression:

- AS/A level French
- Further study of French and other languages

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

## GCSE Spanish

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

### DESCRIPTION:

The course is divided into four areas; reading, writing, speaking and listening.

Students will understand and provide information and opinions about these topic areas relating to their own experiences and that of other people including people in countries/communities where Spanish is spoken.

### Topics may include

- Socialising - meeting people, personal interests, friendships and relationships.
- Travelling abroad - going on a trip, holiday preferences and experiences, being a guest and a host.
- Being part of a community - home and local issues, school and college, helping others.
- Making choices, lifestyle choices and impact, material choices, future plans and ambitions

### Progression:

- AS/A level Spanish
- Further study of Spanish and other languages

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:

## 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 college/vocational 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**

## GCSE Business Studies

<b>Faculty:</b>	BHE
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 75% 2 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 3 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

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Students will choose **three** subjects from the courses listed on pages 10 – 17:

## GCSE Catering

<b>Faculty:</b>	AMID
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 60% catering skill related to food preparation and service</li><li>• 40% written paper</li></ul>

### DESCRIPTION:

GCSE Catering requires students to experience knowledge and understanding of:

- The catering industry – food and drink
- Job roles, employment opportunities and relevant training
- Health, safety and hygiene
- Environmental considerations
- Nutrition and menu planning
- Costing and portion control
- Communication and record keeping

During the course students will take two controlled practical assessments that are set by the board – this gives the 60% catering skill marks. A considerable amount of food practical sessions take place and it is expected that the students take responsibility early in the course for the provision of ingredients.

### Progression:

Level 3 catering courses specifically for the catering sector.

**For further information contact Cath Davis, Director of Subject for Design Technology**

## GCSE Child Development

<b>Faculty:</b>	AMID
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 40% written paper</li><li>• 60% controlled assessments (20% research task, 40% child study)</li></ul>

### DESCRIPTION:

GCSE Child Development requires students to study specific areas of:

- Parenthood
- Pregnancy
- Diet and health of a child
- Development of a child

Students undertake two controlled assessments, one of which is a child study which will require the student to be in contact with a child under the age of five years.

### Progression:

Level 3 Child Care course/ Advanced BTEC Health and Social Care

**For further information contact Cath Davis, Director of Subject for Design Technology**

# Options

Students will choose **three** subjects from the courses listed on pages 10 – 17:

## GCSE Dance

<b>Faculty:</b>	PNS
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 40% external assessment</li><li>• 60% internal assessment</li></ul>

### DESCRIPTION:

The study of dance as an art form contributes to students' aesthetic and social development. As a physical activity it promotes fitness and well-being. Dance also supports learning across a range of subjects. As performers, students will develop confidence and self-esteem. They will develop self and body awareness as well as sensitivity to others and team working skills. Effective performance requires physical effort and the determination to succeed and improve. As choreographers the students will employ the skills of problem-solving and creativity. Effective choreography requires imagination and the ability to synthesise a number of elements. In directing others, students will develop their interpersonal and communication skills. As critics, students will make informed decisions about the dances they see. They will articulate their knowledge, opinions and preferences. Viewing professional dances fulfils the students' cultural entitlement and broadens their artistic experience.

### Units covered are as follows:

UNIT 1: Critical Appreciation of Dance –Written paper lasting 1 hour 20%

UNIT 2: Set Dance – Practical exam solo performance 20%

UNIT 3: Performance in a duo/group - Controlled Assessment 20%

UNIT 4: Choreography – solo and group 40%

### Progression:

- A level Dance
- BTEC Level 3 courses in Dance and Performing Arts

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

## GCSE French

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

### DESCRIPTION:

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

Topics may include

- Socialising - meeting people, personal interests, friendships and relationships.
- Travelling abroad - going on a trip, holiday preferences and experiences, being a guest and a host.
- Being part of a community - home and local issues, school and college, helping others.
- Making choices, lifestyle choices and impact, material choices, future plans and ambitions.

### Progression:

- AS/A level French
- Further study of French and other languages

**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:

## GCSE Geography

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

### DESCRIPTION:

Geography enables students to make sense of the world around them. It is hands on, it is relevant and it is fun. The new specifications will have a variety of topics such as urban issues, world development, extreme environments, rivers and hazards to name but a few. The course will provide students with the opportunity to get to grips with some of the big questions that affect our world and understand the social, economic and physical forces and processes which shape and change our world.

### Examples of topics include:

Physical geography - The Restless Earth; Rocks, Resources and Scenery; Challenge of Weather and Climate; Living World; Water on the Land; Ice on the Land; The Coastal Zone

Human geography - Population Change; Changing Urban Environments; Changing Rural Environments; The Development Gap; Globalisation; Tourism

### Progression:

- AS/A level Geography
- Environmental/land based studies
- Construction and the build environment

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

## GCSE History

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

### DESCRIPTION:

History enables students to learn about different historical periods. The course covers 3 eras; medieval, early modern and modern history and the DfE has announced there will be a concentrated focus on British history.

### Examples of topics that may be studied are:

The People's Health c200 - present  
Britain in Peace and War 1900-1918  
The Making of America 1789-1900  
Living under Nazi Rule 1933-1945

### Progression:

AS/A level History

For further information contact **Samantha Stacey, Director of Subject for History**

## GCSE ICT

<b>Faculty:</b>	MAIT
<b>Assessment:</b>	• 40% exam • 60% controlled assessment

### DESCRIPTION:

- **Unit 1:** Living in a Digital World – Students learn about current and emerging digital technologies and the issues raised by their use in a range of contexts
- **Unit 2:** Using Digital Tools – Students work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts

### Progression:

- AS/A level ICT/Computing

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

# Options

Students will choose **three** subjects from the courses listed on pages 10 – 17:

## 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**

## GCSE Media

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

### DESCRIPTION:

Media Studies GCSE combines practical media production with the study of media theory. Students produce two portfolios which combine essays and practical work. Evaluation is a key aspect of the portfolios. Students will produce print based media at GCSE and will be able to use programmes such as Photoshop to edit their end productions.

Students take the GCSE Media Studies examination in Year 11. For this they will study Television Comedy and a film unit (currently the Action Adventure genre). Students complete short essay questions during this examination.

### Progression:

A level Media Studies  
Level 3 courses in practical Media production

**For further information contact Alice Beckwith, Director of Subject for English**

## GCSE Music

<b>Faculty:</b>	AMID	
<b>Assessment:</b>	• 60% performing, composing and appraising coursework • 20% creative task • 20% listening examination	

### 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**

# Options

Students will choose **three** subjects from the courses listed on pages 10 – 17:

## GCSE Physical Education

<b>Faculty:</b>	PNS
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 40% theory exam</li><li>• 40% practical over two activity areas</li><li>• 20% analysis of performance and personal exercise plan coursework</li></ul>

### DESCRIPTION:

This course focuses on:

- Influences on your healthy, active lifestyle
- Personal health and wellbeing
- Coaching sport activities
- The cardiovascular system
- The respiratory system
- Principles of officiating
- The muscular system
- The skeletal system
- Practical performer

### Progression:

- A level Physical Education
- A level Biology
- BTEC Level 3 Sport/BTEC Level 3 Sport and Exercise Science

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

## GCSE Resistant Materials

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

### DESCRIPTION:

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

### Progression:

A level Resistant Materials/Product Design.

**For further information contact Cath Davis, Director of Subject for Design Technology**

## GCSE Textile Technology

<b>Faculty:</b>	AMID
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 40% written paper</li><li>• 60% controlled practical assessment</li></ul>

### DESCRIPTION:

Students will develop, plan and communicate ideas for textile items and complete product analysis of textile products. Students will learn about:

- Sustainability and legislative issues concerning fabric/garments
- Textile designers and practitioners
- Commercial manufacturing practices
- Materials and components, tools, equipment and making including ICT/CAD and CAM used in the textile industry

### Progression:

- A level / AS level Product Design
- Textile specialist courses for industry qualifications at fashion colleges/university

**For further information contact Cath Davis, Director of Subject for Design Technology**

# Options

Students will choose **three** subjects from the courses listed on pages 10 – 17:

## GCSE Travel and Tourism

<b>Faculty:</b>	BHE
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• 50% controlled assessment</li><li>• 50% exam</li></ul>

### DESCRIPTION:

Travel and Tourism is a very exciting industry. You might be surprised at the range of opportunities for employment within the industry, or for further study. As the industry is growing rapidly, there is likely to be an increase in the employment opportunities open to you. GCSE Travel and Tourism courses are designed to be as practical as possible. This course will prepare you for employment in Travel and Tourism or give you the skills to progress into higher education and study. The course will encourage you to organise yourself, produce projects and work with others – all using Travel and Tourism related materials to make it realistic to the work place.

### Progression:

- Level 3 courses in Travel and Tourism

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

## GCSE Spanish

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

### DESCRIPTION:

The course is divided into four areas; reading, writing, speaking and listening.

Students will understand and provide information and opinions about these topic areas relating to their own experiences and that of other people including people in countries/communities where Spanish is spoken.

### Topics may include

- Socialising - meeting people, personal interests, friendships and relationships.
- Travelling abroad - going on a trip, holiday preferences and experiences, being a guest and a host.
- Being part of a community - home and local issues, school and college, helping others.
- Making choices, lifestyle choices and impact, material choices, future plans and ambitions

### Progression:

- AS/A level Spanish
- Further study of Spanish and other languages

**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:

## BTEC Health and Social Care

<b>Faculty:</b>	AMID	
<b>Assessment:</b>	• 75% coursework • 25% exam	

### 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
- 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 Cath Davis, Director of Subject for Design Technology**

## BTEC Music Technology

<b>Faculty:</b>	AMID	
<b>Assessment:</b>	• 25% exam • 75% coursework	

### 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**

# 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

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

Alice Beckwith  
Director of Subject for English  
[ABeckwith@corbybusinessacademy.org](mailto:ABeckwith@corbybusinessacademy.org)

Amy Harris  
Director of Subject for Active  
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**If you require support or further advice on the options process please contact:**

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# Options Form

Name: .....

Tutor Group: .....

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

## Core Science Preference

Subject	Choice
Double 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"/>
GCSE Catering	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Child Development	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Dance	<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 ICT	<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"/>
GCSE Resistant Materials	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Textile Technology	<input type="checkbox"/>	<input type="checkbox"/>
GCSE Travel and Tourism	<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"/>

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 WEDNESDAY, MARCH 25<sup>TH</sup>**



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